

Agenda of Regular Meeting

The Board of Trustees Seguin ISD

A Regular Meeting of the Board of Trustees of Seguin ISD will be held July 27, 2021, 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. **Recognition/Campus Presentations**
 - A. Student/Staff/Board/Community Recognition 4
3. **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.
4. **Reports/Information Items:**
 - A. Information Regarding Seguin ISD Comprehensive School Counseling Program 5
 - B. New Administrator Hires 28
 - C. 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1, (Texas ACE) Grant Award Notification 31
 - D. Seguin ISD Athletic Fields Update 39
5. **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.
 1. Emergency Operations and Safety Protocols 52

- 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).
6. **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).
7. **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 Public Meeting - June 15, 2021; Regular Meeting - June 15, 2021 and Special Meeting - June 22, 2021. 53
- B. Approval of Tax Collection Reports for June 2021 64
- C. Approval of Proposed Budget Amendments & Financial Statements for May 2021 65
- D. Approval of Donations Received June 2021 73
- E. Approval of Investment Report for the Fourth Quarter Ended June 30, 2021 75
- F. Approval of Investment Report for the Year Ended June 30, 2021 80
- G. Approval of District-Wide Vehicle Maintenance, Parts, And Services (RFP #: 21-01) 85
- H. Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, & Services (RFP #: 21-02) 87
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8. **Action Items**

A. Review of the 2020-2021 Optional Flexible School Day Program and approval of the 2021-2022 application for Seguin High School and Mercer Blumberg Learning Center at Saegert	113
B. Adopt the Resolution for the Assignment of Fund Balance	138
C. Consider Appointing an Audit Committee for the Board of Trustees	141
D. Resolution for Extending Paid Sick Leave for COVID-19 Related Illness	142
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9. Board Comments and Request	
10. Adjourn	

RECOGNITION ITEM: Student/Staff/Board/Community Recognition

RECOMMENDATION: That the Board of Trustees recognizes positive student- and staff-based accomplishments, as well as those of community partners and trustees, during a board meeting setting in order to be apprised of the many successes that contribute to a nurturing, academic environment in Seguin ISD schools.

- **Kaden Legore, Seguin High School student, fourth place in the nation at the Business Professionals of America (BPA) Virtual National Leadership Conference (Business Law and Ethics); second place in the state at the Texas Science and Engineering Fair (Biomedical Sciences)**

RATIONALE: The purpose of this presentation is to recognize the performance and effort put forth daily by Seguin ISD students, trustees, staff, campus administrators and community partners.

REFERENCE and COMPLIANCE: BJA (LOCAL) 1. h. Encourage, oversee, and participate in activities for recognition of student efforts and accomplishments.

BJA (LOCAL) 2. m. Encourage, oversee, and participate in staff recognition and support activities.

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: None

RESOURCE PERSONNEL: Dr. Matthew Gutierrez, Superintendent
Sean Hoffmann, Chief Communications Officer

Submitted by: Matthew Gutierrez Date Submitted: 07/27/21
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

INFORMATION ITEM:

Information Regarding Seguin ISD Comprehensive School Counseling Program

RECOMMENDATION:

That the Board of Trustees receive information regarding the District's Comprehensive School Counseling Program.

RATIONALE:

A Comprehensive School Counseling Program is an integral part of each school's total educational program. It is developmental by design and sequentially organized and implemented by Certified School Counselors with the support of teacher's administrators, students, and parents.

REFERENCE and COMPLIANCE:

FFEA (LEGAL) Counseling and Mental Health Counseling

BUDGET IMPACT INFORMATION:

None

EXHIBITS:

Seguin ISD Comprehensive School Counseling Program
Seguin ISD Counseling Department Brochure

RESOURCE PERSONNEL:

Nikki Elaine Bittings, Chief Student Services Officer

Submitted by:

(Signature)

(Name)

(Address)

(Telephone)



Dr. Matthew Gutierrez, Superintendent

1221 E. Kingsbury St., Seguin, TX 78155

(830) 401-8614

Date Submitted: 07/27/21

Seguin Independent School District

Comprehensive School Counseling Program

2021-2022



Dr. Matthew Gutierrez, Superintendent of Schools

District Mission, Vision, and Beliefs

Mission Statement: To cultivate, inspire, and empower students to grow and learn

Vision: Exceptional students to exceptional citizens.

Belief Statements:

- Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.
- The learning experience should be engaging, relevant and collaborative to meet the needs of all.
- Parent, community and industry partners are essential for student success.
- Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.
- Relationships that nurture student growth and development are key to success.

Counselor Advisory Team (CAT)

Natalie Austin, Counselor, Seguin High School

Nikki E. Bittings, Chief Student Services Officer

Audrea Herrera, Counselor, McQueeney Elementary

Natalie McFadden, Counselor, A. J. Briesemeister Middle School

Abigail Montes, Lead Counselor, Seguin High School

Cointa Perez-Vazquez, Counselor, Oralia Rodriguez Elementary

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Program Overview

What is a comprehensive school counseling program?

A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. It is jointly founded upon developmental psychology, educational philosophy, and school counseling methodology (ASCA, 2012). Comprehensive developmental school counseling programs are vital to the achievement of excellence in education for all students. A Comprehensive School Counseling Program is an integral part of each school's total educational program. It is developmental by design and sequentially organized and implemented by Certified School Counselors with the support of teachers, administrators, students, and parents.

Comprehensive developmental school counseling programs organize resources to meet the priority needs of students through four delivery system components. The identified needs of all students in PK through grade 12 provide the basis for the developmental school counseling program, delivered through Guidance Curriculum and Individual Planning System components. The identified special needs of some students provide the basis for the Responsive Services component. The identified needs of the school system itself are met through the System Support component.

Characteristics of Traditional vs. Developmental Counseling Programs

Traditional	Developmental
<ul style="list-style-type: none"> · Reactive · Crisis counseling only · Individual guidance and counseling only · Uneven services to students · Emphasis on services · Information dissemination · Clerical/administrative task oriented · Unstructured program · Unmeasurable · Counselors only 	<ul style="list-style-type: none"> · Planned, based on priorities · Preventive and crisis counseling · Group and individual counseling · Consistent services to all students · Emphasis on program · Developmental curriculum · Student goal attainment oriented · Designed program · Evaluated and improved, based on evaluation results · Counselors collaborate with all school staff, parents, and community

For Whom the Counseling Program Model is intended:

The *Texas School Counseling Model* is intended for all stakeholders who seek to validate or improve the effectiveness and efficiency of the school counseling program in their districts and on their campuses. However, it is especially pertinent to educational professionals and decision-makers in the following capacities.

School Counselors: to help them establish, implement, manage, and evaluate the comprehensive school counseling program designed to benefit all their students.

Principals: to help them collaborate with school counselors to design and deliver a quality school counseling program.

District Administrators: to help them provide appropriate support for school counseling program development efforts, to establish procedures which enhance the effectiveness of the school counseling program, and to provide guidance for site-based committees.

Boards of Education: to help them set policies that cause the modernization of the school counseling programs in their schools.

Statutory and Regulatory Requirements

The importance of the school counseling profession is evident through the numerous statutory and regulatory requirements that govern school counselors' work. School counselors are impacted by legislation that is introduced in every session of the Texas Legislature. The following chart provides an overview of current statutory requirements related to professional school counselors. Detailed information on the statutes are provided throughout the document.

Statutory Reference	Topic
TAC §239.15	Standards required for the School Counselor Certificate
TEC §21.003	Standards for obtaining designation as Certified School Counselor (CSC) certification required
TEC §21.054	Continuing education requirements
TEC §§33.003-33.007	Duties of CSC and components of Comprehensive School Counseling Programs (CSCP)
TEC §21.356	Update of CSC duties and evaluation form

TEC Chapter 37	Disciplinary Alternative Education Program (DAEP) requirements for counseling
TEC §11.252	District improvement plans related to suicide & violence prevention, conflict resolution
TEC §28.025	Advisement on high school diploma options
TEC §28.026	College admission and financial aid notifications
TEC §28.054	Subsidies for AP and IB tests
TEC §29.911	Generation Texas Week
TEC §38.010	Referral to outside counselor

Both the Texas Education Agency (TEA) and the Texas Counseling Association (TCA) recommend the *Texas Model* for use by Texas public schools. The information provided in the *Texas Model* may be used to assist districts in complying with **TEC §§33.005- 33.007**. The responsibilities of the school counselor are defined in the TEA Counselor

Job Description and Evaluation Form.

The Texas Education Code (TEC §33.003-33.007) specifies the duties of school counselors and outlines components of the school counseling program. The language describing school counseling programs and the role of the school counselor was updated when the new code was adopted in 1995.

Specifically, **TEC §33.005** states:

The school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program. The school counselor shall design the program to include

- *a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;*
- *a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;*
- *an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and*
- *system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.*

TEC §33.006 goes on to state:

The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities. In addition, the school counselor shall

- *participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students who are*
 - *at risk of dropping out of school, becoming substance abusers, participate in gang activity, or committing suicide;*
 - *in need of modified instructional strategies; or*
 - *gifted and talented, with emphasis on identifying and serving gifted and talented students who are educationally disadvantaged*
- *consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;*
- *consult with a school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success;*
- *coordinate people and resources in the school, home, and*

community;

- with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans; and*
- deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum.*
- Serve as an impartial, non-reporting resource for interpersonal conflicts and discord involving two or more students, including accusations of bullying, under Section 37.0832.*

In 1995, the Commissioner of Education was directed by **TEC §21.356** to develop and periodically update a school counselor job description and evaluation form. The law further directed the Commissioner of Education to consult state counselor education associations in the development and updating of a school counselor job description and evaluation form. Evaluation must be based on job related performance. School counselors are to be evaluated annually. To appropriately update school counseling programs, services must be integrated into programs and the programs must have a developmental basis that help all students develop and practice specific competencies. School counseling programs also must be systematically planned and delivered, as well as include a component that is responsive to students' special needs.

TEC Chapter 37 requires disciplinary alternative education programs for student "behavioral needs" and requires that these programs provide supervision and counseling. Additionally, the law states that a program of educational and support services may be provided to a student and the student's parents when an offense involves drugs or alcohol.

State and Federal law concerning the Individuals with Disabilities Education Act (IDEA) requires that students receive services as determined by the Admission, Review, and Dismissal (ARD) Committee and Individual Education Program (IEP) which may include counseling.

Legislative mandates direct the work of a professional school counselor in both direct and indirect ways. It is imperative that districts and school counselors are informed about new statutory requirements to remain compliant with mandates.

District-Level Planning and Decision-Making (TEC §11.252)

School counselor responsibilities are indirectly implied in TEC §11.252 related to measurable district performance objectives. This section requires a campus to provide suicide prevention, conflict resolution, and violence prevention programs, as well as policies related to sexual abuse and maltreatment of students. The nature of these mandates warrants the knowledge, training, and skills of a professional school counselor. This section also requires interventions to address dropout reduction, discipline management, career education, and accelerated education. The identified roles and responsibilities of the professional school counselor create a logical connection to these interventions. TEC §11.252(a) (4) has direct

correlation to the role of a school counselor. This section identifies the requirements of secondary school counselors related to providing students and parents with information about higher education, financial aid, and the impact of curriculum choices on higher education and financial aid.

Certification Required (TEC §21.003)

The law requires school counselors to hold certification from the State Board of Educator Certification (SBEC).

Continuing Education (TEC §21.054)

This section relates to the required topics for continuing education of professional school counselors. The required topics are: assisting students in developing high school graduation plans; implementation of dropout prevention strategies; informing students about college admission, application processes, and financial aid; and career opportunities.

High School Diploma and Certificate; Academic Achievement Record (TEC §28.025)

Advisement on the options for the high school curriculum is mandated. Professional school counselors are to advise students and parents on the benefits of graduating with one of the endorsements offered by the school. In addition, the school counselor is to obtain written permission from a parent for a student to graduate under the foundation high school program without earning an endorsement. This section also details the foundation high school program requirements, as well as the possible endorsements.

College Admission and Financial Aid (TEC §28.026)

In this section, details are set forth regarding notifications to students and parents regarding requirements for automatic admission to postsecondary institutions and curriculum requirements for financial aid as outlined in TEC §51.803. School counselors are required to provide a detailed explanation of TEC §51.803 upon a student's enrollment in the first high school course and again during the senior year. In addition, students who are juniors and have a grade point average in the top 10 percent of the student's high school class must receive written notification of the student's eligibility for automatic admission no later than 14 days after the last day of the fall semester.

Subsidies for AP and IB Tests (TEC §28.054)

School counselors are to provide students who demonstrate financial need with a written application to request a subsidy for the application fee of Advance Placement and International Baccalaureate Examinations.

Generation Texas Week (TEC §29.911)

Each middle school, junior high, and high school is required to designate one week during the school year as Generation Texas Week. The specific identification of the school counselor's responsibility is related to providing financial aid information. However, the other

required information is related to the role of the school counselor. That information includes higher education options, admission requirements, and automatic admission. At least one public speaker shall be provided to promote the importance of higher education.

Employment of a School Counselor (TEC §33.002)

This section outlines the requirements for schools to employ a certified school counselor.

Parent Involvement (TEC §33.004)

The requirements for record keeping and consent are outlined in this section. In addition, the requirement for an annual preview of school counseling materials for parents and guardians is described.

Developmental Guidance and Counseling Programs (TEC §33.005)

The requirements related to a comprehensive school counseling program are provided. The Texas Model provides a detailed explanation of those requirements.

General Duties of a School Counselor (TEC §33.006)

A description of the primary roles and responsibilities of a Professional School Counselor is provided.

Counseling Regarding Postsecondary Education (TEC §33.007)

This section outlines specific information a school counselor must provide to students and parents related to postsecondary education.

Referral to an Outside Counselor (TEC §38.010)

The prerequisite steps for making a referral to an outside counselor are outlined.

In addition to the statutes cited herein, the Texas Administrative Code (TAC §239.15) details the standards required to obtain a School Counselor certificate. It specifies the knowledge and skills that must be included in the development of school counselor education curricula and coursework to adequately prepare qualified school counseling professionals. These standards provide the framework for the required school counselor certification examination.

Counselor Responsibilities

Background and Training

In accordance with the State Board of Education, Seguin ISD professional school counselors must hold a Master's degree in counseling, have a minimum of two years teaching experience, and have successfully completed the state examination for school counselor certification. Additionally, school counselors must continue professional development in order to continually meet the needs of students. All Seguin ISD professional school counselors will strictly adhere to the professional and ethical standards set forth by the American School Counselor Association and Texas Counseling Association.

Graduate coursework requirements leading to school counseling certifications are established by the State Board of Education Certification and addressed in Title 19 of the Texas Administrative Code §239.15 (Appendix A). Curricular content outlined for school counseling graduate programs must provide the following competencies;

- Knowledge of professional issues such as history, theories, practices of school counseling, learner developmental characteristics and needs, legal and ethical standards, and school counselor roles and responsibilities
- Skills to promote the educational, personal, social, and career development of the learner
- Understanding of processes that address the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth
- Ability to support equity and excellence in the promotion of academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities
- Ability to communicate through the demonstration of effective professional and interpersonal exchanges in the advocacy of all students in the school
- Participation in professional development through a commitment to learn, improve the profession, and model professional ethics and personal integrity

Job Description:

[SISD School Counselor Job Posting](#)

[SISD School Counselor Evaluation](#)

Counselor to Student Ratios

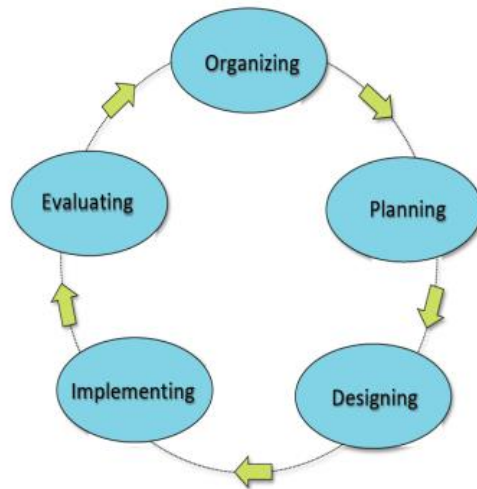
In addition to the job description that addresses established school counselor responsibilities, the effectiveness of the comprehensive school counseling program is directly related to counselor-to-student ratio within the program. The American School Counselor Association recommends a ratio of 1:250, while the Texas Counseling Association, the Texas Association of Secondary School Principals, and the Texas Elementary Principals and Supervisors Association recommend a 1:350 ratio (TEA, 2017).

Without adhering to recommended ratios, it is clear that larger school counselor student caseloads may equal less individual attention for students. Thus, lower ratios support the school counselor's increased responsiveness to students with needs such as educational or economic disadvantage, diversity issues, personal violence experiences, and other high-risk situations. Likewise, school counselors' increased responsibilities for advising each "student and the student's parent or person standing in parental relation to the student...of the specific benefits of graduating from high school with one or more endorsements" (TEC §28.025) have implications for reduced caseloads.

Professional Development

All counselors at SEGUIN ISD will have access to professional development opportunities through SEGUIN ISD, ESC 20, and the Texas Counseling Association. SEGUIN ISD is part of the ESC 20 counseling coop which provides numerous opportunities for specific professional development. With the exception of mandatory compliance training, each professional school counselor will be able to customize his or her ongoing professional development plan based on specific needs.

Program Implementation Cycle



SEGUIN ISD School Counseling Program:

Mission Statement (Counselors will collaborate in August)

The Seguin Independent School District comprehensive school counseling program provides all students with resources to access opportunities for their continued educational, career, social-emotional, and personal development.

Belief Statement

We believe school counselors, educators, parents, and community members are partners in empowering students with the knowledge and skills necessary to become exceptional citizens.

Seguin ISD School Counseling Program Rationale:

The Texas Model for Comprehensive School Counseling Programs (5th edition) reflects the characteristics of high performing counseling programs like the ones described in the research cited. The characteristics of high and low performing counseling programs are as follows.

