

**Agenda of Regular Meeting
Flour Bluff Independent School District
Board of Trustees
Thursday, September 24, 2020**

A Regular Meeting of the Board of Trustees will be held on Thursday, September 24, 2020, beginning at 6:00 PM, Administration Building Board Room, 2505 Waldron Road, Corpus Christi, Texas 78418.

Due to health and safety concerns related to the COVID-19 coronavirus, this meeting will be conducted by videoconference via Zoom. At least a quorum of the board will be participating by videoconference and in person in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

Members of the public may access this meeting and or provide public comments as identified below:

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

- 1. CALL TO ORDER**
- 2. DETERMINATION OF QUORUM**
- 3. INVOCATION**
- 4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE**
- 5. PRESENTATIONS**
- 6. AUDIENCE COMMENTS**

Public Comment: If you wish to address the Flour Bluff ISD Board of Trustees in public comment at the Thursday, September 24, 2020 meeting, please go to <https://flourbluffschoools.net/board-meeting-public-comment-form/to> access the Board Meeting Public Comment form. Comments submitted and received by 1 p.m. on Thursday, September 24, 2020 via the form will be read during the public comment portion of the Board Meeting.

7. AUDIENCE ACCESS

Audience members please be advised that the entire Board informational packet is posted on the Flour Bluff ISD website under the link "Board of Trustees." It can be accessed with any device with web access capabilities. The packet is developed by the Superintendent and staff to provide information on the agenda items for the Board.

8. REPORTS

Reports listed on the agenda and considered routine in nature will not be discussed unless requested by a Board member. The Board has had the information with sufficient time prior to the Board meeting to ask the superintendent and staff questions.

A. Summary of Finance Reports

This agenda item is a report only. Board action is not required.

B. Update on Capital Construction Projects

This agenda item is a report only. Board action is not required.

C. Class Size Update

This agenda item is a report only. Board action is not required.

D. Eight-Year Enrollment

This agenda item is a report only. Board action is not required.

E. Dual Credit Enrollment Update

This agenda item is a report only. Board action is not required.

F. Summer School Report

This agenda item is a report only. Board action is not required.

9. REPORT PRESENTATIONS

A. Update on Bond Projects

This agenda item is a report only. Board action is not required.

B. Update on Health Insurance Carrier/Dental/Cafeteria Plan for the Coming Year

This agenda item is a report only. Board action is not required.

C. School Re-Opening Update

This agenda item is a report only. Board action is not required.

10. CONSENT AGENDA

All items under consent agenda are considered to be routine by the Board of Trustees and will be enacted with one motion. There will be no separate discussion of items unless a Board member so requests, in which event, the item will be removed from the consent agenda and considered as an item on the regular agenda. A Board member may move to approve the consent agenda as presented with any requested items removed.

A. Approval of Minutes of the Public Hearing and Regular Meeting of August 27, 2020 and Special Meeting of September 15, 2020.

It is the recommendation of the administration that the Board of Trustees approve the minutes of the Public Hearing and Special Meeting of August 22, 2019 and Regular Meeting of August 29, 2019.

B. Approval of Out-of-District Transfer Students for the 2020-2021 School Year

It is the recommendation of the administration that the Board of Trustees approve the additional transfer students.

11. ACTION

A. Approval of Policy Update 115(LOCAL) Affecting Local Policies:

It is the recommendation of the administration that the Board of Trustees approve Update 115(LOCAL) as presented.

1. BF(LOCAL): BOARD POLICIES

2. DED(LOCAL): COMPENSATION AND BENEFITS - VACATIONS AND HOLIDAYS

3. DIA(LOCAL): EMPLOYEE WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

4. DMD(LOCAL): PROFESSIONAL DEVELOPMENT - PROFESSIONAL MEETINGS AND VISITATIONS

5. EI(LOCAL): ACADEMIC ACHIEVEMENT

6. FB(LOCAL): EQUAL EDUCATIONAL OPPORTUNITY

7. FD(LOCAL): ADMISSIONS

8. FEB(LOCAL): ATTENDANCE - ATTENDANCE ACCOUNTING

9. FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT

10. FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

11. FMF(LOCAL): STUDENT ACTIVITIES - CONTESTS AND COMPETITION

12. FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES

13. GF(LOCAL): PUBLIC COMPLAINTS

B. Approval of Resolution to Form a Flour Bluff Independent School District Police Department

It is the recommendation of the administration that the Board of Trustees approve the Resolution to Form a Flour Bluff Independent School District Police Department as presented.

C. Approval of the Memorandum of Understanding (MOU) Between Nueces County Sheriff's Office and Flour Bluff Independent School District Police Department

It is the recommendation of the administration that the Board of Trustees approve the Memorandum of Understanding (MOU) as presented.

D. Adoption of New Policy CKE(LOCAL): Safety Program/Risk Management Security Personnel

It is the recommendation of the administration that the Board of Trustees adopt new Policy CKE(LOCAL): Safety Program/Risk Management Security Personnel as presented.

E. Approve Letter to Texas Education Agency Commissioner Mike Morath

It is the recommendation of the administration that the Board of Trustees approve and sign the letter to Texas Education Agency Commissioner Mike Morath.

F. Approval of Memorandum of Understanding Between Del Mar College and Flour Bluff ISD for Dual Credit

It is the recommendation of the administration that the Board of Trustees approve the Memorandum of Understanding Between Del Mar College and Flour Bluff ISD for Dual Credit.

G. Approval of 2020 Health Insurance/Dental/Cafeteria Plan

It is the recommendation of the administration that the Board of Trustees approve the renewal of the Aetna Health Insurance, Express Scripts Pharmacy, and the Aetna Dental Insurance contracts.

H. Approve Waste Removal and Recycling Amendment to Existing Contract

It is the recommendation of the administration that the Board of Trustees approve the 3rd year extension option of the present two-year contract for waste removal and recycling by Republic Waste Services.

12. CLOSED MEETING

A. Texas Government Code, Sections:

1. 551.071 Consultation with Attorney
2. 551.072 Real Property
3. 551.073 Prospective Gifts
4. 551.074 Personnel Matters
5. 551.076 Security Devices
6. 551.082 Student Discipline
7. 551.082 Employee-Employee Complaints
8. 551.0821 Personally Identifiable Information about Public School Student
9. 551.087 Economic Development Negotiations

B. Education Code:

1. 39.030(a) Assessment Instruments

C. PUBLIC NOTICE is given pursuant to the Texas Open Meetings Act, Government Code, Chapter 551, that the Flour Bluff ISD Board of Trustees may elect to go into closed meeting at any time during the above meeting for discussion of subjects properly before them when authorized by the provisions of said act. All final votes, actions, or decisions will be taken in open session.

13. ACTION: Approval of Joe Kelley to Conduct a Superintendent Search for Flour Bluff ISD in the Fall of 2020

It is the recommendation of the administration that the Board of Trustees approve Joe Kelley to conduct a Superintendent Search for Flour Bluff ISD in the Fall of 2020.

14. PERSONNEL RECOMMENDATIONS

It is the recommendation of the Administration that the Board of Trustees acknowledge receipt of the report of the Superintendent with respect to transfers, resignations and retirements, and accept the Superintendent's recommendation to approve the hiring of personnel, restructuring of staff, miscellaneous requests as set forth in the transmittal to the Board for this meeting.

A. ACTION

1. Hiring of Certified Staff
2. Restructuring of Staff
3. New Positions
4. Job Description
5. Salary Schedule
6. Administrative Contracts
7. Teacher Contracts
8. Miscellaneous Requests

B. INFORMATION

1. Resignations
2. Transfers
3. Equity Increases
4. Job Reclassification

15. CALENDAR

The Board may set dates for special meetings and hearings and receive information regarding other special dates.

16. AGENDA ITEMS FOR OCTOBER

The Board may submit requests for information to be considered at the regular October board meeting.

17. ANNOUNCEMENTS: Superintendent of Schools

18. REMARKS: Members of Board of Trustees

19. ADJOURNMENT

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, Texas 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 TASB Policy BEC(LEGAL)]

For the Board of Trustees

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

SUBJECT: SUMMARY OF FINANCE REPORTS

DATE: September 24, 2020

**PRESENTED BY: Joe Kelley, Acting Superintendent
 Louise Day, Chief Financial Officer**

REPORT – Item 8A

SUMMARY:

Attached are the following reports for August 2020:

- 1) Revenues by Fund
- 2) Local Fund Expenditures by Function
- 3) Local Fund Expenditures by Object
- 4) Local Fund Expenditures by Fund
- 5) Food Service Revenues and Expenditures
- 6) Debt Service Revenues and Expenditures
- 7) Self-Insured Premiums and Expenditures
- 8) Bond Construction Fund Revenues and Expenditures
- 9) Summary of Tax Collections
- 10) Summary of Tax Adjustments

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 6: Continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective: This item addresses all objectives under Goal 6.

ADMINISTRATIVE RECOMMENDATION:

This agenda item is a report only. Board action is not required.

FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
FUND 697 - BOND PROJECTS
August 2020

| DESCRIPTION | FY 2013-2014 | FY 2014-2015 | FY 2015-2016 | FYTD 2016-2017 | FYTD 2017-2018 | FYTD 2018-2019 | FYTD 2019-2020 | ENCUMBERED | TOTAL REVENUE/EXPENSE PLUS ENCUMBERED |
|-------------------------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|-------------------|-------------------|---|
| SALE OF BONDS | 47,950,000.00 | | | | | | | | |
| PREMIUM ON BONDS ISSUED | 302,036.15 | | | | | | | | |
| BOND ISSUANCE FEES | (212,036.15) | | | | | | | | |
| TOTAL BOND PROCEEDS | 48,040,000.00 | - | - | | | | | | 48,040,000.00 |
| INVESTMENT INCOME | 63,505.53 | 33,728.82 | 45,440.84 | 64,316.01 | 77,318.23 | 43,276.06 | 20,316.36 | | 347,901.85 |
| INVEST INCOME PATTERSON | 5,462.61 | 55,169.63 | 101,852.98 | 60,829.00 | 31,843.33 | 6,720.00 | - | | 261,877.55 |
| TOTAL INVESTMENT INCOME | 68,968.14 | 88,898.45 | 147,293.82 | 125,145.01 | 109,161.56 | 49,996.06 | 20,316.36 | | 609,779.40 |
| TOTAL REVENUES | 48,108,968.14 | 88,898.45 | 147,293.82 | 125,145.01 | 109,161.56 | 49,996.06 | 20,316.36 | | 48,649,779.40 |
| BOND PROJECTS MASTER PLANNING | 237,833.98 | 106,967.39 | 76,753.75 | 30,397.50 | 525.00 | 1,882.50 | | | 454,360.12 |
| STADIUM TURF PROJECT | 1,287,800.05 | | | | | | | | 1,287,800.05 |
| NATATORIUM PROJECT | 4,200.00 | 456,078.52 | 4,080,030.75 | 7,915,234.13 | 43,576.36 | 1,290.00 | | | 12,500,409.76 |
| STADIUM RENOVATION | 330,909.80 | 4,900.91 | | | | | | | 335,810.71 |
| ROTC PRACITICE PAVILION | 364,726.00 | 334,579.37 | | | | | | | 699,305.37 |
| JH SCIENCE CLASSROOM | 481,238.99 | 5,728,475.72 | 342,521.10 | 4,529.13 | 1,500.00 | | | | 6,558,264.94 |
| INTERMEDIATE SCIENCE CLASS | 144,698.13 | 86,525.25 | 3,977.56 | 2,247.55 | | | | | 237,448.49 |
| ATHLETIC FIELD HOUSE | 41,596.95 | 3,410,895.12 | 2,978,729.86 | 8,272.17 | 2,500.00 | | | | 6,441,994.10 |
| BASEBALL AND SOFTBALL FIELDS | | 29,599.00 | 103,428.00 | | 38,112.17 | | | | 171,139.17 |
| TENNIS LOCKER ROOM RENOVATION | | 1,740,396.23 | 915,822.71 | 97,178.87 | 13,282.12 | | | | 2,766,679.93 |
| EARLY CHILDHOOD RENOVATION | | 88,959.37 | 16,086.51 | 1,496.34 | | | | | 106,542.22 |
| VARSITY GYM RENOVATIONS | | 38,469.59 | 11,456.31 | 403.07 | | | | | 50,328.97 |
| NEW LIBRARY - ELEM/PRIMARY | | | 2,129,944.99 | 2,901,850.11 | 83,356.99 | | | | 5,115,152.09 |
| CAFETERIA EXPANSION PRIM /ELEM | | 7,000.00 | 122,931.34 | 57,802.97 | 2,175.00 | | | | 189,909.31 |
| SPECIAL ED/CENTRAL STORAGE | | | 312,681.60 | 343,793.19 | | | | | 656,474.79 |
| JR HIGH INTERIOR RENOVATIONS | | | 163,957.81 | 1,428,658.77 | 38,484.92 | | | | 1,631,101.50 |
| INTERM INTERIOR AND CAFÉ RENO | | | 36,480.58 | 22,568.19 | 4,470.89 | | | | 63,519.66 |
| WRANOSKY GYM RENOVATIONS | | | 276,978.88 | 279,502.58 | | | | | 556,481.46 |
| NEW JR HIGH GYM | | | | 157,009.16 | 1,721,133.64 | 762,799.68 | 760.00 | | 2,641,702.48 |
| BUS SHOP | | | | 103,277.96 | 1,562,767.77 | 744,448.35 | | | 2,410,494.08 |
| HIGH SCHOOL INTERIOR | | | | | | 6,415.14 | 846,003.56 | 215,217.60 | 1,067,636.30 |
| ELEMENTARY PLAYGROUND | 99,367.94 | | | | | | | | 99,367.94 |
| TURF/BUS BARN SITE DRAINAGE | 179,717.00 | | | | | | | | 179,717.00 |
| SECURITY CAMERAS | 286.76 | 197,059.10 | | | | | | | 197,345.86 |
| PRIMARY PLAYGROUND | | | | 142,935.50 | | | | | 142,935.50 |
| PRIMARY DOORS | | | | 23,876.37 | | | | | 23,876.37 |
| BAND STORAGE | | | | 34,042.00 | 34,750.00 | | | | 68,792.00 |
| CENTRAL KITCHEN RENOVATION | | | | 92,229.96 | | | | | 92,229.96 |
| DIGITAL MEDIA | | | | | 110,416.00 | | | | 110,416.00 |
| PRI/ELEM RENO | | | | | 1,200,343.16 | 93,625.62 | | | 1,293,968.78 |
| BRICK VENEER RENO | | | | | 1,314.30 | 149,200.85 | | | 150,515.15 |
| TOTAL EXENDITURES TO DATE | 3,172,375.60 | 12,229,905.57 | 11,571,781.75 | 13,647,305.52 | 4,858,708.32 | 1,759,662.14 | 846,763.56 | 215,217.60 | 48,301,720.06 |
| REMAINING UNENCUMBERED FUNDS | | | | | | | | | 348,059.34 |

REVENUE:

| FUN FUND | 2019-20 | June 2019-20 | July 2019-20 | August 2019-20 | 2019-20 | 2019-20 FYTD | 2019-20 |
|-----------------------|-------------------|--------------|--------------|----------------|---------------|------------------|---------|
| | FYTD Revised Bdgt | Activity | Activity | Activity | FYTD Activity | Remaining Budget | FYTD % |
| 181 ATHLETICS | 130,000.00 | 56.36 | 4,300.00 | 3,733.23 | 100,101.30 | 29,898.70 | 77.00 |
| 199 LOCAL MAINTENANCE | 50,705,831.33 | 687,243.96 | 654,264.41 | 2,220,928.66 | 48,460,996.46 | 2,244,834.87 | 95.57 |
| Grand Revenue Totals | 50,835,831.33 | 687,300.32 | 658,564.41 | 2,224,661.89 | 48,561,097.76 | 2,274,733.57 | 95.53 |

EXPENDITURES:

| FC FUNCTION | 2019-20 | June 2019-20 | July 2019-20 | August 2019-20 | 2019-20 | 2019-20 FYTD | 2019-20 |
|-----------------------------------|-------------------|--------------|--------------|----------------|---------------|------------------|---------|
| | FYTD Revised Bdgt | Activity | Activity | Activity | FYTD Activity | Remaining Budget | FYTD % |
| 11 INSTRUCTION | 29,369,039.12 | 2,310,457.80 | 2,227,500.15 | 2,323,545.72 | 27,923,958.65 | 1,416,325.82 | 95.08 |
| 12 INST. RESOURCES & MEDIA SVCS | 569,615.30 | 37,764.00 | 41,166.27 | 39,565.27 | 533,102.57 | 36,512.73 | 93.59 |
| 13 CURRICULUM DEV. & INST.STF DEV | 256,675.81 | 7,770.20 | 5,752.25 | 30,205.14 | 169,851.86 | 86,740.10 | 66.17 |
| 21 INSTRUCTIONAL LEADERSHIP | 1,365,968.77 | 119,084.14 | 108,276.33 | 101,063.70 | 1,287,196.74 | 77,383.03 | 94.23 |
| 23 SCHOOL LEADERSHIP | 2,763,216.27 | 233,208.21 | 219,054.22 | 223,584.28 | 2,645,028.51 | 116,464.92 | 95.72 |
| 31 GUIDANCE & COUNSELING | 1,383,100.37 | 106,305.44 | 103,035.65 | 96,254.87 | 1,239,934.62 | 142,690.75 | 89.65 |
| 32 SOCIAL WORK SERVICES | 142,561.99 | 10,451.49 | 8,876.37 | 8,964.28 | 113,001.94 | 29,560.05 | 79.27 |
| 33 HEALTH SERVICES | 512,568.19 | 32,948.56 | 34,016.37 | 32,845.73 | 417,807.25 | 90,656.60 | 81.51 |
| 34 PUPIL TRANSPORTATION | 1,971,513.71 | 105,942.97 | 106,899.85 | 115,709.95 | 1,800,993.40 | 156,743.49 | 91.35 |
| 35 FOOD SERVICES | 142,508.00 | 5,763.87 | 5,994.82 | 6,663.82 | 46,398.33 | 96,109.67 | 32.56 |
| 36 COCURR./EXTRACURR.ACTIVITIES | 1,851,939.03 | 88,106.19 | 76,025.21 | 110,500.76 | 1,491,721.05 | 341,368.79 | 80.55 |
| 41 GENERAL ADMINISTRATION | 1,825,191.07 | 137,778.88 | 117,618.10 | 135,571.97 | 1,567,126.20 | 247,391.68 | 85.86 |
| 51 PLANT MAINTENANCE & OPERATIONS | 6,838,339.05 | 540,514.04 | 541,721.78 | 522,819.55 | 6,427,220.79 | 315,129.04 | 93.99 |
| 52 SECURITY & MONITORING SERVICES | 842,023.71 | 38,591.09 | 32,556.71 | 35,176.24 | 654,042.43 | 187,981.28 | 77.68 |
| 53 DATA PROCESSING SERVICES | 1,100,180.30 | 43,297.10 | 42,988.89 | 51,240.47 | 1,007,599.41 | 75,543.39 | 91.58 |
| 61 COMMUNITY SERVICES | 63,944.64 | 1,274.40 | 1,586.79 | 28,419.31 | 46,771.41 | 17,173.23 | 73.14 |
| 95 PYMTS.TO JJAEP PROGRAMS | 188,511.00 | | | 12,214.80 | 171,007.20 | 17,503.80 | 90.71 |
| 99 OTHER INTERGOVERNMENTAL CHARGE | 400,739.00 | | | | 383,626.00 | 17,113.00 | 95.73 |
| Grand Expense Totals | 51,587,635.33 | 3,819,258.38 | 3,673,069.76 | 3,874,345.86 | 47,926,388.36 | 3,468,391.37 | 92.90 |

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BOARD REPORT - EXPENDITURE BY OBJECT (Date: 8/2020)

PAGE: 1

| OBJ | OBJECT | 2019-20 | | June 2019-20 | July 2019-20 | August 2019-20 | 2019-20 | | |
|----------------------|--------------------------------|---------------|--------------|--------------|--------------|----------------|---------------|-------------------|--------|
| | | FYTD | Revised Bdgt | Activity | Activity | Activity | FYTD Activity | Remaining Balance | FYTD % |
| 61-- | PAYROLL COSTS | 41,646,915.00 | | 3,278,368.63 | 3,235,143.29 | 3,281,516.09 | 39,913,428.83 | 1,733,486.17 | 95.84 |
| 62-- | PROFESSIONAL AND CONTRACTED SE | 5,254,192.49 | | 242,192.93 | 225,727.06 | 316,589.33 | 4,300,106.95 | 914,157.86 | 81.84 |
| 63-- | SUPPLIES AND MATERIALS | 2,254,538.46 | | 134,561.52 | 67,272.68 | 121,661.38 | 1,693,750.06 | 417,744.18 | 75.13 |
| 64-- | OTHER OPERATING COSTS | 2,390,542.85 | | 164,135.30 | 144,926.73 | 154,579.06 | 1,978,655.99 | 402,003.16 | 82.77 |
| 66-- | CAPITAL OUTLAY - LAND, BLDGS A | 41,446.53 | | 0.00 | 0.00 | 0.00 | 40,446.53 | 1,000.00 | 97.59 |
| Grand Expense Totals | | 51,587,635.33 | | 3,819,258.38 | 3,673,069.76 | 3,874,345.86 | 47,926,388.36 | 3,468,391.37 | 92.90 |

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BOARD REPORT - LOCAL EXPENDITURE SUMMARY BY FUND (Date: 8/2020)

PAGE: 1

| FND | FUND | 2019-20 | | June 2019-20 | July 2019-20 | August 2019-20 | 2019-20 | | |
|----------------------|----------------------|---------------|--------------|--------------|--------------|----------------|---------------|------------------|--------|
| | | FYTD | Revised Bdgt | Activity | Activity | Activity | FYTD Activity | Remaining Budget | FYTD % |
| 161 | STATE COMPENSATORY | 2,383,762.00 | | 163,935.48 | 183,725.39 | 219,753.88 | 2,222,339.03 | 154,740.97 | 93.23 |
| 162 | SPECIAL EDUCATION | 5,500,497.00 | | 430,044.47 | 415,082.58 | 440,221.20 | 5,320,362.82 | 170,584.47 | 96.73 |
| 163 | VOCATIONAL EDUCATION | 1,264,861.00 | | 108,696.55 | 71,672.10 | 130,138.69 | 1,140,757.75 | 120,205.25 | 90.19 |
| 164 | GIFTED & TALENTED | 1,626,369.00 | | 126,272.67 | 126,485.49 | 125,523.14 | 1,553,893.69 | 72,475.31 | 95.54 |
| 165 | ESL | 68,380.00 | | 4,579.97 | 200.00 | 1,246.00 | 15,769.22 | 52,610.78 | 23.06 |
| 181 | ATHLETICS | 1,193,757.00 | | 57,391.38 | 51,338.76 | 83,615.26 | 1,027,733.38 | 149,108.43 | 86.09 |
| 199 | LOCAL MAINTENANCE | 39,550,009.33 | | 2,928,337.86 | 2,824,565.44 | 2,873,847.69 | 36,645,532.47 | 2,748,666.16 | 92.66 |
| Grand Expense Totals | | 51,587,635.33 | | 3,819,258.38 | 3,673,069.76 | 3,874,345.86 | 47,926,388.36 | 3,468,391.37 | 92.90 |

| OBJ | OBJECT | 2019-20 FYTD Revised Bdgt | June 2019-20 Activity | July 2019-20 Activity | August 2019-20 Activity | 2019-20 FYTD Activity | 2019-20 FYTD Remaining Budget | 2019-20 FYTD % |
|-------|--------------------------------|------------------------------|--------------------------|--------------------------|----------------------------|--------------------------|----------------------------------|-------------------|
| 57-- | LOCAL REVENUES | 849,684.00 | -1,787.57 | -635.74 | -639.77 | 637,238.34 | 212,445.66 | 75.00 |
| 58-- | STATE REVENUES | 13,800.00 | | | | | 13,800.00 | |
| 59-- | FEDERAL REVENUES | 2,043,694.00 | 59,371.20 | 27,092.10 | | 1,504,037.86 | 539,656.14 | 73.59 |
| 5--- | TOTAL REVENUES | 2,907,178.00 | 57,583.63 | 26,456.36 | -639.77 | 2,141,276.20 | 765,901.80 | 73.65 |
| ===== | | | | | | | | |
| 61-- | PAYROLL COSTS | 1,417,063.00 | 108,127.11 | 99,255.04 | 97,003.94 | 1,330,760.62 | 86,302.38 | 93.91 |
| 62-- | PROFESSIONAL AND CONTRACTED SE | 29,548.00 | 70.00 | 60.72 | 949.94 | 20,324.22 | 9,223.78 | 68.78 |
| 63-- | SUPPLIES AND MATERIALS | 1,676,792.00 | 5,707.69 | 2,346.44 | 59,723.56 | 1,110,363.72 | 566,428.28 | 66.22 |
| 64-- | OTHER OPERATING COSTS | 4,014.00 | | | | 1,662.50 | 2,351.50 | 41.42 |
| 66-- | CAPITAL OUTLAY - LAND, BLDGS A | | | | | | | |
| 6--- | TOTAL EXPENDITURES | 3,127,417.00 | 113,904.80 | 101,662.20 | 157,677.44 | 2,463,111.06 | 664,305.94 | 78.76 |
| ===== | | | | | | | | |

| OBJ | OBJECT | 2019-20 FYTD Revised Bdgt | June 2019-20 Activity | July 2019-20 Activity | August 2019-20 Activity | 2019-20 FYTD Activity | 2019-20 FYTD REMAING BALANCE | 2019-20 FYTD % |
|------|--------------------------------|------------------------------|--------------------------|--------------------------|----------------------------|--------------------------|---------------------------------|-------------------|
| 5711 | TAXES, CURRENT YEAR | 3,040,492.00 | 22,756.71 | 14,921.19 | 7,911.62 | 3,123,409.62 | -82,917.62 | 102.73 |
| 5712 | TAXES, PRIOR YEAR | 25,000.00 | -1,223.43 | 949.92 | 2,791.16 | 37,684.17 | -12,684.17 | 150.74 |
| 5719 | OTHER TAX REVENUE | 15,000.00 | 3,467.81 | 2,081.56 | 1,711.70 | 29,095.55 | -14,095.55 | 193.97 |
| 5742 | EARNINGS FROM TEMP.INVESTMENTS | 22,000.00 | 1,634.64 | 1,049.34 | 426.18 | 32,751.90 | -10,751.90 | 148.87 |
| 5829 | STATE PROGRAM REVENUES - TEA | 53,602.00 | | | | 56,097.00 | -2,495.00 | 104.65 |
| ---- | Revenue | 3,156,094.00 | 26,635.73 | 19,002.01 | 12,840.66 | 3,279,038.24 | -122,944.24 | 103.90 |
| 6511 | BOND PRINCIPAL | 1,050,000.00 | | | 1,050,000.00 | 1,050,000.00 | | 100.00 |
| 6521 | INTEREST ON BONDS | 2,104,894.00 | | | 1,052,446.88 | 2,104,893.76 | 0.24 | 100.00 |
| 6599 | OTHER DEBT SERVICE FEES | 1,200.00 | | | 200.00 | 800.00 | 400.00 | 66.67 |
| ---- | Expense | 3,156,094.00 | | | 2,102,646.88 | 3,155,693.76 | 400.24 | 99.99 |

| Account Level | | | | | | | | | | 2019-20 | 2019-20 | 2019-20 | 2019-20 | | | | | |
|---------------|---|----|------|----|-----|---|----|-----|------------------------------|--------------|---------|---------|--------------|----------|---------------|---------|--------|---|
| FND | T | FC | OBJ | SO | ORG | F | PI | LOC | Description | FYTD | Revised | Bdgt | FYTD | Activity | REMAING | BALANCE | FYTD | % |
| 753 | R | 00 | 5742 | 00 | 000 | 0 | 00 | 000 | INTEREST INCOME | 7,000.00 | | | 7,746.54 | | -746.54 | | 110.66 | |
| 753 | R | 00 | 5754 | HL | 000 | 0 | 00 | 000 | HEALTH INSURANCE PREMIUMS | 4,400,000.00 | | | 4,223,919.18 | | 176,080.82 | | 96.00 | |
| 753 | R | 00 | 5754 | RB | 000 | 0 | 00 | 000 | HEALTH INSURANCE REBATES | 301,000.00 | | | 352,020.76 | | -51,020.76 | | 116.95 | |
| 753 | R | 00 | 5754 | SL | 000 | 0 | 00 | 000 | HEALTH INSURANCE STOP LOSS | 450,000.00 | | | 1,547,392.99 | | -1,097,392.99 | | 343.87 | |
| <hr/> | | | | | | | | | | 5,158,000.00 | | | 6,131,079.47 | | -973,079.47 | | 118.87 | |
| 753 | E | 41 | 6429 | AD | 750 | 0 | 99 | 000 | INSURANCE ADMIN EXPENSES | 294,000.00 | | | 291,087.93 | | 2,912.07 | | 99.01 | |
| 753 | E | 41 | 6429 | HL | 750 | 0 | 99 | 000 | HEALTH INSURANCE EXPENSES | 4,486,000.00 | | | 4,594,464.22 | | -140,048.04 | | 102.42 | |
| 753 | E | 41 | 6429 | SL | 750 | 0 | 99 | 000 | INSURANCE STOP LOSS EXPENSES | 855,000.00 | | | 767,008.51 | | 87,991.49 | | 89.71 | |
| <hr/> | | | | | | | | | | 5,635,000.00 | | | 5,652,560.66 | | -49,144.48 | | 100.31 | |

**FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
COUNTY TAX COLLECTIONS**

| CURRENT COLLECTIONS | | |
|----------------------------|-------------------------|-------------------------|
| | <u>FY 19/20</u> | <u>FY 18/19</u> |
| September | \$ - | \$ - |
| October | \$ 11,257,023.42 | \$ 11,073,106.74 |
| November | \$ 1,703,526.70 | \$ 1,866,304.78 |
| December | \$ 3,865,482.97 | \$ 4,630,988.17 |
| January | \$ 9,959,616.59 | \$ 8,278,200.76 |
| February | \$ 5,195,019.15 | \$ 6,489,358.63 |
| March | \$ 500,951.16 | \$ 547,955.30 |
| April | \$ 176,465.83 | \$ 241,642.67 |
| May | \$ 269,227.04 | \$ 245,532.44 |
| June | \$ 243,309.15 | \$ 185,825.40 |
| July | \$ 158,694.24 | \$ 132,246.37 |
| August | \$ 84,074.84 | \$ 94,974.77 |
| | <u>\$ 33,413,391.09</u> | <u>\$ 33,786,136.03</u> |
| LEVY (REC) | 34,275,124.26 | 34,700,653.18 |
| MONTH TO DATE % | 97.49% | 97.36% |
| TOTAL % COLLECTED | 97.49% | 97.36% |

| DELINQUENT COLLECTIONS | | |
|-------------------------------|----------------------|----------------------|
| | <u>FY 19/20</u> | <u>FY 18/19</u> |
| September | \$ 98,713.86 | \$ 62,915.93 |
| October | \$ 66,605.82 | \$ 127,367.49 |
| November | \$ 38,201.07 | \$ 59,605.35 |
| December | \$ 52,605.59 | \$ 56,112.20 |
| January | \$ 30,580.02 | \$ 47,105.12 |
| February | \$ 29,949.34 | \$ 49,425.37 |
| March | \$ 104,475.87 | \$ 15,876.79 |
| April | \$ 10,200.39 | \$ 18,826.99 |
| May | \$ 11,174.97 | \$ 20,358.83 |
| June | \$ (18,199.16) | \$ 23,169.29 |
| July | \$ 13,392.07 | \$ 19,261.69 |
| August | \$ 33,970.37 | \$ (4,222.31) |
| | <u>\$ 471,670.21</u> | <u>\$ 495,802.74</u> |
| LEVY (REC) | 1,333,310.41 | 1,222,757.99 |
| MONTH TO DATE % | 35.38% | 40.55% |
| TOTAL % COLLECTED | 35.38% | 40.55% |

| PENALTIES AND INTEREST | | |
|-------------------------------|----------------------|----------------------|
| | <u>FY 19/20</u> | <u>FY 18/19</u> |
| September | \$ 17,418.34 | \$ 11,013.84 |
| October | \$ 25,173.94 | \$ 11,819.53 |
| November | \$ 11,168.01 | \$ 12,558.96 |
| December | \$ 20,847.64 | \$ 38,755.53 |
| January | \$ 11,242.23 | \$ 15,763.55 |
| February | \$ 37,112.33 | \$ 37,857.74 |
| March | \$ 74,304.88 | \$ 46,604.42 |
| April | \$ 24,237.12 | \$ 33,248.08 |
| May | \$ 34,052.17 | \$ 37,492.99 |
| June | \$ 37,476.86 | \$ 37,823.99 |
| July | \$ 25,197.49 | \$ 26,001.35 |
| August | \$ 19,107.82 | \$ 21,096.13 |
| | <u>\$ 337,338.83</u> | <u>\$ 330,036.11</u> |

**FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
SUMMARY OF TAX ADJUSTMENTS**

| TAX ADJUSTMENTS MADE BY THE NUECES COUNTY TAX-ASSESSOR COLLECTOR'S OFFICE | | | | | | | | | | | | | |
|---|----------------------|------------------------|----------------------|-----------------------|-----------------------|--------------------|-----------------------|-----------------------|----------------------|----------------------|-----------------------|--------------------|------------------------|
| Tax Year | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | TOTAL YEAR TO DATE |
| 2019 | \$ (2,044.31) | \$ (97,567.04) | \$ (7,040.04) | \$ (24,398.83) | \$ (33,481.67) | \$ (4,736.29) | \$ (13,619.07) | \$ (37,078.92) | \$ (6,813.00) | \$ (15,403.61) | \$ (2,470.98) | \$ 1,016.82 | \$ (243,636.94) |
| 2018 | \$ (1,145.00) | \$ (15,468.13) | \$ (76.60) | \$ (3,733.32) | \$ (3,574.45) | \$ 1,327.78 | \$ (1,880.91) | \$ (3,952.73) | \$ (359.34) | \$ (28,020.88) | \$ 674.23 | \$ 1,001.60 | \$ (55,207.75) |
| 2017 | | \$ (5,262.87) | \$ (76.60) | \$ (621.03) | \$ (1,670.09) | \$ 368.01 | \$ (1,551.48) | | \$ 2,267.32 | \$ 34,013.34 | \$ (30,245.79) | | \$ (2,779.19) |
| 2016 | | \$ (287.50) | \$ (76.60) | \$ (48.74) | | \$ 2,604.05 | | | \$ (731.60) | \$ 287.50 | \$ 3,704.28 | | \$ 5,451.39 |
| 2015 | | | | \$ (48.92) | | \$ 2,766.73 | | | \$ (462.74) | | \$ (1,223.04) | | \$ 1,032.03 |
| 2014 | | | | \$ (38.09) | | \$ 1,969.65 | | | | | \$ (1,166.89) | | \$ 764.67 |
| 2013 | | | | \$ (38.42) | | | | | | | \$ (1,077.95) | | \$ (1,116.37) |
| 2012 | | | | \$ (181.07) | | | | | | | \$ (1,006.73) | | \$ (1,187.80) |
| 2011 | | | | \$ (278.72) | | | | | | | \$ (2,016.87) | | \$ (2,295.59) |
| 2010 | | | | | | | | | | | \$ (2,015.72) | | \$ (2,015.72) |
| 2009 | | | | | | | | | | | \$ (18,734.86) | | \$ (18,734.86) |
| 2008 | | | | | | | | | | | \$ (1,554.41) | | \$ (1,554.41) |
| 2007 | | | | | | | | | | | \$ (1,423.22) | | \$ (1,423.22) |
| 2006 | | | | | | | | | | | \$ (832.02) | | \$ (832.02) |
| 2005 | | | | | | | | | | | \$ (915.75) | | \$ (915.75) |
| 2004 | | | | | | | | | | | \$ (455.30) | | \$ (455.30) |
| 2003 | | | | | | | | | | | \$ - | | \$ - |
| 2002 | | | | | | | | | | | \$ (459.66) | | \$ (459.66) |
| 2001 | | | | | | | | | | | \$ (342.35) | | \$ (342.35) |
| 2000 & PRIOR | | | | | | | | | | | \$ (4,900.85) | | \$ (4,900.85) |
| | | | | | | | | | | | | | 0 |
| TOTAL | \$ (3,189.31) | \$ (118,585.54) | \$ (7,269.84) | \$ (29,387.14) | \$ (38,726.21) | \$ 4,299.93 | \$ (17,051.46) | \$ (41,031.65) | \$ (6,099.36) | \$ (9,123.65) | \$ (66,463.88) | \$ 2,018.42 | \$ (330,609.69) |

**BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM**

SUBJECT: UPDATE ON CAPITAL CONSTRUCTION PROJECTS

DATE: September 24, 2020

**PRESENTED BY: Joe Kelley, Acting Superintendent
Ronald R. Robles, Chief Operating Officer**

REPORT – Item 8B

SUMMARY:

Attached is the Capital Projects 2019-2020 Status Report.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 6: Continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective: This item addresses all objectives under Goal 6.

ADMINISTRATIVE RECOMMENDATION:

This agenda item is a report only. Board action is not required.

CAPITAL PROJECTS 2019 - 2020
PROJECT STATUS REPORT
July 30, 2020

2019 / 2020 PROJECTS

PROJECT 1 – CENTRAL PLANT COOLING TOWER VFD'S/CONTROLS & JCI SERVER/GRAPHICS
Project in progress. 65% complete.

PROJECT 2 – DISTRICT RADIO UPGRADE
Installation of Emergency Security radio system in progress. 99% complete. Programming of radios is what needs completing.

PROJECT 3 – CAMPUS EXTERIOR DOORS/LOCKS
Project in progress. Annual plan that renews each year to standardized locks district wide

PROJECT 4 – HIGH SCHOOL STADIUM STRUCTURAL REPAIRS
Design stage.

PROJECT 5 – HIGH SCHOOL ROOF GAS LINES REPLACEMENT
Completed

PROJECT 6 – HIGH SCHOOL 1000 HALL RTU'S (6) REPLACEMENT
RTU's – In test

PROJECT 7 – HIGH SCHOOL 200/800 HALL HEATING REPLACEMENT/REPAIRS
4 Units – In test

PROJECT 8 – HIGH SCHOOL 1000 HALL LAB FANS (8) RECONDITIONED
In test

PROJECT 9 – HIGH SCHOOL CAFETERIA RTAC REPAIRS
Project at 75% completion.

PROJECT 10 – HIGH SCHOOL VARSITY GYM CONCRETE ENTRANCE
Project under review

PROJECT 11 – PRIMARY/ELEMENTARY CAFETERIA ROOF REPLACEMENT
Vendor has been selected and is mobilizing to start project.

PROJECT 12 – ASPHALT TENNIS COURT RESURFACING
Completed

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

SUBJECT: CLASS SIZE UPDATE

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Dr. Allison Schaum, Chief Academic Officer
Dr. Linda Barganski, Associate Superintendent of Student Services

REPORT – Item 8C

SUMMARY:

According to Texas Education Code (TEC), Section 25.112, Class Size, a school district may not have more than 22 students per teacher in kindergarten, first, second, third or fourth grade. The district has annually maintained staffing to comply with TEC, Section 25.112.

Attached is the fall semester summary of class size enrollment for the Early Childhood Center (PK-K), Primary (1, 2) and Elementary (3, 4) campuses as of September 17, 2020. The averages are determined by taking the total number of students in membership in grades PK-4 and dividing by the total number of teachers per grade. Based upon current data, the district has an approximate average of 14.92 students per teacher in grades PK-4. Principals are still working to balance classes as they received commitment forms from parents for face to face learning and remote learning. Also, many extra-curricular teachers are teaching content area to bring the class enrollment down to comply with social distancing protocols.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOALS AND OBJECTIVES:

Goal 1: Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary student performance.

Objective: This item addresses all objectives under Goal 1.

ADMINISTRATIVE RECOMMENDATION:

This agenda item is a report only. Board action is not required.

Class Size Update
Grades PK, K, 1, 2, 3, 4,

| Teacher | Sp. Program | Students | Teacher | Sp. Program | Students |
|----------------------|-------------------|-------------|----------------------|-------------------|--------------|
| PK Teacher A.M. | | 8 | Gr. K Teacher | | 12 |
| PK Teacher A.M. | Online/ESL | 16 | Gr. K Teacher | Inclusion | 10 |
| PK Teacher A.M. | ESL | 8 | Gr. K Teacher | | 12 |
| PK Teacher A.M. | Inclusion/ESL | 8 | Gr. K Teacher | Online | 22 |
| PK Teacher A.M. | Special Ed./ESL | 5 | Gr. K Teacher | Online/GT/ESL | 20 |
| PK Teacher A.M. | Special Education | 5 | Gr. K Teacher | Inclusion/ESL | 11 |
| PK Teacher P.M. | Inclusion | 8 | Gr. K Teacher | ESL | 12 |
| PK Teacher P.M. | Online/ESL | 13 | Gr. K Teacher | | 12 |
| PK Teacher P.M. | ESL | 6 | Gr. K Teacher | Special Education | 5 |
| PK Teacher P.M. | ESL | 8 | Gr. K Teacher | ESL | 12 |
| PK Teacher P.M. | Special Ed./ESL | 5 | Gr. K Teacher | Online | 22 |
| PK Teacher P.M. | Special Education | 4 | Gr. K Teacher | GT/ESL | 11 |
| Class Average | | 7.83 | Gr. K Teacher | Online | 22 |
| | | | Gr. K Teacher | | 11 |
| | | | Gr. K Teacher | GT/Inclusion | 12 |
| | | | Gr. K Teacher | ESL | 12 |
| | | | Gr. K Teacher | Online | 23 |
| | | | Gr. K Teacher | Inclusion | 11 |
| | | | Gr. K Teacher | Online/GT/ESL | 21 |
| | | | Gr. K Teacher | Inclusion/ESL | 13 |
| | | | Gr. K Teacher | | 11 |
| | | | Gr. K Teacher | | 11 |
| | | | Class Average | | 14.00 |

Class Size Update
Grades PK, K, 1, 2, 3, 4,

| Teacher | Sp. Program | Students | | Teacher | Sp. Program | Students |
|----------------------|--------------------|-----------------|--|----------------|--------------------|-----------------|
| Gr. 1 Teacher | ESL | 17 | | Gr. 2 Teacher | Online/ESL | 23 |
| Gr. 1 Teacher | ESL | 15 | | Gr. 2 Teacher | GT/ ESL | 18 |
| Gr. 1 Teacher | ESL | 14 | | Gr. 2 Teacher | | 18 |
| Gr. 1 Teacher | Online/ESL | 21 | | Gr. 2 Teacher | | 16 |
| Gr. 1 Teacher | Online/ESL | 23 | | Gr. 2 Teacher | Online/ESL | 22 |
| Gr. 1 Teacher | | 15 | | Gr. 2 Teacher | | 16 |
| Gr. 1 Teacher | Online | 23 | | Gr. 2 Teacher | Inclusion/ESL | 14 |
| Gr. 1 Teacher | | 15 | | Gr. 2 Teacher | ESL | 16 |
| Gr. 1 Teacher | Inclusion/ESL | 16 | | Gr. 2 Teacher | | 16 |
| Gr. 1 Teacher | | 16 | | Gr. 2 Teacher | | 16 |
| Gr. 1 Teacher | ESL | 15 | | Gr. 2 Teacher | ESL | 16 |
| Gr. 1 Teacher | | 15 | | Gr. 2 Teacher | ESL | 16 |
| Gr. 1 Teacher | | 14 | | Gr. 2 Teacher | Online | 22 |
| Gr. 1 Teacher | GT/ESL | 15 | | Gr. 2 Teacher | | 16 |
| Gr. 1 Teacher | Special Education | 8 | | Gr. 2 Teacher | | 17 |
| Gr. 1 Teacher | ESL | 16 | | Gr. 2 Teacher | ESL | 18 |
| Gr. 1 Teacher | | 15 | | Gr. 2 Teacher | Inclusion/ESL | 17 |
| Gr. 1 Teacher | ESL | 16 | | Gr. 2 Teacher | Special Education | 7 |
| Gr. 1 Teacher | Inclusion/ESL | 14 | | Gr. 2 Teacher | Online/ESL | 23 |
| Gr. 1 Teacher | | 15 | | Gr. 2 Teacher | Online/GT/ESL | 20 |
| Gr. 1 Teacher | Online | 23 | | Gr. 2 Teacher | Online/ESL | 22 |
| Gr. 1 Teacher | Online | 21 | | Gr. 2 Teacher | | 16 |
| Class Average | | 16.45 | | | | 17.50 |

Class Size Update
Grades PK, K, 1, 2, 3, 4,

| Teacher | Sp. Program | Students | | Teacher | Sp. Program | Students |
|----------------------|-------------------|--------------|--|----------------------|-------------------|--------------|
| Gr. 3 Teacher | GT | 21 | | Gr. 4 Teacher | ESL | 15 |
| Gr. 3 Teacher | | 14 | | Gr. 4 Teacher | G/T | 17 |
| Gr. 3 Teacher | | 14 | | Gr. 4 Teacher | Inclusion | 16 |
| Gr. 3 Teacher | | 16 | | Gr. 4 Teacher | | 15 |
| Gr. 3 Teacher | | 16 | | Gr. 4 Teacher | | 19 |
| Gr. 3 Teacher | Inclusion | 14 | | Gr. 4 Teacher | Online | 19 |
| Gr. 3 Teacher | | 13 | | Gr. 4 Teacher | | 15 |
| Gr. 3 Teacher | ESL | 14 | | Gr. 4 Teacher | | 15 |
| Gr. 3 Teacher | Special Education | 8 | | Gr. 4 Teacher | Special Education | 6 |
| Gr. 3 Teacher | Online | 19 | | Gr. 4 Teacher | Online | 18 |
| Gr. 3 Teacher | | 14 | | Gr. 4 Teacher | Special Education | 2 |
| Gr. 3 Teacher | | 14 | | Gr. 4 Teacher | | 15 |
| Gr. 3 Teacher | | 15 | | Gr. 4 Teacher | G/T | 17 |
| Gr. 3 Teacher | Inclusion | 15 | | Gr. 4 Teacher | Inclusion | 15 |
| Gr. 3 Teacher | | 15 | | Gr. 4 Teacher | | 16 |
| Gr. 3 Teacher | G/T | 21 | | Gr. 4 Teacher | | 15 |
| Gr. 3 Teacher | | 15 | | Gr. 4 Teacher | ESL | 15 |
| Gr. 3 Teacher | Online/ESL | 19 | | Gr. 4 Teacher | | 15 |
| Gr. 3 Teacher | G/T | 16 | | Gr. 4 Teacher | Inclusion | 15 |
| Gr. 3 Teacher | Inclusion | 14 | | Gr. 4 Teacher | Inclusion | 15 |
| Gr. 3 Teacher | Online | 18 | | Gr. 4 Teacher | G/T | 14 |
| Gr. 3 Teacher | Inclusion | 14 | | Gr. 4 Teacher | Inclusion | 17 |
| Gr. 3 Teacher | ESL | 15 | | Gr. 4 Teacher | | 16 |
| | | | | Gr. 4 Teacher | Online | 18 |
| | | | | Gr. 4 Teacher | | 17 |
| Class Average | | 15.39 | | Class Average | | 15.08 |

Inclusion/ESL classrooms are comprised of students served in special programs and students considered in general education. In Gifted and Talented classrooms, most of the students are identified as gifted and talented and a few students may be considered general education.

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

SUBJECT: EIGHT-YEAR ENROLLMENT

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Dr. Allison Schaum, Chief Academic Officer

REPORT – Item 8D

SUMMARY:

A chart outlining eight-year enrollment data is attached for your review.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 1: Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective: This item meets all objectives reflected under Goal 1.

ADMINISTRATIVE RECOMMENDATION:

This agenda item is a report only. Board action is not required.

Flour Bluff Independent School District

ENROLLMENT COMPARISON – EIGHT YEAR COMPARISON

| Grade | EE | PRE-K | KINDER | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | GRADE 7 | GRADE 8 | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 | TOTAL | Differences from Prior Year |
|-------|----|-------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|-------|-----------------------------|
|-------|----|-------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|-------|-----------------------------|

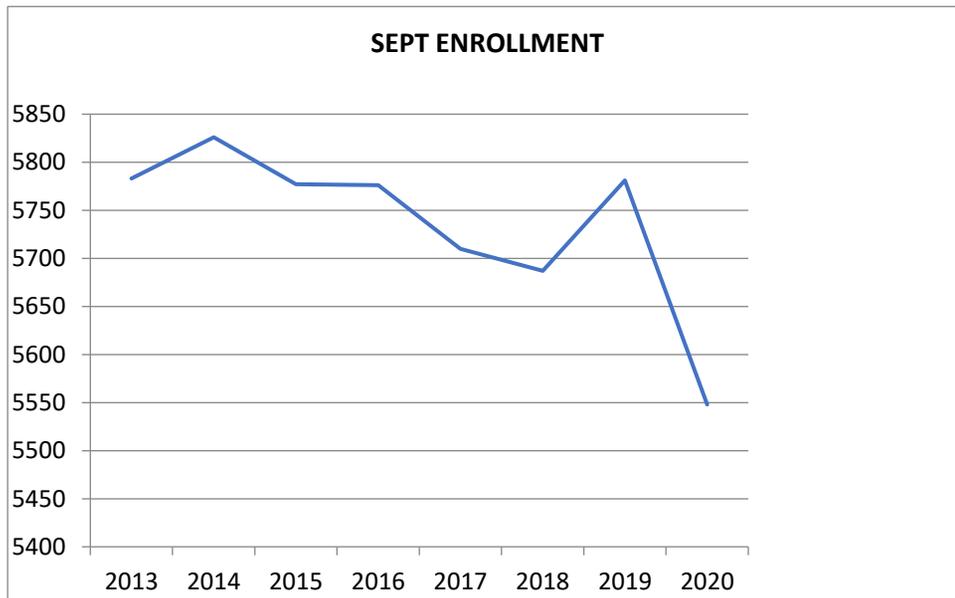
| | | | | | | | | | | | | | | | | | |
|----------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 9/15/20 | 26 | 77 | 309 | 363 | 384 | 354 | 378 | 385 | 439 | 468 | 453 | 603 | 516 | 392 | 401 | 5548 | -233 |
| 9/18/19 | 25 | 122 | 355 | 426 | 367 | 411 | 409 | 421 | 447 | 453 | 499 | 557 | 442 | 439 | 410 | 5781 | +94 |
| 10/17/18 | 18 | 121 | 406 | 368 | 382 | 390 | 405 | 418 | 424 | 462 | 489 | 480 | 494 | 415 | 418 | 5687 | -23 |
| 9/17/17 | 8 | 148 | 339 | 405 | 377 | 396 | 397 | 398 | 428 | 494 | 422 | 556 | 473 | 430 | 439 | 5710 | -66 |
| 9/19/16 | 14 | 129 | 358 | 389 | 399 | 390 | 418 | 414 | 458 | 383 | 483 | 542 | 521 | 447 | 431 | 5776 | -1 |
| 9/15/15 | 15 | 133 | 351 | 400 | 409 | 406 | 398 | 429 | 358 | 465 | 448 | 546 | 543 | 451 | 429 | 5777 | -49 |
| 9/17/14 | 12 | 136 | 390 | 387 | 379 | 418 | 399 | 365 | 439 | 429 | 469 | 605 | 520 | 426 | 446 | 5829 | +43 |
| 9/16/13 | 10 | 167 | 364 | 375 | 410 | 410 | 356 | 411 | 399 | 451 | 506 | 549 | 482 | 449 | 444 | 5783 | +166 |

| | | | | | | | | | | | | | | | | | |
|---------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 1/22/20 | 34 | 118 | 366 | 433 | 364 | 415 | 406 | 421 | 455 | 454 | 494 | 533 | 439 | 410 | 397 | 5739 | +94 |
| 1/22/19 | 21 | 127 | 408 | 363 | 391 | 378 | 407 | 412 | 425 | 463 | 480 | 470 | 485 | 410 | 405 | 5645 | -13 |
| 1/12/18 | 16 | 149 | 343 | 400 | 379 | 400 | 400 | 394 | 428 | 484 | 417 | 534 | 464 | 415 | 434 | 5658 | -68 |
| 1/19/17 | 19 | 128 | 369 | 393 | 407 | 410 | 411 | 405 | 465 | 379 | 476 | 519 | 506 | 441 | 413 | 5726 | -38 |
| 1/19/16 | 18 | 126 | 354 | 400 | 407 | 410 | 397 | 423 | 363 | 469 | 452 | 533 | 535 | 445 | 432 | 5764 | -37 |
| 1/19/15 | 25 | 135 | 392 | 390 | 375 | 411 | 401 | 363 | 443 | 432 | 464 | 587 | 516 | 418 | 449 | 5801 | +78 |
| 1/17/14 | 14 | 162 | 364 | 369 | 400 | 399 | 355 | 416 | 395 | 445 | 507 | 546 | 472 | 442 | 439 | 5723 | +165 |
| 1/23/13 | 18 | 149 | 353 | 384 | 393 | 339 | 387 | 382 | 424 | 488 | 445 | 505 | 473 | 455 | 363 | 5558 | -19 |

