



North East Independent School District

8961 Tesoro Drive, San Antonio, Texas 78217

NOTICE OF MEETING OF THE BOARD OF TRUSTEES

Notice is hereby given that a meeting of the Board of Trustees of the North East Independent School District will be held on November 14, 2022. The Board will convene in Open Session at 5:30 PM, then move into Executive Session and resume the public portion of the meeting no earlier than 6:15 PM. The Board will meet on the first floor of the Richard A. Middleton Education Center, 8961 Tesoro Drive, San Antonio, Texas 78217. Such meeting is a regular meeting.

The open session portion of the meeting is livestreamed, and members of the public may view the meeting by going to the North East Independent School District's YouTube channel. Click the link below or type it into your browser.

<https://www.youtube.com/c/NEISDtv>

Items will not necessarily be discussed or considered in the order they are printed. Anyone wishing exhibit information in accordance with Local Board Policy GBA, must contact the Public Information Officer.

MISSION STATEMENT

We challenge and encourage each student to achieve and demonstrate academic excellence, technical skills, and responsible citizenship.

I. ESTABLISHMENT OF QUORUM AND CALL TO ORDER

II. EXECUTIVE SESSION

A. Personnel, including but not limited to Administrative Appointments pursuant to Government Code Section 551.074

1. Routine Personnel including but not limited to Administrative Appointments

B. Discussion Regarding Intruder Detection Security Audit pursuant to Government Code Section 551.076

III. RECONVENE INTO OPEN SESSION

IV. WELCOME FROM THE BOARD PRESIDENT

V. INVOCATION AND PLEDGE OF ALLEGIANCE

A. Bradley Middle School

Presenter: Brenda Cerroni, Principal

VI. RECOGNITIONS

A. President's Remarks on Acknowledgement of Special Calendar Events

VII. MATTERS FROM THE FLOOR

VIII. MATTERS FROM EXECUTIVE SESSION

A. Personnel Including but not Limited to Administrative Appointments pursuant to Government Code Section 551.074

1. Possible Action Regarding Routine Personnel including but not limited to Administrative Appointments

Presenter: Rudy Jimenez, Chief of Schools and Leadership

IX. PRESENTATIONS

A. NEISD Community Partnership with Morgan's Wonderland

B. Intruder Detection Audit By Texas School Safety Center	
X. BOARD BUSINESS	
A. Ad Hoc Committee Report on and Discussion and Possible Action Regarding Adoption of Board Policy BDF (LOCAL)	5
B. Ad Hoc Committee Report on and Discussion and Possible Action Regarding Revisions to School Health Advisory Council (SHAC) Bylaws	8
C. Discussion and Possible Action Regarding School Health Advisory Council (SHAC) Member Appointments	17
XI. NEW BUSINESS FOR POSSIBLE BOARD ACTION	
A. Board Policy	
1. Possible Action Regarding Board Policy Update 119, Second and Final Reading	20
Presenter: Sean Maika, Superintendent of Schools	
2. Possible Action Regarding Board Policies FDA (LOCAL) and FDB (LOCAL) Regarding Interdistrict and Intradistrict Transfers	53
Presenter: Rudy Jimenez, Chief of Schools and Leadership	
3. Possible Action Regarding Revision of Board Policy BF (LOCAL)	62
Presenter: Sean Maika, Superintendent of Schools	
B. Instruction and Campus Administration	
1. Possible Action Regarding Adjustment to Retention Supplement for 2022-2023 School Year	65
Presenter: Rudy Jimenez, Chief of Schools and Leadership	
2. Possible Action Regarding 2022-2023 District Instructional Improvement Plan and HB 3	68
Presenter: Anthony Jarrett, Chief Instructional Officer	
3. Possible Action Regarding 2022-2023 Campus Instructional Improvement Plans	69
Presenter: Anthony Jarrett, Chief Instructional Officer	
4. Possible Action Regarding 2022-2023 Targeted Improvement Plan	70
Presenter: Rudy Jimenez, Chief of Schools and Leadership	
C. Business Services	
1. Possible Action Regarding Public Notice of the School FIRST Rating Report of Superior Achievement	92
Presenter: Dan Villarreal, Chief Financial Officer	
2. Possible Action Regarding the Annual Comprehensive Financial Report for the Year Ended June 30, 2022	108
Presenter: Dan Villarreal, Chief Financial Officer	
D. Consent	
1. Business Services	
a. Tax Roll Approval	109
b. Over 50K Purchases	111
c. Bid Items	113
2. Operations	
a. ESSER-III Upgrade Campus Access Control Systems District-Wide Project and Bid Award Approval	118

- b. Professional Services Contracts, Construction Contracts, and Related Contract Amendments Supporting the 282 ESSER-III and M&O Program Funds Design and Construction Requirements

120

- 3. Minutes from October 2022
- 4. End of Consent

XII. REPORTS

- A. Interim Financial and Management Reports
- B. 1st Quarter Investment Report
- C. Awarded Bid Report

XIII. DISCUSSION AND POSSIBLE ACTION REGARDING BOARD MEMBERS' REQUEST(S) FOR ITEM(S) TO BE PLACED ON A FUTURE AGENDA AND/OR REQUEST(S) FOR REPORT(S) FROM THE ADMINISTRATION

XIV. ADJOURNMENT

If, during the course of the meeting, discussion of any item on the agenda should be held in an Executive or Closed Session, the Board will convene in such Executive or Closed Session in accordance with the Open Meetings Act, Texas Government Code, Section 551.071, 551.072, and 551.074.

CERTIFICATE AS TO POSTING OR GIVING OF NOTICE

On this 11th day of November, no later than 5:30 PM, this notice was posted on a bulletin board located at a place readily accessible and convenient to the public at the Richard A. Middleton Education Center, 8961 Tesoro Drive, San Antonio, Texas.

The North East Independent School District does not discriminate on the basis of race, color, religion, gender, national origin, age or disability



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Rudy Jimenez
Chyla Whitton, Executive
Director for Human
Resources

Subject: Employment of Personnel
New Hires

Related Page(s): None

ACTION ITEM

BACKGROUND INFORMATION

Policy DC (LOCAL) states: "The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel in the following categories: central office administrator from the director level and above and campus administrator, including principals and assistant principals." Final authority for employment of contractual personnel in these categories shall be retained by the Board.

ADMINISTRATIVE CONSIDERATION

Campus personnel are recommended for employment by campus principals in accordance with TEC § 11.202(b). All other personnel are recommended by appropriate supervisors. In both cases, the candidate deemed "best qualified" has been selected.

BUDGETARY CONSIDERATION

New hires associated with replacement of personnel have been budgeted prior to the hiring process. New hires associated with recently established positions are covered by a contingency fund established by the Board for this purpose. Should the cost of such positions exceed the funds so budgeted, then a separate budget amendment is brought before the Board prior to additional positions being filled.

ADMINISTRATIVE RECOMMENDATION

It is recommended that the Board of Trustees of the North East Independent School District approve the hiring of new personnel as presented.

BOARD ACTION REQUIRED

Approval/Disapproval



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter

Subject: Review Of and Possible Adoption of
Board Policy BDF (LOCAL)

Related Page(s): Attachment

ACTION ITEM

BACKGROUND INFORMATION

During the October 24, 2022 Special Board Meeting, the Board of Trustees discussed the possible creation of Board Policy BDF (LOCAL). Resulting was the formation of an Ad Hoc Committee consisting of Terri Williams, Vice President, Steve Hilliard, Member, and Diane Sciba Villarreal, Member. They met on October 28 and 31, 2022, to discuss and prepare a draft of Board Policy BDF (LOCAL) based upon the Board's discussion during its prior October 24, 2022 Special Board Meeting.

For the convenience of the Board, a draft of Board Policy BDF (LOCAL), prepared by the Ad Hoc Committee for trustees' consideration, is included. Any changes to this document approved by the Board will be incorporated into the final version.

BOARD ACTION REQUIRED

Approval/Disapproval

**School Health
Advisory Council**

In compliance with Education Code Sec. 28.004 and BDF (LEGAL), the School Health Advisory Council (SHAC) shall be an advisory body, and shall serve to provide guidance, recommendations, and other assistance to the Board of Trustees as is specifically listed in state law and board policy. The board-approved bylaws shall be maintained as an Exhibit to BDF (LOCAL). (See also EHAA (LOCAL).)

Membership

The SHAC shall have no fewer than 35 members and a maximum of 50 members in which at least 51% shall consist of parents of current students in the District.

Individual Trustees will directly appoint individuals in the Parent and Community Member categories as described below. The list of SHAC appointments shall be formally approved in a public vote of the Board of Trustees at the first regularly scheduled board meeting of the school year.

Each parent and community member selected by a board member serves at the pleasure of the board member who selected them. The parent or community member may be re-appointed as long as they meet the eligibility requirements listed below. When there is a change in a board member, the new board member may select the parents and community members to serve to represent their single member district (SMD).

Each May, the SHAC Facilitator will provide a list of known upcoming vacancies to Trustees, for the associated SMD, and a list of volunteers maintained on file through the SHAC Volunteer Application process.

**4 MEMBERSHIP
CATEGORIES**

Parents

Each parent / legal guardian member must have a child enrolled in the District, reside in the Single Member District (SMD) they are representing and not be an employee of the District.

The council shall include four parents from each SMD for a total of 28 parents.

**Community
Members**

Community members must be 18 years of age or older and reside within the NEISD boundaries.

Each trustee may include up to two community members, for a maximum total of 14 on the council. Individual Trustees are encouraged, but not required, to fill community member slots. These slots can include any community member within NEISD boundaries, to include additional parents.

BOARD INTERNAL ORGANIZATION
CITIZEN ADVISORY COMMITTEES

BDF
(LOCAL)

District Employees	The council shall include seven District employees. The Board of Trustees will annually approve the seven employee positions who will serve one-year renewable terms. The Superintendent will provide the names of the employees in those positions for inclusion on the SHAC membership list.
Board of Trustees	One Board member may serve on the SHAC as an ex-officio (non-voting) member. Trustees will serve one year terms, on a rotating basis. A trustee may serve more than one consecutive term, if no other Trustees wish to serve.
Chairperson and Vice-Chairperson	The full SHAC shall elect a parent Chairperson and parent Vice-Chairperson from members, in accordance with SHAC Bylaws, at the first meeting of the academic school year. Each may serve a two-year term, and may serve two consecutive terms if re-elected.
Meetings	The Chairperson, in coordination with the district's SHAC Facilitator, shall set the full SHAC agenda and shall schedule at least four meetings per year; additional meetings may be held at the call of the chairperson. In compliance with the Texas Education code, all full SHAC meetings will be open to members of the public and recorded with audio and video which shall be posted within ten days on the same webpage as SHAC agendas, minutes, and other related information. Sub-committees shall keep descriptive notes of meetings and work sessions and shall submit them to the SHAC Facilitator.
Committee and Sub-Committee Structure	<p>A parent will chair each sub-committee. Each sub-committee will consist of at least 51% parents. District employees can be vice-chairs to help with coordination and communication between the SHAC and district staff, as needed. Refer to bylaws for election process for the chairperson and vice-chairperson.</p> <p>Members may select the subcommittee on which they wish to serve, however, members may be asked to volunteer to change subcommittees to reach numbers appropriate for the demands of subcommittee work.</p>
Terms	The SHAC calendar year is 1 August through 30 June. Parents and Community members shall serve staggered two-year terms and can serve multiple terms at the pleasure of the Trustee. A board member on the SHAC shall be limited to a one-year term and may not renew terms unless no other Trustee wishes to serve.
Vacancies	If a parent or community member vacancy occurs at any time, the SHAC Chairperson and/or SHAC Facilitator shall notify the appropriate Trustee who may directly appoint a replacement.
Bylaws	Bylaws will be brought annually to the board for review.



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter

Subject: Review Of and Possible Revisions to
School Health Advisory Council (SHAC)
Bylaws

Related Page(s): Attachment

ACTION ITEM

BACKGROUND INFORMATION

During the October 24, 2022 Special Board Meeting, the Board of Trustees discussed possible revisions to the School Health Advisory Council (SHAC) Bylaws. Resulting was the formation of an Ad Hoc Committee consisting of Terri Williams, Vice President, Steve Hilliard, Member, and Diane Sciba Villarreal, Member. They met on October 28 and 31, 2022, to discuss and prepare proposed revisions to the School Health Advisory Council (SHAC) Bylaws based upon the Board's discussion during its prior October 24, 2022 Special Board Meeting.

For the convenience of the Board, a draft of the SHAC Bylaws, prepared by the Ad Hoc Committee for trustees' consideration, is included. Any changes to this document approved by the Board will be incorporated into the final version.

BOARD ACTION REQUIRED

Approval/Disapproval

**NORTH EAST INDEPENDENT SCHOOL DISTRICT
SCHOOL HEALTH ADVISORY COUNCIL
BYLAWS**

Article I: Authority

Section One. Statute and Policy. Each school district in the State is required in Chapter 28, Subchapter A-K, and Chapter 38.13 of the Texas Education Code, to establish and maintain a district-level school health advisory council. The School Health Advisory Council (SHAC) of the North East Independent School District is specifically authorized by the Board of Trustees in District-policy [BDF \(LEGAL\)](#), [BDF \(LOCAL\)](#), and [EHAA \(LEGAL\)](#).

Section Two. Limitations. The SHAC shall be an advisory body, and shall serve to provide guidance, recommendations, and other assistance to the Board of Trustees as is specifically listed in state law and District policy. The SHAC shall have no power to expend public funds, enter into contracts, or otherwise place obligation or liability upon the District.

Section Three. Bylaws. It shall be the responsibility of the Board of Trustees, upon the advice and counsel of the SHAC, to establish and amend Bylaws. [Bylaws must be consistent with state law and Board policies governing the SHAC. Any recommended changes to the SHAC Bylaws must be voted on by the full SHAC membership prior to being recommended to the Board of Trustees for adoption. Bylaws shall be dated at the bottom with each revision / amendment. \(for example: Bylaws, page 5: “Approved by North East ISD Board of Trustees November 2022, previously amended November 2012”\).](#)

Article II: Responsibilities

According to state law, Board policy, and the direction of the Board of Trustees, the SHAC shall have the following responsibilities.

- A. To hold regular meetings
- B. To report annually, and more frequently if requested by the Board of Trustees
- C. To provide advice and recommendations/counsel prior to decisions pertaining to the areas of health Education curriculum appropriate for specific grade levels that may include a coordinated school health program designed to prevent obesity, cardiovascular disease, and Type II diabetes through coordination of: health education, physical education, nutritional services, parental involvement, staff wellness, environmental health, mental/emotional wellness, and health services.
- D. To consult regularly with the Superintendent and administration regarding the planning, implementation, and evaluation of the District coordinated school health program.
- E. To approve the District coordinated school health program, subject to adoption by the Board of Trustees.
- F. To consult with the Superintendent and administration in advance of submitting issues, concerns, reports, and recommendations to the Board of Trustees.
- G. To advise and consult the District in the development of a comprehensive health education curriculum.
- H. To provide a written annual report [and presentation](#) to the Board of Trustees on or before 30 June of each year.
- I. [To assist the district in ensuring that local community values are reflected in the district’s health education instruction, and gather input from other parents and community members, and make decisions based on what is best for the children attending NEISD schools and their families.](#)

Article III: Meetings

Section One. Regular Meetings. The SHAC shall conduct a minimum of four regular meetings each year. The exact number of meetings will be determined by the workload of the SHAC. The first full SHAC regular meeting will be held no later than September of each school year. The last full SHAC meeting will be held no later than 30 June each year.

