

Agenda of Regular Meeting

The Board of Trustees Seguin ISD

A Regular Meeting of the Board of Trustees of Seguin ISD will be held August 25, 2020, beginning at 6:30 PM in the Board Room, 1221 E Kingsbury, Seguin, TX 78155.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. Call to Order

- A. Announcement that this meeting of the Seguin Independent School District has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.
- B. Pledges to the United States Flag and Texas Flag. Moment of silence.
- C. Superintendent Announcements

2. Audience with the Board

The Seguin ISD Board of Trustees designates a time for audience participation at the beginning of each meeting to hear persons who desire to make comments. In accordance with Board Policy BED(Local):

- A. those wishing to speak shall sign up before the meeting begins stating the concern or noting the agenda item they wish to address; audience participation is limited to five minutes; the Board shall not deliberate any subject that is not on the posted agenda.

3. Reports/Information Items:

- A. COVID-19 Public Health Support
- B. Update Regarding the Back to School Blueprint
- C. Seguin ISD 2020-2021 Kindergarten and First Grade Report Card
- D. Bond 2019 Project Update

4. Closed Session: Board will adjourn into closed session pursuant to the following sections of the Texas Open Meetings Act

- A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.
- B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).
 - 1. Discussion Regarding Career and Technical Education Director
- C. Pursuant to Texas Government Code Section § 551.072 - Discuss the purchase, exchange, lease, or value of real property.

5. **Reconvene to Open Meeting**, the Board will take appropriate action on items, if necessary, as discussed in Closed Session

A. Possible action on professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of a public employee(s).

1. Possible Action to Select Career and Technical Education Director

6. **Consent Agenda Items - Consider and Possible Approval as Applicable**

Policy BE (Local) states that the consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. All such items shall be acted upon by one vote without separate discussion, unless a Board Member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote as applicable.

A. Approval of Board Minutes of Regular Meeting - July 28, 2020, Special Meeting - August 3, 2020 and Special Meeting - August 12, 2020.

B. Approval of Tax Collection Reports for July 2020

C. Approval of Proposed Budget Amendments & Financial Statements for July 2020

D. Approval of Donations Received July 2020

E. Adoption of Order Setting the Tax Rate for 2020

F. Adult Meal Pricing for 2020-21 School Year

G. First Reading for Consideration or Approval of the Texas Association of School Boards (TASB) Policy Update 115, affecting LEGAL and LOCAL policies and Local District Update (LDU) FM(LOCAL)

H. County Extension Agents as Adjunct Staff Members

I. Extra-Curricular Activity Listing for 2020-2021

J. Consideration of Approval of the Texas Teacher Evaluation Support System (T-TESS) and Annual Teacher Review(ATR) Calendar and Procedures for 2020-2021

K. Consideration of Approval of Certified Appraisers for 2020-2021

L. Acknowledge Public Information Act Requests July - Aug. 2020

7. **Action Items**

A. TEA Waiver - Parent Notice Requirement for Students at Risk of Failure

B. Approval of the Updated Seguin ISD District of Innovation Plan

C. Possible Action to Approve the Order Declaring Election of Unopposed Candidates for Voting District One (1), Voting District Three (3) and Voting District (6)

D. Personnel Action Professional Employees

8. **Board Comments and Request**

9. **Adjourn**

INFORMATION ITEM: **COVID-19 Public Health Support**

RECOMMENDATION: That the Board of Trustees receive an update on the coordinated public health support provided from Guadalupe Healthcare Network and Guadalupe County Emergency Management.

RATIONALE: The COVID-19 global pandemic has required a significant response from school districts, emergency management, healthcare providers and hospitals. Locally, there has been a coordinated effort to assist school districts in reopening campuses.

BOARD POLICY REFERENCE: CK (LEGAL) (LOCAL) Safety Program/Risk Management

PAPERWORK IMPACT: Minimal

BUDGET IMPACT/ INFORMATION: None related to the coordination. Significant costs related to COVID-19.

EXHIBITS: GHN Letter

RESOURCE PERSONNEL: Kirsten Legore, Deputy Chief of Operations

Submitted by: Matthew Gutierrez Date Submitted: 08/25/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

August 10, 2020

Dear School Board Members,

We, the undersigned and/or attached, are physicians, physician assistants, and nurse practitioners living and working in Comal and Guadalupe Counties and the surrounding area. Many of us have children who attend public and private schools. Due to our concern for the health of our patients, children, colleagues, and the community as a whole during the COVID-19 public health crisis, we are writing to strongly advocate for the use of masks by all individuals when inside school buildings. Universal masking is imperative in protecting the health and safety of our students and staff.

Masks are most effective when worn by 100% of the population. Any reduction in the percentage of mask users within a confined area increases the potential for exposure to COVID-19 for all individuals. Thus, excluding children 10 years old and younger from a mask requirement endangers the health and safety for all elementary school students and staff. A study published in *JAMA Pediatrics* on July 30, 2020, found that “young children have equivalent or more viral nucleic acid in their upper respiratory tract compared with older children and adults.¹” This indicates that young children can spread this disease as effectively, if not more so, than older children and adults.

Additionally, face coverings reduce the need for quarantine and are the best chance schools have to remain open. Current guidelines state that anyone who has been within six feet for more than 15 minutes of a person with a positive case of COVID-19 must quarantine for a 14-day incubation period. If the individuals in contact are wearing masks, the interaction is not considered “close” and isolation is not required.

The very difficult and complex decision about how and when to re-open schools has been placed on your shoulders. We appreciate that this is an incredibly stressful situation and that face coverings, in particular, can be a contentious issue. For this reason, we believe the universal use of masks and face coverings should be clearly stated in a district-wide mandate.

Lastly, we are grateful for your investment in education and service to the community. We hope that our medical expertise can be a resource to you as we all work to keep our schools safe and healthy. Thank you for your time and consideration. Please contact us with any questions, needs, or requests for additional information.

Sincerely,

GHN Leadership and Individual physicians, physician assistants, and nurse practitioners living and working in Comal and Guadalupe Counties as attached

GHN Leadership and Individual physicians, physician assistants, and nurse practitioners living and working in Comal and Guadalupe Counties:

¹ JAMA Pediatric: Research Letter, July 30, 2020, Age-Related Differences in Nasopharyngeal Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) Levels in Patients With Mild to Moderate Coronavirus Disease 2019 (COVID-19) <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2768952>

As ratified in their support – Physician and Hospital Board Members of Guadalupe Healthcare Network, representing 250 physicians in Comal, Guadalupe, Wilson and Karnes Counties

As well as the following individuals:

Warren A. Albrecht, M.D.	Family Medicine	Hill Country Medical Associates, New Braunfels
Antonio Alvarado, MD	Nephrologist	San Antonio Kidney Center, New Braunfels
Juan Arenas-Herrera, MD	Internal Medicine (Hospitalist)	Guadalupe Regional Medical Center, Seguin
Jayne Baker, PA-C	Family Medicine	Hill Country Medical Associates, New Braunfels
James Bartay, MD	Family Medicine	River Acres Medical Group, PA, New Braunfels
Michael Benca, MD	Cardiology	New Braunfels Cardiology, New Braunfels
Sheri Boyd, MD	Cardiology	New Braunfels Cardiology, New Braunfels
Mesha Box, R.N., FNP-C	Family Medicine	Hill Country Medical Associates, New Braunfels
Jodi Brannen, MD	OB/Gyn	Guadalupe Regional Medical Group, Seguin
Emily Briggs, MD	Family Medicine with Obstetrics	Briggs Family Medicine, PLLC, New Braunfels
Carlos Campos, MD	Family Medicine	Carlos Campos MD PA, New Braunfels
Ivonne Carreon, MD	Pediatrics	River Valley Pediatrics, New Braunfels
Sarah Doss, MD, MPH	Family Medicine	Texas State Univ. Student Health Center, San Marcos
Joel Dunnington, MD	Diagnostic Radiology	New Braunfels
Jessica Edwards, DO	Family Medicine with Obstetrics	Zara Medical Aesthetics, PLLC, New Braunfels
Yasser Farra, DO	Cardiology	New Braunfels Cardiology, New Braunfels
Kyle H. Fehlis, M.D.	Family Medicine	Hill Country Medical Associates, New Braunfels
Antonio Flores, MD	Family Medicine	Walnut Springs Family Health, Seguin
Cassandra Fossler, PA	Family Medicine	Guadalupe Family Health, Seguin
G. Marcus Franklin, MD	ENT	G. Marcus Franklin MD, & Associates, New Braunfels
Melissa Garcia, MD	Pediatrics	Bluebonnet Pediatrics, New Braunfels
Ronnie Garcia, MD	Cardiology	Mission Cardiovascular Consultants, PA, Seguin
Osvaldo Gigliotti, MD	Interventional Cardiology,	Cardiology New Braunfels Cardiology, New Braunfels
Kevin Glynn, PA	Pediatrics	Mission Pediatrics, PA, Seguin
Filomeno Gonzalez, MD	Family Medicine	Partners in Primary Care, New Braunfels
Aleesa Griffin, PA-C	Family Medicine	Hill Country Medical Associates, New Braunfels
Tanya Grun, MD	Family Medicine	Abundant Health! Family Medicine, New Braunfels
Priyanka Gupta, MD	Allergy/Immunology	Central Texas Allergy & Asthma, New Braunfels
Frank Hampel, MD	Allergy/Immunology	New Braunfels
Jennifer Hennessee, MD	ENT	Guadalupe Ear, Nose and Throat PA, Seguin
Michael G. Hindman, M.D.	Family Medicine	Hill Country Medical Associates, New Braunfels
Susan Hudson, MD	Fertility Specialist	Texas Fertility Center, New Braunfels
Randal K. Jacks, M.D.	Family Medicine	Hill Country Medical Associates, New Braunfels
Lin Johnson, MD	Nephrology	San Antonio Kidney Center, New Braunfels
Alyson Kirchner, MD	OB/Gyn	Guadalupe Regional Medical Group, Seguin
Jodi Koenig, APRN	Pediatrics	Geronimo Village Pediatrics, Seguin
Wendi Konomos, RN, GNP-BC	Family Medicine	Hill Country Medical Associates, New Braunfels
Charles Lano, MD	ENT	Hill Country Ear, Nose, & Throat, PA, New Braunfels
Scott Lawson, MD	Oncologist	Texas Oncology, New Braunfels
John Y. Lee, M.D.	Family Medicine	Hill Country Medical Associates, New Braunfels
Nathan Lesch, NP	Family Medicine	Carlos Campos, P.A., New Braunfels
Sarah Lester, MD	Family Medicine (Hospitalist)	Guadalupe Regional Medical Center, Seguin
Michele Lopez-Glynn, MD	Pediatrics	Mission Pediatrics, PA, Seguin
Dolores Major, MD	Anesthesiology	Anesthesia Associates of Seguin
Whitney Mitchell, MD	Psychiatry	New Braunfels
Whitney Morgan, MD	Pediatrics	Honeybee Pediatrics, Seguin
Zack Nash, MD	Vascular Surgery	New Braunfels Cardiology, New Braunfels

Jason A. Nelson, M.D.	Family Medicine	Hill Country Medical Associates, New Braunfels
Dorothy N. Overman, M.D.	Family Medicine	Hill Country Medical Associates, New Braunfels
Jatin Patel, DO	Pediatric Cardiology	Alamo Children's Heart Center, PA, New Braunfels
Ramona Peck, MD	Pediatrics	New Braunfels Pediatric Associates, New Braunfels
Thomas Raetzsch, MD	Family Medicine	Thomas Raetzsch, MD, Seguin
Robert W. Rakowczyk, MD	Family Medicine	Christus Family Medicine
William E. Reeves, M.D.	Family Medicine	Hill Country Medical Associates, New Braunfels
Julie Remo, MD	Cardiology	Mission Cardiovascular Consultants, PA, Seguin
David Rider, MD	Family Medicine	Guadalupe Family Health, PA, Seguin
James Rider, DO	Family Medicine	Guadalupe Family Health, PA, Seguin
Phillip Rinn, MD	Family Medicine with Obstetrics	Phillip Rinn, MD, Seguin
Mario Rossbach, MD	Vascular Surgery	New Braunfels Cardiology, New Braunfels
Frank Rubalcava, MD	Cardiology	New Braunfels Cardiology, New Braunfels
Robert Ryan, MD	Urology	Guadalupe Regional Medical Group, Seguin
Bhupinder Sangha, MD	Intensivist	Guadalupe Regional Medical Group, Seguin
Joseph Schuerger, MD	Family Medicine	Guadalupe Family Health, PA, Seguin
Tyrus Schroeder, MD	Pulmonary Disease, Sleep Med	Tyrus Schroeder, MD, New Braunfels
Brian Scott, MD	Neonatal/Perinatal Med, Pediatrics	Guadalupe Regional Medical Center, Seguin
Spencer Skelton, MD	Colorectal Surgery	Colorectal Surgery Services, New Braunfels
Brian W. Stigall, M.D.	Family Medicine	Hill Country Medical Associates, New Braunfels
Linda Sullivan, DO	Family Medicine	Live Oak Family Health, PA, Seguin
Darrell Svatek, PA-C	Family Medicine	Hill Country Medical Associates, New Braunfels
Nicole Talbot, DO	Family Medicine	Seguin Family Medicine, PA, Seguin
Daniel Thull, PA-C	Family Medicine	Dean Zincone, MD PA, Seguin
Theodor Trusevich, MD	Cardiology	New Braunfels Cardiology, New Braunfels
Jay Weinberg, MD	Pediatrics	New Braunfels Pediatrics, New Braunfels
Megan Wenzel, FNP	Family Medicine	Guadalupe Family Health, Seguin
G. Steven White, MD	Orthopedic Surgery	G. Steven White, M.D., P.A., Seguin
Madelyn Woods, PA	Family Medicine	Guadalupe Family Health, Seguin
Sharon Wright, MSN, APRN, FNP-C	Family Medicine	Hill Country Medical Associates, New Braunfels

INFORMATION ITEM: **Update Regarding the Back to School Blueprint**

RECOMMENDATION: That the Board of Trustees receives an update regarding the Back to School Blueprint.

RATIONALE: The purpose of this update is to share the most recent updates that have been made to the blueprint document. The document is the culmination of the Reopening School Task Force that has been working with campus and district representatives to ensure SISD is ready to begin the 2020 - 2021 school year in a safe, responsible, and responsive manner.

REFERENCE and COMPLIANCE: Strategic Priority #1 Improve student learning through improved instructional practice


PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: Back to School Blueprint

RESOURCE PERSONNEL: Mark Cantu, Chief Academic Officer

Submitted by: Matthew Gutierrez Date Submitted: 08/25/20
(Signature) Dr. Matthew Gutierrez, Superintendent
(Name) 1221 E. Kingsbury St., Seguin, TX 78155
(Address) (830) 401-8614
(Telephone)

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BLUEPRINT



SEPTEMBER 8, 2020





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Seguin ISD Board of Trustees

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 Glenda Moreno, Trustee, District 7

 Dr. Matthew Gutierrez, Superintendent of Schools



INTRODUCTION AND DISTRICT PRIORITIES

The Seguin ISD board of trustees, administration and team of educators look forward to welcoming students back to school on September 8, 2020.

Despite the challenges with COVID-19, our district will continue to provide excellent education to our students, which will include both in-person (face-to-face) and remote learning environments. As the public health crisis continues, we have been planning for the opening of the 2020-21 school year with a focus on the health, safety and well-being of our staff, students and community.

While Seguin ISD is planning for two different instructional environments, our plan follows recommendations for school opening and operations provided by the Centers for Disease Control and Prevention (CDC), the Texas Education Agency (TEA), and state and local health officials.

The situation with COVID-19 is continuously changing, as are the protocols and measures needed to keep students and staff safe. Plans will remain flexible to accommodate potential changes and these guidelines may be modified as needed. This document will be fluid and changes will be made accordingly. As adjustments may be necessary throughout the coming school year, it will be our priority to keep the community informed of those changes and updates. The most up-to-date information will be posted on the Seguin ISD website (www.seguinisd.net) and district social media outlets.

Our planning process has continuously evolved around new information and guidance that we receive from the state. Our Task Force, subcommittees and administrators have planned with the following key priorities and focus areas in mind:

KEY PRIORITIES AND FOCUS AREAS

PUBLIC HEALTH AND SAFETY

INSTRUCTIONAL CONTINUITY

MAINTAINING WORKFORCE

PARENT CHOICE

EQUITY

INNOVATION

COMMUNICATION



FEEDBACK AND INPUT: TASK FORCE AND SURVEYS

TASK FORCE

The Task Force for Reopening Schools, comprised of district and campus administrators, was created by the superintendent to:

- Formulate a plan to bring students and staff back to buildings in a manner that is safe and responsive.
- Prepare for gradual relaxations of social distancing, waves of stopping and starting with possible 14 to 28 day rolling closures.
- Consider partial or staggered openings.

Task Force subcommittees included School Operations which addressed public health concerns, school meals and transportation; School Personnel; Academics; Whole Child Supports; and Distance Learning.

TASK FORCE MEMBERS

CHANDA BLOCH	JACOB GALVAN	SEAN HOFFMANN	CINDY MORENO
CINDY BORDEN	DR. MATTHEW GUTIERREZ	ANDREA JARAMILLO	DANICA MURILLO
MARK CANTU	MARY HERNANDEZ	KIRSTEN LEGORE	JAMES PIZANA
DR. JAMES DIAZ	TONY HILLBERG	BILL LEWIS	PETE SILVIUS

SURVEYS

In preparation for effective planning in each key area of work, it was critical to receive feedback from our families and teaching staff regarding their experiences during school closure in the spring and feedback on concerns and needs as we plan for the fall.

STAKEHOLDER SURVEY

District families and staff were surveyed June 24 - July 1, 2020 in an effort to seek feedback on safety and health concerns for opening schools in August. A total of 3,397 stakeholders participated, including 2,096 parents/guardians, 553 staff, 301 parent/staff and 447 community members. At the time, parents/guardians were nearly split on whether they were comfortable with their children returning from school. About 60 percent of staff respondents

were comfortable with returning to work.

STAFF SURVEY

After July 1, COVID-19 cases skyrocketed throughout the region. A survey was shared with Seguin ISD staff July 13-20 to gauge feedback on possibly delaying the start of school to September 8. Of the 684 respondents, 78.65 percent favored the delayed start concept. Additionally, 13.6 percent wanted to keep the August start date and 7.75 percent provided input on alternative options.

TOWN HALL SURVEY

During a July 15 virtual Town Hall meeting designed to update stakeholders on the return to school plan, participants had the opportunity to submit questions and provide input on whether to return to school as planned on August 20 or delay the start of school. Of the 195 respondents, 81.5 percent were in favor of a delayed start date.



FALL 2020: INSTRUCTIONAL INFORMATION FOR FAMILIES

This fall, Seguin ISD will be implementing instructional practices to provide consistency across learning environments and ensure the safety of students and staff.

CLASSROOM INSTRUCTION AND REMOTE INSTRUCTION

Regardless of learning environment, Seguin ISD is committed to ensuring that students have an equitable experience and access to high quality instruction:

- Students will interact with instruction in two different environments (face-to-face and virtual/remote) making it necessary for teacher teams to plan instruction that is content-consistent, yet environment-specific to ensure equitable learning opportunities for all students.
- Seguin ISD will utilize the strategies and best practices associated with blended learning to design learning activities for all students.
- Learning experiences are designed to meet the needs and environment of the learner where they are.
- Students, regardless of learning environment, will engage in high quality learning experiences aligned to the Seguin ISD curriculum and Texas Essential Knowledge and Skills.

- Students who begin the year in classroom learning at school may move into remote learning for a period of time if needed for school closure due to student/staff illness or county or state regulations.
- Both the remote and face-to-face experience will utilize Seesaw (PK-5) and Google Classroom (6-12), provide similar expectations around coursework and follow the same [grading guidelines](#).
- Students with disabilities will continue to receive all services as prescribed by their Admission, Review and Dismissal committee and outlined in their individualized education plan or as prescribed in their §504 Student Services Plan.

FACE-TO-FACE LEARNING

Under this option, students and teachers will attend class in-person, five days a week, with additional safety measures in alignment with state and federal guidelines and recommendations.

- In this setting, teachers will provide face-to-face instruction, learning resources and support utilizing Seesaw (K-5) and Google Classroom(6-12).
- Teachers will plan instruction that is quickly and easily transferable from face-to-face to remote in the event of a temporary school closure due to COVID-19 spread.
- District-directed and campus-designed safety procedures will be implemented.
- Gr. 6-12 students will be assigned schedules based on their course selections made last spring.

SEGUIN SUCCEEDS AT HOME

This option is a remote learning opportunity that will allow students to engage in high quality learning experiences, utilize Seguin ISD instructional resources and meaningfully connect with their teachers and other students. All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.

- Teachers will teach Seguin Succeeds at Home students from their classrooms, other assigned SISD facilities, or their home.
- In this setting, teachers will also provide instruction, learning resources and support through the use of Seesaw for Pk-5 and Google Classroom 6-12. Apex will be used as well with secondary students.
- Dual Credit teachers will also use CANVAS as a platform for their instruction in all dual credit courses.

- Parents will support students as a “learning coach” and ensure they have access to a device, a place to work and are engaged in virtual learning activities.
- We will ensure open lines of communication between teachers, students, and parents as we work together to ensure each student is academically and socially-emotionally future ready.
- Teachers will utilize the same curriculum as students who attend face-to-face instruction and will design strategies for learning in the remote environment.
- Grading will be consistent with the [guidelines](#) and practices used in all face-to-face instruction.

Remote Synchronous Learning is defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices. Students enrolled in SISD Seguin Succeeds at Home will be assigned a virtual class schedule and must be available for live, synchronous instruction during each school day.

SEGUIN ISD STUDENT EXPECTATIONS FOR SYNCHRONOUS LEARNING:

- Students attend class on time, per their class schedule.
- Students will follow Seguin ISD dress code.
- Students are ready to engage and learn.
- Students should have a designated, distraction-free workspace to engage in learning.
- Students will show their face on the screen to engage with the teacher virtually, and use their name as their screen name.
- Students will participate in the class activities, discussions, and assignments.

Remote Asynchronous Learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of Apex, Google Classroom, or Seesaw.

SEGUIN ISD STUDENT EXPECTATIONS FOR ASYNCHRONOUS LEARNING:

- Students will complete asynchronous activities assigned each day.
- Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

SCHEDULE FOR SEGUIN SUCCEEDS AT HOME

While in a remote learning environment, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the parent or student should contact the teacher for additional assistance.

ATTENDANCE FOR SEGUIN SUCCEEDS AT HOME

Students who login to the Seguin ISD online learning platform each day and engage in teacher-assigned learning apps (including but not limited to Google Classroom, Seesaw, and Apex) are considered “present” and will not be marked absent. Students who have not logged in by 3:00 pm each school day will be marked absent. This absence can be resolved if the student engages in daily learning assigned by their teachers via the Seguin ISD online platforms by 11:59 pm that same day.

Parents and students may receive absence notifications via School Messenger or can receive a notification through the Parent Self Serve application (parent has set up an account and set up notifications) after 6:00pm each day and will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 pm of the same day via Seguin ISD learning platforms. (PSS [notifications may be controlled by parents via Parent Portal.](#))

Any absences recorded, but resolved by the student before 11:59 pm on the same day, will be reconciled based on login records of the Seguin ISD online platforms.

If a student is engaged in asynchronous learning and completes the entire week’s worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday only and counted “absent” for Tuesday-Friday.

It is important that students understand that Seguin Succeeds at Home attendance is based on daily engagement, not solely the completion of assignments. State law [TEC §25.092](#) and Seguin ISD Policy FEC ([Local](#)) and ([Legal](#)) still require students to attend at least 90% of their classes to receive credit and be promoted. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.

*Students should access all learning apps, including Google Classroom and Seesaw so that we have accurate accounting of their logins and duration of engagement on a particular learning app.

SEGUIN SUCCEEDS AT HOME DESIGN FOR GRADES PK-5

Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times.

Daily synchronous time may include activities such as:

- Read alouds
- Small group reading instruction
- Number Talks
- Community Circles/Check ins
- Direct instruction by teacher (mini-lesson)

Daily asynchronous assignments are to be completed independently. These may include activities such as:

- Choice boards
- Student self-selected reading and writing
- Writing assignments
- Independent practice

Teachers will design small group time to differentiate instruction within the instructional block. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.

Regular communication and the partnership between teachers and parents will be crucial to the success of elementary students during the Seguin Succeeds at Home remote learning. Parents may be needed at home to assist their student with logging into Seesaw, monitoring their participation and progress in the learning, and ensuring completion of asynchronous activities.

[Draft- Gr. Pre K-5 Instructional Schedule](#)

SEGUIN SUCCEEDS AT HOME DESIGN FOR GRADES 6-12

Classes within this environment will follow the schedule of classes at the student's home campus. Seguin ISD will structure the students' learning schedule to require students to participate in synchronous and asynchronous learning.

Teachers will structure the instructional day to follow their campus bell schedule.

Within each course/subject, teachers will plan for students to participate in synchronous and asynchronous learning.

- All courses will be offered in both settings, including advanced level courses such as Advanced, AP, and Dual Credit.
- Some elective courses for students who select Seguin Succeeds at Home may require the student to complete assignments or projects at the campus if the course requires assignments that cannot be reasonably completed remotely, e.g., welding, a/v production, etc.
 - The district is working to finalize which elective courses will require in-person assignments; later in August, more information will be made available to better assist families with their elective choices.
 - Students who select SISD Seguin Succeeds at Home will be contacted regarding their schedule if the elective courses requested require an in-person component.
- Students in grades 6-12 choosing SISD Seguin Succeeds at Home may be able to participate in on-campus classes for extra-curricular activities (in accordance with UIL requirements).

[Draft - Gr. 6-8 Instructional Schedule](#)

[Draft - Gr. 9-12 Instructional Schedule](#)

INTERVENTION AND ENRICHMENT FOR REMOTE LEARNING

Intervention, enrichment, and tutorial time will be scheduled regularly for students to best meet their academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group or individual instruction. Teachers will communicate with students their plan for the designated time.

SISD SEGUIN SUCCEEDS AT HOME GRADING

Grading for all remote courses will follow the same [grading policy](#) as the courses in the face-to-face model. SISD Seguin Succeeds at Home courses that earn high school credit will count in GPA calculation and class rank as specified in SISD Board Policy.

SPECIAL EDUCATION SUPPORT

Each individual student's Admission, Review and Dismissal (ARD) Committee will determine the unique needs of a student who receives special education services and will make instructional recommendations for students attending the Seguin Succeeds at Home remote program. The nature of special education interventions will likely require a heavier concentration of synchronous supports and services to ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives. Parent input and involvement will be key to ensuring student success in the Seguin Succeeds at Home program. Frequent communication and collaboration with parents will be necessary.

ARD committees will have the option to provide hybrid programming for students with disabilities, utilizing a combination of face to face and remote instruction to best meet the unique individual needs of each student. All decisions regarding individual student needs will be made by the student's ARD committee, including the student's parent. ARD committees will make decisions regarding the best method of providing instructional and related services to meet student needs and will consider a variety of options.

TRANSITIONING BETWEEN SEGUIN SUCCEEDS AT HOME AND CLASSROOM LEARNING

Parents and students will have the opportunity to make a choice between enrolling in Seguin Succeeds at Home to engage in remote learning or attending school in person when registering on-line or by August 21. In order to ensure learning continuity and reduce a potential loss of learning, students will be required to stay enrolled in their choice of learning environment for a full grading period (elementary = 9 weeks, secondary = 6 weeks). If a parent or student chooses to transition between learning environments, they must notify the school principal at least two weeks before the end of the grading period.

Grades Pre-K - 5 Deadline to Request Transition from Campus Principal					
2nd Nine Weeks	October 23, 2020	3rd Nine Weeks	January 15, 2021	4th Nine Weeks	March 26, 2021

Grades 6 - 12 Deadline to Request Transition From Campus Principal									
2nd Six Weeks	October 2, 2020	3rd Six Weeks	November 13, 2020	4th Six Weeks	January 15, 2021	5th Six Weeks	February 26, 2021	6th Six Weeks	April 16, 2021



INSTRUCTIONAL ROLES & LEARNING TOOLS FOR BOTH LEARNING ENVIRONMENTS

Although students may be learning in different environments, Seguin ISD is committed to providing consistency in high quality instruction and learning tools for all students.

INSTRUCTIONAL ROLES FOR BOTH ENVIRONMENTS

PREPARATION FOR LEARNING	
STUDENT	<ul style="list-style-type: none"> • Be prepared for learning each day and have work and assignments completed and ready. • Complete coursework by deadline set by teachers. • For face-to-face learning: Take all materials and devices (9 - 12 grade only) home each day in order to be prepared for possible school closure. Pre-K - 8 grade will checkout devices depending on the situation and need of the family.
PARENT	<ul style="list-style-type: none"> • Access parent resources to learn how students will navigate Google Classroom, Seesaw, Apex, or CANVAS. • For face-to-face learning: Encourage your child to have their things in their backpack/device and ready for school the night before. • For SISD Seguin Succeeds at Home: Create a designated place in your home for your student to use as their remote classroom.

TEACHER

- Meet weekly with collaborative team to plan instruction for all students.
- Utilize the district curriculum documents and follow the scope and sequence provided by the Learning and Leadership Services.
- Upload “Day/Week at a Glance” for parents and students in Google Classroom or Seesaw.
- Upload weekly instructional materials into Google Classroom or Seesaw by Friday prior to the week's instruction.
- Be prepared to teach daily lessons. SISD Seguin Succeeds at Home teachers will teach from their empty classrooms or from an empty room assigned in another campus/district facility.
- Take all materials and devices home each day in order to be prepared for possible school closure.

LEARNING & TEACHING EXPECTATIONS**STUDENT**

- Attend classes according to school schedule (either face-to-face or remotely) and give your best efforts in your school assignments.
- Participate in face-to-face learning activities or live synchronous virtual sessions as instructed by teachers.
- Be organized in your work and in getting projects completed.
- Ask questions and communicate with your teacher.
- Be aware of what you should be learning each day.
- Become familiar with the structure of Google Classroom or Seesaw and how your teacher organizes information.
- Turn in assignments on time.
- Monitor your grades at <https://tinyurl.com/SSSrve> (Use your district username -not full email address- and password)

PARENT

- [Access Parent Portal](#) (grades 2-12) to view student grades.
<https://tinyurl.com/PSSer>
- Check in with student(s) to monitor completion of homework and assignments.
- Discuss your child's favorite part of their day and what they learned in school.
- Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach.
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work.
- Consider creating a designated learning/study space for your child at home to learn comfortably.
- Maintain communication with your child's teacher by phone, email and/or online meetings to create a learning partnership.
- Monitor and ask for evidence that your child is on track with assignments and coursework.

TEACHER

- Teach students how to access learning materials through Google Classroom, Seesaw, Apex, or CANVAS.
- Provide face-to-face or live synchronous instruction and facilitate learning throughout the day at a minimum of 3 times a week (secondary) and daily (elementary).
- Manage online and offline resources to provide consistency and routines for students.
- Provide clear learning goals for students.
- Follow the expectations established across the district for Google Classroom Seesaw, Apex, or CANVAS.
- Check student assignments in a timely manner and give feedback in verbal or written form at a weekly minimum to provide next steps or necessary academic intervention/extension.
- Post grades in a timely manner according to [district grading guidelines](#).

SUPPORT AND INTERVENTION	
STUDENT	<ul style="list-style-type: none"> Attend intervention/tutorial sessions as established by your teacher or school.
PARENT	<ul style="list-style-type: none"> Allow your child to attend intervention/tutorial sessions as needed. Assist in supporting your child’s needs by establishing and managing the daily schedule communicated by the teacher. Help your child own their learning. Provide support and encouragement and expect your children to do their part. <p>https://www.common sense.org/education/</p>
TEACHER	<ul style="list-style-type: none"> Provide intervention or tutorial sessions as needed. Follow student IEPs / 504 accommodations in all learning environments. Use data to pinpoint students’ specific needs for enrichment and intervention. Monitor student progress with fidelity according to recommendations. Provide and communicate office hours or conference periods for student/parent support. Teachers must make contact between 7 am - 9 pm, as set forth in the SISD employee handbook. Any text communication with students must include the student’s parent/guardian. Attend and participate in professional learning.

LEARNING TOOLS FOR CLASSROOM & REMOTE LEARNING ENVIRONMENTS

	INFORMATION	RESOURCES
DEVICE	<p>All 9-12 students will be issued a Chromebook. Pk-8 will be provided a device if one is needed for at home learning. WiFi hotspots will be available for check out for families with no internet connection while supplies are available. Parking areas with WiFi will be available at campuses and central office.</p>	

INSTRUCTIONAL PLATFORM

- All teachers, grades PK-12, will utilize Seesaw, Google Classroom, Apex, or CANVAS as their primary learning management system and communication tool for the 2020-2021 school year.
- Google Classroom will use a similar structure by 6-12 grade level in order to provide consistency for all students and classes. Secondary students may also utilize Apex, and our CANVAS. Seesaw will be used PK-5.
- Assignment submissions: For all learning environments, student assignments will be submitted (as much as possible) through online platforms to eliminate unnecessary contact and shared materials.

[Google Classroom Summaries \(for parents/guardians\)](#)

[Ultimate Google Parent Guide](#)

[Seesaw for Families](#)

	INFORMATION	RESOURCES
ONLINE RESOURCES	<ul style="list-style-type: none"> • All teachers in PK-12 will be enhancing instruction through the use of online resources to engage students in high quality learning experiences. • Students will have access to online resources, textbooks and materials through SISD online platforms, the district’s single sign-on platform. • No resources, platforms or apps requiring student fees or an associated cost to the family will be required at any time. 	<p>Using Google Classroom</p> <p>Using Seesaw</p>

COMMUNICATION

- Communicating with teachers:
 - All teachers will establish and communicate office hours or conference times when they are available to meet with parents and answer student questions.
 - Teachers must make contact between 7 am - 9 pm, as set forth in the SISD employee handbook. Any text communication with students must include the student's parent/guardian.
 - Contact information will be provided at the beginning of each semester and posted in all Google Classrooms.
- Use of student email:
 - Students in grades 6-12 will be provided a district managed email account and Google Drive beginning in the fall of 2020.
 - These accounts should be utilized for all communication directly between teachers and students.



TECHNOLOGY

Seguin ISD recognizes the need to ensure all students have reliable access to adequate technology resources on and off campus in order to fully participate in academic programming. Seguin ISD is preparing for Seguin Succeeds at Home and possible school closures due to COVID-19 as follows:

- Learning devices and/or WiFi hotspots will be provided as needed and available..
- No deposit is required. SHS students will have the deposit waived this year..
- Students and families are expected to follow guidelines for care and use in order to ensure these public resources are effectively maintained.
- Relevant notifications, instructions, procedures, policies and processes are available on the Seguin ISD website.



**RETURN TO SCHOOL PROTOCOLS -
PUBLIC HEALTH CONSIDERATIONS**

The return to onsite work protocols for Seguin ISD campuses and administration buildings are included in this section. Since this is an ever-changing situation, the district may need to change protocols at any time to address specific needs and circumstances in order to protect the health and safety of students, employees and the community. Please note, health guidance cannot anticipate every unique situation. As a result, Seguin ISD will continue to consult current guidance of governmental agencies and other information deemed relevant to monitor the situation. The district will comply with applicable federal and state employment and disability laws, workplace safety standards and accessibility standards to address individual needs.

The virus that causes COVID-19 can infect people of all ages, and the district will do everything feasible to keep students, teachers, staff, and our community safe. It is important to remember the virus that causes COVID-19 can be spread by infected persons who have few or no symptoms. Even if an infected person shows no symptoms or is only mildly ill, the people they spread it to may become seriously or fatally ill, especially for persons 65 years of age or older with pre-existing health conditions placing them at higher risk. Because of the hidden nature of this threat, Seguin ISD expects all employees, students and families to rigorously follow these practices. While it is not possible to eliminate all risk of furthering the spread of COVID-19, the current science suggests there are many steps schools can take to reduce the risks to students, teachers, staff, and their families significantly.

This section will outline practices and efforts to PREVENT the virus from entering school facilities, RESPOND to symptoms and lab confirmed cases, MITIGATE to reduce likely spread of the virus and provide NOTICE throughout the school year. There will almost certainly be situations that necessitate temporary school closure due to positive COVID-19 cases in schools. Parents, educators, and school administrators should be prepared for this in the event that it occurs, while actively working to prevent it through prevention and mitigation practices. The level of mitigation needed is dependent upon the level of local community transmission of COVID-19. Substantial community transmission necessitates significant mitigation while minimal community transmission results in reducing mitigation efforts.

PREPARATION FOR THE OPENING OF SCHOOL

Seguin ISD will ensure all staff, resources and supplies are prepared for opening school. This includes, but is not limited to, assigning sufficient staff to carry out re-opening, ensuring proper training and stocking inventory of necessary supplies, such as personal protective equipment (PPE).

