

Agenda of Regular Meeting

The Board of Trustees San Elizario ISD

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held July 14, 2021, beginning at 5:30 PM Hybrid - Videoconference, Teleconference, and in-Person, 1050 Chicken Ranch Road, San Elizario, TX 79849.

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

A live stream feed of the board meeting can be accessed at: https://youtu.be/k7Rdn_dCkk

Event address: <https://seisd.webex.com/seisd/onstage/g.php?MTID=ede083b087ecd8ed41fca9b0760176361>

Members of the public may access the audio conference of the Board meeting by dialing the following number 1-408-418-9388 and entering the following access code 146 360 4560#

Event password: SanEli

A Board packet can be found at [San Elizario ISD Public View - BoardBook Premier](#)

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to chcuevas@seisd.net at any time prior to the board meeting time.

The open portions of this meeting will be recorded and made available to the public upon request.

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

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **GENERAL FUNCTIONS**

Mrs. Sandra Licon, Board President

A. Call Meeting to Order

B. Roll Call

C. Pledge of Allegiance

D. **San Elizario ISD Mission Statement**

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.

Mrs. Sandra Licon, Board President

2. **OPEN FORUM** (five minute limit)

5

3. **DISTRICT RECOGNITIONS**
 - A. Introduction of Mr. Ernesto Siegel - Principal, Sambrano Elementary School
Dr. Rogelio Segovia, Associate Superintendent
 - B. Introduction of Ms. Ana Solis - Assistant Principal of San Elizario High School
Ms. April Marioni, Principal, San Elizario High School
4. **EXECUTIVE SESSION**
The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:
 - A. Discussion on Employee / Board / Superintendent Communication
 - B. Discussion regarding Administration's recommendation for the Assistant Principal position at Sambrano Elementary School
5. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
 - A. Discussion and possible action to approve Administration's recommendation for the Assistant Principal position at Sambrano Elementary School
6. **NEW BUSINESS / BOARD ACTION ITEMS**
 - A. San Elizario ISD Safe to Return In-Person and Continuity of Services Plan 6
Dr. Jeannie Meza-Chavez, Superintendent and Dr. Rogelio Segovia, Associate Superintendent
 - B. Public Comment on San Elizario ISD Safe to Return in-Person and Continuity of Services Plan
Dr. Rogelio Segovia, Associate Superintendent
 - C. Discussion and possible board action on Endorsement of Candidate for Texas Association of School Boards (TASB) Board of Directors for Region 19 Board of Trustees 70
 - D. Planning for Future Team Training / Superintendent's Evaluation 76
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Ms. Lisa Renegar, Research and Evaluation Administrator
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3. Investment Report	181
4. Purchase Orders Exceeding \$25,000.00	193
PO# 42362 - Computex, Inc. - \$36,402.08	
PO# 42364 - Advanced Network Management - \$85,463.61	
PO# 42366 - Deere & Company - \$57,576.66	
PO# 42368 - Sarah Aguilar Perez - \$49,500.00	
PO# 42373 - BorderLan Inc. - \$78,899.00	
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Mr. Norberto Rivas, Chief Financial Officer	
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Board of Trustees 390
 - 1. June 9, 2021 - Regular Board Meeting
 - June 16, 2021 - Budget Workshop #2
 - June 23, 2021 - Budget Adoption
 - S. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means. 402
 - 1. Technology Department
Mr. Horacio Hernandez, Technology Director
9. **NEXT MEETING DATE:**
Regular Board Meeting: August 11, 2021, at 5:30 p.m.
10. **ADJOURNMENT**

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hours, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

- 551-071 Private consultation with the board's attorney.
- 551-072 Discussing purchases, exchange, leases, or value of real property.
- 551-073 Discussing negotiated contracts for prospective gifts or donations.
- 551-074 Discussing personnel or to hear complaints against personnel
- 551-076 Deliberation regarding security devices
- 551-082 Considering discipline of a public school child, or complaint or charge against personnel
- 551-083 Considering the standards, guidelines, terms or conditions the board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 551-084 Excluding witnesses from a hearing.

Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

script to start meeting

On March 16th Gov. Greg Abbott granted a request by Attorney General Ken Paxton to temporarily suspend a limited number of open meetings laws to the extent necessary to allow telephonic or videoconference meetings in response to the Coronavirus (COVID-19).