Section Two: Open Meetings. SHAC meetings are open to the public with limitations. A written request from any member of the public to include name, contact information, and concern or issue must be submitted to the Chairperson or Facilitator two weeks prior to any the scheduled meeting. Any written request for an agenda item will be considered, and may be included on an upcoming agenda, at the collaborative discretion of the Chairperson, Vice-Chairperson, co-chair, and SHAC Facilitator coordinator. Additionally, individuals wishing to contact the SHAC membership may do so by emailing SHAC@neisd.net at any time. The Facilitator shall ensure all SHAC-related emails are shared with the full SHAC membership in a timely manner.

Section Three. Public Hearings. Public hearings and other meetings with the public will occur outside of regularly-scheduled SHAC meetings should be approved by the Board of Trustees in advance of such meetings. This will be coordinated through the SHAC Facilitator Coordinator.

Section Four. Quorum. A quorum shall be the majority of current parent and community membership, as approved by the Board of Trustees. Meetings may still be held without a quorum for purposes of presentations or discussion. However, no actions or voting may take place without a quorum.

Section Five. Attendance. Member attendance shall be monitored by the Chairperson, who shall work with members to try and resolve any attendance problems. Non-attendance of for the three consecutive meetings of, either full SHAC or sub-committee, within a one-year period may result in removal. Members are encouraged to contact the Chairperson, the Facilitator Coordinator, or their designee if they know they cannot attend a meeting.

Section Six. Decision-making. Members shall attempt to reach decisions by consensus. However, if a clear consensus cannot be obtained, members shall reach a decision by majority vote. Each member shall be entitled to one vote per item. Proxy voting and absentee ballots shall not be permitted. A member must be present to vote. The Chairperson and Facilitator shall record all votes.

Section Seven. Agendas. Agendas shall be provided for all full SHAC meetings. Agenda items shall be determined by the Chairperson in consultation with the Executive Committee and Facilitator Coordinator.

Article IV: Membership

Section One. Membership Criteria. The membership composition of the SHAC shall comply with the following:

- A. Parents / Legal Guardians must have a child enrolled in the District, reside in the Single Member District (SMD) they are representing and not be an employee of the District. ~~live within the District, and must be a custodial parent or guardian of a student currently enrolled in a District school. Parents may not also be employees of the District.~~
- B. The majority of the SHAC will consist of parents of students currently enrolled in the District who are not employed by NEISD.
- C. The Board of Trustees may also appoint one or more persons from each of the following groups: teachers, administrators, health care professionals, business, or others as outlined in TEC 28.004(d)

and BDF (LOCAL).

D. Membership of the SHAC will strive to reflect the geographic, ethnic, gender and economic diversity of the District. Specific quotas shall not be applied for membership.

Section Two. Terms of Service. The term of service for an appointment shall be two years, beginning with the first SHAC meeting **after the Board of Trustees approves the membership list in August**. Terms will be staggered to maintain continuity on the SHAC. All **parent and community** members will serve two-year appointments and members may serve multiple terms **in accordance with BDF (LOCAL)**.

Section Three. Confirmation by Board of Trustees. The Board of Trustees shall annually appoint all members to the SHAC.

Section Four. Vacancies. The Board of Trustees **will be notified of any vacancies by the SHAC Chairperson and/or Facilitator and the replacement(s) will be appointed in accordance with BDF (LOCAL)**. ~~delegate to the SHAC Executive Committee, pursuant to Article II of these Bylaws, the responsibility to fill any vacancies that may occur after the Board has annually appointed the SHAC membership.~~

Section Five. Change in Member Status. If the status of a member changes, **The Board of Trustees will be notified by the SHAC Chairperson and/or Facilitator of the change in status and the replacement(s) will be appointed in accordance with BDF (LOCAL)**. ~~the Executive Committee may allow the member to fill an appropriate vacancy. If no appropriate vacancy exists, the Executive Committee may allow the member to continue to serve in the current position, if not otherwise prohibited under Section Two (A) of the Article.~~

Section Six. Conflict of Interest. No individual shall be nominated for or hold a position on the SHAC if that individual has a direct pecuniary **or other direct** interest in the recommendations of that committee and decisions by the Board of Trustees. Even the appearance of a conflict of interest should be avoided if at all possible. A lone agenda item shall not be cause for the elimination of an individual's membership; however any such individual shall refrain from participation in decisions and voting as to that issue.

Section Seven. Size of Council. The SHAC **shall have no fewer than 35 members and a maximum of 50 members**. ~~will consist of no more than 50 members and no less than 30 members.~~

Article V: Officers

Section One. Terms of Service. The SHAC shall elect a Chairperson and Vice-Chairperson from parent members of the existing Council. Each will serve a two-year term. The Chairperson and Vice-Chairperson may serve **two consecutive terms if re-elected**. ~~multiple terms~~. Officers of the SHAC will be **elected** ~~selected~~ at the **first meeting of the year**. ~~last scheduled meeting of the school year~~. Newly elected officers will assume their position **immediately after election by the full SHAC membership**. ~~no later than 30 June following their election~~. **The Chairperson and Vice-Chairperson shall serve staggered terms, offset by one year, to ensure continuity of operations. Election of officers shall be the first order of business. In the event that the Chairperson and Vice-Chairperson is vacant, the SHAC Facilitator shall coordinate an open nomination process.** No officer shall be an employee of NEISD.

Section Two. Responsibilities.

A. The responsibilities of the Chairperson shall be to:

- Preside at all meetings of the SHAC.
- Appoint committees as necessary.

- Serve as ex-officio member of all committees without vote ~~except the Nominating committee.~~
 - Work directly with the Executive Committee, ~~the Vice-Chairperson, and the Facilitator Coordinator~~ to compile agendas for all meetings of the SHAC.
 - Perform other responsibilities as may be prescribed by the SHAC, which are in accordance with SHAC's authorizing statutes, District policy, and direction of the Board.
 - Present the annual SHAC report presentation and recommendations at the Board of Trustees meeting each May with assistance of the Facilitator.
- B. The responsibilities of the Vice-Chairperson shall be to:
- Preside at SHAC meetings in the absence of the Chairperson.
 - Serve as ex-officio member of all committees without vote ~~except the Nominating committee.~~
 - Perform other responsibilities as may be prescribed by the SHAC, which are in accordance with SHAC's authorizing statutes, District policy, and direction of the Board.

Article VI: Executive Committee

Section One. Membership. The Executive Committee shall consist of the Chairperson, Vice-Chairperson, standing committee chairpersons, and the ~~SHAC Facilitator Coordinator~~ or their designee.

Article VII: Committees

~~Section One. The Nominating Committee. The Nominating Committee shall be a standing committee consisting of seven parent members of the SHAC. Nominating Committee members shall be appointed by the Chairperson in consultation with the Executive Committee and confirmed by SHAC. The Nomination Committee will be responsible for filling SHAC officer vacancies.~~

Section ~~One~~ **Two**: Standing Committees. There will be one standing committee for each of the following areas:

- Classroom Health and Sex Education
- Fitness and Physical Activity
- Nutrition
- Safe and Healthy Schools

~~Healthy School Environment/Staff Wellness; Health Education, Physical Education/Activity and Nutrition; Social and Emotional Wellness/Family and Community Involvement; and Health Services.~~ All committee chairpersons shall report directly to the SHAC through the Executive Committee, Chairperson, and Vice-Chairperson.

Standing committees serve the SHAC's decision-making process. They are the focal point for SHAC activity. Broad community participation is sought for committees. They gather information, analyze available data, make recommendations to the SHAC, and report to the SHAC. The SHAC may develop these recommendations into action items for a SHAC vote.

- A. The Vice-Chairperson shall oversee the activities of all standing committees.
- B. Each standing committee chairperson shall be a **parent or community member** of the SHAC. The SHAC chairperson, Vice-Chairperson, and ~~Facilitator Coordinator~~ will **request volunteers for** ~~appoint~~ each standing committee chairperson. **If there are multiple volunteers the SHAC chairperson, Vice-Chairperson, and Facilitator will work collaboratively with members to select each standing committee chairperson.** ~~If the standing committee chairperson is not a parent of an NEISD student, a parent will be designated as Co-Chairperson.~~
- C. Each standing committee chairperson, subject to the approval of the SHAC Chairperson, may **request**

appoint the members for of their committees from the SHAC membership.

- D. ~~Standing committee members are not required to be SHAC members. NEISD employees may be appointed to committees.~~
- E ~~D.~~ Standing committees should be comprised of at least 4 ~~3~~ members.
- F ~~E.~~ The ~~Facilitator~~ ~~Coordinator~~ will serve as a resource to all committees.
- G ~~F.~~ Committees should strive for representation reflecting the diversity of the community served by NEISD.

Section ~~Two~~ ~~Three~~: Ad Hoc Committees. The Chairperson may establish and appoint Ad Hoc committees as deemed necessary and appropriate in consultation with the Executive Committee.

Article VIII: ~~Facilitator~~ ~~Coordinator~~

The Director of Physical Education, Health and Athletics shall serve as ~~Facilitator~~ ~~Coordinator~~ for the SHAC.

Responsibilities of the ~~Facilitator~~ ~~Coordinator~~ shall include:

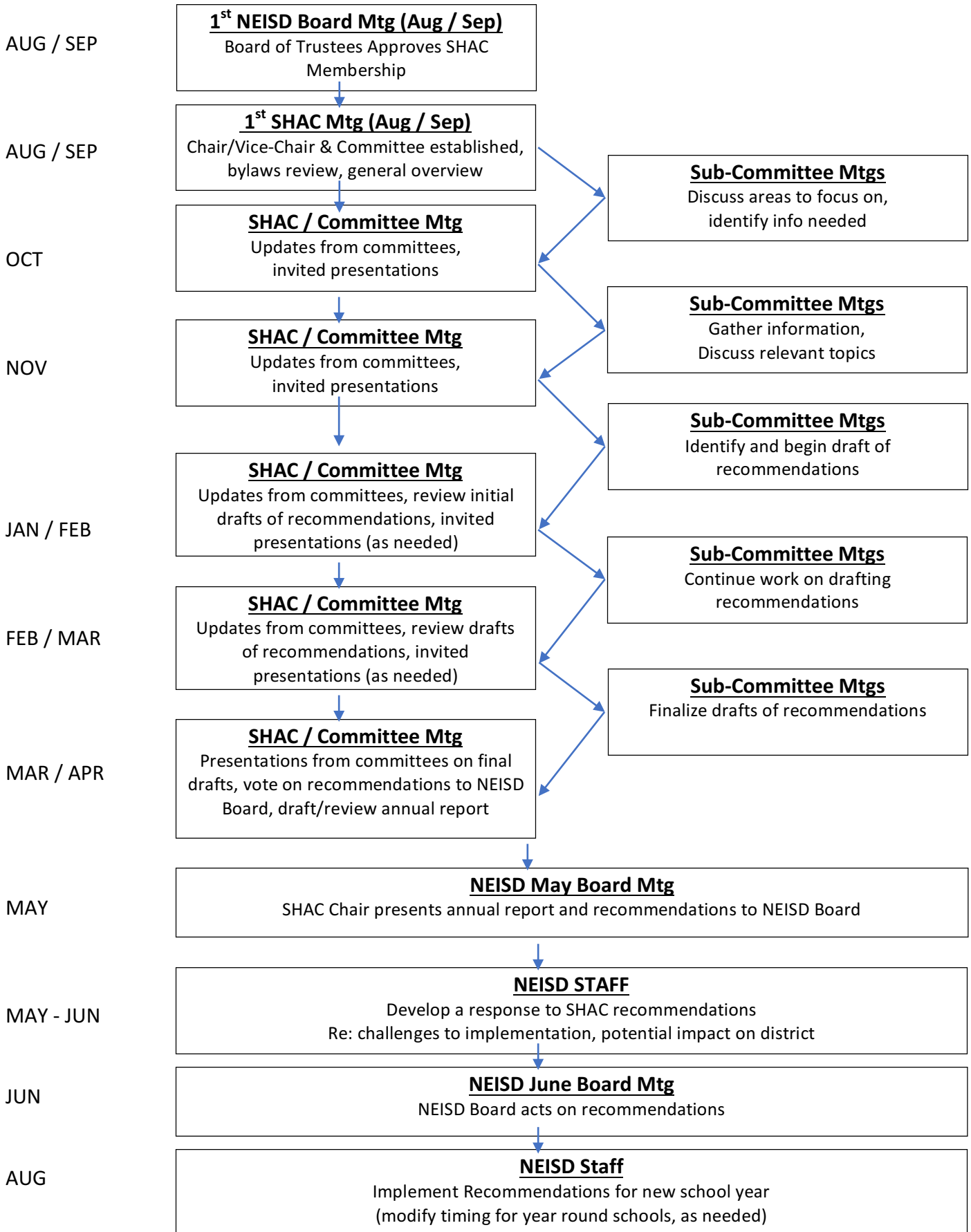
- A. Preparing and distributing meeting notices, minutes, and arranging the location of SHAC meetings.
- B. Providing members and support staff with agendas and all background materials at least one week prior to meetings.
- C. Recording and preparing minutes of all SHAC meetings and serving as custodian of all SHAC records.
- D. Promoting public awareness of the SHAC and maintaining a database of ~~SHAC Volunteer Application submissions. as well as other persons interested in service as SHAC members.~~
- E. Informing the ~~Board of Trustees~~ and ~~SHAC~~ Chairperson of member vacancies and member absences, as appropriate.
- F. Providing staff support in the development and submission of SHAC's annual report.
- G. Maintaining regular communication with the SHAC Chairperson on all issues pertinent to the SHAC mission.
- H. Providing any assistance, as requested, in accordance with the SHAC authorizing statutes, district policy, and the direction of the Board of Trustees.

Article IX: Parliamentary Authority

The SHAC adopts *Robert's Rules of Order* as the parliamentary authority to give binding rules of order to SHAC meetings. It is only binding to the extent that it does not conflict with the SHAC Bylaws and Texas law.

Bylaws approved by North East ISD Board of Trustees November 2022,
previously amended November 2012.