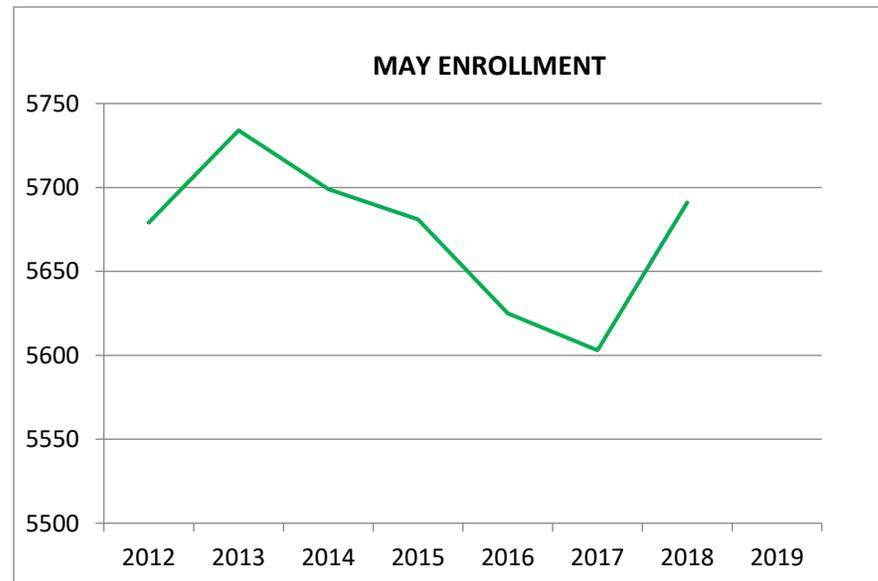
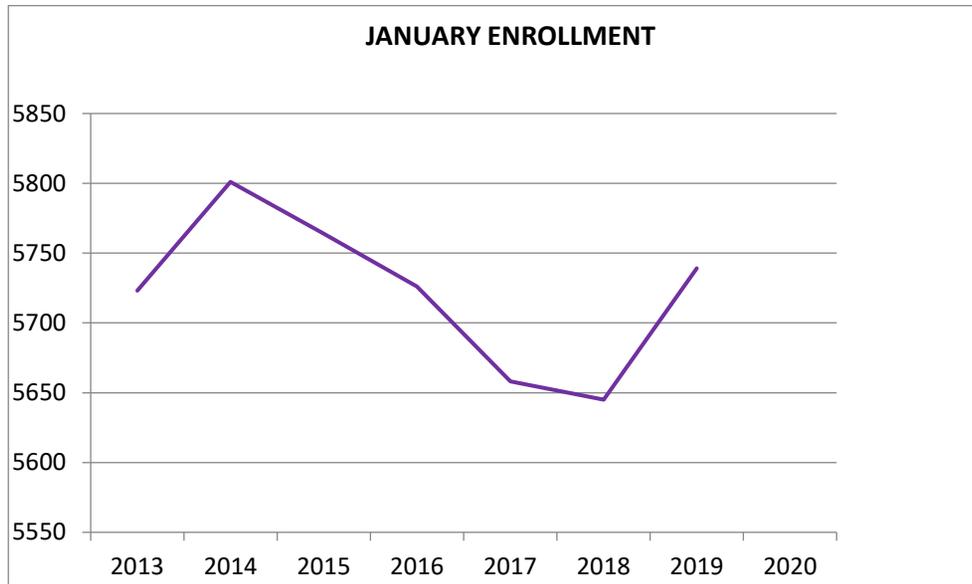
| | | | | | | | | | | | | | | | | | |
|---------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| 5/29/20 | 36 | 114 | 360 | 428 | 368 | 416 | 398 | 422 | 454 | 452 | 489 | 506 | 438 | 403 | 407 | 5691 | +88 |
| 5/30/19 | 42 | 123 | 406 | 372 | 395 | 381 | 403 | 415 | 425 | 463 | 469 | 443 | 465 | 398 | 403 | 5603 | -22 |
| 5/25/18 | 21 | 140 | 336 | 401 | 385 | 401 | 401 | 405 | 433 | 483 | 419 | 527 | 448 | 405 | 420 | 5625 | -56 |
| 5/25/17 | 25 | 120 | 376 | 392 | 410 | 402 | 409 | 409 | 462 | 383 | 479 | 502 | 459 | 430 | 423 | 5681 | -18 |
| 5/27/16 | 19 | 131 | 361 | 403 | 398 | 408 | 401 | 418 | 367 | 461 | 449 | 520 | 495 | 415 | 451 | 5699 | -35 |
| 5/28/15 | 28 | 126 | 388 | 387 | 364 | 420 | 402 | 361 | 438 | 427 | 459 | 560 | 497 | 429 | 448 | 5734 | +55 |
| 5/29/14 | 20 | 154 | 348 | 370 | 396 | 400 | 363 | 412 | 391 | 450 | 512 | 531 | 467 | 430 | 435 | 5679 | +134 |
| 5/16/13 | 21 | 141 | 346 | 388 | 395 | 346 | 390 | 382 | 432 | 483 | 449 | 490 | 446 | 458 | 378 | 5545 | +32 |

2020-2021
Eight Year Enrollment

| Year | Sept | January | May |
|-----------|------|---------|------|
| 2013/2014 | 5783 | 5723 | 5679 |
| 2014/2015 | 5826 | 5801 | 5734 |
| 2015/2016 | 5777 | 5764 | 5699 |
| 2016/2017 | 5776 | 5726 | 5681 |
| 2017/2018 | 5710 | 5658 | 5625 |
| 2018/2019 | 5687 | 5645 | 5603 |
| 2019/2020 | 5781 | 5739 | 5691 |
| 2020/2021 | 5548 | | |



2020-2021
Eight Year Enrollment



BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

SUBJECT: DUAL CREDIT ENROLLMENT UPDATE

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Dr. Allison Schaum, Chief Academic Officer
James Crenshaw, High School Principal

REPORT – Item 8E

SUMMARY:

Attached is a summary of the current status of Flour Bluff ISD’s Dual Credit Enrollment. We currently have Memorandums of Understanding (MOU) with Texas A&M University – Corpus Christi and Del Mar College to provide our students with a variety of courses to meet their needs.

DISTRICT AND CAMPUS IMPROVEMENT GOAL AND OBJECTIVE:

Goal 1: Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective: This item addresses all objectives of this goal.

Goal 5: Partner with industry and community in a mutually beneficial manner to enhance our students' educational experiences and opportunities.

Objective 1: The district will seek opportunities to partner with industry and community representatives.

ADMINISTRATIVE RECOMMENDATION:

This agenda item is a report only. Board action is not required.

FBISD Dual Credit Enrollment

Flour Bluff High School has offered dual credit courses through Texas A&M University and Del Mar College for numerous years. The purpose of offering the dual credit courses is to provide rigorous classes that include the high school objectives required by the Texas Education Agency and challenging curriculum beyond the high school level. The courses allow students to start earning degrees and workforce certificates. Students must be in good standing in order to enroll. Depending on the course, if a minimum of 15 Flour Bluff student enroll, the course may be offered at the high school campus. Otherwise, all classes are taught via online or on the respective college campuses. In addition, OnRamps offers students dual enrollment courses via distance education designed by The University of Texas. The OnRamps students are enrolled in two separate courses with two separate instructors—a high school teacher and a college instructor of record. The students receive a high school grade from the high school teacher and a college grade from the college instructor of record. Students get to choose whether to add OnRamps college credit to their college transcripts upon completion of the course(s).

Benefits for students taking Dual Credit courses include:

- Allowing the student to earn both high school and college credit at the same time.
- Counts on a student's college and high school transcript and GPA.
- Allows college credit to be taken at a substantial cost reduction. Students are primarily responsible for tuition (at a reduced rate), fees, supplies and textbooks unless they are University Preparatory High School Program (UPHSP) or career & tech students.
- Transfers most credits to other state colleges and universities.

Students interested in enrolling in Dual Credit courses must complete the following:

- Submit a Dual Credit program application
- Submit the college application for admission to the respective college and be admitted for the chosen college
- Submit qualifying test scores from the Texas Success Initiative (TSI) assessment unless exempt by the ACT or SAT (The high school offers numerous opportunities to take the TSI assessment on campus.)
- Submit an official high school transcript to the Office of Admissions at the respective entity.
- Have a current Meningitis Vaccination

If a student chooses to withdraw from a dual credit course, a conference with the parent, student and counselor is held. The student is required to formally withdraw from the college first and may lose any fees previously paid. Students are required to follow all college deadlines and policies. Students may be reassigned to a regular high school class. Grades previously earned may be transferred to the class without weighted value, if the semester credit has not been earned.

Dual credit grades are officially reported at the end of the semester and students do not receive official progress reports or report card grades from the college. Students must earn a 70 (C) or better to earn high school credit in the course.

Students enrolled at the University Preparatory High School Program are monitored very closely in their dual credit courses. Courses that meet the focus of the program are their main priority.

Additionally, dual credit courses are presented to the Board for approval based on the request of students and to continue to expand opportunities for students. The following is a summary of our dual credit enrollment history.

| | 2017-18 Fall | 2017-18 Spring | 2018-19 Fall | 2018-19 Spring | 2019-20 Fall | 2019-20 Spring | 2020-21 Fall |
|--|-----------------|-------------------|-----------------|-------------------|-----------------|-------------------|-----------------|
| Number of Students enrolled at Del Mar College | 209 | 211 | 216 | 157 | 200 | 194 | 221 |
| Number of UPHSP students enrolled at Texas A&M University | 126 | 123 | 109 | 110 | 103 | 99 | 105 |
| Number of Courses Students are enrolled in | 358 | 301 | 365 | 202 | 350 | 326 | 377 |
| Number of Courses UPHSP students are enrolled in | 342 | 386 | 286 | 296 | 279 | 293 | 184 |
| Number of students enrolled in OnRamps | | | 67 | 52 | 62 | 58 | 142 |
| Number of OnRamps Courses students are enrolled in | | | 71 | 65 | 73 | 4 | 7 |

The number of students enrolled in dual credit courses fluctuates yearly based upon several factors. Reasons for the fluctuation in enrollment can only be speculated but may include:

- Meeting individual student needs as identified by counselors

- Determining opportunities that lead directly into specific Graduation Endorsements
- Differences in class focus.

Technical Courses

Flour Bluff Independent School District has contracted with Del Mar College to provide certain Dual Credit career and technology courses at the Del Mar College West Campus. These courses expand the offerings of our Career and Technical Education Program. They are offered as dual credit and are grade weighted. Students from area high schools have the opportunity to participate in these classes. The student's schedule must be arranged with academic classes in the morning in order to take afternoon classes, or with academic classes in the afternoon in order to take morning classes. Flour Bluff Independent School District provides transportation for these courses.

Course tuition is paid by Flour Bluff I.S.D. through the Career and Technical Education Grant provided by TEA. Tools and books are also provided but remain the property of the school district. The student has the option to purchase their own books and/or tools in order to keep them after the course is complete. Students are required to purchase uniforms, shoes and licenses for some classes.

Craft Training Center

The Craft Training Center of the Coastal Bend (CTCCB) is a non-profit organization, representing Corpus Christi industrial owners and contractors who are working together to solve the growing manpower shortages facing the South Texas construction industry. The Craft Training Center of the Coastal Bend provides task-oriented skills training to students in order to prepare them to be hired by local industrial owners and contractors, utilizing *Contren*® curricula developed by The National Center for Construction Education and Research (NCCER).

Training areas include:

- Pipefitting
- Welding
- Instrumentation
- Electrical

Students interested in taking these courses plan with the guidance counselor for a particular career path. In order to be trained, certified and hired, students must be able to successfully complete drug screening through the Craft Training Center and meet age requirements. Students unable to pass this drug screening will be removed from the course and required to reimburse Craft Training Center for the cost of the drug test. Flour Bluff ISD pays for course tuition through the Career and Technical Education Grant provided by TEA. Students are responsible for purchasing their own equipment, clothing, and other fees.

Flour Bluff ISD counselors are committed to providing guidance to students on future career choices. Numerous opportunities for students to excel are offered through a large selection of Dual Credit courses in order to prepare students to be successful and productive members of society.

**BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT**

2505 Waldron Road
Corpus Christi, Texas 78418

AGENDA ITEM

**SUBJECT: ELEMENTARY AND SECONDARY SUMMER SCHOOL
REPORT**

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
 Dr. Allison Schaum, Chief Academic Officer
 Dr. Linda Barganski, Associate Superintendent of Special Programs
 Edgar Van Geem, Director of Special Education
 Tracy Dennis, Director of Instruction and Professional Development

REPORT – Item 8F

SUMMARY:

Summer school was offered to students virtually from Kinder-12th grade. There was no Student Success Initiative (SSI) services due the cancellation of the STAAR assessment. High school students were offered credit recovery or acceleration with no tuition fees through Edgenuity. Students assigned to the Student Discipline and Guidance Center (SDGC) attended summer school through the high school summer program. Students with special needs, who were identified through the ARD process, were provided Extended Year Services (as required) and Academic Reinforcement Summer Program for students who participated in Basic and Applied classes (reading and math), which was determined and recommended by special education case managers.

Summary information regarding district summer school programs is attached for your review.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 1: Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective: This item addresses all objectives under Goal 1.

ADMINISTRATIVE RECOMMENDATION:

This agenda item is a report only. Board action is not required.

2020 FLOUR BLUFF SUMMER SCHOOL GRADES K–12

Special Education Summer School Programs

Extended School Year (ESY) - ECSE–Grade 12

June 9 – July 9, 2020

June 8-Staff ½ day workday (set up classroom and delivery of materials)

8:00 a.m.–12:00 p.m.

19 Instructional Days (Monday–Thursday)

Structure:

- Students were given support based upon their Individual Educational Plans.
- Students with a variety of disabilities were served. The need for ESY services must be determined on an individual basis by an Admission Review and Dismissal (ARD) Committee. The major goal of ESY is to prevent regression of critical skills.

Enrollment:

Students receiving classroom instruction: 15

Students receiving speech services: 1

Staff:

Heather Bervinkle – Lead Teacher

Chablis Reid-teacher

Shelby Kelley-teacher

Roland Quintero-teacher

Therapists

Physical Therapist – none needed

Occupational Therapist – none needed

Certified Occupational Therapist Assistant- none needed

Certified Physical Therapist Assistant-none needed

Speech Language Pathologist –Sarita Vazquez, CCC, SLP

Academic Reinforcement Summer Program- 1st- Grade 12

June 9 – July 9, 2020

June 8-Staff ½ day workday (set up classroom and delivery of materials)

8:00 a.m.–12:00 p.m.

19 Instructional Days (Monday–Thursday)

Structure:

- Criteria: Students who participated in Basic and Applied classes (reading and math)
 - Who were in danger of failing before Spring Break and may have needed adjustments to their IEPs
 - Who have accessed and utilized distance learning successfully
 - Determined and recommended by case managers

Enrollment:

Students: 29

Staff:

Heather Bervinkle-Lead Teacher

Michele Cotter-teacher

Tavie Moss-teacher

Scott Ehlen- teacher

Instruction:

- Virtual platform: Google classrooms, SeeSaw, Class Dojo
- Paper assignment/activity packets
- Main objective was to maintain and reinforce access to grade level skills and curriculum to prevent further loss of skills.

Combined Program Funding for ESY & Academic Reinforcement Program:

Budgeted Amount: \$42,031.00

Total Expenditure: \$17,533.62

High School Summer Classes – Tuition Free

June 9, 2020 – July 2, 2020

9:00 a.m. – 4:00 p.m.

18 Instructional Days (Monday–Thursday)

Structure:

- All classes were provided virtually through Edgenuity (self-paced instruction).
- Edgenuity is an online program used for credit recovery that started in the 2017-2018 school year.
- Incomplete summer courses can be completed this fall.

Enrollment:

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2020 |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Grade | Enrolled | Enrolled | Enrolled | Enrolled | Enrolled | Attended |
| Seventh Grade | 0 | 0 | 0 | 0 | 0 | 0 |
| Eighth Grade | 3 | 5 | 3 | 1 | 1 | 1 |
| Ninth Grade | 41 | 49 | 38 | 37 | 80 | 75 |
| Tenth Grade | 57 | 41 | 49 | 36 | 78 | 77 |
| Eleventh Grade | 55 | 55 | 52 | 46 | 61 | 60 |
| Twelfth Grade | 1 | 3 | 3 | 3 | 14 | 12 |
| Total | 157 | 153 | 145 | 123 | 234 | 225 |

Staff:

Molly Parker – Administrator
 Bryan Beauchamp
 Carla Brinkman
 Billie Lashua

Kim Taylor
 Jeff Beynon
 Betsy Johnson

Performance:

- 162 half-credits were earned this year. Last year 110 half-credits were earned.

| Course Completion | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|
| Algebra IA | 4 | 6 | 2 | 2 | 3 |
| Algebra IB | 7 | 10 | 2 | 0 | 3 |
| Algebra IIA | 4 | 2 | 4 | 2 | 1 |
| Algebra IIB | 2 | 2 | 4 | 3 | 3 |
| Geometry A | 12 | 3 | 4 | 7 | 9 |
| Geometry B | 19 | 18 | 4 | 8 | 16 |
| Math Models A | 5 | 4 | 4 | 2 | 2 |
| Math Models B | 11 | 8 | 5 | 0 | 2 |
| Pre-Calculus A | 1 | 0 | 1 | 2 | 3 |
| Pre-Calculus B | 2 | 0 | 0 | 1 | 1 |
| Statistics A | 0 | 0 | 0 | 0 | 1 |

| | | | | | |
|----------------------------|----|----|----|----|----|
| Independent Studies A | 2 | 2 | 0 | 0 | 0 |
| Independent Studies B | 1 | 2 | 0 | 0 | 0 |
| English IA | 8 | 10 | 0 | 2 | 3 |
| English IB | 9 | 12 | 4 | 1 | 4 |
| English IIA | 2 | 0 | 0 | 0 | 3 |
| English IIB | 2 | 3 | 0 | 0 | 11 |
| English IIIA | 7 | 12 | 8 | 10 | 5 |
| English IIIB | 7 | 11 | 10 | 14 | 6 |
| English IVA | 3 | 1 | 4 | 3 | 2 |
| English IVB | 3 | 5 | 6 | 4 | 2 |
| Professional Communication | 12 | 17 | 13 | 12 | 9 |
| BIM A | 0 | 0 | 0 | 1 | 0 |
| BIM B | 0 | 0 | 0 | 1 | 0 |
| World Geography A | 3 | 2 | 1 | 2 | 4 |
| World Geography B | 6 | 1 | 1 | 1 | 3 |
| World History A | 2 | 3 | 1 | 0 | 0 |
| World History B | 4 | 3 | 3 | 1 | 1 |
| US History A | 0 | 3 | 0 | 2 | 3 |
| US History B | 2 | 4 | 0 | 3 | 2 |
| Government | 19 | 16 | 7 | 6 | 6 |
| Economics | 16 | 14 | 6 | 6 | 5 |
| Sociology | 1 | 0 | 0 | 0 | 0 |
| Psychology | 0 | 0 | 0 | 0 | 1 |
| IPC A | 5 | 0 | 2 | 0 | 2 |
| IPC B | 4 | 1 | 0 | 0 | 1 |
| Biology A | 6 | 2 | 2 | 1 | 3 |
| Biology B | 8 | 8 | 3 | 2 | 5 |
| Chemistry A | 2 | 3 | 0 | 0 | 2 |
| Chemistry B | 5 | 6 | 4 | 4 | 4 |
| Physics A | 1 | 3 | 1 | 0 | 2 |
| Physics B | 2 | 2 | 3 | 0 | 2 |
| Environmental Systems A | 5 | 2 | 1 | 2 | 3 |
| Environmental Systems B | 0 | 2 | 3 | 2 | 2 |
| Algebraic Reasoning A | 0 | 1 | 1 | 1 | 0 |
| Algebraic Reasoning B | 0 | 1 | 2 | 0 | 0 |
| Earth/Space Science A | 0 | 1 | 1 | 1 | 0 |
| Earth/Space Science B | 0 | 1 | 1 | 1 | 2 |
| Spanish 1A | 0 | 0 | 0 | 0 | 0 |
| Spanish 1B | 0 | 0 | 0 | 0 | 10 |
| Art A | 0 | 1 | 0 | 0 | 0 |

| | | | | | |
|----------------------------------|------------|------------|------------|------------|------------|
| Art B | 0 | 1 | 0 | 0 | 1 |
| Money Matters A | | | 1 | 0 | 1 |
| Money Matters B | | | 1 | 0 | 0 |
| Principles of Business A | | | 1 | 0 | 2 |
| Principles of Business B | | | 1 | 0 | 0 |
| Total half-credits earned | 214 | 209 | 118 | 110 | 162 |

Program Funding:

State Compensatory Grant - \$22,813.92

K – 8 Summer School

ECC – Elementary Schedule

July 13 – July 31, 2020

8:00 a.m. – 12:00 p.m.

15 Instructional Days (Monday – Friday)

Intermediate Schedule

June 2 – June 19, 2020

8:00 a.m. – 12:00 p.m.

14 Instructional Days (Monday – Friday)

Junior High Schedule

June 2 – June 18, 2020

8:00 a.m. – 12:00 p.m.

11 Instructional Days (Monday – Thursday)

Structure:

- All classes were held online: teachers utilized Seesaw, Google Classroom/Meet, Zoom, Texas Home Learning Curriculum, Nessy Reading & Writing, Happy Numbers, Prodigy Math, Epic, Brainpop Jr., Education Galaxy, Houghton Mifflin Harcourt ELA adoption materials, and Envision. Junior High used Edgenuity program as well as paper packets by request.

Enrollment:

| Grade | 2019 | | | 2020 | | | |
|---------------|----------|----------|----------|------------|------------|-----------|----------|
| | Enrolled | Promoted | Retained | Enrolled | Attended | Promoted | Retained |
| Kindergarten | 22 | 20 | 2 | 18 | 18 | | 0 |
| First Grade | 32 | 31 | 1 | 84 | 51 | | 0 |
| Second Grade | 30 | 25 | 5 | 44 | 24 | | 0 |
| Third Grade | 45 | 41 | 4 | 53 | 49 | | 0 |
| Fourth Grade | 6 | 6 | 0 | 51 | 38 | | 0 |
| Fifth Grade | 0 | 0 | 0 | 11 | 10 | | 0 |
| Sixth Grade | 7 | 7 | 0 | 18 | 17 | | 0 |
| Seventh Grade | 26 | 26 | 0 | 34 | 34 | 33 | 1 |
| Eighth Grade | 7 | 7 | 0 | 23 | 23 | 21 | 2 |
| TOTAL | 175 | 163 | 12 | 336 | 264 | 54 | 3 |

* For Grades Kinder – 6th, no student was promoted or retained based on summer school attendance.

Staff:

| Kinder | 1 st – 2 nd | 3 rd – 4 th | 5 th – 6 th | 7 th – 8 th |
|-------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Afton Ferrand | Mandi McFall | Brigitte Fordyce | Micki Beauregard | Amanda Aguilar |
| Leonor Torrez | Deyra Rodriguez | Alex Ready | Jack Marley | Sarah Sivils |
| Jacqueline Vaughn | Melissa Daly | Carla Messina | Magdalena King | Harry Samuels |
| | Cindy Brewer | Stacie Morgan | | Christina Ehlen |
| | Annamarie Perez | Jennifer Kaspar | | Jackie Ainbinder |
| | Amy Tapia | Cynthia Flores | | Tracey Ritchie |
| | Claudia Lizcano | Lisl Ames | | |
| | | Roxann Steinbruck | | |
| | | Lisa Nelson | | |
| | | Christine Jones | | |
| | | Lori LaCour | | |

Program Funding:

Title 1 Federal Grant – \$46,925.92

Local Funds – \$2,053.00

**BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM**

SUBJECT: UPDATE ON BOND PROJECTS

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Ronald R. Robles, Chief Operating Officer

REPORT – Item 9A

SUMMARY:

Attached is the Project Status Report for Bond 2013.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 6: Continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective: This item addresses all objectives under Goal 6.

ADMINISTRATIVE RECOMMENDATION:

This agenda item is a report only. Board action is not required.

BOND 2013
BOARD OF TRUSTEES
PROGRAM STATUS REPORT
September 24, 2020

TASK 24 – HIGH SCHOOL RENOVATIONS – Punch List Completion

1. The project is complete in all areas.
2. Punch list deficiencies are nearly corrected. There are a few lingering items that have not been corrected.
3. International Energy Conservation Code-required lighting commissioning is complete.
4. The 500 wing new classroom air conditioning air handler has been installed.
 - a. HVAC system controls (by third-party contractor) are installed.
 - b. Test and balancing of the air conditioning is being scheduled.
 - c. International Energy Conservation Code-required HVAC system commissioning will be commenced after the test and balance of the system is complete.
5. Replacement of the main electrical panels serving the 500 Wing was scheduled for the weekend of September 19th.
 - a. This was a betterment added to the scope of work after construction began and the type of gear is a long-delivery time product, which is why it is happening late in the project.
 - b. Funded from the contingency allowance within the allocated project funds.

CAPITAL IMPROVEMENT PROJECT STATUS – Tennis Courts Overlay Repairs

1. The 6 tennis courts and 12 pickleball courts are complete and in use by District players.
2. A punch list was performed on August 25, 2020 and Premier Courts corrected the items by September 1. The courts were available for District use on September 2.

HIGH SCHOOL INTERIOR RENOVATIONS



500 Wing (new classroom area) BEFORE



500 Wing new classroom AFTER



300 Wing classroom BEFORE



300 Wing classroom AFTER



North Courtyard BEFORE



North Courtyard AFTER

HIGH SCHOOL INTERIOR RENOVATIONS



South Courtyard BEFORE



South Courtyard AFTER



800 Wing ceiling BEFORE



800 Wing ceiling AFTER



Main Entrance BEFORE



Main entrance AFTER

Tennis Courts Overlay



BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

**SUBJECT: UPDATE ON HEALTH INSURANCE CARRIER/
DENTAL/CAFETERIA PLAN FOR THE COMING YEAR**

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Louise Day, Chief Financial Officer

REPORT – Item 9B

SUMMARY:

A report is being provided under separate cover. A presentation will be provided at the board meeting by Burke O. Sunday, LHIC with Gallagher.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 6: Continue to be a good steward of the community’s financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective: This item addresses all objectives under Goal 6.