Established Plan	
Low Performing Programs	High Performing Programs
A set of loosely related services performed almost exclusively by the school counselor	A well-defined process that leads to well-coordinated services for all students
Students “fall through the cracks”	An ongoing monitoring system is set up to constantly assess student performance and provide services where needed

School counselors operate in isolation from the school, community, and district	School counselors are part of planning teams
No coordinated planning process to provide for the needs of students; plans are viewed as a bureaucratic requirement	Planning process involves everyone in the school, community, students, parents, teachers, administrators, and school
Little district support	District provides services and support to schools by: <ul style="list-style-type: none"> · providing technical assistance to their assessment of needs and evaluation · providing special allocation of resources to schools serving large numbers of “at-risk” students · periodically reviewing school plans · identifying elements that should be coordinated across and among schools
Do not use data on a regular basis to analyze and improve student learning	Use data regularly to analyze and improve student learning
Clarified Role of the School Counselor	
Low Performing Programs	High Performing Programs
School principals view school counselors as quasi- administrators whose primary function is to schedule student into classes	School principals emphasize the importance of the school counselor as a monitor and promoter of student potential as well as a coordinator of the school’s counseling program
School counselors spend most of their time doing technical tasks, paperwork, and seemingly unrelated jobs as assigned (bus duty, supervision)	School counselors develop close alliances with teachers and link their work with students in the classroom
School counselors work with students exclusively on an individual basis	School counselors use group counseling, classroom presentations, and computer technology as well as individual counseling

School counselors operate in isolation	School creates conditions for collaboration of school counselors, teachers, and administrators – particularly for high-risk populations – to devise strategies for: <ul style="list-style-type: none"> · improving student performance and interest in school · understanding and addressing the needs of a changing student population · encouraging a minority and poor students to continue their education · involving parents in the education process · forging partnerships with community agencies, businesses, and universities to better serve the needs and interests of students
School counselors serve as “gatekeepers” to limit access by performing screening functions	School counselors serve as “advocates” for all students, encouraging them to maximize their potential
School counselors’ sphere of influence is limited to working with students and other school counselors	School counselors are viewed as having a central role in school-wide change to improve student achievement and services
Involving Parents	
Low Performing Programs	High Performing Programs
Parent involvement is minimal and usually limited to PTA, fundraising, or attending open house	Parent and family involvement means ensuring their participation in students’ academic planning, course selections, and options for postsecondary choices
Regular day schedule prevails regardless of the needs of the community; parents are expected to adjust their schedules to the school’s	Information for parents is provided at a time and in places that are convenient for family work schedules; this may mean flexible scheduling for school counselors, teachers, and administrators
Providing Guidance and Support for Children and Young Adolescents	
Low Performing Programs	High Performing Programs
Too many excuses for why poor kids can’t learn	All students are viewed as potential high achievers
Students separated by “perceived” ability into homogeneous groups	Most/all instruction in heterogeneous groups

Only high-ability students taught advanced level material or given college information	All students get same rigorous core curriculum and are offered the full range of postsecondary opportunities
Low achievement and poor school functioning blamed on others	Staff views improving achievement and school functioning as its responsibility
Few support services for students	Ample support services closely integrated with instructional program
Little college information given to students and parents until high school and usually not until 11 th and 12 th grades	Extra efforts are made at elementary and middle school to work with students and parents in understanding college options and financial aid opportunities
Providing Better Services Through Collaboration	
Low Performing Programs	High Performing Programs
Few students get served – schools try to “do it all”	Schools build a support system with human service agencies, colleges, and other community organizations
School services focus on students who are academically successful or potential dropouts; the students “in the middle” get ignored	<p>“Average” students get the needed extra attention by collaboration with colleges and businesses through:</p> <ul style="list-style-type: none"> · mentorships · grants · employment · college transition programs

Source: Making the Vision a Reality, (College Entrance Examination Board, CEEB 1996) pp. 10-17

SEGUIN ISD School Counseling Program Assumptions:

For effective implementation of the comprehensive school counseling program to occur, certain programmatic conditions must exist and resources must be allocated as outlined below. (Texas Model for Comprehensive School Counseling Programs, 5th edition)

Conditions Required: The effectiveness of the Seguin ISD Comprehensive School Counseling Program is based on the following assumptions regarding conditions:

- The minimum level school counseling program provides for each of the four delivery system components and employs a professionally certified school counselor.
- All students, parents, teachers, and other recipients of the school counseling program have equal access to the program regardless of gender, gender identity, sexual orientation, race, ethnicity,

- cultural background, religious or spiritual preference, disability, socioeconomic status, learning ability level, or native language.
- Parents will be full partners with educators in the education of their children (TEC Chapter 26).
- School counselors who are employed in a setting that is characterized by adequate physical and attitudinal resources are able to make their unique contributions to the education program and to the healthy growth and development of students - a positive work environment, administrative commitment to and support of the school counseling program, and access to school counseling materials as the budget allows.
- School administrators understand and support the school counseling program's priorities and its demands. Administrators make decisions and establish policies and procedures considering this understanding. For example, since school counselors must have access to students and vice versa, schedules will be developed to allow student accessibility.

Resources Needed: The more resources allocated to support the school counseling program, the greater the contribution that can be made to students' education and development.

- All staff members should understand and help support school counseling program goals and objectives.
- School counselors should be fully certified by the State Board for Educator Certification and have the special training needed to carry out specialized job assignments.
- For appropriate implementation of the school counseling program, the roles of each of the staff members and their organizational relationships must be clearly defined.
- Professional relationships should be characterized by respect, collaboration, and cooperation.
- The counselor-to-student ratio must be adequate to implement the designed school counseling program, or the school counseling program must be designed within the parameters of the ratio.

Parent Awareness and Support: School counselors will follow district calendars and share information on campus websites and/or social media accounts so that parents, students, and staff are aware of guidance topics and other information that will be taught or shared. Parent and family involvement in education is essential to the intellectual growth and academic achievement of their children.

Seguin ISD School Counseling Program Goals:

Seguin ISD Professional School Counselors will

- annually provide guidance lessons that contribute to creating exceptional citizens.
- provide awareness, research, and planning opportunities concerning college, career, and military readiness as grade appropriate (K-12).

- work collaboratively with staff using district resources and programs to promote student success.

Seguin ISD School Counseling Program Definition:

Seguin ISD Professional School Counselors will work under the four counseling components in order to achieve the counseling goals set: Guidance, Responsive Services, Individual Planning, and System Support.



Program Balance and Percentage Goals - State Recommendations

Service Delivery Components	Elementary	Middle School	High School
Guidance Curriculum	35%-45%	35%-40%	15%-25%
Individual Planning	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10-15%	10%-15%	15%-20%

Seguin ISD Delivery Component Goals

- Implement Time Log to track program balance in order to design priorities

Date	Guidance Curriculum		Individual Planning	Responsive Services					System Support					Non-Guidance									
	Classroom Guidance	Small Group Guidance	Guidance provided in Advisory	Personal/Social Planning	Individual Counseling	Crisis Intervention	Small Group Counseling	School Related/Academic	Substance Related	Relationship/Mediation	Peer Dev/ Collaboration	Supervision	Referred/Delivered	Community Outreach/Parent Edu	Consultation/Staff Admin	Parent	Advisory	Counselor/Committee	Program Management Activities	Data Analysis/Reports	De-ipline	Section Staff Teaching	Other/Duty
10/1/2018																							
10/2/2018																							
10/3/2018																							
10/4/2018																							
10/5/2018																							
Total:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percentage:	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

- Design priorities based on data results

Counseling Curriculum Content Areas:

Content areas are further delineated into the knowledge and skills all students (PK-12) should acquire through participation the Seguin ISD comprehensive school counseling program, regardless of age.

Intrapersonal Effectiveness

- Positive self-concept
- Effective executive functioning skills
- Appropriate behavior to the situation and environment

Interpersonal Effectiveness

- Effective interactions with diverse populations
- Effective and appropriate communication skills
- Recognition of personal boundaries, individual rights, and privacy needs of others
- Effective conflict resolution skills
- Development of healthy relationships

Post-secondary Planning and Career Readiness

- Motivation to succeed in personal endeavors
- Demonstration of career exploration skills
- Possession of the knowledge and skills to gather information for the purpose of post-secondary education and career planning
- Demonstration of awareness of the importance of postsecondary education
- Understanding of the relationships of academics to the world of work and to life at home and in the community

Personal Health and Safety

- Incorporation of wellness practices into daily living
- Demonstration of resiliency and positive coping skills
- Possession of assertiveness skills necessary for personal protection

The Seguin ISD comprehensive counseling program serves all students. However, like the general education program, it recognizes the different needs and abilities across the PK-12 developmental span. Competency indicators are differentiated for students at all levels.

SISD 2021-2022 School Counseling Brochure

Professional School Counselor Qualifications

Education/Certification:

- *Master's degree in guidance counseling
- *Valid certification or permit issued by Texas Education Agency

Experience:

- *Three years teaching experience (preferred)

Confidentiality

All information shared during counseling sessions are confidential unless you tell us that

- (1) you are planning to harm yourself or others OR
- (2) you are the victim of abuse or neglect.

In these situations, we are required by law to report this information to parents and/or the appropriate agencies.

Program Rationale

SISD follows the Texas Model for Comprehensive School Counseling Programs (5th edition) which reflects the characteristics of high performing counseling programs.

Seguin ISD Contact Info

Ball ECC
830-401-1281

Jefferson Elementary
830-401-8727

Koennecke Elementary
830-401-8741

McQueeney Elementary
830-401-8738

Patlan Elementary
830-401-1221

Rodriguez Elementary
830-401-8770

Vogel Elementary
830-401-8745

Weinert Elementary
830-401-1241

Barnes Middle School
830-401-8756

Briesemeister Middle School
830-401-8711

Discipline Alternative School at Saegert
830-401-1261

Mercer-Blumberg Learning Center
at Saegert
830-401-8690

Seguin High School
830-401-8000

Seguin ISD Counseling Department



PK-12th Counseling

Dr. Matthew Gutierrez, Superintendent

Mission Statement

To cultivate, inspire, and empower students to grow and learn.

.....

Vision Statement

Exceptional students to exceptional citizens.

Belief Statements

- Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.
- The learning experience should be engaging, relevant and collaborative to meet the needs of all.
- Parent, community and industry partners are essential for student success.
- Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.
- Relationships that nurture student growth and development are key to success.

Four Components of the Comprehensive Guidance and Curriculum Program:

Guidance Curriculum

-Provide guidance content in a systematic way to all students

Responsive Services

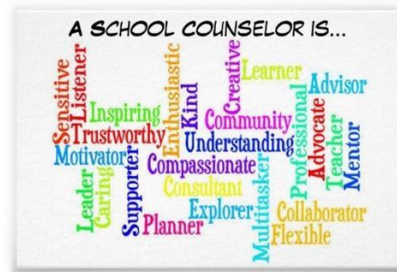
-Addresses the immediate concerns of students

Individual Planning

-Assist students to plan, monitor, and manage their own development
-Provide parents/guardians information on post-secondary options

System Support

-Identify resources, coordinate activities, and assess student/campus data that indirectly benefit students



Counselor may meet with students about...

Social and emotional concerns

Academic performance

Attendance

Mediation and Conflict Resolution

Helping with transitions

Counselor consults with staff and other professionals to:

*Help identify and assist students with academic, emotional, and behavior difficulties

Counselor may meet with parents to...

*Provide information regarding community resources

*Review student academic performance

*Provide support when seeking social and/or assistance

INFORMATION ITEM:

New Administrator Hires

RECOMMENDATION:

That the Board of Trustees recognizes newly hired administrators at a campus and Central Office.

RATIONALE:

Strategic Priority 3: Create the conditions in Seguin to recruit, retain, and engage employees.

REFERENCE and COMPLIANCE:

DC (LEGAL), DC (LOCAL), Employment Practices

PAPERWORK IMPACT:

None

BUDGET IMPACT INFORMATION:

None

EXHIBITS:

Information Sheet

RESOURCE PERSONNEL:

Cynthia Moreno, Chief Human Resources Officer

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



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

Date Submitted: 07/27/2021



Director of Elementary Education

Mrs. Sandra Reyes comes to us with over 30 years of experience, most recently serving as an Elementary Principal with Temple ISD. While leading Hector P. Garcia Elementary she has implemented Solution Tree PLCs, mentored new principals, and moved the campus to a “B” rating. Her data-driven focus and ability to coach will be a great asset to Seguin ISD.



Dual Language Coordinator

Mrs. Cynthia Lasseter joins the district with over 25 years of experience, most recently serving as the Bilingual and ESL Specialist for Region 3. Her passion for improving the learning environment for students has driven her use of instructional models such as Fundamental 5 and John Seidlitz’s 7 Steps to a Language-Rich Instructional Classroom. Her educational and cultural experience will be an asset in her new role.



Assistant Principal, Weinert Elementary

Mrs. Tanya Webb comes to us with 19 years of classroom experience in Navarro ISD teaching 2nd, 3rd, and 4th grade. She is a native of Seguin and passionate about using data to drive and assess student growth. She is excited to serve the Seguin community and looks forward to building relationships with the staff, students, and parents of Weinert Elementary.

INFORMATION ITEM: **2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1, (Texas ACE) Grant Award Notification**

RECOMMENDATION: That the Board of Trustees receive information about a recent grant award notification for Seguin ISD.

RATIONALE: The purpose of the presentation is to provide an overview and update on the recent grant application award notification Seguin ISD received to create Afterschool Centers on Education (Texas ACE) at all 7 elementary campuses and both middle school campuses.

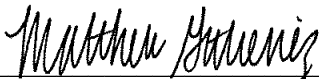
REFERENCE and instructional COMPLIANCE: Strategic Priority 1. Improve student learning through improved practice.

PAPERWORK IMPACT: None

BUDGET IMPACT/INFORMATION: Preliminary grant award 1.7 M annually for 5 years.

EXHIBITS: Presentation

RESOURCE PERSONNEL: Mark Cantu- Chief Innovation Officer
Pete Silvius- Director of Whole Child Initiatives

Submitted by:  Date Submitted July 27, 2021
(Signature) _____
(Name), Dr. Matthew Gutiérrez Superintendent
(Address) 1221 E. Kingsbury St., Seguin TX 78155
(Telephone) Work: (830) 372-5771

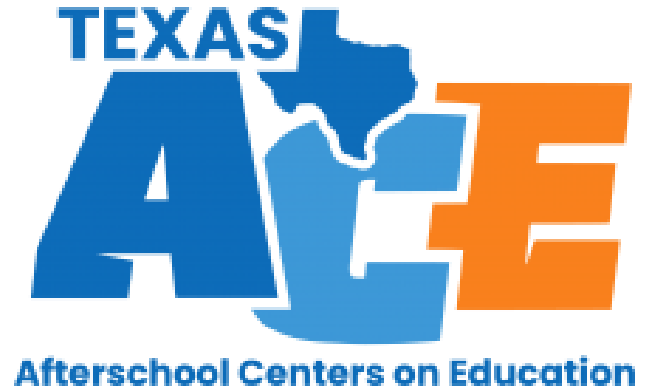


Texas ACE Grant Award Notification

July 27, 2021

2021-2021 Nita M. Lowey 21st CCLC Cycle 11, Year 1

- 164 applications submitted
- 47 were funded
- Seguin ISD was awarded
 - 1.7M annually for 5 years
 - end date July 31st 2027



The Building Blocks of Cycle 11 Program Requirements

- Students have better academic outcomes when:
 - ✓ The program is high quality
 - ✓ Students participate consistently over time
 - ✓ Lessons and activities are coordinated with content from the school day
 - ✓ Students have some say over what they get to do
- Grantees sustain more often when they build capacity in their own organization and support from the community

ACE Grant Purpose

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.

ACE Grant Purpose

- Offer students a broad array of additional services, programs, and activities, such as:
 - youth development activities, service learning, nutrition and health education, drug- and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.

ACE Grant Purpose

- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Texas ACE at Seguin ISD

- Director
- Family Engagement Specialist
- Administrative Assistant

- Nine Campus Site-Coordination
 - 45 After-School Program Aides

INFORMATION ITEM: Seguin ISD Athletic Fields Update

RECOMMENDATION: That the Board of Trustees receives an overview of the Athletic Fields.

RATIONALE: The purpose of the presentation is to provide an overview and update of the condition of some of the athletics fields in the district and discuss options for improvements.

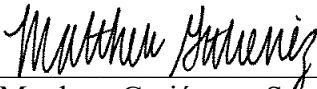
REFERENCE and COMPLIANCE: Improve student learning through improved instructional practice.

PAPERWORK IMPACT: None

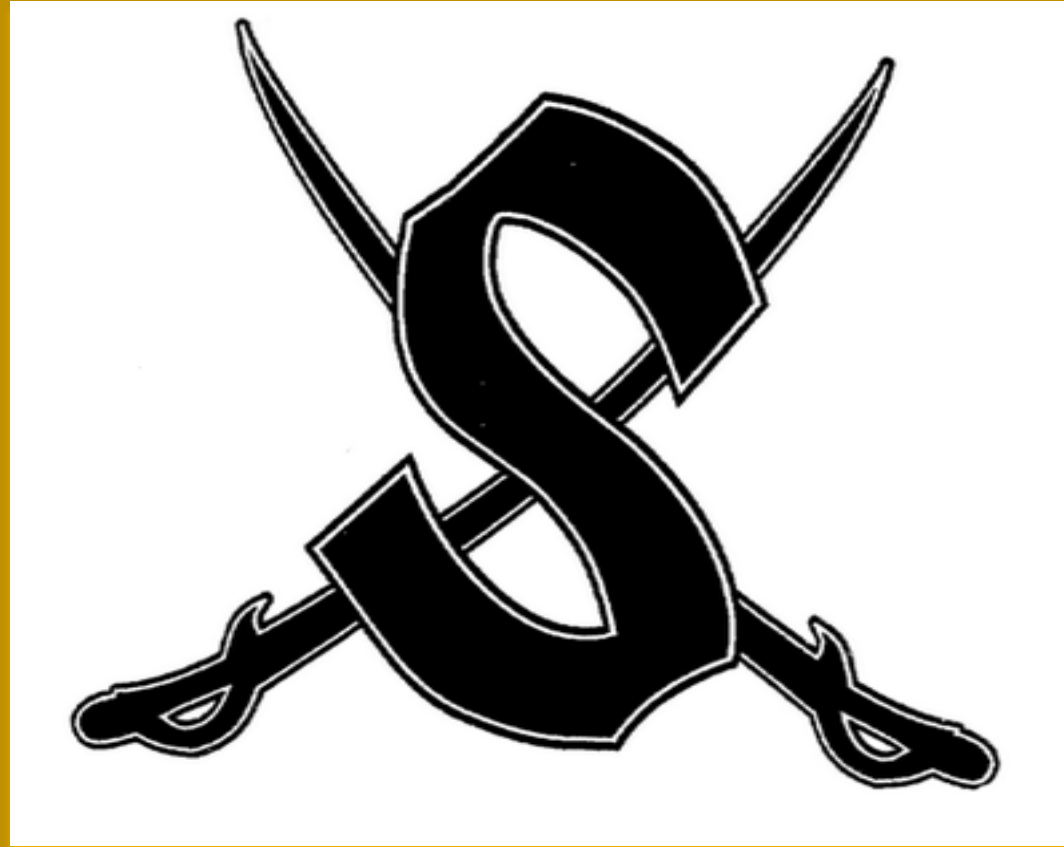
BUDGET IMPACT/INFORMATION: None

EXHIBITS: Presentation

RESOURCE PERSONNEL: Craig Dailey – Athletic Director
Bill Lewis – Associate Superintendent/Chief Operations Officer

Submitted by:  Date Submitted July 27, 2021
(Signature) _____
(Name) Dr. Matthew Gutiérrez Superintendent
(Address) 1221 E. Kingsbury St., Seguin TX 78155
(Telephone) Work: (830) 372-5771

SEGUIN HIGH SCHOOL



BASEBALL AND SOFTBALL FACILITIES

BASEBALL FIELDS IN TEXAS w/GRASS



SEGUIN CURRENT BASEBALL Practice FIELD CONDITION



SEGUIN CURRENT SOFTBALL FIELD CONDITION



GRASS FIELD SPECIFICATIONS & COST

BASEBALL

- 129,710 sq ft
- Remove 2-3 in of soil
- Install Irrigation
- Topsoil, Sod, Infield Mix, Clay for mound and plate
- New pitching rubber, plate and bases
- Laser Graded, Fertilize, Top Dress

\$375,145 + Avg per year \$25,000

SOFTBALL

- 53,924 sq ft
- Remove 2-3 in of soil
- Use existing Irrigation
- Topsoil, Sod, Infield Mix, Clay for mound and plate
- New pitching rubber, plate and bases
- Laser Graded, Fertilize, Top Dress

\$167,760 + Avg per year \$18,000

EXAMPLE OF COMPANIES WORK



LOCAL HS SOFTBALL TURF FIELD



LOCAL HS BASEBALL TURF FIELD



APPROX COST OF A TURF FIELD

BASEBALL

- 129,710 sq ft
- Avg \$10.50 sq ft
- Minimum maintenance, no water, no chemicals, less man power
- No rain outs
- Host playoffs / tournaments

Approx \$1,361,955

SOFTBALL

- 53,924 sq ft
- Avg \$10.50 sq ft
- Minimum maintenance, no water, no chemicals, less man power
- No rain outs
- Host playoffs / tournaments

Approx \$566,202

CONCERNS

PRIDE

- Facilities are outdated and beyond repair through standard maintenance
- New facilities will complement new Seguin HS, Matador Stadium

SAFETY

- Numerous safety hazards
- Field Uneven/Cracks / Holes in the Field
- Dirt is approx. 4 inches lower than the grass
- Pitching rubber is above the ground
- Potential for player injury
- Facial Injuries
- Knee or Ankle Injuries

• LOSS OF INSTRUCTION

Can not fully practice in off season due to field condition

NEXT STEPS/OPTIONS

- Phasing
 - Phase 1:
Baseball Field, Upgrade current softball playing surface grass, Shared Facilities
 - Phase 2:
New softball turf and other upgrades to stands, dugouts, fencing
- Funding
 - Fund Balance
 - Sale of Property
 - Future bond to finish complex and softball upgrades
- Construction Method
 - Allow superintendent to select construction method
- Seek design and construction services
- Update Smokey Joe field for short term or long term use
- Update current playing surface at softball complex

NEXT STEPS/OPTIONS

Costs

\$135,000 to upgrade grade Softball Play Surface

\$150,000 to upgrade current playing surface at Smokey Joe - (May exchange services with city to cover the cost)

- New Baseball stadium with new shared ticketing, concessions, restrooms, storage.