North East ISD – SHAC Annual Process



First Name	Last Name	Member Category	Cluster / Department	Sub-Committee	2-year Term Length (Aug – Jun)	Year 1 st Appointed to SHAC	Notes	Total
		Parent	SMD 1 / Churchill		2022-2023*			1
		Parent	SMD 1 / Churchill		2022-2023*			2
		Parent	SMD 1 / Churchill		2022-2024			3
		Parent	SMD 1 / Churchill		2022-2024			4
		Parent	SMD 2 / Roosevelt		2022-2023*			5
		Parent	SMD 2 / Roosevelt		2022-2023*			6
		Parent	SMD 2 / Roosevelt		2022-2024			7
		Parent	SMD 2 / Roosevelt		2022-2024			8
		Parent	SMD 3 / LEE		2022-2023*			9
		Parent	SMD 3 / LEE		2022-2023*			10
		Parent	SMD 3 / LEE		2022-2024			11
		Parent	SMD 3 / LEE		2022-2024			12
		Parent	SMD 4 / MacArthur		2022-2023*			13
		Parent	SMD 4 / MacArthur		2022-2023*			14
		Parent	SMD 4 / MacArthur		2022-2024			15
		Parent	SMD 4 / MacArthur		2022-2024			16
		Parent	SMD 5 / Johnson		2022-2023*			17
		Parent	SMD 5 / Johnson		2022-2023*			18
		Parent	SMD 5 / Johnson		2022-2024			19
		Parent	SMD 5 / Johnson		2022-2024			20
		Parent	SMD 6 / Reagan		2022-2023*			21
		Parent	SMD 6 / Reagan		2022-2023*			22
		Parent	SMD 6 / Reagan		2022-2024			23
		Parent	SMD 6 / Reagan		2022-2024			24
		Parent	SMD 7 / Madison		2022-2023*			25

Note: * shows 1 year term, but Bylaws allow multiple terms, re-appointed by Trustees. This builds in intentional stagger ref ByLaws.

First Name	Last Name	Member Category	Cluster / Department	Committee	2 yr Term (Aug – Jun)	Year 1 st Appointed to SHAC	Notes	Total
		Parent	SMD 7 / Madison		2022-2023*			26
		Parent	SMD 7 / Madison		2022-2024			27
		Parent	SMD 7 / Madison		2022-2024			28
		Community	SMD 1 / Churchill		2022-2023*			29
		Community	SMD 1 / Churchill		2022-2024			30
		Community	SMD 2 / Roosevelt		2022-2023*			31
		Community	SMD 2 / Roosevelt		2022-2024			32
		Community	SMD 3 / LEE		2022-2023*			33
		Community	SMD 3 / LEE		2022-2024			34
		Community	SMD 4 / MacArthur		2022-2023*			35
		Community	SMD 4 / MacArthur		2022-2024			36
		Community	SMD 5 / Johnson		2022-2023*			37
		Community	SMD 5 / Johnson		2022-2024			38
		Community	SMD 6 / Reagan		2022-2023*			39
		Community	SMD 6 / Reagan		2022-2024			40
		Community	SMD 7 / Madison		2022-2023*			41
		Community	SMD 7 / Madison		2022-2024			42
		Dist Staff	PE & Health		2022-2023			43
		Dist Staff	Guidance Services		2022-2023			44
		Dist Staff	Health Services		2022-2023			45
		Dist Staff	School Admin		2022-2023			46
		Dist Staff	NEPD		2022-2023			47
		Dist Staff	PE & Health		2022-2023			48
		Dist Staff	PE & Health		2022-2023			49
		Trustee	Rotates Annually	# - 1 year term	2022-2023#			50

<u>First Name</u>	<u>Last Name</u>	<u>Member Category</u>	<u>Cluster / Department</u>	<u>Notes</u>
Stephanie	Adams	Parent	Churchill	
Christina "Cristy"	Burguete	Parent	Churchill	
Loren	Peterson	Parent	Churchill	
Anna	Ramsey	Parent	Churchill	
Melinda	Cox	Parent	Johnson	
Tony	Kaman	Parent	Johnson	
Jennifer	Taylor	Parent	Johnson	
Ruth	Whitenton	Parent	Johnson	
Jessica	Esslinger	Parent	LEE	
Victor	Tobar	Parent	LEE	
Ronald	Scheibe	Parent	LEE	
Ryan	O'Donnell	Parent	LEE	
Yadhira	Peña	Parent	MacArthur	
Lori	Fitch	Parent	MacArthur	
Robin	Schoenfeld	Parent	MacArthur	
Stephanie	Bell	Parent	MacArthur	
Ben	Elliott	Parent	Madison	
Jasmine	Gonzales	Parent	Madison	

Shawna	Murray	Parent	Madison	
Priscilla	Sanchez-Silva	Parent	Madison	
Tricia	Stephan	Parent	Reagan	
Brandon	Broome	Parent	Reagan	
Dianna	Parker	Parent	Reagan	
Stephanie	Murphy	Parent	Reagan	
Rachel	Brodine	Parent	Roosevelt	
Valerie	Dominguez	Parent	Roosevelt	
Fatima	Schott	Parent	Roosevelt	
Amanda	Bustos-Tubig	Parent	Roosevelt	
Sean	Metcalf	Clergy	Clergy	
Gyna	Juarez	Non-profit Business Representative	San Antonio Council on Alcohol and Drug Awareness	
Carolyn	Wheat	Non-profit Business Representative	San Antonio Sports	
Dina	Riley	Non-profit Business Representative	Non-profit Business Representative	
Debbie	Freno	Senior Citizen	Senior Citizen	
Jennifer	Aguilar	District Employee	NEISD PE & Health Department	
Kyra	Bush	District Employee	NEISD Guidance Services	
Evan	Henson	District Employee	NEISD Communications	
Emma	Kelly	District Employee	NEISD Health Services	

Rebekah	Kmiecziak	District Employee	NEISD School Administration	
Wally	McCampbell	District Employee	NEISD NEPD	
Katie	Steinhoff	District Employee	NEISD PE & Health Department	
Brandon	Turner	District Employee	NEISD PE & Health Department	
Shannon	Grona	NEISD Board of Trustees	Board Member	does not count as part of the 50 members



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Sean Maika
Superintendent

Subject: Board Policy Update 119,
Second and Final Reading

Related Page(s): Attachments

ACTION ITEM

BACKGROUND INFORMATION

Update 119 includes (LOCAL) policy recommendations to address the remainder of the legislative changes from the 87th Legislature; Regular Session; other revisions resulting from legislation enacted during the special sessions; and revisions based on updates to the Texas Administrative Code. Recommended changes to local policies address the following topics:

- | | |
|--|------------------------------|
| Records Management | Required Staff Development |
| Required Instruction | Gifted and Talented Students |
| Graduation | Trauma-Informed Care |
| Freedom from Discrimination, Harassment, and Retaliation | |

Please note that (LEGAL) policies reflect the ever-changing legal context for governance and management of the district and provide the legal framework for key areas of district operations. They should not be adopted, but rather, should inform local decision making.

The (LOCAL) policy recommendations in this update will need close attention by both the administration and the board to ensure that they reflect the practices of the district and the intentions of the board. Board action is needed to adopt, revise, or repeal (LOCAL) policy.

ADMINISTRATIVE RECOMMENDATION

While most of the policies included in this update are (LEGAL) policies, the update recommends the Board add, revise, or delete nine (9) (LOCAL) policies. The following (LOCAL) policies are presented to the Board for consideration.

CPC (LOCAL) Revise	Office Management: Records Management	EHBAA (LOCAL) Add	Special Education: Identification, Evaluation, and Eligibility
DMA (LOCAL) Add	Professional Development: Required Staff Development	EHBB (LOCAL) Revise	Special Programs: Gifted and Talented Students
EHAA (LOCAL) Revise	Basic Instructional Program: Required Instruction (All Levels)	EIF (LOCAL) Revise	Academic Achievement: Graduation
EHB (LOCAL) Add	Curriculum Design: Special Programs	FFBA (LOCAL) Revise	Crisis Intervention: Trauma-Informed Care
FFH (LOCAL) Revise	Student Welfare: Freedom from Discrimination, Harassment, and Retaliation		

RECOMMENDATION

It is recommended that the Board approve the second and final reading of the above-listed local policies included in Update 119.

BOARD ACTION REQUIRED

Approval/Disapproval

Explanatory Notes

TASB Localized Policy Manual Update 119

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ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note: Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Legislature Regular and Special Sessions.

AIB(LLEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

Quality of learning indicators for remote instruction performance reporting have been added from SB 15 (Second Called Session). (See page 6.)

BBB(LLEGAL)

BOARD MEMBERS: ELECTIONS

Provisions have been added to this legally referenced policy on elections for a more complete presentation of applicable legal content.

BBBA(LLEGAL)

ELECTIONS: CONDUCTING ELECTIONS

Upon the board's receipt of certification that a candidate is unopposed in an election, SB 1 (Second Called Session) requires the board to cancel the election and declare each unopposed candidate elected to office.

SB 1 also changed the definition for *eligible county polling place*. Other revisions are to better match legal sources.

BBE(LLEGAL)

BOARD MEMBERS: AUTHORITY

Provisions on board authority that are addressed at other codes have been removed to eliminate duplication.

BBG(LLEGAL)

BOARD MEMBERS: COMPENSATION AND EXPENSES

A revision clarifies that an officer *or employee* may participate in the comptroller's contract for travel services when traveling for official business. The comptroller can no longer charge fees for these services.

BBI(LLEGAL)

BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

Revisions are to update citations and better reflect legal sources.

BDAA(LLEGAL)

OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are to better reflect legal sources.

BDB(LLEGAL)

BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES

Provisions on board committees have been revised based on current legal authority.

BE(LLEGAL)

BOARD MEETINGS

This legally referenced policy on board meetings has been revised to reorder and add some existing legal provisions, delete nonessential provisions, and better reflect legal sources.

BQ(LLEGAL)

PLANNING AND DECISION-MAKING PROCESS

Revised Administrative Code rules resulted in changes to shared services arrangements for DAEP services.

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CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

As provided by SB 611 (Regular Session) and Senate Joint Resolution 35 and approved by voters in November 2021, the surviving spouse of a member of the U.S. armed forces who is fatally injured in the line of duty is entitled to the residence homestead property tax exemption as long as the surviving spouse remains unmarried. (See page 5.)

CDB(LLEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

Revisions are to better reflect statutory sources.

CDC(LLEGAL) OTHER REVENUES: GIFTS AND SOLICITATIONS

SB 3 (Second Called Session) revised the provisions on prohibited use of private funding for certain curriculum and professional development purposes.

CH(LLEGAL) PURCHASING AND ACQUISITION

We have added a reference on page 12 to amended rules from the Texas Department of Information Resources on purchasing information technology commodity items.

CI(LLEGAL) SCHOOL PROPERTIES DISPOSAL

Revisions are to better reflect statutory sources.

CPC(LLEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Revisions to this legally referenced policy are based on revised Administrative Code rules from the Texas State Library and Archives Commission (TSLAC) published in [Bulletin B: Electronic Records Standards and Procedures](#). An [overview of Bulletin B](#) is available on the TSLAC website.

CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Recent updates by the Texas State Library and Archives Commission (TSLAC) to [Bulletin B: Electronic Records Standards and Procedures](#) prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The [Regulations Resource Manual](#) includes updated sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

CQA(LLEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Based on HB 1525 (Regular Session) and SB 9 (Second Called Session), we have added the requirement to post curriculum materials on human sexuality instruction and instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking to the extent the materials are in the public domain. (See item 42.)

Explanatory Notes

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CRD(LLEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Revisions to TRS-ActiveCare provisions are based on amended Administrative Code rules. New text addresses prohibitions on offering alternative group health coverage (see page 2) and highlights the information that must be submitted with written elections to participate in TRS-ActiveCare (see page 3).

CS(LLEGAL) FACILITY STANDARDS

Changes throughout this legally referenced policy on facility standards are from new Administrative Code rules that add extensive standards for capital improvement projects on or after November 1, 2021, and revised Administrative Code rules on the standards applicable to these projects before November 1, 2021.

CV(LLEGAL) FACILITIES CONSTRUCTION

Changes to this legally referenced policy on facilities construction are from new Administrative Code rules that add extensive facility standards for construction of capital improvement projects on or after November 1, 2021.

An existing provision has been added on page 3 regarding the board's notice of delegation.

DC(LLEGAL) EMPLOYMENT PRACTICES

We have added on page 4 new Administrative Code rules addressing the monthly certified statement of employment the district must submit to TRS for retirees employed by the district.

DEAA(LLEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Changes reflect revised Administrative Code rules on the local optional teacher designation system and mentor teacher programs.

DECB(LLEGAL) LEAVES AND ABSENCES: MILITARY LEAVE

This legally referenced policy on military leave has been updated based on revisions to the Uniformed Services Employment and Reemployment Rights Act (USERRA).

DFE(LLEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Provisions on contract abandonment are revised based on amended rules from the State Board for Educator Certification. The reasons an educator may abandon a contract for good cause now include the educator's reasonable belief that the educator had written permission from the district to resign. Several new mitigating factors have also been added.

DG(LLEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

SB 3 (Second Called Session) broadened a provision from HB 3979 (Regular Session) so that a teacher may not be compelled to discuss a widely debated and controversial issue of public policy or social affairs for any course or subject. The provision is no longer limited to social studies courses in the required curriculum. (See page 5.)

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

Amended Administrative Code rules revise terminology from *solicitation of sexual conduct* to *solicitation of sexual contact* to better align with statute.

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DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Revisions are to update citations and better reflect statutory wording.

DMA(LOCAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

Please note: SB 1267 requires SBEC to publish the clearinghouse by June 1, 2022, and districts to adopt a professional development policy by August 1, 2022. TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional development plan by August 1, or as soon as possible thereafter, to ensure compliance with the bill.

DP(LEGAL) PERSONNEL POSITIONS

Provisions on school psychological services have been updated based on revised Administrative Code rules.

E(LEGAL) INSTRUCTION

The E section table of contents has been updated to add the new code EHDF, which includes provisions on local remote learning programs, and to update the subtitle for EFB, Library Materials.

EF(LEGAL) INSTRUCTIONAL RESOURCES

SB 3 (Second Called Session) requires a district to provide login credentials to parents to access learning management or online learning portals used for student instructional materials.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

Effective with the 2022–23 school year, SB 9 (Second Called Session) provides that the SHAC must recommend the appropriate grade levels and curriculum for instruction on child abuse, family violence, dating violence, and sex trafficking.

The bill also imposes several requirements regarding curriculum materials on those topics, including:

- Revised parental notification and new parental consent provisions;
- Posting of proposed and adopted curriculum materials and options for a parent to purchase copyrighted materials from the publisher; and
- New board policy on adopting curriculum materials [see EHAA(LOCAL), below].

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

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EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

The [Regulations Resource Manual](#) includes a sample board resolution for convening the SHAC and a sample parental consent form.

EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

This policy requiring the district to provide regular training opportunities for teachers of students with dyslexia is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

Please note: This policy will need to be adopted by the board and linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#).

EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

Amended Administrative Code rules now refer to a student with an *auditory impairment* as a student who is *deaf or hard of hearing* to match statute. (See page 5.)

EHBAA(LOCAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

This policy requiring the district to ensure that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday is recommended to meet TEA policy requirements for the ongoing TEA special education [cyclical monitoring reviews](#).

Please note: This policy will need to be adopted by the board and linked to the [Legal Framework](#) by the August 31, 2022, deadline. See TEA's FAQ on [Special Education Operating Procedures](#).

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Amended Administrative Code rules revise the list of individuals who must be included in ARD committee meetings for students with deaf-blindness and revise terminology addressing students who are deaf or hard of hearing. Participating special education teachers or providers must be appropriately certified or licensed as required by federal law. The rules also address, as reflected on page 5, IEP implementation for students who enroll in a new district during the summer.