ADMINISTRATIVE RECOMMENDATION:

This agenda item is a report only. Board action is not required.

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

SUBJECT: SCHOOL RE-OPENING UPDATE

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Dr. Allison Schaum, Chief Academic Officer
Dr. Linda Barganski, Associate Superintendent of Student Services

REPORT – Item 9C

SUMMARY:

A presentation will be provided at the board meeting.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 1: Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Goal 2: Provide all students, faculty, staff, and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.

Goal 3: Create a culture of excellence to attract and maintain a highly qualified, motivated faculty and staff.

ADMINISTRATIVE RECOMMENDATION:

This agenda item is a report only. Board action is not required.

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

**SUBJECT: APPROVAL OF MINUTES OF THE PUBLIC HEARING
AND REGULAR MEETING OF AUGUST 27, 2020 AND
SPECIAL MEETING OF SEPTEMBER 15, 2020**

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent

ACTION – Item 10A

SUMMARY:

See attached minutes.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the administration that the Board of Trustees approve the minutes of the Public Hearing and Regular Meeting of August 27, 2020 and Special Meeting of September 15, 2020.

Minutes of Special Meeting

The Board of Trustees Flour Bluff Independent School District

A Special Meeting of the Board of Trustees of Flour Bluff Independent School District was held Thursday, August 27, 2020, beginning at 6:00 PM in the Virtual Meeting via Zoom.

1. CALL TO ORDER – President Thornton called the meeting to order at 6:02 p.m.
2. DETERMINATION OF QUORUM – All board members were present for the meeting. Board members present were Jeff Rank, Jim Needham, Jennifer Welp, Shirley Thornton, Michael Morgan, Jerry Hooper and Nicole Peters.
3. AUDIENCE COMMENTS – There were no audience comments.
4. PUBLIC HEARING: The Public is invited to comment on the proposed Budget for the 2020-2021 and/or Tax Rate for the 2020-2021 school year. There were comments from members of the public.
5. ADJOURNMENT – A motion was made by Jeff Rank and seconded by Nicole Peters that the Public Hearing be adjourned. The motion was approved 7- 0. President Thornton adjourned the Public Hearing at 6:04 p.m.

Minutes of Regular Meeting

The Board of Trustees Flour Bluff Independent School District

A Regular Meeting of the Board of Trustees of Flour Bluff Independent School District was held Thursday, August 27, 2020, beginning at 6:00 PM in the Virtual Meeting via Zoom.

1. CALL TO ORDER – President Thornton called the meeting to order at 6:04 p.m.
2. DETERMINATION OF QUORUM – All board members were present for the meeting. Board members present were Jeff Rank, Jim Needham, Jennifer Welp, Shirley Thornton, Michael Morgan, Jerry Hooper and Nicole Peters.
3. INVOCATION - The invocation was given by Pastor Jess Cole, Grace Community Church.
4. PLEDGE OF ALLEGIANCE/TEXAS PLEDGE - The Pledge of Allegiance and the Texas Pledge were led by board members.
5. PRESENTATIONS – There were no presentations.
6. AUDIENCE COMMENTS – There were no audience comments.
7. AUDIENCE ACCESS - The Board informational packet is posted on the Flour Bluff ISD website under the link “Board of Trustees.” It can be accessed with any device with web access capabilities.
8. REPORTS
 - A. Summary of Finance Reports. No discussion.
 - B. Update on Capital Construction Projects. No discussion.
 - C. Update on Current Enrollment. No discussion.
 - D. Communities In Schools Annual Report. No discussion.
 - E. 2019-2020 School Health Advisory Council (SHAC) Annual Report. No discussion.
9. REPORT PRESENTATIONS
 - A. Update on Bond Projects. Jay Porterfield and Erasmo Nava, SolkaNavaTorno, provided an update.
 - B. Update on the Formation of a Flour Bluff ISD Police Department. Mr. Kelley indicated that there were some last minute concerns about the process of forming a FBISD Police Department and requested to pull all agenda items related to the Police Department until he could answer the board member’s concerns and to make sure that everything is being done correctly.
 - C. Update on Personal Protective Equipment (PPE). Linda Barganski and Ronney Robles provided a report.
 - D. Review of Policy Update 115(LOCAL) Affecting Local Policies:
 1. BF(LOCAL): BOARD POLICIES

2. DED(LOCAL): COMPENSATION AND BENEFITS - VACATIONS AND HOLIDAYS
3. DIA(LOCAL): EMPLOYEE WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION
4. DMD(LOCAL): PROFESSIONAL DEVELOPMENT - PROFESSIONAL MEETINGS AND VISITATIONS
5. EI(LOCAL): ACADEMIC ACHIEVEMENT
6. FB(LOCAL): EQUAL EDUCATIONAL OPPORTUNITY
7. FD(LOCAL): ADMISSIONS
8. FEB(LOCAL): ATTENDANCE - ATTENDANCE ACCOUNTING
9. FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
10. FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION
11. FMF(LOCAL): STUDENT ACTIVITIES - CONTESTS AND COMPETITION
12. FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES
13. GF(LOCAL): PUBLIC COMPLAINTS

Mr. Kelley provided a report on policy updates.

10. CONSENT AGENDA

- A. Approval of Minutes of the Regular Meeting of July 30, 2020 and Special Meeting of August 11, 2020. The Administration recommended that the Board of Trustees approve the minutes of the Regular Meeting of July 30, 2020 and Special Meeting of August 11, 2020.
- B. Approval of Updated Out-of-District Transfer Students for the 2020-2021 School Year. The Administration recommended that the Board of Trustees approve the additional transfer students.
- C. Approval of Budget Change Requests. The Administration recommended that the Board of Trustees approve Budget Change Requests No. 19.
- D. Approval of Texas-Teacher Evaluation and Support System (T-TESS) Appraisers and Appraisal Calendar for 2020-2021. The Administration recommended that the Board of Trustees approve the T-TESS appraisers and appraisal calendar for 2020-2021.
- E. Approve the Skyward Student and Finance Software Annual License Fee. The Administration recommended that the Board of Trustees approve the Skyward Software license and hosting fee for \$126,027.65.
- F. Approval of Adjunct Faculty Agreement with the Texas Cooperative Extension and Resolution Regarding Extracurricular Status for the 4-H Organization. The Administration recommended that the Board of Trustees approve County Extension Agents: Kevin Gibbs, Kyle McManus, Norma Munoz, Lynn Mutz, and Jason Ott as “adjunct faculty members” per the “Adjunct Faculty

Agreement” and the resolution designating 4-H of Nueces County as an extracurricular activity.

- G. Approval of Public School District and Open Enrollment Charter School Agreement with Texas Virtual School Network (TxVSN) for the 2020-2021 School Year. The Administration recommended that the Board of Trustees approve the TxVSN school agreement for the 2020-2021 school year.
- H. Approval of Frontline Annual License Fee. The Administration recommended that the Board of Trustees approve the Frontline Education annual license fee for \$60,418.32.

A motion was made by Jerry Hooper and seconded by Jennifer Welp to approve the Consent Agenda as presented. The motion was approved 7 – 0.

11. ACTION

- A. Approval of the Memorandum of Understanding (MOU) Between Nueces County Sheriff's Office and Flour Bluff Independent School District Police Department. Mr. Kelley indicated that there were some last minute concerns about the process of forming a FBISD Police Department and requested to pull all agenda items related to the Police Department until he could answer the board member's concerns and to make sure that everything is being done correctly.
- B. Emergency Adoption of New Policy CKE(LOCAL): Safety Program/Risk Management Security Personnel. Mr. Kelley indicated that there were some last minute concerns about the process of forming a FBISD Police Department and requested to pull all agenda items related to the Police Department until he could answer the board member's concerns and to make sure that everything is being done correctly.
- C. Approval of District Unemployment Insurance Renewal with the Texas Association of School Boards (TASB). A motion was made by Michael Morgan and seconded by Nicole Peters that the Board of Trustees renew the current Interlocal Agreement for Unemployment Insurance with the Texas Association of School Boards for approximately \$68,235. The motion was approved 7 – 0.
- D. Approval of 2020-2021 Budget. A motion was made by Jeff Rank and seconded by Jerry Hooper that the Board of Trustees approve the 2020-2021 budget as presented. The motion was approved 7 – 0.
- E. Vote on One Additional Tier 2 Golden Penny for the 2020-2021 School Year. A motion was made by Jerry Hooper and seconded by Jeff Rank that the Board of Trustees vote to adopt One additional Tier 2 Golden Penny for the 2020-2021 school year for the Flour Bluff Independent School District. The motion was approved 7 – 0.
- F. Vote on 2020 Tax Rate and Adoption of Tax Levy for 2020-2021 School Year. The Ordinance to Set Tax Rate was read into the record by Shirley Thornton. A motion was made by Michael Morgan and seconded by Nicole Peters that the Board of Trustees vote on the 2020 tax rate and adopt the tax levy for the 2020-2021 school year for the Flour Bluff Independent School District as outlined on the provided order. The motion was approved 7 – 0.

- G. Discussion and Possible Approval of Texas Education Agency (TEA) Waiver Request for 40% Campus Hybrid Instruction for 9th-12th Grade Students. A motion was made by Jeff Rank and seconded by Jennifer Welp that the Board of Trustees discuss the waiver and take possible action on approving the waiver as presented. The motion was approved 7 – 0.
- H. Discussion and Possible Approval of the Repair Cost for High School Gym. After discussion, a motion was made by Jerry Hooper and seconded by Jeff Rank that the Board of Trustees reject all bids. The motion was approved 7 – 0.

12. CLOSED MEETING

Closed Meeting may be conducted under:

A. Texas Government Code, Sections:

- 1. 551.071 Consultation with Attorney
- 2. 551.072 Real Property
- 3. 551.073 Prospective Gifts
- 4. 551.074 Personnel Matters
- 5. 551.076 Security Devices
- 6. 551.082 Student Discipline
- 7. 551.082 Employee-Employee Complaints
- 8. 551.0821 Personally Identifiable Information about Public School Student

B. Education Code:

- 1. 39.030(a) Assessment Instruments

C. PUBLIC NOTICE is given pursuant to the Texas Open Meetings Act, Government Code, Chapter 551, that the Flour Bluff ISD Board of Trustees may elect to go into closed meeting at any time during the above meeting for discussion of subjects properly before them when authorized by the provisions of said act. All final votes, actions, or decisions will be taken in open session.

A motion was made by Jennifer Welp and seconded by Jerry Hooper that the board move into a Closed Session meeting. The motion was approved 7 – 0. The board moved into a Closed Session meeting at 7:05 p.m. The Closed Session meeting concluded at 7:33 p.m. No action was taken in Closed Session.

13. PERSONNEL RECOMMENDATIONS

A. ACTION

- 1. Hiring of Certified Staff
- 2. Restructuring of Staff
- 3. New Positions
- 4. Salary Schedule
- 5. Administrative Contracts
- 6. Teacher Contracts
- 7. Miscellaneous Requests

B. INFORMATION

1. Resignations
2. Transfers
3. Equity Increases
4. Job Reclassification

A motion was made by Jennifer Welp and seconded by Nicole Peters to approve the report of the Superintendent with respect to transfers, resignations and retirements, and accept the Superintendent's recommendation to approve the hiring of personnel, restructuring of staff, miscellaneous requests as set forth in the transmittal to the Board for this meeting. The motion was approved 7 – 0.

14. CALENDAR

15. AGENDA ITEMS FOR SEPTEMBER

16. ANNOUNCEMENTS: Superintendent of Schools

17. REMARKS: Members of Board of Trustees

18. ADJOURNMENT – A motion was made by Jerry Hooper and seconded by Jeff Rank that the meeting be adjourned. The motion was approved 7 – 0. President Thornton adjourned the meeting at 7:46 p.m.

Minutes of Special Meeting

The Board of Trustees Flour Bluff Independent School District

A Special Meeting of the Board of Trustees of Flour Bluff Independent School District was held Tuesday, September 15, 2020, beginning at 5:00 PM in a Virtual Meeting via Zoom.

1. CALL TO ORDER – President Thornton called the meeting to order at 5:00 p.m.
2. DETERMINATION OF QUORUM – All board members were present for the meeting. Members present were Jeff Rank, Jim Needham, Jennifer Welp, Shirley Thornton, Michael Morgan, Jerry Hooper and Nicole Peters.
3. AUDIENCE COMMENTS – There were no audience comments.
4. AUDIENCE ACCESS - The entire Board informational packet is posted on the Flour Bluff ISD website under the link “Board of Trustees.”
5. ACTION
 - A. Vote to Amend the Ordinance to Set the 2020 Tax Rate. Shirley Thornton read the ordinance into the record. A motion was made by Jeff Rank and seconded by Jerry Hooper that the Board of Trustees approve the amended tax ordinance as presented. The motion was approved 7 – 0.
6. ANNOUNCEMENTS: Superintendent of Schools
7. REMARKS: Members of Board of Trustees
8. ADJOURNMENT – President Thornton adjourned the meeting at 5:04 p.m.

**BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM**

**SUBJECT: APPROVAL OF OUT-OF-DISTRICT TRANSFER STUDENTS
FOR THE 2020-2021 SCHOOL YEAR**

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Dr. Allison Schaum, Chief Academic Officer
Louise Day, Chief Financial Officer

ACTION – Item 10B

SUMMARY:

Attached is an updated list of transfer students for 2020–2021. You may receive an updated list at the Board Meeting and the changes will be highlighted.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 1: Empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance.

Objective: This item meets all objectives reflected under Goal 1.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the administration that the Board of Trustees approve the additional transfer students.

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

SUBJECT: APPROVAL OF POLICY UPDATE 115 (LOCAL) AFFECTING LOCAL POLICY:

- **BF(LOCAL):** BOARD POLICIES
- **DED(LOCAL):** COMPENSATION AND BENEFITS - VACATIONS AND HOLIDAYS
- **DIA(LOCAL):** EMPLOYEE WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION
- **DMD(LOCAL):** PROFESSIONAL DEVELOPMENT - PROFESSIONAL MEETINGS AND VISITATIONS
- **EI(LOCAL):** ACADEMIC ACHIEVEMENT
- **FB(LOCAL):** EQUAL EDUCATIONAL OPPORTUNITY
- **FD(LOCAL):** ADMISSIONS
- **FEB(LOCAL):** ATTENDANCE - ATTENDANCE ACCOUNTING
- **FFG(LOCAL):** STUDENT WELFARE - CHILD ABUSE AND NEGLECT
- **FFH(LOCAL):** STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION
- **FMF(LOCAL):** STUDENT ACTIVITIES - CONTESTS AND COMPETITION
- **FNG(LOCAL):** STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES
- **GF(LOCAL):** PUBLIC COMPLAINTS

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Dr. Allison Schaum, Chief Academic Officer
Louise Day, Chief Financial Officer

ACTION – Item 11A

SUMMARY:

Update 115 (LOCAL) policy is included for your approval. Deletions are shown in a red strike-through font: ~~deleted text~~. Additions are shown in a blue, bold font: **new text**. Revisions by the District are in **blue text and highlighted**. Blocks of text that have been moved without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.

The (LOCAL) policies for approval include:

- BF(LOCAL): BOARD POLICIES
- DED(LOCAL): COMPENSATION AND BENEFITS - VACATIONS AND HOLIDAYS

- DIA(LOCAL): EMPLOYEE WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION
- DMD(LOCAL): PROFESSIONAL DEVELOPMENT - PROFESSIONAL MEETINGS AND VISITATIONS
- EI(LOCAL): ACADEMIC ACHIEVEMENT
- FB(LOCAL): EQUAL EDUCATIONAL OPPORTUNITY
- FD(LOCAL): ADMISSIONS
- FEB(LOCAL): ATTENDANCE - ATTENDANCE ACCOUNTING
- FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
- FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION
- FMF(LOCAL): STUDENT ACTIVITIES - CONTESTS AND COMPETITION
- FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES
- GF(LOCAL): PUBLIC COMPLAINTS

In addition, Vantage Points and Explanatory Notes have been included to further clarify the suggested changes.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goals: This item addresses all the goals and objectives.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the administration that the Board of Trustees approve Update 115(LOCAL) as presented.

Purpose

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

The local policies shall constitute the basic method by which the Board shall exercise its leadership in the operation of the District. The study and evaluation of reports concerning the implementation of written policies shall constitute the basic method by which the Board shall exercise its control over the operation of the District.

Legally referenced policies are not adopted by the Board.

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

Terms

The terms “Trustee” and “Board member” are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

Harmony with Law

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

Severability

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

Policy Development

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board’s consideration by the Superintendent.

Official Policy Manual

The Board shall designate one copy of the policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent ~~or designee~~ shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.

Adoption and Amendment

Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in

one meeting if special circumstances demand an immediate response.

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

Any action taken on Board policies shall be recorded in the Board's minutes. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

Cross-References

When a cross-reference is made in this manual to another provision of this manual, the cross-reference shall include the applicable Board policy and any administrative regulation promulgated with respect thereto. For example, a cross-reference to "BA" includes any Board policy, administrative regulation, or legal guideline identified as "BA."

Repealer

Through the adoption of these policies, all previously adopted rules and regulations, actions of the Board, policy statements, administrative directives, handbooks, or similar statements of rules and regulations or policies are repealed and are of no force or effect if in conflict with these policies. Likewise, any amendment of or addition to these policies will repeal any rules and regulations or policies in conflict with it.

Administration in Policy Absence

When action is urgently required in an area not covered by Board policy, the Superintendent shall have the power to act. The Superintendent shall inform the Board promptly of such action, which shall be subject to review by the Board at its discretion.

Interpretation

References or citations to court cases, attorney general opinions, statutory provisions, or provisions of the administrative code are provided for reference only and do not imply that the Board has adopted the entirety of the citation as Board policy.

COMPENSATION AND BENEFITS
VACATIONS AND HOLIDAYS

DED
(LOCAL)

Vacation Days

Eligible employees in positions normally requiring 12 months of service annually shall receive paid vacation days in accordance with administrative regulations that address the following:

1. Eligibility criteria;
2. Accrual rates and availability;
3. Request and approval processes;
4. Accumulation and carryover limits; and
5. Treatment of vacation days upon separation from service.

Holidays

Eligible employees in positions normally requiring 12 months of service annually shall receive paid holidays in accordance with the employee's duty schedule and administrative regulations.

~~[See DEAB for overtime pay provisions.] Regular, full time hourly, year-round employees shall earn vacation, at the rate of one vacation day for each 24 workdays of employment, up to a maximum of ten vacation days per fiscal year. Vacation shall be recorded and used in hourly intervals and shall be posted on June 1 of the following accrual year. The period in which vacation is earned shall be June 1 to May 31.~~

~~The following chart shall be used:~~

~~VACATION EARNING CHART~~

| Days Worked | Hours Earned |
|------------------------|-------------------------|
| 0-23 | 0.0 |
| 24-47 | 8.0 |
| 48-71 | 16.0 |
| 72-95 | 24.0 |
| 96-119 | 32.0 |
| 120-143 | 40.0 |
| 144-167 | 48.0 |
| 168-191 | 56.0 |
| 192-215 | 64.0 |
| 216-239 | 72.0 |
| 240-264 | 80.0 |

~~Use~~

~~Vacation must be used by May 31 of the year following the June 1 earning period or it shall be forfeited. Hours earned prior to May 31, 1999, shall be valued at the employee's hourly rate and shall remain available for the employee's use.~~

~~Paid Holidays~~

~~Regular, full-time hourly, year-round employees shall be paid for one workday and shall receive the following paid holidays:~~

- ~~• New Year's Day;~~
- ~~• Memorial Day;~~
- ~~• Independence Day;~~
- ~~• Labor Day;~~
- ~~• Thanksgiving Day; and~~
- ~~• Christmas Day.~~

~~Nonauxiliary employees who work temporary jobs for auxiliary departments during holiday times and summer months shall be considered temporary employees and shall not receive paid holidays.~~

~~Work in Excess of Contract Days~~

~~The contract year for administrators shall be the 12-month period from July 1 through June 30. The contract year for teachers shall be the 12-month period from August 1 through July 31.~~

~~Work performed in excess of contract requirements must be approved by the Superintendent or designee prior to performance of duties.~~

~~An exempt employee with days in excess of his or her contract must use those days prior to June 30 of the following contract year or the days shall be forfeited. A nonexempt employee with days worked beyond the scheduled calendar year shall be required to use those days prior to June 30 of the following accrual year. Days accrued prior to May 31, 1999, shall be valued at the employee's daily rate as of May 31, 1999, and shall remain available for the employee's use.~~

Note: This policy addresses discrimination, harassment, and retaliation ~~against~~~~involving~~ District employees. ~~For Title IX and other provisions regarding~~ ~~For~~ discrimination, harassment, and retaliation ~~against~~~~involving~~ students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

Definitions Solely for purposes of this policy, the term “employee” includes former employees, applicants for employment, and unpaid interns.

Statement of Nondiscrimination The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy ~~and is prohibited~~.

Discrimination Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee’s employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Prohibited Conduct In this policy, the term “prohibited conduct” includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee’s race, color, religion, sex, ~~gender~~, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee’s work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee’s performance, environment, or employment opportunities.

Examples Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; **cyberharassment**; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other **negative** stereotypes; or other **kinds** types of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, **contact**, or communication, **including electronic communication** ~~or contact~~.

~~Retaliation~~

~~The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, **serves as a witness, or otherwise participates in an investigation.**~~

~~Examples~~

~~Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. **Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.**~~

~~Prohibited Conduct~~

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

Reporting Procedures

Any An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced

prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other ~~nondiscrimination~~ ~~antidiscrimination~~ laws.

Alternative Reporting Procedures

An employee shall not be required to report prohibited conduct to the person alleged to have committed ~~the conduct~~. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports ~~Reports~~ of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. ~~A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.~~

Notice of Report

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.

Investigation of Reports Other Than Title IX ~~the Report~~

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that,

if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not ~~require~~~~insist upon~~, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~~~proven~~, would constitute prohibited conduct as defined by this policy. If so, the District ~~official~~ shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

Interim Action

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the ~~campus~~ principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

Response to Sexual Harassment—Title IX

General Response

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal Complaint Process

To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the

District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

Records Retention

The District shall retain copies of allegations ~~Copies of reports alleging prohibited conduct~~, investigation reports, and related records regarding any prohibited conduct in accordance with ~~shall be maintained by~~ the District's records control schedules, but ~~District~~ for no less than the minimum amount ~~a period~~ of time required by law. ~~at least three years.~~ [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this ~~This~~ policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be ~~posted on the District's website, to the extent practicable, and readily available at each campus and the District's~~ ~~District~~ administrative offices.

PROFESSIONAL DEVELOPMENT
PROFESSIONAL MEETINGS AND VISITATIONS

DMD
(LOCAL)

**Meetings,
Conferences, and
Workshops**

~~Professional personnel may attend and participate in meetings, conferences, and workshops that will contribute to their professional growth and development. [See also DMA and DMG]~~

~~When attendance at such events is recommended or required by the administration, the Board, TEA, or UIL, personnel may attend with the Superintendent's approval. No salary deduction or loss of leave shall occur when attendance is recommended or required.~~

~~The Superintendent may grant additional absences to employees for attendance at meetings, conferences, and workshops that are of special interest to the employee.~~

Release Time

~~Requests for release time with pay to attend employee organization meetings, other than any such meetings approved for required staff development purposes, shall be considered on a case-by-case basis. The responsibility for justifying the school-related purpose to be accomplished by attendance shall rest with the employee. Approval shall be given only if the employee is on the program, has some official function, or can obtain specific information related to his or her job description that will assist the District in improving the instructional program.~~

Certificate of Coursework Completion

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only ~~half~~^{one semester} of a ~~two semester~~ course and the combined grade for ~~both halves~~^{the two semesters} is lower than 70, the District shall award the student credit for the ~~half~~^{semester} with the passing grade. ~~The student shall be required to retake only the semester in which he or she earned the failing grade.~~

Note: The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

Title IX Coordinator The District ~~designates and authorizes the~~~~has designated a~~ Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]

ADA / Section 504 Coordinator The District ~~designates and authorizes the~~~~has designated an~~ ADA/Section 504 coordinator for students to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), as amended. [See FB(EXHIBIT)]

Superintendent The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Equal Educational Opportunity
General Education The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC]- Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

Additional Services and Supports If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

Note: The following provisions address the District’s compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student’s disability shall be made in accordance with FFH.

Section 504

Committees

The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of each Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity.

Each Section 504 committee shall be composed of a group of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

Referrals

If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.

Notice and Consent

The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.

Evaluation and Placement

The results of an evaluation shall be considered before any action is taken to place a student with a disability or make a significant change in placement in an instructional program. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.

Review and Reevaluation Procedure

To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations.

A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.

Examining Records

A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]

Right to Impartial Hearing

A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial hearing

shall be conducted by a person who is knowledgeable about Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.

Records Retention

Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records ~~control~~ retention schedules. [See CPC]

**Persons Age 21
and ~~And~~ Over**

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

Minor Living Apart

**Person Standing in
Parental Relation**

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

**Extracurricular
Activities**

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student
in Grandparent's
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

"Accredited" Defined

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit. ~~[See E1]~~

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment.