Est Cost \$4.3 million

INFORMATION ITEM:

Emergency Operations and Safety Protocols (closed session)

RECOMMENDATION:

That the Board of Trustees receive information regarding the safety updates to the 2021-2022 Seguin ISD Emergency Operations Plan.

RATIONALE:

The District's Emergency Operations Plan (EOP) is updated annually in conjunction with the District Safety Committee. It is best practice for the EOP to be reviewed by the Board of Trustees.

REFERENCE and COMPLIANCE:

CKC (LEGAL) (LOCAL) Safety Program/Risk Management Emergency Plans

PAPERWORK IMPACT:

Minimal

BUDGET IMPACT INFORMATION:

None

EXHIBITS:

2021-2022 Emergency Operations Plan

RESOURCE PERSONNEL:

Nikki Elaine Bittings, Chief Student Services Officer

Submitted by:

(Signature)



Date Submitted: 7/27/21

(Name)

Dr. Matthew Gutierrez, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, TX 78155

(Telephone)

(830) 401-8614

Minutes of Public Meeting

The Board of Trustees

Seguin ISD

A Public Meeting of the Board of Trustees of Seguin ISD was held Tuesday, June 15, 2021, beginning at 6:00 PM in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Ben Amador, Denise Crettenden, Linda Duncan (arrived at 6:05 p.m.), Alejandro R. Guerra, Glenda Moreno and Cinde Thomas-Jimenez

Absent: Carl Jenkins

Also Present: Nikki Bittings, Deputy Chief Operations Officer; Mark Cantu, Chief Academic Officer; Anthony Hillberg, Chief Financial Officer; Sean Hoffmann, Chief Communications Officer; Bill Lewis, Chief Operating Officer and Associate Superintendent; Cindy Moreno, Chief Human Resources Officer; Sally Eckhart, Budget and Accounting Specialist and media.

1. Call to Order

A. Mrs. Thomas-Jimenez called the public meeting to order at 6:00 p.m. and a quorum was established.

2. Public Meeting to Discuss the Budget and Proposed Tax Rate for the 2021-22 School Year.

The Board met to discuss the Budget and Proposed Tax Rate for the 2021-2022 school year. All questions and comments from the board were addressed. There were no questions from the public.

3. Adjourn

The meeting adjourned at 6:18 p.m.

Secretary/July 27, 2021

President/July 27, 2021

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, June 15, 2021, beginning at 6:30 PM in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

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

Absent: Carl Jenkins

Also Present: Nikki Bittings, Deputy Chief Operations Officer; Mark Cantu, Chief Academic Officer; Anthony Hillberg, Chief Financial Officer; Sean Hoffmann, Chief Communications Officer; Bill Lewis, Chief Operating Officer and Associate Superintendent; Cindy Moreno, Chief Human Resources Officer and media.

1. Call to Order

A. Mrs. Thomas-Jimenez called the meeting to order at 6:30 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 Mr. Amador, followed by a moment of silence.

C. Superintendent Announcements:

Dr. Gutierrez provided the board and community with highlights, upcoming key dates and event information since the last board meeting, which included recognizing staff and student achievements and successes from across the district. Dr. Gutierrez congratulated the Matador Class of 2021 and recognized all the staff who assisted in making the Seguin High School Graduation a success.

2. Audience with the Board

No one signed up to address the Board.

3. Reports/Information Items:

A. Update on the Learning Recovery and Acceleration Task Force COVID-19 Plan

The Board of Trustees received an update from Mr. Cantu, regarding the Learning Recovery and Acceleration Task Force COVID-19 Plan. The purpose of this update is to share information on the 2021 - 2022 COVID-19 Recovery Plan. Seguin ISD has partnered with the Resilient School Support Program (RSSP) funded by TEA for the past 10 months to help mitigate the effects of COVID-19 on teaching and learning. In April, the Learning Recovery and Acceleration Task Force was created in order to plan for the 2021 - 2022 school year. The Task Force has reviewed data, engaged various stakeholders, identified areas of improvement, incorporated ESSER planning and funding, and drafted a plan to help target areas of need.

B. Information Regarding the Purchase of Staffing Related Services for Seguin ISD from Educational Solutions Services (ESS) Through the TIPS Purchasing Cooperative

The Board of Trustees received information from Fred Bentsen, Jenna Cruz and Isla Norris from Educational Solutions Services (ESS) regarding the purchase through the TIPS Purchasing Cooperative reference #: 200703 from ESS for an estimated annual cost of \$95,000. For over 20 years, ESS has specialized in placing qualified school staff in daily, long-term, and permanent K-12 school district positions.

- 4. Closed Meeting** –The Board went into closed session at 7:53 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).
 - C. Pursuant to Texas Government Code Section §§ 551.072 – Discuss the sale, purchase, exchange, lease, or value of real property.

- 5. Reconvene to Open Meeting** – The Board reconvened at 8:59 p.m.
- A. Possible action to approve professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of employee(s).

The Board did not take action.

6. Consent Agenda Items – Consider and Possible Approval:

A. Approval of Board Minutes for:

Regular Meeting, May 25, 2021

B. Approval of Tax Collection Reports for May 2021

The Board of Trustees approved the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for May 2021. 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.

C. Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, and Services (RFP #: 21-02)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for HVAC Systems Maintenance, Equipment, Parts, and Services. A Request for Proposals (RFP#: 21-02) was issued on August 7, 2020 for HVAC Systems Maintenance, Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the one responses received, all met the RFP requirements. With approval from the Board of Trustees, the following respondent will be added to the list of approved vendors for this RFP: Roy C Garrett, Inc. The list of previously approved vendors is available on the Bids page of the District [website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

D. Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, and Services (RFP #:21-04)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for Facilities Maintenance, Electrical Equipment, Parts, and Services. A Request for Proposals (RFP#: 21-04) was issued on August 7, 2020 for Facilities Maintenance, Electrical Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the one responses received, all met the RFP requirements. With approval from the Board of Trustees, the following respondents will be added to the list of approved vendors for this RFP: Move Solutions, Ltd. The list of previously approved vendors is available on the Bids page of the District [website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

E. Approval of Agreement with Texas Association of School Boards for Workers'

Compensation Stop-Loss Coverage for the period July 1, 2021, through July 1, 2022

The Board of Trustees approved the agreement with the Texas Association of School Boards, Inc. (TASB) Risk Management Fund to provide stop-loss coverage for the District's partially self-insured workers' compensation fund for the period July 1, 2021 through July 1, 2022. TASB is proposing to provide stop-loss coverage at an annual cost of \$71,385, an increase of \$17,555 from the previous two years. The rate increase is due to general increases across the Workers' Compensation Marketplace from COVID-19, rising medical costs, and an increase in payroll as a result of House Bill 3 funding requirements in 2019. The aggregate stop-loss retention has increased to \$1,510,493 and the specific retention remains \$400,000 per year.

F. First Reading for Consideration or Approval of the Texas Association of School Boards (TASB) Policy Update 117, affecting LEGAL and LOCAL Policies

The Board of Trustees approved the updated (LEGAL) policies and replace policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 117. 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. Update 117 recommended (LOCAL) policy revisions concerning the board's delegation of authority to the superintendent to approve purchases or construction in the event of an emergency. Also in this update are substantial revisions recommended to the district's leaves and absences policy. Many of the (LEGAL) policies included in this update were affected by recent changes to Administrative Code rules or legislation from the 86th Legislative Session that is now in effect. The update includes twenty-six (26) LEGAL policies, two (2) LOCAL policies, and one (1) EXHIBIT.

REPLACE:

AIC(LEGAL) – Accountability: Interventions and Sanctions
BBC(LEGAL) – Board Members: Vacancies and Removal from Office
BBD(EXHIBIT) – Board Members: Training and Orientation
BJCE(LEGAL) – Superintendent: Suspension/Termination During Contract
C(LEGAL) – Business and Support Services
CBB(LEGAL) – State and Federal Revenue Sources: Federal
CH(LEGAL) – Purchasing and Acquisition
CH(LOCAL) – Purchasing and Acquisition
CHE(LEGAL) – Purchasing and Acquisition: Vendor Disclosures and Contracts
CL(LEGAL) – Buildings, Grounds, and Equipment Management
CV(LEGAL) – Facilities Construction
CVA(LEGAL) – Facilities Construction: Competitive Bidding
CVB(LEGAL) – Facilities Construction: Competitive Sealed Proposals
CVC(LEGAL) – Facilities Construction: Construction Manager-Agent
CVD(LEGAL) – Facilities Construction: Construction Manager-At-Risk
CVE(LEGAL) – Facilities Construction: Design-Build
CVF(LEGAL) – Facilities Construction: Job Order Contracts
DEC(LOCAL) – Compensation and Benefits: Leaves and Absences
EHAA(LEGAL) – Basic Instructional Program: Required Instruction (All Levels)
EHBA(LEGAL) – Special Programs: Special Education
EHBAA(LEGAL) – Special Education: Identification, Evaluation, and Eligibility
EHBAB(LEGAL) – Special Education: ARD Committee and Individualized Education Program
EHBAC(LEGAL) – Special Education: Students in Nondistrict Placement

- EHBAD(LEGAL) – Special Education: Transition Services
- EHBC(LEGAL) – Special Programs: Compensatory/Accelerated Services
- EIF(LEGAL) – Academic Achievement: Graduation
- EKB(LEGAL) – Testing Programs: State Assessment
- EL(LEGAL) – Campus or Program Charters
- FFAC(LEGAL) – Wellness and Health Services: Medical Treatment

G. ESC XIII and XX Annual Commitment Forms

The Board of Trustees approved the ESC commitment forms. Region Service Centers provide instructional and administrative services on an annual contract basis. The recommended commitment forms for the 2021-2022 school year have been prepared. Cost of all services does not exceed \$168,000.

H. Information Regarding the Purchase of Permit Fees for Briesemeister Middle School

The Board of Trustees received information regarding Seguin ISD's purchase of permit fees for Briesemeister Middle School at a total cost of \$99,893.00. Construction permit fees for renovations at Briesemeister Middle School will be billed by Satterfield & Pontikes Construction, Inc. as a reimbursement of actual charges incurred by the contractor. The permits are for: existing building additions, commercial plan review, and existing building alterations. These permits are necessary components for the construction process and can only be obtained from the sole source provider, the City of Seguin.

I. Personnel Information – Professional Employees

The Board of Trustees received information regarding the following new hires, advancements and resignations for the 2020-2021 school year listed below:

New Hire Elections:

Name	Campus	Effective
Anderson, Elizabeth	Vogel Elementary	8/9/2021
Atchley, Shyann	Vogel Elementary	8/9/2021
Benavides, Danielle	AJB Middle Schhool	8/9/2021
Boemler, Heather	AJB Middle School	8/9/2021
Burnett, Tana	Jefferson Elementary	8/9/2021
Eppler, Scott	Seguin High School	8/9/2021
Franzino, Joseph	AJB Middle School	8/9/2021
Grandys, Michael	Seguin High School	8/9/2021
LeBlanc, Ashley	Barnes Middle School	8/9/2021
Leon, Melina	Ball Early Childhood	8/9/2021
Loftin, Skylar	Jefferson Elementary	8/9/2021
Martinez, Daniel	Barnes Middle School	7/26/2021
Maxey, Ashley	McQueeney Elementary	8/9/2021
Parker, Stephanie	Barnes Middle School	8/9/2021
Patranella, Luke	McQueeney Elementary	8/9/2021
Ramirez, Debbi	Patlan Elementary	8/9/2021
Ruple, Rebecca	Weinert Elementary	8/9/2021

Salazar, Edward	Matador Special Services	8/9/2021
Stanley, Daphney	Weinert Elementary	8/9/2021
Watts, Dusty	Barnes Middle School	8/9/2021

Resignations:

Baker, Lori, Koennecke Elementary, effective 6/12/2021

Ms. Baker, 2nd Grade Teacher, has resigned to take a position with Navarro ISD.

Ms. Baker has 2 years with Seguin ISD

Baswell, Richard, AJB Middle School, effective 6/12/2021

Mr. Baswell, PE Teacher/Coach, has resigned to take a position with Comal ISD.

Mr. Baswell has 4 years with Seguin ISD.

Buell, Autumn, Weinert Elementary, effective 6/12/2021

Ms. Buell, RN, has resigned to go back to school.

Ms. Buell has 2 years with Seguin ISD.

Christian, Larrisa, Barnes Middle School, effective 6/12/2021

Ms. Christian, AVID Teacher, has resigned due to personal reasons.

Mr. Christian has 2 years with Seguin ISD.

Davis, Jennifer, Barnes Middle School, effective 6/12/2021

Ms. Davis, Essential Academics Teacher, has resigned due to personal reasons.

Ms. Davis has 3 years with Seguin ISD.

Deiley, Kirsten, Jefferson Elementary, effective 6/12/2021

Ms. Deiley, KG Teacher, has resigned to accept a position with another school district.

Ms. Deiley has 2 years with Seguin ISD.

Delmark, Lindsey, Jefferson Middle School, effective 6/12/2021

Ms. Delmark, KG Teacher, has resigned due to relocation closer to home.

Ms. Delmark has 16 years with Seguin ISD.

Ellison, Ariel, Barnes Middle School, effective 6/12/2021

Ms. Ellis, Robotics/Computer Science teacher, has resigned due to relocation to Georgia.

Ms. Ellis has 1 year with Seguin ISD.

Garcia, Liliana, Seguin High School, effective 6/12/2021

Ms. Garcia, Essential Academics Teacher, has resigned due to relocation closer to home.

Ms. Garcia has 2 years with Seguin ISD.

Garcia, Steven, Seguin High School, effective 6/12/2021

Mr. Garcia, Welding Teacher, has resigned to accept a position in the private sector.

Mr. Garcia has 22 years with Seguin ISD.

Hurtado, Marlen, Patlan Elementary, effective 6/12/2021

Ms. Hurtado, 2nd Grade Bilingual Teacher, has resigned due to relocation closer to home.

Ms. Hurtado has 1 year with Seguin ISD.

Jandt, Sarah, AJB Middle School, effective 6/12/2021

Ms. Jandt, 7th Grade Science Teacher, has resigned to accept a position with another school district.

Ms. Jandt has 2 years with Seguin ISD.

Jobson, Mathew, Barnes Middle School, effective 6/12/2021

Mr. Jobson, Art Teacher, has resigned due to medical reasons.

Mr. Jobson has 6 years with Seguin ISD.

Johnson, Sharon, Barnes Middle School, effective 6/12/2021

Ms. Johnson, ELAR Teacher, has resigned and elected to retire.

Ms. Johnson has 29 years with Seguin ISD.

Lepper, Amber, Jefferson Elementary, effective 6/12/2021

Ms. Lepper, KG Teacher, has resigned due to relocation.

Ms. Lepper has 6 years with Seguin ISD.

Mize, John, Seguin High School, effective 6/12/2021

Mr. Mize, Med. Athletic Trainer, has resigned and elected to retire.

Mr. Mize has 27 years with Seguin ISD.

Mora, Fernando, Seguin High School, effective 6/12/2021

Mr. Mora, CTE Teacher, has resigned to pursue opportunities in the Technology field.

Mr. Mora has 4 years with Seguin ISD.

Moreno, Yolanda, Jefferson Elementary, effective 6/12/2021

Ms. Moreno, PK Teacher, has resigned to stay home with her family.

Ms. Moreno has 5 years with Seguin ISD.

Moya, Crystal, Koennecke Elementary, effective 6/12/2021

Ms. Moya, Early Reading Interventionist/Coach has resigned due to personal reasons.

Ms. Moya has 7 years with Seguin ISD.

O'Neal, Denise, Patlan Elementary, effective 6/12/2021

Ms. O'Neal, 1st grade Teacher, has resigned due to personal reasons.

Ms. O'Neal has 7 years with Seguin ISD.

Pate, Lisa, Jefferson Elementary, effective 6/12/2021

Ms. Pate, Counselor, has resigned and elected to retire.

Ms. Pate has 8 years with Seguin ISD.

Reavis, Alexa, Matador Special Services, effective 6/12/2021

Ms. Reavis, Speech Language Pathologist, has resigned due to personal reasons.

Ms. Reavis has 5 years with Seguin ISD.

Ulbricht, Gretchen, Jefferson Elementary, effective 6/12/2021

Ms. Ulbricht, Part time GT Teacher, has resigned due to personal reasons.

Ms. Ulbricht has 4 years with Seguin ISD.