A new Administrative Code rule prohibits consideration of eligibility for supplemental special education services when developing or revising a student's IEP, determining the appropriate educational setting, or in the provision of a free appropriate public education. (See page 8.)

EHBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

We have removed a repealed Administrative Code provision on out-of-state placement.

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EHBB(LOCAL)

SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

EHBC(LEGAL)

SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES

Reporting provisions on expenditure of the state compensatory education allotment have been added from the Administrative Code.

EHDE(LEGAL)

ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

A new provision from SB 15 (Second Called Session) explains how off-campus electronic courses or programs are counted for purposes of average daily attendance. (See page 12.)

EHDF(LEGAL)

ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM

Provisions on local remote learning programs from SB 15 (Second Called Session) are reflected in this new legally referenced policy. All provisions in the bill expire on September 1, 2023.

EIF(LEGAL)

ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules provide additional detail on the requirement for a student to complete a financial aid application to meet graduation requirements. The rules, beginning on page 3 of this policy, require the board to adopt the TEA-provided form a student may submit to opt out of the financial aid application requirement and require adoption of a board policy to address the methods by which a student can confirm submission of a financial aid application. See EIF(LOCAL), below.

EIF(LOCAL)

ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA). Please contact your policy consultant if you have questions or need additional edits to this policy.

Additional [TEA guidance](#) on this topic is available.

In addition, we recommend deleting provisions addressing how a student would be allowed to graduate without earning the distinguished level of achievement. This information is generally found in the student handbook or other administrative regulations and is not necessary in board policy.

The [Regulations Resource Manual](#) includes sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to [this policy topic](#).

EKB(LEGAL)

TESTING PROGRAMS: STATE ASSESSMENT

HB 3261 (Regular Session) allows a district to administer a state assessment instrument on the first instructional day of the week upon authorization by the commissioner of education.

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EMB(LEGAL)

MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

SB 3 (Second Called Session) revised provisions on instructional requirements and prohibitions, including prohibited concepts and activities.

FEC(LEGAL)

ATTENDANCE: ATTENDANCE FOR CREDIT

From SB 15 (Second Called Session) we have added a provision permitting a district to exempt students from the 90 percent attendance requirement for courses that are offered under a local remote learning program.

FFBA(LOCAL)

CRISIS INTERVENTION: TRAUMA-INFORMED CARE

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information.

SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

FFG(LEGAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Revisions are to update citations and better reflect legal sources.

FFH(LEGAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

From SB 9 (Second Called Session) we have added the following on page 2:

- New policy requirements on dating violence, including parental notification upon a report of dating violence [see FFH(LOCAL), below]; and
- A provision requiring districts to make available to students age-appropriate materials on the dangers of dating violence and resources for students seeking help.

Other revisions are to better reflect legal sources.

FFH(LOCAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

Additional revisions are recommended to clarify the definition of prohibited conduct and the district's response to such conduct.

FM(LEGAL)

STUDENT ACTIVITIES

Provisions from HB 25 (Third Called Session) address transgender students in athletic activities sponsored or authorized by a district and prohibit a student from participating in an athletic competition that is

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designated for a biological sex that differs from the biological sex stated on the student's official birth certificate. (See page 8.)

FNA(LLEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

We have added the recent U.S. Supreme Court case on student speech, *Mahanoy Area School District v B.L.* The case holds that public schools may have a special interest in regulating some off-campus student speech where the district's interest is sufficient to overcome the student's interest in free expression, such as in situations of serious or severe bullying or harassment, threats, or breaches of school security devices.

FOC(LLEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Revisions are to better reflect legal sources.

FOCA(LLEGAL) PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

Amended Administrative Code rules resulted in revisions to shared services arrangements for DAEP services and to provisions regarding transitions for students in DAEP.

FOF(LLEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

From HB 785 (Regular Session) we have added a provision requiring the commissioner of education to adopt rules regarding the use of restraint and time-out with a student who is receiving special education services. (See page 8.)

GKA(LLEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

An existing statutory provision has been added to clarify the effect of failing to post signs at each entrance to the premises or other property indicating that firearms and other weapons are prohibited. (See page 8.)

GKD(LLEGAL) COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES

We have added existing statutory provisions regarding the use of district facilities by places of worship.

GKG(LLEGAL) COMMUNITY RELATIONS: SCHOOL VOLUNTEER PROGRAM

We have updated for clarification the provisions on obtaining criminal history record information.



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- Records ~~administrator~~ **Administrator**, as prescribed by Local Government Code 176.001 and 176.0065.007 [See BBFA and CHE]
- Officer for ~~public information~~ **Public Information**, as prescribed by Government Code 552.201–.205. [See GBAA]
- Public ~~information coordinator~~ **Information Coordinator**, as prescribed by Government Code 552.012. [See BBD]

Local Government Records Act

The term “local government record” shall pertain to all items identified as such by the Local Government Records Act.

“Local Government Record”

Records Management Officer

The ~~Superintendent~~ **Superintendent** shall serve as and perform the duties of the District’s records management officer as prescribed by Local Government Code 203.023, and shall administer the District’s records management program pertaining to local government records in compliance with the Local Government Records Act.

Notification

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

Electronic Records

The records management officer shall develop procedures for the management of electronic records that comply with the District’s records control schedules and meet the minimum components required by law.

The procedures shall:

1. Specify the objectives of the electronic records management program;
2. Identify the responsibilities of employees who create, receive, or maintain electronic records;
3. Ensure the maintenance of electronic records until the expiration of the applicable retention period and final disposition; and
4. Ensure that electronic records that must be protected from unauthorized use or disclosure are appropriately protected as required by law, regulation, or other applicable requirements.

Records Control Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules

that comply with records retention schedules issued by the TSLAC as provided by law.

Website Postings

The District's records management program shall address the length of time records will be posted on the District's website when the law does not specify a posting period.

Records Destruction Practices

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

Training

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

**Human Sexuality
Instruction**

The following process shall apply regarding the adoption of curriculum materials for the ~~District's~~ district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

**Instruction on
Prevention of Child
Abuse, Family
Violence, Dating
Violence, and Sex
Trafficking**

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

1. The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

Referral	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
Identification Criteria	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
Assessments	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
Selection	A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
Notification	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
Transfer Students	When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
Interdistrict	[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
Furloughs	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student. In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
Exit Provisions	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.
Appeals	A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
Program Evaluation	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members,

administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

~~The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:~~

- ~~1. The establishment of a gifted and talented program by the District; and~~
- ~~2. That the District's program is consistent with the state plan for gifted and talented students.~~

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Course Requirements	To graduate, a student must complete the courses required by the District in addition to those mandated by the state.
Foundation Program	All students shall be defaulted to the foundation program with the distinguished level of achievement. The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.
Without an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.
With an Endorsement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with an endorsement.
Distinguished Level of Achievement	The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement. To be removed from the Distinguished Level of Achievement program, District procedures must be followed.
No Fine Arts Substitutions	The District shall not award state graduation credit in fine arts for participation in a community-based fine arts program.
Physical Education Substitutions	To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.
Activities and Courses	
Private or Commercial Programs	The District shall award state graduation credit in physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the commissioner of education. [See also EHAC]
Financial Aid Application Confirmation	As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following: <ol style="list-style-type: none">1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;

3. A copy or screenshot of the FAFSA acknowledgment page;
4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law [and the Board-approved District professional development plan](#). The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

~~The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.~~

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against 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, 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, or 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**
**Statement
of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

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, or any other basis prohibited by law, when 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.

Harassment ~~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.

**Title IX Sexual
Based Harassment**

As required by law, the District shall follow the procedures below at Response to **Title IX 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 **in an education program or activity and against a person in the United States** under Title IX. [See FFH(LEGAL)]

**Other 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.

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.

Reporting Procedures Any student who believes that he or she has experienced prohibited conduct **and any person who** 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.

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.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, 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 individual 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	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
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> <p>When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.</p>
Investigation of Reports Other Than Title IX	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, and dating violence, see the procedures below at Response to Title IX 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, 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, 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 investigator shall take additional time if necessary to complete a thorough investigation.

	<p>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.</p>
<i>Notification of Outcome</i>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
District Action <i>Prohibited Conduct</i>	<p>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.</p>
Corrective Action	<p>Examples of corrective action may include a training program for those involved in the report, 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, and retaliation.</p>
<i>Bullying</i>	<p>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.</p>
<i>Improper Conduct</i>	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>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 has the shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.</p>

**Response to Title IX
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 [or dismissed](#), the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. [The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the 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. [In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.](#)

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 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.



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Rudy Jimenez

Subject: Board Policies FDA and FDB (LOCAL)
Interdistrict and Intradistrict Transfers

Related Page(s): FDA & FDB
(LOCAL) with
Proposed
Revisions

ACTION ITEM

BACKGROUND INFORMATION

TEC Ch. 25.001 governs admissions requirements to campuses and authorizes the Board of Trustees to approve transfers between campuses in specific scenarios. In keeping with our District's Scorecard, FDA (Local) and FDB(Local) have been updated to reflect the strategic portion of the policies.

BUDGETARY CONSIDERATION

None

ADMINISTRATIVE RECOMMENDATION

It is recommended that the Board approve FDA and FDB (LOCAL) – Interdistrict and Intradistrict Transfers as submitted.

BOARD ACTION REQUIRED

Approval/Disapproval

Transfer Requests

A nonresident student shall not be permitted to attend District schools except as provided below.

When an exception is granted, the Superintendent or designee is authorized to accept or reject the transfer request, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

Factors

In approving a transfer, the Superintendent or designee shall consider core and classroom capacity, availability of instructional staff, and the student's disciplinary history, grades, and/or attendance records.

Exceptions to Age and Residence Requirements

In general, a student shall be enrolled in District schools and programs only if he or she meets the age and residence requirements defined by state law. The following exceptions are allowed for which tuition may be charged:

1. A student who ~~moves out of the District during the school year and who~~ is eligible under continued enrollment ~~transfer guidelines as set forth in accompanying administrative regulations, which may be amended by the Superintendent in accordance with applicable law or the needs of the District.~~
2. ~~A student who will be eligible to graduate or complete grade 5 or grade 8 in the school year following his or her move out of the District and who is approved by the principal for a continued enrollment for the senior year or completion of elementary or middle school course of study.~~
3. ~~An extenuating circumstance determined by the Superintendent in advance. Extenuating circumstances shall be defined as scenarios which have impacted or have the potential to impact multiple families across a campus or the district and will not be localized to individuals. Applications for continued enrollment via extenuating circumstances are subject to the provision of any applicable documentation. All requested documents must be provided before the application can be processed.~~
4. A student whose family is in the process of moving into the District and ~~who applies for~~ is eligible under advanced enrollment ~~transfer guidelines subject to District guidelines. as set forth in accompanying administrative regulations, which may be amended by the Superintendent in accordance with applicable law or the needs of the District. All requested documents must be provided before the application can be processed. The closing or move-in date must occur within the current~~

~~school year. A closing or move in date occurring in future school years does not qualify for this transfer.~~

5. An underage transfer student who has been attending public kindergarten in another state under that state's age-appropriate criteria and is the child of a custodial parent or guardian who is an active member of the United States Army, Navy, Air Force, Marine Corps, or Coast Guard and has been stationed to an active duty assignment at a local military facility under orders from the proper authority. Proper documentation must be provided to the District.
6. A student whose is eligible under employee-child transfer guidelines ~~as set forth in accompanying administrative regulations, which may be amended by the Superintendent in accordance with applicable law or the needs of the District.~~

**Continued
Enrollment**

~~If during the school year or over the summer, a student moves to another attendance zone within the District, the student must apply to the principal for continued enrollment in order to remain at the campus where the student currently attends through the duration of that school level, if such enrollment is desired.~~

~~The application should be submitted to the campus prior to the move. All requested documents must be provided before the application can be processed. The principal shall review the student's records and may approve or disapprove the continued enrollment based on the student's grades, attendance, and/or behavior.~~

~~An approved continued enrollment transfer allows the student to complete the education at the current school through the duration of the school's level provided the student's residence remains within the District.~~

**Children of District
Employees**

~~"Children," as used in the employee-child transfer section, shall be defined as children who are an employee's biological children, legally adopted children, or stepchildren by marriage or children placed in foster care by a state agency as defined under TEC Ch. 25.~~

District Employees

~~Full time and part time District employees residing out of the District may apply for a transfer/enrollment for their children to a campus within the District, in accordance with the following:~~

1. ~~Approval of the transfer shall not alter the applicable ratio established by the Superintendent, if any.~~
2. ~~A campus that has been capped to new residents shall also be capped to children of full time and part time District employees.~~

	The application should be submitted prior to enrollment. All requested documents must be provided before the application can be processed. The principal shall review the student's records and may approve or disapprove the employee-child transfer based on the student's grades, attendance, and/or behavior.
Termination, Resignation, or Retirement of Employee	Children of a full time or part time employee whose employment is either terminated, resigned from, or retired from shall no longer be eligible for an interdistrict transfer. The employee shall request an employee-child transfer continued enrollment for his or her child to remain enrolled at the campus for the remainder of the school year should such an enrollment be desired.
Revocation of Blocking, Denying, or Revoking Transfer	<p>A student's interdistrict transfer may be revoked for the following;</p> <ul style="list-style-type: none">1. blocked, denied, or revoked as set forth in accompanying administrative regulations. <ul style="list-style-type: none">1. One or more failing grades for the semester;2. A major violation or a persistent violation of the Student Code of Conduct;3. Poor attendance for the semester; or4. Failure of the parent/guardian to comply with school policies and procedures or failure of the student to comply with the school's policies and procedures, to include causing disruptions on the day-to-day operations of the school.
Transportation	The District shall not provide transportation for an interdistrict transfer.
Tuition	The Board Superintendent or designee shall determine within statutory limits the amount of tuition, if any, to be charged.
Tuition Arrangements	The student (if 18 years or older) or the student's parents shall contact the office of pupil personnel to arrange tuition payment, when applicable. The approved continued enrollment form shall be presented to the pupil personnel office at the time of the transaction. A tuition contract shall be signed by the student (if 18 or older) or parent. When the contract is signed, the parent or student and the school shall receive a letter verifying that the student has complied with the tuition requirements.
Waivers	The Board Superintendent or designee may waive tuition for a student based on financial hardship upon written application by the student, parent, or guardian. [See FP]
Nonpayment	The District may initiate withdrawal of students whose tuition payments are delinquent.

North East ISD
015910

ADMISSIONS
INTERDISTRICT TRANSFERS

FDA
(LOCAL)

Appeals

Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.

Attendance Zones A student shall be assigned to a school in the attendance zone in which he or she resides. Attendance zones shall be established by the Board and may be adjusted as deemed necessary.

When an exception is granted, the Superintendent or designee is authorized to accept or reject the transfer request, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.

Class Changes The campus principal shall be authorized to investigate and approve the transfer of a student from one classroom to another on that campus.

Transfers between Schools The Superintendent or designee shall be authorized to investigate and approve transfers between schools.