The Centers for Disease Control and Prevention (CDC) provides guidance, recommendations and resources to assist with plans and protocols for health and safety. Before schools re-open, Seguin ISD will implement health and safety plans that include:

- Ensuring adequate supply inventory (e.g., PPE, cleaning supplies, hand sanitizer, etc.)
- Cleaning with products approved by governing authorities and per guidelines from the Environmental Protection Agency
- Ensuring compliance with CDC, Health and Human Services, the Texas Education Agency and other jurisdictional policies

- Providing communication of procedures and expectations upon entering facilities and throughout buildings for students, parents and the public. A summary of the plan to mitigate COVID-19 spread in the schools will be posted online and at campuses one week prior to the start of on campus instruction.

PREVENT: PROTOCOLS TO PREVENT THE VIRUS FROM ENTERING THE SCHOOL GENERAL

All students and staff will screen for COVID-19 symptoms daily (as listed in this document) and individuals with symptoms will be separated and sent home to self-isolate.

SCREENING PROTOCOLS

- Staff will be required to complete a self-screening process prior to entering a Seguin ISD building each day, and the district may require further screening of employees at any time based on current state and federal guidelines. Staff must report to the school system if they have COVID-19 symptoms or are lab confirmed with COVID-19 and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, they must report to the school system if they have had close contact with an individual who is lab-confirmed with COVID-19, as defined at the end of this document, and, if so, must remain off campus until the 14-day incubation period has passed.
- A parent or guardian will be required to screen their child(ren) for COVID-19 symptoms each day prior to sending them to school. Parents will need to take their child's temperature daily. Additional screening may be conducted during the school day. Teachers will monitor students and refer them to the nurse if symptoms are present.
- Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is lab-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met. Parents may also opt to have their students receive remote instruction if their child has had close contact with an individual who is lab-confirmed with COVID-19 until the 14-day incubation period has passed.
- Parents and visitors entering the school or district building must self-screen and not enter the building if experiencing COVID-19 symptoms or are lab confirmed with COVID-19. District staff will screen all visitors. Parents and visitors with symptoms or lab confirmed must remain off campus until they

meet the criteria for re-entry as listed below. Additionally, if visitors have had close contact with an individual who is lab-confirmed with COVID-19, they must remain off campus until the 14-day incubation period has passed. When practical, screening questions could be supplemented with temperature checks of adults.

- Staff, students and visitors should not enter campuses or district buildings and must follow all current isolation and quarantine guidelines if any of the following apply:
 - The individual has experienced symptoms in the past 14 days.
 - In evaluating whether an individual has **symptoms** consistent with COVID-19, consider the following question: Have they recently begun experiencing any of the following in a way that is not normal for them?
 - Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit;
 - Loss of taste or smell;
 - Cough;
 - Chills;
 - Sore throat;
 - Congestion or runny nose;
 - Shaking or exaggerated shivering;
 - Significant muscle pain or ache;
 - Diarrhea;
 - Nausea or vomiting
 - Has a confirmed case of COVID-19 or has been in **close contact** with a person with a lab confirmed case of COVID-19 within the last 14 days at the same time the infected individual was infectious.
 - The definition of close contact is evolving with our understanding of COVID-19, and individual scenarios should be determined by an appropriate public health agency. In general, close contact is defined as:
 - a. being directly exposed to infectious secretions (e.g., being coughed on); or

b. being within 6 feet for a cumulative duration of 15 minutes; however, additional factors like case/contact masking (i.e., both the infectious individual and the potential close contact have been consistently and properly masked), ventilation, presence of dividers, and case symptomatology may affect this determination.

Either (a) or (b) defines close contact if it occurred during the infectious period of the case, defined as two days prior to symptom onset to 10 days after symptom onset. In the case of asymptomatic individuals who are lab-confirmed with COVID-19, the infectious period is defined as two days prior to the confirming lab test and continuing for 10 days following the confirming lab test.

- Has a household member who is awaiting COVID-19 test results, or who is awaiting their own test results.
- Has traveled internationally or on a cruise in the past 14 days.

ISOLATION PROTOCOLS

- For students displaying symptoms of COVID-19, the school nurse will provide a clinical assessment to determine if and when a student needs to be sent home. Students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19 (temperature of 100°F or higher taken with a non-contact thermometer).
- Students who are ill will be separated from their peers and should be picked up within 30 minutes and no later than 1 hour from the time the campus has contacted the parent/guardian. The area where the student was located in class and in the nurse area will be disinfected as soon as is feasible..
- If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify the local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
- Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 7 days have already passed since the person was on campus.

- Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, general notification will be provided to all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate in any on campus activities. District communication will be provided to the students and staff who came in direct contact with a student or staff member displaying COVID-19 symptoms.
- Staff members displaying COVID-19 symptoms will follow district protocols including isolation from students and other staff members.
- Individuals who have been diagnosed with COVID-19 may return to school when all of the following criteria are met::
 - At least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medication);
 - Improvement in symptoms (cough, shortness of breath, etc.); and
 - At least 10 days have passed since symptoms first appeared.
- If an individual has symptoms that could be COVID-19 and the individual has not been evaluated by a medical professional or tested for COVID-19, the individual is assumed to have COVID-19, and may not return to the campus until the individual has completed the same three-step set of criteria above.
- If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) obtain an acute infection test at an approved testing location (<https://tdem.texas.gov/covid-19/>) that comes back negative for COVID-19.

MITIGATE: PROTOCOLS TO MITIGATE THE LIKELIHOOD OF COVID-19 SPREAD IN SCHOOLS AND FACILITIES

HEALTH AND HYGIENE PRACTICES: FACE COVERINGS

Schools are required to comply with the governor's executive order regarding the wearing of face coverings. Per TEA, in addition to the executive order, the district may require the use of masks or face shields for adults or students for whom it is developmentally appropriate. The CDC recommends cloth face coverings not be placed on children younger than 2 years old, anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or

otherwise unable to remove the face covering without assistance. At this time, all students grades PK-12 and staff are expected to wear face coverings during school hours unless developmentally inappropriate, which will be determined on a case by case basis.. This requirement is subject to change in consideration of local conditions. For example, if local numbers of active COVID-19 cases decline to a moderate level, face coverings could be required only when 6 feet social distancing is not possible when indoors. If local numbers of active COVID-19 cases decline to a low level, face coverings may not be required.

- Masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth). **Mask material must be at least two layers.** Full-face shields may be used in addition to a mask. **In limited circumstances approved by the Student Services, face shields may be used** or in place of a mask to protect eyes, nose, and mouth whenever a mask is not feasible or whenever the education context may benefit from the ability to see an individual's full face.
- Staff and students will appropriately wear face coverings at all times. To wear a face covering correctly, sanitize hands before putting on the face covering, put it over your nose and mouth and secure it under your chin. See [CDC guidance on how to wear cloth face coverings](#).
- It may be impractical for students to wear masks or face shields while participating in some non-UIL athletic or other extracurricular activities. When it is impractical for students to wear masks or face shields during those activities, students, teachers, staff, and visitors must wear masks or face shields when entering and exiting facilities and practice areas and when not actively engaging in those activities. It is allowable for students who are actively exercising to remove masks or face shields, as long as they maintain at least six feet of distance from other students, teachers, and staff who are not wearing masks or face shields. However, it is required that students, teachers, and staff will wear **coverings** ~~masks or face shields~~ as they arrange themselves in positions that will allow them to maintain safe distancing.
- Students will not be required to wear face coverings while eating but should be distanced 6 feet apart. **If 6 feet cannot be maintained, face shields or dividers can be used.**
- Individual needs regarding face coverings will be addressed on a case-by-case basis. Requests for accommodations should be submitted to campus administration.
- Additional protective equipment will be provided to school nurses for use in the clinic.

- Students and staff will be provided with a reusable cloth-gaiter-style face mask covering. Staff will be provided a face shield. Families will be responsible for daily cleaning and requested to supply a student face mask covering should the one provided by the school become unusable or lost.

HEALTH AND HYGIENE PRACTICES: GENERAL HAND SANITIZING

Frequent hand sanitization and disinfection of surfaces will help ensure health and wellness of students and staff. On the first day students attend school on campus, instruction will be provided on appropriate hygiene practices and any mitigation measures that the district is implementing.

Hand Washing/Sanitizing Expectations

- Hand sanitizer will be available at the main entry to the campus, in classrooms near the entrance doorway, in the cafeteria, in common areas and hallways throughout the campus. There will also be hand sanitizer stations at the entrance to playground areas on elementary campuses.
- Students will be taught and reminded of good handwashing techniques that include washing hands for at least 20 seconds with soap.
- Staff and students will be expected to regularly wash and/or sanitize their hands.
- Any person, including students, teachers, staff and visitors, entering a classroom will use hand sanitizer.
- Students and staff will sanitize hands upon entering and exiting the playground area.
- All students and staff will wash hands after using the restroom and before eating.
- Time will be allotted for hand washing at least 2 times a day. Elementary students should be supervised as possible.

HEALTH AND HYGIENE PRACTICES: CAMPUS CLEANING AND DISINFECTING

Frequent cleaning and disinfection will support a healthy learning and work environment for students and staff.

Disinfecting Expectations

- Staff will have access to disinfectant solutions to sanitize high-touch, working surfaces and shared objects frequently.

- Staff will limit the use of shared supplies when possible.

Daily Campus Cleaning

- Each classroom and restroom will be cleaned and disinfected. The use of vacuums and fogging disinfectant will occur regularly.
- All high-touch areas will be disinfected throughout the day. This includes objects such as door handles, common tables/desks, shared supplies such as art supplies, and high touch devices such as shared laptops or tablets.
- Additional cleaning will be conducted by custodians, who will be expected to wear PPE (masks and gloves) during work hours.
- Cafeterias will be disinfected between lunch periods.
- Staff and students will have access to disinfecting items to sanitize working surfaces, shared objects, and high-touch areas after use and during breaks in instruction. Students will be given the opportunity to clean their own spaces before and after use, in ways that are safe and developmentally appropriate.
- Teachers are responsible for disinfecting commonly-touched surfaces in classrooms between different class groups, if the same room will be used by multiple class groups. It is advisable to move teachers to students as possible.
- The CDC [guidance on cleaning community buildings](#) to prevent COVID-19 spread will be followed as practicable.
- Disinfectant spray and multiple microfiber cloths will be located in all classrooms and common areas. There will be a location at each campus for used disinfectant cloths to be picked up, cleaned, and returned. Schools will ensure disinfectant products are stored safely, including storing harmful products where children cannot access them, and ensuring that harmful cleaning products are not used near children.
- Deep cleaning of classrooms, restrooms, common and athletic areas with an electrostatic spray will be conducted regularly.
- Whenever possible, schools should open windows or otherwise work to improve air flow by allowing outside air to circulate in the building.

Restrooms

- Staff should supervise and limit the number of students that enter the restroom at one time to comply with health agency recommendations and social distancing.

- The scheduling of whole class restroom breaks is recommended to eliminate co-mingling of students across various classes and to ensure teacher monitoring of social distancing and hygiene guidelines.
- Increased disinfecting of restrooms will occur throughout the school day.
- Staff and students must wash hands with soap and water prior to exiting the restroom. Proper handwashing techniques will be posted in restrooms.

Cleaning/Sanitizing/Disinfecting Agents (Including Links to MSDS Information Sheets)

- [pH7Q Ultra \(Betco\)](#): :
Primary use is for cleaning and sanitizing horizontal and vertical surfaces:
 - Student desks, classroom work areas
 - Cafeteria tables
 - Handrails
 - Countertops
 - Push-bars on doors
 - High-touch items
 - Floors
- [AF79 Concentrate](#) (Betco)::
Primary use is for bathroom floors, stalls/partitions, urinals and toilets.
- [Steriphene II Brand Disinfectant](#) , [Clorox 4 in One](#), [Diversey Envy](#), [Brutab](#):
Used upon special request (multiple cases of flu, report of staph, MRSA, etc.) to disinfect in all areas.

HEALTH AND HYGIENE PRACTICES: POSITIVE COVID-19 CASES ON CAMPUS

- If a classroom or facility is closed due to COVID-19 exposure, the area will be disinfected based on CDC guidelines and timelines. The current guideline is cleaning after 24 hours. Deep cleaning will include the use of electrostatic spraying.
- Custodial staff will disinfect classrooms, restrooms, athletics, fine arts areas and all additional areas throughout the school facility.

HEALTH AND HYGIENE PRACTICES: SOCIAL DISTANCING AND COHORTING

- Where feasible without disrupting the educational experience, students will be encouraged to practice social distancing.
- In classroom spaces, student desks will be placed a minimum of six feet apart when possible.
- In classrooms where students are regularly within six feet of one another, schools should plan for more frequent hand washing and/or hand sanitizing and should consider whether increased airflow from the outdoors is possible.
- Clear dividers will be available for classroom group work areas such as at tables.

- Clear dividers will be available for use in offices or meeting areas when staff have direct contact to students, parents or visitors.
- A strategy that administrators can consider is grouping students into pods, where a group of students (and sometimes teachers) stay together throughout the school day to minimize exposure for students, teachers, and staff across the school environment.
 - At the elementary school level, it may be easier to keep the same class together for most of the school day.
 - In middle and high school settings, grouping of students and teachers may be more challenging. However, strategies such as creating areas keeping students separated by grade can help to keep smaller groups of students together and limit mixing.
 - Strategies that keep smaller groups of students together can also help limit the impact of COVID-19 cases when they do occur in a school. If a student, teacher, or staff member tests positive, those in the same group/pod should also be tested and remain at home until receiving a negative test result or quarantine. This helps prevent a disruption to the rest of the school and community by limiting the exposure.

HEALTH AND HYGIENE PRACTICES: COMMON AREAS AND MEETINGS

Common areas include spaces that are used for meetings and collaboration. This includes computer labs, flexible spaces, conference rooms and other meeting rooms.

- All students and staff will be required to use hand sanitizer when entering and exiting common areas.
- Classes/grade levels will reserve common areas in advance.
- Campuses will develop schedules and follow protocols for the use of common areas, including how to sanitize the space between use. When needed, students will bring personal supplies from the classroom.
- There will be procedures for students to sanitize their spaces before and after use.
- Number of students in a common area will be based upon social distancing practices, as feasible.
- Visual reminders will be displayed for social distancing throughout common areas. Informational graphics and markers will be posted to help with 6 ft. social distancing.
- The use of virtual meetings/videoconferencing is preferred when possible, including ARDs, §504 Meetings, LPAC, booster club meetings and events.
- If meetings must be held in person, all social distancing protocols will be implemented:

- Facial coverings
- Six-feet social distancing when possible
- Limiting the sharing of materials/supplies

HEALTH AND HYGIENE PRACTICES: NON-CLASSROOM SPACES

- When feasible and appropriate (for example, in physical education classes as weather permits), it is preferable for students to gather outside, rather than inside, because of the likely reduced risk of virus spread outdoors.
- Schools may continue to offer extracurricular activities, at their discretion and consistent with the guidance in this document, for non-UIL extracurricular activities and with the guidance found on the UIL website for all UIL activities.
- As is the case in typical years, school systems with policies that allow it may open facilities to the public. Operation of the facilities should be done consistent with the governor's executive orders for similar activities.
- Campuses must plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity. Consider staggering school start and end times, assigning students to entries to ensure even distribution of students entering/exiting at each door, providing guidance to students to enter one at a time and wait six feet apart outside the entrance, and, where appropriate, encouraging parents to remain outside during drop-off and pick-up.
- Depending upon local conditions, the district will eliminate assemblies and other activities that bring large groupings of students and/or teachers and staff together.

HEALTH AND HYGIENE PRACTICES: CAMPUS VISITORS

- Campus visitors are restricted to only those essential to school operations. Visitors and parents are discouraged from entering the campus and will not generally be allowed beyond the front office vestibule area.
- Volunteers are not allowed to visit campuses at this time (including mentors, college representatives, guest speakers, etc.). Consideration will be given to mental health professionals.
- Virtual tools will be used to conduct meetings, which should reduce campus visitors.
- All visitors will be subject to screening before entering any Seguin ISD facility.
- If visitors have COVID-19 symptoms, or are lab confirmed with COVID-19, they must remain off campus until they meet the criteria for re-entry.
- All individuals entering the building will be required to wear face coverings.
- Visitors will stand behind the shield guard at office desks.

- Any individuals permitted to proceed beyond the reception area must follow all safety and campus protocols.



CAMPUS HEALTH & SAFETY PROTOCOLS TRAINING

On the first day a student attends school on campus, teachers will provide instruction to students on appropriate hygiene practices and other mitigation practices adopted by Seguin ISD. An instructional video or presentation will include the practice of covering coughs and sneezes with a tissue, and if not available, to cover cough or sneeze with elbows as well as throwing used tissues in the trash, followed by washing hands immediately with soap and water for at least 20 seconds, or using hand sanitizer. Printed resources such as posters and signs that promote protective measures and provide helpful reminders of best hygiene practices to stop the spread of germs will be posted in highly visible locations of hallways, restrooms and classrooms. Floor decals will be provided to campuses to assist with visual cues for traffic flow and to encourage social distancing.

SAFETY TRAINING FOR PROTOCOLS & PROCEDURES

STUDENT

- Students will participate in training specific to newly adopted health and safety protocols.
- All students will be trained on information about COVID-19 screening, identification of symptoms, prevention of spread, and sanitation/disinfection of work areas.
- If a student is experiencing symptoms, they need to immediately notify a teacher.

PARENT

- Parents are asked to talk to their students about COVID-19 symptoms, prevention strategies, and the importance of following the prevention strategies.

TEACHER/STAFF

- Teachers will attend training and develop classroom procedures consistent with District, TEA and CDC guidance.
- All staff will be trained on COVID screening, identification of symptoms, prevention of spread, and sanitation of work areas.
- All staff will monitor students that exhibit symptoms and will be required to notify the campus nurse if a student has any symptoms.

SCHOOL ARRIVAL & DISMISSAL

Arrival: When possible, separate entrances will be utilized for car riders, bus riders, walkers and daycares. All staff will be utilized for duty to maintain a line of sight in hallways and distancing of hallway cohorts. Students will go straight to the designated areas set by each campus. Parents will not be allowed to walk students to classrooms.

Dismissal: Campus will designate staggered dismissal groups. Staggering the groups of walkers, car riders, bus riders or grade level will help manage student movement in the building and decrease the risk of potential crowding outside at dismissal time. Hand sanitizer stations will be placed at each exit and students will be encouraged to sanitize hands prior to exit. Sibling connections at elementary campuses will be done outside the building. Separate exits will be utilized for car riders, bus riders, walkers and daycares. Parents picking up students during the day will call ahead so that students can be sent or accompanied to parent vehicles upon arrival.

BUS TRANSPORTATION

As schools reopen, students using school bus transportation services will follow revised protocols. Starting at the time when students arrive at their designated bus stop and board the school bus, the new safety and sanitizing protocols will need to be followed.

Transportation COVID-19 Protocol: Parent Information

The Seguin ISD Transportation Department offers the following guidance to parents and caregivers regarding school bus transportation for daily bus routes as well as field trips. Bus routes will run at regular capacity. Although the district is implementing the safety protocols and disinfecting efforts described below, families are encouraged to drop students off, carpool or walk with their student to school to reduce possible exposure on

buses. We are requiring all of our drivers and students to wear masks while on the school bus.

GENERAL EDUCATION/SPECIAL NEEDS/SHUTTLE LOADING AND UNLOADING PROCEDURES

BUS STOP EXPECTATIONS

- Students should practice social distancing, whenever possible (if there is adequate space and it is safe to do so) while waiting for and approaching the school bus.
- Students should NOT share food, drinks or personal devices.

MORNING BOARDING BUS PROCEDURES

- Students should practice social distancing as they approach and board the bus.
- Temperatures will be taken while students are loading the bus.
- The bus driver will spray hand sanitizer on the student's hands.
- Seating: Students will be seated starting from the back seats, then toward the front.
- Considerations for siblings & younger students mixed with older students
- Bus in motion rules: Standard Seguin ISD bus rules apply.
- Students should NOT share food, drinks or personal devices.

UNLOADING AT CAMPUS

- Unloading will start from the front to the back.
- Students should practice social distancing and follow campus guidelines.

AFTERNOON CAMPUS BOARDING BUS PROCEDURES

- Students should practice social distancing as they approach and board the bus.
- The bus driver will spray hand sanitizer on the student's hands.
- Seating: Students will be seated starting from the back seats then toward the front.
 - Considerations for siblings & younger students mixed with older students
- Bus in motion rules: Standard Seguin ISD bus rules apply.
- Students should NOT share food, drinks or personal devices.

UNLOADING AT BUS STOP

- Unloading will start from the front to the back.

- Students should practice Social Distancing and avoid gathering in groups of 10 or more.
- Students should NOT share food, drinks or personal devices.

DISINFECTING PROTOCOL

BETWEEN EACH MORNING AND AFTERNOON CAMPUS DROP-OFF

- School bus drivers, bus assistants and staff will be spraying and wiping down seats and high-touch items with disinfecting spray.
- Bus seating areas will be disinfected after each bus route, particularly high-touch surfaces such as bus seats, steering wheels, knobs and stairway handrail.
- When possible, bus windows will be open to allow outside air to circulate in the bus.

WEEKLY DEEP DISINFECTING PROCESS

- Deep cleaning: Electrostatic spraying of bus interiors will occur twice weekly.

BUS ARRIVAL & DISMISSAL

STUDENT

ARRIVAL

- Students will load and unload the bus at staggered times at the direction of the bus driver.
- As students depart from the bus, they should immediately walk into the building and designated area for morning arrival.
- Students will not congregate with other students after exiting the bus.
- Students should maintain appropriate social distance guidelines as they enter the building and report to designated waiting areas.

DISMISSAL

- Students will wait in a designated "pre-loading" area for each bus to arrive.
- Students will load onto the bus at staggered times at the direction of the bus driver.

	<ul style="list-style-type: none"> • Students will maintain current social distance guidelines as they load and are seated for the duration of the bus ride home.
PARENT	<ul style="list-style-type: none"> • When possible, parents should help with student supervision at the bus stop.
TEACHER/STAFF	<ul style="list-style-type: none"> • Assigned staff will supervise student arrival and dismissal, ensure that students are wearing masks and direct students to waiting areas. • Staff will ensure social distancing during arrival and dismissal. • During dismissal, teachers will supervise designated pre-loading areas for students waiting for the bus to arrive.
WALKERS	
STUDENT	<ul style="list-style-type: none"> • It is recommended that walkers keep social distance and use a face covering while walking to and from school. • As much as possible students will be asked to avoid large groups or gatherings with other students on the campus before or after school. • Students will be asked to immediately leave campus and begin walking home at the end of the school day.
PARENT	<ul style="list-style-type: none"> • Parents are encouraged to talk with their child about the health benefits of social distancing. • Parents should follow campus guidance on how to pick up their child. • Parents are asked to not congregate in large groups with other parents as they wait for their child to be dismissed from campus.

TEACHER/STAFF	<ul style="list-style-type: none"> Assigned staff supervises student arrival and dismissal, ensures that students are wearing masks, directs students to waiting areas and encourages that students maintain desired social distance between students. Teachers will assist in monitoring students to discourage large groups from congregating.
CAR POOL	
STUDENT	<ul style="list-style-type: none"> As students exit their car, they will be expected to keep social distance when walking toward the building entry. Students will not congregate with other students on the campus when walking to school. Students or volunteers will not be allowed to open doors or assist with car pool arrival. Students will remain at a social distance while waiting to be picked up in the carpool area. Students will not congregate in large groups with other students on the campus when dismissed from school at the end of the day.
PARENT	<ul style="list-style-type: none"> Parents should assist their own child with exiting the car. Parents should follow pick up protocols regarding how to pick up their child. Parents are asked to not congregate in large groups with other parents as they wait for their child to be dismissed from campus.

TEACHER/STAFF	<ul style="list-style-type: none"> Assigned staff supervises student arrival, ensures that students are wearing masks, directs students to waiting areas and encourages that students maintain desired social distance between students. Teachers will not be allowed to volunteer with the opening of car doors. Assigned staff supervises student dismissal, directs students to waiting areas and encourages students to maintain desired social distance between students.
BIKE RACK	
STUDENT	<ul style="list-style-type: none"> Students will use every other space in the bike rack to keep distance when arriving at school. Students will immediately leave campus and begin riding their bike home at the end of the school day. Students are not to congregate in large groups with other students on the campus when dismissed from school at the end of the day. It is recommended that students keep social distance and use a face covering while riding their bike home.
PARENT	<ul style="list-style-type: none"> Parents are encouraged to talk with their child about the health benefits of social distancing. Parents are asked to not congregate in large groups with other parents as they wait for their child to be dismissed from school.
TEACHER/STAFF	<ul style="list-style-type: none"> Teachers assigned to supervise this area will ensure students use every other space in the bike rack for use. Teachers assigned to supervise this area will ensure students use every other space in the bike rack for use.
GENERAL BUILDING ARRIVAL	

STUDENT	<ul style="list-style-type: none"> ● Use hand sanitizer upon arrival. ● Campuses must plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity. ● Students will be assigned to report to a specific area and will be expected to adhere to schedules for morning arrival. ● It is required that students and staff wear masks when entering the building and waiting in the designated waiting area. ● Students should choose seats that have empty space (seats) in between seats if possible. ● Students are expected to stay seated until they are dismissed by a staff member. ● Students can utilize the restroom, but the number of students that enter should be limited. Students must observe social distancing, as possible, while in the restroom. ● Students must wash hands after using the restroom.
PARENT	<ul style="list-style-type: none"> ● Parents are encouraged to talk with their child about the health benefits of wearing a mask at school. ● Parents are expected to provide their own PPE for their child beyond what is provided by the district. Parents are encouraged to talk with their child about the health benefits of social distancing at school, as well as the health benefits of washing their hands, and/or using hand sanitizer. ● Students will be provided with a reusable face covering. Families will be responsible for daily cleaning and requested to supply a student face covering should the one provided by the school become unusable or lost.
TEACHER/STAFF	<ul style="list-style-type: none"> ● Campus staff is required to complete the self-screening questions. ● Staff members will be assigned to supervise students if they report to multiple areas for morning arrival (gym, cafeteria, library, large spaces).

- Staff are required to have masks on when entering the building and ensure that students are wearing masks in the hallways and in classrooms.
- Staff will dismiss student cohorts using staggered student release into halls from these areas.

CAFETERIA - BREAKFAST AND LUNCH

Based on building capacity and student enrollment, campus administration will determine areas that may be utilized for breakfast and lunch. These areas could include classrooms, the library or other large areas within the school building.

Teachers and campus staff will monitor the cafeteria and hallways to promote social distancing practices. **If social distancing is not possible, face shields could be used.**

Depending on the number of students in the school, students may have meals in both the cafeteria and in classrooms. Cafeteria capacity will be based on current guidelines. Physical distance will be provided around each occupiable seat. Posted signage and staff will reinforce social distancing and traffic patterns in the cafeteria. Microwaves will not be provided in the cafeteria due to the opportunity for cross contamination with a high-touch device. Hand sanitizing stations will be available at entrances and exits of the cafeteria and serving lines. Meals will be prepared onsite and pre-packaged in clear containers before serving to minimize risk of cross contamination. Students will be able to choose which meal they would like similar to prior school years.

SEATING & DIRECTIONS

STUDENT

- Students will be expected to follow campus guidelines for cafeteria procedures as mentioned in this document.
- Students will be seated according to a seating plan for students consistent with social distancing guidelines. Safety is the highest priority, but we will make every effort to allow students to socialize with friends during lunch.
- All students are expected to wash hands or use hand sanitizer prior to entering the cafeteria and serving line or consuming meals in the classroom.

	<ul style="list-style-type: none"> ● Students are encouraged to read and adhere to the expectations and posted directional prompts/signs to ensure for proper social distancing. ● Student allergies will be handled appropriately on a case-by-case basis. ● Students will not be allowed to share food or other items at lunch with other students. ● Students must wear masks when not eating. ● Students that bring personal water bottles will be encouraged to keep them closed when not in use in communal areas.
<p>PARENT</p>	<ul style="list-style-type: none"> ● At this time, due to COVID-19, mealtime visitors will not be permitted in the school cafeterias. ● At this time, due to COVID-19, outside food and drinks will not be permitted in the school cafeterias unless the student brings it with them upon arrival to school in the morning. Sharing food for birthday parties and celebrations will not be permitted. ● Parents are encouraged to speak to their children about safety protocols and social distancing. ● Parents are asked to read and be familiar with all school communication regarding health and safety protocols. ● Parents should talk to their students about COVID-19 symptoms and prevention strategies. ● Parents are encouraged to read this document in its entirety.

TEACHER/STAFF

- Signs will be posted on the walls and floor to ensure appropriate social distancing in cafeteria lines.
- A seating plan for students will be followed for social distancing.
- Assigned staff supervises students in cafeteria lines, direct students to open seats, and ensures that students maintain desired social distance.
- Teachers will monitor students while in the cafeteria to ensure social distancing.
- Campuses will have a plan for teachers to follow regarding students having access to restrooms during lunch.
- Staff will ensure to maintain a student consistent cohort for “in person” lunches.

STANDARD CLASSROOM PROCEDURES

Classroom protocols and procedures will include expectations regarding not sharing school supplies, social distancing, no or limited group work and hand washing or sanitizing, etc. Teachers will ensure high-touch areas in the classroom are wiped in between classes. Each classroom will be outfitted with the following:

- Visual reminders of distancing requirements will be in all classrooms marking off areas for common spaces and distancing best practices.
- Refillable alcohol-based hand sanitizer station near the door area.
- Access to disinfectant and microfiber cloths to sanitize working surfaces.
- Whenever possible, students and staff will maintain consistent groupings of people (cohorts or pods) to minimize the spread of the virus.
- Technology should be utilized when students are involved in collaborative work.
- Group or pair work can be implemented while wearing masks and maintaining physical distancing.
- In classroom spaces that allow it, consider placing student desks a minimum of six feet apart when possible.
- In classrooms where students are regularly within six feet of one another, schools should plan for more frequent hand washing and/or hand sanitizing and should consider whether increased airflow from the outdoors is possible.

- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain at least 12-ft of social distancing from other classroom groups.

CLASSROOM TRAINING

STUDENT	<ul style="list-style-type: none"> • Students should wash their hands regularly and use hand sanitizer upon entering each classroom. • Students will participate in training specific to newly adopted health and safety protocols.
PARENT	<ul style="list-style-type: none"> • Parents are asked to read all school communication regarding health and safety protocols. • Parents should talk to their students about COVID-19 symptoms and prevention strategies. • Parents are asked to check their child for temperature and COVID-19 symptoms prior to sending them to school each day. If a child is displaying symptoms, please do not send the child to school. Notify the school nurse or office
TEACHER/STAFF	<ul style="list-style-type: none"> • Teachers/staff should be stationed outside their door to provide adequate supervision of their classroom and hallway. • Teachers will receive training to deliver classroom lessons on health protocols.

CLASSROOM SETUP

STUDENT	<ul style="list-style-type: none"> • Students will be expected to adhere to class and school-wide protocols that are consistent with CDC guidelines. • Students will avoid sharing school supplies and will sanitize shared items after each use. • Students will sit one per table when it is possible. • Students who want to use hand sanitizer should use it at the beginning of class. If a sink is available in the classroom, students should wash their hands at the beginning of class. • Students may bring a personal classroom snack as long as the snack is not shared.
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TEACHER/STAFF	<ul style="list-style-type: none"> • Multiple locations of hand sanitizer, tissues, and trash cans will be available in several locations throughout classrooms and common areas to limit student and staff movement. • Teachers will post signs with clear class protocols that are consistent with CDC and school-wide guidelines. • Teachers will limit student movement within the classroom such as turning in assignments, materials being passed out, etc. • Teachers will create assigned seating arrangements to ensure social distancing. Consistent with TEA guidance, all student desks should face the same direction. • Teachers will create systems to limit the sharing of items such as school supplies so that no more than one student is using an item. • Teachers should clean supplies after each use by student.
CLASSROOM ARRIVAL	
STUDENTS	<ul style="list-style-type: none"> • After washing hands or using hand sanitizer, students are asked to immediately sit down in their assigned seat. • Students should avoid touching high-touch areas if possible.
TEACHER/STAFF	<ul style="list-style-type: none"> • Teachers should prop doors open to allow for additional ventilation during class and in between classes so students don't touch doors or handles.

WATER FOUNTAINS

Mitigate the use of water fountains.

WATER FOUNTAIN USAGE	
STUDENT	<ul style="list-style-type: none"> • Students are expected to bring their own reusable water bottle for use throughout the day and expected to take water bottles home to be cleaned on a daily basis.
PARENT	<ul style="list-style-type: none"> • Parents are asked to secure a reusable water bottle for their child to bring to school on a daily basis. • Parents are asked to assist students, as needed, to clean water bottles on a daily basis.

TEACHER/STAFF

- Develop and demonstrate how students should fill water bottles instead of drinking directly from the water fountains.
- Monitor that students take water bottles home to be cleaned.

RECESS/PLAYGROUND

Seguin ISD continues our commitment to ensuring students have access to outdoor, unstructured recess opportunities throughout the school day. Campus Administrators will ensure that LiiNK policies and practices continue. Efforts should be made to utilize all acceptable outdoor areas to increase the opportunity to social distance. Students should sanitize hands before and after outdoor activities. Masks are required in transition to recess. Access to water fountains may be limited, students are expected to bring a personal water bottle for use during and after outdoor activities.

Guidelines for Outdoor Play

- Students will use masks in transition to outdoor activities. Masks will not be required during active outdoor play.
- Students and staff will sanitize hands before and after outdoor activities.
- Social distancing will be encouraged and supported through increased use of acceptable outdoor areas.

ELEMENTARY SPECIALIZED CLASSROOMS/AREAS

ELEMENTARY SPECIALS

MUSIC

- Appropriate social distancing measures will be followed.
- Music equipment will be sanitized and wiped down after each use.
- Any activities requiring multiple students to touch or handle the same equipment will be avoided.
- Vocalizing or singing may be limited or require masks if masks are not mandated districtwide.

PHYSICAL EDUCATION

- Masks are required for transitions to and from or during Physical Education classes.
- Sanitizing areas and/or access to handwashing will be provided.
- Students and staff will sanitize hands before and after each class.

	<ul style="list-style-type: none"> • Visual markers will be on the gym floor and bleachers as reminders of social distancing rules. • Activities bringing students into close physical contact, or requiring multiple students to touch or handle the same equipment will be avoided. • Cohort type grouping and station/small sided activities strategies will be utilized to limit equipment handling and student interaction. <p>PE equipment will be disinfected between cohort use.</p> <ul style="list-style-type: none"> • Students will be encouraged to avoid touching their face at all times, but especially while playing games and or handling equipment • Students should dress for active participation, bring a personal water bottle and scarf type mask to Physical Education classes. • When possible, Physical Education classes will be held outside to allow for maximum physical distance between students.
ART	<ul style="list-style-type: none"> • Students will use their own art supplies when possible, and avoid sharing equipment, utensils and supplies as much as possible. • Students should complete cleaning protocols and sanitize their areas in between use. • Art equipment will be sanitized and wiped down after each use. • Appropriate social distancing measures will be followed.
LIBRARY	<ul style="list-style-type: none"> • Visual reminders will be added and furniture rearranged to help students maintain social distancing while in the library. • Students and staff will wash/sanitize hands upon entering and after visiting the library. • High-touch surfaces (e.g., table tops, chairs, door handles, etc.) will be disinfected regularly. • Occupancy will be limited. • Once books are checked in, the books will be contained for 72 hours before being re-shelved. In the event that the book is needed before the 72 hour containment period, the book(s) will be wiped down and sanitized before checked out to the student(s).

SECONDARY SPECIALIZED CLASSROOMS & EXTRACURRICULARS

All extracurricular practices and contests will be conducted following safety protocol provided by guidance from SeguinISD, UIL and TEA. This will include COVID-19 screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc.

Students opting for the Seguin Succeeds at Home learning environment will be permitted to participate in on-campus extracurricular activities unless decisions from TEA or the UIL are communicated that restrict participation. It will be the responsibility of the parent to transport their student to/from practice sessions, rehearsals, and on-campus contests. Parents and students choosing the Seguin Succeeds at Home option will need to communicate with the appropriate campus staff (music director, athletic coach, cheer coach, drill team instructor, etc.) of their intention to participate. Extracurricular activities will only be offered on campus in a face-to-face environment.

All students will communicate with athletic trainers, coaches, directors or instructors to notify them of any exposure or positive tests.

SECONDARY SPECIALIZED CLASSROOMS AND EXTRACURRICULAR PROGRAMMING

PHYSICAL EDUCATION

- Masks will not be required during active play. Scarf/buff type face coverings ideal for easy on/off use during transitions.
- Sanitizing areas and/or access to handwashing will be provided.
- Students and staff will sanitize hands before and after each class.
- Visual markers will be on the gym floor and bleachers as reminders of social distancing rules.
- Activities bringing students into close physical contact, or requiring multiple students to touch or handle the same equipment will be avoided.
- Cohort type grouping and station/small sided activities strategies will be utilized to limit equipment handling and student interaction.