In accordance with those suspended rules, we certify the following: Notice of this meeting has been posted online for at least 72 hours.

1. Although members of the board are not gathered in a central, physical location, we do have a quorum in attendance at this meeting by a telephone call and internet access.
2. We are meeting by use of both telephone conference call, online access and through use of an email link for questions.
3. If a member of the public submitted written comments in advance, the Board President or a member of the Administration will read the comments into record before or during the board's consideration of that item. If you would like to provide comment at a future meeting conducted by videoconference or telephone call, please follow instructions on the meeting notice.
4. All other meeting procedures will adhere to board-adopted procedures to the extent practicable.
5. An audio recording of this meeting is being made and will be available to the public at a later date.
6. We apologize in advance for any unforeseeable difficulties and ask for your patience as we navigate unprecedented conditions.
7. If you have questions about these suspended laws, please call the Office of the Attorney General at 888.672.6787 or by email at TOMA@oag.texas.gov



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent
Subject: San Elizario ISD Safe to Return In-Person and Continuity of Services Plan
Date: July 14, 2021

HISTORY:

As a result of the COVID-19 emergency closure, the San Elizario Independent School District Leadership (SEISD) Team developed a prevention and mitigation practices plan designed to reduce the likelihood that a coronavirus outbreak occurs in the school district.

RATIONALE:

The SEISD continues to be committed to follow the prevention and mitigation practices already in place to reduce the likelihood of a coronavirus outbreak in the school district. In addition, this re-entry plan will serve to meet the Elementary and Secondary School Emergency Relief (ESSER) III requirement. This plan will be reviewed continuously throughout the school year. Finally, the re-entry plan will be brought back to the Board of Trustees at the January and July board meetings.

BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is that the Board of Trustees review the re-entry plan.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

San Elizario Independent School District

Back@theNEST
Re-entry Plan



Soaring to Excellence 7

Message from Board President

The 2021-2022 school year is now upon us. We are excited to welcome everyone back. As we prepare for the upcoming school year in San Elizario ISD, please rest assured that we continue to take every precautionary measure to ensure the safety and well-being of our students, district personnel and parents on campus. We are also fully committed in supporting our students' educational journey, as well as those of our teachers.

The continued communication between home, school and community will be key to making this school year successful and memorable for everyone.

Thank you for entrusting the San Elizario ISD with your children and choosing to live and work in this beautiful community.

Sincerely,
Sandra Licon
San Elizario ISD Board President

Message from the Superintendent of Schools

Dear San Elizario ISD Community,

Our San Elizario ISD Team is excited to have the opportunity to welcome everyone back for the upcoming school year. We know the previous year provided significant challenges to the education of our students and fundamental obstacles to the districts' normal method of operation. Together, we worked to keep supporting one another. On behalf of the San Elizario Team, please accept our thanks and admiration for everything you did!

While there are still many questions about the COVID-19 pandemic and its future and continued impact, there is one commitment we have made in San Elizario ISD and that is implementing safety precautions that will enable us to have a better learning and work environment for our students and employees. Safety precautions will continue so that our learning environments are protected for all stakeholders. With your collaboration and continued support, we can all work to keep San Elizario ISD and the children we serve and our employees safe. This re-entry guide is specifically designed to be read by all stakeholders and serve as a fluid document that will be updated to address continuously changing information as it arises.

Thank you once again for choosing San Elizario ISD. We are proud to be able to contribute to improving the lives of children. San Elizario ISD continues to be the place where students soar.

Respectfully,
Jeannie Meza-Chavez, Ph.D.
San Elizario ISD Superintendent of Schools

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PART I - Attestations

Introduction

The San Elizario Independent School District Leadership Team developed a prevention and mitigation practices plan that are outlined in this document and are designed to significantly reduce the likelihood that a coronavirus outbreak occurs on campus. Some practices are required for all school systems, some are required in areas with high levels of community spread, and some are recommendations.

District Calendar

The San Elizario Independent School Board approved a year-round calendar for the 2021 – 2022 school year. The district will proceed with this year-round calendar which allows for more frequent breaks for our students and teachers.