Stadtmueller, Paul, Seguin High School, effective 6/12/2021

Mr. Stadtmueller, Social Studies/Coach, has resigned and elected to retire.

Mr. Stadtmueller has 16 years with Seguin ISD.

Vargas, Nicolas, Seguin High School, effective 6/12/2021

Mr. Vargas, Spanish Teacher, has resigned due to personal reasons.

Mr. Vargas has 3 years with Seguin ISD.

White, LeAnne, Weinert Elementary, effective 6/12/2021

Ms. White, Music Teacher, has resigned to take a position with Navarro ISD.

Ms. White has 6 years with Seguin ISD.

Wilson, Jennifer, Barnes Middle School, effective 6/12/2021

Ms. Wilson, Social Studies Teacher, has resigned due to personal

reasons.

Ms. Wilson has 8 years with Seguin ISD.

Winters-Simpson, Tonya, Weinert Elementary, effective 6/12/2021

Ms. Winters-Simpson, 5th Grade Teacher, has resigned due to relocation to Tennessee.

Ms. Winters-Simpson has 3 years with Seguin ISD.

J. Public Information Act Requests May-June 2021

The Board of Trustees received information regarding the Public Information Act requests received since May 13, 2021. The purpose of this agenda item is to keep trustees apprised of the District's Public Information program.

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

A. Approval of Board Minutes for:

Regular Meeting, May 25, 2021

B. Approval of Tax Collection Reports for May 2021

C. Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, and Services (RFP #: 21-02)

D. Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, and Services (RFP #:21-04)

E. Approval of Agreement with Texas Association of School Boards for Workers' Compensation Stop-Loss Coverage for the period July 1, 2021, through July 1, 2022

F. First Reading for Consideration or Approval of the Texas Association of School Boards (TASB) Policy Update 117, affecting LEGAL and LOCAL Policies

G. ESC XIII and XX Annual Commitment Forms

H. Information Regarding the Purchase of Permit Fees for Briesemeister Middle School

I. Personnel Information – Professional Employees

J. Public Information Act Request May-June 2021

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

Nays: None

Dr. Gutierrez announced Daniel Martinez as an Assistant Principal at Jim Barnes Middle School.

7. Action Items:

A. Adoption of 2021-22 Budgets for the General Fund, Child Nutrition Fund, and Debt Service Fund

Mrs. Crettenden moved, seconded by Mr. Amador to adopt the 2021-22 proposed budget for the General Fund, Food Service Fund, and Debt Service Fund as presented. The official budget consists of three separate funds: The General Fund, Food Service Fund, and Debt Service Fund. Each of these budgets must be approved by the Board of Trustees at the functional level. Subsequent amendments involving changes to functional levels must be duly approved by the Board of Trustees.

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

Nays: None

B. Consideration or Approval of the Resolution Regarding Elementary and Secondary School Emergency Relief III (ESSER III) Fund

Ms. Duncan moved, seconded by Mr. Amador to approve the Resolution for ESSER III Fund. The ESSER III Fund should be used to respond to the pandemic and to address student-learning loss as a result of COVID-19.

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

Nays: None

C. 2021-2022 Compensation Handbook with Employee Salary Increases Recommendation

Mr. Guerra moved, seconded by Mr. Amador to approve the 2021-2022 compensation handbook with employee salary increases as recommended for all active district employees. Starting teacher salary is \$51,500 and there will be a 3% increase to all teachers and a 2.5% increase to all other personnel. New teachers hired to the district for the 21-22 school year will be placed on the teacher pay scale based on confirmed years of service.

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

Nays: None

8. Board Comments and Request

There were no new requests from the Board. All prior Board requests have been addressed.

Ms. Duncan invited everyone to Freedom Fiesta, fireworks, and concert on the Fourth of July weekend, July 2-4.

9. Adjourn

Mr. Amador moved, seconded by Mrs. Crettenden to adjourn the meeting. The meeting adjourned at 9:07 p.m.

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

Nays: None

Secretary/July 27, 2021

President/July 27, 2021

Minutes of Special Meeting

The Board of Trustees

Seguin ISD

A Special Meeting of the Board of Trustees of Seguin ISD was held Tuesday, June 22, 2020, beginning at 6:00 PM in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Ben Amador, Denise Crettenden, Linda Duncan (arrived at 6:03 p.m.), Alejandro R. Guerra, Carl Jenkins, Glenda Moreno, Cinde Thomas-Jimenez and Dr. Matthew Gutierrez

Absent:

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

1. Call to Order

A. Mrs. Thomas-Jimenez called the meeting to order at 6:00 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. Thomas-Jimenez, followed by a moment of silence.

2. Audience with the Board

No one signed up to address the Board.

3. Closed Meeting: The Board went into closed session at 6:03 p.m.

A. Pursuant to Texas Government Code Section §551.074 – To conduct the annual Superintendent evaluation/contract.

4. Open Session: The Board reconvened into open session at 8:48 p.m.

A. Possible action regarding adoption of Superintendent's evaluation/contract.

Mrs. Moreno moved, seconded by Mr. Jenkins to approve a raise to the Superintendent's contractual salary to \$230,000.

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

Nays: None

Mrs. Moreno moved, seconded by Mr. Guerra to approve the Superintendent's contract to include a two-year extension.

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

Nays: None

5. Adjourn

Mr. Amador moved, seconded by Mr. Jenkins to adjourn the meeting. The meeting adjourned at 8:50 p.m.

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

Secretary/July 27, 2021

President/July 27, 2021

ACTION ITEM:

Approval of Tax Collection Reports for June 2021

RECOMMENDATION:

That the Board of Trustees approve the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for June 2021.

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 June 2021:

Current	\$	453,711
Delinquent		55,886
Penalty and Interest		71,451
Total Monthly Collections	\$	<u>581,048</u>
Total Tax Collections Year to Date	\$	<u>50,063,488</u>
Delinquent Tax Levy		2,811,030
Percent Collected through June 2021		73.86%
Percent of Tax Levy Collected last year		69.07%

EXHIBITS:

None

RESOURCE PERSONNEL:

Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Sally Eckhart, Budget Coordinator

Submitted by:

(Signature)

(Name)

(Address)

(Telephone)



Date Submitted: 07/27/21

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

ACTION ITEM: **Approval of Proposed Budget Amendments & Financial Statements for May 2021**

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 May 31, 2021.

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, Chief Financial Officer, CPA, CTSBO
Sally Eckhart, Budget Coordinator

Submitted by:  Date Submitted: 07/27/21
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

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
May 2021**

	Budget				Actual			Budget Remaining	
	May 1, 2021	Proposed Amendment(s)		May 31, 2021	May 1, 2021	Current Month	May 31, 2021		
	Adopted Budget	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	33,662,578	266,004	33,928,582	1,542,405
Property Taxes-Delinquent	261,853	261,853	-	-	261,853	997,311	12,724	1,010,035	-
Property Taxes-Penalty & Interest	-	-	-	-	-	388,323	32,833	421,156	-
Interest Income	730,000	730,000	-	-	730,000	49,751	3,098	52,849	677,151
Other Local Income	456,000	456,000	-	-	456,000	226,993	240,046	467,039	-
State	30,299,547	30,820,247	-	-	30,820,247	17,830,924	2,011,995	19,842,919	10,977,328
Federal	967,000	967,000	-	-	967,000	1,713,931	28,542	1,742,473	-
REVENUE	68,185,387	68,706,087			68,706,087	54,869,811	2,595,242	57,465,053	13,196,884
EXPENSE									
11 - Instruction	37,185,280	40,858,904	-	59,087	40,917,991	25,971,020	3,414,007	29,385,026	11,532,965
12 - Instructional Resources & Media Svcs	1,052,175	1,174,087	-	755	1,174,842	792,975	90,725	883,699	291,143
13 - Curr & Instructional Staff Development	1,044,285	860,207	-	(10,150)	850,057	567,263	55,647	622,910	227,147
21 - Instructional Leadership	1,926,823	1,844,059	-	14,563	1,858,622	1,386,555	147,735	1,534,290	324,332
23 - School Leadership	4,872,005	5,002,981	-	(24,372)	4,978,609	3,708,216	389,311	4,097,526	881,083
31 - Guidance & Counseling Services	2,533,507	2,837,762	-	7,661	2,845,423	1,943,405	224,085	2,167,490	677,933
32 - Social Work Services	526,791	552,935	-	46,890	599,825	460,264	48,457	508,721	91,104
33 - Health Services	620,656	795,357	-	2,950	798,307	501,432	59,546	560,978	237,329
34 - Student Transportation	3,053,895	3,098,396	-	(33,350)	3,065,046	2,143,582	195,726	2,339,308	725,738
35 - Food Service	-	-	-	-	-	-	-	-	-
36 - Co-curricular Activities	2,071,617	2,083,418	-	15,200	2,098,618	1,401,820	171,630	1,573,449	525,169
41 - General Administration	2,294,166	2,326,641	-	(92,815)	2,233,826	1,703,454	155,763	1,859,217	374,609
51 - Plant Maintenance & Operations	6,714,399	6,962,714	-	(21,000)	6,941,714	5,415,378	465,409	5,880,787	1,060,927
52 - Security & Monitoring Services	495,287	796,537	-	46,960	843,497	588,964	69,088	658,052	185,445
53 - Data Services	1,713,481	1,754,693	-	(13,858)	1,740,835	1,375,738	97,983	1,473,721	267,114
61 - Community Services	78,762	55,821	-	1,479	57,300	28,901	3,721	32,622	24,678
71 - Debt Services	-	665,000	-	-	665,000	665,000	-	665,000	-
81 - Facilities Acquisition & Construction	-	29,000	-	-	29,000	29,000	-	29,000	-
99 - Intergovernmental Charges (Appraisal Servs)	595,325	610,685	-	-	610,685	454,976	-	454,976	155,709
EXPENSE	66,778,454	72,309,197			72,309,197	49,137,942	5,588,832	54,726,774	17,582,423
REVENUE OVER/(UNDER) EXPENSE	\$ 1,406,933	\$ (3,603,110)	\$ -	\$ -	\$ (3,603,110)	\$ 5,731,869	\$ (2,993,590)	\$ 2,738,279	\$ (4,385,539)
Other Sources	-	-	-	-	-	281,968	(0)	281,968	
Other Uses	-	-	-	-	-	-	-	-	
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 281,968	\$ (0)	\$ 281,968	
RESULT OF ACTIVITIES	\$ 1,406,933	\$ (3,603,110)	\$ -	\$ -	\$ (3,603,110)	\$ 6,013,837	\$ (2,993,591)	\$ 3,020,246	

Additional Information to the Reader			
PRELIMINARY ESTIMATE - Fund Balance:	PRELIMINARY ESTIMATE - Fund Balance Test per Board Policy CE (LOCAL):		
20 - 21 Beginning Unassigned Fund Balance (Audited)	\$ 29,802,591	Amended Budget Expense (official test will use actuals at year end)	72,309,197
20 - 21 Actual Year to Date Revenue Over/(Under) Expense	\$ 2,738,279	Less: Fund Balance Assignments (Non-Operating Expenses)	
20 - 21 Actual Year to Date Other Sources and Uses	281,968	Distance learning initiative: tablets, software, wifi access (6/16/20)	\$ (620,000)
20 - 21 Budget Remaining Revenue Over/(Under) Expense	\$ (4,385,539)	Bulk tech. purchase through ESC 4 (8/3/20)	\$ (150,000)
		One-Time incentive payment to all employees (12/15/20)	\$ (1,015,000)
		SHS Ag Dept. vehicle replacement (19-20 R.F.-1/19/21)	\$ (50,000)
		Middle school mariachi uniforms (19-20 R.F.-1/19/21)	\$ (13,000)
20 - 21 Estimated Year End Result of Activities	\$ (1,365,292)	District-wide library book replacement (19-20 R.F.-1/19/21)	\$ (118,594)
* 20 - 21 Estimated Ending Unassigned Fund Balance (Unaudited)	\$ 28,437,299	Compensatory Special Education Services (19-20 R.F.-1/19/21)	\$ (34,400)
		Destination Imagination Travel (19-20 R.F.-1/19/21)	\$ (50,000)
		District-wide time-clock implementation (19-20 R.F.-1/19/21)	\$ (9,563)
		Maintenance vehicle and equip. (19-20 R.F.-1/19/21)	\$ (26,026)
		Distance learning wifi access and hotspots (19-20 R.F.-1/19/21)	\$ (92,010)
		SHS technology infrastructure (19-20 R.F.-1/19/21)	\$ (70,000)
		20-21 QZAB payment (paid 8/1/20, annual pmt #: 4 of 15)	\$ (665,000)
		Real property auction purchase for Ball campus (10/6/20)	\$ (29,000)
		80 hours of Emergency Paid Sick Leave (EPSL) for 20-21	\$ (956,000)
		Truancy and dropout prevention software (TDPS) update	\$ (15,000)
		Early Education Allotment FY 19-20 Spending Requirement	\$ (1,096,450)
		Total Non-Operating Expenses	\$ (5,010,043)
		20 - 21 Budgeted Operating Expense (official test will use actuals at year end)	\$ 67,299,154
		25% Unassigned Fund Balance Criteria as per Board Policy CE (LOCAL)	25%
		20 - 21 Minimum Unassigned Fund Balance	\$ 16,824,789
		* 20 - 21 Estimated Ending Unassigned Fund Balance (Unaudited)	\$ 28,437,299
		Projected Unassigned Fund Balance Over/(Under) CE (LOCAL) Requirement	\$ 11,612,510

Seguin Independent School District
Budget Amendment Detail For General Operating Fund
May, 2021

Budget Report - Attachment 1
27-Jul-2021

Revenues:

Total Revenue Increase (Decrease) \$ -

Expenditures:

Total Expenditures Increase (Decrease) \$ -

Other Sources:

Total Other Sources Increase (Decrease) \$ -

**Seguin Independent School District
Proposed Budget Amendments and Financial Statements
Child Nutrition Fund
May 2021**

	Budget					Actual			Budget Remaining
	Adopted Budget	May 1, 2021	Proposed Amendment(s)		May 31, 2021	May 1, 2021	Current Month	May 31, 2021	
		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	712	35	747	19,253
Other Local Income	771,000	771,000	-	-	771,000	94,958	22,124	117,082	653,918
State	70,000	70,000	-	-	70,000	355,848	-	355,848	-
Federal	3,914,000	3,914,000	-	-	3,914,000	3,436,869	535,912	3,972,781	-
REVENUE	4,775,000	4,775,000	-	-	4,775,000	3,888,387	558,071	4,446,458	673,171
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	3,143,958	368,445	3,512,402	1,252,098
36 - Co-curricular Activities									
41 - General Administration									
51 - Plant Maintenance & Operations	10,000	10,000	-	-	10,000	7,310	747	8,056	1,944
52 - Security & Monitoring Services	500	500	-	-	500	486	-	486	14
53 - Data Services									
61 - Community Services									
71 - Debt Services									
81 - Facilities Acquisition & Construction									
99 - Intergovernmental Charges (Appraisal Svcs)									
EXPENSE	4,775,000	4,775,000	-	-	4,775,000	3,151,753	369,192	3,520,944	1,254,056
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	736,634	188,879	925,514	(580,885)
Other Sources	-	-	-	-	-				
Other Uses	-	-	-	-	-				
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
RESULT OF ACTIVITIES	\$ -	\$ -	\$ -	\$ -	\$ -	736,634	188,879	925,514	

Additional Information to the Reader			
PRELIMINARY ESTIMATE - Fund Balance:			
<i>20 - 21 Beginning Fund Balance (Audited)</i>			
Unassigned	\$	736,148	
Non Spendable-Inventory	\$	21,256	
Total 20 - 21 Beginning Fund Balance (Audited)	\$	757,404	
<i>20 - 21 Actual Year to Date Revenue Over/(Under) Expense</i>			
	\$	925,514	
<i>20 - 21 Actual Year to Date Other Sources and Uses</i>			
	\$	-	
<i>20 - 21 Budget Remaining Revenue Over/(Under) Expense</i>			
	\$	(580,885)	
20 - 21 Estimated Year End Result of Activities	\$	344,629	
20 - 21 Estimated Ending Fund Balance (Unaudited)	\$	1,102,033	

Seguin Independent School District
Budget Amendment Detail For Child Nutrition Fund
May, 2021

Budget Report - Attachment 1
27-Jul-2021

Revenues:

Total Revenue Increase (Decrease) \$ -

Expenditures:

Total Expenditures Increase (Decrease) \$ -

Seguin Independent School District
Proposed Budget Amendments and Financial Statements
Debt Service Fund
May 2021

	Budget				Actual			Budget Remaining	
	Adopted Budget	May 1, 2021	Proposed Amendment(s)		May 31, 2021	May 1, 2021	Current Month		May 31, 2021
		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	13,500,202	104,701	13,604,903	-
Property Taxes-Delinquent	135,496	135,496	-	-	135,496	364,263	4,098	368,361	-
Property Taxes-Penalty & Interest	-	-	-	-	-	137,064	12,338	149,403	-
Interest Income	-	-	-	-	-	11,758	1,031	12,789	-
Other Local Income	-	-	-	-	-	10,496	-	10,496	-
State	-	-	-	-	-	167,294	-	167,294	-
Federal	-	-	-	-	-	-	-	-	-
REVENUE	13,512,498	13,512,498	-	-	13,512,498	14,191,078	122,169	14,313,247	-
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	13,507,811	-	13,507,811	4,687
81 - Facilities Acquisition & Construction									
99 - Intergovernmental Charges (Appraisal Servs)									
EXPENSE	13,512,498	13,512,498	-	-	13,512,498	13,507,811	-	13,507,811	4,687
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	683,267	122,169	805,436	\$ (4,687)
Other Sources	-	-	-	-	-	4,934	-	4,934	
Other Uses	-	-	-	-	-	-	-	-	
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,934.00	\$ -	\$ 4,934.13	
RESULT OF ACTIVITIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 688,201	\$ 122,169	\$ 810,370	

Additional Information to the Reader	
PRELIMINARY ESTIMATE - Fund Balance:	
20 - 21 Beginning Fund Balance (Audited)	
Total 20 - 21 Beginning Fund Balance (Audited)	\$ 11,017,436
20 - 21 Actual Year to Date Revenue Over/(Under) Expense	\$ 805,436
20 - 21 Actual Year to Date Other Sources and Uses	\$ 4,934
20 - 21 Budget Remaining Revenue Over/(Under) Expense	\$ (4,687)
20 - 21 Estimated Year End Result of Activities	\$ 805,683
20 - 21 Estimated Ending Fund Balance (Unaudited)	\$ 11,823,119

Seguin Independent School District
Budget Amendment Detail For Debt Service Fund
May, 2021

Budget Report - Attachment 1
27-Jul-2021

Revenues:

Total Revenue Increase (Decrease)

\$ -

Expenditures:

Total Expenditures Increase (Decrease)

\$ -

ACTION ITEM:

Approval of Donations Received June 2021

RECOMMENDATION:

That the Board of Trustees approve donations received by the District during the month of June 2021.