[See E1]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdraw-

al. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

**Attendance
Accounting System**

The Superintendent shall be responsible for **designating the official attendance-taking time during the campus's instructional day and** maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative
Attendance-
Taking **Recording**
Time

The ~~When appropriate, the~~ Superintendent is authorized to **shall** establish written procedures permitting a campus to **record absences in** ~~specify~~ an alternative **hour from the District's official time for taking attendance-taking time other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus** or for a designated group of students at a campus. The alternative ~~time for recording~~ attendance-taking time shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* **and administrative regulations.**

**Parental Consent to
Leave Campus**

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

~~Any~~ ~~by any~~ person is required to ~~shall~~ make a report if the person has cause to believe that an adult was a victim of abuse or neglect ~~im-~~
~~mediately~~ as a child and the person determines in good faith that

disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person. ~~required by law.~~

~~Reports shall be made in accordance with FFG(EXHIBIT).~~

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)ⁱ;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential

and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

ⁱ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

Note: This policy addresses discrimination, harassment, and retaliation ~~against~~~~involving~~ District students. For provisions regarding discrimination, harassment, and retaliation ~~against~~~~involving~~ District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or ~~on~~ any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, ~~age~~, disability, ~~age~~, or any other basis prohibited by law, ~~when the conduct~~ ~~that~~ is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Prohibited harassment includes dating violence as defined by ~~law~~ ~~and~~ this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or

practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or [other](#) inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, [contact](#), or communications, [including electronic communication](#) ~~or contact~~.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; [cyberharassment](#); physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

~~Retaliation~~

~~The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.~~

~~Examples~~

~~Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.~~

~~False Claim~~

~~A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.~~

~~Prohibited Conduct~~

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

| | |
|---|--|
| Employee Report | Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy. |
| <i>Definition of District Officials</i> | For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent. |
| <i>Title IX Coordinator</i> | Reports of discrimination based on sex, including sexual harassment, or gender-based harassment, or dating violence , may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)] |
| <i>ADA / Section 504 Coordinator</i> | Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)] |
| <i>Superintendent</i> | The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws. |
| Alternative Reporting Procedures | <p>An individualA student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p> |
| Timely Reporting | <p>To ensure the District's prompt investigation, reports Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.</p> |
| Notice to Parents | <p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p> |
| Investigation of Reports Other Than Title IX the Report | <p>The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment,</p> |

and dating violence, see the procedures below at [Response to Sexual Harassment—Title IX](#).

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment Upon receipt or notice of a report, the District official shall determine whether the allegations, if ~~proved~~^{proven}, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if ~~proved~~^{proven}, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investiga-

tor shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the ~~report~~ ~~complaint~~, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Sexual Harassment–Title IX

General Response

For purposes of the District’s response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant’s wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District’s response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District’s general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District’s “Title IX formal complaint process.”

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District’s website. In compliance with Title IX regulations, the District’s Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records ~~control~~retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

STUDENT ACTIVITIES
CONTESTS AND COMPETITION

FMF
(LOCAL)

UIL Activities

~~State Board and UIL rules shall govern interscholastic activities; however, Board policies and District rules may supplement State Board and UIL rules.~~

~~No event shall be scheduled and no student allowed to participate in any UIL event unless all pertinent rules and regulations are strictly enforced. The Superintendent or designee shall maintain all necessary records and reports. Sponsors and coaches are responsible for knowledge of and compliance with rules for eligibility and participation. [See FM]~~

Athletic Program

~~A well-rounded program of interscholastic athletics shall be maintained in the District secondary schools. The operation of the total program, including the starting and ending dates for each sport, shall be in accordance with regulations set by the UIL and the Board.~~

~~Supervision of the program shall be the responsibility of the Superintendent, but certain responsibilities may be delegated to other staff members. In each school, the principal shall have direct responsibility to maintain the athletic program as an integral part of the educational program of that school.~~

~~Interscholastic competitive athletics shall not be part of the elementary grades' program. To the extent practicable, a program of intra-school sports activities for elementary students shall be maintained as part of the physical education program.~~

Non-UIL Activities

~~Contests and competitive activities that are sponsored by outside organizations shall not be recommended to students unless the activities supplement and do not interfere with the regular school program. Contests and competitive activities shall have the prior approval of the Superintendent or designee, who shall develop the necessary rules and regulations to implement this policy. [See FM]~~

Overnight Trips

~~Students involved in UIL competition that requires an overnight trip shall have their expenses paid by the District. [See also FM, FMG]~~

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability, ~~or religion~~ shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

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FNG
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12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

If the student’s or parent’s concern is not the basis of the complaint, the student or parent may communicate his or her dissatisfaction to the Board in the manner provided by policy GF(LOCAL).

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the

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appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, [unless otherwise noted](#). In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent,

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at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

If the administrator does not provide a written response within ten days following the conference, the grievance shall be deemed denied.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response, if any, issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The

written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

If the Superintendent or designee does not provide a written response within ten days following the conference, the grievance shall be deemed denied.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response, if any, issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

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The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with EF.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on

the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

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Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual's email address of record, or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

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"Days" shall mean District business days, [unless otherwise noted](#). In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date

of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Vantage Points

A Board Member's Guide to Update 115

Please note: *Vantage Points* is an executive summary, prepared specifically for board members, of the local policies included in the update. The topic-by-topic outline and brief descriptions focus on key issues to help local officials understand changes found in the policies.

The description of local policy changes in *Vantage Points* is highly summarized. Please pay careful attention to the more detailed, district-specific Explanatory Notes and the policies in your localized update packet.

For questions, contact Policy Service at policy.service@tasb.org, call us at 800-580-7529, or visit our website at policy.tasb.org.

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

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Update 115 focuses on updating and reorganizing several policies in the FFE series of the policy manual addressing student welfare. FFEA continues to focus on counseling, and a new code, FFEB, focuses on mental health provisions.

Several policies have been revised to incorporate the new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

In addition to these changes, Update 115 includes several other policies affected by legislation from the 86th Legislative Session that were not included in Update 114 and incorporates numerous changes from revised Administrative Code rules.

We strongly encourage you to review the Explanatory Notes contained in your district's update packet for information specific to your local policies and background on changes to the legal policies. Please remember that (LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.

Section B—Local Governance

Board Policy

A revision to **BF(LOCAL)** addressing board policy adoption clarifies that a district's legally referenced policies are not adopted by the board. The (LEGAL) policies provide information on current law and context for the district's (LOCAL) policies.

Section D—Personnel

Compensation and Benefits

For districts that provide paid vacation and holiday benefits, recommended revisions to **DED(LOCAL)** address the board's authorization of these programs, including which employees are eligible for the benefits. Administrative procedures are recommended to address the details of these programs to promote consistent, effective implementation and prevent conflict between policy and administrative procedures.

Discrimination, Harassment, and Retaliation

Revisions to **DIA(LOCAL)** incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Other revisions address the new Title IX regulations and:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;

- Indicate that the district will follow the district’s existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and
- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

**Section E—
Instruction**

**Academic
Achievement**

Revised Administrative Code rules prompted revisions to **EI(LOCAL)** on academic achievement. Provisions on partial credit reflect new terminology from the rules regarding awarding of credit proportionately when a student receives a passing grade in “half” of a course, rather than per “semester.”

To provide flexibility, Policy Service recommends deletion of the statement in most districts’ policies that a student shall be required to retake only the portion of the course with a failing grade. There are various methods for a student to earn credit for the failed part of a course, and board policy is not required to specify which particular method may be used.

For those districts that did not have existing provisions on awarding course credit proportionately to a student who successfully completes only half a course, provisions have been recommended for the district’s consideration. **This is optional text; contact the district’s policy consultant if the district does not wish to include it.**

Some districts’ local policies included provisions on late enrollment or withdrawal of mobile students. To avoid conflict with new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care, which are addressed in **FD(LOCAL)**, below, Policy Service recommends deleting these provisions from **EI(LOCAL)**. Any specific practices in this area will need to align with the new rules and could be included in administrative procedures.

Section F— Students

Admissions

As mentioned above, recommended changes to **FD(LOCAL)** on admissions are based on new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care. The rules require districts to adopt local policy to assist with awarding credit to these students for a course that was earned prior to the student enrolling in or transferring to the district.

Attendance Accounting

Recommended revisions to **FEB(LOCAL)** on attendance accounting are to address amended Administrative Code rules. The rules remove the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended policy text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

Child Abuse and Neglect

FFG(LOCAL) on child abuse and neglect has been significantly revised to comply with amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of children that must be included in the district improvement plan and the student handbook.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from **FFG(EXHIBIT)** into the local policy and recommend deletion of the exhibit.

Discrimination, Harassment, and Retaliation

Revisions to **FFH(LOCAL)** address the new Title IX regulations and are similar to those made at **DIA(LOCAL)**, above. The **FFH(LOCAL)** revisions:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;
- Indicate that the district will follow the district's existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and

- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

Provisions in **FB(LOCAL)** on the district’s Title IX coordinator for students have been updated to include required language from the new Title IX regulations. Corresponding wording changes were also made to the ADA/Section 504 coordinator text.

Student and Parent Complaints

FNG(LOCAL) on grievances by students and parents includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined. In addition, we have reordered the list of protected characteristics at Other Complaint Processes, item 1, to align with revisions at FFH(LOCAL) above.

Section G—Community and Governmental Relations

Public Complaints

As with FNG(LOCAL), above, **GF(LOCAL)** on complaints by members of the public includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined.

Miscellaneous Deletions

Several local policies focusing on administrative details are recommended for deletion for those districts that had them. Board-adopted policy is not required on these topics.

- BDF(LOCAL)—citizen advisory committees
- DMD(LOCAL)—professional meetings
- FMF(LOCAL)—student contests and competitions

A message from TASB Governmental Relations

TASB Advocates for Public Schools

It's a given that state and federal legislation influences school district policy and practice. But did you know that school board members can influence legislation?

- As a private citizen who serves the public, [your voice has weight with legislators](#).¹
- By [engaging with TASB](#)² you can influence the TASB Advocacy Agenda by participating in our grassroots meetings, attending Delegate Assembly, serving on the TASB Legislative Advisory Council, and more.

If you have questions about TASB's advocacy efforts and programs, contact [TASB Governmental Relations](#)³ at 800-580-4885 or Dax.Gonzalez@tasb.org.

¹ Working with Legislators: <https://www.tasb.org/trustees/champion-your-district/working-with-legislators.aspx>

² Engage with TASB: <https://www.tasb.org/trustees/champion-your-district/engage-with-tasb.aspx>

³ TASB Governmental Relations: <https://gr.tasb.org>

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ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Update 115 includes new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment. The final Title IX regulations and related materials are available on the U.S. Department of Education [Office for Civil Rights](#) website.

Multiple changes at Update 115 are based on legislation from the Regular Session of the 86th Texas Legislature that impose changes effective with the 2020–21 school year. Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 86th Legislature.

An overview video of the local policy changes is available under Policy Manual Update Resources in the myTASB [Policy Service Resource Library](#). **(LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

AF(LEGAL)

INNOVATION DISTRICTS

Revisions to the Administrative Code, effective January 2020:

- Specify that an innovation district may not be exempted from Education Code Chapters 48 (Foundation School Program) and 49 (Options for Local Revenue Levels in Excess of Entitlement); and
- Authorize the commissioner to terminate district of innovation status for a district's failure to comply with the duty to discharge or refuse to hire certain employees or applicants as required by state law.

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Administrative rule changes, effective August 2019, specify that districts with a local accountability system must use the local accountability system rating standards established by the commissioner. These standards will be updated annually and published in the *Local Accountability System Manual*.

Definitions for the various accreditation statuses have also been added.

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

TEA has renamed the Performance-Based Monitoring Analysis System (PBMAS) to the Results Driven Accountability (RDA) system, effective December 3, 2019. This was to align with the Office of Special Education Programs (OSEP) framework.

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Beginning with the 2020–21 school year, HB 4205 creates a new option for campuses that are required to submit campus turnaround plans—an accelerated campus excellence (ACE) turnaround plan. The commissioner is required to approve an ACE turnaround plan if the commissioner determines that the plan meets the statutory requirements.

Other changes are from revised Administrative Code rules, effective March 31, 2020. The rules clarify interventions and sanctions provisions, including campus intervention team membership and participation and campus turnaround plan submission, approval, and implementation processes.

Additional detail has been included about the required notice the campus intervention team must provide regarding the public meeting for soliciting input on development of a targeted improvement plan.

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BBA(LEGAL)

BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

This legally referenced policy on eligibility and qualifications for board members has been revised to clarify that a person cannot *run* for the board if the person has a final felony conviction from which the person has not been pardoned or had the disabilities removed (see Eligibility). The provision at Ineligibility indicating that a person cannot *serve* as a member of the board if the person has been convicted of a felony remains unchanged.

BBBB(LEGAL)

ELECTIONS: POST-ELECTION PROCEDURES

HB 2640 deleted the requirement for the presiding officer of the board to prepare a report of precinct results for the secretary of state.

BBD(LEGAL)

BOARD MEMBERS: TRAINING AND ORIENTATION

Extensive changes to this legally referenced policy on board member training and orientation are from revised Administrative Code rules, effective March 24, 2020. See the TASB Board Development Services website for helpful overviews of the [training requirements](#).

BDF(LEGAL)

BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES

HB 18 revised the list of persons that a board may appoint to the school health advisory council (SHAC). The bill also added requirements for a district to publish in the student handbook and on the district's website certain information on student physical and mental health resources, policies, and procedures and whether each campus has a full-time nurse or school counselor. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

BF(LOCAL)

BOARD POLICIES

A revision to this local policy clarifies that a district's legally referenced policies are not adopted by the board.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

BQ(LEGAL)

PLANNING AND DECISION-MAKING PROCESS

HB 18 revised the list of strategies for improvement of student performance that must be included in the district improvement plan (DIP) to include positive behavior interventions and support and implementation of a comprehensive school counseling program. In addition, the DIP must include:

- Strategies for providing elementary school students information about higher education; and
- The district's procedures on mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention.

Details about dating violence have been moved to FFH addressing harassment; details about sexual abuse, sex trafficking, and other maltreatment of children have been moved to FFG addressing child abuse and neglect.

BQA(LEGAL)

PLANNING AND DECISION-MAKING PROCESS: DISTRICT-LEVEL

Provisions on the district-level decision-making committee's responsibilities have been revised to better match statute.

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BQB(LLEGAL) PLANNING AND DECISION-MAKING PROCESS: CAMPUS-LEVEL

Provisions on the campus-level decision-making committee's responsibilities have been revised to better match statute.

CBB(LLEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

The Note on page 5 has been adjusted to include a link to a USDA memo addressing micro-purchase and simplified acquisition thresholds for federal child nutrition programs.

CCA(LLEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

TASB Policy Service engaged an outside law firm with expertise in the area of bonds to review the federal securities law provisions in this legally referenced policy, which resulted in revisions throughout that section of the policy.

In addition, we have included two existing statutory provisions on:

- Attorney general review and approval of a public security and the record of proceedings, and
- Authority of the issuer of public securities to contract for certain services.

CCG(LLEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

At Tax Rate Adoption, we have added information on the maximum compressed rate from HB 3 and new Administrative Code rules effective April 10, 2020.

HB 492 repeals existing law regarding reappraisal of property damaged in a disaster area. However, an amendment to the Texas constitution approved by voters in November 2019 authorizes a temporary exemption for property damaged in a disaster. These new provisions have been added to CCGA(LLEGAL) addressing ad valorem tax exemptions.

A board must conduct an efficiency audit before holding an election seeking voter approval to adopt an M&O tax rate. In conducting the audit, the auditor selected by the board must follow the Legislative Budget Board (LBB) guidelines, to which we have included a link.

CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

HB 492 provides for a temporary exemption for property damaged in a disaster, as authorized in an amendment to the Texas Constitution approved by voters in November 2019.

CCGB(LLEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

Revisions to this legally referenced policy reflect amended Administrative Code rules, effective February 6, 2020, and include:

- The exclusion of any employee names or other personal identifying information from the definition of *substantive documents* submitted to the comptroller in connection with economic development applications,
- Clarification of the procedures for an applicant to obtain continued eligibility for a limitation on appraised value, and
- Extended timelines for the comptroller to review a written agreement for a limitation on appraised value.

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CCH(LLEGAL)

LOCAL REVENUE SOURCES: APPRAISAL DISTRICT

Effective September 1, 2020, SB 2 requires an appraisal district board in a county with a population of a million or more to increase the size of the appraisal review board (ARB) to an appropriate number of members. The ARB must establish special panels to conduct protest hearings.

CFA(LLEGAL)

ACCOUNTING: FINANCIAL REPORTS AND STATEMENTS

Revisions to the provisions on the Annual Local Debt Report are from amended Administrative Code rules, effective April 5, 2020.

Other revisions are to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CFC(LLEGAL)

ACCOUNTING: AUDITS

This legally referenced policy on audits has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CKA(LLEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: INSPECTIONS

This legally referenced policy on asbestos has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CKE(LLEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Revisions regarding training are from amended Administrative Code rules, effective February 5, 2020, and require district police officers and school resource officers to receive a school-based law enforcement proficiency certificate within 180 days of commission or placement in the district.

CKEA(LLEGAL)

SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

The addition of provisions regarding reporting on appointment and separation of licensed peace officers was prompted by amended Administrative Code rules, effective February 5, 2020.

CMD(LLEGAL)

EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

Revisions to the provisions prohibiting certain expenditures of funds from the instructional materials allotment are from amended Administrative Code rules, effective February 6, 2020.

CO(LLEGAL)

FOOD AND NUTRITION MANAGEMENT

A Note has been added pointing to the Texas Department of Agriculture's Records Retention List, which can assist districts with retaining documentation to demonstrate program compliance.

CQ(LLEGAL)

TECHNOLOGY RESOURCES

This legally referenced policy has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources. Citations to various laws pertaining to unlawful interception, use, or disclosure of communications have also been added to this policy for reference.

CQA(LLEGAL)

TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Online posting provisions have been updated to:

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- Clarify that notification by the campus intervention team regarding public input on development of a targeted improvement plan must be published on the district and campus websites,
- Add the requirement to post a completed campus turnaround plan 30 days before the final plan is submitted to the board,
- Add details about posting of the Annual Local Debt Report,
- Add the requirement to post information on designated agents under the Digital Millennium Copyright Act for districts seeking to limit liability, and
- Add the requirement to post the district's family engagement plan.
- Add contact information for the district's Title IX coordinator and the district's policy of nondiscrimination; and
- Add materials used to train the Title IX coordinator and other individuals who are relevant to resolving complaints under Title IX.

CQB(LEGAL)

TECHNOLOGY RESOURCES: CYBERSECURITY

We have removed provisions on the Electronic Communication Privacy Act that address the criminal consequences of the Act. A high-level reference to this information has been added to CQ(LEGAL).

CRE(LEGAL)

INSURANCE AND ANNUITIES MANAGEMENT: WORKERS' COMPENSATION

We have removed case law addressing enforcement of a reasonable absence-control rule because the case is also included in DEC(LEGAL).

CS(LEGAL)

FACILITY STANDARDS

Provisions on termination of LP-gas service have been revised as a result of amended Administrative Code rules, effective January 6, 2020.

CY(LEGAL)

INTELLECTUAL PROPERTY

This legally referenced policy on intellectual property has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

D(LEGAL)

PERSONNEL

The D Section table of contents has been revised to rename DBAA Pre-Employment Reviews.

DAA(LEGAL)

EMPLOYMENT OBJECTIVES: EQUAL EMPLOYMENT OPPORTUNITY

This legally referenced policy has been revised at Bankruptcy Discrimination to better match statute.

The provisions addressing compliance coordinators for federal nondiscrimination laws have been updated in response to the new Title IX regulations.

DBAA(LEGAL)

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

This legally referenced policy has been retitled and reorganized to include various pre-employment reviews. As a result, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to this policy from DC(LEGAL).

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Provisions have been added on the U.S. Department of Transportation's (DOT) national commercial driver license drug and alcohol clearinghouse. A district may not employ a driver subject to DOT drug and alcohol testing who will perform a safety-sensitive function without first conducting a pre-employment inquiry through the clearinghouse.

DC(LEGAL) EMPLOYMENT PRACTICES

As mentioned above, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to DBAA(LEGAL), which now addresses pre-employment reviews.

DED(LOCAL) COMPENSATION AND BENEFITS: VACATIONS AND HOLIDAYS

Recommended revisions to this local policy on vacations and holidays address the board's authorization of these programs, including which employees are eligible for the benefits, and refer to administrative procedures for details to promote consistent application and prevent conflict between policy and administrative procedures. Please confirm that the eligibility information, which was pulled from the district's existing policy, is accurate.

TASB HR Services has a [framework](#) to help districts develop administrative procedures on vacation and holiday programs.

We recommend that the details regarding work in excess of contract days also be moved to administrative procedures. Board approval of these administrative provisions is not necessary.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DF(LEGAL) TERMINATION OF EMPLOYMENT

Failure to terminate an employee on the Do Not Hire Registry has been added as a reason for which the State Board for Educator Certification may impose sanctions on an educator. This change is from amended Administrative Code rules, effective March 5, 2020.

DHC(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Changes to this legally referenced policy on reports to TEA regarding non-certified employee misconduct are from revised Administrative Code rules, effective December 31, 2019. The rules clarify the information that must be in a report and include several relevant definitions.

DHE(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

Information on postaccident alcohol or controlled substances testing has been incorporated from DHE(EXHIBIT), which is being deleted.

Additional detail has been included regarding required Department of Transportation drug and alcohol testing of commercial vehicle operators.

DHE(EXHIBIT) EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

This exhibit on postaccident alcohol or controlled substances testing is being deleted, as the content has been incorporated into DHE(LEGAL).

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DIA(LEGAL)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The Note pointing to other relevant policies has been updated to reflect Title IX changes. We have added the recent U.S. Supreme Court case, *Bostock v. Clayton County, Georgia*, which held that firing an employee on the basis of homosexuality or transgender status violates Title VII's prohibition against sex discrimination in employment. Margin notes have also been updated.

DIA(LOCAL)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Recommended revisions to this policy incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The Title IX regulations provide that a district has actual knowledge of sexual harassment if notice or allegations are made to any employee; therefore, a new provision at Notice of Report requires *any* employee who receives a report of prohibited conduct based on sex to notify the Title IX coordinator.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by students.
- Provisions on retaliation and records retention have been updated.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications and clarification of the provisions on distribution of the policy and any accompanying procedures.

TASB's Title IX model procedures are available in [TASB School Law eSource](#).

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The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DIA(EXHIBIT) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the ADA/Section 504 coordinator, if applicable to your district.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

HB 18 revises both optional and required training for district staff development. Required training, which must be provided annually, focuses on various aspects of student mental health, as listed in the policy. Suicide prevention training must address the specific components indicated.

Details about required mental health support programs have been updated in accordance with HB 18 and moved to FFEB addressing student mental health.

Provisions addressing required training on child abuse, trafficking, and maltreatment have been updated based on revised Administrative Code rules, effective November 6, 2019.

DMD(LOCAL) PROFESSIONAL DEVELOPMENT: PROFESSIONAL MEETINGS AND VISITATIONS

Policy Service recommends that the administrative details regarding professional meetings be removed from the local policy manual, as board-adopted policy is not required.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DP(LLEGAL) PERSONNEL POSITIONS

This legally referenced policy on personnel has been revised to include provisions on various physical and mental health professionals, including:

- School nurses,
- Certified school counselors,
- Nonphysician mental health professionals, and
- Licensed specialists in school psychology (LSSPs).

EEL(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: CONTRACTS WITH OUTSIDE AGENCIES

In accordance with new federal provisions, districts that have Junior Reserve Officers' Training Corps programs must permit homeschooled students to participate in the program.

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EHAA(LLEGAL)

BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

Provisions on coordinated health programs have been updated based on HB 18.

HB 18 amends the SHAC's duties to include making recommendations about various aspects of student mental health.

EHB(LLEGAL)

CURRICULUM DESIGN: SPECIAL PROGRAMS

New provisions on dyslexia compliance monitoring are from revised Administrative Code rules, effective December 25, 2019.

SB 2075 requires that a district notify the parent of a student who has or is at risk for dyslexia or a related disorder that the Texas State Library and Archives Commission provides audiobooks free of charge to students with eligible disabilities.

EHBA(LLEGAL)

SPECIAL PROGRAMS: SPECIAL EDUCATION

Provisions on off-campus programs to provide special education and related services during school hours in a non-district facility are from new Administrative Code rules, effective November 10, 2019. The rules address placement in the programs, notification to and review by TEA, contract requirements, and changes of student residence.

EHBAB(LLEGAL)

SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. For such students who transfer into the district, the rules require the receiving district to:

- Accept a referral done by a previous district for a special education evaluation and complete any written report of a full individual and initial evaluation by the timelines in law, and
- Ensure that the district meets student transfer requirements relating to the ARD committee for a student who is already eligible for services.

EHBE(LLEGAL)

SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

This legally referenced policy on bilingual education has been revised throughout as a result of amended Administrative Code rules, effective April 10, 2020. The rules address requirements for administering the home language survey, parental notice and consent, and assessment options for students in a two-way dual language immersion program.

Other revisions are to better match statute.

EHBG(LLEGAL)

SPECIAL PROGRAMS: PREKINDERGARTEN

Amended Administrative Code rules, effective February 13, 2020, prompted revisions throughout the high-quality prekindergarten program provisions.

EHBJ(LLEGAL)

SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS

Changes to the application process for requesting approval from the State Board of Education or the commissioner to offer an innovative course are from amended Administrative Code rules, effective December 25, 2019.

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EHDD(LEGAL)

ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

Provisions on dual credit agreements have been updated based on amended Administrative Code rules, effective November 24, 2019. We have also added some existing statutory provisions on dual credit programs to address faculty supervision and student transcripts.

EI(LEGAL)

ACADEMIC ACHIEVEMENT

Provisions on partial award of credit have been updated to reflect revised Administrative Code rules, effective March 15, 2020. The rules revised terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to:

- Adopt local policy to assist with awarding credit for a course that was earned prior to the student enrolling in or transferring to the district [see FD(LOCAL) recommendations in Update 115],
- Develop credit recovery plans for students who were denied credits outside the district or if the student's credit deficit would impede on-time promotion or graduation,
- Create course transition plans for students who were denied credit,
- Develop and administer personal graduation plans for junior or middle school students, and
- Comply with existing Education Code provisions regarding awarding of diplomas.

EI(LOCAL)

ACADEMIC ACHIEVEMENT

Provisions on partial credit have been updated to reflect revised Administrative Code rules, which changed terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

To provide flexibility, Policy Service is recommending deletion of the statement that a student shall be required to retake only the portion of the course with a failing grade. The ways a student can earn credit for the failed part of a course can include various methods other than retaking the failed portion, and board policy is not required to specify which particular method may be used.

EIF(LEGAL)

ACADEMIC ACHIEVEMENT: GRADUATION

Beginning with students enrolled in the 12th grade in the 2021–22 school year, HB 3 will require a student to complete and submit a federal or Texas application for financial aid to graduate. The provision has been added to the policy manual now in case the district starts receiving questions about this provision. TEA will be issuing rules with more details.

Details on forming an individual graduation committee, including acceptable alternate members, have been added from amended Administrative Code rules, effective February 10, 2020.

Administrative Code rules effective November 24, 2019, provide that a student who completes the core curriculum of an institution of higher education meets the curriculum requirements for the foundation high school program, earns an endorsement and the distinguished level of achievement, and is entitled to a high school diploma.

Provisions on transitioning to the foundation high school program have been deleted from law.