PE equipment will be disinfected between cohort use.

- Students will be encouraged to avoid touching their face at all times, but especially while playing games and or handling equipment
- Locker rooms will not be used during the fall 2020 school year. Students will not be required to dress-out for Physical Education classes.

ATHLETICS

- Students should dress for active participation, bring a personal water bottle and scarf type mask to Physical Education classes.
- When possible, Physical Education classes will be held outside to allow for maximum physical distance between students.
- Similar to summer strength and conditioning activities, practices and contests will follow protocols established by UIL, TEA and Seguin ISD. In-season and off-season activities will follow the most current guidelines available.
- Coaches will provide an orientation of protocols and expectations for students at the beginning of their respective season(s).
- Specific entrances and exits of athletic facilities will be utilized by students for appropriate separation and distancing. Signage will serve as a visual cue and reminder for students.
- Student-athletes will be assigned to groups for the purposes of maintaining proper distancing and capacity in locker rooms to dress before and after practice sessions.
- Athletic equipment and uniforms will be issued to athletes. These items will be taken home each day and not left in their athletic locker. Practice uniforms will be laundered at home. Game issued uniforms will be laundered at campus with coaching staff following proper protocols.
- Equipment used during practices will be sanitized frequently during practice sessions.
- Athletic areas will be frequently disinfected during the week with an electrostatic misting tool.
- Athletes will not be allowed to socially congregate before, during, or after practices/workouts.
- Attendance at scrimmages and games for spectators is yet to be determined and will be communicated as this information becomes available from the UIL and/or TEA. This may also impact ticket sales and seating configurations.
- Parents and students will be expected to provide timely notification of any health concerns to their coach and athletic trainer (if applicable).

	<ul style="list-style-type: none"> • Communication, quarantine, and proper disinfecting will occur in the event of a confirmed diagnosis. • Water breaks will occur in small groups while using disposable cups. Coaches will organize water breaks with safety and efficiency in mind. Athletes on teams with smaller numbers such as volleyball and basketball may bring their own reusable water bottle clearly marked with their name. Sharing of water or sports drinks will not be allowed at any time.
<p>DANCE, CHEER, OR COLOR GUARD</p>	<ul style="list-style-type: none"> • Practices and performances will be conducted following safety protocol provided by guidance from Seguin ISD, UIL and TEA. This will include COVID-19 screening, group sizes, sharing and sanitizing of equipment, locker room usage, etc. • Students are expected to maintain social distancing in all activities and should avoid congregating in groups. • Students will enter the locker room to change on a staggered schedule. • Students will be asked to wash or sanitize their hands before and after class. • Equipment will be disinfected/wiped down after each class period by the teacher. • During choreography and fundamental exercises, students should maintain at least 6 feet apart, but preferably 8-10 feet distance between each other. • Dance, Cheer, and Color Guard students will be encouraged to bring their own water bottle and a personal towel to wipe perspiration. • Dance, Cheer, and Color Guard students will not share equipment/props (i.e. pom poms, megaphones, flag poles, etc.) • Students will be encouraged to wear appropriate dance attire and will rotate through the dressing rooms in small groups to change before/after class. If a student isn't comfortable using the shared dressing room space they can participate in class while wearing the clothes they wore to school. • Students will be asked to bring and wear their own mask

FINE ARTS

- All rehearsals and meetings will adhere to social distancing guidelines provided by an authorized entity (e.g., Seguin ISD, TEA, UIL, etc.).
- Fine arts private lesson teachers will not be allowed to teach on campus facilities until further guidance is provided by an authorized entity. Private lessons may continue to be conducted virtually if agreed upon between individual families and the lesson teacher. All district guidelines will continue to be adhered to.
- Off-campus fine arts performances will only be conducted if specific guidance is provided by an authorized entity (e.g., Seguin ISD, TEA, UIL, etc.)
- Concerts/performance may be adjusted based on health and safety guidelines provided by an authorized entity (e.g., Seguin ISD, TEA, UIL, etc.) including but not limited to transportation procedures, number of attendees, and the orientation of concerts.
- All fine arts performances will be streamed online when possible.
- Booster club meetings should be held virtually to minimize outside exposure to campuses.
- Students may only access private practice rooms individually and communicate virtually with instructors as supervised by staff.
- Fine arts organizations will also adhere to specific campus guidelines for activities.

SCHOOL EVENTS AND ACTIVITIES**GUIDELINES FOR SCHOOL WIDE EVENTS/ACTIVITIES**

- Campuses are prohibited from planning large attendance events such as all-school assemblies, parties, socials, performances, pep rallies, etc. that bring large groups of students together at one time until further notice.
- Administration will follow all Seguin ISD, UIL and CDC guidelines in regard to games, practices, etc.
- Any school wide events that are approved to be held on campus must adhere to requirements outlined by Seguin ISD, TEA and UIL. (Examples: grade level pep rallies, assemblies, performances, etc.) Some athletic events may be live streamed and/or occur virtually when possible.

- To limit larger gatherings, campus club meetings should be held virtually when possible. If meeting in person is required, groups should utilize larger meeting spaces or multiple meeting opportunities will be provided.
- PTO and booster clubs must collaborate with and seek approval from campus/district administration prior to any event that is planned.
- Back to school and transitional events will be planned in a manner that minimizes large congregation of people in one spot.

ON- AND OFF-CAMPUS STUDENT ACTIVITIES

ON/OFF CAMPUS ACTIVITIES, FIELD TRIPS & SCHOOL WIDE EVENTS

ON-CAMPUS ACTIVITIES

- PTC event and fundraising information is pending.
- After school club information is pending.
- No in-person assemblies will be held in the fall.
- Meet the teacher, open house, parent conferences, etc. will be held virtually.
- Parents will be allowed to attend class parties and performances virtually.

FIELD TRIPS

- Off-campus field trips will not be allowed until further notice.
- Virtual field trips will be considered as often as possible.
- Travel to, and use of the IL-SOLC facility is permitted for classes and courses that require access to support course objectives.

OFF-CAMPUS ACTIVITIES

- Campuses will limit students from leaving campus after school prior to travel or start of extra-curricular or co-curricular activities when possible.
- Student participation in academic contests (Math and Science Team, Robotics, Destination Imagination, etc.) will only be attended if specific guidance is provided by an authorized entity (e.g., host site, Seguin ISD, TEA, UIL, etc.).
- Special Education Community Based Instruction (CBI) guidance will be followed to ensure these learning environments are available to our students per ARD/IEP recommendations.

SCHOOL WIDE EVENTS

- Any school wide events that are approved to be held on campus need to adhere to social distancing requirements outlined by Seguin ISD, TEA and UIL. (Examples: grade level pep rallies, assemblies, performances, etc.)
- School wide events will be live streamed and/or occur virtually when possible.
- To limit larger gatherings, campus club meetings should be held virtually when possible. If meeting in person is required, groups should utilize larger meeting spaces or multiple meeting opportunities will be provided.

HALLWAYS AND LOCKERS

CLASSROOM TRANSITIONS, HALLWAYS & LOCKERS

ELEMENTARY

- Students are encouraged to observe and follow school hall traffic flow directions while maintaining social distancing guidelines.
- Where possible, one-way traffic throughout campus corridors will be established.
- In two-way halls students are expected to stay to the far right of the hall when walking.
- When possible, it is recommended that students make transitions outside of the building.
- For grade levels that implement departmentalization (4th & 5th only) of subject areas, teachers will move to students for transitions in instruction and students will remain in their homeroom class.
- Students and staff must wear face coverings in the halls and avoid gathering in large groups during passing periods.

SECONDARY

- Students are expected to observe and follow school hall traffic flow directions while maintaining social distancing guidelines.
- Students and staff must wear face coverings in the halls and avoid gathering in large groups during passing periods.

- To prevent congregating during transition times, students will not be assigned an academic locker. Students will be permitted to bring backpacks to class.
- Staggered releases from each class will be organized to limit the number of students in the hallway during transitions.
- In two-way halls students are expected to stay to the far right of the hall when walking.
- Visual markers will be developed to help students maintain physical distances and adhere to established campus traffic flow in hallways.
- Traffic patterns will be established throughout the campus that separates individuals to the greatest extent possible.
- Students should immediately report to their next class and not congregate in the hallway.

EMERGENCIES AND DRILLS






Seguin ISD will continue to follow the Standard Response Protocol (SRP) and its emergency actions of Lockout, Lockdown, Evacuate and Shelter as well as ALICE Response Protocols. Recommendations from the Texas School Safety Center will be followed as appropriate.

EMERGENCY EVACUATION PROTOCOLS

- **Required Drills:** Administration will implement procedures and will provide instructions for completion of assigned drills that allow for additional distancing or safety protocols to be implemented whenever possible. This process may be implemented for drills or campus activities where reducing hallway load is needed. At the conclusion of the drill, the groups can stagger their re-entry to the building to maintain social distancing.
- After each drill, staff and students will be reminded that in an actual emergency, they must exit/evacuate/follow protocols without delay and without a staggered exit/evacuation.
- **Actual Emergencies:** Administration will emphasize that social distancing will not be required during an actual emergency such as a fire, lockdown, shelter for dangerous weather, evacuation, etc.

Requirements

For all students and adults

-  Low community spread
-  Physical distance
-  Mask wearing
-  Hand hygiene and disinfection
-  HEPA air filtration indoors or outdoor activities

K-12 School Relative Risk Index



www.covid19reopen.com

	Transportation to and from school	Routine classwork	Lunchtime <small>Assuming 6 feet of distancing at all times</small>	Arts & Humanities	Recess & Athletics
Low	Walk or ride a bicycle	Desk-based instruction	Picking up prepackaged meals	Art Indoor	Outdoor playground
Low	Automobile Household members only	Shop/Vocational-technical	Outdoor eating	Supervised clubs/Organizations	Outdoor non-contact sports
Medium	Automobile Carpool/non-household members	Going to the restroom	Cafeteria lunch line	Band/Orchestra	Indoor non-contact sports
High	School bus	Unmonitored study hall	Indoor eating Classroom	Choir	All contact sports, indoor or outdoor
High	Public transportation (Subway, bus)	Lockers/Changing rooms between classes	Indoor seating Cafeteria	Drama performances	Locker rooms

Risk Reducing Actions

- Classes outdoors (e.g., using tents)
- Maximum class size of 10-15 students
- Open classroom windows
- Stagger drop-off and pick-up times
- Pod students in groups
- Switch teachers between classes, not students
- Limit shared items
- Make unused spaces classrooms (e.g., gyms and band rooms)

Ezekiel J. Emanuel, MD, PhD Perelman School of Medicine at the University of Pennsylvania
 James P. Phillips, MD George Washington University School of Medicine and Health Sciences
 Saskia Popescu, PhD, MPH University of Arizona/George Mason University

SOURCES:
 CDC (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>)
 NASEM (<https://www.nationalacademies.org/our-work/guidance-for-k-12-education-on-responding-to-covid-19>)

INFORMATION ITEM: **Seguin ISD 2020-2021 Kindergarten and First Grade Report Card**

RECOMMENDATION: That the Board of Trustees receive a report on the updated Seguin ISD 2020-2021 Kindergarten and First Grade Report Card.

RATIONALE: In collaboration with elementary teachers, principals and district office specialists, the updated report card aligns closely with the Texas Essential Knowledge and Skills (TEKS). This report card highlights the most important skills students need to learn in each subject at a particular grade level. Students will receive marks that report student progress toward meeting content standards.

REFERENCE and COMPLIANCE: None

PAPERWORK IMPACT: None

BUDGET IMPACT INFORMATION: None

EXHIBITS: Presentation

RESOURCE PERSONNEL: Mark Cantu, Chief Academic Officer
Andrea Jaramillo, Director of Elementary and Multilingual Education

Submitted by: Matthew Gutierrez Date Submitted: 08/25/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St, Seguin, TX 78155
(Phone) (830) 401-8614

Kindergarten and First Grade Report Card Update

August 25, 2020 Board Meeting

Strategic Priorities

1. Improve student learning through improved instructional practice
2. Engage parents, industry and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community
3. Create the conditions in Seguin ISD to recruit, retain and engage employees



Strategic Initiatives

Superintendent and Board Goals

1. Increase K-3 literacy proficiency - 100% on level by end of 3rd grade
2. Implement PLCs district-wide
3. Utilize Rigor and Relevance Framework district-wide
4. Develop a Guaranteed and Viable Curriculum



Purpose for Revision

- Increase validity and reliability in the our reporting
- Focus on a continuum based on grade level mastery
- Align our language to support teacher & parent communication by providing clear goals

Explanation of Marks Revision

Previous Explanation of Marks

<i>Explanation of Marks</i>	
3	<i>Student applies the skill or understands concepts at the level expected.</i>
2	<i>Student is moving toward being able to demonstrate the skill, understand most concepts, and meet most expectations.</i>
1	<i>Student is only beginning to develop the skill or understand concepts and needs to improve progress in order to meet expectations.</i>

Lacked a clear understanding of how students were performing based on the standard.
Provided room for reliability and validity errors.

Revised Explanation of Marks

<i>Explanation of marks</i>	
4	Masters grade level expectations
3	Meets grade level expectations
2	Approaches grade level expectations
1	Does not meet grade level expectation

The new explanation of marks is a standards-based continuum based on Texas Essential Knowledge and Skills.

Revised Language Arts- based on the strands of TEKS

Language Arts	1st	2nd	3rd	4th
Reading				
<i>Performs at or above grade level based on a collection of evidence. (yes/no)</i>				
Demonstrates and applies language skills, phonological awareness, print concepts, phonics, and morphology				
Comprehends increasingly complex texts				
Responds to an increasingly challenging variety of sources				
Writing				
<i>Performs at or above grade level based on a collection of evidence. (yes/no)</i>				
Uses writing process recursively to compose texts that are legible and uses appropriate conventions				
Inquiry and Research				

Students are assessed using iStation and reading inventories. Teachers will report a “yes” or “no” to indicate if a student has met standard on reading assessments.

These areas will be scored based on the new explanation of marks.

Language arts areas are based on the 7 ELAR and SLAR TEKS strands. To more thoroughly explain the numerous descriptors in the strands a *Performance Level Indicators document* will be used to support teachers in reporting and inform caregivers.



Revised Math

Math	1st	2nd	3rd	4th
Mathematical Process Standards				
<i>Performs at or above grade level based on a collection of evidence. (yes/no)</i>				
Foundations of Numbers and Operations				
Recite numbers up to 100 forward and backward beginning with any given number				
Create/Represent an addition/subtraction problem using words, concrete/pictorial models, and number sentences				
Geometry and Measurement				
Classify/Sort regular and irregular two-dimensional and three-dimensional figures				
Use comparison language to describe quantitative differences for measurable attributes (such as, weight, capacity, length)				
Data Analysis				

Teachers will use data from Imagine math, formative assessments and common unit assessments to report a “yes” or “no” indicating if a student is meeting standard for the reporting period.

These areas will be scored based on the new explanation of marks.



Math areas are based on SISD teacher created essential standards with students working toward grade-level mastery.

Revised SEL and Attendance

Social Emotional Learning	1st	2nd	3rd	4th
Self-awareness				
Self-management				
Social awareness				
Responsible decision-making				
Relationship Skills				
Attendance	1st	2nd	3rd	4th
Days of School				
Days Absent				
Tardies				
Attendance/ Tardies Affecting Progress (X)				

Redesigned in collaboration with the Director of Whole Child Initiatives & the Director of School Climate Transformation

Teachers will no longer give an overall conduct mark.

We are invested in our student's social emotional learning. These areas will be based on CASEL competencies and better able our teachers to communicate social emotional development to parents and RTI teams. These competencies will be explained in the *Performance Level Indicators Document*.



New Performance Level Indicators Document

Kindergarten Report Card Performance Level Indicators

Reading	Performance Level 1 Exhibits skill/concept with <i>direct guidance/assistance</i> .	Performance Level 2 Exhibits skill/concept with <i>minimal guidance</i> and increasing frequency.	Performance Level 3 With <i>appropriate support</i> the student exhibits skill/concept <i>consistently</i> .	Performance Level 4 Exhibits <i>understanding beyond grade level</i> expectations.
Demonstrates and applies language skills, phonological awareness, print awareness, phonics, and morphology	The student can <i>begin</i> to <ul style="list-style-type: none"> • identify and produce rhyming words • recognize alliteration (words that begin with the same sound) • hear and manipulate individual letter sounds and syllables • identify the parts of a book and use a book correctly • understand that words and sentences go from left to right and top to bottom • recognize that sentences are comprised of words and words are comprised of letters • identify all upper and lowercase letters • accurately form all uppercase and lowercase letters • Identify and match common sounds that letters represent • spell words such as it, tap, stop, back • identify and read 25 high-frequency words • spell high-frequency words from a list 	The student can with <i>less support</i> <ul style="list-style-type: none"> • identify and produce rhyming words • recognize alliteration (words that begin with the same sound) • hear and manipulate individual letter sounds and syllables • identify the parts of a book and use a book correctly • understand that words and sentences go from left to right and top to bottom • recognize that sentences are comprised of words and words are comprised of letters • identify all upper and lowercase letters • accurately form all uppercase and lowercase letters • Identify and match common sounds that letters represent • spell words such as it, tap, stop, and back • identify and read 25 high-frequency words • spell high-frequency words from a list 	The student can <i>consistently</i> <ul style="list-style-type: none"> • identify and produce rhyming words • recognize alliteration (words that begin with the same sound) • hear and manipulate individual letter sounds and syllables • identify the parts of a book and use a book correctly • understand that words and sentences go from left to right and top to bottom • recognize that sentences are comprised of words and words are comprised of letters • identify all upper and lowercase letters • accurately form all uppercase and lowercase letters • Identify and match common sounds that letters represent • spell words such as it, tap, stop, and back • identify and read 25 high-frequency words • spell high-frequency words from a list 	The student can <i>independently</i> <ul style="list-style-type: none"> • identify and produce rhyming words • recognize alliteration (words that begin with the same sound) • hear and manipulate individual letter sounds and syllables • identify the parts of a book and use a book correctly • understand that words and sentences go from left to right and top to bottom • recognize that sentences are comprised of words and words are comprised of letters • identify all upper and lowercase letters • accurately form all uppercase and lowercase letters • Identify and match common sounds that letters represent • spell words such as it, tap, stop, back • identify and read 25 high-frequency words • spell high-frequency words from a list

The Performance Level Indicators document will provide descriptions of all areas reported. This will improve reliability in marking and clearly communicate grade level standards to caregivers.

New Revised Report Card

Kindergarten Report Card 20 - 21 School Year



Explanation of marks

4	Masters grade level expectations					Student:	
3	Meets grade level expectations					Teacher:	
2	Approaches grade level expectations					Campus:	
1	Does not meet grade level expectation					Principal:	

Language Arts	1st	2nd	3rd	4th	Math	1st	2nd	3rd	4th
Reading					Mathematical Process Standards				
<i>Performs at or above grade level based on a collection of evidence. (yes/no)</i>					<i>Performs at or above grade level based on a collection of evidence. (yes/no)</i>				
Demonstrates and applies language skills, phonological awareness, print concepts, phonics, and morphology					Foundations of Numbers and Operations				
Comprehends increasingly complex texts					Recite numbers up to 100 forward and backward beginning with any given number				
Responds to an increasingly challenging variety of sources					Create/Represent an addition/subtraction problem using words, concrete/pictorial models, and number sentences				
Writing					Geometry and Measurement				
<i>Performs at or above grade level based on a collection of evidence. (yes/no)</i>					Classify/Sort regular and irregular two-dimensional and three-dimensional figures				
Uses writing process recursively to compose texts that are legible and uses appropriate conventions					Use comparison language to describe quantitative differences for measurable attributes (such as, weight, capacity, length)				
Inquiry and Research					Data Analysis				
Engages in inquiry processes for a variety of purposes					Draw conclusions from real-object and picture graphs				
Science and Social Studies	1st	2nd	3rd	4th	Participates in activities				
Science					Social Emotional Learning	1st	2nd	3rd	4th
Demonstrates knowledge of concepts, skills, and processes					Self-awareness				
Social Studies					Self-management				
Demonstrates knowledge of concepts, skills, and processes					Social awareness				
Specials Areas	1st	2nd	3rd	4th	Responsible decision-making				
Technology or Art					Relationship Skills				
Demonstrates concepts and skills					Attendance	1st	2nd	3rd	4th
Participates in activities					Days of School				
Physical Education					Days Absent				
Demonstrates concepts and skills					Tardies				
Participates in activities					Attendance/ Tardies Affecting Progress (X)				
Music									
Demonstrates concepts and skills									
Participates in activities									

INFORMATION ITEM:

Bond 2019 Project Update

RECOMMENDATION:

That the Board of Trustees receives an update on 2019 Bond projects.

RATIONALE:

To provide the board with regular updates and progress reports on Bond 2019 related projects.

REFERENCE and COMPLIANCE:

CV (LOCAL) Facilities Construction

PAPERWORK IMPACT:

None

BUDGET IMPACT INFORMATION:

None

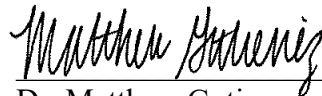
EXHIBITS:

Bond Update Presentation

RESOURCE PERSONNEL:

Bill Lewis, Chief of Operations and Associate Superintendent
Tony Hillberg, Chief Financial Officer
James Pizana, Director of Maintenance and Operations

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 08/25/20

pfluger

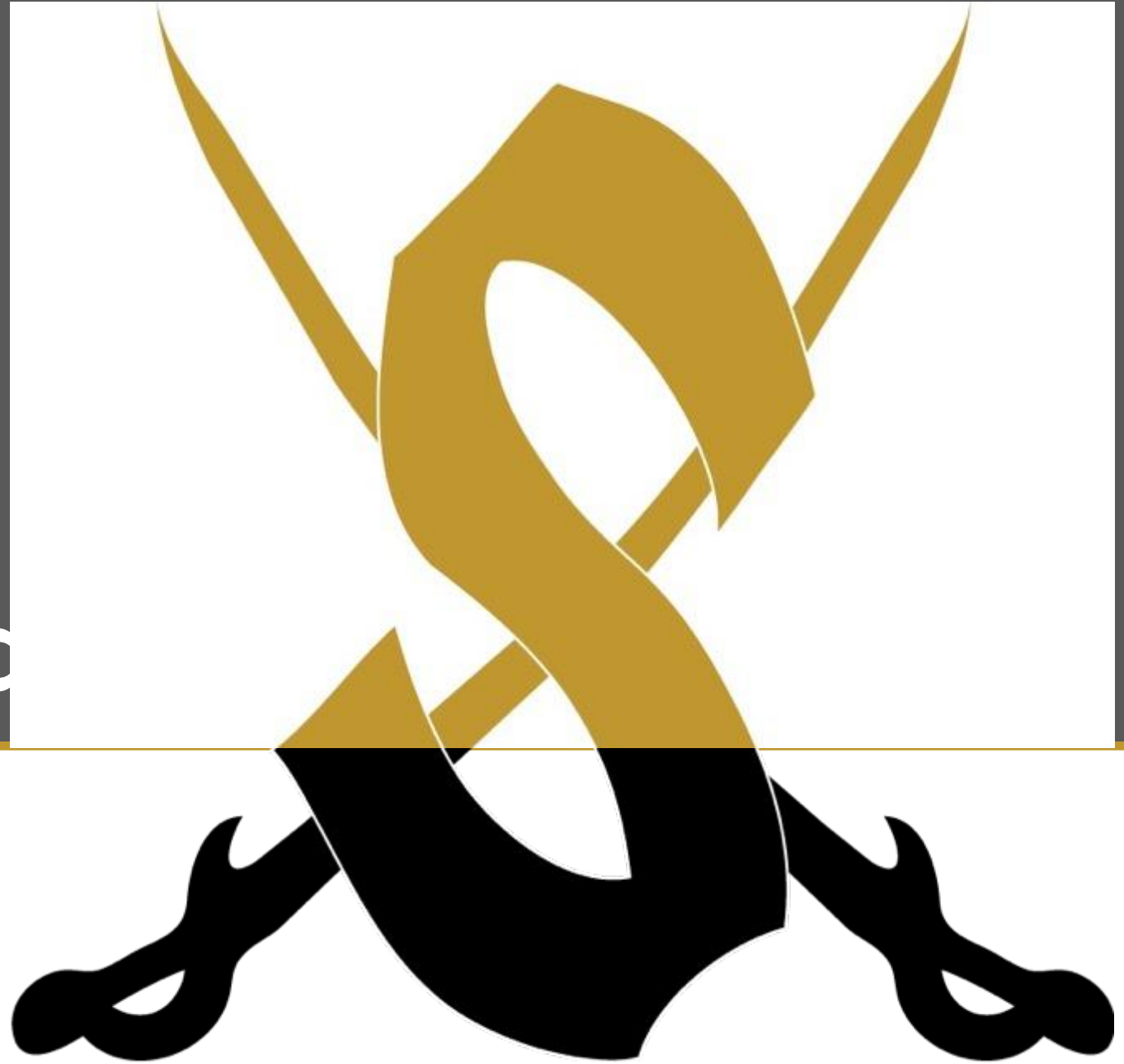
planning · architecture · interior design

pbGroup LLC

architecture · interior design · design build

Seguin ISD 2019 Bond Update

Board of Trustees Meeting
August 25, 2020



Projects



Projects





Mar St

Matador Stadium

DESIGN

100%

complete

JAN 2019 – MAY 2019

BID &
PRECONSTRUCTION

100%

complete

JUNE 2019 – AUG 2019

CONSTRUCTION

89%

complete
(July 2020)

SEPT 2019 – SEPT 2020*

Recent Activity:

- Track & Field turned over for District Use



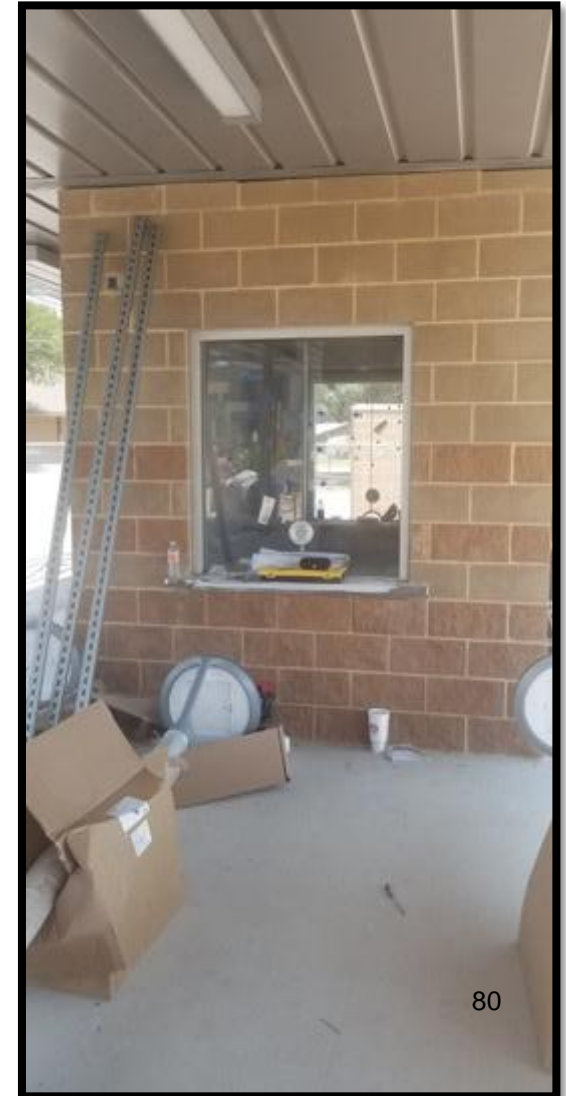
Recent Activity:

- Home Side Bleacher Installation Ongoing



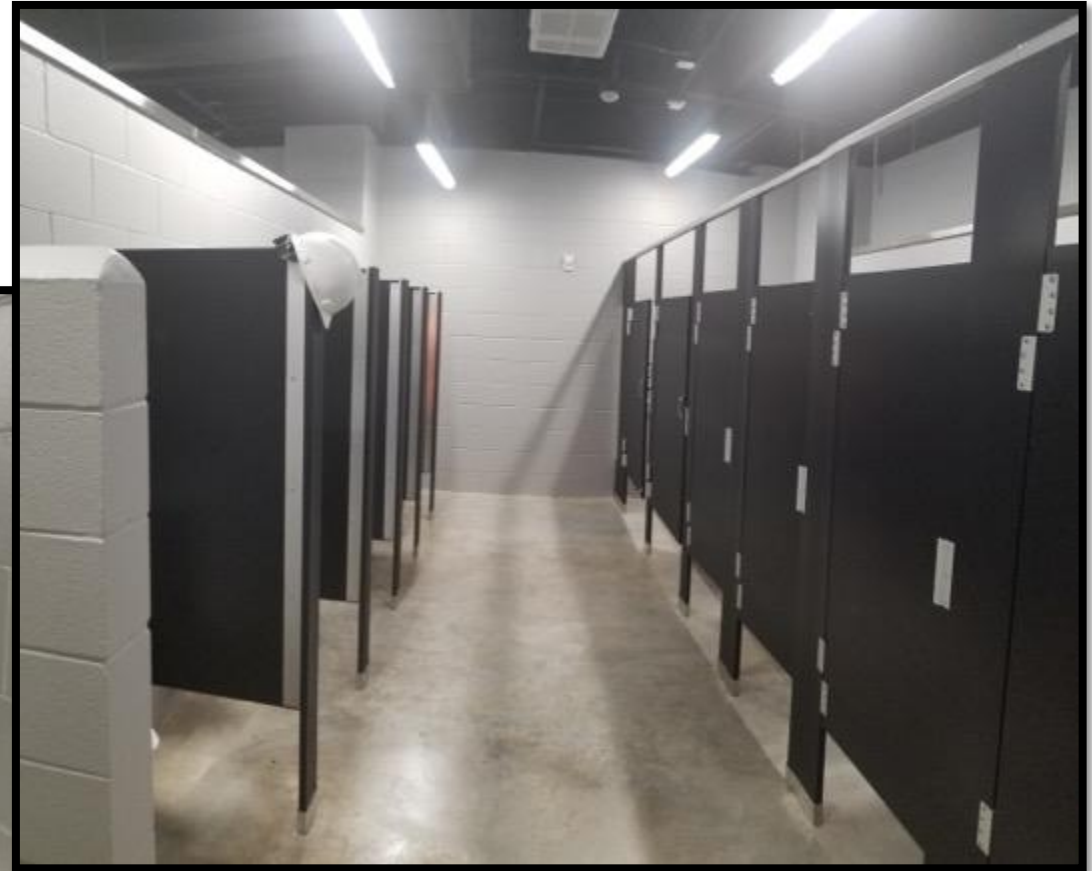
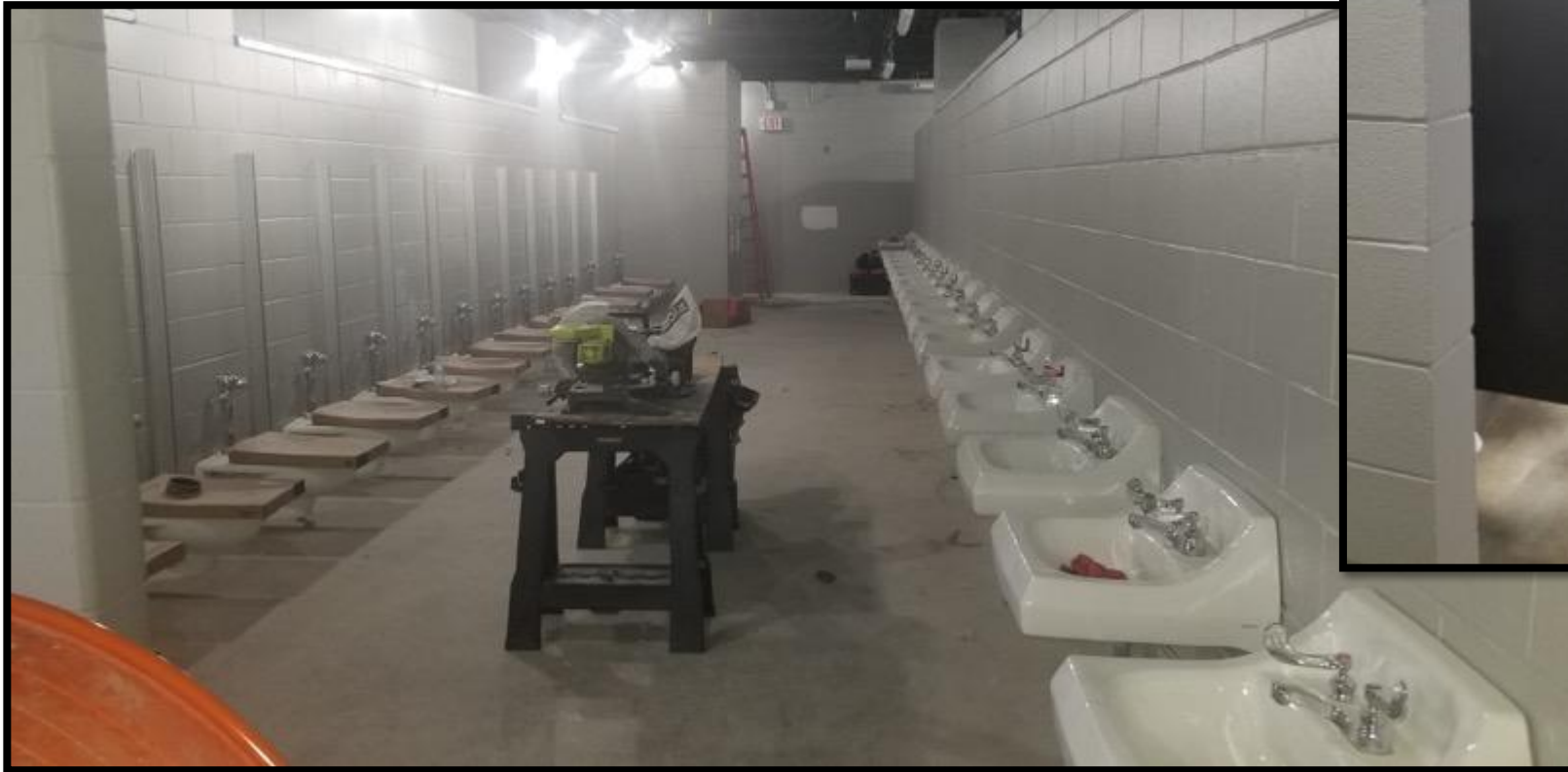
Recent Activity:

- Ticket Booth Construction Ongoing



Recent Activity:

- Restroom Construction Ongoing



Recent Activity:

- Concession Construction Ongoing



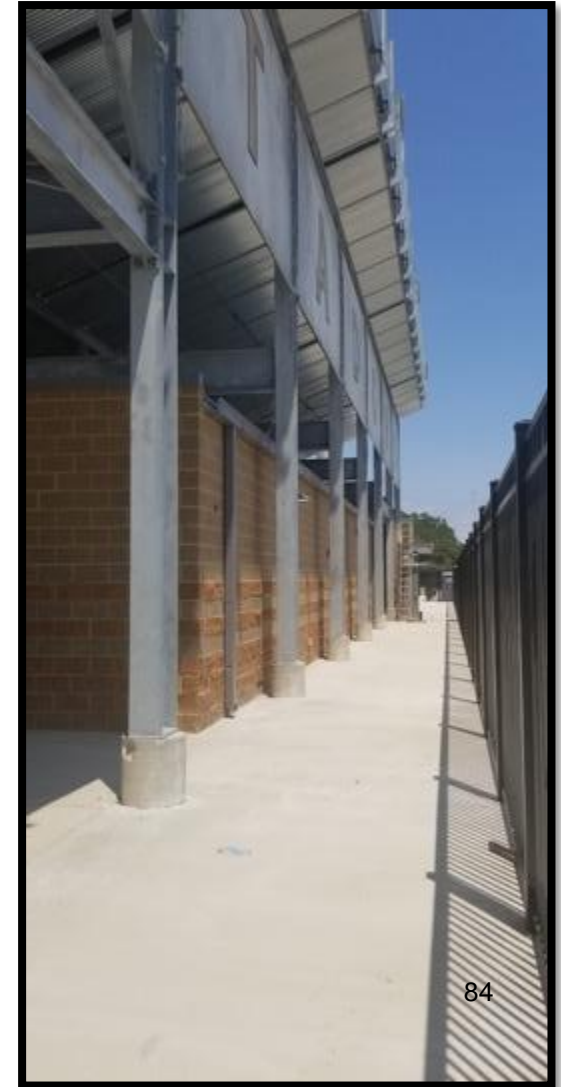
Recent Activity:

- Concourse Construction Ongoing



Recent Activity:

- Concourse Construction Ongoing



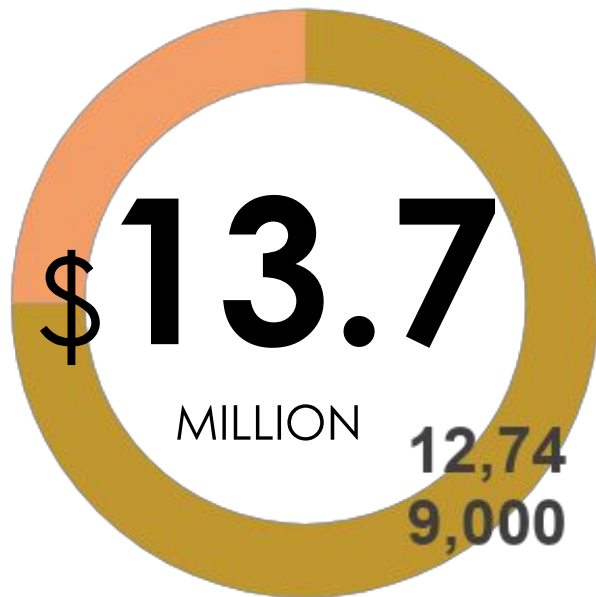
Recent Activity:

- Press Box Construction Ongoing

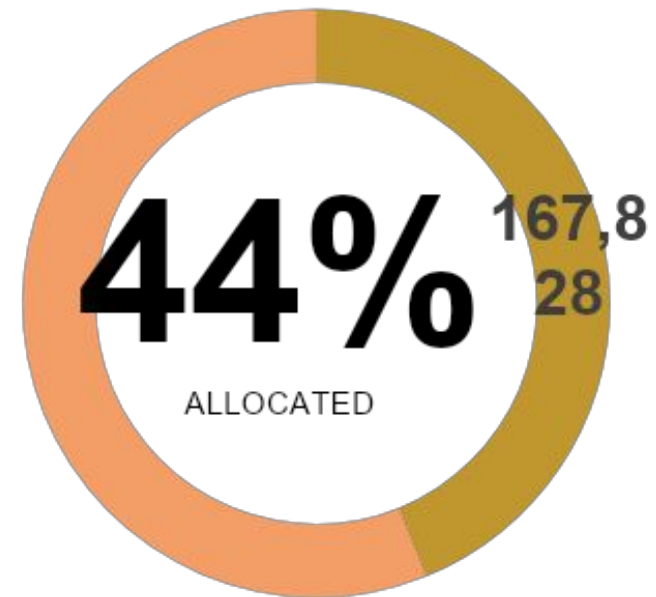


Upcoming Milestones:

- Schedule is “On Track” for completion (Complex = 9/11/20)
- Pending request from GC on COVID-19 impact-days



CONSTRUCTION COST TO DATE
(\$17M BUDGET)



CONTINGENCY

Projects



AJ Briesemeister
Middle School

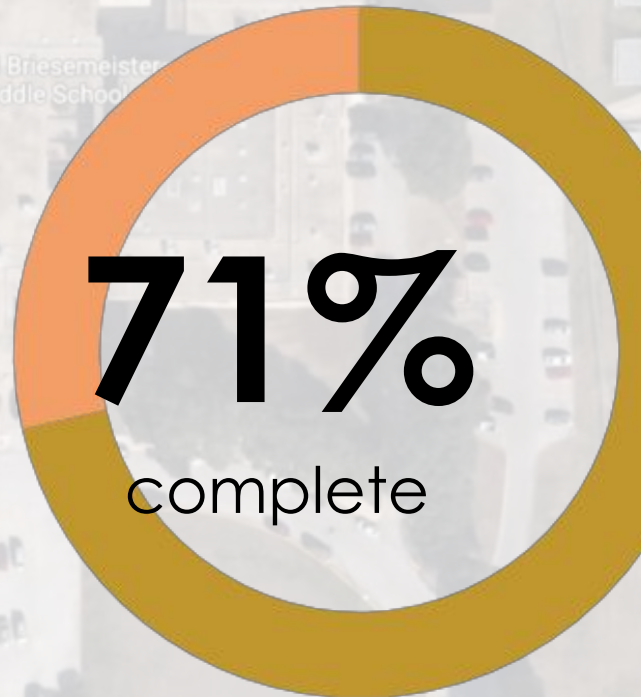
AJ Briesemeister MS

**SURVEY &
PRE-DESIGN**



SEPT 2019 – OCT 2019

DESIGN & BID



NOV 2019 – DEC 2020

CONSTRUCTION



JAN 2021 – TBD

Recent Activity:

- 7/20/2020 = Consultant Coordination Review
- 7/30/2020 = Safety & Security Meeting with SISD
- 8/5/2020 = Interior Color Selection Update
- 8/5/2020 = FF&E Update (with Samples) with District & Campus
- 8/11/2020 = 50% CD Review with SISD

Project Evolution

Long Range Facility Plan

AJ BRIESEMEISTER MIDDLE SCHOOL:

OPTION A: Address Items 1-11



FOOTBALL FIELD LIGHTS & BLEACHERS: \$350,000

AJ-1

SPORTS FIELDS (Items 3 & 8): \$2,500,000

AJ-2

INFILL CONSTRUCTION & RENOVATIONS
(Items 2, 3, 4, 6, 7, 8, 9, 10, 11): \$36,500,000

AJ-3

PARKING/CIRCULATION IMPROVEMENTS
& RECONFIGURATIONS: \$2,500,000

AJ-4

LIST OF CAMPUS PRIORITIES:

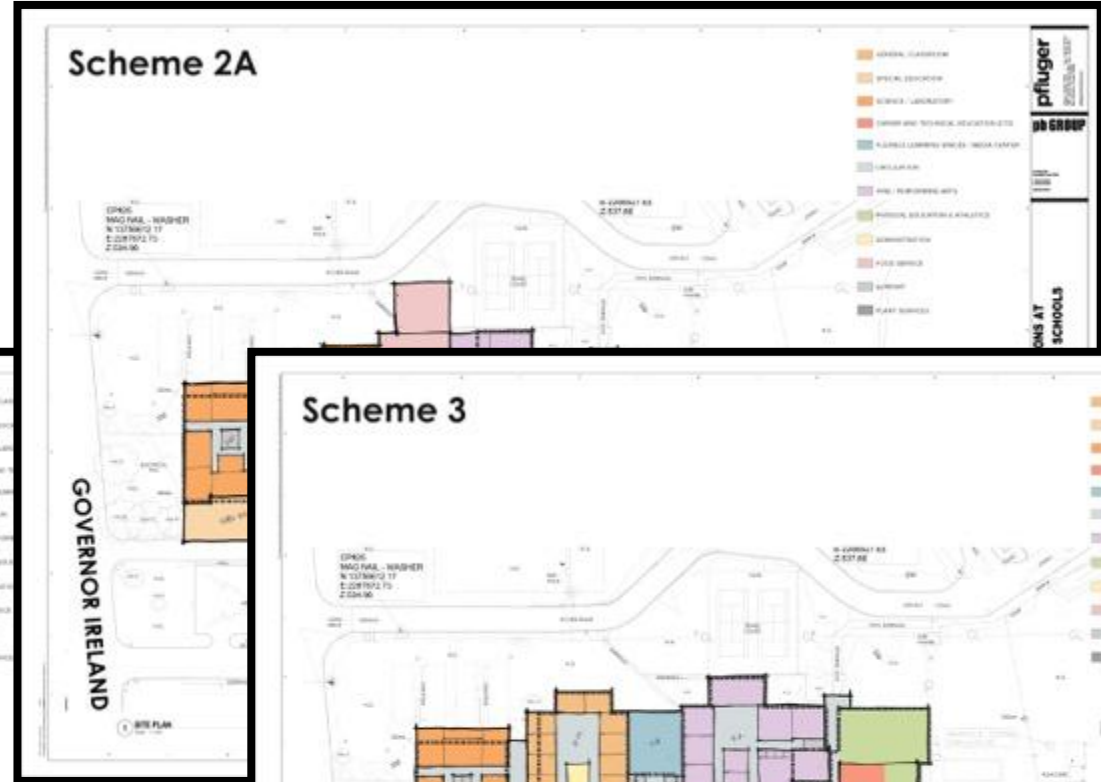
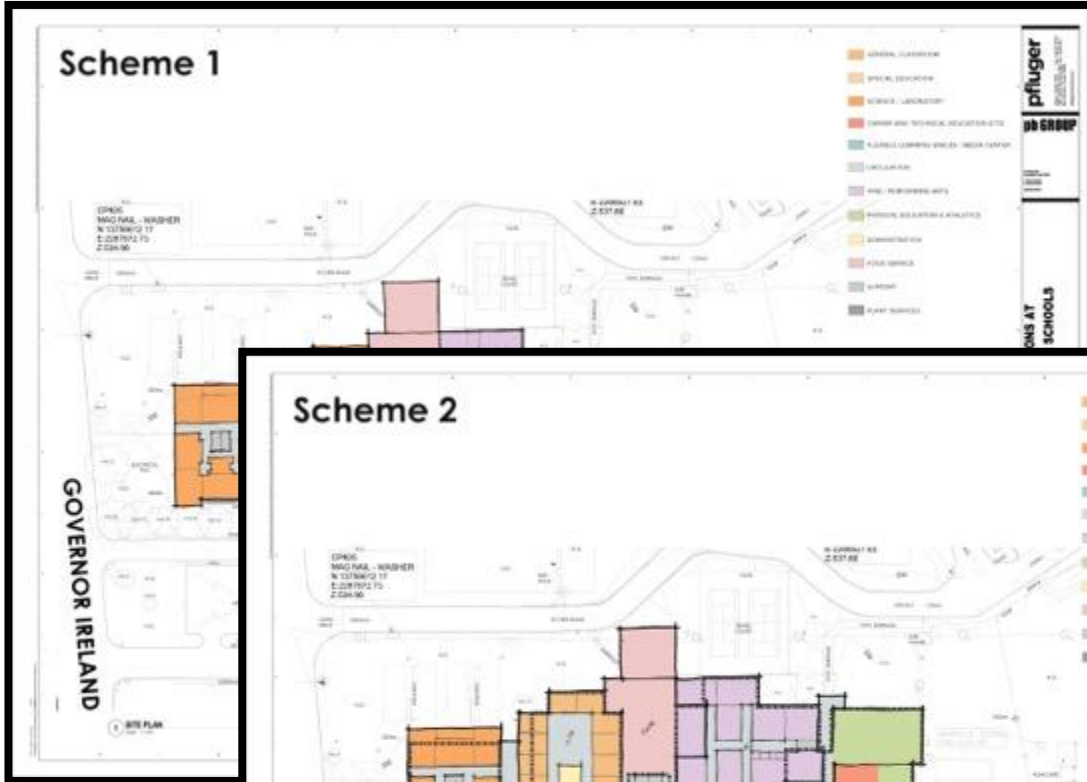
1. Renovate all at once = 18
2. Cafeteria = 11
3. Roofing = 9
4. CTE Spaces (Typical) = 4
5. Sports Fields (General) = 3
6. Classrooms (Typical) = 2
7. Aging Buildings = 2
8. Athletic Spaces (General) = 2
9. Campus Identity = 2
10. Library = 2
11. Connectivity = 1

AJB:
TOTAL VALUE OF
IMPROVEMENTS:
\$41,500,000

Design Checklist for AJB MS:

- ❑ Grade-Level Houses = Grade-Level Identity / Ownership
- ❑ Dedicated Space for Collaboration
- ❑ Dedicated Library Space
- ❑ Distributed Teacher Resources / Support Spaces
- ❑ Concentrated + Consolidated Administration
- ❑ Prominent Front Entry + Secured Vestibule
- ❑ Secured Outdoor Student Area (Sport / Activity-focused)

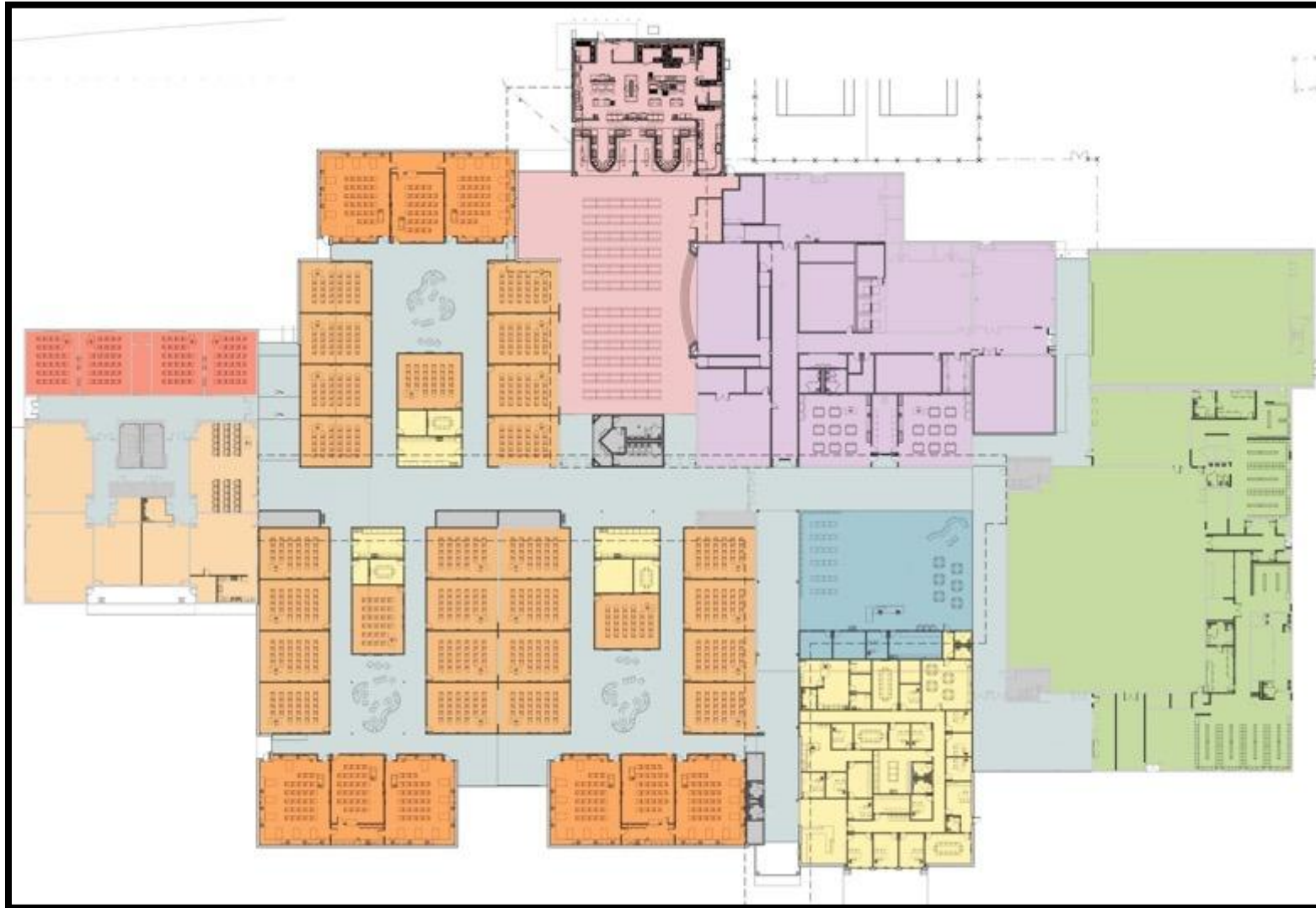
Design



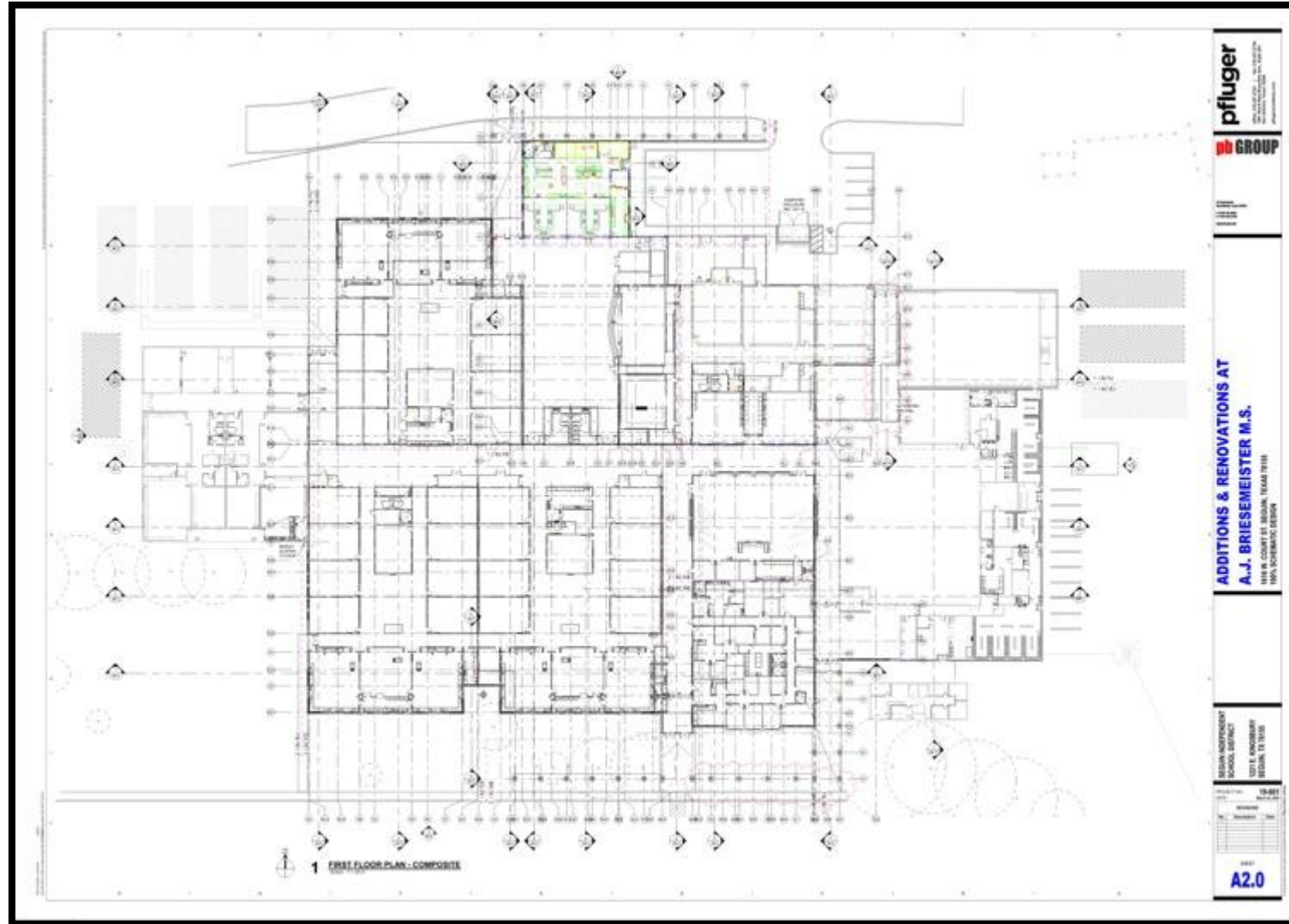
Design



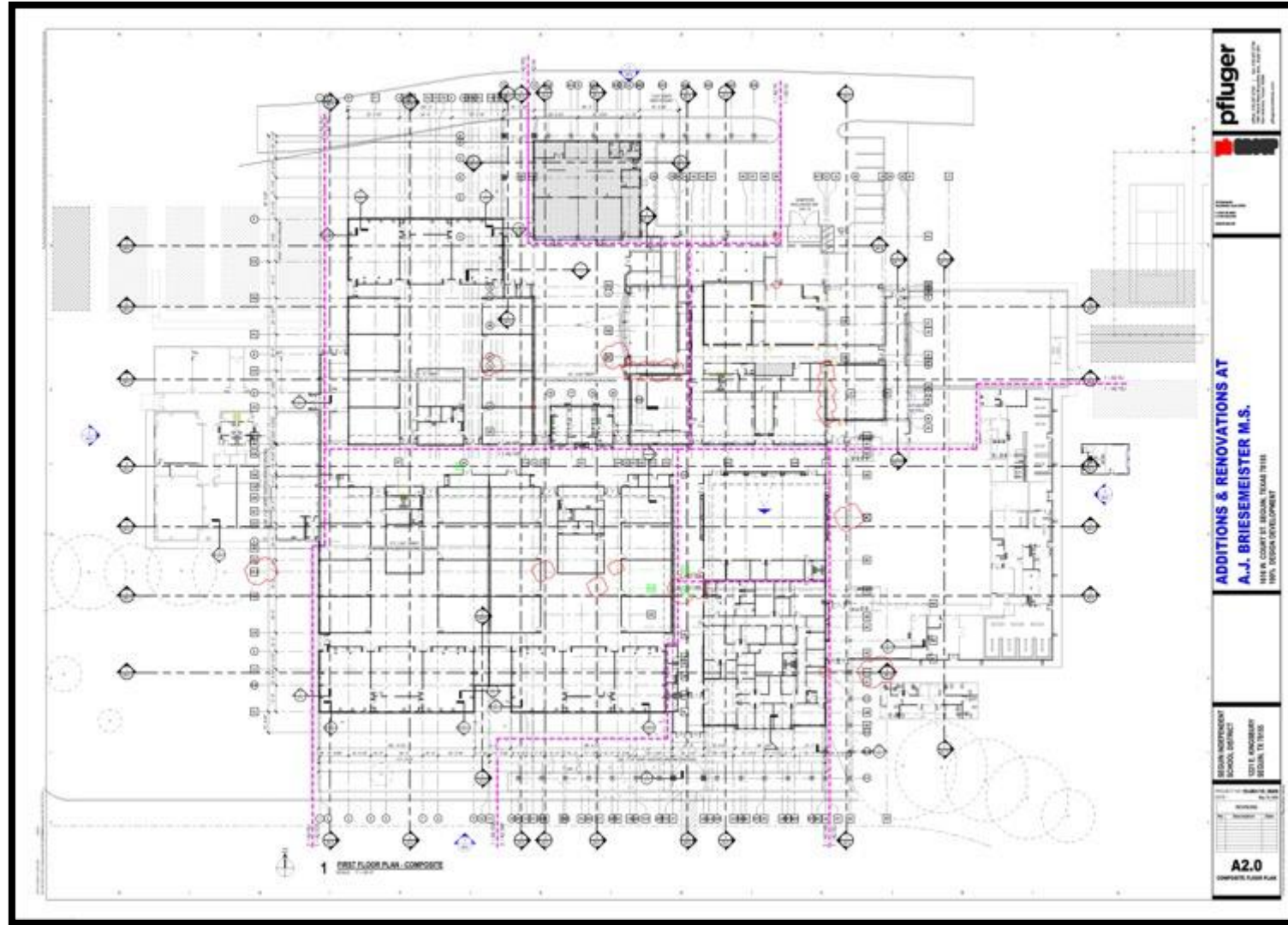
Design – 100% SD



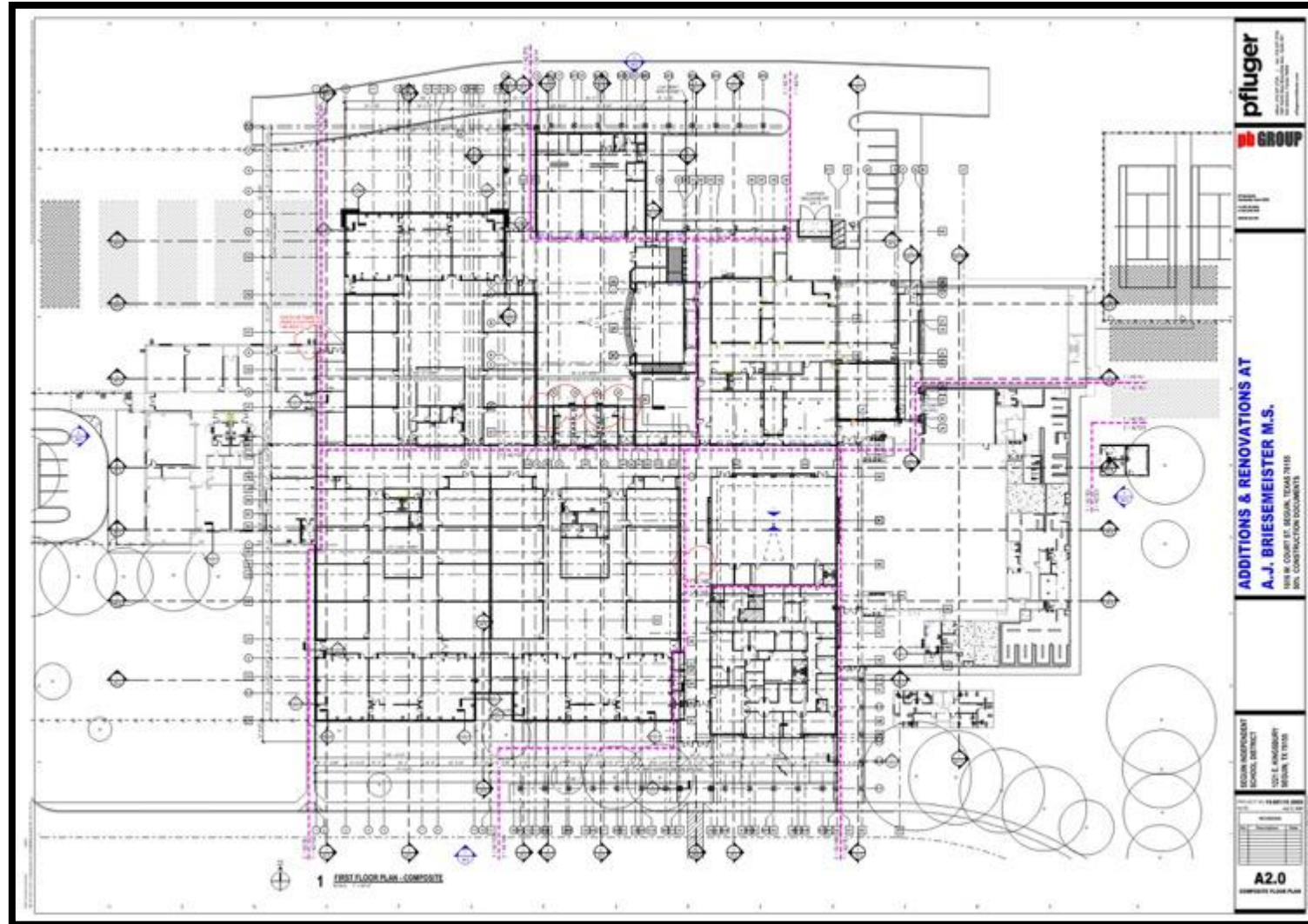
Design – 50% DD



Design – 100% DD



Design – 50% CD



Interiors, Finishes, & Colors

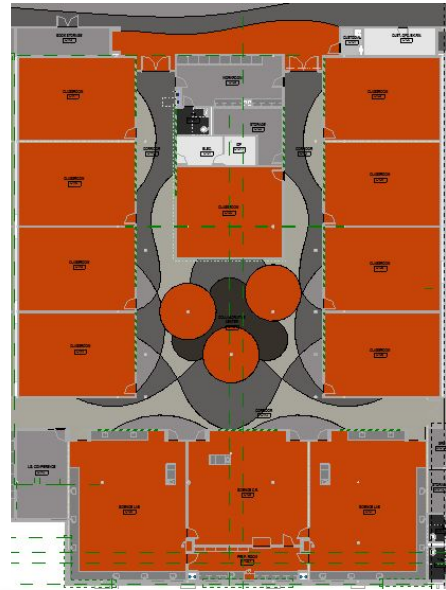
Inspiration



Theme / Concept



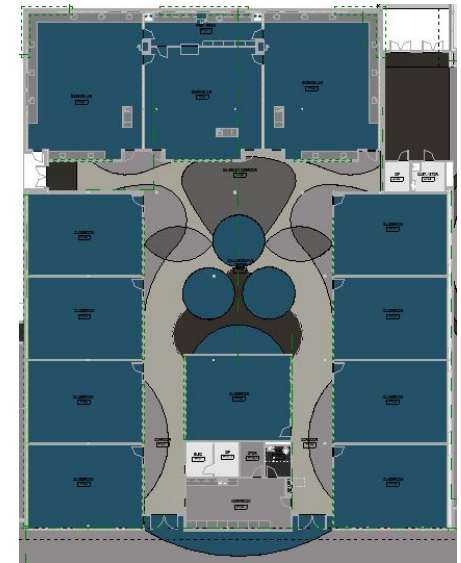
House Accent Colors



6th Grade



7th Grade



8th Grade

Classrooms



Collaborative Spaces



Classrooms



Collaborative Spaces



Classrooms



Collaborative Spaces



Cafetorium



Cafetorium



Secured Vestibule / Admin.



Corridors



Corridors



Corridors



Library



Athletics



Upcoming Milestones:

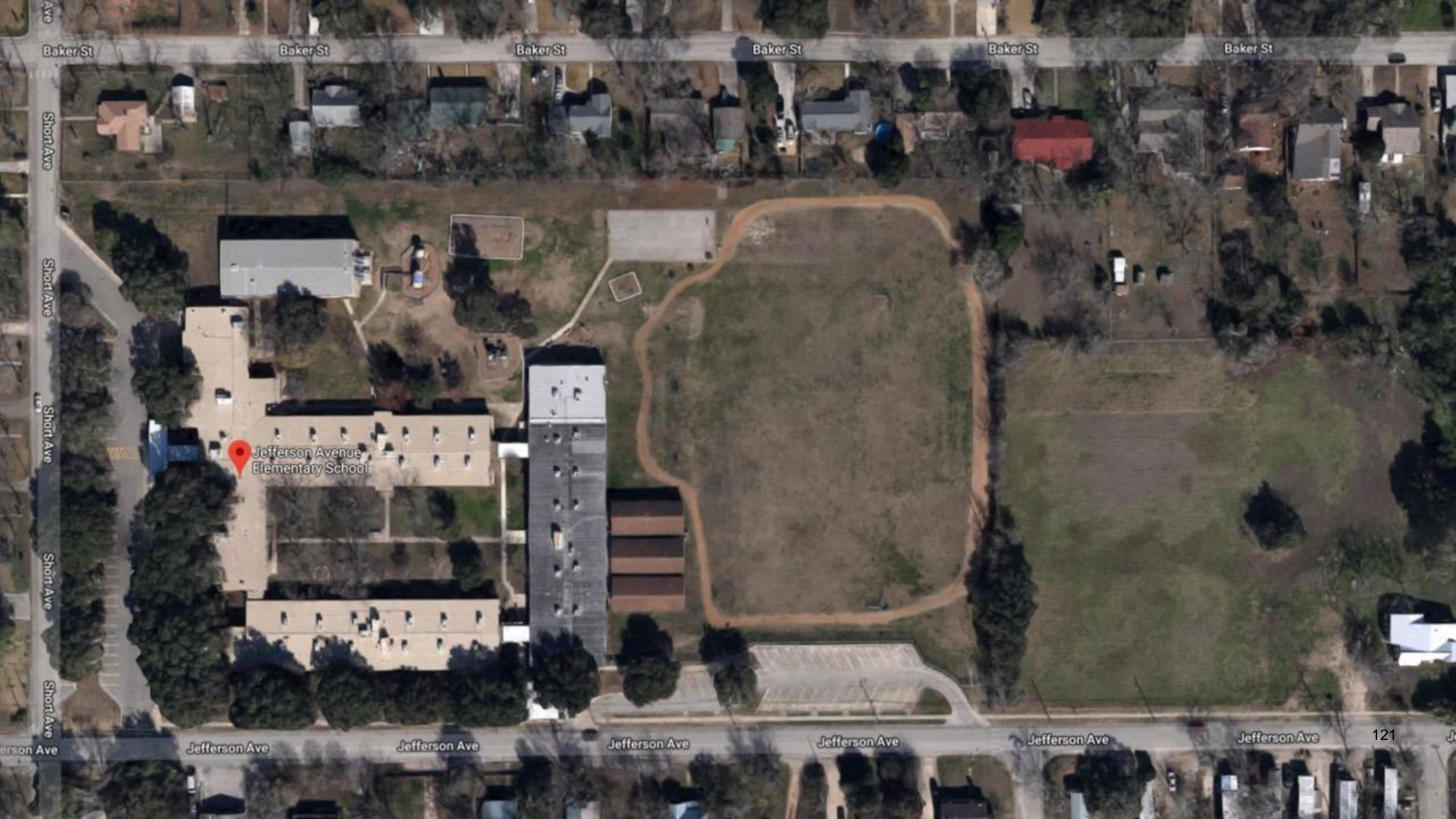
- Upcoming Milestones:
 - TBD = FF&E Classroom Mock-ups
 - 95% CDs = October 16
- Target Dates:
 - Board Mtg. for CD Approval & Approval to Bid: 11/17/20
 - Proposal Opening: 1/5/21
 - Board Mtg. for Contractor Selection: 1/26/21
 - Construction Start: February 2021

AJB MS Questions?