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, Chief Financial Officer, CPA, CTSBO
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: 07/27/21

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

Donor	Purpose	Campus Receiving Donation	Date Rcvd	Amount	Board Approval
Multiple Donors	In Memorial - Frances Patlan	Patlan Library	06/05/21	\$ 350.00	Pending
Multiple Donors	In Memorial - Frances Patlan	Patlan Library	06/15/21	\$ 150.00	Pending
McQueeney Lions Club	campus supplies	McQueeney Elemetary	06/01/21	\$ 1,000.00	Pending
Marcos Pizza	Cheerleader supplies	AJB Cheer Student Activity	06/11/21	\$ 1,000.00	Pending

NOTE: This listing includes only documented, unsolicited donations received by the District during June 2021. 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:

Approval of Investment Report for the Fourth Quarter Ended June 30, 2021

RECOMMENDATION:

That the Board of Trustees approve the Investment Report for the Fourth Quarter ended June 30, 2021.

RATIONALE:

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 quarter ended June 30, 2021. 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 attached Investment Report.

REFERENCE and COMPLIANCE:

CDA (LEGAL) and CDA (LOCAL) Other Revenues - Investments

BUDGET IMPACT / INFORMATION:

None


EXHIBITS:

Investment Report

RESOURCE PERSONNEL:

Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Christina Garcia, General Ledger Specialist

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



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

Date Submitted: 07/27/21

SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
QUARTER ENDED JUNE 30, 2021

<u>INVESTMENT TRANSACTIONS</u>	<u>BALANCE</u> <u>03/31/21</u>	<u>NET</u> <u>CHANGE</u>	<u>BALANCE</u> <u>06/30/21</u>
GENERAL OPERATING FUND 199			
TexPool	800,326	12,492	812,818
Lone Star	29,244,015	(8,208,791)	21,035,224
Logic	423,597	77	423,674
MBIA	8,895,894	1,653	8,897,547
TOTAL GENERAL OPERATING FUND	\$ 39,363,832	\$ (8,194,569)	\$ 31,169,263
CHILD NUTRITION FUND 240			
Lone Star	\$ 343,537	\$ 877,943	\$ 1,221,480
INTEREST AND SINKING FUND 599			
TexPool	1,091,617	33	1,091,650
Lone Star	11,820,528	(936,263)	10,884,265
TOTAL INTEREST AND SINKING FUND	\$ 12,912,145	\$ (936,230)	\$ 11,975,915
2019 SCHOOL BUILDING FUND 620			
Lone Star	\$ 45,236,738	\$ (3,340,270)	\$ 41,896,468
OAK PARK MALL FUND 711			
TexPool	\$ 334,726	\$ (27,457)	\$ 307,269
WORKER'S COMPENSATION SELF-INSURANCE FUND 753			
TexPool	805,759	24	805,784
Lone Star	2,640,547	59,312	2,699,858
TOTAL WORKERS' COMPENSATION FUND	\$ 3,446,306	\$ 59,336	\$ 3,505,642
STUDENT ACTIVITY TRUST & AGENCY FUND 865			
TexPool	\$ 153,557	\$ 15,005	\$ 168,562
GRAND TOTALS	\$ 101,790,841	\$ (8,205,972)	\$ 90,244,599

**SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
QUARTER ENDED JUNE 30, 2021**

<u>YIELD ON INVESTMENTS</u>	<u>AVERAGE BALANCE</u>	<u>INTEREST INCOME</u>	<u>YIELD</u>
GENERAL OPERATING FUND 199			
TexPool - Local Maintenance	803,922	24	0.012%
Lone Star	25,651,384	7,178	0.113%
Logic	423,626	77	0.073%
MBIA	8,896,799	1,653	0.075%
TOTAL GENERAL OPERATING FUND	\$ 35,775,730	\$ 8,932	0.100%
CHILD NUTRITION FUND 240			
Lone Star	\$ 578,163	\$ 154	0.107%
INTEREST AND SINKING FUND 599			
TexPool	1,091,628	33	0.012%
Lone Star	10,661,226	2,952	0.111%
TOTAL INTEREST & SINKING FUND	\$ 11,752,855	\$ 2,986	0.102%
2019 SCHOOL BUILDING FUND 620			
Lone Star	\$ 44,092,498	\$ 12,246	0.111%
OAK PARK MALL ENTERPRISE FUND 711			
TexPool	\$ 330,978	\$ 10	0.012%
WORKER'S COMPENSATION SELF-INSURANCE FUND 753			
TexPool	805,768	24	0.012%
Lone Star	2,669,578	740	0.111%
TOTAL WORKER'S COMPENSATION FUND	\$ 3,475,346	\$ 764	0.088%
STUDENT ACTIVITY TRUST & AGENCY FUND 865			
TexPool	\$ 153,724	\$ 5	0.012%
TOTAL INTEREST FOR ALL FUNDS	\$ 96,159,294	\$ 25,096	0.105%
BENCHMARK YIELDS			
3-Month US Treasury Bill			0.056%
6-Month US Treasury Bill			0.070%
One Year US Treasury Bill			0.085%
Two Year US Treasury Bill			0.152%

SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
QUARTER ENDED JUNE 30, 2021

<u>INVENTORY OF INVESTMENTS</u>	Weighted Average Maturity 1.0 Day	Balance <u>6/30/2021</u>
GENERAL OPERATING FUND 199		
TexPool - Local Maintenance		812,818
Lone Star		21,035,224
Logic		423,674
MBIA		8,897,547
TOTAL GENERAL OPERATING FUND		\$ 31,169,263
	Weighted Average Maturity	
CHILD NUTRITION FUND 240		
Lone Star		\$ 1,221,480
	Weighted Average Maturity	
INTEREST & SINKING FUND 599		
TexPool		1,091,650
Lone Star		10,884,265
TOTAL INTEREST & SINKING FUND		\$ 11,975,915
	Weighted Average Maturity	
2019 SCHOOL BUILDING FUND 620		
Lone Star		\$ 41,896,468
OAK PARK MALL ENTERPRISE FUND 711		
TexPool		\$ 307,269
WORKER'S COMPENSATION SELF-INSURANCE FUND 753		
TexPool		805,784
Lone Star		2,699,858
TOTAL WORKERS' COMPENSATION FUND		\$ 3,505,642
	Weighted Average Maturity	
STUDENT ACTIVITY TRUST & AGENCY FUND 865		
TexPool		\$ 168,562
	Weighted Average Maturity	
GRAND TOTALS		\$ 90,244,599

The investments of the District are in compliance with Investment Policy and the Public Funds Investments Act.

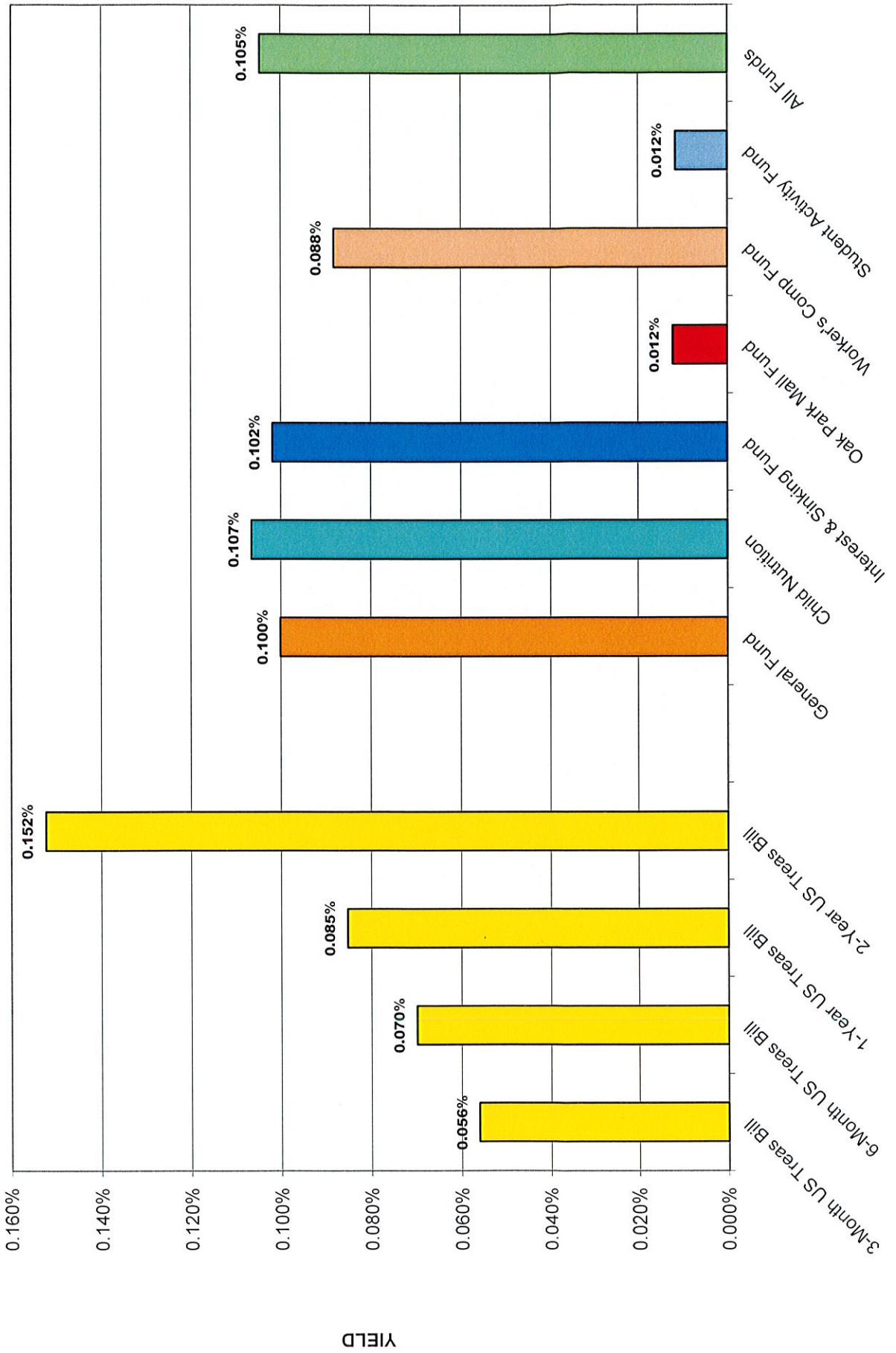
Anthony Hillberg, Chief Financial Officer 

Christina Garcia, General Ledger Specialist 

Dr. Matthew Gutierrez, Superintendent 

SEGUIN INDEPENDENT SCHOOL DISTRICT

QUARTER ENDED JUNE 30, 2021



ACTION ITEM: **Approval of Investment Report for the Year Ended June 30, 2021**

RECOMMENDATION: That the Board of Trustees approve the Investment Report for the Year Ended June 30, 2021.

RATIONALE: 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, 2021. 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 attached Investment Report.

REFERENCE and COMPLIANCE: CDA (LEGAL) and CDA (LOCAL) Other Revenues - Investments

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Investment Report

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Christina Garcia, General Ledger Specialist

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



Date Submitted: 07/27/21

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

**SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
FISCAL YEAR ENDED JUNE 30, 2021**

<u>INVESTMENT TRANSACTIONS</u>	<u>FISCAL YEAR BEGINNING BALANCE 07/01/20</u>	<u>NET CHANGE</u>	<u>FISCAL YEAR ENDING BALANCE 06/30/21</u>
GENERAL OPERATING FUND 199			
TexPool	746,581	66,237	812,818
Lone Star	19,496,897	1,538,327	21,035,224
Logic	422,952	722	423,674
MBIA	8,882,245	15,302	8,897,547
TOTAL GENERAL OPERATING FUND	\$ 29,548,675	\$ 1,620,588	\$ 31,169,263
CHILD NUTRITION FUND 240			
Lone Star	\$ 706,045	\$ 515,435	\$ 1,221,480
INTEREST AND SINKING FUND 599			
TexPool	1,090,683	967	1,091,650
Lone Star	9,897,924	986,341	10,884,265
TOTAL INTEREST AND SINKING FUND	\$ 10,988,607	\$ 987,308	\$ 11,975,915
SCHOOL BUILDING FUND 620			
Lone Star	\$ 21,740,729	\$ 20,155,739	\$ 41,896,468
OAK PARK MALL FUND 711			
TexPool	\$ 393,197	\$ (85,928)	\$ 307,269
WORKER'S COMPENSATION SELF-INSURANCE FUND 753			
TexPool	805,070	714	805,784
Lone Star	2,484,290	215,568	2,699,858
TOTAL WORKERS' COMPENSATION FUND	\$ 3,289,360	\$ 216,282	\$ 3,505,642
STUDENT ACTIVITY TRUST & AGENCY FUND 865			
TexPool	\$ 198,290	\$ (29,728)	\$ 168,562
GRAND TOTALS	\$ 66,864,903	\$ 3,223,956	\$ 90,244,599

**SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
FISCAL YEAR ENDED JUNE 30, 2021**

<u>YIELD ON INVESTMENTS</u>	<u>AVERAGE BALANCE</u>	<u>INTEREST INCOME</u>	<u>YIELD</u>
GENERAL OPERATING FUND 199			
TexPool - Local Maintenance	778,884	675	0.087%
Lone Star	22,485,681	38,438	0.171%
Logic	423,402	722	0.171%
MBIA	8,892,507	15,302	0.172%
TOTAL GENERAL OPERATING FUND	\$ 32,580,475	\$ 55,137	0.169%
CHILD NUTRITION FUND 240			
Lone Star	\$ 413,228	\$ 829	0.201%
INTEREST AND SINKING FUND 599			
TexPool	1,091,337	967	0.089%
Lone Star	7,446,919	12,712	0.171%
TOTAL INTEREST & SINKING FUND	\$ 8,538,256	\$ 13,679	0.160%
2019 SCHOOL BUILDING FUND 620			
Lone Star	\$ 27,276,512	\$ 44,289	0.162%
OAK PARK MALL ENTERPRISE FUND 711			
TexPool	\$ 357,061	\$ 333	0.093%
WORKER'S COMPENSATION SELF-INSURANCE FUND 753			
TexPool	805,553	714	0.089%
Lone Star	2,575,435	4,648	0.180%
TOTAL WORKER'S COMPENSATION FUND	\$ 3,380,988	\$ 5,362	0.159%
STUDENT ACTIVITY TRUST & AGENCY FUND 865			
TexPool	\$ 180,448	\$ 171	0.095%
TOTAL INTEREST FOR ALL FUNDS	\$ 72,726,969	\$ 119,801	0.165%
BENCHMARK YIELDS			
3-Month US Treasury Bill			0.071%
6-Month US Treasury Bill			0.084%
One Year US Treasury Bill			0.098%
Two Year US Treasury Bill			0.149%

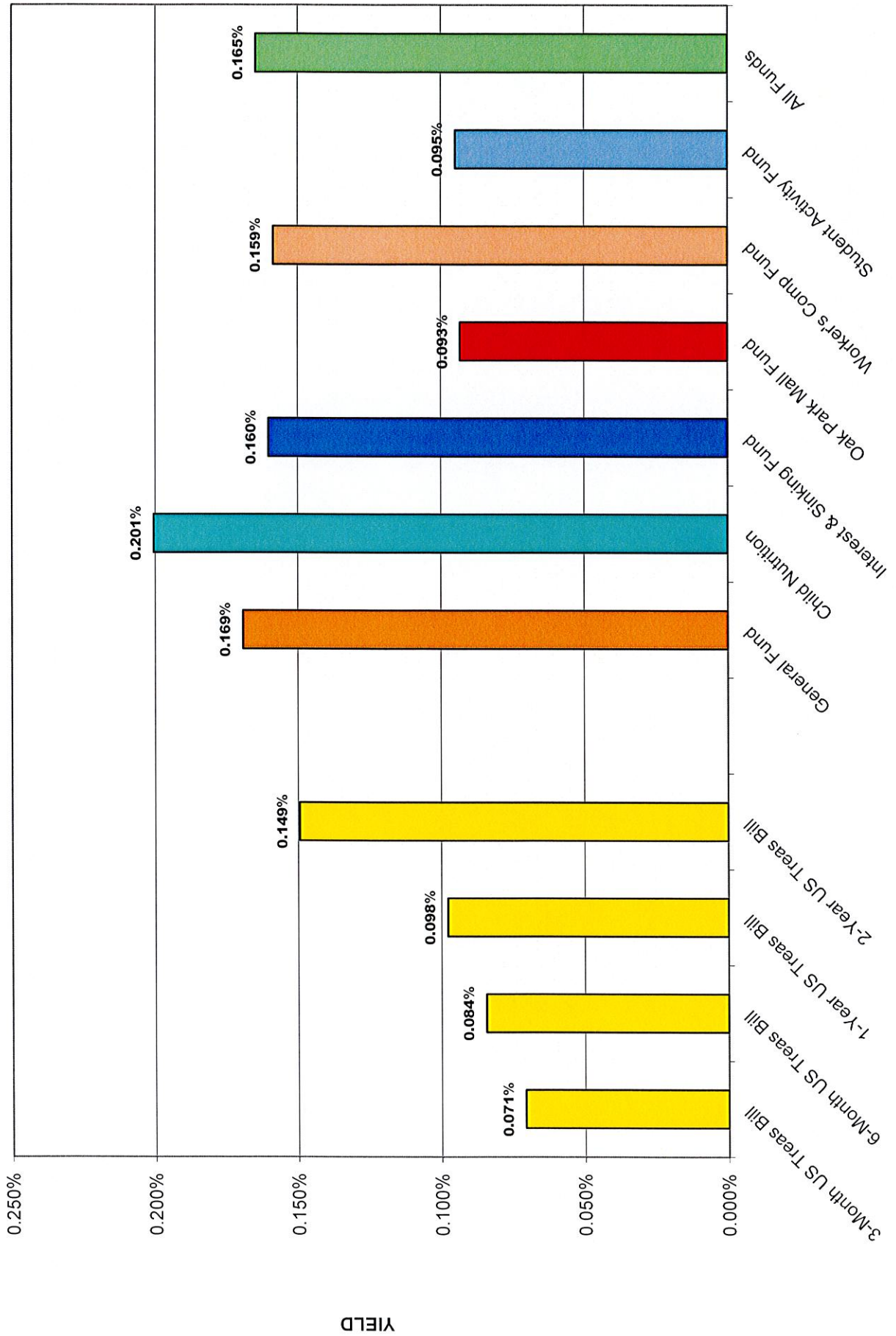
**SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
FISCAL YEAR ENDED JUNE 30, 2021**

<u>INVENTORY OF INVESTMENTS</u>	<u>Weighted Average Maturity 1.0 Day</u>	<u>Balance 6/30/2021</u>
GENERAL OPERATING FUND 199		
TexPool - Local Maintenance		812,818
Lone Star		21,035,224
Logic		423,674
MBIA		8,897,547
TOTAL GENERAL OPERATING FUND		\$ 31,169,263
Weighted Average Maturity		
 CHILD NUTRITION FUND 240		
Lone Star		\$ 1,221,480
Weighted Average Maturity		
 INTEREST & SINKING FUND 599		
TexPool		1,091,650
Lone Star		10,884,265
TOTAL INTEREST & SINKING FUND		\$ 11,975,915
Weighted Average Maturity		
 2019 SCHOOL BUILDING FUND 620		
Lone Star		\$ 41,896,468
 OAK PARK MALL ENTERPRISE FUND 711		
TexPool		\$ 307,269
 WORKER'S COMPENSATION SELF-INSURANCE FUND 753		
TexPool		805,784
Lone Star		2,699,858
TOTAL WORKERS' COMPENSATION FUND		\$ 3,505,642
Weighted Average Maturity		
 STUDENT ACTIVITY TRUST & AGENCY FUND 865		
TexPool		\$ 168,562
Weighted Average Maturity		
 GRAND TOTALS		
		\$ 90,244,599

The investments of the District are in compliance with Investment Policy and the Public Funds Investments Act.