EKB(LEGAL)

TESTING PROGRAMS: STATE ASSESSMENT

Changes to this legally referenced policy on assessments include:

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- Additional detail on end-of-course assessments, for more complete information;
- Deletion of detailed provisions on use of the TSI as a substitute assessment in lieu of a statutory reference; and
- Revisions to testing requirements for accountability purposes based on amended Administrative Code rules, effective February 23, 2020.

EKC(LLEGAL) TESTING PROGRAMS: READING ASSESSMENT

Effective with the 2020–21 school year, HB 3 requires a district to administer the commissioner-adopted reading instrument or the commissioner-approved alternative reading instrument to students at the kindergarten level and report results of reading instruments to parents within 60 calendar days of administration.

ELA(LLEGAL) CAMPUS OR PROGRAM CHARTERS: PARTNERSHIP CHARTERS

This legally referenced policy on partnership charters has been significantly revised in accordance with amended Administrative Code rules, effective March 31, 2020. The rules:

- State that operating partners have final and sole authority over certain campus decisions;
- Add numerous requirements for performance contracts; and
- Update the TEA approval process.

In accordance with amended Administrative Code rules, effective September 1, 2019, a performance contract for a partnership charter only needs to include assurances that the district has consulted with relevant campus personnel if the partnering entity is an open enrollment charter school and not for other partnering entities approved by TEA.

F(LLEGAL) STUDENTS

Update 115 includes reorganization of student mental health provisions. As a result:

- FFE has been renamed Counseling and Mental Health;
- FFEA has been renamed Counseling; and
- FFEB has been renamed Mental Health.

FB(LLEGAL) EQUAL EDUCATIONAL OPPORTUNITY

The provisions on required grievance procedures and retaliation have been updated based on the new Title IX regulations.

FB(LOCAL) EQUAL EDUCATIONAL OPPORTUNITY

The provision on the Title IX coordinator has been updated in response to the new Title IX regulations. Corresponding wording changes were made to the ADA/Section 504 coordinator text.

FB(EXHIBIT) EQUAL EDUCATIONAL OPPORTUNITY

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

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If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FD(LOCAL) ADMISSIONS

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to adopt local policy to assist with awarding credit to a student who is homeless or in substitute care for a course that was earned prior to the student enrolling in or transferring to the district. See Transition Assistance for recommended text to comply with this local policy requirement.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FDB(LEGAL) ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

Clarification has been added regarding transfer of a student with a disability who receives special education services and who engaged in bullying.

FEA(LEGAL) ATTENDANCE: COMPULSORY ATTENDANCE

From HB 3, we have added a provision, effective September 1, 2020, clarifying that a student is not required to attend school for the additional instructional days for which a district receives a financial incentive under Education Code 48.0051. See FEB(LEGAL) for more information.

FEB(LEGAL) ATTENDANCE: ATTENDANCE ACCOUNTING

Amended Administrative Code rules, effective December 25, 2019, delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be taken at the official attendance-taking time during the campus's instructional day. There is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

From HB 3, we have added a provision, effective September 1, 2020, under which a district may receive a financial incentive for offering an additional 30 days of half-day instruction above the required minimum number of minutes for students in prekindergarten through fifth grade.

FEB(LOCAL) ATTENDANCE: ATTENDANCE ACCOUNTING

Recommended revisions to this local policy on attendance accounting are to address amended Administrative Code rules that delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

See FEB in the [TASB Regulations Resource Manual](#).

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Provisions on nursing peer review committees have been moved to DP(LEGAL).

Provisions on psychotropics and psychiatric evaluations have been moved to FFEF(LEGAL).

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FFAE(LEGAL)

WELLNESS AND HEALTH SERVICES: SCHOOL-BASED HEALTH CENTERS

HB 18 permits the board (in addition to a local health education and health-care advisory council) to initiate the establishment of a school-based health center at a campus. The bill also expands the list of services that may be provided at school-based health centers to include physical health care, treatment of mental health conditions, and treatment for substance abuse.

Other changes from HB 18 address parental consent for referrals, the membership of the advisory council, and coordination with existing providers.

FFB(LEGAL)

STUDENT WELFARE: CRISIS INTERVENTION

Provisions on the recommended best practice programs and research-based practices on student mental health have been moved to FFEB(LEGAL).

FFC(LEGAL)

STUDENT WELFARE: STUDENT SUPPORT SERVICES

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. The rules address processes and practices on the following:

- Transferring student records;
- Developing systems to ease transition for students, including welcome packets, introductions, and mechanisms for receiving school nutrition program benefits;
- Convening enrollment conferences;
- Determining appropriate placement in educational programs and courses;
- Facilitating participation in extracurricular programs;
- Promoting postsecondary information; and
- Notifying the educational decision-maker and caseworker of events that significantly impact the student's education.

FFE(LEGAL)

STUDENT WELFARE: COUNSELING AND MENTAL HEALTH

Provisions on counseling have been moved to FFEA.

FFEA(LEGAL)

COUNSELING AND MENTAL HEALTH: COUNSELING

This legally referenced policy has been reorganized to focus on both behavioral and academic counseling programs. As a result:

- Personnel provisions on school counselors and their duties have been moved to DP(LEGAL), and
- Various provisions regarding consent to counseling services previously at FFE(LEGAL) have been moved to this code.

From HB 18, we have added a provision requiring a school counselor to work with various stakeholders to plan, implement, and evaluate a comprehensive school counseling program.

From HB 114, we have added a provision applicable with the 2020–21 school year requiring a school counselor to provide information regarding availability of college credit for military experience, education, and training obtained during military service.

Explanatory Notes

TASB Localized Policy Manual Update 115

Flour Bluff ISD

FFEB(LEGAL)

COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

This legally referenced policy has been added to focus on student mental health programs. As a result, provisions on psychotropics and psychiatric evaluations previously at FFAC(LEGAL) have been moved to this code.

The policy now addresses the various mental health programs, as revised by HB 18, for which the district must develop practices and procedures. The practices and procedures must be included in the student handbook and district improvement plan. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

FFG(LEGAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

This legally referenced policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules, effective November 6, 2019. The rules address the required policy on sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement. The rules also revise the elements of the required child abuse and neglect reporting policy.

FFG(LOCAL) has been revised to comply with these rule changes.

FFG(LOCAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

This local policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from FFG(EXHIBIT) into this local policy and recommend deletion of the exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FFG(EXHIBIT)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

As mentioned at FFG(LEGAL), Administrative Code rules on child abuse and neglect were recently revised. To ensure that all required policy elements are addressed in board-adopted local policy, we have revised and moved provisions from this exhibit into FFG(LOCAL). This exhibit is recommended for deletion.

FFH(LEGAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

This legally referenced policy addressing discrimination, harassment, and retaliation against students has been significantly revised to include the new Title IX regulations, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

The final Title IX regulations and related materials are available on the U.S. Department of Education [Office for Civil Rights](#) website.

Provisions on dating violence have been moved from BQ(LEGAL) to this code on discrimination, harassment, and retaliation.

Explanatory Notes

TASB Localized Policy Manual Update 115

Flour Bluff ISD

FFH(LOCAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The provision requiring an employee to report prohibited conduct has been updated to include either direct or indirect reports.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.
- Provisions on retaliation and false claims have been updated and moved to the end of the policy.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications.

TASB's Title IX model procedures are available in [TASB School Law eSource](#).

FFH(EXHIBIT)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FM(LEGAL)

STUDENT ACTIVITIES

The detailed list of honors classes for purposes of eligibility to participate in extracurricular activities has been deleted in lieu of a reference to the Administrative Code.

Explanatory Notes

TASB Localized Policy Manual Update 115

Flour Bluff ISD

Existing statutory provisions on before- and after-school programs for elementary and middle school grades have been added.

FMF(LOCAL) STUDENT ACTIVITIES: CONTESTS AND COMPETITION

This local policy on student contests and competition is recommended for deletion. There is no requirement for board policy on these issues; the district's practices can be included in administrative procedures.

FNG(LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Policy Service has revised the list of protected characteristics at Other Complaint Processes, item 1, to align with the list at FFH(LOCAL) above.

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See FNG in the [TASB Regulations Resource Manual](#) for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FNG(EXHIBIT) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Our records indicate that you have an exhibit at this code that you may need to review and revise in light of the changes in this update. Please advise us:

- If this exhibit is obsolete and should be deleted from your localized policy manual; or
- If you have revisions that you wish to submit for editorial and legal review and incorporation into your localized policy manual.

GBAA(EXHIBIT) INFORMATION ACCESS: REQUESTS FOR INFORMATION

This exhibit referring to the attorney general's guidelines for charges under the Public Information Act is being deleted. The citation to the Administrative Code where these charges are found has been added to GBAA(LEGAL).

See GBAA in the [TASB Regulations Resource Manual](#) for updated forms related to requests for information.

GF(LOCAL) PUBLIC COMPLAINTS

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See GF in the [TASB Regulations Resource Manual](#) for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

Explanatory Notes

TASB Localized Policy Manual Update 115

Flour Bluff ISD

GF(EXHIBIT)

PUBLIC COMPLAINTS

Our records indicate that you have an exhibit at this code that you may need to review and revise in light of the changes in this update. Please advise us:

- If this exhibit is obsolete and should be deleted from your localized policy manual; or
- If you have revisions that you wish to submit for editorial and legal review and incorporation into your localized policy manual.

GKA(LLEGAL)

COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Provisions on drones have been updated based on changes to federal law and replace previous provisions on model aircraft.

**BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM**

SUBJECT: APPROVAL OF RESOLUTION TO FORM A FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT POLICE DEPARTMENT

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent

ACTION – Item11B

SUMMARY:

Joe Kelley will provide a report at the meeting.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 2: Provide all students, faculty, staff, and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.

Objective 1: The district and campuses will provide effective instruction, prevention and intervention programs for safe, orderly, and productive schools.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the administration that the Board of Trustees approve the Resolution to Form a Flour Bluff Independent School District Police Department as presented.

COUNTY OF NUECES

§
§
§

RESOLUTION

STATE OF TEXAS

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT

WHEREAS, Flour Bluff Independent School District (hereinafter “the District”) authorized the exploration of establishing a school district police department through a resolution dated October 24, 2019;

WHEREAS, the District desires to provide its students, faculty, staff and visitors with police protection and the enforcement of federal, state, and local laws, as well as enforcement of the District’s policies and rules; and

WHEREAS, the District sought input from the community regarding the establishment of a District police department and members of the community were supportive of the endeavor; and

WHEREAS, the District desires to enhance the safety and security of the entire District, including all of its campuses through a viable and comprehensive District-based police department; and

WHEREAS, the District Board of Trustees is authorized and desires to employ commissioned peace officers pursuant to Texas Education Code, Section 37.081 by creating the Flour Bluff Independent School District Police Department (hereinafter referred to as “the FBISD PD”); and

WHEREAS, the District’s Board of Trustees intends for the FBISD PD to have jurisdiction to perform administrative and law enforcement duties for the District in all territory within the boundaries of the District as they exist now or in the future, and outside of the boundaries of the District when the property is owned, leased, rented, or is otherwise under the control of the Flour Bluff Independent School District; and

BE IT THEREFORE RESOLVED, that the District hereby approves the creation and does create the FBISD PD and commits to meeting all requirements established for the FBISD PD under Texas Education Code, Section 37.081; and

BE IT THEREFORE FURTHER RESOLVED, that the District shall enter into an Interlocal Cooperation Agreement, pursuant to Texas Gov’t Code Ch. 791, with law enforcement agencies having overlapping jurisdiction, including the Corpus Christi Police Department and the Nueces County Sheriff’s Department. The Superintendent shall have the authority to negotiate the agreements pursuant to and in accordance with Texas Education Code, Section 37.081.

Resolved this 24th day of September, 2020.

Shirley Thornton, President,
Board of Trustees

Jennifer Welp, Secretary,
Board of Trustees

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

SUBJECT: APPROVAL OF THE MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN NUECES COUNTY SHERIFF’S OFFICE AND FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT POLICE DEPARTMENT

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent

ACTION – Item 11C

SUMMARY:

Joe Kelley will provide a report at the board meeting.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 2: Provide all students, faculty, staff, and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.

Objective 1: The district and campuses will provide effective instruction, prevention and intervention programs for safe, orderly, and productive schools.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the administration that the Board of Trustees approve the Memorandum of Understanding (MOU) as presented.

MEMORANDUM OF UNDERSTANDING

BETWEEN

NUECES COUNTY SHERIFF'S OFFICE

AND

FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT POLICE DEPARTMENT

This Memorandum of Understanding (MOU) is being executed by the Flour Bluff Independent School District Police Department (herein "FLOUR BLUFF ISD-PD") and the Nueces County Sheriff's Office (herein "NCSO") each acting by and through its duly authorized agents (referred to collectively as the "Parties").

PURPOSE

The Texas Education Code §37.081 requires a memorandum of understanding that outlines reasonable communication and coordination efforts between a school district police department and the law enforcement agencies with which it has overlapping jurisdiction. FLOUR BLUFF ISD-PD has overlapping jurisdiction with NCSO. To that extent, the parties herein enter into this MOU in compliance with Texas Education Code §37.081.

JURISDICTION

FLOUR BLUFF ISD-PD shall have primary jurisdiction for all misdemeanor and felony offenses which occur on Flour Bluff ISD property, real or personal, owned, leased, rental, or otherwise under the control of Flour Bluff Independent School District.

NCSO retains concurrent jurisdiction subject to a request for assistance by FLOUR BLUFF ISD-PD as set out below in which case NCSO will assume primary jurisdiction. In the event FLOUR BLUFF ISD-PD requests the assistance of NCSO to act as the primary jurisdiction authority, NCSO reserves the right to respond and remain the primary authority until the incident has been terminated. The ranking on-duty patrol supervisor of the respective jurisdiction is the authorizing official. NCSO will retain on-scene command and control authority over the placement and role of its officers when assisting FLOUR BLUFF ISD-PD.

Assisting officers will notify any primary jurisdiction officer upon their arrival at the scene. FLOUR BLUFF ISD-PD has primary jurisdiction for all bomb threats regarding property owner, leased, or under the control of FLOUR BLUFF ISD-PD, unless a suspicious device is located, in which case primary jurisdiction will revert to NCSO.

SERVICES PROVIDED AND RESPONSIBILITIES OF THE NUECES COUNTY SHERIFF'S OFFICE

- The NCSO will refer all media requests where the FLOUR BLUFF ISD-PD is the lead investigative agency to the Flour Bluff ISD Public Office or Chief of Police. Public Information requests made to the NCSO will be answered in accordance to NCSO policy as well as state and federal law.
- The NCSO may consider any request for investigative assistance, for crimes that are, by definition of the Texas Penal Code, a 3rd degree felony or higher offense. The request will be made to the Captain of the Criminal Investigations Division.
- Nueces County Sheriff's Office agrees to coordinate warrant service on FBISD property with the FLOUR BLUFF ISD-PD.
- NCSO agrees to assist any lead agency in response to active shooters, barricaded persons, hostage incidents, bomb threats, kidnapping or missing student incidents occurring on Flour Bluff ISD campuses.
- In the event, and if equipped, the Nueces County Special Response Team is activated and responds to any incidents, the Nueces County Sheriff's Office will assume control of the scene for officer/public safety reasons.
- NCSO may offer the services of the crime scene unit, if available to assist the FLOUR BLUFF ISD-PD for crimes that are, by definition of the Texas Penal Code, a 3rd degree Felony or higher offense.
- NCSO will agree to provide officer safety assistance and assist officer back-up to officers employed by FLOUR BLUFF ISD-PD when requested and available.

SERVICES AND RESPONSIBILITIES OF THE FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT POLICE DEPARTMENT

- FLOUR BLUFF ISD-PD will initiate a crime offense report and investigate all crimes on Flour Bluff ISD campuses and facilities.

- **FLOUR BLUFF ISD-PD will provide officer safety assistance and assist with officer back-up to officers employed by the NCSO when requested.**
- **FLOUR BLUFF ISD-PD agrees to coordinate warrant service with the appropriate NCSO Patrol Division.**
- **FLOUR BLUFF ISD-PD acknowledges that it will be responsible for:**
 - **Safeguarding and storing any evidence collected on crimes in which it is considered the lead agency.**
 - **All field test for drug offenses.**
 - **The storage and collection of data for mandated state reporting regarding racial profiling.**
 - **Entering and maintaining warrants in TLETS (Texas Law Enforcement Telecommunications System).**
 - **Providing appropriate radios for the communications system in accordance with the MetroCom board. Compatibility of radios is set by recommendations of the Corpus Christi Police Department (CCPD) communications team, and that meet all requirements prior to being registered, programmed and allowed onto the MetroCom Radio System.**
 - **Provide a point of contact for each campus.**
 - **Provide each campus with an emergency response plan.**

INFORMATION SHARING

Both NCSO and FLOUR BLUFF ISD-PD agree to exchange information that may be required by law or necessary to secure the effective enforcement of law protection of property and persons within their jurisdiction.

TERM AND TERMINATION

- **The term of this Agreement is for one (1) year, to become effective on the date when it is signed by all Parties.**
- **Any Party may terminate this Agreement by providing thirty (30) days written notice. Any written notice of termination shall be delivered to the Superintendent of Schools of the Flour Bluff ISD or the Nueces County Sheriff. Unless either Party provides thirty days prior written notice of**

termination, this Agreement shall automatically renew on an annual basis.

MISCELLANEOUS TERMS

- **INTERLOCAL COOPERATION ACT.** The Parties expressly acknowledge that each Party to this Agreement is a local government as that term is defined in the Interlocal Cooperation Act. Nothing in this Agreement will be construed as a waiver or relinquishment by either Party of its right to claim such exemptions, privileges and immunities as may be provided by law.
- **AMENDMENT.** The terms and conditions of this Agreement may be amended upon mutual consent of all Parties. Mutual consent will be demonstrated by approval of each governing body of each party hereto. No amendment to this Agreement shall be effective or binding unless and until it is reduced to writing and signed by duly authorized representatives of all Parties.
- **EFFECTIVE.** This Agreement shall become effective immediately upon execution by all Parties and shall continue in effect until terminated as provided herein.
- **INDEMNIFICATION.** Subject to the limitations as to damages and liability under the Texas Tort Claims Act, and without waiving its governmental immunity, each Party to this Agreement agrees to hold harmless each other, its governing board, officers, agents, and employees for any liability, loss, damages, claims, or causes of action caused, or asserted to be caused, directly or indirectly by any other Party to this Agreement, or any of its officers, agents or employees as a result of its performance under this Agreement.

- **FUNDING.** To the extent necessary to fulfill the terms of this Agreement, the Parties have sufficient funds available from current revenues to perform the functions contemplated by this Agreement.
- **INVALIDITY.** If any provision of this Agreement shall be held invalid, illegal or unenforceable by a court or other tribunal of competent jurisdiction, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby. The Parties shall use their best efforts to replace the respective provision or provisions of the Agreement with legal terms and conditions approximating the original intent of the Parties.
- **NOTICES.** Any notices, approval, consent, or communication by one Party to another must be in writing and be personally delivered or sent by registered or certified United States Mail, properly addressed to the respective Parties.
- **ENTIRE AGREEMENT.** It is understood that this Agreement contains the entire agreement between the Parties and supersedes any and all prior agreements, arrangements, or understandings between the Parties relating to the subject matter. No oral understandings, statements, promises, or inducements contrary to the terms of this Agreement exist. This Agreement cannot be changed or terminated orally. No verbal agreement or conversation with any officer, agent, or employee of any Party before or after the execution of this Agreement shall affect or modify any of the terms or obligation hereunder.
- **TEXAS LAW.** The Agreement has been made under and shall be governed by the laws of the State of Texas.
- **VENUE.** Performance and all matters related thereto shall be in Nueces County, Texas, United States of America.

- **AUTHORITY TO CONTRACT.** Each Party has the full power and authority to enter into and perform this Agreement and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement. The persons executing this Agreement hereby represent that they have authorization to sign on behalf of their respective Governmental Bodies.
- **WAIVER.** Failure of any Party, at any time, to enforce the provision of this Agreement, shall in no way constitute a waiver of that provision, nor in any way affect the validity of this Agreement, any part hereof, or the right of either Party thereafter to enforce each and every provision hereof. No term of this Agreement shall be deemed waived or breach excused unless the waiver shall be in writing and signed by the party claimed to have waived. Furthermore, any consent to or waiver of a breach will not constitute consent to or waiver of or excuse of any other different or subsequent breach.
- **AGREEMENT READ.** The Parties acknowledge that they have read, understand and intend to be bound by the terms and conditions of this Agreement.
- **ASSIGNMENT.** This Agreement and the rights and obligations contained herein may not be assigned or transferred by any Party without the prior written approval of the other Party to this agreement.
- **MULTIPLE ORIGINALS.** It is understood and agreed that this Agreement may be executed in a number of identical counterparts, each of which shall be deemed an original for all purposes.

SIGNATORIES

**Sheriff
Nueces County**

Date

For the Flour Bluff Independent School District-PD:

**Board President
Flour Bluff ISD**

Date

ATTEST:

**Board Secretary
Flour Bluff ISD**

Date

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

SUBJECT: ADOPTION OF NEW POLICY CKE(LOCAL): SAFETY PROGRAM/RISK MANAGEMENT SECURITY PERSONNEL

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent

ACTION – Item 11D

SUMMARY:

New Policy CKE(LOCAL): Safety Program/Risk Management Security Personnel is attached for your approval.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 2: Provide all students, faculty, staff and community members the opportunity to maximize their potential in a safe, healthy, supportive learning environment.

Objective 1: The district and campuses will provide effective instruction, prevention and intervention programs for safe, orderly, and productive schools.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the administration that the Board of Trustees adopt new Policy CKE(LOCAL): Safety Program/Risk Management Security Personnel as presented.

ADD POLICY

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|-----------------------------------|--|
| District Police Department | To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers. |
| Supervisory Authority | The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility. |
| Jurisdiction | The jurisdiction of police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control. |
| Police Authority | <p>Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, District police officers shall have the authority to:</p> <ol style="list-style-type: none">1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.7. Carry weapons as directed by the chief of police and approved by the Superintendent. |

8. Carry out all other duties as directed by the chief of police or Superintendent.

District police officers shall not be assigned routine classroom discipline or administrative tasks.

Temporary Assignment

District police officers shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while temporarily assigned to the other agency.

Limitations on Nonschool Employment

No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent.

Relationship with Outside Agencies

The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the memorandum of understanding at least once every year. The memorandum of understanding shall be approved by the Board.

Video Monitoring

If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.

Access to Recordings

Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Training

All District officers shall receive at least the minimum amount of education and training required by law.

Department Regulations Manual

To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.

Racial Profiling

The chief of police shall develop and implement regulations to ensure compliance with state law regarding racial profiling. Police officers employed by the District shall not initiate any law

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|---------------------------|---|
| | enforcement action based on an individual's race, ethnicity, or national origin. |
| <i>Use of Force</i> | The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual. |
| <i>High-Speed Pursuit</i> | Officers shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual. |
| Complaints | <p>Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint. [See Complaints Against Peace Officers at CKEA(LEGAL)]</p> <p>Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.</p> |

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

**SUBJECT: APPROVE LETTER TO TEXAS EDUCATION AGENCY
 COMMISSIONER MIKE MORATH**

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent

ACTION – Item 11E

SUMMARY:

Joe Kelley will provide a report.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goals: This item addresses all the goals and objectives.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the administration that the Board of Trustees approve and sign the letter to Texas Education Agency Commissioner Mike Morath.



Flour Bluff Independent School District

2505 WALDRON ROAD, CORPUS CHRISTI, TEXAS 78418

PHONE (361) 694-9000 • FLOURBLUFFSCHOOLS.NET

September 15, 2020

Dear Commissioner Morath:

Flour Bluff ISD Board of Trustees unwaveringly supports a letter sent to you by the Calallen ISD Board of Trustees dated August 31, 2020. The letter artfully explains the struggles districts across the state of Texas are battling.

The highlights of the letter are as follows:

- Reducing the required number of instructional minutes for students
- Relaxing of student attendance requirements
- Waiving of state testing standards

Districts, including Flour Bluff ISD, are also battling other concerns including financial shortcomings, safe and secure areas for teaching and learning, and technology shortfalls for students and teachers inside and outside the classroom. In addition, students, teachers, and staff are grappling with the social and emotional aspects of isolation, COVID-19 virus unknowns and continuously changing conditions.

We respectfully request that you consider the undue pressure of the strict required number of instructional minutes for students, student attendance requirements, and mandated state testing. All of these requirements are important during a normal school year. However, the 2019-2020 and the 2020-2021 school years have not ended nor begun under normal circumstances. For this reason alone, we stand with Calallen ISD in the request to relax these requirements.

This request has not been considered blithely. We welcome the opportunity to come together for our most important resource, the nearly five million students enrolled in Texas public schools. Working together will ensure we keep the well-being and safety of our students and staff at the forefront of all that we do.

Respectfully,

Shirley Thornton
President, Flour Bluff ISD Board of Trustees

Michael Morgan
Vice President, Flour Bluff ISD Board of Trustees

Jennifer Welp
Secretary, Flour Bluff ISD Board of Trustees

Jerry L. Hooper, Jr.
Member, Flour Bluff ISD Board of Trustees

Dr. Jim Needham
Member, Flour Bluff ISD Board of Trustees

Nicole Peters
Member, Flour Bluff ISD Board of Trustees

Jeff Rank
Member, Flour Bluff ISD Board of Trustees

Enclosure (1)



August 31, 2020

Dear Commissioner Morath,

Our nation and state face a crisis like no other in history. Districts across the state are scrambling to build curriculum while struggling to meet the expectations of TEA requirements. We are asking our teachers to quickly become experts on technology integration and build online lessons, while also planning face-to-face learning under extreme and changing conditions. All the while, district administration struggles to construct safe spaces for both teachers and students.

Flexibility is a buzz word that is thrown about to parents, teachers, students, and administrators. Everyone involved in education must be flexible if we expect success. We ask that TEA apply flexibility to their plans also. Continuing to enforce and tie funding to already tenuous instructional minutes and attendance requirements, places districts and families under increased stress. Statewide testing and funding that is tied to district, teacher, and student performance is also an additional pressure during this crisis. It is irrational to continue to enforce policies that were designed for an uninterrupted normal school year.

Our district's experience with the serious technological problems with overloaded servers, flawed applications, and communication errors is not unique to our community. Districts across the state are suffering from the same issues. Our students, staff, and parents are paying the price of TEA's rigid requirements. The mental health and physical well-being of our children is at risk.