Projects





Baker St Baker St Baker St Baker St Baker St Baker St

Short Ave

Short Ave

Short Ave

Short Ave

Short Ave

Jefferson Avenue Elementary School

Jefferson Ave Jefferson Ave Jefferson Ave Jefferson Ave Jefferson Ave Jefferson Ave

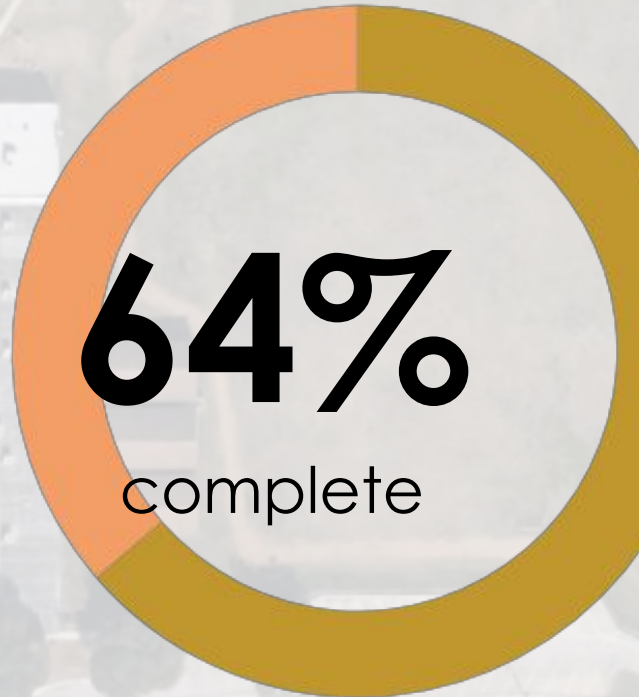
Jefferson ES

**SURVEY &
PRE-DESIGN**



SEPT 2019 – JAN 2020

DESIGN & BID



FEB 2020 – DEC 2020

CONSTRUCTION



JAN 2021 – TBD

Project Evolution

Long Range Facility Plan

JEFFERSON ELEMENTARY SCHOOL:

OPTION B: Address Items 1-10



RECONFIGURATION OF PARKING/VEHICULAR CIRCULATION (Item 3): **\$1,000,000**

J-1

CANNOT BE DONE PRIOR TO J-2

CONSTRUCTION OF NEW BUILDING ADDITION & RENOVATION OF WEST WING (Items 1, 2, 4, 6, 7, 8, 9, 10): **\$11,000,000**

J-2

PLAYGROUND IMPROVEMENTS & RECONFIGURATIONS (Item 5): **\$250,000**

J-3

RENOVATIONS OF SOUTH/EAST EXISTING WINGS TO REMAIN (Items 1, 2, 4, 9, 10): **\$3,900,000**

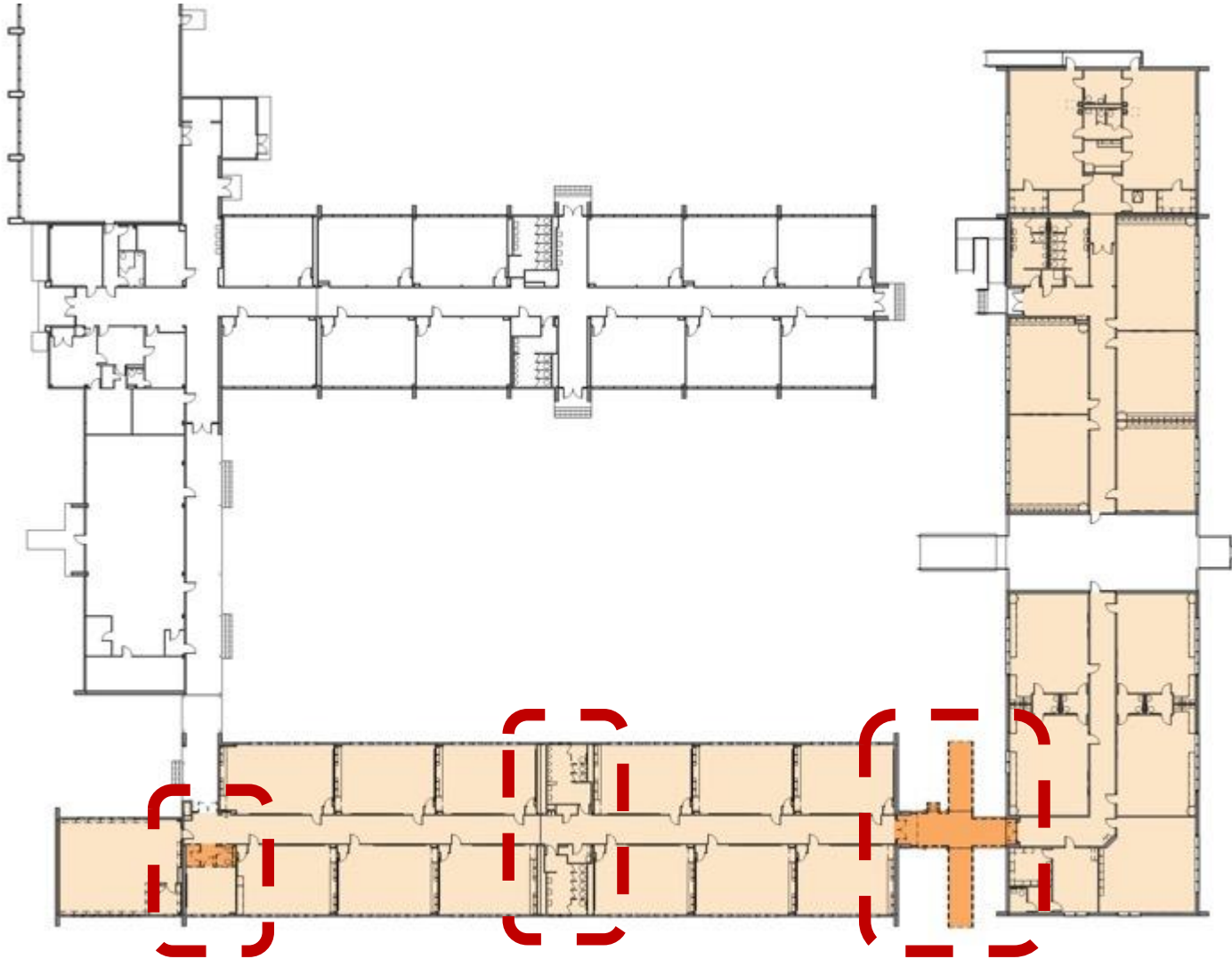
J-4

LIST OF CAMPUS PRIORITIES:

1. Aging Mechanical Systems = 9
2. Connectivity (General) = 9
3. Drainage (Typical) = 7
4. Roofing = 6
5. Playgrounds (General) = 5
6. Classrooms (Typical) = 5
7. Administration = 5
8. Library = 3
9. Safety/Security (General) = 3
10. Accessibility = 2

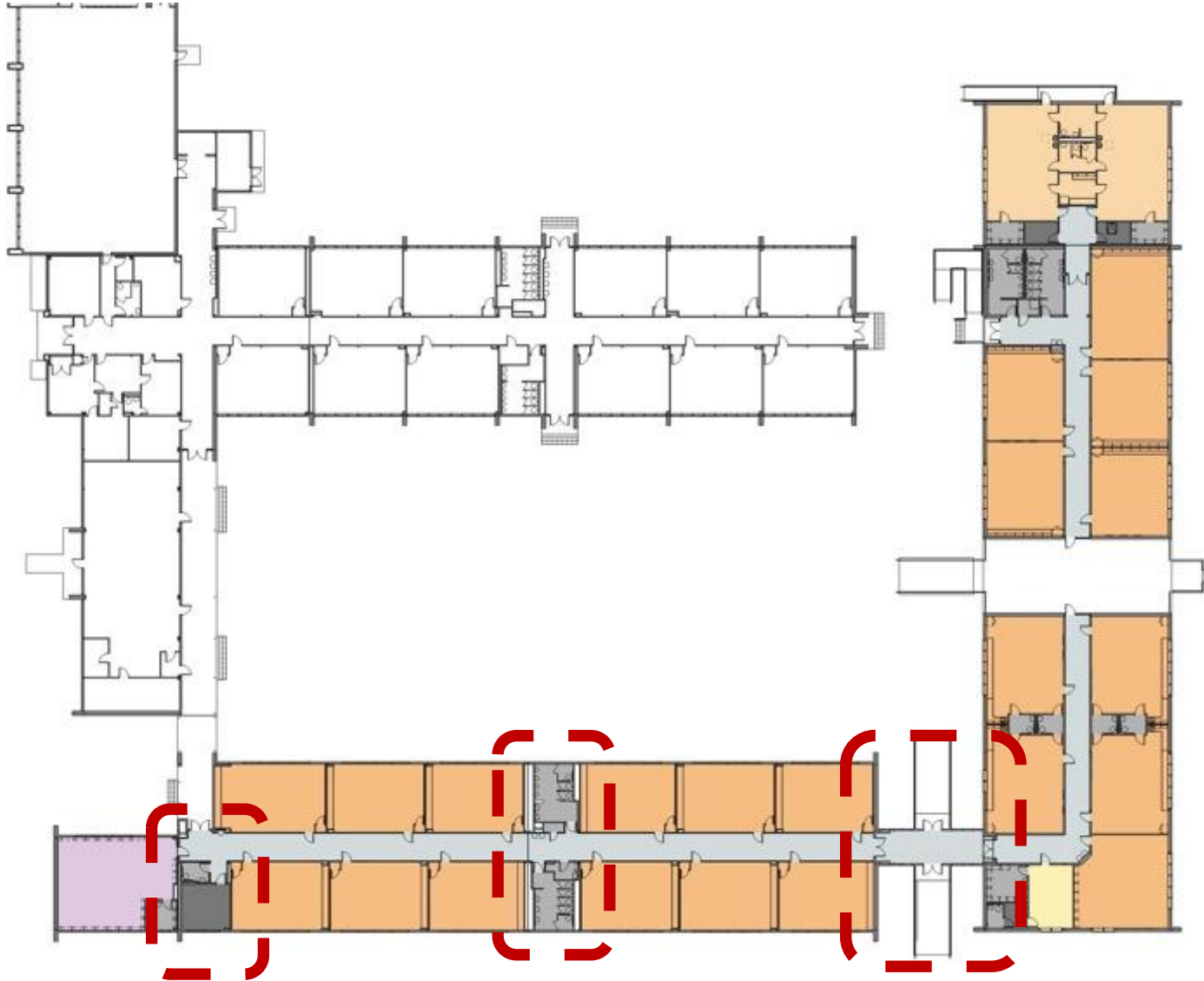
**JEFFERSON:
TOTAL VALUE OF
IMPROVEMENTS:
\$16,150,000**

Existing Conditions



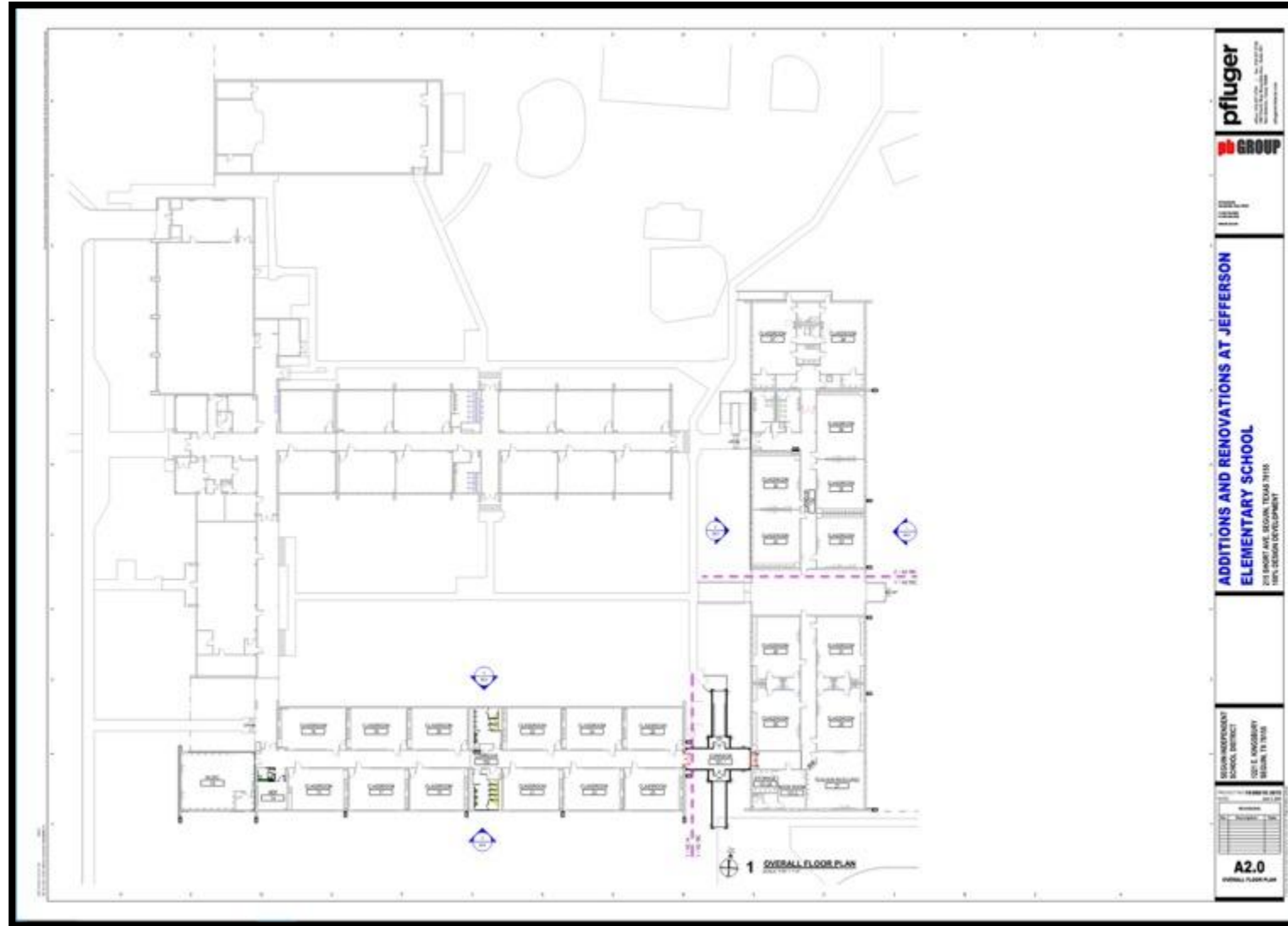
- Restrooms Not Fully Accessible
- Exterior Connection Between Wings
- Aging HVAC System + Roof
- Aging Electrical & Technology Systems
- Aging Finishes

Project Scope

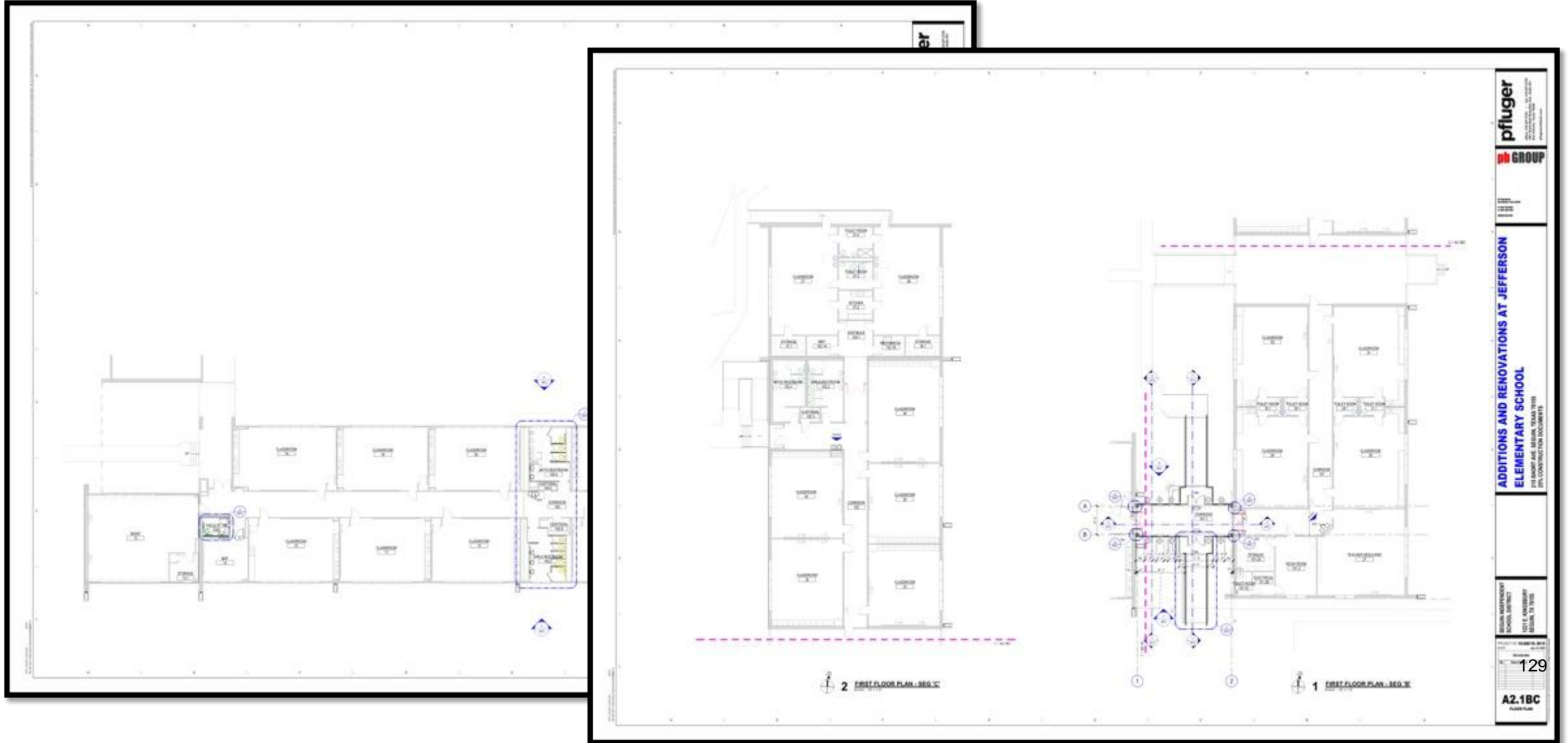


- Accessibility Upgrades (Focused on Restrooms)
- Internal Connection between Wings
- Replacement of HVAC System
- Roof Repairs as Needed

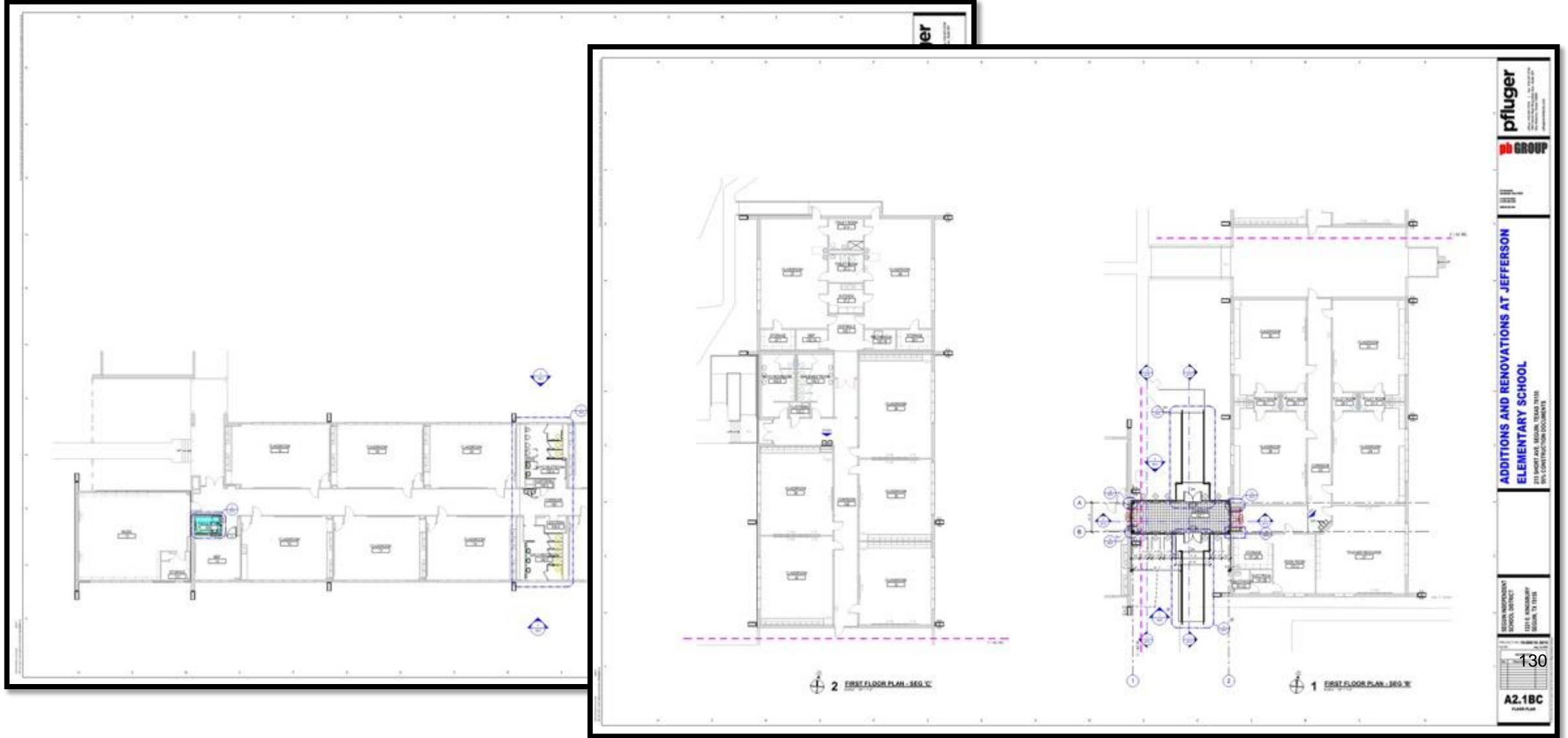
Design – 100% DD



Design – 100% DD



Design – 50% CD



Upcoming Milestones:

- Next Deliverables:
 - 95% CDs = October 16
- Target Dates:
 - Board Mtg. for CD Approval & Approval to Bid: 11/17/20
 - Proposal Opening: 1/5/21
 - Board Mtg. for Contractor Selection: 1/26/21
 - Construction Start: February 2021

Jefferson ES Questions?



Questions?



Minutes of Regular Meeting

The Board of Trustees

Seguin ISD

A regular board meeting of the Board of Trustees of Seguin ISD was held Tuesday, July 28, 2020, beginning at 6:30 PM by video and telephone conference.

Meetings of the Board are normally held at the Administration Office Board Room. This meeting was conducted by video and telephone conference in accordance with the Governor's authorization concerning suspension of certain open meeting law requirements for COVID-19 (Coronavirus) Disaster.

Present: Ben Amador (arrived at 6:36 p.m.), Denise Crettenden, Linda Duncan, Alejandro R. Guerra, Carl Jenkins (arrived at 6:38 p.m.), Glenda Moreno, Cinde Thomas-Jimenez and Dr. Matthew Gutierrez

Absent:

Also Present: Mark Cantu, Chief Academic Officer; Anthony Hillberg, Chief Financial Officer; Sean Hoffmann, Chief Communications Officer; Kirsten Legore, Deputy Chief Operations Officer; Bill Lewis, Chief Operating Officer and Associate Superintendent; Cindy Moreno, Deputy Chief of Staff and Human Resources; Jacob Galvan, Director of Child Nutrition; Nancy Ramirez, Superintendent Secretary and media.

1. Call to Order

A. Mrs. Thomas-Jimenez called the meeting to order at 6:32 p.m. and a quorum was established. The meeting of the Seguin ISD has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

B. The pledges were led by Ms. Duncan, followed by a moment of silence.

C. Superintendent Announcements:

Dr. Gutierrez provided the board and community with highlights since our last meeting and updates regarding the reopening of school for the 2020-2021 school year and the upcoming Town Hall meetings for staff and the community. He also mentioned the updated Matador varsity football schedule is available to view. Our first game will be on September 25, against Bastrop Cedar Creek at 7:30 p.m. in our new Matador Stadium. Dr. Gutierrez encouraged everyone to stay safe and to continue practicing healthy habits.

2. Audience with the Board

No one signed up to address the Board.

3. Reports/Information Items:

A. Seguin ISD use of North American Catholic Educational Programming

The Board of Trustees received information from Mr. Lewis, regarding the use of North American Catholic Education Programming during the 2020-2021 School Year. In July 2020, Seguin ISD purchased CoolPad Hotspots along with a one (1) year service plan through North American Catholic Educational Programming in the amount of \$91,950.00. These HotSpots were used by students for remote learning due to the Covid-19 pandemic and were purchased as an emergency transaction as authorized under board policy CH (LOCAL).

B. Seguin ISD Continuation of the Head Start Program

The Board of Trustees received information from Mr. Cantu regarding the continuation of the

Head Start Program. The Head Start Program is funded by federal grant in partnership with a federally awarded service provider. As of July 27, 2020 the awarded service provider for the Guadalupe county Head Start Program is Community Council of South Central Texas (CCSCT). While this is a new service provider for the program, the services offered to qualifying students will continue as in prior years. The program will continue to be housed at Ball Early Childhood Center. The Head Start program is designed to offer additional support to the lowest socioeconomic students and families of Seguin ISD. Direct student services will be provided to pre-kindergarten children who are enrolled in the program. Program services provided by the partnership with CCST will include family support, technical assistance, and professional staff development. The Head Start enrolled families will be assigned a Family Advocate to provide support and information. The grant award, in the amount of \$69,558, must be used to fund a percentage of all salary and stipend costs for SISD staff working program enrolled students. SISD staff selected for these classrooms will provide a high-quality early childhood education program in compliance with Texas Pre-Kindergarten Guidelines and Head Start Program Performance Standards.

4. Closed Meeting –The Board went into closed session at 6:48 p.m.

A. Pursuant to Texas Government Code Section §§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.

B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).

1. Discussion Regarding Director of Digital Learning

5. Reconvene to Open Meeting – The Board reconvened at 7:11 p.m.

A. Possible action to approve professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of employee(s).

1. Possible Action to Select Director of Digital Learning

Mrs. Moreno moved, seconded by Mr. Amador to approve Juan Orozco as the Director of Digital Learning.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez

Nays: None

6. Consent Agenda Items – Consider and Possible Approval:

A. Approval of Board Minutes for:

Budget Workshop - June 11, 2020,

Public Meeting - June 16, 2020,

Regular Meeting - June 16, 2020,

Special Meeting - June 25, 2020,

Special Meeting - July 14, 2020

Team of 8 Training - July 21, 2020

B. Approval of Tax Collection Reports for June 2020

The Board of Trustees approved the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for June 2020. The Texas Property Tax Code requires the collector of taxes for a taxing unit prepare a written report of tax collections made for the preceding month. The Guadalupe County Tax Assessor-Collector collects ad valorem taxes for the District. 135

C. Approval of Investment Report for the Fourth Quarter 2019-20

The Board of Trustees approved the Investment Report for the Fourth Quarter 2019-20. State law and Board Policy require quarterly reports regarding the District’s investments. This report is designed to allow the Board of Trustees to review the investment activity for the Fourth quarter April through June 2020. The District’s earnings rates, investment position, and yield information are presented for the period. The District currently invests exclusively in interlocal governmental investment pools (“pools”), which allow withdrawals on a same day basis. The book value of pools is considered to be the market value and is reflected accordingly in the Investment Report.

D. Approval of Investment Report for the Year Ended June 30, 2020

The Board of Trustees approved the Investment Report for the Year Ended June 30, 2020. State law and Board Policy require quarterly reports regarding the District’s investments. This report is designed to allow the Board of Trustees to review the investment activity for the Year Ended June 30, 2020. The District’s earnings rates, investment position, and yield information are presented for the period. The District currently invests exclusively in interlocal governmental investment pools (“pools”), which allow withdrawals on a same day basis. The book value of pools is considered to be the market value and is reflected accordingly in the Investment Report.

E. Approval of Property, Liability, and Fleet Insurance for 2020-21

The Board of Trustees approved the renewal of property liability, and fleet insurance coverage with the Texas Association of School Boards (TASB) with a premium of \$363,282. The cost is \$44,466 higher than 2019-2020. Coverages under the plan include the following: property, school liability, privacy & information security, auto, and ancillary (violent acts). Part of the increase is due to an option to buy down our Wind and Hail deductible from \$100,000 to \$50,000 at a cost of \$13,950.

F. Seguin ISD Extension of Service Contract with Waste Connections

The Board of Trustees received information regarding the continued use of Waste Connections for waste removal services. This contract is an extension of services from the proposal approved by the School Board on September 24, 2019 under RFP #20-03. Waste Connections will continue to operate under the same provisions of the original contract for waste removal services for the 2020-21 school year.

G. Non-Local Funding Sources Associated with Various State and Federal Programs Not Reflected in the Annual Adopted Budgets

The Board of Trustees received an update regarding all non-local funding sources associated with various state and federal programs not reflected in the annual adopted budgets. Each year, the Board of Trustees is required to adopt operating budgets for the General Operating Fund, Child Nutrition Fund, and the Debt Service Fund. In addition to these primary funding sources, the district receives financial assistance to support certain state and federal programs. The Texas Education Agency (TEA), or another state agency designated by the governor, shall coordinate the actions of a district participating in one or more of these assistance programs. An overview of these additional funding sources, the awarded amount, and a description of service requirements of each program for the 2020-21 fiscal year is provided in the exhibit.

H. Renewal Information Regarding the MUNIS Financial and Human Resource System Software as a Service (SaaS) from Tyler Technologies Through the Sourcewell Purchasing Cooperative

The Board of Trustees received information regarding the Sourcewell Purchasing Cooperative reference #: 110515-TTI from Tyler Technologies at a cost of \$69,537.36.

I. Information Regarding the Purchase of iMacs for Ball, Jefferson, Koennecke, McQueeney, Patlan, Rodriguez, Vogel, and Weinert from Apple Through the DIR Purchasing Cooperative

The Board of Trustees received information regarding the DIR Purchasing Cooperative reference #: DIR-TSO-3789 from Apple at the cost of \$334,215.00.

J. Information Regarding the Purchase of License Fees for Seguin Independent School District from Panorama Education, Inc. Through the Choice Partners Purchasing Cooperative

The Board of Trustees received information regarding the Choice Partners Purchasing Cooperative reference#: 18/056KD-46 from Panorama Education, Inc. at the cost of \$72,500.00.

K. Seguin ISD use of Region XX Covid-19 Support Cooperative

The Board of Trustees received information regarding the use of Region XX Covid-19 Support Cooperative during the 2019-2020 School Year. In May 2020, Seguin ISD joined the Region XX Covid-19 Support Cooperative through the Commitment & Contract System in the amount of \$103,124.00. Region XX is the sole proprietor of this support service during the Covid-19 pandemic. The COVID-19 Support Cooperative is designed to provide technical assistance and support related to COVID-19 and is available to Local Education Agencies (LEA) in the ESC-20 service area. The technical assistance and support will be available to LEA staff members who are responsible for ensuring school operations during the pandemic. Services and support are comprehensive in nature and include multiple components related to school operations. All of the services and supports outlined are specific to the support of such services during this unique and unprecedented time of the COVID-19 pandemic. It is anticipated that the services will be in place from April 1, 2020 through August 31, 2020.

L. Information Regarding the Purchase of Radio Communication Equipment for Seguin Independent School District from Industrial Communications Through the TIPS Purchasing Cooperative

The Board of Trustees received information regarding the TIPS Purchasing Cooperative reference#: 181103 from Industrial at the cost of \$70,494.30.

M. Information Regarding the Purchase of Chromebooks for Barnes, Briesemeister, Jefferson, Koennecke, McQueeney, Patlan, Rodriguez, Vogel, and Weinert from CDWG Through the Pace Purchasing Cooperative

The Board of Trustees received information regarding the Pace Purchasing Cooperative reference#: P00185 from CDWG at the cost of \$80,965.62.

N. Bond 2019 Project Update

The Board of Trustees received an update regarding the 2019 Bond projects. The board will receive regular updates and progress reports on Bond 2019 related projects.

O. Public Information Act Request June-July 2020

The Board of Trustees received information regarding the Public Information Act requests received since June 4, 2020. The purpose of this agenda item is to keep trustees apprised of the District's Public Information program.

Ms. Duncan moved, seconded by Mr. Guerra to approve Consent Action Items:

A. Approval of Board Minutes for:

Budget Workshop - June 11, 2020,

Public Meeting - June 16, 2020,

Regular Meeting - June 16, 2020,

Special Meeting - June 25, 2020,

Special Meeting - July 14, 2020

Team of 8 Training - July 21, 2020

B. Approval of Tax Collection Reports for June 2020

- C. Approval of Investment Report for the Fourth Quarter 2019-20**
- D. Approval of Investment Report for the Year Ended June 30, 2020**
- E. Approval of Property, Liability, and Fleet Insurance for 2020-21**
- F. Seguin ISD Extension of Service Contract with Waste Connections**
- G. Non-Local Funding Sources Associated with Various State and Federal Programs Not Reflected in the Annual Adopted Budgets**
- H. Renewal Information Regarding the MUNIS Financial and Human Resource System Software as a Service (SaaS) from Tyler Technologies Through the Sourcewell Purchasing Cooperative**
- I. Information Regarding the Purchase of iMacs for Ball, Jefferson, Koennecke, McQueeney, Patlan, Rodriguez, Vogel, and Weinert from Apple Through the DIR Purchasing Cooperative**
- J. Information Regarding the Purchase of License Fees for Seguin Independent School District from Panorama Education, Inc. Through the Choice Partners Purchasing Cooperative**
- K. Seguin ISD use of Region XX Covid-19 Support Cooperative**
- L. Information Regarding the Purchase of Radio Communication Equipment for Seguin Independent School District from Industrial Communications Through the TIPS Purchasing Cooperative**
- M. Information Regarding the Purchase of Chromebooks for Barnes, Briesemeister, Jefferson, Koennecke, McQueeney, Patlan, Rodriguez, Vogel, and Weinert from CDWG Through the Pace Purchasing Cooperative**
- N. Bond 2019 Project Update**
- O. Public Information Act Request June-July 2020**

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
Nays: None

7. Action Items:

A. Consider Appointing an Audit Committee for the Board of Trustees

Mr. Jenkins moved, seconded by Mr. Amador to appoint Denise Crettenden, Alejandro R. Guerra and Carl Jenkins to serve on the audit committee. The audit committee will receive preliminary information and updates from the District's auditor throughout the course of the annual financial audit. The function of the committee shall be fact-finding, deliberative, and advisory, but not administrative. The committee will dissolve upon completion of the 2019-20 annual financial audit report.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
Nays: None

B. Consideration and Possible Approval of Eichelbaum Wardell Hansen Powell & Muñoz, P.C. as Legal Counsel for Seguin ISD as Needed

Mr. Amador moved, seconded by Mrs. Moreno to authorize the superintendent to retain the firm of Eichelbaum Wardell Hansen Powell & Munoz, P.C., to serve as legal counsel for the district as needed.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
Nays: None

C. Community Eligibility Provision beginning 2020-21 School Year

Mr. Jenkins moved, seconded by Ms. Duncan to accept the adoption of the Community Eligibility Provision at 11 campuses beginning in the 2020-21 School Year. The United States and Texas Departments of Agriculture (USDA and TDA) offers the Community Eligibility Provision (CEP) to provide free breakfasts and lunches to students. The CEP utilizes information from assistance

programs to determine the number of students that are automatically eligible to receive free meals. USDA then applies a multiplier to calculate the level of qualified participants at each campus. When the number reaches the appropriate threshold to provide sufficient federal reimbursement it becomes advantageous for a district to offer free meals to students at selected campuses by grouping campuses together and establishing a guaranteed reimbursement rate for a four year cycle. Based on these criteria, the Child Nutrition department is recommending that the Ball ECC campus, all elementary schools, both middle schools, and the Saegert campus implement CEP effective immediately. This CEP group will not include Seguin High School at this time. The Child Nutrition and Business departments will continue to evaluate the feasibility of adding Seguin High School in future years.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
Nays: None

D. Student Meal Pricing for 2020-21 School Year

Mrs. Moreno moved, seconded by Mr. Amador to approve the recommended meal prices for the 2020-21 school year. The United States and Texas Departments of Agriculture (USDA and TDA) allow districts to limit the standard annual increase to student meal prices for the 2020-21 school year if the Child Nutrition Program maintained a positive fund balance as of December 31, 2019. Seguin ISD's Child Nutrition Department qualifies for this provision and, as a result, will not increase student meal prices for the 2020-21 School Year.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
Nays: None

E. Resolution for Emergency Declaration and Action Related to COVID -19

Mr. Guerra moved, seconded by Mr. Amador to approve the resolution for the 2020-2021 school year. Immediate action is and/or may be necessary to continue to minimize the COVID-19 impact to students, staff, families and the community while still providing a quality education to Seguin ISD students. The Superintendent and his administration want be prepared to act swiftly and decisively in response to anticipated increases in reported infections, government guidance and edicts and to take other appropriate and immediate actions to protect the health, safety and welfare of the students, staff and community of the Seguin Independent School District, without the possible delay of needing to wait for a Board meeting. This resolution is for the 2020-2021 school year and directs the Superintendent to keep the board informed of necessary actions.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
Nays: None

F. Possible Action to Order a General Election for November 3, 2020 for Trustees in Single Member Districts 1, 3, and 6

The Board decided to table this action item due to recent changes that need to be made. The Board will hold a special meeting at a later date to address this agenda item.

G. Nominate Candidate for the TASB Board of Directors

Mr. Guerra moved, seconded by Mrs. Moreno to approve the nomination of JD Rodriguez III as a candidate for the TASB Board of Directors. The three year term of Region 20 position A of the TASB Board of Directors is expiring and would like the Board of Trustees endorsement.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno, and Thomas-Jimenez
Nays: None

H. Designate Official Voting Delegate and Alternate to the 2020 TASB Delegate Assembly in Dallas, Texas October 2nd – 4th, 2020

Mr. Amador moved, seconded by Mrs. Crettenden to designate Glenda Moreno as the delegate and

Cinde Thomas-Jimenez as the alternate to the 2020 TASB Delegate Assembly held in Dallas. The names of the official voting delegate and alternate will be submitted to the Texas Association of School Boards.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno, and Thomas-Jimenez

Nays: None

I. Personnel Action Professional Employees

Mr. Guerra moved, seconded by Mrs. Crettenden to recognize and acknowledge the following new professional hires for the 2020-2021 school year and the resignations listed below:

New Hire Elections:

- Aguilar, Brenda, Koennecke Elementary, effective 8/25/2020**
- Anderson, Megan, Vogel Elementary, effective 8/25/2020**
- Bader, Natalie, Patlan Elementary, effective 8/25/2020**
- Baker, Krista, Barnes Middle School, effective 8/25/2020**
- Byerly, Adam, Barnes Middle School, effective 8/25/2020**
- De La Rosa, Mikaela, Seguin High School, effective 8/25/2020**
- Delgado, Valeria, Rodriguez Elementary, effective 8/25/2020**
- Driskill, Christina, Barnes Middle School, effective 8/25/2020**
- Garcia, Martha, Rodriguez Elementary, effective 8/25/2020**
- Germany, Heather, Koennecke Elementary, effective 8/25/2020**
- Grilli, Karen, Koennecke Elementary, effective 8/25/2020**
- Hernandez, Marie, Barnes Middle School, effective 8/25/2020**
- Holland, Jordan, Jefferson Elementary, effective 8/25/2020**
- Lee, Carrington, Weinert Elementary, effective 8/25/2020**
- McClendon, Miriam, Patlan Elementary, effective 8/25/2020**
- Montgomery, Melvina, Weinert Elementary, effective 8/25/2020**
- Ramirez, Christina, Seguin High School, effective 8/25/2020**
- Rosales, Hector, Seguin Alternative School, effective 8/25/2020**
- Rose, Francene, Seguin High School, effective 8/25/2020**
- Ross, Michael, Seguin High School, effective 8/25/2020**
- Sanchez, Marielena, Barnes Middle School, effective 8/25/2020**
- Spencer, Robert, Seguin High School, effective 8/25/2020**
- Thomas, Stacy, AJB Middle School, effective 8/25/2020**
- Torres-Luna Jr., Jose, Seguin High School, effective 8/25/2020**
- Valenzuela, Crystal, Jefferson Elementary, effective 8/25/2020**
- White, Ruthie, Barnes Middle School, effective 8/25/2020**
- Wolfe, Kayleigh, McQueeney Elementary, effective 8/25/2020**
- Young, Stephanie, Special Education Dept., effective 8/25/2020**

Advancement:

- Holmes, Megan, Juvenile Detention Center, effective 7/1/2020**
Ms. Homes, Transition and Intervention Coordinator

Resignations:

- Angerstein, Maygan, Jefferson Elementary, effective 6/15/2020**
Ms. Angerstein, 4th Grade Teacher, has resigned due to personal reasons.
- Cherry, Wade, Juvenile Detention Center, effective 6/22/2020**
Mr. Cherry, Academic Transition Facilitator, has resigned due to personal reasons.
- Cockerham, Marla, Jefferson Elementary, effective 6/15/2020**
Ms. Cockerham, 4th Grade Teacher, has resigned due to personal reasons.