Anthony Hillberg, Chief Financial Officer 
 Christina Garcia, General Ledger Specialist 
 Dr. Matthew Gutierrez, Superintendent 

SEGUIN INDEPENDENT SCHOOL DISTRICT
 FISCAL YEAR ENDED JUNE 30, 2021



ACTION ITEM: **Approval of District-Wide Vehicle Maintenance, Parts, And Services (RFP #: 21-01)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for Vehicle Maintenance, Parts, and Services.

RATIONALE: A Request for Proposals (RFP#: 21-01) was issued on August 7, 2020 for Vehicle Maintenance, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the one responses received, all met the RFP requirements. With approval from the Board of Trustees, the following respondent will be added to the list of approved vendors for this RFP: Hempel Oil Distributors, Inc. The list of previously approved vendors is available on the Bids page of the District [website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

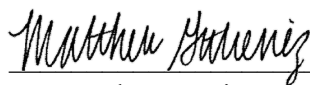
PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Nikki Elaine Bittings, Chief Student Services Officer
Jennifer Raske, Purchasing Coordinator

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



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

Date Submitted: 07/27/21

SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM

RFP #: 21-01, VEHICLE MAINTENANCE PARTS & SERVICES

BID CLOSING DATE: June 30, 2023

ISSUING DEPARTMENT(S): TRANSPORTATION AND MAINTENANCE

VENDOR	SERVICES PROVIDED	Recommended
Hampel Oil Distributors, Inc	Transmission fluid, coolant, oil	Y

Note:

The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Purchase price (if applicable)
- Quality and reputation
- Goods and/or services meet District needs

ACTION ITEM: **Approval of District-Wide Hvac Systems Maintenance, Equipment, Parts, & Services (RFP #: 21-02)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for HVAC Systems Maintenance, Equipment, Parts, & Services.

RATIONALE: A Request for Proposals (RFP#: 21-02) was issued on August 7, 2020 for HVAC Systems Maintenance, Equipment, Parts, & Services. The bid was competitively solicited in compliance with Board Policy. Of the one responses received, all met the RFP requirements. With approval from the Board of Trustees, the following respondent will be added to the list of approved vendors for this RFP: INSCO Distributing, Inc. The list of previously approved vendors is available on the Bids page of the District [website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
James Pizana, Director of Maintenance and Operations
Jennifer Raske, Purchasing Coordinator

Submitted by: _____ Date Submitted: 07/27/21
(Signature) *Matthew Gutierrez*
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM

RFP #: 21-02, HVAC

BID CLOSING DATE: June 30, 2023

ISSUING DEPARTMENT(S): MAINTENANCE

VENDOR	SERVICES PROVIDED	Recommended
INSCO Distributing, inc.	HVAC	Y

Note:

The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Purchase price (if applicable)
- Quality and reputation
- Goods and/or services meet District needs

ACTION ITEM: **Approval of District-Wide Plumbing Systems Maintenance, Equipment, Parts, And Services (RFP #: 21-03)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for Plumbing Systems Maintenance, Equipment, Parts, and Services.

RATIONALE: A Request for Proposals (RFP#: 21-03) was issued on August 7, 2020 for Plumbing Systems Maintenance, Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the two responses received, all met the RFP requirements. With approval from the Board of Trustees, the following respondents will be added to the list of approved vendors for this RFP: Texas Cutting and Coring, LP, Liquid Environmental Solutions of Tx, LLC. The list of previously approved vendors is available on the Bids page of the District [website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

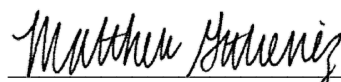
PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
James Pizana, Director of Maintenance and Operations
Jennifer Raske, Purchasing Coordinator

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


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

Date Submitted: 07/27/21

SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM

RFP #: 21-03, PLUMBING

BID CLOSING DATE: JUNE 30, 2023

ISSUING DEPARTMENT(S): MAINTENANCE

VENDOR	SERVICES PROVIDED	Recommended
Texas Cutting and Coring, LP	Concrete/plumbing services	Y
Liquid Environmental Solutions of Tx, LLC	Grease trap services	Y

Note:

The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Purchase price (if applicable)
- Quality and reputation
- Goods and/or services meet District needs

ACTION ITEM: **Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, And Services (RFP #: 21-04)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for Facilities Maintenance, Electrical Equipment, Parts, and Services.

RATIONALE: A Request for Proposals (RFP#: 21-04) was issued on August 7, 2020 for Facilities Maintenance, Electrical Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the one responses received, all met the RFP requirements. With approval from the Board of Trustees, the following respondent will be added to the list of approved vendors for this RFP: Lonestar Home Solutions. The list of previously approved vendors is available on the Bids page of the District [website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

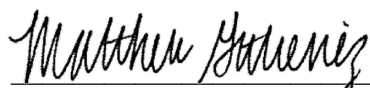
PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
James Pizana, Director of Maintenance and Operations
Jennifer Raske, Purchasing Coordinator

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


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

Date Submitted: 07/27/21

SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM

RFP #: 21-04, FACILITIES MAINTENANCE, ELECTRICAL EQUIPMENT, PARTS, AND SERVICES

BID CLOSING DATE: JUNE 30, 2023

ISSUING DEPARTMENT(S): MAINTENANCE

VENDOR	SERVICES PROVIDED	Recommended
Lone Star Home Solutions	Builder's supplies/services	Y

Note:

The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Purchase price (if applicable)
- Quality and reputation
- Goods and/or services meet District needs

ACTION ITEM: **Approval of District-Wide Special Education Services (RFP #: 21-05)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for Special Education Services.

RATIONALE: A Request for Proposals (RFP#: 21-05) was issued on August 7, 2020 for Special Education Services. The bid was competitively solicited in compliance with Board Policy. Of the two responses received, all met the RFP requirements. With approval from the Board of Trustees, the following respondents will be added to the list of approved vendors for this RFP: Thrive Learning Services, LLC, Eye Shine Educational Vision Services, LLC. The list of previously approved vendors is available on the Bids page of the District [website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

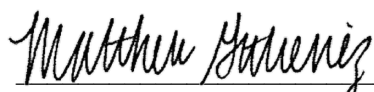
PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Halcey Dean, Director of Matador Special Services
Jennifer Raske, Purchasing Coordinator

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

 Date Submitted: 07/27/21
Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM

RFP #: 21-05, SPED SERVICES
BID CLOSING DATE: JUNE 30, 2023
ISSUING DEPARTMENT(S): SPED

VENDOR	SERVICES PROVIDED	Recommended
Thrive Learning Services, LLC	Evaluations and therapy services	Y
Eye Shine Educational Vision Services, LLC	OM evaluations/assessments	Y

Note:
The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Experience
- Goods and/or services meet District needs

ACTION ITEM: **Approval of Property, Liability, and Fleet Insurance for 2021-22**

RECOMMENDATION: That the Board of Trustees approve the renewal of property, liability, and fleet insurance coverage with the Texas Association of School Boards (TASB) with a premium of \$379,758.

RATIONALE: The cost is \$16,476 higher than 2020-2021. Coverages under the plan include the following: property, school liability, privacy & information security, auto, and ancillary (violent acts). Part of the cost reflects an option to buy down our Wind and Hail deductible from \$100,000 to \$50,000 at a cost of \$14,800.

REFERENCE and COMPLIANCE: CRB (LEGAL) and CRB (LOCAL) Insurance and Annuities Management-Liability Insurance

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds are provided in the General Operating Fund.

EXHIBITS: None

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Jennifer Raske, Purchasing Coordinator

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



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

Date Submitted: 07/27/21

INFORMATION ITEM:

Information Regarding an Interlocal Agreement with Communities in Schools for Integrated Student Support (ISS)

RECOMMENDATION:

This purchase is formalized by an Interlocal Agreement for Integrated Student Support (ISS) at a cost of \$241,062.50 for the annual payment. The total cost is an increase of \$3,562.50 over the prior year. The district has contracted with Communities in Schools (CIS) since 2017. The renewed agreement will continue the ISS services at the same served campuses of the prior year.

RATIONALE:

Communities in Schools of South Central Texas is a non-profit organization with a 24-year history of partnering with local school districts to provide integrated support services to students needing additional support to stay in school and achieve in life. The Texas Education Agency monitors the program performance of CIS.

The Interlocal Agreement, attached, is a continuation of the agreement approved by the School Board on July 25, 2017. The program will continue support services as follows: two site coordinators at Seguin High School, one site coordinator at each of the two Middle Schools, one site coordinator at Jefferson Elementary, and one site coordinator at Patlan Elementary.

REFERENCE and COMPLIANCE:

CH(LEGAL) and CH (LOCAL) Purchasing and Acquisition
EHBC (LEGAL) Special Programs Compensatory/Accelerated Services
FFB (LEGAL) Student Welfare Crisis Intervention

BUDGET IMPACT / INFORMATION:

Funds are provided by the General Operating Fund and Title Funds.

EXHIBITS:

Exhibit 1 - 2021-2022 Interlocal Service Agreement

RESOURCE PERSONNEL:

Nikki Bittings, Chief Student Services Officer
Anthony Hillberg, Chief Financial Officer, CPA, CTSBO

Submitted by:

(Signature)

(Name)

(Address)

(Telephone)



Date Submitted: 07/27/21

Dr. Matthew Gutierrez, Superintendent

1221 E. Kingsbury St., Seguin, TX 78155

(830) 401-8614



SERVICE DELIVERY AGREEMENT

This Service Delivery Agreement, by and between the Seguin Independent School District (hereinafter referred to as SISD), and Communities In Schools of South Central Texas, Inc., (hereinafter referred to as CIS), sets out to establish the relationships and responsibilities of both parties in the implementation of a CIS program on the campuses of Seguin High School, Jim Barnes Middle School, A.J. Briesemeister Middle School, Jefferson Elementary School and Patlan Elementary School. Dr. Matthew Gutierrez, Superintendent of SISD, and Christine Douglas, Chief Executive Officer of CIS, ratify and affirm the provisions, relationships and responsibilities set out herein by their execution of this Agreement.

WHEREAS it is the intent of all parties hereto to bring CIS resources onto campus settings to facilitate the academic and personal success of students who may be experiencing the effects of at-risk environments by providing the full range of CIS services to those students; and

WHEREAS it is the intent of all parties hereto to maintain a cooperative, interactive and supportive relationship among and between the parties for the benefit of students served;

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the receipt and sufficiency of which is hereby acknowledged, the parties to this Service Delivery Agreement agree to the following:

A. All parties hereto mutually agree as follows:

1. The term of this Service Delivery Agreement shall be from August 1, 2021 through July 31, 2022, and, upon annual evaluation and recommendation by both parties, extended for one additional calendar year beginning the first day of August, 2022. This Service Delivery Agreement may also be canceled by either party for any reason thirty days after written notification is provided to the other party. The decision to continue or terminate this Service Delivery Agreement will be made on or before June 15, of each year of this contract.
2. CIS will follow national, state and local CIS policies and ethical standards for service provision under applicable State and local laws and will, in cases where written SISD or campus policies concerning service delivery are more restrictive than CIS policies, follow the written SISD or campus policy concerning student service delivery, except as otherwise herein noted or mutually agreed in writing.

3. CIS maintains and retains case management files on all assigned SISD students. These files contain all relevant data requisite to the case and to program criteria. National and State CIS requirements will be addressed. Case management files and/or information contained within such files will be exchanged among SISD and CIS professional staff on an "as needed" basis.
4. The CIS Site Coordinator, the direct supervisor, and the SISD school Principal shall proceed in a joint collaboration to ensure the successful operation of the CIS program. Communication among these entities will be ongoing, including scheduled meetings to address case management and other programmatic issues.
5. The Communities In Schools Site Coordinator, in consultation with the Principal at each SISD-CIS campus site, will develop a Student Support Plan for each school year, which will be referenced in the campus improvement plan for each respective SISD campus site. The CIS Student Support Plan will provide all parties with an outline of activities to be undertaken by CIS during the school year and will be based on the school-wide goals and needs of students and families.

B. CIS agrees to undertake the following:

1. CIS will provide two full time staff persons (campus Site Coordinator) and resources to Seguin High School, and one to each of the other mutually agreed upon SISD campus site, for the benefit of students. CIS staff members and any volunteers or part time staff of CIS will constitute a multi-disciplinary team in the provision of all CIS services. All staff will have the qualifications and training necessary to provide the services of the Communities In Schools program. State regulations regarding fingerprint criminal background checks will be followed.
2. CIS, under its Total Quality Standards and this Agreement, will provide to identified students a program of services which includes: a) Counseling and Supportive Guidance; b) Academic Enhancement Activities; c) Parental and Family Involvement Activities; d) Health Education and Social Service Referrals; e) Career Awareness Activities and College Engagement activities; and f) Educational Enrichment Opportunities. CIS staff should not be engaged in other duties (administrative, clerical, or otherwise) that would normally be assigned to SISD employees, without the approval of the CIS Chief Executive Officer. Site Coordinators will provide services to all the students in the school campus and will work intensively to provide direct services to between 75 and 150 students each.

The CIS model relies heavily upon a two-tiered approach: (i) *school-wide prevention services*, which are coordinated with campus administration to provide education and

tools to prepare youth and families to make healthy and informed decisions; and (ii) *early intervention services*, which consist of a thorough assessment of student behavior, attendance, and academic needs and strengths. The assessment can identify possible abuse, drug and alcohol use, family crisis, or mental health concerns. CIS staff members consult with school staff, parents, and school administration to identify youth that will benefit from additional support and engage those students in an individualized service plan. Occasional re-evaluation and re-assessment is conducted to monitor progress. The CIS framework does not rely solely on the skills of the Site Coordinator, but on accessing community resources that specialize in areas of grief and loss counseling, substance abuse, mental health assessment and services, and basic needs. CIS has working relationships with numerous community agencies and programs that collaborate to provide student and family support through schools.

3. All CIS Site Coordinators will be hired by CIS with the concurrence of the Campus Principal. All CIS personnel assigned to SISD campus sites remain employees of CIS and will receive direct supervision from their direct supervisor who is responsible for their performance and demeanor. Input from the Principal of the school campus will be obtained for the Site Coordinator's annual performance evaluation. Any questions or concerns regarding the performance of any CIS Site Coordinator should be directed as soon as possible to the Chief Program Officer or to the Supervisor assigned to the Site Coordinator.

All CIS personnel are subject to the rules, regulations and policies of the school site to which they are assigned, within the guidelines of applicable laws and licensing regulations. All grievances and disciplinary actions involving CIS employees will be processed in accordance with policies set forth in the CIS Board approved Personnel Policy manual. Performance evaluations of CIS staff will be completed by the CIS direct supervisor assigned and will include input from end of year evaluations completed by teachers, administrative school staff, and the Principal of the school site. Professional Liability insurance will be provided by CIS for each of its staff.

Salaries and benefits of all CIS personnel will be paid by Communities In Schools. All CIS personnel will work the days and hours expected of the school calendar for the district where they are assigned. Time and leave records will be maintained by the CIS Administrative office. CIS staff will be required to attend staff meetings of CIS away from their campus, once a month. Attendance at conferences and/or ongoing training will also be required but is not expected to exceed more than 6 days per year.

4. CIS will provide management, administrative, logistical and technical support to each campus as needed, to ensure the success of service delivery initiatives. The CIS Chief Program Officer, under the direction of the CIS Chief Executive Officer and the Board of Directors is responsible for oversight of CIS project activities.

CIS will provide office supplies, student supplies, printers, resources to be used with students, emergency student needs as available, and other needs to be used by CIS staff in the provision of CIS services on the campus.

5. CIS will confer with the school Principal and to appropriate legal authorities (as appropriate), situations presented to its staff which involve the following issues: a) Violation of SISD's Student Code of Conduct; b) Suicide threats; c) Violent behavior; d) Child abuse; e) Sexual abuse or harassment. CIS will assist in the resolution of any such case as requested to do so by the Principal. CIS will notify the appropriate SISD Counselor of any student with suicidal ideation to coordinate services and follow district policies.
6. CIS agrees to provide SISD with a copy of CIS's annual independent audit within one month following receipt of the audit report. The CIS Chief Executive Officer will be available to present two progress reports annually to the SISD Board of Trustees, as requested by the Superintendent.
7. CIS will provide SISD with service delivery data and performance outcomes, in October of each year, for the previous year, in a timely manner, following compilation of such data and ratification by the Texas Education Agency.
8. CIS agrees to reserve a position on the CIS Board of Directors for the Superintendent of SISD or her designee. The CIS Board of Directors meets every month on the third Tuesday of the month at 7:30 am. Every school district is encouraged to designate a liaison to attend board meetings to enhance communication and understanding of both parties.

C. SISD agrees to undertake the following:

1. SISD agrees to provide on each CIS-served school campus, office space for the Site Coordinator(s) which is appropriate for the provision of services to individual students and small groups of students and which allows for confidentiality. Phone service (including the phone instrument), a desktop computer with access to school district email accounts and to software that contains student information including grades, testing scores, etc., access to secure internet and access to copy machines are also needed to facilitate the efficient delivery of services.

2. SISD agrees to pay CIS the following amounts for Site Coordinators at the following campuses:

Seguin High School	\$43,137.50
Seguin High School Second Site Coordinator	\$25,375.00
A.J. Briesemeister Middle School	\$43,137.50
Jim Barnes Middle School	\$43,137.50
Jefferson Elementary School	\$43,137.50
Patlan Elementary School	\$43,137.50

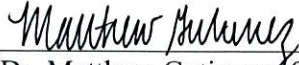
The total amount of this payment for services rendered is \$241,062.50 which may be paid to CIS in one payment of \$241,062.50 on September 1, 2021 or in two payments of \$120,531.25 each on September 1, 2021 and March 1, 2022. Should this agreement be terminated during the specified time period according to agreed-upon terms listed under A-1, Page 1, CIS agrees to reimburse the remaining balance within one week of the termination date.