San Elizario ISD
2021-2022
District Calendar
(Revised 06/09/2021)

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<p>Required Annual Instructional Minutes: 75,400 (K-12) 32,400 (1/2 day Pre-K Programs)</p> <p>SESD Annual Instructional Minutes: Half-Day Pre-K (AM) – 38,725 Half-Day Pre-K (PM) – 37,195 Grades PK-4 and K-2 – 74,120 Grades 3-5 – 74,120 Grades 7-12 – 74,120</p>	<p>7 weeks schedule: 1st: Aug. 2–Oct. 1 2nd: Oct. 19–Dec. 17 3rd: Jan. 5–March 4 4th: March 22–June 2</p>	<p>STAAR/EOC State Testing Windows: December 7-17, 2021 April 6-15, 2022 May 3-20, 2022 June 21-30, 2022</p> <p><i>*Note: Testing windows are subject to change as per TEA.</i></p>
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<p>July 2021 July 20-21: New Teacher Orientation July 22: Professional Development Day July 23: Teacher Workday July 26-29: Professional Development Days July 29: Annual District Convocation July 30: Teacher Workday</p> <p>August 2021 Aug 2: First Day of School</p> <p>September 2021 Sept 6: Holiday–Labor Day Sept 14: GBMS–Parent/Teacher Conferences Sept 16: SEHS–Parent/Teacher Conferences</p> <p>October 2021 Oct 1: End of 1st 9 weeks Oct 4-15: Fall Intercession Oct 18: Professional Development Day Oct 19: Beginning of 2nd 9 weeks Oct 26: Alarcon/Borrego–Parent/Teacher Conferences Oct 28: Loya/Samborano–Parent/Teacher Conferences Oct 29: Smart Snack Exemption Day</p> <p>November 2021 Nov 11: Holiday–Veteran’s Day Nov 22-26: Holiday–Thanksgiving</p> <p>December 2021 Dec 17: End of 2nd 9 weeks Dec 17: Smart Snack Exemption Day Dec 17: Early Release Students/Staff Dec 20-31: Winter Holidays</p> <p>January 2022 Jan 3: Professional Development Day Jan 4: Teacher Workday Jan 5: Students Return; Beginning of 3rd 9 weeks Jan 17: Holiday–Martin Luther King Day</p> <p>February 2022 Feb 14: Smart Snack Exemption Day Feb 16: Early Release Day; Professional Development Feb 22: GBMS–Parent/Teacher Conferences Feb 24: SEHS–Parent/Teacher Conferences</p> <p>March 2022 March 4: End of 3rd 9 weeks March 7-18: Spring Intercession March 21: Professional Development Day March 22: Beginning of 4th 9 weeks March 24: Alarcon/Borrego–Parent/Teacher Conferences March 29: Loya/Samborano–Parent/Teacher Conferences</p> <p>April 2022 April 14: Early Release Students/Staff; Smart Snack Exemption Day April 15: Holiday–Good Friday</p> <p>May 2022 May 30: Holiday–Memorial Day</p> <p>June 2022 June 2: Last Day of School; Smart Snack Exemption Day June 2: Graduation Day June 3: Teacher Workday June 6: Summer School Teacher Preparation Day June 7-24: Summer School</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>* TELPAS Testing Window □ State Testing Window □ Full Day Professional Development □ Holiday/Non-Duty Day/Dist. Closure □ Parent/Teacher Conferences □ Smart Snack Exemption Day □ Summer School Teacher Prep. □ Half-day Professional Development with Early Release</p> </td> <td style="width: 50%; vertical-align: top;"> <p>□ Nine Weeks Begins □ Nine Weeks Ends □ Early Release Students/Staff □ Intercession □ New Teacher Orientation □ Teacher Workday □ 235 Employee Holiday</p> </td> </tr> </table>	<p>* TELPAS Testing Window □ State Testing Window □ Full Day Professional Development □ Holiday/Non-Duty Day/Dist. Closure □ Parent/Teacher Conferences □ Smart Snack Exemption Day □ Summer School Teacher Prep. □ Half-day Professional Development with Early Release</p>	<p>□ Nine Weeks Begins □ Nine Weeks Ends □ Early Release Students/Staff □ Intercession □ New Teacher Orientation □ Teacher Workday □ 235 Employee Holiday</p>
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Calendar Approved by the Board of Trustees on June 9, 2021

Bell Schedule

Bell schedules will be differentiated by grade level (i.e., primary and elementary or secondary schools). Below you will find the face-to-face school day bell schedules.