Floyd, Casondra, Barnes Middle School, effective 6/15/2020

Ms. Floyd, Math Teacher, has resigned due to personal reasons.

Garza Jr., Omar, Seguin High School, effective 6/26/2020

Ms. Garza Jr., Welding Teacher, has resigned due to personal reasons.

Gutierrez, Leticia, Koennecke Elementary, effective 7/6/2020

Ms. Gutierrez, 4th Grade Bilingual Teacher, has resigned to stay home with her family.

Hayes, Chelsea, Jefferson Elementary, effective 5/29/2020

Ms. Hayes, Special Education Teacher, has resigned to accept a position with Floresville ISD.

Kelso, Kelly, Jefferson Elementary, effective 7/6/2020

Ms. Kelso, 2nd Grade Teacher, has resigned due to personal reasons.

Lightfoot, Staci, Vogel Elementary, effective 5/29/2020

Ms. Lightfoot, Special Education Teacher, has resigned due to personal reasons.

Miles, Casey, Seguin High School, effective 6/26/2020

Mr. Miles, Government and Economics Teacher, has resigned to accept a position with another district.

Rodgers, Randy, Technology Dept., effective 6/30/2020

Mr. Rodgers, Director of Digital Learning, has resigned to accept a position with Judson ISD.

Rosales, Frances, Patlan Elementary, effective 7/1/2020

Ms. Rosales, 5th Grade Teacher, has resigned due to personal reasons.

Ruple, Rebecca, Weinert Elementary, effective 7/14/2020

Ms. Ruple, 3rd Grade Teacher, has resigned to stay home with her child.

Smith, Lakeisha, Weinert Elementary, effective 7/6/2020

Ms. Smith, 5th Grade Teacher, has resigned to stay home with her children.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez

Nays: None

8. Board Comments and Request

There were no new request from the Board.

All Board questions were addressed.

9. Adjourn

The meeting adjourned at 7:50 p.m.

Secretary/August 25, 2020

President/August 25, 2020

Minutes of Special Meeting

The Board of Trustees

Seguin ISD

A Special Meeting of the Board of Trustees of Seguin ISD was held Monday, August 3, 2020, beginning at 6:30 PM by video and telephone conference.

Meetings of the Board are normally held at the Administration Office Board Room. This meeting was conducted by video and telephone conference in accordance with the Governor's authorization concerning suspension of certain open meeting law requirements for COVID-19 (Coronavirus) Disaster.

Present: Ben Amador, Denise Crettenden, Linda Duncan, Alejandro R. Guerra, Glenda Moreno, Cinde Thomas-Jimenez and Dr. Matthew Gutierrez

Absent: Carl Jenkins

Also Present: Anthony Hillberg, Chief Financial Officer; Sean Hoffmann, Chief Communications Officer; Bill Lewis, Chief Operating Officer and Associate Superintendent; and Nancy Ramirez, Superintendent Secretary.

1. Call to Order

A. Mrs. Thomas-Jimenez called the meeting to order at 6:33 p.m. and a quorum was established.

B. The meeting of the Seguin ISD has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

C. The pledges were led by Mrs. Thomas-Jimenez, followed by a moment of silence.

2. Audience with the Board

No one signed up to address the Board.

3. Open Session:

A. Authorization to the Superintendent to Enter into an Interlocal Agreement with Education Service Center (ESC) 4 for Technology Matching Funding Under the CARES Act

Ms. Duncan moved, seconded by Mrs. Moreno to authorize the superintendent to enter into an interlocal agreement with Education Service Center (ESC) 4 for technology matching funding under the CARES Act. The majority of the \$200 million in CARES Act funding will be allocated to LEAs through matching funds for purchases of hotspots (with data plans) and devices through a statewide bulk purchasing event. LEAs will be eligible for fund matching of 50% of the expenditures incurred through the statewide bulk purchasing event. ESC 4 will be executing the day to day logistics of procuring the devices, accepting the matching funds from LEA's, and working with the vendors and LEAs on the delivery of devices. TEA will determine the fund allocation methodology; the administration of the bulk order program will be executed through ESC 4.

Ayes: Amador, Crettenden, Duncan, Guerra, Moreno and Thomas-Jimenez

Nays: None

B. Adopt the Resolution for the Assignment of Fund Balance

Mr. Amador moved, seconded by Mrs. Crettenden to adopt the Resolution for the Assignment of Fund Balance as presented.

Ayes: Amador, Crettenden, Duncan, Guerra, and Thomas-Jimenez

Nays: None

Mrs. Moreno was not online during the vote.

4. Adjourn

Mr. Amador moved, seconded by Mrs. Crettenden to adjourn the meeting. The meeting adjourned at 6:57p.m.

Secretary/August 25, 2020

President/August 25, 2020

Minutes of Special Meeting

The Board of Trustees

Seguin ISD

A Special Meeting of the Board of Trustees of Seguin ISD was held Wednesday, August 12, 2020, beginning at 12:00 PM by video and telephone conference.

Meetings of the Board are normally held at the Administration Office Board Room. This meeting was conducted by video and telephone conference in accordance with the Governor's authorization concerning suspension of certain open meeting law requirements for COVID-19 (Coronavirus) Disaster.

Present: Ben Amador, Linda Duncan, Alejandro R. Guerra, Glenda Moreno, Cinde Thomas-Jimenez and Dr. Matthew Gutierrez

Absent: Denise Crettenden and Carl Jenkins

Also Present: Sean Hoffmann, Chief Communications Officer; Bill Lewis, Chief Operating Officer and Associate Superintendent and Nancy Ramirez, Superintendent Secretary.

1. Call to Order

A. Mrs. Thomas-Jimenez called the meeting to order at 12:00 p.m. and a quorum was established.

B. The meeting of the Seguin ISD has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

C. The pledges were led by Mrs. Moreno, followed by a moment of silence.

2. Audience with the Board

No one signed up to address the Board.

3. Open Session

A. Possible Action to Order a General Election for the November 3, 2020 for Trustees in Single Member Districts 1,3, and 6

Mr. Amador moved, seconded by Mr. Guerra to adopt the Order for a general election to be held November 3, 2020 for Trustees in Single Member Districts 1, 3 and 6. Seguin ISD Board Policy BBB (LEGAL) states the school district must hold its regular trustee election jointly with a municipality. The District contracts with the Guadalupe County Elections Office to conduct the joint election. Seguin ISD Trustees serve four-year terms.

Ayes: Amador, Duncan, Guerra, Moreno and Thomas-Jimenez

Nays: None

4. Adjourn

The meeting adjourned at 12:03 p.m.

ACTION ITEM:

Approval of Tax Collection Reports for July 2020

RECOMMENDATION:

That the Board of Trustees approve the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for July 2020.

RATIONALE:

The Texas Property Tax Code requires the collector of taxes for a taxing unit prepare a written report of tax collections made for the preceding month. The Guadalupe County Tax Assessor-Collector collects ad valorem taxes for the District.

REFERENCE and COMPLIANCE:

BDAF (LEGAL) - Selection and Duties of Chief Tax Official

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

Tax payments are received by direct deposit to the District's accounts at Lone Star Investment Pool. Payments are remitted to the District two days after the County receives them.

Total Tax Collections for the month of July 2020:

Current	\$	-
Delinquent		328,008
Penalty and Interest		62,858
Total Monthly Collections	\$	<u>390,866</u>
Total Tax Collections Year to Date	\$	<u>390,866</u>
Delinquent Tax Levy		2,872,764
Percent Collected through July 2020		13.61%
Percent of Tax Levy Collected last year		12.43%

EXHIBITS:

None

RESOURCE PERSONNEL:

Anthony Hillberg, CPA, Chief Financial Officer

Submitted by:



Date Submitted: 08/25/20

(Signature)

(Name)

Dr. Matthew Gutierrez, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, TX 78155

(Telephone)

(830) 401-8614

ACTION ITEM: **Approval of Proposed Budget Amendments & Financial Statements for July 2020**

RECOMMENDATION: That the Board of Trustees approve the proposed budget amendments and financial statements for the General Fund, Child Nutrition Fund, and Debt Service Fund as of July 31, 2020.

RATIONALE: The District’s official budget includes the General Fund, Child Nutrition Fund, and Debt Service Fund. The adoption of the budgets associated with these funds and subsequent amendments should be approved by the Board of Trustees. The attached budget reports and financial statements are designed to provide interim information for the Board of Trustees regarding operations of the District. The attached financial statements are unaudited and do not reflect certain required accounting entries for the official year-end financial report.

REFERENCE and COMPLIANCE: CE (LEGAL) and CE (LOCAL) Annual Operating Budget
The Board shall amend the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other financing sources (uses).

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Budget amendments reflected in this report require approval by the Board of Trustees.

EXHIBITS: Proposed Budget Amendments and Financial Statements for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund are attached.

RESOURCE PERSONNEL: Anthony Hillberg, CPA, Chief Financial Officer
Sally Eckhart, Budget Coordinator

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 08/25/20

Function Codes

11 – Instruction - Activities that deal directly with the interaction between teachers and students

12 – Instructional Resources/Media Services - Expenditures that are directly and exclusively used for resource centers, establishing and maintaining libraries

13 – Curriculum & Instructional Staff Development – Expenditures directly and exclusively used to aid instructional staff in planning, developing and evaluating the process of providing learning experiences for students. (Includes in-service training for instructional or instructional-related personnel (Functions 11, 12, and 13))

21 – Instructional Leadership - Expenditures that are for managing, directing, supervising, and providing leadership for staff who provide general and specific instructional services

23 – School Leadership - Expenditures to direct and manage a school campus

31 – Guidance & Counseling – Expenditures for assessing and testing students' abilities, aptitudes and interests; counseling students

32 - Social Work Services - Expenditures that for activities such as investigating and diagnosing student social needs arising out of the home, school or community: includes truant/attendance officers

33 – Health Services - Expenditures for providing physical health services to students

34 – Student Transportation - Expenditures for transporting students to and from school.

35 – Food Service – Expenditures for food service operations

36 – Extracurricular Activities - Expenditures for school-sponsored activities outside of the school day.

41 – General Administrations - Expenditures for purposes of managing or governing the school district as an overall entity

51 – Maintenance & Operations - Expenditures for activities to keep the facilities and grounds open, clean, comfortable and in effective working condition and state of repair, and insured

52 – Security & Monitoring Services – Expenditures for activities to keep student and staff surroundings safe, whether in transit to or from school, on a campus or participating in school-sponsored events at another location

53 – Data Processing Services - Expenditures for data processing services, whether in-house or contracted.

61 – Community Services - Expenditures for activities or purposes other than regular public education and includes expenditures are for services or activities relating to the whole community or some segment of the community

71 – Debt Service – Expenditures for debt service payments and related fees

81 – Facilities Acquisition and Improvements - Expenditures for acquiring, equipping, and/or making additions to real property and sites

99 – Other Governmental Charges – Expenditures for other intergovernmental charges not defined above

Seguin Independent School District
Proposed Budget Amendments and Financial Statements
General Operating Fund
July 2020

	Budget				Actual			Budget Remaining	
	Adopted Budget	July 1, 2020	Proposed Amendment(s)		July 31, 2020	July 1, 2020	Current Month		July 31, 2020
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity		Year to Date
REVENUE									
Local									
Property Taxes-Current	35,470,987	35,470,987	-	-	35,470,987	-	-	-	35,470,987
Property Taxes-Delinquent	261,853	261,853	-	-	261,853	-	238,648	238,648	23,205
Property Taxes-Penalty & Interest	-	-	-	-	-	-	46,654	46,654	-
Interest Income	730,000	730,000	-	-	730,000	-	10,906	10,906	719,094
Other Local Income	456,000	456,000	-	-	456,000	-	22,573	22,573	433,427
State	30,299,547	30,299,547	-	-	30,299,547	-	240,986	240,986	30,058,561
Federal	967,000	967,000	-	-	967,000	-	1,930	1,930	965,070
REVENUE	68,185,387	68,185,387	-	-	68,185,387	-	561,697	561,697	67,670,344
EXPENSE									
11 - Instruction	37,185,280	37,185,280	775,010	(4,950)	37,955,340	-	-	554,655	37,400,685
12 - Instructional Resources & Media Svcs	1,052,175	1,052,175	118,594	-	1,170,769	-	-	8,634	1,162,135
13 - Curr & Instructional Staff Development	1,044,285	1,044,285	-	5,975	1,050,260	-	-	50,700	999,560
21 - Instructional Leadership	1,926,823	1,926,823	-	-	1,926,823	-	-	93,390	1,833,433
23 - School Leadership	4,872,005	4,872,005	-	-	4,872,005	-	-	159,336	4,712,669
31 - Guidance & Counseling Services	2,533,507	2,533,507	34,400	(5,375)	2,562,532	-	-	59,328	2,503,204
32 - Social Work Services	526,791	526,791	-	-	526,791	-	-	27,195	499,596
33 - Health Services	620,656	620,656	-	-	620,656	-	-	8,221	612,435
34 - Student Transportation	3,053,895	3,053,895	-	-	3,053,895	-	-	101,889	2,952,006
35 - Food Service	-	-	-	-	-	-	-	-	-
36 - Co-curricular Activities	2,071,617	2,071,617	50,000	4,350	2,125,967	-	-	154,294	1,971,673
41 - General Administration	2,294,166	2,295,805	7,924	-	2,303,729	-	-	142,005	2,161,724
51 - Plant Maintenance & Operations	6,714,399	6,714,399	96,026	-	6,810,425	-	-	363,124	6,447,301
52 - Security & Monitoring Services	495,287	495,287	-	-	495,287	-	-	16,239	479,048
53 - Data Services	1,713,481	1,713,481	-	-	1,713,481	-	-	229,002	1,484,479
61 - Community Services	78,762	78,762	-	-	78,762	-	-	126	78,636
71 - Debt Services	-	-	665,000	-	665,000	-	-	665,000	-
81 - Facilities Acquisition & Construction	-	-	-	-	-	-	-	-	-
99 - Intergovernmental Charges (Appraisal Svcs)	595,325	595,325	-	-	595,325	-	-	-	595,325
EXPENSE	66,778,454	66,780,093	1,746,954	-	68,527,047	-	-	2,633,139	65,893,908
REVENUE OVER/(UNDER) EXPENSE	\$ 1,406,933	\$ 1,405,294	\$ (1,746,954)	\$ -	\$ (341,660)	\$ -	\$ 561,697	\$ (2,071,442)	1,776,436
Other Sources	-	-	-	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-	-	-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
RESULT OF ACTIVITIES	\$ 1,406,933	\$ 1,405,294	\$ (1,746,954)	\$ -	\$ (341,660)	\$ -	\$ 561,697	\$ (2,071,442)	

Note:
Fund Balance projection data for 2020-21 will be provided upon completion of the annual financial audit for the 2019-20 fiscal year.

Seguin Independent School District
 Budget Amendment Detail For General Operating Fund
 July, 2020

Budget Report - Attachment 1
 25-Aug-2020

Revenues:

Total Revenue Increase (Decrease) \$ -

Expenditures:

BUA 26	Assigned fund balance FY 1920 Technology from Bond Projects		
	Function 11 Distance learning wifi access and hotspots	\$	92,010
	Function 51 SHS infrastructure	\$	70,000
BUA 33	Assigned fund balance FY 1920 Technology		
	Function 11 Distance learning devices, software and wireless access	\$	620,000
BUA 64	Assigned fund balance FY 1920 balances		
	Function 11 SHS Ag Depart vehicle replacement & MS Mariachi uniforms	\$	63,000
	Function 12 District wide library book replacement	\$	118,594
	Function 31 Compensatory Special Education Services	\$	34,400
	Function 36 Travel	\$	50,000
	Function 41 Implementation of timeclocks	\$	9,563
	Function 51 Maintenance vehicles and equipment replacement	\$	26,026
	Function 71 QZAB payment	\$	665,000
BUA 288	Posting correction to original budget		
	Function 41 Reduce membership budget by lobbying budget	\$	(1,639)

Total Expenditures Increase (Decrease) \$ 1,746,954

Other Sources:

Total Other Sources Increase (Decrease) \$ -

Seguin Independent School District
Proposed Budget Amendments and Financial Statements
Child Nutrition Fund
July 2020

	Budget				Actual			Budget Remaining	
	Adopted Budget	July 1, 2020	Proposed Amendment(s)		July 31, 2020	July 1, 2020	Current Month		July 31, 2020
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity		Year to Date
REVENUE									
Local									
Property Taxes-Current									
Property Taxes-Delinquent									
Property Taxes-Penalty & Interest									
Interest Income	20,000	20,000	-	-	20,000	-	252	252	19,748
Other Local Income	771,000	771,000	-	-	771,000	-	-	-	771,000
State	70,000	70,000	-	-	70,000	-	164,020	164,020	-
Federal	3,914,000	3,914,000	-	-	3,914,000	-	-	-	3,914,000
REVENUE	4,775,000	4,775,000	-	-	4,775,000	-	164,273	164,273	4,704,748
EXPENSE									
11 - Instruction									
12 - Instructional Resources & Media Svcs									
13 - Curr & Instructional Staff Development									
21 - Instructional Leadership									
23 - School Leadership									
31 - Guidance & Counseling Services									
32 - Social Work Services									
33 - Health Services									
34 - Student Transportation									
35 - Food Service	4,764,500	4,764,500	-	-	4,764,500	-	94,906	94,906	4,669,594
36 - Co-curricular Activities									
41 - General Administration									
51 - Plant Maintenance & Operations	10,000	10,000	-	-	10,000	-	-	-	10,000
52 - Security & Monitoring Services	500	500	-	-	500	-	88	88	412
53 - Data Services									
61 - Community Services									
71 - Debt Services									
81 - Facilities Acquisition & Construction									
99 - Intergovernmental Charges (Appraisal Servs)									
EXPENSE	4,775,000	4,775,000	-	-	4,775,000	-	94,994	94,994	4,680,006
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	69,278	69,278	24,742
Other Sources	-	-	-	-	-	-	-	-	
Other Uses	-	-	-	-	-	-	-	-	
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
RESULT OF ACTIVITIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 69,278	\$ 69,278	

Note:
Fund Balance projection data for 2020-21 will be provided upon completion of the annual financial audit for the 2019-20 fiscal year.

Seguin Independent School District
Budget Amendment Detail For Child Nutrition Fund
July, 2020

Budget Report - Attachment 1
25-Aug-2020

Revenues:

Total Revenue Increase (Decrease) \$ -

Expenditures:

Total Expenditures Increase (Decrease) \$ -

Seguin Independent School District
Proposed Budget Amendments and Financial Statements
Debt Service Fund
July 2020

	Budget				Actual			Budget Remaining	
	Adopted Budget	July 1, 2020	Proposed Amendment(s)		July 31, 2020	July 1, 2020	Current Month		July 31, 2020
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity		Year to Date
REVENUE									
Local									
Property Taxes-Current	13,377,002	13,377,002	-	-	13,377,002	-	-	-	13,377,002
Property Taxes-Delinquent	135,496	135,496	-	-	135,496	-	89,360	89,360	46,136
Property Taxes-Penalty & Interest	-	-	-	-	-	-	16,204	16,204	-
Interest Income	-	-	-	-	-	-	3,744	3,744	-
Other Local Income	-	-	-	-	-	-	-	-	-
State	-	-	-	-	-	-	-	-	-
Federal	-	-	-	-	-	-	-	-	-
REVENUE	13,512,498	13,512,498	-	-	13,512,498	-	109,308	109,308	13,423,138
EXPENSE									
11 - Instruction									
12 - Instructional Resources & Media Svcs									
13 - Curr & Instructional Staff Development									
21 - Instructional Leadership									
23 - School Leadership									
31 - Guidance & Counseling Services									
32 - Social Work Services									
33 - Health Services									
34 - Student Transportation									
35 - Food Service									
36 - Co-curricular Activities									
41 - General Administration									
51 - Plant Maintenance & Operations									
52 - Security & Monitoring Services									
53 - Data Services									
61 - Community Services									
71 - Debt Services	13,512,498	13,512,498	-	-	13,512,498	-	1,489,200	1,489,200	12,023,298
81 - Facilities Acquisition & Construction									
99 - Intergovernmental Charges (Appraisal Servs)									
EXPENSE	13,512,498	13,512,498	-	-	13,512,498	-	1,489,200	1,489,200	12,023,298
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	-	(1,379,892)	(1,379,892)	\$ 1,399,840
Other Sources	-	-	-	-	-	-	-	109	
Other Uses	-	-	-	-	-	-	-	-	
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 108.69	
RESULT OF ACTIVITIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,379,892)	\$ (1,379,784)	

Note:
Fund Balance projection data for 2020-21 will be provided upon completion of the annual financial audit for the 2019-20 fiscal year.

Seguin Independent School District
Budget Amendment Detail For Debt Service Fund
July, 2020

Budget Report - Attachment 1
25-Aug-2020

Revenues:

Total Revenue Increase (Decrease) \$ -

Expenditures:

Total Expenditures Increase (Decrease) \$ -

ACTION ITEM:

Approval of Donations Received July 2020

RECOMMENDATION:

That the Board of Trustees approve donations received by the District during the month of July 2020.

RATIONALE:

District Board policy CDC (Local) states "...any (unsolicited) gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval."

REFERENCE and COMPLIANCE:

CDC (LOCAL) - Other Revenues: Gifts and Solicitations

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

None

EXHIBITS:

Proposed Donations

RESOURCE PERSONNEL:

Dr. Matthew Gutierrez, Superintendent
Anthony Hillberg, CPA, Chief Financial Officer
Sally Eckhart, Budget Coordinator

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 08/25/20

**Donations Received By Seguin ISD
During the 2020-21 School Year**

Donor	Purpose	Campus Receiving Donation	Date Rcvd	Amount	Board Approval
Seguin Sports Boosters	Football, Misc athletics supplies	SHS Athletics	07/24/20	\$ 10,865.00	Pending

NOTE: This listing includes only documented, unsolicited donations received by the District during July 2020. Additional donations may have been received by campuses and subsequently deposited by the campus or student group without providing detailed documentation to the Business Department.

ACTION ITEM: **Adoption of Order Setting the Tax Rate for 2020**

RECOMMENDATION: That the Board of Trustees adopt tax rates for 2020 as follows: \$0.9764 for Maintenance and Operations, and \$0.385 for Interest and Sinking, for a Total Combined Rate of \$1.3614.

RATIONALE: This tax rate will enable the district to support the proposed budget and retain academic quality and extra curricular programs. The proposed rate is \$.0136 lower than the prior year.


REFERENCE and COMPLIANCE: CCG (LEGAL) and CCG (LOCAL) Local Revenue Sources-Ad Valorem Taxes

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Provides additional funds for district operations including increases to employee wages.

EXHIBITS: Exhibit - Tax Levy Ordinance

RESOURCE PERSONNEL: Anthony Hillberg, CPA, Chief Financial Officer

Submitted by:  Date Submitted: 08/25/20
 (Signature) _____
 (Name) Dr. Matthew Gutierrez, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614

ORDER LEVYING THE TAX RATE
FOR THE SEGUIN INDEPENDENT SCHOOL DISTRICT
FOR THE YEAR 2020 AND DIRECTING THE ASSESSMENT
AND COLLECTION THEREOF

BE IT ORDERED by the Board of Trustees of the Seguin Independent School District that,

We, the Board of Trustees of the Seguin Independent School District, do hereby adopt the tax rate of \$100 valuation for this school district for the year 2020 as follows:

\$0.9764 For the purpose of maintenance and operation fund

\$0.385 For the payment of interest and sinking debt fund

\$1.3614 Total Tax Rate

The Tax Assessor-Collector is hereby authorized to assess and collect the taxes for the Seguin Independent School District.

Cinde Thomas-Jimenez, President
Board of Trustees
Seguin Independent School District

ATTEST:

Benito Amador, Secretary
Board of Trustees
Seguin Independent School District

(Seal)

ACTION ITEM: **Adult Meal Pricing for 2020-21 School Year**

RECOMMENDATION: That the Board of Trustees approve the recommended adult meal prices for the 2020-21 school year.

RATIONALE: The United States and Texas Departments of Agriculture (USDA and TDA) required school districts to set adult breakfast and lunch meal prices relative to the total reimbursement received for student meals and USDA per meal value of commodity foods received. Based on the required minimum price given from TDA's adult meal price calculator, the recommendation is for the adult lunch meal price to be set at \$4.00. The adult breakfast meal price will remain at \$2.30.

REFERENCE and COMPLIANCE: CO (LEGAL) and CO (LOCAL) Food Services Management

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Exhibit A - TDA Adult Meal Price Calculator
Exhibit B - Meal Prices for 2020-21 School Year

RESOURCE PERSONNEL: Anthony Hillberg, CPA, Chief Financial Officer
Jacob Galvan, Director of Child Nutrition

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 08/25/20

Adult Meal Calculator Worksheet

This worksheet provides the information needed to calculate adult meal prices using both approved methods. Choose the method of calculation (see the *Administrator's Reference Manual, Section 15, Meal Pricing* for additional information on which method to use). If the rate applies, record the rate in the *Amount CE Receives* cell. If using Method 1, record the local student paid charge in the designated *Local Student Paid Charge* cell. If using Excel, this worksheet will automatically calculate the amounts in the *Minimum Adult Charge* and *Total Federal Funds* cells. All amounts are carried to 4 digits and must be rounded up when determining the adult meal price. Non-pricing programs must always use Method 2. TDA posts the current reimbursement rates at SquareMeals.org.

Use the applicable rates for the school year when the adult meal prices will apply.

Method 1 Lunch	
Federal Funds/Reimbursement Rate	Amount CE Receives
Paid Reimbursement Rate	
Performance-Based Rate	
Severe Need Lunch Rate	
USDA Foods Rate	
Total Federal Funds Received	\$ -
Highest Local Student Price Charged	
Minimum Adult Charge	\$ -
Method 2 Lunch	
Federal Funds/Reimbursement Rate	Amount CE Receives
Free Reimbursement Rate	\$ 3.51
Performance-Based Rate	\$ 0.07
Severe Need Lunch Rate	\$ 0.02
USDA Foods Rate	\$ 0.36
Total Federal Funds Received	\$ 3.96
Minimum Adult Charge	\$ 3.96

Method 1 Breakfast	
Federal Funds/Reimbursement Rate	Amount CE Receives
Paid Reimbursement Rate	
Severe Need Breakfast Rate	
USDA Foods Rate (Add if USDA Foods are used at breakfast)	
Total Federal Funds Received	\$ -
Highest Local Student Price Charged	
Minimum Adult Breakfast Charge	\$ -
Method 2 Breakfast	
Federal Funds/Reimbursement Rate	Amount CE Receives
Free Reimbursement Rate	\$ 1.89
Severe Need Breakfast Rate	\$ 0.37
USDA Foods Rate (Add if USDA Foods are used at breakfast)	
Total Federal Funds Received	\$ 2.26
Minimum Adult Breakfast Charge	\$ 2.26

Meal Prices 2020-21

Seguin ISD Child Nutrition						
Meal Prices - 2020-21 (CEP - Ball, Elementary, Middle, Saegert)						
Location	Breakfast			Lunch		
	Free	Reduced	Paid	Free	Reduced	Paid
Ball ECC	FREE			FREE		
Elementary	FREE			FREE		
Middle	FREE			FREE		
Saegert	FREE			FREE		
SHS	FREE	\$0.30	\$1.70	FREE	\$0.40	\$3.00
<i>Adult/Visitor</i>	\$2.30			\$4.00		

ACTION ITEM:

First Reading for Consideration or Approval of the Texas Association of School Boards (TASB) Policy Update 115, affecting LEGAL and LOCAL policies and Local District Update (LDU) FM(LOCAL)

RECOMMENDATION:

Recommend that the Board of Trustees review updated (LEGAL) policies and replace, delete, or add (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 115 and Local District Update (LDU) FM(LOCAL).

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change.

Members of the Superintendent’s Leadership Team, as pertinent, have received policies applicable to their functional areas and have reviewed the policies with their staff as appropriate.

RATIONALE:

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

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

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

The update includes seventy (70) LEGAL policies, thirteen (13) LOCAL policies, and six (6) EXHIBITS.

Also LDU FM(LOCAL) to increase the number of exemptions for high school and add exemptions for middle school students taking high school credit courses.

REPLACE:

- AF (LEGAL) – Innovation Districts
- AIA(LEGAL) – Accountability: Accreditation and Performance Indicators
- AIB(LEGAL) – Accountability: Performance Reporting
- AIC(LEGAL) – Accountability: Interventions and Sanctions
- BBA(LEGAL) – Board Members: Eligibility/Qualifications
- BBBB(LEGAL) – Elections: Post-Election Procedures
- BBD(LEGAL) – Board Members: Training and Orientation
- BDF(LEGAL) – Board Internal Organization: Citizen Advisory Committees
- BF(LOCAL) – Board Policies
- BQ(LEGAL) – Planning and Decision-Making Process
- BQA(LEGAL) – Planning and Decision-Making Process: District-Level
- BQB(LEGAL) – Planning and Decision-Making Process: Campus-Level
- CBB(LEGAL) – State and Federal Revenue Sources: Federal

CCA(LEGAL) – Local Revenue Sources: Bond Issues
 CCG(LEGAL) – Local Revenue Sources: Ad Valorem Taxes
REPLACE (cont'd):
 CCGA(LEGAL) – Ad Valorem Taxes: Exemptions and Payments
 CCGB(LEGAL) – Ad Valorem Taxes: Economic Development
 CCH(LEGAL) – Local Revenue Sources: Appraisal District
 CFA(LEGAL) – Accounting: Financial Reports and Statements
 CFC(LEGAL) – Accounting: Audits
 CKA(LEGAL) – Safety Program/Risk Management: Inspections
 CKE(LEGAL) – Safety Program/Risk Management: Security Personnel
 CKEA(LEGAL) – Security Personnel: Commissioned Peace Officers
 CMD(LEGAL) – Equipment and Supplies Management: Instructional Materials Care and Accounting
 CO(LEGAL) – Food and Nutrition Management
 CQ(LEGAL) – Technology Resources
 CQA(LEGAL) – Technology Resources: District, Campus, and Classroom Websites
 CQB(LEGAL) – Technology Resources: Cybersecurity
 CRE(LEGAL) – Insurance and Annuities Management: Workers' Compensation
 CS(LEGA) – Facility Standards
 CY(LEGAL) – Intellectual Property
 D(LEGAL) – Personnel
 DAA(LEGAL) – Employment Objectives: Equal Employment Opportunity
 DBAA(LEGAL) – Employment Requirements and Restrictions: Pre-Employment Reviews
 DC(LEGAL) – Employment Practices
 DED(LOCAL) – Compensation and Benefits: Vacations and Holidays
 DF(LEGAL) – Termination of Employment
 DHC(LEGAL) – Employee Standards of Conduct: Reports to Texas Education Agency
 DHE(LEGAL) – Employee Standards of Conduct: Searches and Alcohol/Drug Testing
 DIA(LEGAL) – Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation
 DIA(LOCAL) – Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation
 DIA(EXHIBIT) – Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation
 DMA(LEGAL) – Professional Development: Required Staff Development
 DP(LEGAL) – Personnel Positions
 EEL(LEGAL) – Instructional Arrangements: Contract with Outside Agencies
 EHAA(LEGAL) – Basic Instructional Program: Required Instruction (All Levels)
 EHB(LEGAL) – Curriculum Design: Special Programs
 EHBA(LEGAL) – Special Programs: Special Education
 EHBAB (LEGAL) – Special Education: ARD Committee and Individualized Education Program
 EHBE(LEGAL) – Special Programs: Bilingual Education/ESL
 EHBG(LEGAL) – Special Programs: Prekindergarten
 EHB(LEGAL) – Special Programs: Innovative and Magnet Programs
 EHDD(LEGAL) – Alternative Methods for Earning Credit: College Course Work/Dual Credit
 EI(LEGAL) – Academic Achievement
 EI(LOCAL) – Academic Achievement
 EIF(LEGAL) – Academic Achievement: Graduation
 EKB(LEGAL) – Testing Programs: State Assessment
 EKC(LEGAL) – Testing Programs: Reading Assessment
 ELA(LEGAL) – Campus or Program Charters: Partnership Charters
 F(LEGAL) – Students

FB(LEGAL) – Equal Educational Opportunity

FB(LOCAL) – Equal Educational Opportunity

REPLACE (cont'd):

FB(EXHIBIT) – Equal Educational Opportunity

FD(LOCAL) – Admissions

FDB(LEGAL) – Admissions: Intradistrict Transfers and Classroom Assignments

FEA(LEGAL) – Attendance: Compulsory Attendance

FEB(LEGAL) – Attendance: Attendance Accounting

FEB(LOCAL) – Attendance: Attendance Accounting

FFAC(LEGAL) – Wellness and Health Services: Medical Treatment

FFAE(LEGAL) – Wellness and Health Services: School-Based Health Centers

FFB(LEGAL) – Student Welfare: Crisis Intervention

FFC(LEGAL) – Student Welfare: Student Support Services

FFEA(LEGAL) – Counseling and Mental Health: Counseling

FFG(LEGAL) – Student Welfare: Child Abuse and Neglect

FFG(LOCAL) – Student Welfare: Child Abuse and Neglect

FFH(LEGAL) – Student Welfare: Freedom from Discrimination, Harassment, and Retaliation

FFH(LOCAL) – Student Welfare: Freedom from Discrimination, Harassment, and Retaliation

FFH(EXHIBIT) – Student Welfare: Freedom from Discrimination, Harassment, and Retaliation

FM(LEGAL) – Student Activities

FNG(LEGAL) – Student Rights and Responsibilities: Student and Parent Complaints/Grievances

GF(LOCAL) – Public Complaints

GKA(LEGAL) – Community Relations: Conduct on School Premises

ADD

FFEB(LEGAL) – Counseling and Mental Health: Mental Health

DELETE

DHE(EXHIBIT) – Employee Standards of Conduct: Searches and Alcohol/Drug Testing

DMD(LOCAL) – Professional Development: Professional Meetings and Visitations

FFE(LEGAL) – Student Welfare: Counseling and Mental Health

FFG(EXHIBIT) – Student Welfare: Child Abuse and Neglect

FMF(LOCAL) – Student Activities: Contests and Competition

GBAA(EXHIBIT) – Information Access: Requests for Information

REFERENCE and COMPLIANCE:

BF (LOCAL) BOARD MEMBERS: ETHICS, BF (LOCAL) BOARD POLICIES, BP (LOCAL) ADMINISTRATIVE REGULATIONS

PAPERWORK IMPACT:

Routine paperwork is required in the updating of the policy manuals.

BUDGET IMPACT/ INFORMATION:

No significant impact.