We also believe the current situations will set forth challenges to retain highly qualified teachers and recruit new teachers, if they see a lack of support for educators across the state.

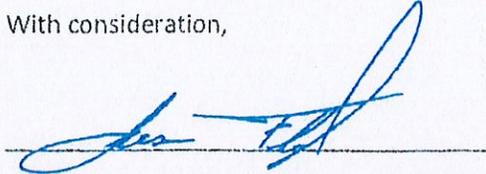
While criterion-referenced testing can be stressful, we realize it will always be a part of the educational system in that it provides good information regarding instruction and student growth. The issue this year is holding us accountable for making sure every student performs at what TEA has set as "standard" cut-points and levels. If the state does not relax the accountability standards and cut-points, it puts districts in a precarious position in that those standards were set based on what was a "normal" year in teaching and learning.

As School Board Trustees, we must disseminate information and vote on plans that best support our teacher's and student's well-being and safety. If we continue at this pace, without creating a better system, we face the collapse of public schools in the state of Texas.

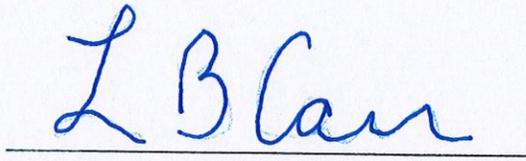
Calallen ISD Board of Trustees asks that TEA reduce the required number of instructional minutes, relax attendance requirements and waive testing standards for the 2020-2021 school year. These

decisions would allow districts to focus their efforts on building a safe environment and a strong curriculum for all students.

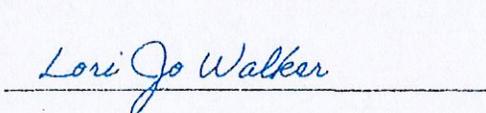
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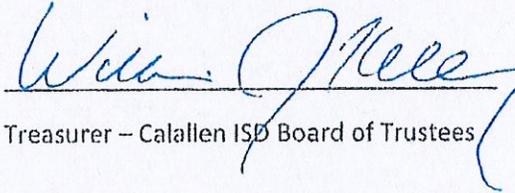
President -- Calallen ISD Board of Trustees



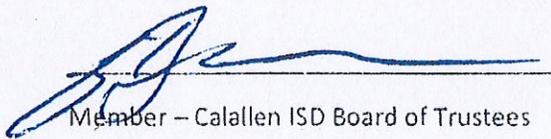
Vice-President -- Calallen ISD Board of Trustees



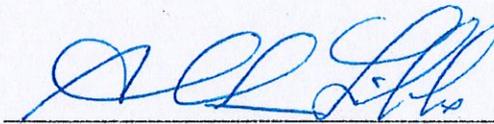
Secretary -- Calallen ISD Board of Trustees



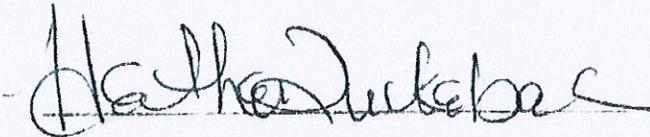
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Member -- Calallen ISD Board of Trustees



Member -- Calallen ISD Board of Trustees



Member -- Calallen ISD Board of Trustees

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

**SUBJECT: APPROVAL OF MEMORANDUM OF UNDERSTANDING
BETWEEN DEL MAR COLLEGE AND FLOUR BLUFF ISD
DUAL CREDIT**

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Dr. Allison Schaum, Chief Academic Officer
Louise Day, Chief Financial Officer

ACTION – Item 11F

SUMMARY:

Attached is a Memorandum of Understanding (MOU) Agreement for Dual Credit Courses offered through Del Mar College. The Texas Education Agency (TEA) requires that a MOU be approved to allow high school students to enroll in academic dual credit college courses. Courses are available to all students who have met the college eligibility criteria in accordance with the designated college guidelines. Students may register for courses each semester and are responsible for all fees, as well as textbooks. Benefits of dual credit coursework include:

- Allows the student to earn both high school and college credit at the same time
- Counts on a student’s college and high school transcript and GPA
- Allows college credit to be taken at a substantial cost reduction
- May transfer to other state colleges and universities.

The MOU outlines responsibilities of the school district and the college. To allow students to be dually enrolled, the mutually agreed contract must be submitted to the TEA.

This Agreement is updated and will be renewed on an annual basis. Both parties have the right to revise and/or terminate the agreement at the end of a semester with written notice.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 5: Partner with industry and community in a mutually beneficial manner to enhance our students’ educational experiences and opportunities.

Objective: The district will seek opportunities to partner with industry and community representatives.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the administration that the Board of Trustees approve the Memorandum of Understanding Between Del Mar College and Flour Bluff ISD for Dual Credit.

**MEMORANDUM OF UNDERSTANDING
BETWEEN DEL MAR COLLEGE DISTRICT AND FLOUR BLUFF INDEPENDENT SCHOOL
DISTRICT
DUAL CREDIT AND CONTINUING EDUCATION PROGRAMS**

Del Mar College (**DMC**) and **Flour Bluff Independent School District (FBISD)** enter into this Memorandum of Understanding and Articulation Agreement (collectively hereinafter "Agreement") concerning the concurrent enrollment of students at **FBISD** and **DMC** for simultaneous academic high school and college credit and continuing education programming.

This Agreement defines the roles, responsibilities, and expectations of **DMC** and **FBISD** for dual credit and continuing education. In accordance with HB1638, those elements of this MOU specifically aligning with state dual credit goals (**SDCG**) are outlined in Appendix I and are identified as such.

NOW, THEREFORE, for and in consideration of the foregoing, and in further consideration of mutual benefits, the parties to the agreement, **FBISD** and **DMC**, agree as follows:

I. ELIGIBLE COURSES

- A. Courses offered for dual credit by the College must be contained in the core curriculum of the institution providing the credit, career and technical education courses, or foreign language courses (TAC §4.85). Dual credit courses that are completed as part of an approved early college education program under TEC 29.908 or as part of an early college program defined in TAC §4.83, must be identified as college-level academic courses in the current edition of the THECB's Lower Division Academic Course Guide Manual (ACGM), as college-level technical education courses in the current edition of the board's Workforce Education Course Manual (WECM), or in a university's approved undergraduate core courses.
- B. **DMC** does not offer remedial and developmental courses for dual credit.
- C. **DMC** and **FBISD** enter an agreement of allowing students to enroll in courses leading to a State board approved certificate, AA, AS, or AAS degree program as defined in Title 19, part 1, Chapter 0, Rule 9.1-Definitions Administrative Code. Expansion of the courses and programs offered at a location are subject to the policies and deadlines of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). **DMC** must seek approval from SACSCOC to offer 50% or more of a certificate or degree at a location based on the following SACSCOC deadlines: In order to have adequate time to research, write, and process the SACSCOC-required proposals, all requests to expand or start new programs must be submitted to **DMC** by November 1 to start in the following Fall semester, and May 1 to start in the following Spring semester. Requests are processed in the order in which they are received from all **DMC** locations.
- D. Continuing education courses may be offered for select career and technical education and/or workforce education related programs of study in accordance to the current edition of the Workforce Education Course Manual (WECM) and as prescribed by the Texas Higher Education Coordinating Board's rules and policies.

II. PARTNERSHIP RESPONSIBILITIES (SDCG-1, 2, and 3)

- A. **DMC** and **FBISD** will collaborate on the following requirements as per the State goals mandated in HB1638:
 - 1. **DMC** hosting updated "Dual Credit 101" and Continuing Education orientation sessions for **FBISD** high school counselors;
 - 2. **DMC** and **FBISD** posting dual credit information on their individual webpages reflecting the most current information;
 - 3. **DMC** and **FBISD** creating a marketing campaign on dual credit and continuing education benefits;
 - 4. **DMC** and **FBISD** documenting and summarizing outreach efforts;

5. **DMC and FBISD** ensuring student college readiness with respect to qualifying for and succeeding in entry-level, credit-bearing college courses leading to an associate or certificate without the need for remedial or developmental course work.
- B. **DMC and FBISD** will collaborate to provide a course equivalency crosswalk or other method of equating high school courses with continuing education courses and college courses that identifies the number of credits that may be earned for each course completed through the dual credit (refer to Appendix II) or Continuing Education Program.
- C. If **FBISD** is requesting a letter of support from **DMC**, then **FBISD** must provide **DMC** a complete application for review at least 10 working days prior to any grant deadline.
- D. **DMC and FBISD** agree that based on any unforeseen evolving health and safety conditions, on campus courses and labs may be transitioned into remote, online learning as deemed appropriate. **DMC** faculty and instructors will work with students to minimize impact and provide accommodations for courses that cannot fully transition online.
- E. **DMC and FBISD** will ensure that all students and staff will abide by the established **DMC COVID-19 Health and Safety Protocols**. See Appendix IV.

III. STUDENT ELIGIBILITY FOR DUAL CREDIT

DMC requires **FBISD**'s dual credit students to follow the College's enrollment procedures, guidelines, deadlines, and regular prerequisite requirements designated for that course (e.g. minimum scores on a specified placement test, minimum grade in a specified previous course, etc.). The Vice President and Chief Academic Officer at **DMC** and the **FBISD** high school counselor must approve the application. A **FBISD** high school student is eligible to enroll in:

- A. **DMC** academic dual credit courses if the student:
 1. Demonstrates college readiness for reading, writing, and/or math intensive courses by achieving the minimum passing standards under the provisions of the Texas Success Initiative authorized by Texas Education Code Sec. 51.333 and specified in Texas Administrative Code, Chapter 4, Subchapter C, Section 4.57 as follows: Reading-351, Math-350, Writing - a placement score of at least 340 and an essay score of at least 4 or a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5; or
 2. The student achieves a score of 4000 on the English II STAAR EOC and/or a score of 4000 on the Algebra I STAAR EOC and in conjunction, a passing grade in the Algebra II course relevant to the courses to be attempted; or
 3. On a PSAT/NMSQT exam administered on or after October 15, 2015, the student achieves a score of 460 on the evidence-based reading and writing test and/or a score of 510 on the mathematics test relevant to the courses to be attempted; or
 4. The student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics and/or English, or a mathematics score of 431 and/or an English score of 435 on the ACT-Aspire relevant to the course to be attempted; or
 5. On an SAT taken on or after March 5, 2016, and taken within 5 years from the testing date, the student must achieve a 480+ on evidence-based Reading and Writing and a 530+ in Mathematics.
- B. Workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.
- C. **DMC** workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program must meet the following conditions:
 1. Demonstrates college readiness for reading, writing, and/or math intensive courses by achieving the minimum passing standards under the provisions of the Texas Success Initiative authorized by Texas Education Code Sec. 51.333 and specified in Texas Administrative Code, Chapter 4, Subchapter C, Section 4.57 as follows: Reading-351, Math-350, Writing - a placement score of at least 340 and an essay score of at least 4 or a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5; or

2. The student achieves a score of 4000 on the English II STAAR EOC and/or a score of 4000 on the Algebra I STAAR EOC and in conjunction, a passing grade in the Algebra II course relevant to the courses to be attempted; or
 3. On a PSAT/NMSQT exam administered on or after October 15, 2015, the student achieves a score of 460 on the evidence-based reading and writing test and/or a score of 510 on the mathematics test relevant to the courses to be attempted; or
 4. The student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics and/or English, or a mathematics score of 431 and/or an English score of 435 on the ACT-Aspire relevant to the course to be attempted; or
 5. On an SAT taken on or after March 5, 2016, and taken within 5 years from the testing date, the student must achieve a 480+ on evidence-based Reading and Writing and a 530+ in Mathematics.
- D. A **FBISD** student who is exempt from taking STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.
 - E. **FBISD** shall assess each student for college readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum.
 - F. For this assessment, **FBISD** may use any instrument otherwise approved by the Board for Texas Success Initiative purposes in accordance with §4.54 (relating to Exemptions, Exceptions, and Waivers), §4.56 (relating to Assessment Instrument), and §4.57 (relating to College Ready and Adult Basic Education (ABE) Standards) of the Texas Administrative Code.
 - G. After assessment, **FBISD**, using guidelines established by **DMC**, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.
 - H. **DMC** may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.
 - I. **DMC** may require some students to pass eligibility requirements by external entities or pass physical assessments(s) by program requirements. (Examples would be drug screen, criminal history/background check or interviews with faculty).
 - J. Each **DMC** college class that a high school student enrolls in must substitute for a high school course that meets TEA's high school graduation requirement.
 - K. **DMC** and **FBISD** agree that **FBISD** students are allowed to enroll in up to 15 college credit hours per semester and only enroll in courses that that align with a student's high school graduation.
 - L. **FBISD** students are to enroll in college course(s) that are paired to a high school course required for graduation and where the student will receive credit for the course on both the college and the high school transcripts Texas Education Code (TEC) §28.009.
 - M. **DMC** is not required, under the provisions of this section, to offer dual credit courses for high school students.

IV. CONTINUING EDUCATION ENROLLMENT PROCEDURES

Students must complete and/or submit all original documents to the Continuing Education Department at **DMC**. All original documents shall remain with the Continuing Education Department at **DMC**. Once eligibility is determined, eligible students will be allowed to register. An **FBISD** student will need to complete the following procedures:

- A. Complete a **DMC** Registration Form, which must be signed by the student, parent/guardian, high school counselor/principal and a **DMC** official;
- B. For specialized programs, complete an application packet and provide requested documentation (varies by program).

V. LOCATION OF CLASS

Dual credit and continuing education courses may be taught at the following locations with the following provisions:

- A. The **FBISD** high school campus: **FBISD** will work with **DMC** to ensure that the high school's facilities meet the expectations and criteria required for college classes, and are appropriate for college-level instruction which include the following:
1. Ensure that college faculty and dual credit and continuing education students on the first day of each semester have all relevant instructional resources – including required books and computer hardware and computer software for accessing courses, completing and submitting coursework, and secure testing.
 2. Permit access to the College's electronic learning resources.
 3. For high schools offering science courses, the schools shall meet the laboratory safety standards and have material/equipment that comply with the College's science course program requirements.
 4. Schedule courses to meet state-mandated contact hours required for college and continuing education courses.
 5. Designate a classroom for the college dual credit and continuing education classes.
 6. Display the signs provided by **DMC** outside of the classroom that indicate "College Course is in Session".
 7. Assure no interruptions take place in the college dual credit or continuing education class while in session, such as removing students for high school activities.
- B. **DMC** Campus(es) and Center(s): **DMC** may offer dual credit and continuing education courses at any of the following locations:
1. East Campus
 2. West Campus
 3. Northwest Center
 4. Center for Economic Development
 5. Any official **DMC** Off-Campus Facility
- C. Electronically online
1. **DMC** will:
 - a. comply with the standards and criteria of the Southern Association of Colleges and Schools Commission on Colleges; **(SDCG-4)**
 - b. adhere to criteria outlined in the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically; **(SDCG-4)**
 - c. provide students' academic support services appropriate for distance education, such as advising, career counseling, library, and other learning resources; **(SDCG-3)**
 - d. provide online technical support via the Del Mar College Viking Help Desk during its regularly scheduled operating hours; **(SDCG-3)**
 - e. use the College's approved Learning Management System; **(SDCG-3)**
 - f. offer support and training for high school online course facilitators; and,
 - g. provide **FBISD** access to monitor student completion of the College's approved Learning Management System student orientation module/course.
 2. **FBISD** will:
 - a. ensure that students who enroll in online courses complete the College's approved Learning Management System's online student orientation module/course prior to enrollment to measure student readiness; and, **(SDCG-3)**
 - b. provide trained, online facilitators for courses that are offered online;
 - c. provide appropriate equipment, web camera with microphone, software-including exam security software, and network access as required by **DMC** from the first day of each semester;
 - d. will ensure that its dual credit students have required books for all dual credit courses from the first day of each semester;
 - e. ensure that district networks and network security will allow students to access all **DMC** library and learning support services electronically via the district's network.

VI. STUDENT COMPOSITION OF CLASS

Dual credit courses may be composed of the following:

- A. Dual credit students only:
 1. **FBISD** will ensure a minimum and maximum number of enrollments mutually agreed upon by **FBISD** and **DMC**'s Vice President and Chief Academic Officer. (for courses taught at the **FBISD** campus by **DMC** faculty)
- B. Dual credit and college students.
- C. Mixed dual and high school students only under the following conditions:
 1. if the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course; or,
 2. if the high school credit-only students are College Board Advanced Placement students; or,
 3. if the course is a career and technology/college workforce education, continuing education course and the high school credit-only students are earning articulated college credit.

If a **FBISD** high school enrolls non-dual credit high school students in a dual credit course, the high school must submit a memo with subject line "Course Exception Report Memorandum" to the College by Census Day (as defined by **DMC**). The report will include the name of the students, student ID numbers, the applicable exception and justification. **FBISD** high school must notify both students and parents that the student has been enrolled in the class for high school credit only and will not receive college credit.

VII. FACULTY SELECTION, SUPERVISION, AND EVALUATION

DMC shall select instructors of dual credit and continuing education courses. These instructors must be regularly employed faculty members of the College or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the College to select faculty responsible for teaching the same courses at the main campus of the College. Each approved dual credit or continuing education faculty member will be supervised by **DMC**'s respective department chair or designee. **(SDCG-4)**

A. **FBISD will:**

1. For **FBISD**-employed faculty (hereby referred to as "embedded"):
 - a. assist in identifying potential dual credit and continuing education faculty;
 - b. notify **DMC** of any embedded faculty changes or absences to ensure that credentialed faculty instruct the course during the embedded faculty member's absence;
 - c. allow release time from **FBISD** duties to attend the announced dual credit or continuing education professional development trainings and required College instructional departmental meetings provided by **DMC**. **(SDCG-Requirement)**
2. For **DMC**-employed faculty and adjuncts who teach at the high school campus (hereby referred to as "on-site"):
 - a. ensure that **DMC** on-site faculty meet **FBISD**'s background screening requirements and comply with required codes of conduct for public school educators; and
 - b. provide faculty orientation prior to the start of the new academic year to discuss issues including, but not limited to, campus protocols, classroom assignments, equipment, network access, computer usage, safety, testing, special events, and points of contact.

B. **DMC will:**

1. For embedded faculty: provide training, points of contact, and administrative support relevant to faculty duties including certifying class rolls, submitting class rosters by **DMC**'s Census Day (as defined by **DMC**), submitting online grades, etc.;
2. For on-site faculty:

- a. contact **FBISD**'s dual credit or continuing education point of contact for faculty absences;
- b. provide support via an assigned Dual Credit or Continuing Education Coordinator.

VIII. COURSE CURRICULUM, INSTRUCTION, GRADING AND TESTING

- A. **DMC** shall ensure that a dual credit or continuing education course is equivalent to the corresponding course offered at the campus of the College with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class. **(SDCG-4)**
- B. Dual credit and continuing education courses provide advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course.
- C. Instructional Calendar
 1. Dual credit and continuing education classes will follow the **DMC**'s Academic Calendar.
 2. Exceptions may be arranged through collaboration between the **DMC** Early College Programs or Continuing Education Office and **FBISD**.
- D. Instructional Materials: Textbooks and Supplemental Materials
 1. Students or **FBISD** will be responsible for purchasing all textbooks, equipment, and supplemental materials required for dual credit and continuing education classes. **(SDCG-Requirement)**
 2. **FBISD** shall make textbooks and materials to students available on the first class day of each semester.
 3. Exceptions must be discussed with the **DMC** Early College Programs or Continuing Education Director and the College Department Chair no later than one week before the start of the semester.
- E. Grading
 1. All dual credit and continuing education faculty will follow the grading criteria in the department-approved syllabus. **(SDCG-4)**
 2. **DMC** will provide **FBISD** midterm and end-of-semester numeric grades electronically via a secured network for dual credit and continuing education courses.
 3. For Dual Credit courses, **FBISD** will submit final semester letter grades according to **DMC**'s electronic grade submission protocol by the agreed upon date.
- F. Online Testing
 1. All **FBISD** students who will be taking any online exam will be required to use a web camera with microphone and required software-including exam security software.
 2. **FBISD** will also make proctors available to students for all **DMC** online exams throughout the fall and spring semesters if needed.
 3. All test proctors must be employees of **FBISD** and cannot be students, mentors, or other non-employee volunteers.
 4. All testing proctors/facilitators must validate the identity of each student prior to the start of each exam. Each student is required to show a valid ID such as a current school ID, state-issued ID, or passport. If a student does not have an ID, the test will not be administered.
 5. All **FBISD** students are required to sign in with the test proctor/facilitator before the start of the exam. **FBISD** proctors/facilitators will provide a separate sign-in sheet for each exam/class/instructor. The sign-in sheet will include the time and date of the exam.
 6. **FBISD** facilitators will submit scanned copies of all exam sign-in sheets to the **DMC** instructor of record and eLearning (dcproctor@delmar.edu) by email no later than 48 hours after the exam.

7. Each proctor will assist in keeping the academic integrity of the course and exams. This means maintaining an environment that fosters the prevention of plagiarism, collusion, or cheating.
8. Proctors will make allowances for additional testing materials and accessibility accommodations.
9. In the event of an emergency and courses move from face-to-face to online delivery, **FBISD** agrees to work with **DMC** to implement appropriate testing strategies to maintain the academic integrity of the course.

IX. ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

- A. Regular academic policies applicable to courses taught at **DMC**'s campuses must also apply to dual credit and continuing education courses taught at the **FBISD** campus. These policies include the appeal process for disputed grades, drop policy, the communication of the grading policy to students, when the syllabus must be distributed, etc. (**SDCG-3**)
- B. Students requesting disability accommodations for TSI, continuing education and/or dual credit classes must schedule an intake appointment with **DMC**'s Student Disability Service Office.
- C. Students must provide appropriate documentation such as assessment reports, letters from qualified evaluators and/or professionals, ARD, or 504 documents.
- D. **DMC** will comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). All information provided to **DMC** relating to educational records will be confidential and **DMC** will not disclose, communicate or divulge, or permit disclosure, communication or divulgence, to another or use for their own benefit or the benefit of another, any confidential information, unless permitted by FERPA or required by the laws of the State of Texas. Students must have an updated FERPA form on file identifying who can receive information on their behalf.
- E. **DMC** and **FBISD** administrators may exchange information on an **FBISD** student if the student is enrolled at **FBISD** and at **DMC**.
- F. Professional and student representatives will collaborate in spread the college-going message among students and parents and provide a general overview of the college experience, college and course selection, test preparation, and completion of financial aid and admission applications.

X. STUDENT ENROLLMENT AND ATTENDANCE

FBISD will monitor student attendance according to their protocols; **DMC** will follow College Policy and course syllabi attendance requirements.

- A. Students must attend their dual credit class regularly and turn in all required assignments. Students may be withdrawn for lack of attendance and/or lack of progress. This attendance policy pertains to all students enrolled in any section of a dual credit course on any campus. If for any reason an **FBISD** student is not attending the dual credit class at the School regularly, he/she will be withdrawn from the class (including students sent to alternative school and homebound students).
- B. Students underperforming are encouraged to withdraw from the course before the "Last Date to Withdraw" deadline, after conferring with their instructor or Dual Credit Coordinator. If student remains in course after the "Last Date to Withdraw", they will be awarded the grade earned on their **DMC** transcript.
- C. All **FBISD** students are responsible for knowing and adhering to **DMC**'s "Last Date to Withdraw" deadlines as listed on **DMC** academic calendar found on the **DMC** website or course syllabus accessible and are responsible to submit a **DMC** drop form to **DMC** Registrar's Office via in person, fax or email.
- D. Students are expected to meet academic standing as defined in the **DMC** catalog to continue in any of the dual credit program offered at **DMC**.

XI. COST/FINANCIAL ASSISTANCE

- A. Courses that fall under the dual credit guidelines are eligible at a reduced tuition rate set by **DMC's Board of Regents. (SDCG-Requirement)**
 - 1. Dual credit participating students are eligible to apply for **DMC** internal scholarships.
 - 2. Tuition cost for continuing education courses will follow the current tuition and fee schedule for continuing education. Please note that additional fees may be applicable for background checks, drug testing, license testing, uniforms, supplies and tools/equipment. All tuition costs and associated fees are the responsibility of the student or **FBISD**.

XII. TRANSCRIPTING OF CREDIT

- A. **DMC** and **FBISD** will transcript dual credit and continuing education courses for both college credit and high school credit immediately upon student completion of the performance required in each course.
- B. A **FBISD** student has the right to appeal a grade they have received. The evaluation of academic work is the prerogative of the instructor and the rules for determining final course grade should be established by the instructor and provided to the students in an electronic or printed course syllabus at the beginning of the semester. A student who believes grounds exist for the appeal of a final grade must first consult with the instructor and follow **DMC's** grade appeal process outlined in A7.12.4 in **DMC** policy.

XIII. FUNDING

- A. The state funding for dual credit courses will be available to both public school districts and colleges based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board. **(SDCG-5)**
- B. **DMC** may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses. This provision does not apply to students enrolled in approved early college high school programs.
- C. For continuing education courses, **DMC** may only claim funding for students meeting the age and grade level policy requirements prescribed in 19 TAC §§9.112 - 9.117.
- D. All public colleges, universities, and health-related institutions may waive all or part of the tuition and fees for a Texas high school student enrolled in a course for which the student may receive dual course credit. **(SDCG-Requirement)**

XIV. CONDITIONS FOR RENEWAL AND TERMINATION

This Agreement will take effect on the date signed and will remain in effect upon the parties signing a "Letter of Notification" on an annual basis. **DMC** and **FBISD** reserve the right to terminate this Agreement at the end of a semester by providing written notice to the other party at least sixty (60) days prior to the date of termination. Termination agreements will be agreed between both parties.

XV. NOTICES

All written notices provided to the parties pursuant to this Agreement shall be forwarded to each party at the address indicated below. Such notices shall be considered duly and properly given when delivered in person or actually received by either party via U.S. mail or any other delivery service provider.

XVI. MEDIATION

Except for the immediate remedy of injunctive relief, neither party will resort to litigation without first submitting any dispute regarding the subject matter of this Agreement to mediation.

XVII. GOVERNING LAW AND VENUE

The validity of this Agreement, and of its terms or provisions, as well as the rights and duties of the parties hereunder, shall be governed by the laws of the State of Texas. Any legal action brought in state court shall have venue in Nueces County, Texas.

XVIII. ENTIRE AGREEMENT

This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof, and no other agreement, statement, or promise relating to the subject matter that is not contained herein shall be valid or binding.