Factors In approving a transfer, the Superintendent or designee shall consider core and classroom capacity, availability of instructional staff, and the student's disciplinary history, grades, and/or attendance.

Exceptions to Residence Requirements The following exceptions are allowed:

1. A student who ~~moves to another attendance zone within the District during the school year or over the summer and who is eligible under continued enrollment guidelines to remain at the currently enrolled campus.~~ as set forth in accompanying administrative regulations, which may be amended by the Superintendent in accordance with applicable law or the needs of the District.
2. ~~An extenuating circumstance determined by the Superintendent in advance. Extenuating circumstances shall be defined as scenarios which have impacted or have the potential to impact multiple families across a campus or the district and will not be localized to individuals. Applications for continued enrollment via extenuating circumstances are subject to the provision of any applicable documentation. All requested documents must be provided before the application can be processed.~~
3. A student whose family is in the process of moving into another attendance zone within the District and ~~who applies for~~ is eligible under advanced enrollment transfer guidelines as set forth in accompanying administrative regulations, which may be amended by the Superintendent in accordance with applicable law or the needs of the District. ~~subject to District guidelines. The closing or move-in date must occur within the current school year. All requested documents must be provided before the application may be processed. A closing or~~

~~move-in date occurring in future school years does not qualify for this transfer.~~

4. A student whose is eligible under employee-child transfer guidelines as set forth in accompanying administrative regulations, which may be amended by the Superintendent in accordance with applicable law or the needs of the District.
5. A student who is eligible under school choice transfer guidelines as set forth in accompanying administrative regulations, which may be amended by the Superintendent in accordance with applicable law or the needs of the District.
6. A student who is eligible under administrative transfer guidelines as set forth in accompanying administrative regulations, which may be amended by the Superintendent in accordance with applicable law or the needs of the District.

Capped Schools

A capped school shall be defined as a school with an enrollment that has been limited by the District. ~~Board or its designee.~~

A student moving into the attendance zone of a capped school shall enroll in another designated District school.

UIL Eligibility

A student enrolled in another designated District school shall be eligible to participate in UIL activities. The District shall follow all dictates under UIL rules and regulations.

~~If capacity at a capped school changes, a student may:~~

- ~~1. Continue enrollment at the current campus and maintain uninterrupted UIL eligibility; or~~
- ~~2. Attend the home campus and be eligible for UIL participation.~~

~~The offer to attend the home school shall be accepted or declined within five school days. A student who fails to respond shall continue enrollment at the current school. A student who declines the initial offer to attend the home campus and elects to return at a later date shall be ineligible to participate in any UIL activity for one calendar year.~~

~~Continued Enrollment~~

~~If during the school year or over the summer, a student moves to another attendance zone within the District, the student must apply to the principal for continued enrollment in order to remain at the campus where the student currently attends through the duration of that school level, if such enrollment is desired.~~

~~The application should be submitted to the campus prior to the move. All requested documents must be provided before the application can be processed. The principal shall review the student's~~

~~records and may approve or disapprove the continued enrollment based on the student's grades, attendance, and/or behavior.~~

~~An approved continued enrollment transfer allows the student to complete the education at the current school through the duration of the school's level provided the student's residence remains within the District.~~

Employee-Child Transfer

~~"Children," as used in the employee-child transfer section, shall be defined as children who are an employee's biological children, legally adopted children, or stepchildren by marriage or children placed in foster care by a state agency as defined under TEC Ch. 25.~~

~~Full-time and part-time District employees residing in the District may apply for a transfer/enrollment for their children to a campus within the District, in accordance with the following:~~

- ~~1.— Approval of the transfer shall not alter the applicable ratio established by the Superintendent, if any.~~
- ~~2.— A campus that has been capped to new residents shall also be capped to children of full-time and part-time District employees.~~

~~The application should be submitted prior to enrollment. All requested documents must be provided before the application can be processed. The principal shall review the student's records and may approve or disapprove the employee-child transfer based on the student's grades, attendance, and/or behavior.~~

~~Termination,
Resignation, or
Retirement of
Employee~~

~~Children of a full-time or part-time employee whose employment is either terminated, resigned from, or retired from shall no longer be eligible for an intradistrict transfer. The employee shall request an employee-child transfer continued enrollment for his or her child to remain enrolled at the campus for the remainder of the school year should such an enrollment be desired.~~

**Blocking, Denying,
or Revoking
Transfer**

~~A student's intradistrict transfer may be **revoked for the following**;~~
blocked, denied, or revoked as set forth in accompanying administrative regulations.

- ~~1.— One or more failing grades for the semester;~~
- ~~2.— A major violation or a persistent violation of the Student Code of Conduct;~~
- ~~3.— Poor attendance for the semester; or~~

~~4. Failure of the parent/guardian to comply with school policies and procedures or failure of the student to comply with the school's policies and procedures, to include causing disruptions on the day-to-day operations of the school.~~

Transportation

The District shall not provide transportation for an intradistrict transfer student.

Note: For the transfer of a student who is the victim of bullying or who engaged in bullying, see FDB(LEGAL). For the transfer of a student who attends a persistently dangerous school, becomes a victim of a violent criminal offense, or becomes a victim of sexual assault, see FDE.



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Sean Maika

Subject: Revision of Board Policy
BF(LOCAL)

Related Page(s): BF(LOCAL)

ACTION ITEM

BACKGROUND INFORMATION

Current policy BF(LOCAL) states that proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. The policy does allow for policy to be adopted in one reading if special circumstances demand an immediate response.

ADMINISTRATIVE CONSIDERATION

The existing legal policy does not require a subsequent meeting to adopt proposed local policies and amendments and therefore would allow some flexibility in how a board chooses to adopt local policies. For the Board's consideration, TASB has provided recommended revisions to BF(LOCAL) that would authorize the Board to adopt or amend local policies in one reading provided that Board members have had advance written notice of the proposed change(s) and that it has been placed on the agenda as such.

ADMINISTRATIVE RECOMMENDATION

It is recommended that the Board of Trustees consider and approve the revised Board Policy BF(LOCAL) as presented.

BOARD ACTION REQUIRED

Approval/Disapproval

PROPOSED REVISIONS 10.19.22

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.

Organization

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

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 local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent shall be responsible for its accuracy and integrity and shall maintain a historical record of the District's policy manual.

Adoption and Amendment

~~Proposed local~~Local policies may be adopted or ~~amendments introduced and recommended to~~amended by a majority of the Board at ~~one~~any regular or special meeting ~~shall not be adopted until a~~

~~subsequent, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such 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.

TASB Localized
Updates

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter:

Rudy Jimenez
Chyla Whitton
Executive Director
Human Resources

Subject: Retention Supplement
for 2022-2023 School Year

Related Page(s):

Resolution Amendment

ACTION ITEM

BACKGROUND INFORMATION

The North East Independent School District is committed to the recruitment and retention of quality personnel. The District further recognizes our support staff is critical in supporting the students, staff and community.

ADMINISTRATIVE CONSIDERATION

On June 20, 2022, the Board of Trustees approved a one-time retention supplement for the 2022-2023 school year.

After further review of the funds available through the American Rescue Plan's Elementary and Secondary School Emergency Relief (ARP ESSER) federal grant, the administration proposes an amendment to the resolution previously presented and approved. The resolution amendment includes the following:

- For qualifying employees, the retention supplement amount will be 1.5% of their annualized pay grade midpoint with a minimum supplement payment of \$375
- For qualifying teachers and librarians with a hire date on or before October 1, 2022 the retention amount will be \$871

BUDGETARY CONSIDERATION

The retention supplement will be funded by the ARP ESSER federal grant. Such expenditure was included in the amended grant application and is included in the ARP ESSER Use of Funds Plan on the District website.

ADMINISTRATIVE RECOMMENDATION

It is recommended that the Board of Trustees approve the amendment to the 2022-2023 School Year Retention Supplement.

BOARD ACTION REQUIRED

Approval/Disapproval

RESOLUTION AMENDMENT

**NORTH EAST INDEPENDENT
SCHOOL DISTRICT**

November 14, 2022

WHEREAS, on June 20, 2022, the Board of Trustees passed, approved, and adopted a resolution declaring that each full-time District teacher and librarian with a hire date on or before October 1, 2022 shall receive a one-time retention supplement of \$585, such amount to be payable in the month of November, and that all other qualified employees and Kids' Involvement Network (KIN) Assistants of the North East Independent School District shall receive a retention supplement of one percent (1%) of the annualized pay grade midpoint under the employee's applicable 2022-2023 salary range. To qualify for the supplement, the employee must have a hire date on or before October 1, 2022. The supplement amount shall be paid in one payment in November based upon the qualified employee's completion of their 2022 fall semester work schedule in good standing. All other temporary and substitute employees are ineligible for the supplement.

WHEREAS, the administration of NEISD has determined funding is available through the American Rescue Plan's Elementary and Secondary School Emergency Relief (ARP ESSER) Funds to provide a one-time retention supplement greater than one percent (1%);

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees hereby amends its June 20, 2022 resolution to provide each full-time District teacher and librarian with a hire date on or before October 1, 2022 a one-time retention supplement of \$871, such amount to be payable in the month of November expressly conditioned upon the qualified employee's completion of their 2022 fall semester work schedule in good standing;

BE IT FURTHER RESOLVED that the Board of Trustees hereby further amends its June 20, 2022 resolution to provide all other qualifying District employees and KIN Assistants with a hire date on or before October 1, 2022 a one-time retention supplement of one and a half percent (1.5%) of the annualized pay grade midpoint under the employee's applicable 2022-2023 salary range, with a minimum supplement payment of \$375. Such amount will be payable in the month of November expressly conditioned upon the qualified employee's completion of their 2022 fall semester work schedule in good standing;

BE IT FURTHER RESOLVED that any employee who receives the retention supplement and separates from employment prior to the last day of their 2022 fall work schedule will not have met the requirement to earn the retention supplement, and such

employee will have then received an overpayment. For any employee who received the retention supplement and then fails to meet the requirements, the amount of the retention supplement will be deducted from their final paycheck or from their leave payout, or will otherwise be expected to reimburse the District the amount of the retention supplement.

PASSED, APPROVED, AND ADOPTED BY THE BOARD OF TRUSTEES OF THE NORTH EAST INDEPENDENT SCHOOL DISTRICT, this 14th day of November, 2022.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the North East Independent School District during a properly noticed and scheduled meeting held on November 14, 2022. A quorum of the Board of Trustees being then present, it was duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: 7
Nays: 0
Abstentions: 0

To certify which, witness my hand and the official seal of the District this 14th day of November 2022.

President, Board of Trustees

NORTH EAST INDEPENDENT SCHOOL
DISTRICT

By:

Shannon Grona
Shannon Grona, President, Board of Trustees

ATTEST:

By:

Sandy Hughey
Sandy Hughey, Secretary, Board of Trustees



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Anthony Jarrett
Dr. Esmeralda Munoz,
Executive Director, Learning
Support Services

Subject: 2022-2023 District Instructional
Improvement Plan and HB 3

Related Page(s): NEISD Website

ACTION ITEM

BACKGROUND INFORMATION

Texas Education Code 11.251 requires the board of trustees of each independent school district shall ensure that a district instructional improvement plan and campus instructional improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students.

The purpose of the district instructional improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators adopted under Section 39.053(c). The district instructional improvement plan must include provisions for:

- (1) a comprehensive needs assessment addressing district student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29;
- (2) measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment;
- (3) strategies for improvement of student performance that include: instructional methods for addressing the needs of student groups, evidence – based practices, dropout reduction integration of technology, positive behavior interventions and support, professional development, career education, accelerated instruction, implementation of a comprehensive school counseling program under Section 33.005.
- (4) House Bill 3 (HB 3) amends Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that target early childhood (EC) literacy and math proficiency, and college, career, and military readiness (CCMR). To meet the requirement each board outcome goal will include a five-year timeline that shall include progress monitoring, a professional development plan, and supportive resources that are included in the District Instructional Improvement Plan.

The proposed 2022-2023 District Instructional Improvement Plan and HB 3 goals are located on the North East ISD Internet Web page at <https://www.neisd.net/Page/10052>.

ADMINISTRATIVE CONSIDERATION

Administrative staff recommends that the Board of Trustees approve the NEISD District Instructional Improvement Plan and House Bill 3 (HB 3) goals for the 2022-2023 school year as presented.

BUDGETARY CONSIDERATION

None

BOARD ACTION REQUIRED

Approval/Disapproval



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Anthony Jarrett
Dr. Esmeralda Munoz,
Executive Director,
Learning Support Services

Subject: 2022-2023 Campus Instructional
Improvement Plans

Related Page(s): NEISD Website

ACTION ITEM

BACKGROUND INFORMATION

Texas Education Code 11.253(c) requires that each school year, the principal of each school campus, with the assistance of the campus – level committee, shall develop, review, and revise the campus improvement plan. The purpose of the campus – level plan is to improve student performance for all student populations, including students in special education programs under Texas Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations.

Each campus improvement may include one or more of the following:

1. Assess the academic achievement for each student;
2. Set the campus performance objectives based on the achievement indicator system;
3. Identify how the campus goals will be met for each student;
4. Determine the resources needed to implement the plan;
5. Identify the staff needed to implement the plan;
6. Set timelines for reach goals;
7. Establish progress measures for all performance objectives;
8. Include goals and methods for violence prevention and intervention on campus;
9. Identify ways to encourage parental involvement;
10. Include goals and methods to ensure a safe learning environment;
11. Set goals and objectives for a coordinated health program; and
12. Identify and set attainable goals, which include House Bill 3 (HB3)

The proposed 2022 – 2023 Campus Instructional Improvement Plans are located on the North East ISD Internet Web page at <https://www.neisd.net/Page/10052>

ADMINISTRATIVE CONSIDERATION

Administrative staff recommends that the Board of Trustees approve the NEISD Campus Instructional Improvement Plan for the 2022 – 2023 school year as presented.

BUDGETARY CONSIDERATION

None

BOARD ACTION REQUIRED

Approval/Disapproval



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Rudy Jimenez

Subject: Targeted Improvement Plan

Related Page(s): N/A

ACTION ITEM

BACKGROUND INFORMATION

Texas Education Code 39.101 requires the Board of Trustees to approve the Targeted Improvement Plans if a district or campus is assigned:

- (1) an overall rating of F
- (2) a school identified Comprehensive Support
- (3) an overall performance rating of D
- (4) campus rated an F or D in a Domain

In the 2019-2020 school year Oak Grove was designated as a comprehensive support campus because they scored in the lowed 5% of campuses statewide in Domain III of the Texas Accountability System.

ADMINISTRATIVE RECOMMENDATION

Administrative staff recommends that the Board of Trustees approve the Targeted Improvement Plans for the 2022 - 2023 school year as presented.