EXHIBITS:

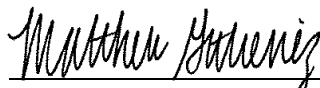
TASB Instruction Sheet, Explanatory Notes for Update 115 and (LOCAL) Policy Comparison; FM (LOCAL)

RESOURCE
PERSONNEL:

Mark Cantú, Chief Academic Officer

Submitted by:

(Signature)



(Name)

Dr. Matthew Gutierrez, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, TX 78155

(Telephone)

(830) 401-8614

Date Submitted: 08/25/2020

Instruction Sheet

TASB Localized Policy Manual Update 115

Seguin ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AF	(LEGAL)	Replace policy	Revised policy
AIA	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
BBA	(LEGAL)	Replace policy	Revised policy
BBBB	(LEGAL)	Replace policy	Revised policy
BBD	(LEGAL)	Replace policy	Revised policy
BDF	(LEGAL)	Replace policy	Revised policy
BF	(LOCAL)	Replace policy	Revised policy
BQ	(LEGAL)	Replace policy	Revised policy
BQA	(LEGAL)	Replace policy	Revised policy
BQB	(LEGAL)	Replace policy	Revised policy
CBB	(LEGAL)	Replace policy	Revised policy
CCA	(LEGAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CCGB	(LEGAL)	Replace policy	Revised policy
CCH	(LEGAL)	Replace policy	Revised policy
CFA	(LEGAL)	Replace policy	Revised policy
CFC	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy
CKE	(LEGAL)	Replace policy	Revised policy
CKEA	(LEGAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CO	(LEGAL)	Replace policy	Revised policy
CQ	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CQB	(LEGAL)	Replace policy	Revised policy
CRE	(LEGAL)	Replace policy	Revised policy
CS	(LEGAL)	Replace policy	Revised policy
CY	(LEGAL)	Replace policy	Revised policy
D	(LEGAL)	Replace table of contents	Revised table of contents
DAA	(LEGAL)	Replace policy	Revised policy

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Code	Type	Action To Be Taken	Note
DBAA	(LEGAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DED	(LOCAL)	No policy enclosed	See explanatory note
DF	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DHE	(LEGAL)	Replace policy	Revised policy
DHE	(EXHIBIT)	DELETE exhibit	See explanatory note
DIA	(LEGAL)	Replace policy	Revised policy
DIA	(LOCAL)	Replace policy	Revised policy
DIA	(EXHIBIT)	No exhibit enclosed	See explanatory note
DMA	(LEGAL)	Replace policy	Revised policy
DMD	(LOCAL)	DELETE policy	See explanatory note
DP	(LEGAL)	Replace policy	Revised policy
EEL	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy
EHB	(LEGAL)	Replace policy	Revised policy
EHBA	(LEGAL)	Replace policy	Revised policy
EHBAB	(LEGAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHBG	(LEGAL)	Replace policy	Revised policy
EHBJ	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EI	(LEGAL)	Replace policy	Revised policy
EI	(LOCAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EKC	(LEGAL)	Replace policy	Revised policy
ELA	(LEGAL)	Replace policy	Revised policy
F	(LEGAL)	Replace table of contents	Revised table of contents
FB	(LEGAL)	Replace policy	Revised policy
FB	(LOCAL)	Replace policy	Revised policy
FB	(EXHIBIT)	No exhibit enclosed	See explanatory note
FD	(LOCAL)	Replace policy	Revised policy
FDB	(LEGAL)	Replace policy	Revised policy

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Code	Type	Action To Be Taken	Note
FEA	(LEGAL)	Replace policy	Revised policy
FEB	(LEGAL)	Replace policy	Revised policy
FEB	(LOCAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFAE	(LEGAL)	Replace policy	Revised policy
FFB	(LEGAL)	Replace policy	Revised policy
FFC	(LEGAL)	Replace policy	Revised policy
FFE	(LEGAL)	DELETE policy	See explanatory note
FFEA	(LEGAL)	Replace policy	Revised policy
FFEB	(LEGAL)	ADD policy	See explanatory note
FFG	(LEGAL)	Replace policy	Revised policy
FFG	(LOCAL)	Replace policy	Revised policy
FFG	(EXHIBIT)	DELETE exhibit	See explanatory note
FFH	(LEGAL)	Replace policy	Revised policy
FFH	(LOCAL)	Replace policy	Revised policy
FFH	(EXHIBIT)	No exhibit enclosed	See explanatory note
FM	(LEGAL)	Replace policy	Revised policy
FMF	(LOCAL)	DELETE policy	See explanatory note
FNG	(LOCAL)	Replace policy	Revised policy
GBAA	(EXHIBIT)	DELETE exhibit	See explanatory note
GF	(LOCAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy

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ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

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

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

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

AF(LEGAL)

INNOVATION DISTRICTS

Revisions to the Administrative Code, effective January 2020:

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

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

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

Definitions for the various accreditation statuses have also been added.

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

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

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

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

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

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

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BBA(LEGAL)

BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

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

BBBB(LEGAL)

ELECTIONS: POST-ELECTION PROCEDURES

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

BBD(LEGAL)

BOARD MEMBERS: TRAINING AND ORIENTATION

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

BDF(LEGAL)

BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES

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

BF(LOCAL)

BOARD POLICIES

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

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

BQ(LEGAL)

PLANNING AND DECISION-MAKING PROCESS

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

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

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

BQA(LEGAL)

PLANNING AND DECISION-MAKING PROCESS: DISTRICT-LEVEL

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

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

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

CBB(LEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

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

CCA(LEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

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

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

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

CCG(LEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

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

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

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

CCGA(LEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

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

CCGB(LEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

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

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

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CCH(LEGAL)

LOCAL REVENUE SOURCES: APPRAISAL DISTRICT

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

CFA(LEGAL)

ACCOUNTING: FINANCIAL REPORTS AND STATEMENTS

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

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

CFC(LEGAL)

ACCOUNTING: AUDITS

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

CKA(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: INSPECTIONS

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

CKE(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

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

CKEA(LEGAL)

SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

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

CMD(LEGAL)

EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

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

CO(LEGAL)

FOOD AND NUTRITION MANAGEMENT

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

CQ(LEGAL)

TECHNOLOGY RESOURCES

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

CQA(LEGAL)

TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Online posting provisions have been updated to:

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

CQB(LEGAL)

TECHNOLOGY RESOURCES: CYBERSECURITY

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

CRE(LEGAL)

INSURANCE AND ANNUITIES MANAGEMENT: WORKERS' COMPENSATION

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

CS(LEGAL)

FACILITY STANDARDS

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

CY(LEGAL)

INTELLECTUAL PROPERTY

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

D(LEGAL)

PERSONNEL

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

DAA(LEGAL)

EMPLOYMENT OBJECTIVES: EQUAL EMPLOYMENT OPPORTUNITY

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

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

DBAA(LEGAL)

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

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

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

DC(LEGAL) EMPLOYMENT PRACTICES

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

DED(LOCAL) COMPENSATION AND BENEFITS: VACATIONS AND HOLIDAYS

If your district offers paid vacation or holiday benefits to certain district employees, please contact the district's policy consultant for recommended policy language addressing board authorization and development of administrative procedures for consistent application.

TASB HR Services has a [framework](#) to help districts develop administrative procedures on these issues.

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

DF(LEGAL) TERMINATION OF EMPLOYMENT

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

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

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

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

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

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

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

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

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

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

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DIA(LOCAL)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

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

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

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

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

DIA(EXHIBIT)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy

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Service recommends adding an email address for the ADA/Section 504 coordinator, if applicable to your district.

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

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

DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

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

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

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

DMD(LOCAL) PROFESSIONAL DEVELOPMENT: PROFESSIONAL MEETINGS AND VISITATIONS

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

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

DP(LLEGAL) PERSONNEL POSITIONS

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

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

EEL(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: CONTRACTS WITH OUTSIDE AGENCIES

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

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

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

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

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EHB(LLEGAL)

CURRICULUM DESIGN: SPECIAL PROGRAMS

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

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

EHBA(LLEGAL)

SPECIAL PROGRAMS: SPECIAL EDUCATION

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

EHBAB(LLEGAL)

SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

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

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

EHBE(LLEGAL)

SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

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

Other revisions are to better match statute.

EHBG(LLEGAL)

SPECIAL PROGRAMS: PREKINDERGARTEN

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

EHBJ(LLEGAL)

SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS

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

EHDD(LLEGAL)

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

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

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EI(LEGAL) ACADEMIC ACHIEVEMENT

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

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

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

EI(LOCAL) ACADEMIC ACHIEVEMENT

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

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

New Administrative Code rules address transition assistance for highly mobile students who are homeless or in substitute care. Because these new rules address similar concepts as the district's current text on late enrollment or withdrawal of migrant or homeless students and to avoid conflict with the new rules, Policy Service recommends deleting this provision from local policy. Any specific practices in this area will need to align with the new rules and could be included in administrative procedures. See also FD(LOCAL) in this update for recommended changes addressing the new Administrative Code rules.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

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

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

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

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

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Changes to this legally referenced policy on assessments include:

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

EKC(LLEGAL) TESTING PROGRAMS: READING ASSESSMENT

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

ELA(LLEGAL) CAMPUS OR PROGRAM CHARTERS: PARTNERSHIP CHARTERS

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

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

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

F(LLEGAL) STUDENTS

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

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

FB(LLEGAL) EQUAL EDUCATIONAL OPPORTUNITY

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

FB(LOCAL) EQUAL EDUCATIONAL OPPORTUNITY

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

FB(EXHIBIT) EQUAL EDUCATIONAL OPPORTUNITY

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

Explanatory Notes

TASB Localized Policy Manual Update 115

Seguin ISD

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

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

FD(LOCAL) ADMISSIONS

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

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

FDB(LEGAL) ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

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

FEA(LEGAL) ATTENDANCE: COMPULSORY ATTENDANCE

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

FEB(LEGAL) ATTENDANCE: ATTENDANCE ACCOUNTING

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

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

FEB(LOCAL) ATTENDANCE: ATTENDANCE ACCOUNTING

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

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

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

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

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

Explanatory Notes

TASB Localized Policy Manual Update 115

Seguin ISD

FFAE(LEGAL)

WELLNESS AND HEALTH SERVICES: SCHOOL-BASED HEALTH CENTERS

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

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

FFB(LEGAL)

STUDENT WELFARE: CRISIS INTERVENTION

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

FFC(LEGAL)

STUDENT WELFARE: STUDENT SUPPORT SERVICES

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

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

FFE(LEGAL)

STUDENT WELFARE: COUNSELING AND MENTAL HEALTH

Provisions on counseling have been moved to FFEA.

FFEA(LEGAL)

COUNSELING AND MENTAL HEALTH: COUNSELING

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

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

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

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

Explanatory Notes

TASB Localized Policy Manual Update 115

Seguin ISD

FFEB(LEGAL)

COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

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

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

FFG(LEGAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

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

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

FFG(LOCAL)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

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

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

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

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

FFG(EXHIBIT)

STUDENT WELFARE: CHILD ABUSE AND NEGLECT

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

FFH(LEGAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

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

Explanatory Notes

TASB Localized Policy Manual Update 115

Seguin ISD

FFH(LOCAL)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

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

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

FFH(EXHIBIT)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

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

FM(LEGAL)

STUDENT ACTIVITIES

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

Explanatory Notes

TASB Localized Policy Manual Update 115

Seguin ISD

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

FMF(LOCAL) STUDENT ACTIVITIES: CONTESTS AND COMPETITION

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

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

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

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

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

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

GBAA(EXHIBIT) INFORMATION ACCESS: REQUESTS FOR INFORMATION

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

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

GF(LOCAL) PUBLIC COMPLAINTS

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

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

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

GKA(LEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

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



(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's 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; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

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

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 ~~or designee~~ shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual.

Adoption and Amendment

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, 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.

BOARD POLICIES

BF
(LOCAL)

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.

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

Definitions

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

Statement of Nondiscrimination

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

Discrimination

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

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

Prohibited Conduct

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

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

Prohibited Harassment

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

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

Examples

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

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

Sex-Based Harassment

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

Sexual Harassment

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

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

Examples

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

~~Retaliation~~

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

~~Examples~~

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

~~Prohibited Conduct~~

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

Reporting Procedures

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

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

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

Definition of District Officials

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

Title IX Coordinator

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

ADA / Section 504 Coordinator

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

Superintendent

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

Alternative Reporting Procedures

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

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

Timely Reporting

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

Notice of Report

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

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

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

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

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

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

Initial Assessment

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

Interim Action

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

District Investigation

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

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

Concluding the Investigation

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

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

District Action

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

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

Confidentiality

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

Appeal

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

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

Response to Sexual Harassment—Title IX

General Response

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

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

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

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

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

Title IX Formal Complaint Process

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

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

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

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

Standard of
Evidence

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

Retaliation

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

Examples

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

Records Retention

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

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

Access to Policy and Procedures

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

PROFESSIONAL DEVELOPMENT
PROFESSIONAL MEETINGS AND VISITATIONS

DMD
(LOCAL)

**Meetings,
Conferences, and
Workshops**

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

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

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

Release Time

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

Certificate of Coursework Completion

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

Partial Credit

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

~~Withdrawal or Late Enrollment~~

~~A migrant or homeless student who enrolls after the first day of instruction or who withdraws early shall be provided opportunities to achieve mastery of the essential knowledge and skills to meet course requirements. Teachers and counselors shall consider the student's particular circumstances in determining appropriate opportunities, which may include, but are not limited to:~~

- ~~1. Individualized work.~~
- ~~2. Tutorial sessions.~~
- ~~3. Testing to verify mastery of the essential knowledge and skills.~~
- ~~4.1. Early final examinations.~~

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

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

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

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

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

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

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

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

Section 504

Committees

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

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

Referrals

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

Notice and Consent

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

Evaluation and Placement

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

Review and Reevaluation Procedure

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

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

Examining Records

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

Right to Impartial Hearing

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

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

Records Retention

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

**Persons Age 21
and And Over**

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

Registration Forms

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

Proof of Residency

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

Minor Living Apart

**Person Standing in
Parental Relation**

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

Misconduct

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

Exceptions

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

**Extracurricular
Activities**

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

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

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

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

"Accredited" Defined

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

Grade-Level Placement

Accredited Schools

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

Nonaccredited Schools

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

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

Transfer of Credit

Accredited Texas Public Schools

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

Other Accredited or Nonaccredited Schools

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

Transition Assistance

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

[See E1]

Withdrawal

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

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

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

**Attendance
Accounting System**

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

Alternative
Attendance-
Taking **Recording**
Time

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

**Parental Consent to
Leave Campus**

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

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

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

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

Training

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

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

**Reporting Child
Abuse and Neglect**

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

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

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

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

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

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

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

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

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

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

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

Confidentiality

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

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

Immunity

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

Failing to Report Suspected Child Abuse or Neglect

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

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

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

Responsibilities Regarding Investigations

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

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

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

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

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

Statement of Nondiscrimination

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

Discrimination

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

Prohibited Conduct

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

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

Prohibited Harassment

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

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

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

Examples

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

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

Sex-Based Harassment

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

Sexual Harassment By an Employee

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

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

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

By Others

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

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

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

Examples

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

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

Gender-Based Harassment

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

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

Examples

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

Dating Violence

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

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

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

Examples

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

~~Retaliation~~

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

~~Examples~~

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

~~False Claim~~

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

~~Prohibited Conduct~~

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

**Reporting
Procedures**

Student Report

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

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

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

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

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

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

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

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

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

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

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

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

Notification of Outcome

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

District Action

Prohibited Conduct

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

Corrective Action

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

Bullying

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Response to Sexual Harassment–Title IX

General Response

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

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

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

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

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

Title IX Formal Complaint Process

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

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

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

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

Standard of
Evidence

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

Retaliation

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

Examples

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

False Claim

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

Records Retention

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

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

Access to Policy and Procedures

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

STUDENT ACTIVITIES
CONTESTS AND COMPETITION

FMF
(LOCAL)

UIL Activities

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

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

Athletic Program

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

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

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

Non-UIL Activities

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

Overnight Trips

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

Complaints

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

Other Complaint Processes

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

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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

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

Notice to Students and Parents

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

	<p>deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.</p>
Scheduling Conferences	<p>The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.</p>
Response	<p>At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>
Days	<p>"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."</p>
Representative	<p>"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the</p>

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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(LOCAL)

level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

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

Complaint and Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

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

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

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

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

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

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the

decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any

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presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

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

Complaints

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

Other Complaint Processes

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

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

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

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

Scheduling
Conferences

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

Response

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

Days

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

Representative

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

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

Consolidating
Complaints

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

Untimely Filings

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

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

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

Costs Incurred

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

Complaint and
Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

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

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

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

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

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other

relevant documents or information the administrator believes will help resolve the complaint.

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation

from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

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

**Extracurricular
Activity Absences**

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed 20 extracurricular absences per school year for competition at any level.

For competition above the District level, a student shall be allowed additional absences as necessary to compete, subject to No Pass, No Play rules and the provisions below.

Exempt Courses

A student shall be exempt from grade eligibility requirements only for a grade no lower than 60 in any honors course listed in FM(LEGAL).

In addition, a student shall be granted exemption from grade eligibility requirements only ~~once~~ twice per semester for a grade no lower than 60 in only one of the courses identified as Pre-AP in district publications. [See EIC(LOCAL)]

In addition, a middle school student shall be granted exemption from grade eligibility requirements only twice per semester for a grade no lower than 60 in Algebra I, Geometry or Spanish.

**Use of District
Facilities**

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with FNAB.

ACTION ITEM:

County Extension Agents as Adjunct Staff Members

RECOMMENDATION:

That the Board of Trustees approves the following Guadalupe County Extension Agents as adjunct staff members of the Seguin I.S.D.: Travis Franke, Jeff Hanselka, Matthew Miranda, and Dr. Charla Bading.

RATIONALE:

In 1994, the State Board of Education adopted a rule allowing local school boards to recognize County Extension Agents as adjunct staff members and to consider students who are participating in approved off-campus activities with an adjunct staff member of the school district present for student attendance accounting (ADA) purposes.

In order to qualify as an adjunct staff member, the individual must certify that he/she has a minimum of a bachelor’s degree and is eligible for participation in the Texas Teacher Retirement System. All of the above named persons meet this criteria.

In previous years, the Board of Trustees has approved the County Extension Agents to serve as adjunct District staff members. Extension Service regulations require annual approval of their members to serve as adjunct staff members; thus, once again approval is being requested.

REFERENCE and COMPLIANCE:

FEB (LEGAL), Strategic Priority 2

PAPERWORK IMPACT:

No significant impact.

BUDGET IMPACT/ INFORMATION:

Approval of this item will enable students participating in an approved extra-curricular activity under the supervision of the County Extension Agent to continue to be counted in attendance for ADA purposes.

County Extension Agents receive no monetary compensation from the District as a result of their adjunct status.

EXHIBITS:

Resolution attached.

RESOURCE PERSONNEL:

Mark Cantu, Chief Academic Officer
Cindy Moreno, Chief Human Resources Officer

Submitted by:

(Signature)

Date Submitted: 08/25/20

(Name)

Dr. Matthew Gutierrez, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, TX 78155

(Telephone)

(830) 401-8614



210 E. Live Oak
Seguin, TX 78155
830-303-3889, fax 372-3940
mjmiranda@ag.tamu.edu

June 13, 2020

Dr. Matthew Gutierrez
Seguin ISD Superintendent
1221 E. Kingsbury St.
Seguin, Texas 78155

Dear Dr. Gutierrez,

The summer is quickly slipping by, and we are already busy preparing for the 2020-21 4-H year, which officially begins September 1st. We appreciate your continued support of 4-H, and look forward to a strong partnership.

In preparing our 4-H families, your school personnel, and our staff for the next year's 4-H activities, we need your guidance and leadership in assuring that the State Board of Education's guidelines regarding 4-H are followed. **Please carefully review the information in this letter, and add the necessary items to the agenda of the next school board meeting.** If you have any questions, or would like us to discuss this at your next board meeting, please feel free to contact us. Once the items have been approved, we **will need a copy of the board's minutes for our files.** Please help us in communicating this information to your school personnel such as principals and attendance contacts.

A. First of all, we need to assure that 4-H is recognized as a sanctioned extracurricular activity within your school district by having your Board of Trustees **approve and return the completed "Resolution regarding Extracurricular Status of 4-H"** (Attachment A). Four-H is the nation's largest youth development program offering life skills and leadership training to youngsters in 4-H clubs, short term projects, and school curriculum programs. Currently, there are 500+ enrolled 4-H club members in Guadalupe County, many of which participate in a variety of contests and activities that would require them to miss school time. In sanctioning 4-H as an extracurricular activity within your school district, 4-H'ers are considered in attendance for Foundation School Purposes. Therefore, it is imperative that our school personnel count students present while they are participating in extracurricular activities.

B. The second item is HB 3573 (76th Legislature), which authorizes local trustees to ***determine the number of extracurricular days for students, who are otherwise eligible.*** The Texas Education Code requires a minimum of ten (10) days, but does not designate a maximum number of days that may be allocated for extracurricular participation. For our 4-H members, ***here are some*** of the contests and activities that would be counted toward their extracurricular time: State

Fair of Texas; Guadalupe County Youth Show; San Antonio Livestock Exposition; Houston Livestock Show & Rodeo; San Angelo Stock Show; District, State and National Judging Contests; National 4-H Congress; Southwestern Exposition and Livestock Show; Ag Fair, H₂O for You and other school presentations; Star of Texas Fair and Rodeo; and the Texas 4-H Leadership Conference.

Of course, all band, athletic, and school club activities are also extracurricular. Because only a few days each semester are allowed for all of these numerous activities, students are limited in their participation. We certainly advocate that academics come first, but we also believe involvement in extracurricular activities enhances student performance and experience.

C. We are also dedicated to supporting the no pass, no play rule and the academic responsibility of our 4-H members. Along with requests for extracurricular participation, we will be asking school officials to declare eligibility for students wishing to participate in 4-H activities, whether during school time or not. Prior to the various events, we will send letters to each campus listing the names of their students who will be participating, and the *school principal or designee must notify us of the eligibility of those students* by signing and returning a form which will be attached to each letter. An example of this letter is attached (Attachment B) for your information. To enable us to forward our request to the appropriate faculty member in a more timely manner, we will need the **name, title, address, phone and fax numbers, and e-mail address of the attendance contact for each campus**. Given e-mail addresses, we will also be able to distribute information to these individuals, further explaining the extracurricular procedure for 4-H members.

D. Your school board also needs to **approve us as adjunct faculty members**. We request adjunct faculty member status for the Guadalupe County Extension faculty for the 2020-21 school year. The following faculty are eligible for participation in the Teacher Retirement System of Texas and have a minimum of a bachelor's degree.

Travis Franke, County Extension Agent-Agriculture
1989 Bachelor of Science-General Agriculture, Tarleton State University
1998 Masters of Agricultural Education, Southwest Texas State University

Jeff Hanselka, County Extension Agent-Agriculture
1993 Bachelor of Science-Animal Science, Texas A&M University
1994 Masters of Agriculture, Texas A&M University

Matthew Miranda, County Extension Agent-4-H & Youth Development
2009 Bachelor of Science-Ag Comm. and Journalism, Texas A&M University
2010 Master of Education, Ag Leadership, Edu & Comm. Texas A&M University

Dr. Charla Bading, County Extension Agent-Family & Consumer Sciences
B.S. (*Home Economics Education*), University of Texas, Austin, Texas, 1986
M.S. (*Education*), Sul Ross State University, Alpine, Texas, 1991
Ed.D. (*Agricultural Education*), Texas A&M University and Texas Tech University, 2011

E. The *Ag Fair* at the Texas Ag Education & Heritage Center in Seguin will be held in October for your 4th grade students and teachers (teachers will be contacted once school starts). It is conducted by Texas AgriLife Extension and the ag fair committee, using curriculum and activities created by the Guadalupe County Extension Office. In addition to the Ag Fair, some other programs in particular to highlight include *Keys to the Courthouse* (grades 7 and 12), *4-H₂O for You Water Education* (3rd grade), *Balancing Food and Play* (Elementary), and *Hatching in the Classroom* (all ages).

I would especially like to spotlight *Take a Stand* Curriculum. This curriculum exists in three age groups, 2nd grade to 5th grade, 6th grade to 8th grade and 9th grade to 12th grade. It is an anti bullying curriculum/character building curriculum that focus on conflict management, dispute resolution, character building, equality and cultural respect.

For these and many other ways of bringing 4-H into your classrooms, please see the enclosed brochure, Curriculum Enrichment Opportunities. We encourage you to share these opportunities with your curriculum director and other faculty members.

Thank you for your time and consideration. We look forward to working with you and your faculty in maintaining effective communication and ensuring positive activities for our 4-H youth. Please do not hesitate to contact us if you have any questions or concerns about any of the above mentioned matters.

Sincerely,

Matt Miranda

Matthew J. Miranda M.Ed.
County Extension Agent-4-H&YD
Guadalupe County

MM:kl

Attachments

**RESOLUTION
regarding
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION**

Be it hereby resolved that upon this date the duly elected Board of Trustees of the

Sequin Independent School District

meeting in public with a quorum present and certified did adopt this resolution that recognizes the ***Guadalupe County, Texas 4-H Organization*** as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district whose rulings shall be final.

Approved this ____ day of _____, 2020.

(For Board of Trustees)

(Superintendent)

ACTION ITEM:

Extra-Curricular Activity Listing for 2020-2021

RECOMMENDATION:

That the Board of Trustees approves the list of organizations in which student participation during the school day will result in an excused absence.

RATIONALE:

Each local Board of Trustees must approve the organizations for which participation in activities sponsored by these organizations would result in an excused absence, in accordance with Board-approved provisions for extra-curricular absences. If the Board chooses not to recognize an organization on the list, students would not be entitled to excused absences for participation in the organization's activities. Such an organization, in turn, would not be expected to enforce the "no pass – no play" rule.

REFERENCE and COMPLIANCE:

FM (LEGAL) FM (LOCAL) Student Activities

PAPERWORK IMPACT:

Distribution of the approved list.

BUDGET IMPACT/ INFORMATION:

None

EXHIBITS:

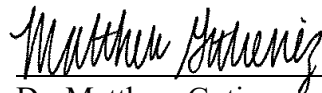
The listing of organizations is attached as an exhibit.

RESOURCE PERSONNEL:

Mark Cantu, Chief Academic Officer

Submitted by:

(Signature)



Date Submitted: 08/25/20

(Name)

Dr. Matthew Gutierrez, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, TX 78155

(Telephone)

(830) 401-8614

Extracurricular Organizations Approved for Excused Absences 2020 - 2021

Alamo Regional Science Fair
American Cheer Power
American Drill Team School
American Field Services Exchange Program (AFS)
American Gymnastics Association
American Heart Association (Jump Rope Demonstration)
American High School Mathematics Examination
American Legion, The
American Legion Baseball Playoffs
American Miniature Horse Association
American Miniature Horse Registry
Association of Texas Small School Bands
Bands of America
Basketball Congress International of Texas
Boy Scouts of America
Business Professionals of America
Camp Fire, Inc.
Central Texas Regional Science Fair
Cheer Texas Association (CTA)
Cheers
Close Up Foundation
Congressional Youth Leadership Council/(National Young Leaders Conf.)
Contest of Champions/Four Seasons Tours
Crowd Pleasers Dance Camps, Inc.
Destination Imagination (DI)
Distinguished Achievement Program Mentorships
Distributive Education Clubs of America
Elks' Hoop Shoot
FCCLA – Family, Community, Career Leaders of America
Fellowship of Christian Athletes
First Texas Battalion Drum and Fife of San Antonio
4-H Program
Freedoms Foundation at Valley Forge
Future Business Leaders of America
Future Farmers of America and Junior FFA
Halftime, U.S.A., Inc.
Health Occupations Students of America
HTE Dance and Spirit Group
Hugh O`Brian Youth Foundation
International Association of Lions Clubs
International/Intercultural Programs (American Field Services)
International Science and Engineering Fair and Texas Regional Science Fairs affiliated with ISEF
Junior Engineering Technical Society

Key Club International/Keywanette
Local Theater, Choral, and Band Performances
Marching Auxiliaries
Mariachi Veritas de Harvard
Mathematical Olympiads for Elementary Schools
Miss Drill Team USA International
Miss T.E.E.N. Pageant (TEENS ENCOURAGING EXCELLENCE NATIONALLY)
National Academy of Science
National Aeronautics and Space Administration (NASA)
National Cheerleaders Association
National Conference of Christians & Jews, Inc.
National Cutting Horse Association
National Forensic League
National Geographic Society (National Geography Bee)
National High School Cheerleading Championship
National Hispanic Institute Young Leaders and Debate
National Honor Society
National Science Symposium
National Youth Leadership Forum's
Rotary International
San Antonio Dance Theatre
San Antonio Performing Arts Association
Seguin Leadership Initiative
ShowMakers of America
Showtime Drill Team Camps, Inc.
Showtime International
SkillsUSA
Special Olympics
Starmakers
Sunshine Kids
Superstar Drill Team Camps
Teatro de Artes de Juan Seguin, including the Ballet Folklorico, Conjunto and Marachi groups
Texas Academic Decathlon
Texas Academy of Mathematics
Texas Academy of Science
Texas Art Education Association
Texas Association for Educational Technology
Texas Association of Future Educators
Texas Association of German Students
Texas Association of Journalism Educators
Texas Association of Student Councils
Texas Cheerleading and Drill Team Associations
Texas Chess Association
Texas Computer Education Association
Texas Creative Problem Solving / Destination Imagination
Texas Dance Drill Team Directors Association

Texas Educational Theater Association
Texas Farm Bureau
Texas Future Problem Solving
Texas Future Teachers of America - (Texas State Teachers Association)
Texas Girls Choir
Texas Girls Scouts
Texas High School Bowling Club
Texas High School Mock Trial
Texas High School Mountain Bike League
Texas High School Press Association
Texas Junior Science, Engineering, and Humanities Symposium
Texas Lions' Center for Outdoor Education
Texas Longhorn Breeders Association of America
Texas Math and Science Coaches Association
Texas Mathematics League
Texas Music Educators Association
Texas Power lifting Association
Texas Science Olympiad
Texas Speech Communication Association (includes Texas Forensic Association)
Texas State Color Guard Association
Texas State Conference of NAACP Branches
Texas State German Contest
Texas State Historical Association
Texas State Mathematics League
Texas State Mu Alpha Theta
Texas Tennis Association
Texas Thespian Society
Texas Young Lawyers Association
Texas Youth Hunting Program (sponsored by Texas Parks & Wildlife)
United Spirit Association
United States Golf Association Junior Golf Association
United States Olympics Shooting Team
United States Soccer Federation
United States Space Camp
United States Tennis Association
United States Volleyball Association
Universal Cheerleader Association (UCA)
Universal Dance Association
Westinghouse Talent Search
Young Women's Christian Association (REACH Career Day Seminar)
Youth Leadership Corpus Christi

ACTION ITEM:

Consideration of Approval of the Texas Teacher Evaluation Support System (T-TESS) and Annual Teacher Review (ATR) Calendar and Procedures for 2020-2021

RECOMMENDATION:

That the Board of Trustees approve the following Texas Teacher Evaluation Support System (T-TESS) and Annual Teacher Review (ATR) Calendar and Procedures for the 2020-2021 school year:

RATIONALE:

State Board rules require that each district establish a calendar for appraisal during the required days of instruction for students during one school year. The calendar should designate the time frame for the appraisal period, exclude the first three weeks of instruction, prohibit observations on the last day of instruction before an official school holiday or on any other day deemed inappropriate by the Board, and indicate a period for summative annual conferences that end no later than 15 working days before the last day of instruction for students.

In addition to those days prohibited by law, DNA (LOCAL) prohibits scheduled observations the day after a school holiday, days scheduled for end of semester and end of year examination, or days scheduled for statewide assessments at the respective grade levels.

REFERENCE and COMPLIANCE:

DNA (LEGAL) (LOCAL) Performance Appraisal; Evaluation of Teachers
Strategic Priority 3: Create conditions in Seguin ISD to recruit, retain and engage employees.

PAPERWORK IMPACT:

This item requires distribution of the appraisal calendar to the teachers.

BUDGET IMPACT INFORMATION:

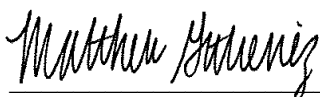
This item will have little impact on the budget.

EXHIBITS:

Information on T-TESS, ATR & Calendar

RESOURCE PERSONNEL:

Cynthia Moreno, Chief Human Resources Officer

Submitted by:  Date Submitted: 08/25/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, Texas 78155
(Telephone) (830) 401-8614

Texas Teacher Evaluation Support System (T-TESS)

PROCEDURES

Pre-observation conferences shall be conducted if requested by appraiser or teacher.

Formal observations may be scheduled by day and time of day. Observations shall be scheduled by the supervisor with input from the teacher.

Written rebuttals shall be given to the supervisor, who shall attach them to all copies of the final observation reports.

Requests for another observation by a different appraiser shall be made, on the appropriate form, to the superintendent. Observations by different appraisers (the superintendent or his designee) shall be scheduled using a mutually agreed-upon day and time.

Formative observations may be requested by a teacher at any time. They may be conducted by an administrator associated with a special program the teacher teaches or by a building administrator from the same grade level as the teacher. Teachers who want formative appraisals should contact appropriate appraisers directly for arrangements. Formative appraisals are scored for feedback to the teacher and do not count in the records.

TEACHER REQUEST FOR APPEAL OF T-TESS OBSERVATION OUTCOMES WITH FIRST APPRAISER

TO (FIRST APPRAISER): _____

FROM (TEACHER): _____

DATE: _____

SUBJECT: TEACHER REQUEST FOR APPEAL OF T-TESS OBSERVATION OUTCOMES

I am requesting that my formal T-TESS observation be reviewed by my initial appraiser. Stated below is the specific nature of the discrepancy, full disclosure of evidence of performance, and a statement of expected performance evaluation.

GRADE LEVEL _____

CONTENT AREA _____

My post-observation conference was held on _____.

Please describe the observation discrepancy, evidence of performance, and expected outcomes of observation. (Add pages as needed)

_____ This *Request for Appeal of T-TESS Observation Outcomes* is within the ten (10) working-day period following my post-observation conference (first appraiser), during which time I may request an appeal.

Send *Request for Appeal of T-TESS Observation Outcomes* to your appraiser within ten (10) working-day period following your post-observation conference.

TEACHER SIGNATURE _____ DATE _____

TEACHER APPEAL OF T-TESS OBSERVATION OUTCOMES REQUEST FOR SECOND OBSERVATION

TO: Chief Academic Officer
FROM: _____
DATE: _____
SUBJECT: TEACHER APPEAL OF T-TESS OBSERVATION OUTCOMES & REQUEST FOR SECOND OBSERVATION

I am requesting my formal T-TESS observation be reviewed by a second campus appraiser. I am also requesting that a second appraiser be assigned to conduct a second formal observation of me in the event of non-agreement of the review process by the second T-TESS appraiser on my campus.

GRADE LEVEL _____ CONTENT AREA _____
SCHOOL # _____ SCHOOL NAME _____

My post-observation was held on _____.
My post-observation appeal (Form A) conference was held on _____.
My appraiser was _____.

On a separate page, please describe the observation discrepancy, evidence of performance, and expected outcomes of observation.

I prefer to be contacted at the following number _____

_____ This *Teacher Appeal of T-TESS Observation Outcomes/Request for Second Appraisal* is within the ten (10) working-day period following my post-observation conference, during which time I may make this request.

_____ I have provided the principal/and appraiser a copy of this memo.

SIGNATURE _____

Send this request to:
Mark Cantu, Chief Academic Officer
Learning and Leadership Services
1221 E. Kingsbury St. | Seguin, TX 78155 | mcantu@seguin.k12.tx.us

AGREEMENT FOR PRE-OBSERVATION, OBSERVATION, AND POST-OBSERVATION

TO (TEACHER): _____

FROM (APPRAISER): _____

DATE: _____

SUBJECT: SCHEDULE FORMAL PRE-OBSERVATION CONFERENCE & FORMAL OBSERVATION DATE

In TEC §21, a formal, pre-observation conference must be held at a mutually agreed upon time in advance of a formal T-TESS observation. Please return this memo with proposed dates and times within five working days of receipt.

DATE _____

TIME _____

DATE _____

TIME _____

The agreed-upon, formal observation will be

DATE _____

TIME _____

In our pre-observation conference, the following will be discussed:

- All related Dimensions in Domain I: Planning
- All related Dimensions in Domain II: Instruction
- All related Dimensions in Domain III: Learning Environment
- All related Dimensions in Domain IV: Professional Development
- Your lesson plan for the scheduled observation and your expected outcomes
- Student Learning Objective (SLOs)

Please bring your lesson plan, related materials, and your calendar to the pre-observation conference. The post-observation conference will be scheduled for a mutually agreed upon time during our meeting.

APPRAISER SIGNATURE _____

DATE _____

TEACHER SIGNATURE _____

DATE _____

*The appraiser should keep the original signed memo. A copy should be given to the teacher with a confirmed appointment.
This form must be given to the teacher three days prior to the conference.*

REQUEST FOR WAIVER OF SCHEDULED OBSERVATION DUE TO UNFORSEEN CIRCUMSTANCES

TO (APPRAISER): _____

FROM (TEACHER): _____

DATE: _____

SUBJECT: REQUEST FOR WAIVER OF SCHEDULED OBSERVATION DUE TO UNFORESEEN CIRCUMSTANCES

I am requesting that my formal T-TESS observation be rescheduled due to unforeseen circumstances.

GRADE LEVEL _____

CONTENT AREA _____

The agreed-upon, formal observation was scheduled for

DATE _____

TIME _____

On the back of this sheet, please describe the reason for the need to reschedule your formal T-TESS observation. This is a one-time waiver and may not be used for subsequent, scheduled observations.

"I acknowledge that I may not use this Waiver of Scheduled Observation due to Unforeseen Circumstances for subsequent, scheduled observations. I understand that this is a one-time request for this school year. I also understand that a new pre-observation conference and observation will need to be rescheduled with my appraiser."

SIGNATURE _____

Please provide Request for Waiver of Scheduled Observation due to Unforeseen Circumstances to your appraiser prior to the scheduled observation.