3. SISD agrees that the CIS campus Site Coordinator will be included as a part of the school administrative team in the provision of services to students. CIS Site Coordinators will not be asked to act as substitute teachers on the school campus.
4. In accordance with established policies of SISD and the Texas Education Agency, CIS professional staff will have access to relevant student data which may impact or demonstrate the effectiveness of CIS service delivery. Such information will remain confidential for all purposes.
5. SISD will include CIS as one of the resources in its District Improvement Plan and as agreed upon by the CIS Chief Executive Officer, as required by the Texas Education Agency.
6. SISD will inform the CIS Chief Executive Officer and Site Coordinators of all policy changes or developments which may affect the provisions of this Agreement and/or the effectiveness of CIS service delivery.
7. In accordance with established policies of Seguin ISD, the Texas Education Agency, and the Texas Education Code § 33.154(a)(7)(B), Seguin ISD will provide to CIS and its professional staff necessary student information and data for each student whose parent or legal guardian has authorized in writing that educational records be shared with CIS. Such information and data may include records regarding a student's academic achievement, promotion, attendance, disciplinary referrals, free/reduced price lunch status, or health-related information, in accordance with the written authorization obtained from the student's parent or legal guardian. Such information will remain confidential for all purposes.

This Service Delivery Agreement constitutes the full and total understanding and agreement of said parties, and any modifications, amendments or alteration hereof must be agreed in writing by all parties hereto.

This Agreement is and will be governed by the laws of the State of Texas.

IN WITNESS WHEREOF this Agreement is signed this 13th day of July, 2021.



Dr. Matthew Gutierrez, Superintendent
Seguin Independent School District



Christine Douglas, Chief Executive Officer
Communities In Schools of South Central Texas,
Inc.

INFORMATION ITEM: **Seguin ISD Continuation of the Head Start Program**

RECOMMENDATION: That the Board of Trustees receive information regarding the continuation of the Head Start Program.

RATIONALE: The Head Start Program is funded by federal grant in partnership with a federally awarded service provider. The awarded service provider for Guadalupe county Head Start Program is Community Council of South Central Texas (CCSCT). 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 CCSCT 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 \$130,932.64, must be used to fund a percentage of all salary and stipend costs for SISD staff assigned to a maximum of 110 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.

REFERENCE and COMPLIANCE: CBB (LEGAL) - State and Federal Revenue Sources

BUDGET IMPACT / INFORMATION: Funds are provided by the Grant Award and General Operating Fund.

EXHIBITS: None

RESOURCE PERSONNEL: Mark Cantu, Chief Innovation Officer
Anthony Hillberg, Chief Financial Officer, CPA, CTSBO

Submitted by:  Date Submitted: 07/27/21
 (Signature) _____
 (Name) Dr. Matthew Gutierrez, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614

INFORMATION ITEM: **Information Regarding the Purchase of Interior and Exterior Painting Services for Weinert Elementary from Azteca Designs, Inc. Through the BuyBoard Purchasing Cooperative**

RECOMMENDATION: This purchase is through the BuyBoard Purchasing Cooperative reference #: 577-18 from Azteca Designs, Inc. for an \$172,120.00.

RATIONALE: Quotes were obtained for painting services from multiple vendors. Price, quality of services, and reputation made Azteca Designs' proposal the best value for this project.

Purchasing cooperatives are an important and helpful tool to Texas School Districts because they:

- Facilitate compliance with state purchasing requirements
- Identify qualified vendors of commodities, goods, and services
- Benefit from a competitive market place to maximize savings

Seguin ISD participates in several purchasing cooperatives. A purchasing cooperative is an administrative agency created in accordance with various state statutes.

The cooperative is governed by a board of trustees that represent members from schools, cities, and counties. The board's primary function is to govern the cooperative and award all the contracts directly with no delegation of authority to staff. Because all contracts are advertised and solicited directly by the cooperative, no lead agency is involved. All catalogs and items available for purchase on the cooperative are competitively procured and awarded by the cooperative's board of trustees.


REFERENCE and COMPLIANCE: CH(LEGAL) and CH (LOCAL) Purchasing and Acquisition

BUDGET IMPACT / INFORMATION: Funds are provided by the General Operating Fund.

EXHIBITS: None

RESOURCE PERSONNEL: James Pizana, Director of Maintenance and Operations
Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Jennifer Raske, Purchasing Coordinator

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



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

Date Submitted: 07/27/21

INFORMATION ITEM: **Personnel Information - Professional Employees**

RECOMMENDATION: The Board of Trustees recognizes and acknowledges the new professional hires for the 2021 – 2022 school year and the resignations listed below.

**FOR BOARD'S
ACKNOWLEDGMENT
ELECTIONS:
TEACHERS:**

Name	Campus	Effective
Anderson, Lisa	Jefferson Elementary	8/9/2021
Asmus, Maren	McQueeney Elementary	8/9/2021
Avalos, Erika	McQueeney Elementary	8/9/2021
Bone, Lannette	Barnes Middle School	8/9/2021
Bramlett, Zachary	AJB Middle School	8/9/2021
Cantu, Cynthia	Weinert Elementary	8/9/2021
Cardenas, Jacquelyn	Jefferson Elementary	8/9/2021
Carter, David	McQueeney Elementary	8/9/2021
Coleman, Jamie	Seguin High School	8/9/2021
Copeland, Sheila	Jefferson Elementary	8/9/2021
Cosby, Devin	Barnes Middle School	8/5/2021
Creedle Reynolds, Callier	Seguin High School	8/5/2021
Currie, Taylor	Patlan Elementary	8/9/2021
Dace, Trishia	Jefferson Elementary	8/9/2021
Fletcher, Madison	AJB Middle School	8/9/2021
Friesenhahn, Tammy	AJB Middle School	8/9/2021
Galen, Christianna	Barnes Middle School	8/9/2021
Garcia, Heather	Jefferson Elementary	8/9/2021
Gonzales, Johanna	Koennecke Elementary	8/9/2021
Greene, Alexis	Seguin High School	8/9/2021

Guadarrama, Angel	Seguin High School	8/9/2021
Guerrero, Carolina	Koennecke Elementary	8/9/2021
Guinto, Amalia	Barnes Middle School	8/9/2021
Gutierrez, Leticia	Koennecke Elementary	8/9/2021
Hettinger, Jeffrey	Seguin High School	8/9/2021
Ince, Shanda	ABJ Middle School	8/9/2021
Intessimone, Susan	Barnes Middle School	8/9/2021
Johnson, Donald	DAEP	7/26/2021
Jones, Deja	Ball Early Childhood	8/9/2021
Kelley, Ashley	Patlan Elementary	8/9/2021
Kober, Kathryn	LLS	7/28/2021
Long, Haley	AJB Middle School	8/9/2021
Lopez, Emilio	Seguin High School	8/9/2021
Luckey, Tracee	Barnes Middle School	8/9/2021
McDonald, William	Seguin High School	8/2/2021
McGrath, Tiffany	Jefferson Elementary	8/9/2021
Mendoza, Daniel	Weinert Elementary	8/9/2021
Morris, Lynze	Vogel Elementary	8/9/2021
Mueller, Chelsea	Jefferson Elementary	8/9/2021
Noethen, Sarah	Vogel Elementary	8/9/2021
Polasek, Tiffany	Seguin High School	8/9/2021
Ray, Shelly	Barnes Middle School	8/9/2021
Rice, Ashley	Seguin High School	8/9/2021
Romero, Meredith	Barnes Middle School	8/9/2021
Sanchez Rodriguez, Flor	Rodriguez Elementary	8/9/2021
Sandoval, Victor	AJB Middle School	8/9/2021
Shepard, Samantha	Barnes Middle School	8/9/2021
Sherrill, Kaylyn	Patlan Elementary	8/9/2021
Singletary, Amanda	Jefferson Elementary	8/9/2021
Smith, Melissa	Seguin High School	8/9/2021
Soler, Mariam	Seguin High School	8/9/2021
Stai, Samantha	McQueeney Elementary	8/9/2021

Stanley, Daphney	Weinert Elementary	8/9/2021
Stringer, Brandi	Jefferson Elementary	8/9/2021
Tambunga, Victoria	AJB Middle School	8/9/2021
Tamez, Blanca	Barnes Middle School	8/9/2021
Thompson, Nicole	Seguin High School	8/9/2021
Thorn-Leeson, Patricia	Barnes Middle School	8/9/2021
Tomlinson, Shaeleigh	Seguin High School	8/9/2021
Torres, Lydia	LLS	7/26/2021
Torrez, Paulina	Koennecke Elementary	8/9/2021
Trim, Donnie	AJB Middle School	8/9/2021
Valentine, Matilda	Patlan Elementary	8/9/2021
Wade, Shara	Ball Early Childhood	7/26/2021
Walker, Janiece	AJB Middle School	8/9/2021
Webb, Tanya	Weinert elementary	7/26/2021
Williams, Amber	McQueeney Elementary	8/9/2021

**BOARD'S
ACKNOWLEDGEMENT
RESIGNATIONS:**

Austin, Natalie, Seguin High School, effective 7/20/2021

Ms. Austin, Counselor, has resigned due to personal reasons.
Ms. Austin has 7 years with Seguin ISD.

Bello, Ernesto, Seguin, High School, effective 6/29/2021

Mr. Bello, Spanish Teacher, has resigned to move closer to home.
Mr. Bello has 2 years with Seguin ISD.

Bushman, Crystal, Jefferson Elementary, effective 6/28/2021

Ms. Bushman, 3rd Grade Teacher, has resigned due to personal reasons.
Ms. Bushman has 1 year with Seguin ISD.

Byerly, Adam, Barnes Middle School, effective 6/28/2021

Mr. Byerly, ELA Teacher, has resigned to accept a position closer to home.
Mr. Byerly has 1 year with Seguin ISD.

Carrasco, Amanda, Rodriguez Elementary, effective 6/16/2021

Ms. Carrasco, 1st Grade Bilingual Teacher, has resigned to accept a position with North East ISD.
Ms. Carrasco has 3 years with Seguin ISD.

Cowey, Michelle, Jefferson Elementary, effective 6/11/2021

Ms. Cowey, 5th Grade Teacher, has resigned to accept a position with another school district.
Ms. Cowey has 9 years with Seguin ISD

Fields, Jordan, Barnes Middle School, effective 6/16/2021

Ms. Fields, Science Teacher, has resigned due to personal reasons.
Ms. Fields has 3 years with Seguin ISD.

Flournoy, Sarah, Seguin High School, Effective 7/1/2021

Ms. Flournoy, ELA Teacher, has resigned due to personal reasons.
Ms. Flournoy has 3 years with Seguin ISD.

Fontanella, Veronica, Seguin High School, effective 6/29/2021

Ms. Fontanella, World History Teacher, has resigned to accept a position with Northside ISD.
Ms. Fontanella has 1 year with Seguin ISD.

Guzman Pedroza, Gloria, Seguin High School, effective 6/23/2021

Ms. Guzman Pedroza, Spanish Teacher, has resigned to accept a position with another district.
Ms. Guzman Pedroza has 2 years with Seguin ISD.

Herrera, Rudy, DAEP, effective 6/11/2021

Mr. Herrera, Counselor, has resigned due to personal reasons.
Mr. Herrera has 34 years with Seguin ISD.

Hill, Hertha, Jefferson Elementary, effective 6/11/2021

Ms. Hill, Librarian, has resigned and elected to retire.
Ms. Hill has 29 years with Seguin ISD.

Johnson, Trevor, Barnes Middle School, effective 6/23/2021

Mr. Johnson, PE Teacher/Coach, has resigned due to personal reasons.
Mr. Johnson has 2 years with Seguin ISD.

Key Jennifer, AJB Middle School, effective 7/1/2021

Ms. Key, ELAR Teacher, has resigned to accept a position with a another school district.
Ms. Key has 1 year with Seguin ISD.

Lawler, Ginnesica, Seguin High School, effective 6/14/2021

Ms. Lawler, English Teacher/Coach, has resigned due to personal reasons.
Ms. Lawler has 3 years with Seguin ISD.

Mathis, Jordan, Seguin High School, effective 6/15/2021

Mr. Mathis, Special Education Teacher/Coach, has resigned to accept a position with Glen Rose ISD.
Mr. Mathis has 2 years with Seguin ISD.

Morse, Holly, Jefferson Elementary, effective 6/28/2021

Ms. Morse, 4th Grade Teacher, has resigned to accept a position with another school district.
Ms. Morse has 3 years with Seguin ISD.

Olson, Rosemary, Vogel Elementary, effective 6/28/2021

Ms. Olson, 2nd Grade Teacher, has resigned to move closer to home.
Ms. Olson has 1 year with Seguin ISD.

Orozco, Juan, Technology Dept., effective July/30/2021

Mr. Orozoc, Director of Digital Learning, has resigned to accept another position.
Mr. Orozoc has 1 year with Seguin ISD>

Owens, Cody, Seguin High School, effective 6/24/2021

Mr. Owens, Agriculture Science Teacher, has resigned to accept a position with Marion ISD.

Mr. Owens has 1 year with Seguin ISD.

Park, Jihee, Seguin High School, effective July 1, 2021

Ms. Park, Art Teacher, has resigned to move closer to home.

Ms. Park has 7 years with Seguin ISD.

Rodriguez, Mark, MBLC, effective 6/24/2021

Mr. Rodriguez, PE Teacher/Coach, has resigned to accept a position with Comal ISD.

Mr. Rodriguez has 4 years with Seguin ISD.

Saenz, Michelle, Ball Early Childhood, effective 7/17/2021

Ms. Saenz, Counselor, has resigned to move closer to home.

Ms. Saenz has 8 years with Seguin ISD.

Taylor, Gordon, Seguin High School, effective 6/29/2021

Mr. Taylor, Social Studies Teacher/Coach, has resigned to accept a position with Adkins High School.

Mr. Taylor has 9 years with Seguin ISD.

Travis, Brittany, Patlan Elementary, effective 6/21/2021

Ms. Travis, KG Teacher, has resigned to accept a position with Floresville ISD.

Ms. Travis has 3 years with Seguin ISD.

Vera, Graciela, AJB Middle School, effective 6/11/2021

Ms. Vera, Spanish Teacher, has resigned to accept a position with another school district.

Ms. Vera has 2 years with Seguin ISD.

Wells, David, McQuenney Elementary, 6/17/2021

Mr. Wells, KG Teacher, has resigned to accept a position with another school district.

Mr. Wells has 6 years with Seguin 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 follow up communication with the employee.

EXHIBITS:

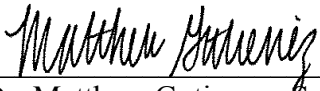
Information Sheet

RESOURCE

PERSONNEL:

Cynthia Moreno, Chief Human Resource Officer

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


Date Submitted: 07/27/21
Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Seguin ISD PIA requests received from June 3-July 13, 2021

<u>Date</u>	<u>Requester</u>	<u>Requested documents</u>	<u>Status</u>	<u>Action</u>
06/11/21 069	Ryan Zwicke, Koehler Co.	Bid documents for the Weinert painting project.	Completed 06/17/21	Document provided
06/18/21 070	Richard Garza	Names and email addresses of several employee groups	Completed 06/21/21	Document provided
06/30/21 071	Jason Hergenreder, Lincoln Investment	Employee name, location, title and email	In progress	

ACTION ITEM: **Review of the 2020-2021 Optional Flexible School Day Program and approval of the 2021-2022 application for Seguin High School and Mercer Blumberg Learning Center at Saegert**

RECOMMENDATION: That the Board of Trustees review the 2020-2021 Optional Flexible School Day Program and approval of the 2021-2022 application for Seguin High School and Mercer Blumberg Learning Center at Saegert.

RATIONALE: The Optional Flexible School Day Program (OFSDP) allows SISD to provide flexible hours and days of attendance for students who meet at least one of the requirements of the Texas Education Code §29.0822(a). The goal of the program is to improve graduation rates for students who are in danger of dropping out of school, have poor attendance patterns, are returning dropouts, or are behind in credits.

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


PAPERWORK IMPACT: TEA Application; Daily attendance accounting procedures; 2020-2021 Program Overview

BUDGET IMPACT/ INFORMATION: Will increase average daily attendance and overall graduation rates

EXHIBITS: Optional Flexible School Day (OFSD) Presentation and Application

RESOURCE PERSONNEL: Dr. Hector Esquivel, Seguin High School Principal
Mr. Mark Cantú, Chief Innovation Officer

Submitted by: Matthew Gutierrez Date Submitted: 07/27/21
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614



**2020-2021 OPTIONAL FLEXIBLE SCHOOL
DAY PROGRAM (OFSD) REPORT**

**Seguin High School
Mercer-Blumberg Learning Center**

July 27, 2021

SISD Board Room

OPTIONAL FLEXIBLE SCHOOL DAY

What is Optional Flexible School Day?

- The OFSDP is a program that Seguin ISD may offer to provide flexible hours and days of attendance for students in grades 9-12 at Seguin High School and MBLC who meet one of the following criteria:
- The student has dropped out of school or is at risk of dropping out.
- The student participates in an approved Early College High School plan.
- The student attends a campus implementing an innovative redesign under a plan approved by the commissioner of education.
- The student will be denied credit for one or more classes in which the student has been enrolled as a result of attendance requirements under the Texas Education Code, §25.092.

Optional Flexible School Day

Program Description

- **The goal of the program is to improve graduation rates for students who are in danger of dropping out of school or have dropped out or who are behind in core subject courses.**
- **Students participating in an OFSDP may attend on a fixed or flexible schedule that does not meet the traditional attendance requirement. Typical OFSDP instructional arrangements include the following:**
 - **Weekend or night classes**
 - **Extended day classes**
 - **Classes offered throughout the year**
 - **Flexible schedules**
 - **Credit recovery classes**



Optional Flexible School Day

Typical Optional Flexible School Day Students

- One of the goals of this program is to target students who are unable to attend school in a traditional setting, for example:
- Students who must seek employment to support their families,
- Students who must provide child care during traditional school hours,
- Students who have a documented history (eg. Medical/Behavioral) of being unable to succeed in a full day or large school setting.
- Students who have dropped out and wish to return to school in a nontraditional setting.

OPTIONAL FLEXIBLE SCHOOL DAY 2020-2021 Program Overview



**834 Total Credits Earned by
Students in Flexible School Day
Program (+358 from 2019-2020)**



**84 Students Graduated from
the OFSD Program Class of
2021 (+20 from 2019-2020)**

OPTIONAL FLEXIBLE SCHOOL DAY
PROGRAM (OFSDP)

**85 Students Enrolled in
2019-2020**

OPTIONAL FLEXIBLE SCHOOL DAY

Optional Flexible School Day Requirements

- To participate in the OFSDP, Seguin ISD must submit an annual application notifying the Texas Education Agency (TEA) that it plans to participate. The application requires the following information:
 - Implementation plan description,
 - Staff plans,
 - Schedules, and
 - Student attendance accounting security procedures and documentation.
- The TEA will notify each applicant of its approval status to operate an OFSDP.

LOCAL REQUIREMENTS TO ENROLL IN OFSD

Student petitions to enroll in FSD by meeting with a school counselor to determine academic, social, or economic need.

• Student

• **Receives OFDS Application**

Parents and student meet with the OFSD Admissions Committee to determine placement status in OFSD.