BOARD ACTION REQUIRED

Approval/Disapproval

North East Independent School District
Oak Grove Elementary School - TIP
2022-2023 Targeted Improvement Plan



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Superintendent:
DCSI/Grant Coordinator:

Dr. Sean Maika
Terrell D. King

Principal: Rocio Gutierrez-Ochoa
ESC Case Manager: Sylvia Morales
ESC Region: 20

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Terrell D. King

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Terrell D. King

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Rocio Gutierrez-Ochoa

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

In May 2023, Oak Grove Elementary School will obtain the following results on STAAR (all subjects, all grades):

Component Score: 42

Approaches: 68%

Meets: 41%

Masters: 16%

The Targeted Improvement Plan team determined the goal for Domain 1 based on the data from the spring 2022 STAAR data. Our hope is to create an attainable goal that will allow us to surpass the 2022 data for all subjects and all grades, gradually reaching a Domain score of 60 or an "A" by the 2026-2027 school year. Our goal is to make growth in Domain 1 in the 2022-2023 school year to earn a Domain score of 42 and a "C" letter grade.

School Progress

What accountability goal has your campus set for this year?

Domain 2A:

Academic Growth Raw Score Goal: 85

Academic Growth Scaled Score Goal: 92

If 85% of 4th and 5th grade students demonstrate academic growth on the spring 2023 STAAR, we will obtain an overall score of 92 for this domain.

Closing the Gaps

What accountability goal has your campus set for this year?

At least thirteen targets will be met in the 2022-2023 school year.

We will focus on meeting the targets for:

- Academic Achievement: All grade levels, Hispanic student group in mathematics
- Academic Achievement: All grade levels, economically disadvantaged student group in mathematics

If we meet the Targets we will meet the overall accountability rating.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Reading and Science will be the focus subjects for the 2022-2023 school year. We identified reading and science as a focus subject areas because of the decrease in scores and gaps in student achievement. Our intended outcome is to increase our reading and science student achievement scores in Domain 1 (Student Achievement) and Domain 3 (Closing the Gaps) then we will see an overall increase in our domain scores which will increase our campus rating and place us as "meeting standard" across the board.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

ALL students for reading and science will be targeted.

Our accountability goal is to increase our reading and science student achievement scores in all groups on campus in Domain 1 (Student Achievement), and Domain 3 (Closing the Gaps) then we will see an overall increase in our domain scores which will increase our campus rating and place us as "meeting standard" across the board.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Fully Implemented

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Partial Implementation

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Fully Implemented

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. 78

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: If campus instructional leaders provide training and ongoing support so that teachers effectively use MAP data to plan effective instruction and implement the instructional framework from "The New Art & Science of Teaching" by using high-quality instructional and materials, aligned to student needs, and research-based teaching practices/strategies that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups, then student academic achievement will increase.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will attend the NWEA Fusion conference in June 2022 to build capacity in this area. All members of the campus Instructional Leadership Team will attend training on "The New Art and Science of Teaching" provided by the DCSI.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate through beginning of the year team meetings, faculty meetings, leadership meetings, , parent meetings, PTA meetings, and CIC meetings so that all stakeholders are aware of the priority. We will create buy-in by linking family and community engagement efforts to student learning, providing stakeholders with the data and other information they need to be productive partners around student achievement, and placing an emphasis on building relationships with stakeholders to establish trust and foster those relationships throughout the school year.

Desired Annual Outcome: By the end of the 2022-2023 school year: Lesson plans will reflect the use of MAP data to plan small group instruction in reading/language arts and mathematics instruction that is based on student need and growth targets and the Design Questions from the selected Design Areas of focus from "The New Art and Science of Teaching."

District Commitment Theory of Action: If the District provides support for the campus instructional leadership team to attend the NWEA Fusion conference and the DCSI provides ongoing coaching and support for the campus instructional leadership team in implementing their learning from the conference and "The New Art and Science of Teaching" training, then the campus instructional leadership team will be able to effectively lead teachers in using MAP data to plan high-quality instruction aligned to student needs.

Desired 90-day Outcome: By the end of Cycle 1: Teachers will attend monthly professional development focused on responsive instructional planning using MAP data with the result that they begin targeted small group instruction based on individual student needs. Teachers will be introduced to the campus Design Areas of focus from "The New Art and Science of Teaching" and complete a self-audit and set growth goals. After setting growth goals, teachers will begin practicing the strategies they have selected and keep anecdotal records of their progress.

District Actions: District staff will assist in providing the professional development activities. DCSI will provide training to new members of the instructional leadership team on "The New Art and Science of Teaching."

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Finding time for professional development and planning implementation for small data-driven tiered instruction.	None	Early release days provide the additional time needed to provide the professional development during the workday.

Step 1 Details	Reviews
<p>Action Step 1: Provide professional development to teachers on early release days focused on responsive instructional planning using MAP data .</p> <p>Evidence Used to Determine Progress: Professional development agendas and sign-in sheets.</p> <p>Person(s) Responsible: Oak Grove Instructional Leadership Team</p> <p>Resources Needed: NWEA Map Growth and Fluency data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 30, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Monitor the implementation and planning of targeted small group instruction based on individual student needs, as measured by MAP data.</p> <p>Evidence Used to Determine Progress: Classroom observations by Instructional Leadership Team PLC Meeting agendas and minutes</p> <p>Person(s) Responsible: Instructional Leadership Team</p> <p>Resources Needed: Learning walk rubric</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 30, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps: 81</p>

Step 3 Details	Reviews
<p>Action Step 3: Grade level chairs will attend the Texas MAP User Conference at Region 20 on October 3, 2022, at Region 20.</p> <p>Evidence Used to Determine Progress: Certificates of Attendance</p> <p>Person(s) Responsible: Rocio Gutierrez-Ochoa</p> <p>Resources Needed: Texas MAP User Conference Substitute teachers</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: One Time - Evidence Collection Date: October 3, 2022</p> <p>Funding Sources: Conference Registration - 6200-Professional and contracted services - \$525</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Teachers will be introduced to the campus Design Areas of focus from "The New Art and Science of Teaching" and complete a self-audit and set growth goals.</p> <p>Evidence Used to Determine Progress: Teacher self-audits and individual growth goals.</p> <p>Person(s) Responsible: Instructional Leadership Team</p> <p>Resources Needed: "The Handbook for The New Art and Science of Teaching"</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: November 16, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">82</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: If teachers use a corrective instruction action planning process, in PLCs to analyze data and student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments, then student academic achievement will increase.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will partner with district staff to build capacity in this area. The campus instructional leadership team will partner with the District's Curriculum & Instruction department.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate through beginning of the year team meetings, faculty meetings, leadership meetings, , parent meetings, PTA meetings, and CIC meetings so that all stakeholders are aware of the priority. We will create buy-in by linking family and community engagement efforts to student learning, providing stakeholders with the data and other information they need to be productive partners around student achievement, and placing an emphasis on building relationships with stakeholders to establish trust and foster those relationships throughout the school year.

Desired Annual Outcome: By the end of the 2022-2023 school year: Teachers will use a corrective instruction action planning process, in PLCs to analyze data and student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

District Commitment Theory of Action: If the District provides support to the campus instructional leadership team in strengthening the PLC process, then the campus will be able to strengthen strong data-driven instructional practices that increase student achievement for all students. 83

Desired 90-day Outcome: By the end of Cycle 1: Leadership and facilitation of PLC meetings will transition from Instructional Leadership Team members to grade-level chairs, as evidenced by PLC meeting minutes.

District Actions: District specialists will support by attending PLC meetings, providing protocols, and professional development on effective classroom instruction.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Some grade levels will need more assistance in transitioning the leadership/facilitation of PLC meetings.	None	By providing professional development on our District's curriculum and resources teachers will be better prepared to lead PLC meetings and develop corrective action plans.

Step 1 Details	Reviews
<p>Action Step 1: Monitor the use of the corrective instruction action planning process, in PLCs to analyze data and student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Evidence Used to Determine Progress: PLC meeting agendas and minutes that describe action/next steps.</p> <p>Person(s) Responsible: Instructional Leadership Team</p> <p>Resources Needed: Protocol for corrective action planning process</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: We will strengthen teachers' knowledge of our District's curriculum and resources so that teachers are better prepared for PLC meetings and developing corrective action plans by providing professional development.</p> <p>Evidence Used to Determine Progress: PLC meeting agendas Learning walks Professional development sign-in sheets</p> <p>Person(s) Responsible: Instructional Leadership Team</p> <p>Resources Needed: District Instructional Pacing Guides District PLC Planning Protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">84</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus principal will meet monthly with grade-level chairs to strengthen their instructional leadership skills.</p> <p>Evidence Used to Determine Progress: Meeting agendas and sign-in sheets Reflective activities</p> <p>Person(s) Responsible: Rocio Gutierrez-Ochoa, principal</p> <p>Resources Needed: Learning by Doing protocols SRI protocols</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 19, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 5.1:** Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: If campus instructional leaders provide training and ongoing support so that teachers effectively use MAP data to plan effective instruction and implement the instructional framework from "The New Art & Science of Teaching" by using high-quality instructional and materials, aligned to student needs, and research-based teaching practices/strategies that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups, then student academic achievement will increase.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will attend the NWEA Fusion conference in June 2022 to build capacity in this area. All members of the campus Instructional Leadership Team will attend training on "The New Art and Science of Teaching" provided by the DCSI.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate through beginning of the year team meetings, faculty meetings, leadership meetings, , parent meetings, PTA meetings, and CIC meetings so that all stakeholders are aware of the priority. We will create buy-in by linking family and community engagement efforts to student learning, providing stakeholders with the data and other information they need to be productive partners around student achievement, and placing an emphasis on building relationships with stakeholders to establish trust and foster those relationships throughout the school year.

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Desired Annual Outcome: By the end of the 2022-2023 school year: Lesson plans will reflect the use of MAP data to plan small group instruction in reading/language arts and mathematics instruction that is based on student need and growth targets and the Design Questions from the selected Design Areas of focus from "The New Art and Science of Teaching."

District Commitment Theory of Action: If the District provides support for the campus instructional leadership team to attend the NWEA Fusion conference and the DCSI provides ongoing coaching and support for the campus instructional leadership team in implementing their learning from the conference and "The New Art and Science of Teaching" training, then the campus instructional leadership team will be able to effectively lead teachers in using MAP data to plan high-quality instruction aligned to student needs.

Desired 90-day Outcome: By the end of Cycle 2: Teachers will revise small groups in reading and math using the data from the December 2022 MAP middle-of-year assessment and use the learning continuum to provide responsive instruction, as evidenced by lesson plans.

Teacher will have opportunities to observe and discuss effective teaching as related to the campus Design Areas of Focus from "The New Art and Science of Teaching."

District Actions: The District will assist the campus in analysis of MAP data and provide teachers with training on responsive planning using the MAP Learning Continuum.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: If teachers use a corrective instruction action planning process, in PLCs to analyze data and student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments, then student academic achievement will increase.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will partner with district staff to build capacity in this area. The campus instructional leadership team will partner with the District's Curriculum & Instruction department.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate through beginning of the year team meetings, faculty meetings, leadership meetings, , parent meetings, PTA meetings, and CIC meetings so that all stakeholders are aware of the priority. We will create buy-in by linking family and community engagement efforts to student learning, providing stakeholders with the data and other information they need to be productive partners around student achievement, and placing an emphasis on building relationships with stakeholders to establish trust and foster those relationships throughout the school year.

Desired Annual Outcome: By the end of the 2022-2023 school year: Teachers will use a corrective instruction action planning process, in PLCs to analyze data and student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

District Commitment Theory of Action: If the District provides support to the campus instructional leadership team in strengthening the PLC process, then the campus will be able to strengthen strong data-driven instructional practices that increase student achievement for all students. 86

Desired 90-day Outcome: By the end of Cycle 2: Teachers will begin to use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

District Actions: The DCSI will provide resources to guide the instructional leadership team in this work.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. **Essential Action 5.1:** Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: If campus instructional leaders provide training and ongoing support so that teachers effectively use MAP data to plan effective instruction and implement the instructional framework from "The New Art & Science of Teaching" by using high-quality instructional and materials, aligned to student needs, and research-based teaching practices/strategies that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups, then student academic achievement will increase.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will attend the NWEA Fusion conference in June 2022 to build capacity in this area. All members of the campus Instructional Leadership Team will attend training on "The New Art and Science of Teaching" provided by the DCSI.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate through beginning of the year team meetings, faculty meetings, leadership meetings, , parent meetings, PTA meetings, and CIC meetings so that all stakeholders are aware of the priority. We will create buy-in by linking family and community engagement efforts to student learning, providing stakeholders with the data and other information they need to be productive partners around student achievement, and placing an emphasis on building relationships with stakeholders to establish trust and foster those relationships throughout the school year.

87

Desired Annual Outcome: By the end of the 2022-2023 school year: Lesson plans will reflect the use of MAP data to plan small group instruction in reading/language arts and mathematics instruction that is based on student need and growth targets and the Design Questions from the selected Design Areas of focus from "The New Art and Science of Teaching."

District Commitment Theory of Action: If the District provides support for the campus instructional leadership team to attend the NWEA Fusion conference and the DCSI provides ongoing coaching and support for the campus instructional leadership team in implementing their learning from the conference and "The New Art and Science of Teaching" training, then the campus instructional leadership team will be able to effectively lead teachers in using MAP data to plan high-quality instruction aligned to student needs.

Desired 90-day Outcome: Teachers will form collaborative teams based on their identified growth areas from the campus Design Areas of focus from "The New Art and Science of Teaching." By the end of this cycle, these teams would have met twice, sharing experiences, using a defined protocol, with selected strategies.

District Actions: DCSI will provide the campus instructional leadership team with protocol options.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: If teachers use a corrective instruction action planning process, in PLCs to analyze data and student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments, then student academic achievement will increase.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will partner with district staff to build capacity in this area. The campus instructional leadership team will partner with the District's Curriculum & Instruction department.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate through beginning of the year team meetings, faculty meetings, leadership meetings, , parent meetings, PTA meetings, and CIC meetings so that all stakeholders are aware of the priority. We will create buy-in by linking family and community engagement efforts to student learning, providing stakeholders with the data and other information they need to be productive partners around student achievement, and placing an emphasis on building relationships with stakeholders to establish trust and foster those relationships throughout the school year.

Desired Annual Outcome: By the end of the 2022-2023 school year: Teachers will use a corrective instruction action planning process, in PLCs to analyze data and student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

District Commitment Theory of Action: If the District provides support to the campus instructional leadership team in strengthening the PLC process, then the campus will be able to strengthen strong data-driven instructional practices that increase student achievement for all students. 88

Desired 90-day Outcome: By April 1, 2023: Grade-level teams will review disaggregated data and student work to create a final corrective action plan in preparation for the STAAR assessment.