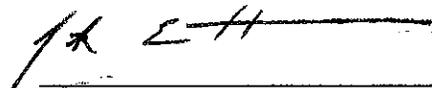
XIX. EQUAL OPPORTUNITY

The parties shall provide all services and fulfill all obligations associated with the subject matter of this Agreement in compliance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (34 C.F.R. § 106, et seq.), and all other applicable anti-discrimination laws.

XX. LEGAL CONSTRUCTION

In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

DEL MAR COLLEGE
101 Baldwin Boulevard
Corpus Christi, TX 78404



Mark Escamilla, Ph.D.
President and CEO

9.3.2020
Date



Jonda Halcomb, Ph.D.
Interim Vice President and
Chief Academic Officer Designee

8/31/20
Date

FLOUR BLUFF ISD
2505 Waldron Road
Corpus Christi, TX 78418

Mr. Joe Kelley
Interim Superintendent

Date

APPENDIX-I

HB 1638 requires that on or after September 1, 2018, any new, revised, or renewed dual credit MOU or articulation agreement must include the following:

- A description of how the goals of the dual credit program align with the statewide goals;
- A course equivalency crosswalk or other method of equating high school courses with college courses that identifies the number of credits that may be earned for each course completed through the dual credit program;
- A description of the academic supports and guidance that will be provided to students participating in the dual credit program;
- A description of the ISD and institution of higher education (IHE) respective roles and responsibilities in providing for and ensuring the quality and instructional rigor of the dual credit program; and
- A description of the sources of funding for dual credit courses offered under the program including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the dual credit program. On or after September 1, 2018, and each subsequent year, all dual credit MOUs, regardless if new, revised, or renewed, must be posted each year to the ISDs and IHEs respective websites.

The Statewide Dual Credit Goals are as follows:

Goal 1: High Schools and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

Goal 2: Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.

Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

APPENDIX-II

DMC-FBISD COURSE CROSSWALK

| COURSE | DEL MAR COLLEGE COURSE TITLE | COLLEGE CREDIT HOURS | HS COURSE TITLE | HS CREDIT |
|---------------|---|-----------------------------|---|------------------|
| ACCT-2301 | Principles of Financial Accounting | 3 | Accounting 2 | 1 |
| ACCT-2302 | Principles of Managerial Accounting | 3 | Financial Analysis | 1 |
| ACNT-1303 | Introduction to Accounting I | 3 | Accounting 1 | 1 |
| AERM-1203 | Shop Practices | 2/3 | Energy & Power of Transportation Systems | 1 |
| AERM-1208 | Federal Aviation Regulations / AERM 1205 | 2 | Intro to Aircraft Technology | 1 |
| ARCH-1301 | Architectural History I | 3 | Principles of Architecture | 1 |
| ARCH-1315 | Architectural Computer Graphics | 3 | Architectural Design | 1 |
| ARTS-1301 | Art Appreciation | 3 | Art 1, Art Appreciation | 1 |
| AUMT-1316 | Automotive Suspension and Steering Systems | 3 | Auto Tech 1: Maintenance & Light Repair | 2 |
| AUMT-1405 | Introduction to Automotive Technology | 4 | Automotive Basics | 1 |
| AUMT-1407 | Automotive Electrical Systems | 4 | Energy & Power of Transportation Systems | 1 |
| AUMT-2301 | Automotive Management | 3 | Business Management | 1 |
| AVNC-1303 | Introduction to Aviation Electronic Systems / AERM 1203 | 3/2 | Energy & Power of Transportation Systems | 1 |
| BCIS-1305 | Business Computer Applications | 3 | Business Information Management | 1 |
| BIOL-1406 | Biological Concepts I: Cellular and Molecular | 4 | Biology A | 0.5 |
| BIOL-1407 | Biological Concepts II: Evolution, Diversity, Structure, Function and Environment | 4 | Biology B | 0.5 |
| BIOL-1414 | Introduction to Biotechnology I | 4 | Biotechnology I | 1 |
| BIOL-2401 | Human Anatomy and Physiology I | 4 | Anatomy & Physiology A | 0.5 |
| BIOL-2402 | Human Anatomy and Physiology II | 4 | Anatomy & Physiology B | 0.5 |
| BMGT-1327 | Principles of Management | 3 | Business Management | 1 |
| BMGT-1341 | Business Ethics | 3 | Business Law | 1 |
| BMGT-2309 | Leadership | 3 | Human Resources Management | 0.5 |
| BUSI-1301 | Business Principles | 3 | Prin. of Business, Marketing, and Finance | 1 |

| COURSE | DEL MAR COLLEGE COURSE TITLE | COLLEGE CREDIT HOURS | HS COURSE TITLE | HS CREDIT |
|-----------|---|----------------------|--|-----------|
| CDEC-1313 | Curriculum Resources for Early Childhood Programs | 3 | Instructional Practices | 2 |
| CETT-1409 | DC-AC Circuits | 4 | AC/DC Electronics | 1 |
| CETT-1415 | Digital Applications | 4 | Digital Design & Media Production | 1 |
| CHEF-1301 | Basic Food Preparation | 3 | Intro to Culinary Arts | 1 |
| CHEF-1305 | Sanitation and Safety | 3 | Sanitation and Safety | 1 |
| CHEF-2302 | Saucier | 3 | Culinary Arts | 2 |
| CHEM 1411 | General Inorganic Chemistry I | 4 | Chemistry A | 0.5 |
| CHEM 1412 | General Inorganic Chemistry II | 4 | Chemistry B | 0.5 |
| CNBT-1301 | Introduction to the Construction Industry | 3 | Prin. of Construction | 1 |
| COMG-1391 | Special Topics in Communications, General | 3 | Professional Communications | 0.5 |
| CRIJ-1301 | Introduction to Criminal Justice | 3 | Prin. of Law, Pub. Safety, Corr., & Security | 1 |
| CRIJ-1306 | Court Systems and Practices | 3 | Court Systems and Practices | 1 |
| CRIJ-1310 | Fundamentals of Criminal Law | 3 | Law Enforcement I | 1 |
| CRIJ-2313 | Correctional Systems and Practices | 3 | Correctional Services | 1 |
| CRIJ-2314 | Criminal Investigations | 3 | Criminal Investigation | 1 |
| CRIJ-2328 | Police Systems and Practices | 3 | Law Enforcement II | 1 |
| CRTR-1304 | Machine Shorthand I | 3 | Touch System Data Entry | 0.5 |
| CRTR-1308 | Real-time Court Reporting I | 3 | Court Systems and Practices | 1 |
| CSME-1244 | Introduction to Salon Development | 2 | Intro to Cosmetology | 1 |
| CSME-1248 | Principles of Skin Care | 2 | Prin. of Cosmo, Design, and Color Theory | 1 |
| CSME-1310 | Introduction to Haircutting and Related Theory | 3 | Intro to Cosmetology | 1 |
| CSME-1405 | Fundamentals of Cosmetology | 4 | Prin. of Cosmo, Design, and Color Theory | 1 |
| CSME-1443 | Manicuring and Related Theory | 4 | Cosmetology I | 1 |
| CSME-2310 | Advanced Haircutting and Related Theory | 3 | Cosmetology I | 1 |
| CSME-2441 | Preparation for the State Licensing Examination | 4 | Cosmetology II | 1 |
| DRAM-1310 | Theatre Appreciation | 3 | Theater I | 1.0 |
| ECON 2301 | Principles of Macroeconomics | 3 | Economics | 0.5 |
| ECON-2302 | Principles of Microeconomics | 3 | Special Topics in Social Studies | 0.5 |

| COURSE | DEL MAR COLLEGE COURSE TITLE | COLLEGE CREDIT HOURS | HS COURSE TITLE | HS CREDIT |
|-----------|---|----------------------|--|-----------|
| EMSP-1501 | Emergency Medical Technician- Basic | 5 | Emergency Medical Technician Basic | 2 |
| ENGL-1301 | Composition I | 3 | English 4A | 0.5 |
| ENGL-1302 | Composition II | 3 | English 4B | 0.5 |
| ENGL-2321 | British Literature | 3 | Independent Studies English | 1.0 |
| ENGL-2326 | American Literature | 3 | Independent Studies English | 1.0 |
| ENGL-2332 | World Literature I | 3 | Independent Studies English | 1 |
| ENGL-2333 | World Literature II | 3 | Independent Studies English | 1 |
| GEOL-1103 | Physical Geology Laboratory | 1 | Earth & Space | 0.5 |
| GEOL-1303 | Physical Geology | 3 | Earth & Space | 0.5 |
| GEOL-1304 | Earth History (Historical Geology) | 3 | Earth & Space | 0.5 |
| GOVT-2305 | Federal Government: Federal Constitution | 3 | US Government | 0.5 |
| GOVT-2306 | Texas Government: Texas Constitution and Topics | 3 | Special Topics in Social Studies | 0.5 |
| HIST-1301 | United States History I | 3 | US History A | 0.5 |
| HIST-1302 | United States History II | 3 | US History B | 0.5 |
| MATH-1314 | College Algebra | 3 | Independent Studies in Math | 1.0 |
| MATH-1324 | Mathematics for Business and Social Sciences I | 3 | Independent Studies in Math | 1.0 |
| MATH-1325 | Mathematics for Business and Social Sciences II | 3 | AP Calculus AB | 1.0 |
| MATH-1342 | Elementary Statistical Methods | 3 | AP Statistics | 1.0 |
| MATH-2413 | Calculus I | 4 | AP Calculus AB | 1.0 |
| MUSI-1306 | Music Appreciation | 3 | Music Appreciation | 1.0 |
| PHIL-2306 | Introduction to Ethics | 3 | Social Studies Research Methods: Intro to Ethics | 0.5 |
| PHYS-1401 | College Physics I | 4 | AP Physics 1 | 1.0 |
| PHYS-1402 | College Physics II | 4 | AP Physics 2 | 1.0 |
| PHYS-2425 | University Physics I | 4 | AP Physics C Mechanics | 1.0 |
| PHYS-2426 | University Physics II | 4 | AP Physics C Electricity and Magnetism | 1.0 |
| PSYC-2301 | General Psychology | 3 | Psychology | 0.5 |
| SOCI-1301 | Introduction to Sociology | 3 | Sociology | 0.5 |
| SPAN-1411 | Beginning Spanish I | 4 | Spanish 3 Dual Credit | 0.5 |
| SPAN-1412 | Beginning Spanish II | 4 | Spanish 3 Dual Credit | 0.5 |
| SPCH-1311 | Introduction to Speech Communication | 3 | Communications Applications | 0.5 |
| SPCH-1315 | Fundamentals of Public Speaking | 3 | Communications Applications | 0.5 |

APPENDIX-III

DEL MAR COLLEGE RESOURCES

ACADEMIC RESOURCES

Viking Help Desk

Viking Help Desk is the central point of contact for all computer, software, and web-related questions. We are here to serve students, faculty, and staff.

Student Support:

- Assist students with web navigation to course materials.
- Assist students with plug-in problem resolutions.
- Assist in solving browser compatibility issues.
- Provide connectivity assistance.
- Get students started with course related application usage.
- Assist with Del Mar College campus equipment issues.

Wireless Internet-Students:

- Wireless access is available for all currently registered students. Students can bring personal laptops to the campus and have access to the internet.
- Requirements: Must be currently enrolled student.
- Must have an anti-virus software that is current and up to date.
- Must have all Microsoft Window's critical updates completed.

Library

The Del Mar College Libraries located on the East and West campuses are dedicated to providing access to learning resources, promoting information literacy, fostering creative thinking and intellectual curiosity, and supporting lifelong learning opportunities for our community. Student learning is our highest priority.

Registrar's Office

The Office of the Registrar can assist students with:

- Student academic actions including adding/dropping course sections
- Verification of enrollment
- Requests for official Del Mar College transcripts
- Evaluation and articulation of transfer credits
- Applying for Graduation
- Application for Reclassification of Residency
- Change of Major
- Personal Information Update

Student Engagement and Retention

The Department of Student Engagement Retention (SER) Services is part of the Division of Student Affairs and is under the direction of the Dean of Student Engagement and Retention. SER coordinates the efforts of multiple offices whose work involves support for students. These include Disability Services, Retention Services, Student Success Center, and Veterans Services.

In the spirit of providing our students a quality education, the SER Office offers an appropriate array of support services and provides assistance to any student to identify options and resources to find a solution to their concerns and answer any questions.

The Office of the Dean of Student Engagement and Retention (SER) coordinates the Student Conduct Administration processes, serves as an advocate for students facing challenges to their success as students, and assists students in filing Student Complaints. We have staff ready to assist students, staff, faculty, family members, and community members with student issues and concerns.

Disability Services

Del Mar College faculty and staff in general — and the Disability Services Office (DSO) staff in particular — are committed to ensuring equal access to College services, programs, and activities for qualified students with disabilities in accordance with The Americans with Disabilities Act (ADA) of 1990, The ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and applicable Texas state laws. As such, students shall not be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity of the College.

The mission of the DSO is to eliminate physical, instructional, and attitudinal barriers across the Del Mar College community by providing support services—including reasonable accommodations—to promote maximum academic potential, participation in the college experience, and self-sufficiency for students with disabilities.

Retention Services

Retention Case Managers (RCMs) incorporate multi-tier models of support – to include recovery programs and best practice early alert warning systems – backed by appreciative advising theory with students experiencing situations that may impede academic success.

Student Self-Referrals:

Students experiencing situations that may be impeding their academic success – to include having difficulty in balancing life's priorities with the demands of attending college – are encouraged to contact the Office of Retention Services to schedule an appointment with a Case Manager.

Academic Recovery Program (ARP):

The ARP RCMs employ an outreach/connection/triage/linkage/follow-up sequence across a Start Strong/Stay Strong/Finish Strong framework with students on academic probation or suspension (cumulative GPA below 2.0) to raise their GPA and attain "Good Scholastic Standing" with the College.

Student Success Center

The Student Success Center (SSC) is located on the first floor of the St. Clair building on the East Campus. The SSC is committed to providing students with the facilities, resources and services designed to enhance learning. DMC students will find peer tutoring, workshops and seminars, and technology resources to assist them to succeed and promote positive learning outcomes. Supplemental Instruction (SI) is an additional service that is housed at the SSC.

Veterans Services

The mission of the Del Mar College Veterans Center is to provide services to Veterans, Active Service Members and dependents that will aid them in pursuing a quality education, workforce preparation and lifelong learning by providing guidance and assistance, awareness and recognition programs, and coordinating services to address the academic, financial, physical and social needs of students.

Testing Center

The mission of the Testing Center is to support student retention and success by providing various assessments and resources to students, prospective students and members of the community while maintaining an optimal testing environment.

TUTORING AND LEARNING CENTERS

Foreign Languages Lab

The Languages Lab provides additional instruction in Spanish or French through tutoring, conversation sessions, computer software, and audio-visual materials for study or pleasure. The lab is open to any student or member of the community.

Each student in a foreign language course at the 1411 and 1412 levels is required to complete two hours of lab activities per week.

The Math Learning Center

The Math Learning Center (MLC) offers free math tutoring to Del Mar College students on a walk-in basis.

Our mission is to better prepare students to succeed in numerous math-related classes and assist you in becoming a more confident, effective, and independent learner. The MLC's experienced tutors will improve student's knowledge and develop skills by encouraging and enabling students to do their own work through a collaborative and interactive process.

Speech Communication Center

The Speech Communication Center (SCC) provides instructional resources that aid students in the application of effective communication skills. Trained staff are available for one-on-one tutoring assistance in the entire speechmaking process, which includes researching, organizing, and practicing. In addition, the SCC's mission is to provide a non-threatening environment for clients to identify and practice effective interpersonal and group communication skills.

The SCC has multiple computers, video-viewing equipment, a conference room, and practice/meeting rooms equipped with Destination units. Clients are aided in the creation of computer-generated visuals, and then have the opportunity to practice how to effectively incorporate visuals in speech delivery. An important step in the improvement of speaking skills involves using available camcorders to practice and then self-critique.

The SCC also has numerous instructional videotapes/DVDs that cover specific communication content areas giving students the opportunity for additional clarification of information.

Stone Writing Center

The mission of the Stone Writing Center (SWC) is to help students and the community develop writing skills in communicating critical thought. The SWC supports student learning of grammar, composition, literature and research through instruction, resources, technology, and facilities.

Technology Resource Center

The Technology Resource Center (TRC) provides student computer workstations for academic support and includes a variety of software programs and the Internet. The TRC also has a loaner program for laptops and graphing calculators for student checkouts. A valid Del Mar College ID card must be presented to checkout laptops and calculators. Students must be in good standing.

APPENDIX-IV

COVID-19 (CORONAVIRUS) NOTICE

All students enrolled at DMC pursuant to this Agreement shall be responsible for complying at all times with all applicable DMC policies and procedures.

In addition, due to the COVID-19 (Coronavirus) pandemic, DMC has formulated a multi-phase Return to Campus Plan and established appropriate Health and Safety Protocols to be followed by the entire DMC campus community. DMC's Return to Campus plan is available at <https://www.delmar.edu/rtc/> and information regarding the DMC Health and Safety Protocols may be viewed at <https://www.delmar.edu/offices/cro/cv/protocols.html>.

All DMC students, including those enrolled under this Agreement, shall be responsible for knowing and following all DMC COVID-19 Health and Safety protocols, including the wearing of a face covering or face shield, social distancing, safe hygiene practices, and limitation of gatherings.

For any questions regarding the DMC Return to Campus Plan or the COVID-19 Health and Safety Protocols, DMC Student Support Services is available at (361) 698-2730.

Students will be updated on any changes to the DMC Return to Campus Plan, DMC Health and Safety Protocols, or other general protocols, as needed.

DMC Return to Campus Plan: <https://www.delmar.edu/rtc/>

DMC Health and Safety Protocols: <https://www.delmar.edu/offices/cro/cv/protocols.html>

BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM

**SUBJECT: APPROVAL OF 2020 HEALTH INSURANCE/
DENTAL/CAFETERIA PLAN**

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
 Louise Day, Chief Financial Officer

ACTION – Item 11G

SUMMARY:

As a result of the COVID 19 environment and offices being closed, our carriers reached out to us and offered beneficial extensions of our current contracts. We requested an extended renewal period of 20 months through August 2022. This will allow the district to align the benefits plan year with our fiscal and school calendars.

Self-Insured Health Plan

Aetna has offered Flour Bluff ISD an extension of our current contract with no change in the fee structure. In addition, they have offered an administrative premium holiday for one month (not to exceed \$25,000).

Express Scripts provides the coverage for our prescription medications. This contract is ongoing with a ninety-day cancellation option. The renewal terms provide coverage with a reduced administrative cost and increased pharmacy rebates.

We have requested a renewal proposal from Sun Life for our stop loss coverage. Our consultants are heavily involved in these negotiations and we will present renewal options at the next board meeting.

Supplemental Benefits

Last year we updated all our supplemental benefits through Gallagher. We will continue to utilize Infinisource Benefit Services for our Cobra, FSA, HSA service and Professional Enrollment Concepts (PEC) for the enrollment platform and servicer. PEC will allow us to have a 100% virtual enrollment. The provider contracts for these supplemental benefits are ongoing except for the Aetna Dental Plan.

Aetna Dental has offered the renewal through August 2022 with a premium increase of 5.33%. Based on the plan performance, this is a fair offer and allows for the anniversary date realignment. This is a supplemental benefit paid 100% by the employee.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 6: Continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective: This item addresses all objectives under Goal 6.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the administration that the Board of Trustees approve the renewal of the Aetna Health Insurance, Express Scripts Pharmacy, and the Aetna Dental Insurance contracts.

**BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM**

SUBJECT: APPROVE WASTE REMOVAL AND RECYCLING AMENDMENT TO EXISTING CONTRACT

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Ronald R. Robles, Chief Operating Officer

ACTION – Item 11H

SUMMARY:

The district has a waste disposal contract with Republic Waste Services effective November 1, 2017 to October 31, 2020 with an optional 3rd year extension effective from November 1, 2020 to October 31, 2021 as agreed by amendment provided from Republic Waste Services.

FISCAL IMPACT AND COST:

No cost increase over the existing original contract amount of \$66,218.88 estimated annual costs to the district.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 6: Continue to be a good steward of the community's financial resources and explore new opportunities for organizational efficiency and effectiveness.

Objective: This item addresses all objectives under Goal 6.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the administration that the Board of Trustees approve the 3rd year extension option of the present two-year contract for waste removal and recycling by Republic Waste Services.

**FIRST AMENDMENT TO FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
DOCUMENTS & SPECIFICATIONS
FOR
WASTE REMOVAL AND RECYCLING CONTRACT SERVICES**

This First Amendment to the **FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT DOCUMENTS & SPECIFICATIONS FOR WASTE REMOVAL AND RECYCLING CONTRACT SERVICES** (this "Amendment") is made effective as of November 1, 2020, by and between the Flour Bluff Independent School District located in Corpus Christi, Texas (Flour Bluff ISD), and BFI Waste Services of Texas, LP d/b/a Allied Waste Services of Corpus Christi // Republic Services of Corpus Christi, qualified to do and actually doing business in the state of Texas (the "Contractor"), as successor-in-interest to Browning-Ferris, Inc. ("BFI"). The City and Contractor are referred to in this Agreement collectively as the "Parties" and individually as a "Party."

Recitals

A. Flour Bluff ISD and BFI entered into that certain **CONTRACT** dated November 1, 2018 as amended by that certain First Amendment (the "Agreement") pursuant to which BFI agreed to provide waste and recycling services set forth in the Agreement. Capitalized terms used but not otherwise defined in this Amendment shall have the meanings assigned to them in the Agreement.

B. The Parties desire to amend the Agreement pursuant to the terms of this Amendment.

Agreement

NOW, THEREFORE, FOR AND IN CONSIDERATION of the respective covenants herein contained, the Parties have agreed as follows:

1. **Extension of Term.** The parties agree to extend the term of this Agreement for an additional one (1) year, commencing on November 1, 2020 and expiring on October 31, 2021 (the "Extended Term").

2. **Conflict in Terms.** In the case of a conflict in terms between this Amendment and any Contract Documents, this Amendment shall prevail.

IN WITNESS WHEREOF, the Parties have executed this Amendment in duplicate conformed originals as of the date first set forth above.

CONTRACTOR:

FLOUR BLUFF ISD:

BFI Waste Services of Texas, LP

Corpus Christi, Texas

By: Allied Waste Landfill Holdings, Inc.
General Partner

By: _____

Name: _____

By:  _____

Its: _____

Name: ZACHARY SIMMONS

Its: _____

Date: 9/16/20 _____

Date: _____

**SECOND AMENDMENT TO SERVICE CONTRACT BETWEEN FLOUR BLUFF
INDEPENDENT SCHOOL DISTRICT AND REPUBLIC SERVICES**

This Second Amendment to the **SERVICE CONTRACT BETWEEN FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT AND REPUBLIC SERVICES** (this "Amendment") is made effective as of November 1, 2020, by and between the Flour Bluff Independent School District located in Corpus Christi, Texas (Flour Bluff ISD), and BFI Waste Services of Texas, LP d/b/a Allied Waste Services of Corpus Christi // Republic Services of Corpus Christi, qualified to do and actually doing business in the state of Texas (the "Contractor"), mistakenly identified as Allied Waste Services in the underlying contract. The City and Contractor are referred to in this Agreement collectively as the "Parties" and individually as a "Party."

Recitals

A. Flour Bluff ISD and Contractor entered into that certain **SERVICE CONTRACT** dated November 1, 2018 as amended by that certain First Amendment (collectively, the "Contract") pursuant to which Contractor agreed to provide waste and recycling services set forth in the Contract. Capitalized terms used but not otherwise defined in this Amendment shall have the meanings assigned to them in the Contract.

B. The Parties desire to amend the Contract pursuant to the terms of this Amendment.

Agreement

NOW, THEREFORE, FOR AND IN CONSIDERATION of the respective covenants herein contained, the Parties have agreed as follows:

1. **Extension of Term.** The parties agree to extend the term of the Contract for an additional one (1) year, commencing on November 1, 2020 and expiring on October 31, 2021 (the "Extended Term").

2. **Conflict in Terms.** In the case of a conflict in terms between this Amendment and any Contract, this Amendment shall prevail.

(Signatures on following page)

IN WITNESS WHEREOF, the Parties have executed this Amendment in duplicate conformed originals as of the date first set forth above.

CONTRACTOR:

FLOUR BLUFF ISD:

BFI Waste Services of Texas, LP

Corpus Christi, Texas

By: Allied Waste Landfill Holdings, Inc.
General Partner

By: _____

Name: _____

By:  _____
Name: Gregory Simmons
Its: _____

Its: _____

Date: 9/16/20 _____

Date: _____

**BOARD OF TRUSTEES
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT
2505 Waldron Road
Corpus Christi, Texas 78418
AGENDA ITEM**

SUBJECT: PERSONNEL RECOMMENDATIONS

DATE: September 24, 2020

PRESENTED BY: Joe Kelley, Acting Superintendent
Louise Day, Chief Financial Officer
Dr. Allison Schaum, Chief Academic Officer

ACTION – Item 14

SUMMARY:

See attached listing.

DISTRICT AND CAMPUS IMPROVEMENT PLAN GOAL AND OBJECTIVE:

Goal 3: Create a culture of excellence to attract and maintain a highly qualified, motivated faculty and staff.

Objective: This item addresses all objectives under Goal 3.

ADMINISTRATIVE RECOMMENDATION:

It is the recommendation of the Administration that the Board of Trustees acknowledge receipt of the report of the Superintendent with respect to transfers, resignations and retirements, and accept the Superintendent's recommendation to approve the hiring of personnel, restructuring of staff, miscellaneous requests as set forth in the transmittal to the Board for this meeting.

AGENDA ITEMS FOR REGULAR BOARD MEETING OCTOBER 2020

1. Report: Summary of the Collection of Taxes
2. Report: Summary of Finance Report
3. Report: Update on Construction Projects
4. Report: Update on Bond Projects
5. Report: Annual Food Service Report
6. Report: Career and Technical Education (CTE) Update
7. Report: SAT and ACT Summary and Comparison
8. Report: Review Instructional Materials Allotment (IMA) Process and Appoint Committee with a Trustee to Serve on the Committee
9. Report: Review Budget Calendar, Budget Format, Budget Policy
10. Report: Review Maintenance Department Preventive Maintenance Plan for Major Equipment
11. Report: Superintendent Evaluation Document Format/Summative Evaluation
12. Action: Consider New Course Offerings
13. Action: Approve District and Campus Improvement Plans
14. Action: Approve Annual Investment Report
15. Action: Sale of Surplus Buses
16. Action: Approve Prevailing Wage Rates
17. Action: District and Campus Improvement Plans for 2020-2021
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____