• **Student Enrolls in OFSD on Day 1 of Next Grading Period**

FSD SUCCESS 2020-2021

NUMBERS
talk

85

STUDENTS
ENROLLED

+

834

CREDITS
EARNED

=

84

2020
GRADUATES

QUESTIONS



Thank You

Texas Education Agency



APPLICATION

Updated May 2021

Optional Flexible School Day Program (OFSDP)

_____ School Year

ELIGIBLE APPLICANTS: The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

Definition of Program Provisions

Eligible Students

A student is eligible to participate in an optional flexible school day program (OFSDP) authorized under the Texas Education Code [\(TEC\) §29.0822](#), if:

1. the student meets one of the following conditions:
 - the student is at risk of dropping out of school, as defined by the [TEC, §29.081](#); or
 - the student is attending a campus implementing an approved innovative campus plan; or
 - the student is attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#); or
 - the student is attending a campus with an approved early college high school program designation as defined by the [TEC, §29.908](#); or
 - the student, as a result of attendance requirements under the [TEC, §25.092](#), will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student's participation
 - by the student, if the student is over 18 years of age; or
 - by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

Assessment

The student must take the required state assessments specified under the [TEC, §39.023](#), during the regularly scheduled assessment calendar.

Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the [TEC, §29.0822](#), may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

Board Approval

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. Board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see Appendix Two).

Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess progress of students participating in the program.

Provisions of Agreement

Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the “TEA,” and

(Legal Name of School District or Open-Enrollment Charter School)

located at

(Physical Address)

hereinafter referred to as “district.”

Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix 5**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

Article III – Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

Article IV – Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess progress of students participating in the program.

Article V – General and Special Provisions to the Agreement

Attached hereto and made a part hereof by reference is each of the provisions indicated below with an “X” beside it:

- Appendix One, Assurances
- Appendix Two, Board Approval
- Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)
- Appendix Four, Contact Sheet
- Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

Article VI – Application Process

- For questions or assistance regarding this application, email opflex@tea.texas.gov or call 512-463-9294.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix 5 should be at least thirty (30) days after the application is submitted.
- Applications submitted by July 15th should be approved by August 15th.
- Email the complete application and attachments to: opflex@tea.texas.gov.
- Email subject line should indicate: OFSDP Application - District Name, County District Number

Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name _____ Authorized Signature _____
Typed Title _____

Appendix One Assurances

The definition of terms of the application applies to this Appendix One, Assurances. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX ONE. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
 - the student is at risk of dropping out of school, as defined by the [TEC, §29.081](#); or
 - the student is attending a campus implementing an approved innovative campus plan; or
 - the student is attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#); or
 - the student is attending a campus with an approved early college high school program designation as defined by the [TEC, §29.908](#); or
 - the student, as a result of attendance requirements under the [TEC, §25.092](#), will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student’s participation
 - by the student, if the student is over 18 years of age; or
 - by the student and the student’s parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;
2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;
4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;
5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);
6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance including filing truancy charges, if appropriate;
7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the [Student Attendance Accounting Handbook](#).

8. to comply with all reporting requirements established by the TEA;
9. not to discriminate based on disability, race, color, national origin, religion, or sex; and
10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Name, Title, and Telephone Number of School Board President

Signature of SchoolBoard President

Date

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Two
Board Approval

The definition of terms of the application applies to this Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX ONE. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.
2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: _____

Day: _____

Year: _____

Time: _____

Location: _____

AGREED and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Name, Title, and Telephone Number of School Board President

Signature of School Board President

Date

Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Signature of Person Authorized to Bind the District or Charter School

Date

Appendix Three Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to this Appendix Three, Attendance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

PAGE LIMIT: SUBMIT A SEPARATE PDF TO CONCISELY PROVIDE THE INFORMATION BELOW, LABELED WITH THE CORRESPONDING NUMBER, FOR APPENDIX THREE. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

1. Indicate the expected start date of the district’s OFSDP.
2. Indicate the estimated number of OFSDP students that will be served per teacher.
3. **If** the OFSDP program will offer special education, career and technology education, pregnancy related services or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).
4. OFSDP requires a teacher of record to record the actual number of students’ instructional minutes on any given day. Explain the following:
 - a. How the classroom teacher will verify the number of instructional minutes a student receives each day.
 - b. How the district will make sure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.
 - c. How the district will ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. It is recommended that the district apply the following formula to determine the maximum OFSDP minutes a student is eligible = (Calendar School Days - Traditional Days Present x 240).
 - d. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).
 - e. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.

NOTE: absences and days present do not exist in the OFSDP

5. **If** students are attending a community-based dropout recovery education program offered online as defined by TEC, §29.081 (e-2), must include the following:
 - a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
 - b. Describe the individual learning plan or process used to monitor each student’s progress.
 - c. Indicate how students will be served by an academic coach and local advocate.
 - d. Indicate the date of the month that monthly student progress reports will be provided to the student’s school district.
 - e. Describe the educational software utilized and explain how the software will track and certify the number of instructional minutes each student receives each day.

Appendix Four Contact(s) Sheet

The definition of terms of the application applies to this Appendix Four, Contact Sheet. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement:

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX FOUR, CONTACT SHEET. ALL INFORMATION REQUESTED MUST BE INCLUDED WITH THIS FORM.

District Contact(s) for the Application

Contact Name:	
District Superintendent or Charter School Chief Operations Officer:	
Mailing Address:	
City, State, Zip Code:	
Telephone Number:	
Alternate Telephone Number:	
Fax Number:	
Email Address:	

Contact Name:	
Email Address:	

Contact Name:	
Email Address:	

Contact Name:	
Email Address:	

NOTE: Most of the contact for the approved OFSDP is done via email. A valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.

Appendix Five
Participating Campuses, Student Eligibility, and Period of Agreement

The definition of terms of the application applies to this Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement:

PAGE LIMIT: SUBMIT NO ADDITIONAL PAGES FOR APPENDIX FIVE, PARTICIPATING CAMPUSES, STUDENT ELEGIBILITY, AND PERIOD OF AGREEMENT. ALL INFORMATION REQUESTED MUST BE INCLUDED ON THIS TEMPLATE AND SUBMITTED IN A SEPARATE EXCEL FILE.

Download and complete Appendix 5, which can be found on the [OFSDP webpage](#) under the *Applications and Templates* section.

Once completed, email the following to OPFLEX@tea.texas.gov:

1. The application (in PDF file format)
2. Appendix Three (in PDF file format)
3. Appendix Five (in MS Excel file format)

APPENDIX Three

Attendance and Compliance Procedures of Proposed Program

The goal of the Optional Flexible School Day Program (OFSDP) is to target 75 students who have been identified as unsuccessful in a traditional high school setting. This may include students who must seek employment to support their families, seek childcare during traditional school hours, or who have dropped out of school and wish to complete their education in a nontraditional setting. The OFSDP will expand opportunities for students with special circumstances in grades 9-12 to have a more accommodating schedule based on their demonstrated need.

Teachers in OFSDP will provide instruction through APEX Learning and are certified to teach in the state of Texas. The teaching staff will consist of four teachers who are identified as highly qualified to teach their assigned courses. Department leads will also be assigned to assist in monitoring the program, one will hold a Special Education Certification and facilitate individualized educational services. Another department lead will hold an English as a Second Language (ESL) Endorsement to facilitate sheltered instruction as needed by students. Students may participate in the Career and Technical Education Program with prior approval from the Principal and CTE Director. Administrators and Counselors working in the OFSDP will also be certified by the state of Texas and qualified to operate as administrators and counselors and offer additional support and guidance. Wrap around student support services will be administered through Communities in Schools.

Application, eligibility, and consent will be included in the student's permanent records cumulative folder. Attendance records will be maintained through PEIMS and the assigned program coordinators at both Seguin High School and MBLC. Attendance will be taken daily by the teacher and verified on a weekly basis. Attendance records will be kept by the teachers and documented on a spreadsheet for monitoring purposes. The teacher will verify and submit student attendance sheets to the attendance office weekly. All student records will be kept in a secured location at both Seguin High School and MBLC.

A process will be implemented to maintain records of student enrollment, eligibility, consent, and attendance to verify the number of a students' instructional minutes. Students not meeting the required 45 minutes of daily instruction will be recorded on the daily and weekly attendance records. If a student continuously does not meet the daily required minutes, he or she will be referred to the OFSD Administrator for a conference. If a student is chronically absent, district truancy services will be implemented to recover instructional time for students.

Regarding item 3c in Appendix 3, Seguin ISD will utilize the recommended formula (180- Traditional Days Present x 240) to determine the maximum number of eligible OFSDP minutes. As an additional safeguard, our student information system, TEAMS, will not allow for a student to be dual coded within the system.

Seguin ISD will create and deliver an attendance training session in order to ensure that attendance practices comply with Section 2.2.3 and 1.1.6 of the Student Attendance Accounting Handbook.

Campuses and district audits will be held to ensure that Student Detail Audit reports for the OFSDP track are reviewed and certified each six weeks.

TEC 29.081 (e-1)(3) requires that a campus-based dropout recovery education program must provide at least one instructor for each 28 students. Considering the preceding statement, classes will be capped at a maximum ratio of no more than 28:1.

ACTION ITEM:

Adopt the Resolution for the Assignment of Fund Balance

RECOMMENDATION:

That the Board of Trustees adopt the Resolution for the Assignment of Fund Balance as presented.

RATIONALE:

School districts have the authority to assign General Operating Fund balance for specific purposes. In order to make changes within fund balance classifications, the School Board must adopt those changes by resolution. Districts use this practice to plan for large one-time purchases and to prepare for upcoming projects or initiatives.

REFERENCE and COMPLIANCE:

CE (LEGAL) and CE (LOCAL) Annual Operating Budget

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

Funding provided by assigning unassigned fund balance.

EXHIBITS:

Resolution

RESOURCE PERSONNEL:

Anthony Hillberg, Chief Financial Officer, CPA, CTSBO

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



Date Submitted: 07/27/21

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

**RESOLUTION OF THE SEGUIN INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
ASSIGNMENT OF FUND BALANCE**

WHEREAS, the Governmental Accounting Standards Board (“GASB”) has adopted Statement 54 (“GASB 54”), a new standard for governmental fund balance reporting and governmental fund type definitions; and

WHEREAS, Seguin Independent School District (“Seguin ISD”) has implemented GASB Statement 54 requirements; and

WHEREAS, Seguin ISD desires adjustments to Assigned Fund Balance; and

NOW THEREFORE BE IT RESOLVED THAT Seguin ISD hereby adopts the following policy:

FUND BALANCE POLICY

Fund balance measures the net financial resources available to finance expenditures of future periods.

The District’s Unassigned General Fund Balance will be maintained to provide the District with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance may only be appropriated by resolution of the Board of Trustees.

Fund Balance of the District may be committed for a specific purpose by formal action of the Seguin ISD Board of Trustees and may be amended or modified at a later date.

When appropriate for fund balance to be assigned, the Board delegates authority to the Superintendent or the Chief Financial Officer.

In circumstances where expenditure is to be made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expended is as follows: restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance.

NOW THEREFORE BE IT RESOLVED that Seguin ISD Board of Trustees assigns Unassigned Fund Balance for the following:

Elementary and High School Ballet Folklorico Uniforms & Equipment.....	37,500
<i>(280 elementary uniforms, 25 SHS uniforms, props and supplies for new program start-up costs)</i>	
High School Mariachi Uniforms & Instruments	39,000
<i>(SHS varsity uniforms)</i>	
High School Marching Band Uniforms & Instruments	187,000
<i>(SHS marching band fall uniform)</i>	
District Telephone System Replacement	220,060
Zero-Turn Mower	10,000
Forklift	48,000
Repaint: One Maintenance Truck and Weinert Elementary Campus	189,000
Baseball & Softball Field Resurfacing.....	250,000
<i>(Scope reduced to address only the most critical issues associated with student safety)</i>	
Specialized Ballfield Mower.....	25,000
Career & Technology Education (CTE) Trailer.....	18,255
<i>(Carry forward CTE budget expense from 20-21 delayed by manufacturer)</i>	
Wood Fiber for Existing Playgrounds.....	80,000
<i>(Replace fall-surface materials for “old” playgrounds at elementary campuses)</i>	
Bus Replacement	422,563
<i>(Four seventy-five passenger student buses)</i>	
21-22 Qualified Zone Academy Bond Payment (#5 of 15)	<u>665,000</u>
Subtotal	<u>\$2,191,378</u>

The above Resolution is adopted this 27th day of July 2021.

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

Glenda Moreno, Secretary

ACTION ITEM: **Consider Appointing an Audit Committee for the Board of Trustees**

RECOMMENDATION: That the President of the Board of Trustees appoint an audit committee consisting of no more than three Trustees.

RATIONALE: 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 2020-21 annual financial audit report. The Audit Committee members for the prior year were Trustees Crettenden, Guerra and Jenkins.

REFERENCE and COMPLIANCE: BAA (LEGAL) Board Legal Status Powers and Duties
BDB (LEGAL) and BDB (LOCAL) Board Internal Organization Internal Committees

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: None

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO
Christina Garcia, General Ledger Specialist

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



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

Date Submitted: 07/27/21

ACTION ITEM: **Resolution for Extending Paid Sick Leave for COVID-19 Related Illness**

RECOMMENDATION: That the Board approve the resolution to extend ten additional paid sick leave days for Seguin ISD employees that are in quarantine or isolation because of COVID-19 exposure/illness.

RATIONALE: In response to the COVID-19 Families First Coronavirus Response Act's (FFCRA) Extended Personal Sick Leave (EPSL) expiration on December 31, 2020; the need for protection of district employee leave and wages exists when employees are placed in quarantine/isolation because of the COVID-19 virus. Seguin ISD intends to continue complying with recommended Centers for Disease Control and Prevention (CDC) guidelines of quarantine/isolation time lines.

REFERENCE and COMPLIANCE: FFCRA-Families First Coronavirus Response Act
CDC COVID-19 recommendations


PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Resolution

RESOURCE PERSONNEL: Cynthia J. Moreno, Chief Human Resources Officer
Anthony Hillberg, Chief Financial Officer, CPA, CTSBO

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



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

Date Submitted: 07/27/21



Board of Trustees

Cinde Thomas-Jimenez

President
District 3

Carl Jenkins
Vice-President
District 1

Glenda Moreno
Secretary
District 7

Alejandro Guerra
District 2

Linda Duncan
District 4

Denise Crettenden
District 5

Benito Amador
District 6

Superintendent

Dr. Matthew Gutierrez

1221 E. Kingsbury St
Seguin, TX 78155

830-372-5771

www.seguinisd.net

SEGUIN INDEPENDENT SCHOOL DISTRICT

Resolution of the Board Regarding Extended Sick Leave During Epidemic

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of Seguin Independent School District for purposes necessary in the conduct of the public schools as determined by the Board; and

WHEREAS, the Board acknowledges that during a pandemic, District employees may exhaust available state and local leave days; and

WHEREAS, the Board finds that a need exists to address additional leave in the circumstance of a pandemic; and

WHEREAS, the Board concludes that providing additional voluntary paid leave to all regular employees—contractual and noncontractual, salaried and non-salaried—who are vaccinated and have tested positive for COVID-19 serves the public purposes of protecting students and staff, and maintaining morale;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Seguin Independent School District authorizes providing additional paid leave for all regular employees—contractual and noncontractual, salaried and non-salaried—who are vaccinated and have tested positive for COVID-19.

This resolution authorizes additional paid leave for a maximum duration of ten work days with proof of both vaccination and a positive test result for COVID-19.

The further authorizes the Superintendent to approve certain employees to work from home if their job duties allow. This is limited to a maximum duration of ten work days with proof of both vaccination and positive test result for COVID-19. Employees working from home will not be assessed leave during this ten work day arrangement.

This extended leave expires at the end of the 2021-2022 school year and is conditioned on the availability of additional federal leave. If additional federal leave becomes available after July 27, 2021, the leave provided in this resolution will expire.

Signed by:

Passed and Approved this 27th day of July, 2021 by the Board of Trustees.

Cinde Thomas-Jimenez, President
Seguin ISD Board of Trustees

ACTION ITEM: **Consider and Take Possible Action Concerning Resolution Delegating Authority for Construction and Related Procurement**

RECOMMENDATION: That the Board of Trustees adopt the Resolution delegating authority for construction and related procurement for the proposed baseball and softball complex.

RATIONALE: The Board of Trustees has the authority to delegate certain decision making responsibilities to the Superintendent or designee. The recommendation to adopt the attached resolution delegating this authority is intended to expedite the project. Once a delivery method and general contractor are selected for recommendation, the Board of Trustees will retain the authority to make the final decision to proceed with the construction project.

REFERENCE and COMPLIANCE: BAA (LEGAL) Board Legal Status Powers and Duties


PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Resolution

RESOURCE PERSONNEL: Anthony Hillberg, Chief Financial Officer, CPA, CTSBO

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


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

Date Submitted: 07/27/21

**BOARD RESOLUTION OF
SEGUIN INDEPENDENT SCHOOL DISTRICT**

WHEREAS, the Board of Trustees desires to delegate to the Superintendent, or his designee, authority to take actions necessary to comply with Chapter 44 of the Texas Education Code, and Chapters 2254 and 2269 of the Texas Government Code as follows: to determine the construction delivery method offering the best value to the District for the proposed Baseball and Softball Complex Project; to prepare and issue requests for qualifications and proposals; to evaluate responses, proposals, and qualifications submitted by architects, engineers, contractors, and other construction services providers in order to make recommendations to the Board regarding the award of contracts; and upon approval of such recommendations, to negotiate and execute contracts with the selected firms on terms beneficial to and on behalf of the District.

NOW, THEREFORE, the Board of Trustees of Seguin Independent School District, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby confirm and ratify the following actions taken and adopt the following Resolution:

BE IT HEREBY RESOLVED THAT:

- The Board of Trustees desires to delegate to the Superintendent, or his designee, authority to take actions necessary to comply with Chapter 44 of the Texas Education Code, and Chapters 2254 and 2269 of the Texas Government Code as follows:
 - to determine the construction delivery method offering the best value to the District for the proposed Baseball and Softball Complex Project;
 - to prepare and issue requests for qualifications and proposals;
 - to evaluate responses, proposals, and qualifications submitted by architects, engineers, contractors, and other construction services providers in order to make recommendations to the Board regarding the award of contracts;
 - and upon approval of such recommendations, to negotiate and execute contracts with the selected firms on terms beneficial to and on behalf of the District.

[SIGNATURE PAGE FOLLOWS]

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF TRUSTEES OF SEGUIN INDEPENDENT SCHOOL DISTRICT EXECUTING BELOW ON THIS, THE 27th DAY OF JULY, 2021.

Trustees voting in favor of the Resolution:

_____	_____
_____	_____
_____	_____
_____	_____

The undersigned, being the Secretary of the Board, hereby certifies that the foregoing represents a true copy of a Resolution of the Seguin ISD Board of Trustees, duly held on July 27, 2021, which Resolution is in full force and effect, and has not been revoked or amended.

Glenda Moreno, Secretary

Dated: _____