District Actions: The District will assist the campus instructional leadership team in pulling and analyzing available data.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$15,000.00
+/- Difference					\$15,000.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	Conference Registration		\$525.00
Sub-Total					\$525.00
Budgeted Budget Object Code Amount					\$20,000.00
+/- Difference					\$19,475.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$8,000.00
+/- Difference					\$8,000.00
Grand Total Budgeted					\$43,000.00
Grand Total Spent					\$525.00
+/- Difference					\$42,475.00

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	160	63	64	N/A	MAP	67		Other	69		71	
			All	All	Reading	Meets	STAAR	160	37	38	N/A	MAP	40		Other	42		44	
			All	All	Reading	Masters	STAAR	160	15	12	N/A	MAP	14		Other	16		17	
			All	All	Mathematics	Approaches	STAAR	160	39	66	N/A	MAP	68		Other	70		72	
			All	All	Mathematics	Meets	STAAR	160	19	34	N/A	MAP	36		Other	38		41	
			All	All	Mathematics	Masters	STAAR	160	5	10	N/A	MAP	12		Other	14		15	
			All	All	Science	Approaches	STAAR	40	65	50	N/A	Other	53		Other	56		60	
			All	All	Science	Meets	STAAR	40	29	29	N/A	Other	32		Other	35		37	
			All	All	Science	Masters	STAAR	40	10	12	N/A	Other	14		Other	16		17	
Closing the Gaps	Focus 1	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	24	34	94	MAP	36		Other	38		40	
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	14	31	99	MAP	33		Other	35		36	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	87	Did Not Meet	36	34		32		21	
					Approaches	64	69		74		79	
					Meets	34	39		44		49	
					Masters	10	11		12		12	
	Math	All	STAAR	87	Did Not Meet	33	31		29		23	
					Approaches	67	70		74		77	
					Meets	34	40		46		51	
					Masters	8	9		10		10	



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Dan Villarreal
Susan Lackorn, Executive Director
Finance and Accounting
Jeff Coats, Senior Director
Accounting & Payroll

Subject: Public Notice of the School
FIRST Rating Report of
Superior Achievement

Related Page(s): Attachment

ACTION ITEM

BACKGROUND INFORMATION

The 2021-2022 fiscal year is the twentieth year of Schools FIRST (Financial Integrity Rating System of Texas), a financial accountability system for Texas school districts developed by the Texas Education Agency. The ratings are based on financial information from the 2020-2021 fiscal year.

The primary goal of Schools FIRST is to achieve quality performance in the management of school districts financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system. The Schools FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, with the highest being "A" for "Superior Achievement", followed by "B" for "Above Standard Achievement," "C" for "Standard Achievement," and the lowest being "F" for "Substandard Achievement."

School districts are required to distribute the financial management report to parents and taxpayers. The Board of Trustees is required to present the report in a public meeting at a district facility within two months of receiving the final financial accountability rating.

ADMINISTRATIVE CONSIDERATION

NEISD received the final rating of "A" for Superior Achievement in November 2022. In accordance with the above, the rating is presented at the regularly scheduled Board meeting on this date of November 14, 2022.

BUDGETARY CONSIDERATION

None.

ADMINISTRATIVE RECOMMENDATION

It is recommended that the TEA School District Financial Integrity Rating of Superior Achievement be noted, and the NEISD Annual Management Report on Schools FIRST be accepted.

BOARD ACTION REQUIRED

Approval/Disapproval



NORTH EAST
INDEPENDENT SCHOOL DISTRICT

Schools FIRST Performance Report
For the Year Ended June 30, 2021

North East Independent School District

Schools FIRST Performance Report For the Year Ended June 30, 2021

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North East Independent School District Introduction to Schools FIRST For the Year Ended June 30, 2021

The Texas Education Agency (TEA) has issued the Schools Financial Integrity Rating System of Texas (FIRST) ratings for fiscal year 2020-2021, which ended June 30, 2021. North East Independent School District (NEISD) has received a rating of “A” for “Superior Achievement.”

The Schools FIRST rating system was implemented in 1999 by the Texas Education Agency in response to Senate Bill 875 of the 76th Texas Legislature. The primary goal of Schools FIRST is to achieve quality performance in the management of school districts’ financial resources, a goal made more significant due to the complexity of accounting associated with Texas’ school finance system. The Schools FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts, with the highest being “A” for “Superior Achievement,” followed by “B” for “Above Standard Achievement,” “C” for “Meets Standard Achievement” and the lowest being “F” for “Substandard Achievement.”

Indicators one through five are pass/fail indicators; indicators one, two, three, or four must be passed to earn a rating above “F” for “Substandard Achievement.” Indicator five, ten and fifteen are not being scored this year. Indicators four, six, sixteen, seventeen and twenty are ceiling indicators that limit the maximum number of points that a district can earn. The remaining indicators are scored on a sliding scale from zero to ten. To earn a rating of “A” for “Superior Achievement,” a district must earn a minimum of 90. The maximum possible points earned is 100 points. NEISD earned a score of 90 for the current submission.

The ratings for NEISD are available on the NEISD Web site at the following address:

<https://www.neisd.net/site/default.aspx?PageType=3&DomainID=261&ModuleInstanceID=1471&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=44422&PageID=623>

TEA maintains the listing for all school districts and the state as a whole at the following Web site:

<https://tealprod.tea.state.tx.us/First/forms/Main.aspx>

The website lists school districts by their County-District number. NEISD’s County-District number is 015910.

North East Independent School District Schools FIRST Indicators & Results

1. **Was the Annual Comprehensive Financial Report (ACFR) and data submitted to the TEA within 30 days of the November 27 deadline based on the school district's fiscal year end date of June 30?**

A simple indicator. Was the ACFR filed by the deadline?

NEISD Result:

ACFR filed timely every year.

2. **Was there an unmodified opinion in the ACFR on the financial statements as a whole?**

A "qualification" on your financial report means that a district needs to correct some of its reporting or financial controls. A district's goal, therefore, is to receive an "unmodified opinion" on its ACFR. This is a simple "Yes" or "No" indicator.

NEISD Result:

Yes - Unmodified opinion every year

3. **Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?**

NEISD Result:

The District had made all required payments on its debt agreements.

4. **Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?**

NEISD Result:

The District made timely payments.
Indicator passed; ceiling not triggered.

5. **Was the Total Unrestricted Net Position Balance (Net of the Accretion of Interest for Capital Appreciation Bonds) in the Governmental Activities Column in the Statement of Net Position greater than zero? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.)**

This indicator is not being scored.

North East Independent School District Schools FIRST Indicators & Results

- 6. Was the average change in fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?**

This indicator measures the percentage change in fund balance to see whether the fund balance is declining too quickly, and if it is declining, whether sufficient fund balance remains to operate for at least 75 days.

NEISD Result:

Yes: $0.067 < 0.25$

Indicator passed; ceiling not triggered.

- 7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?**

This indicator measures how long in days after the end of the fiscal year the school district could have disbursed funds for its operating expenditures without receiving any new revenues. Did the district meet or exceed the target amount?

NEISD Result:

2020-2021	124.609 days	10 points
2019-2020	111.713 days	10 points
2018-2019	95.019 days	10 points

Scoring Scale:

>=90	10 points
<90 to 75	8 points
<74 to 60	6 points
<60 to 45	4 points
<45 to 30	2 points
<30	0 points

North East Independent School District Schools FIRST Indicators & Results

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?

This indicator measures whether the school district had sufficient short-term assets at the end of the fiscal year to pay off its short-term liabilities. Did the district meet or exceed the target amount?

NEISD Result:

2020-2021	1.809	4 points
2019-2020	1.859	4 points
2018-2019	1.646	4 points

Scoring Scale:

>=3.00	10 points
<3.00 to 2.50	8 points
<2.50 to 2.00	6 points
<2.00 to 1.50	4 points
<1.50 to 1.00	2 points
<1.00	0 points

9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?

This indicator simply asks, "Did the district spend more than earned?"

NEISD Result:

2020-2021	Revenues exceed expenditures	10 points
2019-2020	Revenues exceed expenditures	10 points
2018-2019	Revenues exceed expenditures	10 points

NEISD Result:

2020-2021	124.609 days	10 points
2019-2020	111.713 days	10 points
2018-2019	95.019 days	10 points

10. Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?

This indicator is not being scored.

North East Independent School District Schools FIRST Indicators & Results

- 11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.)**

This question is like asking someone if their mortgage exceeds the market value of their home. Was the district below the cap for this ratio?

NEISD Result:

2020-2021	0.7367	6 points
2019-2020	0.7572	6 points
2018-2019	0.7411	6 points

Scoring Scale:

<=.60	10 points
>.60 to .70	8 points
>.70 to .80	6 points
>.80 to .90	4 points
>.90 to 1.00	2 points
>1.00	0 points

- 12. Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments?**

This indicator asks about the school district's ability to make debt principal and interest payments. Did you meet or exceed the target amount in School FIRST?

NEISD Result:

2020-2021	3.0448	10 points
2019-2020	3.3237	10 points

Scoring Scale:

<= 4.0	10 points
>4<= 7.0	8 points
>7<=10.0	6 points
>10<=11.5	4 points
>11.5<=13.5	2 points
>13.5	0 points

North East Independent School District Schools FIRST Indicators & Results

13. Was the school district’s administrative cost ratio equal to or less than the threshold ratio?

TEA and state law sets a cap on the percentage of a school district’s budget that Texas school districts can spend on administration. Did NEISD exceed the cap for districts of its size?

NEISD Result:

2020-2021	\$0.0545	10 points
2019-2020	\$0.0533	10 points
2018-2019	\$0.0551	10 points

Scoring Scale:

<=0.0855	10 points
>0.0855 to 0.1105	8 points
>0.1105 to 0.1355	6 points
>0.1355 to 0.1605	4 points
>0.1605 to 0.1855	2 points
>0.1855	0 points

14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)

If the school district had a decline in students over three school years, this indicator asks if the school district decreased the number of the staff on the payroll in proportion to the decline in students.

NEISD Result:

2020-2021	Yes	10 points
2019-2020	Yes	10 points
2018-2019	Yes	10 points

State Standard:

Yes	10 points
No	0 points

15. Was the school district’s ADA within the allotted range of the district’s biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA’s projections?

This indicator is not being scored.

North East Independent School District Schools FIRST Indicators & Results

- 16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district’s ACFR result in a total variance of less than 3 percent of all expenditures by function?**

This indicator measures the quality of data reported to PEIMS and in the ACFR to make certain that the data reported in each case “matches up.” If the difference in numbers reported in any fund type is more than 3%, the district “fails” this measure.

NEISD Result:

Yes – 0 < 0.03

Indicator passed; ceiling not triggered.

- 17. Did the external independent auditor report that the ACFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?**

A clean audit of the ACFR would state that the district has no material weaknesses in internal controls. Any internal weaknesses create a risk of NEISD not being able to properly account for its use of public funds and should be immediately addressed.

NEISD Result:

No material weaknesses in any fiscal year.

Indicator passed; ceiling not triggered.

- 18. Did the external independent auditor indicate the ACFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?**

Did the District comply with laws, rules and regulations for a governmental entity?

NEISD Result:

2020-2021	Yes	10 points
2019-2020	Yes	10 points
2018-2019	Yes	10 points

State Standard:

Yes	10 points
No	0 points

North East Independent School District Schools FIRST Indicators & Results

- 19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district’s fiscal year end?**

This indicator measures whether the district is complying with legal requirements related to financial transparency by posting all required information.

NEISD Result:

2020-2021

5 points

2019-2020

5 points

State Standard:

Yes

5 points

- 20. Did the school board members discuss the district’s property values at a board meeting within 120 days before the district adopted its budget?**

This indicator measures whether the school board has the opportunity to consider the impact of changes in property value on the finances of the district.

NEISD Result:

Yes, the school board discussed property values at a meeting within 120 days before the district adopted its budget.

Indicator passed; ceiling not triggered.

North East Independent School District

Appendix A: Superintendent's Contract

The current contract for Dr. Sean Maika, NEISD Superintendent, is posted on the NEISD web site @

<https://www.neisd.net/cms/lib/TX02215002/Centricity/Domain/170/Superintendent%20Contract%20Sean%20Maika%202022-2023.pdf>

North East Independent School District

Appendix B: Reimbursable Expenditures to Board Members and the Superintendent For the Year Ended June 30, 2022

	Meals	Lodging	Transportation	Fuel	Other	Total
Dr. Sean Maika	\$ 99.42	570.96	867.28	749.41	217.07	2,504.14
Mrs. Shannon Grona	102.23	412.02	90.00	298.00	-	902.25
Mrs. Sandy Hughey	89.34	775.10	-	392.52	-	1,256.96
Mr. Omar Leos	44.41	-	-	90.08	-	134.49
Mrs. Diane Sciba Villarreal	-	-	-	-	-	-
Mr. David Beyer	35.50	-	-	-	-	35.50
Mrs. Terri Williams	66.75	-	-	79.56	-	146.31
Mrs. Sandy Winkley	76.59	412.02	-	-	-	488.61
Mrs. Marsha Landry	-	-	-	-	-	-
Mr. Steve Hilliard	18.09	-	-	-	-	18.09
	<u>\$ 532.33</u>	<u>\$ 2,170.10</u>	<u>\$ 957.28</u>	<u>\$ 1,609.57</u>	<u>\$ 217.07</u>	<u>\$ 5,486.35</u>

Note: Reimbursements include amounts paid by the District on-behalf of the individuals listed above as well as actual reimbursements. The category “Other” includes registration for seminars and meetings and amounts provided for benefits not specified in the Superintendent’s Employment Contract. The “Meals” category excludes meals purchased for Board of Trustee meetings.

North East Independent School District

Appendix C: Business Transactions Between Board and/or Related Family Members and NEISD For the Year Ended June 30, 2022

Board Member	Transactions
Mrs. Shannon Grona	\$ -
Mrs. Marsha Landry	-
Mrs. Sandy Hughey	-
Mr. Steve Hilliard	-
Mrs. Diane Sciba Villarreal	-
Mr. David Beyer	-
Mrs. Terri Williams	-
Mrs. Sandy Winkley	-
Mr. Omar Leos	-
Total	<u>\$ -</u>

North East Independent School District

Appendix D: Superintendent's Outside Income For the Year Ended June 30, 2022

Source	Superintendent's Outside Income
Dr. Sean Maika	\$ -
Total	<u>\$ -</u>

North East Independent School District

Appendix E: Gifts to Superintendent Or Board Members For the Year Ended June 30, 2022

	<u>Gifts</u>
Dr. Sean Maika	\$ -
Mrs. Shannon Grona	-
Mrs. Marsha Landry	-
Mrs. Sandy Hughey	-
Mr. Steve Hilliard	-
Mrs. Diane Sciba Villarreal	-
Mr. David Beyer	-
Mrs. Terri Williams	-
Mr. Omar Leos	-
Mrs. Sandy Winkley	-
	<u>\$ -</u>

Note: State law requires disclosure of gifts with an aggregate value of \$250 or greater by a vendor or by an entity that proposed on a bid to provide goods or services to the District.



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Dan Villarreal
Susan Lackorn, Executive Director
Finance and Accounting
Jeff Coats, Senior Director
Accounting & Payroll

Subject: Annual Comprehensive
Financial Report for the Year
Ended June 30, 2022

Related Page(s): Attachment

ACTION ITEM

BACKGROUND INFORMATION

The Texas Education Code (44.008) requires school districts to submit a copy of the Annual Comprehensive Financial Report (Annual Report) with accompanying management letter to the Division of School Financial Audits of TEA within 150 days following the end of the school district's fiscal year, which ended June 30, 2022.

ADMINISTRATIVE CONSIDERATION

The firm ABIP, PC is engaged to audit the report and present it to the Board of Trustees for review. Under the law, the Board may either approve or disapprove the report. The decision of the Board must be certified within the Annual Report and be forwarded to the Texas Education Agency. The President and Secretary of the Board must sign the Certificate of Board.