REQUEST FOR ATR Annual Teacher Review

TO (APPRAISER): _____

FROM (TEACHER): _____

DATE: _____

SUBJECT: REQUEST FOR WAIVER OF SCHEDULED OBSERVATION & ACKNOWLEDGMENT OF ELIGIBILITY

I am requesting that my formal T-TESS observation be waived for 2020-2021 and verify my eligibility based on the following:

1. I am employed on an educator term or continuing contract.
2. I hold SBEC certification.
3. I have earned a T-TESS rating of "Proficient" criteria in all of the 16 dimensions.

"I acknowledge that I understand that this is a one-time waiver for the school year 2020-2021. I understand that I must participate in participating in identifying Professional Goals, Student Learning Objectives (SLOs) and the End of Year Conference.

GRADE LEVEL _____

CONTENT AREA _____

SIGNATURE _____



2020- 2021 T-TESS Appraisal Calendar

APPRAISAL PERIOD
September 8, 2020 - June 11, 2021

OBSERVATION PERIOD
September 11, 2020 - April 30, 2021*
*Please note the summative conference due date is May 21, 2021.

T-TESS GOAL SETTING
Tuesday, October 13, 2020

FORMAL OBSERVATION PERIOD ENDS
Friday, April 30, 2021

SUMMATIVE CONFERENCE
No later than May 21, 2021

T-TESS Goal Setting

The Teacher Goal Setting form shall be presented to the principal:

- Within the first six weeks from the day of completion of the T-TESS orientation;
- Within the first three weeks from the day of completion of the T-TESS orientation, for teachers starting after first day of instruction

August 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 2021						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Summary Report

A written summative annual appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period.

Summative Conference

The T-TESS summative (end of year) conference is mandatory, and must be held no later than 15 days before the last instructional day.

- First/Last Day of Instruction
- No Observation Dates**
- State Assessments

- Goal Setting Due
- Completion of all appraisals
- Summative Conference

** No formal observations may be held on end of semester examination, state assessment days and before/after a holiday.

Texas Teacher Evaluation Support System (T-TESS) serves as the State's approved instrument for appraising its teachers and identifying areas that would benefit from staff development. Cornerstones of the process include a minimum of one 45-minute observation and completion of the T-TESS Goal Setting. T-TESS includes sixteen total dimensions within four domains: Planning, Instruction, Learning Environment and Professional Practice & Responsibilities

ACTION ITEM:**Consideration of Approval of Certified Appraisers for 2020-2021****RECOMMENDATION:**

That the Board of Trustees approve the following administrators as certified appraisers for the Texas Teachers Evaluation Support System (T-TESS) or to conduct formal goal setting known as the Annual Teacher Review in the 2020-2021 school year:

Barnes Middle School	Briesemeister Middle School
Jason Schmidt, Principal	James Diaz, Principal
Kristi Miranda, Academic Dean	Allison Pape, Academic Dean
Allison Seidenberger, Assistant Principal	Robert Arriola, Asst. Principal
Jonathan Basha, Dean of Students	Michele Castillo, Asst. Principal
Maria Guerra, Admin Intern	Bianca Duvall, Admin Intern
Seguin High School	Learning and Leadership
Dr. Hector Esquivel, Principal	Mark Cantu, Chief Academic Officer
Chanda Bloch, Associate Principal	Danica Murrillo, Director of Secondary and Professional Learning
Allison Gillentine, Academic Dean	Andrea Jaramillo, Director of Elementary and Multilingual
James Diaz, Asst, Principal	Allison Willemin, Secondary ELA Coordinator
Joshua Peters, Asst. Principal	Nilda Vella, District Science Coordinator
Tori Beutnagel, Asst. Principal	David Hall, Middle School Math Coordinator
Administrative Services	Information Systems and Instructional Technology
Cindy Moreno, Chief of Human Resources	Bill Lewis, Assoc. Superintendent
Nikki Bittings, Director of Human Resources	Don Hastings, Director of Integrated Support Services
Pete Silvius, Director of Whole Child Initiative	
Jefferson Elementary	Vogel Elementary
Aaron Hannah, Principal	Rhonda Jubela, Principal
Darren Brietzke, Asst. Principal	Tiffany Wehe, Asst. Principal
Koennecke Elementary	Ball Early Childhood Center
Cassie Koehler, Principal	Debra Reiley, Asst. Principal
Reyets Valdez, Asst. Principal	Jessica Castro, Admin Intern
McQueeney Elementary	Patlan Elementary
Meredith Stadler, Principal	Linda Guzman, Principal
Jason Cunningham, Asst. Principal	Valerie McKinney, Asst. Principal
Rodriguez Elementary	Saegert Learning Center and District Alternative School
Yolanda Grijalva, Asst. Principal	Jay Law, Principal
LeAnn Dunn, Asst. Principal	Erma Freeman, Principal, DAEP
Sharon Feuge, Special Programs	
Weinert Elementary	
Mary Hernandez, Principal	
Annaliza Rangel, Asst. Principal	

REFERENCE & COMPLIANCE:

DNA (LEGAL) (LOCAL) Performance Appraisal; Evaluation of Teachers

PAPERWORK IMPACT:

Approval of this item will have little effect on paperwork.

BUDGET IMPACT/ INFORMATION:

This item will have little impact on the budget.

EXHIBIT:

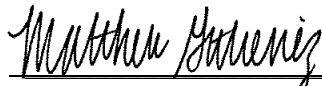
None

RESOURCE PERSONNEL:

Cynthia Moreno, Chief Human Resources Officer

Submitted by:

(Signature)



Date Submitted: 08/25/20

(Name)

Dr. Matthew Gutierrez, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, Texas 78155

(Telephone)

(830) 401-8614

Seguin ISD PIA requests received from July 9-Aug. 12, 2020

<u>Date</u>	<u>Requester</u>	<u>Requested documents</u>	<u>Status</u>	<u>Action</u>
08/10/20 004	Richard Becker, Texas Retirement Panners	Staff directory information	In progress	

ACTION ITEM:

TEA Waiver – Parent Notice Requirement for Students at Risk of Failure

RECOMMENDATION:

That the Board approve the TEA waiver as presented.

RATIONALE:

Texas school districts are required to provide early notice to parents or guardians of students in grades 4 and 7 identified to be at risk of failure on the first administration of an assessment required for grade advancement in the next school year. The current rule requires this notice to be issued before the end of the school year. Given that the STAAR administration and benchmark examinations for 2020 were cancelled, there is not sufficient information to make this determination. The waiver allows Seguin ISD to delay the notice requirement until the start of the 20-21 school year, when there is screener data to make the at-risk determination.

REFERENCE and COMPLIANCE:

§TEC 28.0211, EIE (LEGAL), EIE (LOCAL)
Strategic Priority 1 – Improve student learning through improved instructional practice.

PAPERWORK IMPACT:

Minimal

BUDGET IMPACT/ INFORMATION:

None

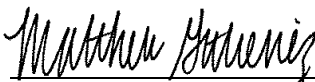
EXHIBITS:

None

RESOURCE PERSONNEL:

Cynthia Borden, Director of Federal & State Accountability
Mark Cantu, Chief Academic Officer

Submitted by:

(Signature) 

Date Submitted: 08/25/20

(Name) Matthew Gutierrez, Superintendent

(Address) 1221 E. Kingsbury St., Seguin, TX 78155

(Telephone) (830) 401-8614

ACTION ITEM:

Approval of the Updated Seguin ISD District of Innovation Plan

RECOMMENDATION:

That the Board of Trustees vote to approve the updated Seguin ISD District of Innovation (DOI) Plan for the 2020-21 academic year through the 2021-22 academic year.

RATIONALE:

In accordance with state law and to maximize the opportunity to accomplish the district goals, the District Education Improvement Committee accepted the recommendation from the Learning and Leadership Services Department to amend the DOI plan to include relief from TEC§ 21.404, which entitles each classroom teacher to at least 450 minutes within each two-week period for instructional preparation, including parent-teacher conferences, evaluating students' work, and planning. The DOI plan amendment allows the relief from the provision and allows the district's teachers to participate in Professional Learning Communities (PLC) on at least a weekly basis during the work day without compromising instructional time, where they can share best practices, critically examine student data, and plan collaboratively.

REFERENCE and COMPLIANCE:

AF (LEGAL) Innovation Districts
Strategic Priority 1: Improved student learning through improved instructional practice.

BUDGET IMPACT/ INFORMATION:

The purpose of this proposal is to allow for increased local decision making in order to increase opportunities for student success in Seguin ISD. Budget impact has been considered and will be minimal.

EXHIBITS:

Updated District of Innovation Plan

RESOURCE PERSONNEL:

Mark Cantú, Chief Academic Officer

Submitted by:

(Signature)

(Name)

(Address)

(Telephone)



Dr. Matthew Gutierrez, Superintendent

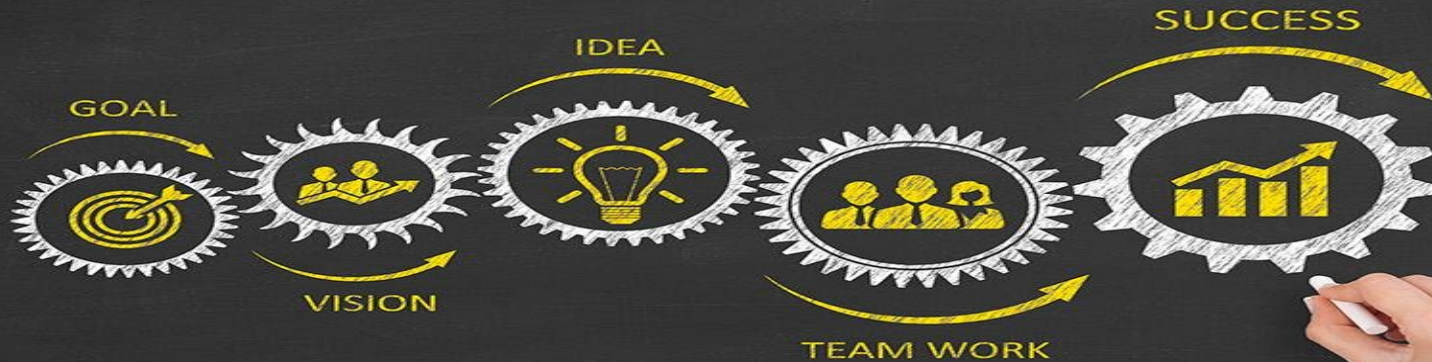
1221 E. Kingsbury St., Seguin, TX 78155

(830) 401-8614

Date Submitted: 08/25/20

District of Innovation Amendment

Presented to the Board on August 25, 2020
Presented to DEIC August 5, 2020 as per TEC 12A.007





WHAT IS A DISTRICT OF INNOVATION

A **District of Innovation** is a concept passed by the 84th Legislative Session in House Bill 1842 that gives traditional school districts most of the *flexibilities* available to Texas' open enrollment charter schools.

To access these *flexibilities* that exempt a district from certain state mandates, a school district must adopt an innovation plan as set forth in Texas Education Code chapter 12A which constitutes the state's regulatory framework and statutory safety net for public schools.



A DISTRICT OF INNOVATION STRATEGIC PLAN / INNOVATION - POLICY

A local innovation plan must identify requirements imposed by the Education Code that inhibit the goals of the plan from which the district should be exempted on adoption of the plan. The local innovation plan should specify the manner in which a particular statute inhibits one or more goals of the plan.

The exemption does not relieve the district of any requirement imposed by other state or federal law or a duty imposed under federal regulation, grant compliance, agency rule applicable to a charter school or a local legal requirement.

The district's innovation plan is a legally binding document. Therefore, the plan must describe the intentions of the board-appointed advisory committee with specificity to avoid any confusion or ambiguity regarding the district's legal duties.

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POSSIBLE BENEFITS

- Allows districts to plan to improve students' educational outcomes with local input and less regulatory control from Austin.
- Can serve as a way to market district schools to parents and students that is competitive with private and charter schools.
- Could be a mechanism for districts to access some programmatic and administrative freedoms that charters currently have.
- May facilitate and support efforts to reform some of the lowest performing campuses in school districts.



A DISTRICT OF INNOVATION STRATEGIC PLAN / INNOVATION

District Advisory Committee's Role:

A local innovation plan must be developed for a school district **before** the district may be designated as an Innovation District. A local plan must provide for a comprehensive educational program for the district, which may include:

Innovative curriculum and instructional methods;

Provisions regarding community participation, campus governance, and parental involvement;

Modifications to the school day or year;

Provisions regarding the district budget and sustainable program funding;

Accountability and assessment measures that exceed the requirements of state and federal law;

Identify requirements imposed by code that inhibit the goals of the plan and from which the district should be exempted on the adoption of the plan; and

Any other innovations prescribed by the board of trustees.



DISTRICT OF INNOVATION

Five Year Plan

The Seguin ISD Plan has a term of up to five years. The plan may be amended, rescinded, or renewed by the district advisory committee (DAC) and the Board of Trustees in the same manner required for initial adoption.

The 2020-21 school year will be Year 3 for the Seguin ISD plan.

Current Innovation: Determine a Flexible Start Date

Innovation: A flexible start date would allow Seguin ISD many options which may positively impact student learning and growth. An earlier start date would allow for balanced semesters, innovative and timely summer programs to provide enrichment and intervention, and targeted professional development and school transition opportunities.

Requirement: Texas Education Code §25.0811 state that a school district may not begin instruction prior to the fourth Monday in August.

Local control advantages:

.Balanced instructional time in the first and second semesters may improve the ability to implement special programs at various schools.

.The alignment of the calendar with colleges and universities may allow for quality pacing of instruction, assessment, and intervention to support college, career or military readiness. In addition, students will have the ability to participate in summer college camps and courses.

.Timely professional development may positively impact student learning.

.A flexible start provides options for quality enrichment and intervention programs that may limit the loss of knowledge gained during the previous year.

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.A shortened week at the beginning of the school year may ease the transition to a new campus for kindergarten, middle school, and high school students.

Current Innovation: Allow Alternatives to Educator Certification

Innovation : Educator certification alternatives may increase the number of dual credit and Career and Technical Education (CTE) courses offered at the secondary level. This change may allow students more opportunities to receive college credit and/or industry certifications while in high school.

Requirement: Texas Education Code § 21.051 provides that before a school district may employ a candidate for certification as a teacher of record, the candidate must complete at least 15 hours of field-based experience in which the candidate is actively engaged in instructional or educational activities. Teacher certification for Career and Technical Education Instructors; TEC § 21.003 CERTIFICATION REQUIRED. (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Local control advantages:

.Flexibility in recruiting and hiring teachers from the field, including experienced individuals from unique trades or vocations, may lead to more dual credit and/or industry certification opportunities for students enrolled in Career and Technology Education (CTE) courses.

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.This initiative will allow for the potential to offer additional languages and dual credit courses by employing college instructors, university professors, or retired part-time teachers.

Proposed Innovation: Professional Development

Innovation: Nearly 40% of Seguin ISD teachers have between 0-5 years of experience. With a diverse student population comprised of 70% economically disadvantaged, 56% at risk, 16% LEP, and 12% Special Education, along with a blended platform of face to face and online learners, the district's educators must be well-equipped to meet the unique needs of each student.

Requirement: Texas Education Code § 21.404 entitles each classroom teacher to at least 450 minutes within each two-week period for instructional preparation, including parent-teacher conferences, evaluating students' work, and planning.

Local control advantages: Relief from this provision will allow for the district's teachers to participate in Professional Learning Communities (PLC) on at least a weekly basis during the work day without compromising instructional time, where they can share best practices, critically examine student data, and plan collaboratively.

District Advisory Committee Vote



ACTION ITEM:

Possible Action to Approve the Order Declaring Election of Unopposed Candidates for Voting District One (1), Voting District Three (3) and Voting District (6)

RECOMMENDATION:

That the Board of Trustees approve an order declaring the election of the unopposed candidates in voting District 1; voting District 3; and voting District 6; thereby approving the order to cancel the general election for said Districts for the November 3, 2020 election.

RATIONALE:

This order is in accordance with Election Code 2.051 and 2.053, as reflected in Board Policy BBBA (LEGAL).

By this action, Carl W. Jenkins - District 1; Cinde Thomas-Jimenez - District 3 and Benito Amador - District 6 are re-elected to a four-year term on the Board of Trustees after the November 3, 2020 election.

REFERENCE and COMPLIANCE:

BBBA (LEGAL) Elections, Conducting Elections

PAPERWORK IMPACT:

Minimal

BUDGET IMPACT/ INFORMATION:

Minimal

EXHIBITS:

Certification of Unopposed Candidates
Order of Cancellation
BBBA (LEGAL)

RESOURCE PERSONNEL:

Dr. Matthew Gutierrez, Superintendent

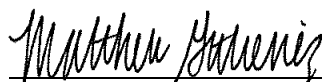
Submitted by:

(Signature)

(Name)

(Address)

(Telephone)



Dr. Matthew Gutierrez, Superintendent

1221 E. Kingsbury St., Seguin, TX 78155

(830) 401-8614

Date Submitted: 08/25/20

**CERTIFICATION OF UNOPPOSED CANDIDATES FOR
OTHER POLITICAL SUBDIVISIONS (NOT COUNTY)
CERTIFICACIÓN DE CANDIDATOS ÚNICOS
PARA OTRAS SUBDIVISIONES POLITICAS (NO EL CONDADO)**

To: Presiding Officer of Governing Body
Al: Presidente de la entidad gobernante

As the authority responsible for having the official ballot prepared, I hereby certify that the following candidates are unopposed for election to office for the election scheduled to be held on November 3, 2020.

Como autoridad a cargo de la preparación de la boleta de votación oficial, por la presente certifico que los siguientes candidatos son candidatos únicos para elección para un cargo en la elección que se llevará a cabo el November 3, 2020

List offices and names of candidates:
Lista de cargos y nombres de los candidatos:

Office(s) Cargo(s)	Candidate(s) Candidato(s)
<i>District 1</i>	<i>Carl W. Jenkins</i>
<i>District 3</i>	<i>Cinde Thomas-Jimenez</i>
<i>District 6</i>	<i>Benito Amador</i>

Signature (Firma)

Printed name (Nombre en letra de molde)

Title (Puesto)

Date of signing (Fecha de firma)

(Seal) (sello)

**ORDER OF CANCELLATION
ORDEN DE CANCELACIÓN**

The Seguin ISD hereby cancels the election scheduled to be held on
(official name of governing body)
November 3, 2020 in accordance with Section 2.053(a) of the Texas
(date on which election was scheduled to be held)

Election Code. The following candidates have been certified as unopposed and are hereby
elected as follows:

*El Seguin ISD por la presente cancela la elección que, de lo contrario,
(nombre oficial de la entidad gobernante)
se hubiera celebrado el November 3, 2020 de conformidad, con
(fecha en que se hubiera celebrado la elección)
la Sección 2.053(a) del Código de Elecciones de Texas. Los siguientes candidatos han sido
certificados como candidatos únicos y por la presente quedan elegidos como se haya indicado a
continuación:*

<i>Candidate (Candidato)</i>	<i>Office Sought (Cargo al que presenta candidatura)</i>
<i>Carl W. Jenkins</i>	<i>District 1</i>
<i>Cinde Thomas-Jimenez</i>	<i>District 3</i>
<i>Benito Amador</i>	<i>District 6</i>

A copy of this order will be posted on Election Day at each polling place that would have
been used in the election.

*El Día de las Elecciones se exhibirá una copia de esta orden en todas las mesas electorales
que se hubieran utilizado en la elección.*

President (Presidente)

Secretary (Secretario)

(seal) (sello)

August 25, 2020

Date of adoption (Fecha de adopción)

Note: If the district is subject to a court order or other binding legal determination, the district shall conduct its elections in accordance with that court order or determination, applicable law, and this policy. To the extent of any conflict, the court order or other legal determination shall prevail. [See BBB(LOCAL)]

Notice of Polling Place

Any written notice of a polling place location must state the building name, if any, and the street address, including the suite or room number, if any, of the polling place. *Election Code 1.021*

Election Order

The board shall order an election. An election to be held on a uniform election date shall be ordered not later than the 78th day before election day. *Election Code 3.004, .005*

Each election order must state:

1. The date of the election;
2. The offices or measures to be voted on;
3. The early voting clerk's official mailing address;
4. The location of the main early voting polling place;
5. The dates and hours for early voting; and
6. The dates and hours of any Saturday and Sunday early voting.

Election Code 3.006, 83.010, 85.004, .007

A board shall preserve the election order for the period for preserving the precinct election records. The date and nature of each election shall be entered in the official records of the board. For an election on a measure, the entry must include a description of the measure. *Election Code 3.008*

Failure to Order an Election

Failure to order a general election does not affect the validity of the election. *Election Code 3.007*

Election Notice

Contents

Notice of the election must state:

1. The nature and date of the election;
2. The location of each polling place;
3. The hours the polls will be open;
4. The early voting clerk's official mailing address;
5. The location of the main early voting polling place; and

6. The dates and hours for early voting, including the dates and hours of any Saturday and Sunday early voting.

Election Code 4.004(a), 83.010, 85.004, .007

Notice of Special Election The notice of a special election must also state each office to be filled or the proposition stating each measure to be voted on. *Election Code 4.004(b)*

Publication Notice of the election shall be published at least once, not earlier than the 30th day or later than the tenth day before election day, in a newspaper published within the district's boundaries or in a newspaper of general circulation in the district if none is published within the district's boundaries. The board shall retain a copy of the published notice that contains the name of the newspaper and the date of publication. *Election Code 4.003(a)(1), (c), .005(a)*

Posting In addition to the notice described above, not later than the 21st day before election day, a county shall post a copy of a notice of election provided to the county [see Notice to County Clerk and Voter Registrar, below], which must include the location of each polling place, on the county's internet website, if the county maintains a website. A district may post a copy of the notice on the bulletin board used for posting notices of the meetings of the board. If a county does not maintain a website, the district shall post a copy of the notice of the election on the bulletin board used for posting notice of meetings of the board. The notice must remain posted continuously through election day. The person posting the notice shall make a record at the time of posting stating the date and place of posting. The person shall sign the record and deliver it to the board after the last posting is made. *Election Code 4.003(b), .005(b)*

A district that maintains a website must post the notice described above on the internet website of the district. *Election Code 85.007(d)*

Note: For additional website posting requirements regarding the date and location of the next election, see CQA.

Notice to County Clerk and Voter Registrar The board shall deliver notice of the election, including the location of each polling place, to the county clerk and voter registrar of each county in which the district is located not later than the 60th day before election day. The county clerk shall post notice of the election, including the location of each polling place, on the county's internet website, if the county maintains a website, as provided by Election Code 4.003(b). *Election Code 4.008(a)* [See Posting, above]

Notice to Election
Judge

Not later than the 15th day before election day or the seventh day after the date the election is ordered, whichever is later, the board shall deliver to the presiding judge of each election precinct in which the election is to be held in the district a written notice of:

1. The nature and date of the election;
2. The location of the polling place for the precinct served by the judge;
3. The hours that the polls will be open;
4. The judge's duty to hold the election in the precinct specified by the notice; and
5. The maximum number of clerks that the judge may appoint for the election.

Election Code 4.007

Failure to Give
Notice of Election

Failure to give notice of a general election does not affect the validity of the election. *Election Code 4.006*

Filing Information

Notice to
Candidates

A district shall post notice of the dates of the filing period in a public place in a building in which the district has an office not later than the 30th day before the first day on which a candidate may file an application for a place on the ballot. *Election Code 141.040*

Note: For additional website posting requirements regarding the requirements and deadline for filing for candidacy of board member, see CQA.

Application

A candidate application for a place on the ballot must:

1. Be in writing;
2. Be signed and sworn to before a person authorized to administer an oath in this state by the candidate and indicate the date that the candidate swears to the application;
3. Be timely filed with the appropriate authority; and
4. Include all statutorily required information.

Election Code 31.0021, 141.031, .039

Deadline

An application for a place on the ballot may not be filed earlier than the 30th day before the date of the filing deadline.

An application must be filed not later than 5:00 p.m. of the 78th day before the date of the election for an election to be held on a uniform election date.

Education Code 11.055(a); Election Code 144.005(a), (d)

<i>Death of Candidate</i>	<p>If a candidate dies on or before the deadline for filing an application for a place on the ballot:</p> <ol style="list-style-type: none">1. The authority responsible for preparing the ballots may choose to omit the candidate from the ballot; and2. If the authority omits the candidate's name under item 1, the filing deadline for an application for a place on the ballot for the office sought by the candidate is extended until the fifth day after the filing deadline.
	<p><i>Election Code 145.098(b)</i></p>
Write-in Candidate	<p>A declaration of write-in candidacy must be filed not later than 5:00 p.m. of the 74th day before election day for an election to be held on a uniform election date. <i>Education Code 11.056(b); Election Code 146.054</i></p>
Special Election	<p>An application for a place on a special election ballot may not be filed before the election is ordered.</p> <p>An application must be filed not later than:</p> <ol style="list-style-type: none">1. 5:00 p.m. of the 62nd day before election day if election day is on or after the 70th day after the election is ordered; or2. 5:00 p.m. of the 40th day before election day if election day is on or after the 46th day and before the 70th day after the date the election is ordered.
<i>Exception</i>	<p>For a special election to be held on the date of the general election for state and county officers (the first Tuesday after the first Monday in November in even-numbered years under Election Code 41.002), the day of the filing deadline is 6 p.m. of the 75th day before election day.</p>
<i>Write-in Candidate</i>	<p>A declaration of write-in candidacy for a special election must be filed not later than the filing deadline.</p> <p><i>Election Code 201.054</i></p>
Delivery or Submission of Documents	<p>Under the Election Code, delivery, submission, or filing of an application, notice, report, or other document or paper with an employee of the district at the district's usual place for conducting official business constitutes filing with the district. The district may accept the document or paper at a place other than the district's usual place for conducting official business.</p> <p>A delivery, submission, or filing of a document or paper under the Election Code may be made by personal delivery, mail, telephonic facsimile machine, or any other method of transmission.</p> <p><i>Election Code 1.007</i></p>

**Election of
Unopposed
Candidate**

The board may declare each unopposed candidate elected to office in accordance with the provisions below. *Election Code 2.053(a)*

A special election is considered to be a separate election with a separate ballot from a general election for board members or another special election held at the same time. *Election Code 2.051(a)*

Single-Member
Districts

If any members of a board are elected from single-member districts, the procedures to declare unopposed candidates elected apply to the election in a particular single-member district if each candidate for an office that is to appear on the ballot in that single-member district is unopposed and no opposed at-large race is to appear on the ballot. *Election Code 2.051(b)*

Procedure for
Canceling Election

The authority responsible for having the official ballot prepared shall certify in writing that a candidate is unopposed for election to an office if, were the election held, only the votes cast for that candidate in the election for that office may be counted. The certification shall be delivered to the board as soon as possible after the filing deadlines for placement on the ballot and list of write-in candidates.

A certification may be made following the filing of a withdrawal request by a candidate after the deadline prescribed by Election Code 145.092 if:

1. The withdrawal request is valid except for the untimely filing;
2. Ballots have not been prepared; and
3. The other conditions for certification are met.

A certification under these circumstances shall be delivered to the board as soon as possible.

Election Code 2.052

On receipt of the certification, the board by order may declare each unopposed candidate elected to office. If a declaration is made, no election is held.

If no election is to be held by the district on election day, a copy of the order shall be posted on election day at each polling place used or that would have been used in the election.

The ballots used at a separate election held at the same time as an election that would have been held if the candidates were not declared elected shall include the offices and names of the candi-

dates declared elected listed separately after the measures or contested races in the separate election under the heading "Unopposed Candidates Declared Elected." The candidates shall be grouped in the same relative order prescribed for the ballot generally. No votes are cast in connection with the unopposed candidates.

Election Code 2.053

[See BBBB regarding issuance of a certificate of election to an unopposed candidate declared elected and qualification for office.]

Ballot

The ballot shall be prepared in accordance with Election Code Chapter 52.

Drawing

The district shall conduct a drawing to determine the order of the candidates' names in an election at which the names of more than one candidate for the same office are to appear on the ballot. The district shall post notice of the date, hour, and place of the drawing. The notice must remain posted in the district's office continuously for 72 hours immediately preceding the scheduled drawing. The district shall mail written notice of the date, hour, and place of the drawing to each candidate not later than the fourth day before the date of the drawing. Each candidate affected by a drawing is entitled to be present or have a representative present at the drawing. *Election Code 52.093–.094* [See BBBB regarding ballot order in a runoff election or election to resolve a tie.]

Ballots for an election by position must clearly show the position for which each person is a candidate. A board shall arrange by lot the names of the candidates for each position. *Education Code 11.058(g)*

**Election Services
Contract**

The county election officer, as defined by Election Code 31.091(1), may contract with the board of a district situated wholly or partly in the county served by the officer to perform election services, as provided by Election Code Chapter 31, Subchapter D, in any one or more elections ordered by the board.

If requested to do so by a district, the county elections administrator, as defined under Election Code Chapter 31, Subchapter B, shall enter into a contract to furnish the election services requested in accordance with a cost schedule agreed on by the contracting parties. A county elections administrator is not required to enter into a contract to furnish elections services for an election held on the first Saturday in May in an even-numbered year.

Election Code 31.092, .093, 41.001(d)

Election Judges and Clerks

By written order, a board shall appoint a presiding election judge and an alternate presiding judge for each election precinct in which an election is held. A board shall prescribe the maximum number of clerks that each presiding judge may appoint for each election. The judges and clerks shall be selected and serve in accordance with Election Code Chapter 32. *Election Code 32.001(a), .008, .033*

Polling Places

A board shall designate polling places for election day and early voting. Each polling place shall be accessible to and usable by the elderly and persons with physical disabilities. *Election Code 43.004, .034, Ch. 85 (early voting by personal appearance)*

In an election held on the November uniform election date, a district shall use the regular county election precincts. The district shall designate as the polling places for the election the regular county polling places in the county election precincts that contain territory from the district. *Election Code 42.002(a)(5), .0621, 43.004(b)*

Electioneering

A person commits an offense if, during the voting period and within 100 feet of an outside door through which a voter may enter the building in which a polling place is located, the person loiters or electioneers for or against any candidate, measure, or political party.

A district that owns or controls a public building being used as a polling place or early voting polling place may not, at any time during the voting period or early voting period, as applicable, prohibit electioneering on the building's premises outside of the area described above, but may enact reasonable regulations concerning the time, place, and manner of electioneering.

Definitions

"Electioneering" includes the posting, use, or distribution of political signs or literature. The term does not include the distribution of a notice of a party convention authorized under Election Code 172.1114.

"Voting period" means the period beginning when the polls open for voting and ending when the polls close or the last voter has voted, whichever is later.

"Early voting period" means the period prescribed by Election Code 85.001.

Election Code 61.003, 85.036

Early Voting

In each election, early voting shall be conducted by personal appearance at an early voting polling place and by mail, in accordance with Election Code Title 7, Chapters 81–114. *Election Code 81.001*

ELECTIONS
CONDUCTING ELECTIONS

BBBA
(LEGAL)

November Early
Voting Polling
Places

In an election on the November uniform election date in which the district is not holding a joint election with a county and has not executed a contract with a county elections officer under which the district and the county share early voting polling places, the district:

1. Shall designate as an early voting polling place for the election an eligible county polling place located in the district; and
2. May not designate as an early voting polling place a location other than an eligible county polling place unless each eligible county polling place located in the district is designated as an early voting polling place by the district.

“Eligible county polling place” means an early voting polling place, other than a polling place established under Election Code 85.062(e), established by a county.

Election Code 85.010(a), (a-1), (b)

Temporary Branch
Days and Hours

Early voting by personal appearance at each temporary branch polling place shall be conducted on the days that voting is required to be conducted at the main early voting polling place under Election Code 85.005 and remain open for at least:

1. Eight hours each day; or
2. Three hours each day if the city or county clerk does not serve as the early voting clerk for the territory holding the election and the territory has fewer than 1,000 registered voters.

Election Code 85.064(b)

Records
*Branch Daily
Register*

The early voting clerk shall provide, in a downloadable database format, a current copy of the register for posting on the internet website of the district, if the district maintains a website, each day early voting is conducted. At a minimum, the voter registration number for each voter listed in the register must be posted. *Election Code 85.072*

*Early Voting
Rosters*

Information on the roster for a person who votes an early voting ballot by personal appearance shall be made available for public inspection as provided below not later than 11 a.m. on the day after the date the information is entered on the roster. Information on the roster for a person who votes an early voting ballot by mail shall be made available for public inspection as provided below not later than 11 a.m. on the day following the day the early voting clerk receives a ballot voted by mail.

The information must be made available:

1. On the publicly accessible internet website of the district; or
2. If the district does not maintain a website, on the bulletin board used for posting notice of board meetings.

Election Code 87.121(g)–(i)

Conducting Elections

Elections shall be conducted in accordance with Election Code Title 6, Chapters 61–68.

Bilingual Materials

Spanish

Bilingual election materials shall be used in each election precinct situated wholly or partly in a county in which five percent or more of the inhabitants are persons of Spanish origin or descent according to the most recent federal decennial census that may be officially recognized or acted upon by the state or political subdivisions.

Election Code 272.002

Other Languages

If the director of the census determines that a district must provide election materials in a language other than English or Spanish, the district shall provide election materials in that language in the same manner in which the district would be required to provide materials in Spanish, to the extent applicable. *Election Code 272.011; 52 U.S.C. 10503*

Voting Systems

A voting system shall be adopted and utilized in accordance with Election Code Title 8.

Accessible Voting Stations

Except as provided below, each polling place must provide at least one voting station that complies with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794) and its subsequent amendments, Title II of the Americans with Disabilities Act (42 U.S.C. Section 12131 et seq.) and its subsequent amendments, and the requirements for accessibility under 52 U.S.C. Section 21081(a)(3) [formerly 42 U.S.C. Section 15481(a)(3)] and its subsequent amendments, and that provides a practical and effective means for voters with physical disabilities to cast a secret ballot.

Election Code 61.012

Electronic Voting System Exceptions

For an election other than an election of a district that is held jointly with another election in which a federal office appears on the ballot, a district is not required to meet the requirements for accessibility under Election Code 61.012(a)(1)(C) if the district is located in a county that meets certain population and other requirements set forth in Election Code 61.013(a). A district that intends to use this provision to provide fewer voting stations that meet the requirements for accessibility than required must provide notice under Election Code 61.013(d). *Election Code 61.013*

ACTION ITEM:

Personnel Action Professional Employees

RECOMMENDATION:

The Board of Trustees recognizes and acknowledges the new professional hires for the 2020 – 2021 school year and the resignations listed below.

**FOR BOARD'S
ACKNOWLEDGMENT
ELECTIONS:
TEACHERS:**

Avila, Cathleen, Koennecke Elementary, effective 9/8/2020
Barrera, Estevan, Seguin High School, effective 9/8/2020
Krueger, Julie, Patlan Elementary, effective 9/8/2020
Roberts, Trevor, AJB Middle School, effective 9/8/2020
Rubio, Kristina, Rodriguez Elementary, effective 9/8/2020
Salazar, Cesar, Seguin High School, effective 9/8/2020
Taylor, Barbara, AJB Middle School, effective 9/8/2020
Youngblood, Robin, Barnes Middle School, effective 9/8/2020

**FOR BOARD'S
ACKNOWLEDGEMENT
RESIGNATIONS:**

Amsink, Jennifer, Jefferson Elementary, effective 8/6/2020

Ms. Amsink, Essential Academics Teacher, has resigned to take a position with Northeast ISD.

Bennett, Angela, Patlan Elementary, effective 8/6/2020

Ms. Bennett, Kindergarten Teacher, has resigned due to Covid-19.

Bonson, Lizette, Seguin High School, effective 7/22/2020

Ms. Bonson, Spanish Teacher, has resigned due to relocation.

Chavez Uribe, Jessica, Barnes Middle School, effective 8/13/2020

Ms. Chavez, Spanish Teacher, has resigned to relocate to her hometown to help with family.

Hoffman, Daisy, Koennecke Elementary, effective 8/12/2020

Ms. Hoffman, Dual Language Kindergarten, has resigned to stay home with her children.

Kenagy, Mignon, Seguin High School, effective 8/11/2020

Ms. Kenagy, Special Education Teacher, has resigned to stay home with her children.

Klatt, Brianna, Rodriguez Elementary, effective 7/22/2020

Ms. Klatt, 5th Grade Teacher, has resigned to take a position with another school district.

Wunderlich, Roxanne, Barnes Middle School, effective 8/3/2020

Ms. Wunderlich, Special Education Teacher, has resigned to take a position with La Vernia ISD.

RATIONALE: Strategic Priority 3: Create the conditions in Seguin to recruit, retain and engage employees.

REFERENCE and COMPLIANCE: DC (LEGAL), DC (LOCAL), Employment Practices

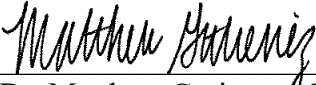
BUDGET IMPACT/ INFORMATION: None

PAPERWORK IMPACT: This item will result in following-up communication with the employee

EXHIBITS: Information Sheet

RESOURCE PERSONNEL: Cynthia Moreno, Chief of Human Resource Officer

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)

 Date Submitted: 08/25/20
Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614