BUDGETARY CONSIDERATION

The audit fee is included in the annual budget.

ADMINISTRATIVE RECOMMENDATION

It is recommended that the Annual Comprehensive Financial Report for the year ended June 30, 2022, be accepted, signed and filed as required under law.

BOARD ACTION REQUIRED

Approval/Disapproval



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Dan Villarreal
Susan Lackorn, Executive Director
Finance and Accounting

Subject: Tax Roll Approval

Related Page(s): Tax Roll Statement

CONSENT ITEM

BACKGROUND INFORMATION

Section 26.09(e) of the Tax Code requires taxing entities approve the initial Tax Roll provided by the Bexar County Tax Assessor-Collector.

ADMINISTRATIVE CONSIDERATION

This is an annual agenda item done by taxing entities. The property values in the Certified Tax Roll are accurate as of October 1, 2022, and are not the same as the Certified Appraisal provided by the Bexar County Appraisal District in July. The Certified Appraisal included significant estimates of property still under review by the Appraisal Review Board. The Certified Tax Roll includes all adjustments made to the Roll from the July appraisal through October 1.

BUDGETARY CONSIDERATION

No budgetary consideration required.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Tax Roll Statement provided by the Bexar County Tax Assessor-Collector for tax year 2022 for the North East Independent School District.

BOARD ACTION REQUIRED

Approval/Disapproval

2022 CERTIFIED TAX ROLL AS OF OCTOBER 1, 2022

TAX ASSESSMENT ROLLS OF NORTH EAST ISD FOR THE YEAR 2022 SHOW THE FOLLOWING SUMMARIES:

ROLL	NUMBER ACCTS	MARKET VALUE	TAXABLE VALUE	FREEZE LOSS	TOTAL LEVY
REAL PROPERTY	128,152	58,197,210,574	47,778,408,289	27,760,958.59	537,028,871.70
PERSONAL PROPERTY	13,109	3,607,128,072	3,323,195,451	.00	39,559,811.37
MOBILE HOME PROPERTY	0	0	0	.00	.00
MINERAL PROPERTY	0	0	0	.00	.00
OTHER PROPERTY	0	0	0	.00	.00
TOTAL	141,261	61,804,338,646	51,101,603,740	27,760,958.59	576,588,683.07

RATE OF TAXATION ASSESSMENT RATIO 100%
TOTAL TAX RATE 01.182200

ALBERT URESTI, MPA, PCAC
TAX ASSESSOR-COLLECTOR BEXAR COUNTY
BY :





NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Dan Villarreal
Valerie Rueda Executive Director
Procurement & eCommerce

Subject: \$50,000 Purchases

Related Page(s): Attachment

CONSENT ITEM

BACKGROUND INFORMATION

Texas Education Code §44.031 requires all school district contracts, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for each 12-month period shall be made by one of the methods listed in the Code providing the best value for the district. Board Policy CH (LOCAL) states, "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services costing \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place."

ADMINISTRATIVE CONSIDERATION

The purpose of this consent item is to ask for Board authorization to expend funds for previously approved budgeted expenditures for 2022-2023, which meet or exceed \$50,000 from the attached listed vendors. The attachment reflects categories of purchases, vendor names, descriptions of goods or services and estimated 2022-2023 expenditures. These purchases comply with applicable bid laws. The attachment includes estimated aggregate expenditures exceeding \$50,000 during the school year. By approving this consent item, each approved budgeted item will not have to be presented again, saving considerable time and resources.

BUDGETARY CONSIDERATION

The estimated expenditure amounts are budgeted in various District accounts which were approved at the Board of Trustees meeting on June 23, 2022. Funds being expended include general funds, bond funds, grant funds, special revenue funds, internal service funds and enterprise funds.

ADMINISTRATIVE RECOMMENDATION

The Superintendent recommends the Department of Procurement & eCommerce be authorized to expend funds listed in the attachment for fiscal year 2022-2023.

BOARD ACTION REQUIRED

Approval/Disapproval

ATTACHMENT
BUDGETED PURCHASES OF GOODS OR SERVICES COSTING \$50,000 OR MORE
NEISD BOARD MEETING NOVEMBER 14, 2022

Category	Vendor(s) Name	Description of Goods/Services	Estimated Expenditures 2022-2023	Bid Compliance	Notes
Engineering	Big State Electric	JOC for General Building Repairs & Renovations	\$292,000	22-21	October Board approved \$200,000 for a different project, additional \$92,000 needed to activate 2 portable classrooms at Johnson HS.
Police Department	BryComm	Door Access Supplies	\$409,000	57-20	June Board approved \$310,000, additional \$99,000 needed for access control supplies to be used district wide.
School Nutrition Services	NJ Malin Associates LLC	Forklift for Warehouse	\$150,000	100-18	September Board approved \$107,158, additional \$42,842 needed to purchase a forklift.
School Nutrition Services	Pasco Foodservice	Cafeteria Small Equipment	\$105,500	37-22	Purchase over \$50K requires board approval.
Special Education	Procure Therapy	Bilingual SLP Intern	\$97,680	01-23	Purchase over \$50K requires board approval.
Special Education	Star Autism Support	Teacher Training	\$182,531	02-20	Purchase over \$50K requires board approval.
Special Education	Stetson & Associates, Inc.	Consulting - Staffing Review	\$54,500	02-20	Purchase over \$50K requires board approval.
Textbooks	Houghton Mifflin Harcourt	Science/Math Textbooks, Digital Licenses	\$1,058,500	08-20	September Board approved \$913,295, additional \$145,205 needed for Spanish Go Math Texas.
Textbooks	NWEA	Textbooks	\$290,000	84-19	June Board approved \$256,000, additional \$34,000 needed for Reading Fluency Add-on.

RFP #21-23
Technology Server and Infrastructure Equipment and Service

On Tuesday, October 11, 2022 at 10:30 a.m. Central Standard Time, RFP #21-23 was received for Technology Server and Infrastructure Equipment and Service. It is recommended that the bid be awarded to the following companies for a total bid amount of \$1,500,000. Bid requests were mailed to all known companies and advertised in the Hart Beat Newspaper.

Vendor	Catalog
Bud Griffin & Associates	Leibert Catalog
Computer Solutions	Cisco Catalog
Layer 3 Communications	IBM Catalog
LightSpeed IS	Dell Catalog
MinnTek Solutions	HPE Server Catalog (Non Aruba Equipment)
Anticipated Expenditure	\$ 1,500,000

RFQ #10-23
Special Education Professional Services

On Tuesday, September 20, 2022 at 10:00 a.m. Central Standard Time, RFQ #10-23 was received for Special Education Professional Services. It is recommended that the bid be awarded to the following companies for a total bid amount of \$2,000,000. Bid requests were mailed to all known companies and advertised in the Hart Beat Newspaper.

Vendor	Catalog
Accountable Healthcare Staffing, Inc., AMN Allied Services, LLC, Donald L. Mooney Enterprises, LLC dba Nurses Etc. Staffing, DOTCOM Therapy, La Luna Pediatric Therapy, PLLC, Modern Assessment Group, LLC, ProLink Healthcare, LLC, RCM Technologies (USA), Inc., dba RCM Health Care Services, SHC Services, Inc. dba Supplemental Health Care, The Stepping Stones Group, LLC	
Anticipated Annual Expenditure	\$ 2,000,000

RFP #18-23
Stop Loss Insurance

On Friday, October 21, 2022 at 2:00 p.m. Central Standard Time, RFP #18-23 was received for Stop Loss Insurance. It is recommended that the bid be awarded to the following company for a total bid amount of \$2,340,071. Bid requests were mailed to all known companies and advertised in the Hart Beat Newspaper.

Vendor	Catalog
Blue Cross and Blue Shield of Texas	
Anticipated Annual Expenditure	\$ 2,340,071

RFP #19-23
On-Site Refueling

On Wednesday, October 12, 2022 at 2:00 p.m. Central Standard Time, RFP #19-23 was received for On-Site Refueling. It is recommended that the bid be awarded to the following company for a total bid amount of \$450,000. Bid requests were mailed to all known companies and advertised in the Hart Beat Newspaper.

Vendor	Catalog
Marshall Distributing	
Anticipated Annual Expenditure	\$ 450,000



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Anthony J. Mitchell
Ish Flores, Interim
Executive Director, CM&E

Subject: ESSER-III Upgrade Campus Access Control Systems Related Page(s): Attachment
District-Wide Project – Bid Award Approval

CONSENT ITEM

BACKGROUND INFORMATION

Bids were received for the Upgrade Campus Access Control Systems District-Wide Project on October 6, 2022 at 2:00 p.m. in Room 210 of the North East ISD Richard A. Middleton Education Center. The consulting firm of Combs Consulting Group is employed as the professional consulting team on this project. The ESSER-III Program includes funding to convert the District's Continental Safety & Security System to a Genetec Platform integrating both access control devices and security cameras into one-uniform operating system across all District campuses and separate facilities. The project was divided into packages A, B, and C to allow the District the option of selecting multiple contractors which represents the best value to the District. Package A includes campuses serviced by the Reagan HS and Johnson HS Hubs. Package B includes campuses serviced by the Churchill HS, Bradley MS, and Madison HS Hubs. Package C includes campuses serviced by the LEE HS, Richard A. Middleton Education Center (RAMEC), and Roosevelt HS Hubs.

ADMINISTRATIVE CONSIDERATION

This project is included in the ESSER-III Program.

BUDGETARY CONSIDERATION

The ESSER III program budget for this project equals \$1,900,000.00. The Board Approved construction Budget for the Upgrade Campus Access Control Systems District-Wide project equals \$1,750,000.00. Total bid costs for the project equals \$973,316.55.

RECOMMENDATION

The Interim Executive Director of Construction Management and Engineering, District staff, and project consultant (Combs Consulting Group) recommend that the District contract with Sixty Integrated at a total bid cost of \$752,529.54 (Package B and C) and Brycomm at a total bid cost of \$220,787.01 (Package A) for a total bid cost of \$973,316.55 to execute the Upgrade Campus Access Control Systems District-Wide project. It is further recommended that the Board of Trustees grant the Superintendent, Chief Operations Officer, and the Interim Executive Director of Construction Management and Engineering authority to execute this contract.

BOARD ACTION REQUIRED

Approval/Disapproval

BID TAB: UPGRADE CAMPUS ACCESS CONTROL SYSTEMS DISTRICT-WIDE PROJECT
RFCSP NO. 08-23
BID DATE: OCTOBER 6, 2022 @ 2:00 PM

Consultants: Combs Consulting Group

Package Combination		Bidders						Package Combination Total	
		3Sixty Integrated			Brycomm				Johnson Controls, Inc
		A	B	C	A	B	C		
1	3Sixty: Package A Brycomm: Package B & C	\$192,804.59				\$358,079.18	\$591,695.65	No bid	\$1,142,579.42
2	3Sixty: Package B Brycomm: Package A & C		\$279,911.02		\$220,787.01		\$591,695.65	No bid	\$1,092,393.68
3	3Sixty: Package C Brycomm: Package A & B			\$472,618.52	\$220,787.01	\$358,079.18		No bid	\$1,051,484.71
4	Brycomm : Package A 3Sixty: Package B & C		\$279,911.02	\$472,618.52	\$220,787.01			No bid	\$973,316.55
5	Brycomm: Package B 3Sixty: Package A & C	\$192,804.59		\$472,618.52		\$358,079.18		No bid	\$1,023,502.29
6	Brycomm: Package C 3Sixty: Package A & B	\$192,804.59	\$279,911.02				\$591,695.65	No bid	\$1,064,411.26
Total Award per Bidder		\$752,529.54			\$220,787.01			\$973,316.55	

Note:

For 3Sixty: Package A = \$192,804.59 Package B = \$279,911.02 Package C = \$472,618.52
 For Brycomm: Package A = \$220,787.01 Package B = \$358,079.18 Package C = \$591,695.65



NORTH EAST INDEPENDENT SCHOOL DISTRICT

Date: November 14, 2022

Presenter: Anthony J. Mitchell
Ish Flores, Interim
Executive Director, CM&E

Subject: Professional Services Contracts, Construction Contracts, and
Related Contract Amendments Supporting the 282 ESSER-III
and M&O Program Funds Design and Construction Requirements

Related Page(s): Attachment

CONSENT ITEM

BACKGROUND INFORMATION

The Texas Education Agency approved the District's request for use of 282 ESSER-III Program funds in support of HVAC upgrades projects on Oct. 2, 2021. 282 ESSER-III projects require supporting professional services contracts to perform: (1) architectural services; (2) mechanical-electrical-plumbing, structural, and civil engineering services; (3) technology services; (4) geotechnical investigations; (5) material testing services; (6) test-balance-commissioning services; and (7) post-construction/warranty services.

ADMINISTRATIVE CONSIDERATION

These professional services contracts, construction contracts, and related contract amendments support the development and construction of approved projects included in the 282 ESSER-III and M&O funded program requirements. Contracts and contract amendments exceeding \$50,000.00 in value must be approved by the Board of Trustees.

BUDGETARY CONSIDERATION

Funding for these professional services contracts, construction contracts, and related contract amendments are included in the 282 ESSER-III and M&O funded programs.

ADMINISTRATIVE RECOMMENDATION

It is recommended for the Board of Trustees to approve the Professional Services Contracts, Construction Contracts, and Related Contract Amendments in support of the 282 ESSER-III and M&O funded program requirements (see Attachment). It is further recommended for the Board of Trustees to grant the Superintendent, the Chief Operations Officer, and the Interim Executive Director of Construction Management and Engineering authority to execute the contracts.

BOARD ACTION REQUIRED

Approval/Disapproval

ATTACHMENT

PROFESSIONAL SERVICES CONTRACTS, CONSTRUCTION CONTRACTS, AND RELATED CONTRACT AMENDMENTS
M&O and 282 ESSER III Program Funds **November 14, 2022**

Program	Project	Consultant or Construction Contract Award Date	Description of Service and/or Bid Delivery Method	Professional Services Consulting Firm or General Contractor or Service Vendor	Original Contract Value (Board Award)	Current Contract Value	Contract Amendment	New Contract Value
M&O	Campus Security Maintenance Agreement Project	14-Nov-2022	Provide 12-Month Maintenance Service for Security Cameras and Access Control Card Readers District-Wide - NEISD Bid# 22-21	DHS Security LLC dba 3Sixty Integrated	\$ 171,500.00	\$ 171,500.00	\$ -	\$ 171,500.00
Maintenance and Operation Fund (This Period)					\$ 171,500.00	\$ 171,500.00	\$ -	\$ 171,500.00
282 ESSER	District Unit Ventilator and Energy Recovery Unit HVAC Replacement Project- Bid Package A - Project E21.05A	14-Feb-2022	Construction Change Order	L.C Mosel Company	\$ 1,238,885.00	\$ 1,288,275.00	\$ 17,042.00	\$ 1,305,317.00
Elementary and Secondary School Emergency Relief III - 282 Fund (This Period)					\$ 1,238,885.00	\$ 1,288,275.00	\$ 17,042.00	\$ 1,305,317.00