Campus	Teacher Start/End Times)	First Bell	Tardy Bell	Attendance Bell	Dismissal Bell	Total Minutes
San Elizario High School	8:10 AM— 4:10 PM	8:40 AM	8:15 AM	Attendance is recorded by class period.	4:05 PM	440
Garcia-Enriquez Middle School	8:10 AM— 4:10 PM	8:40 AM	8:45 AM	Attendance is recorded by class period.	4:00 PM	440
Alarcon and Borrego Elementary Schools (Grades 3-6)	7:30 AM— 3:30 PM	7:30 AM	7:35 AM	10:00 AM	2:50 PM	440
Loya Primary (3 and 4year-olds) and Sambrano Elementary (Grades Kinder-2nd)	7:30 AM— 3:30 PM	7:30 AM	7:35 AM	10:00 AM	2:50 PM	440
Loya Primary PPK-3--(1/2 day AM)	7:30 AM— 3:30 PM	7:30 AM	N/A	N/A	11:00 AM	210
Loya Primary PPK-3--(1/2 day PM)	7:30 AM— 3:30 PM	11:20 AM	N/A	N/A	2:50 PM	210

Attendance Requirements

Teachers will take attendance daily regardless of method of instruction (i.e., on-campus instruction or remote instruction). Students are required to attend school at least 90% of the school year in order to receive credit and be promoted regardless of the method of instruction. All guidelines set forth by Board policy FEA and FEC (LOCAL) will be enforced.



Methods of Instructions

The San Elizario Independent School District will be offering face-to-face instruction for all students at all grade levels for the 2021 – 2022 school year.

Teacher Availability and Instructional Support

Teachers will be available throughout the school week. Any additional meeting times to further support our parents and students will be set by the campus principal.

Student Engagement

Teachers will engage students with high-yield instructional strategies in order to address the loss of learning created by the COVID-19 emergency closure. In addition, the following will address the specific learning loss among low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children in foster care:

- Implementation of Guided Reading at the elementary grade levels
- Implementation of Fundamental Five at the secondary grade levels
- Implementation of Istation
- Implementation of Newsela
- Implementation of IXL
- Implementation of targeted tutoring

The following table specifies the instructional methods San Elizario ISD selected and are allowable by the Texas Education Agency.

School	Grade Level	Face-to-Face
Loya Primary	PK 3 - PK4	★
Sambrano Elementary	K - 2nd	★
Alarcon Elementary	3rd - 6th	★
Borrego Elementary	3rd - 6th	★
Garcia Enriquez MS	7th - 8th	★
San Elizario HS	9th - 12th	★

Materials Design

SOAR@theNEST

The San Elizario Independent School District offers a robust online resource center called Specialized Online Academic Resources referred to as SOAR@theNEST. Students and parents may access the district's online resources in an easy to navigate link. The link is provided below.

❖ <https://www.seisd.net/Page/529>



Technology Devices

In preparation for an unanticipated long-term closure, the San Elizario Independent School District distributed a total of more than 1600 devices to students who did not have any type of technology at home. This total includes I-Pads, Chromebook, and laptops. Students who had no internet connectivity at home were also provided with a hotspot per household. A hotspot is a device that allows students to connect to the internet. A total of 241 hotspots have been distributed providing internet service to 533 students. A verification of internet connectivity is currently underway to ensure our students have the internet connection needed to succeed.

Student Progress: School Grading Policies

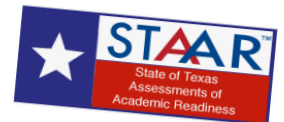


Grading Requirements

Traditional grading practices will continue for the 2021 – 2022 school year. Teachers will be monitoring student progress throughout the school year. In addition, report cards and progress reports will be available via Parent Portal. Paper progress reports and report cards will be available for pick-up upon parent / guardian request. All guidelines set forth by Board policy EIA and EIE (LOCAL) will be enforced. To further ensure success of our students, ongoing progress monitoring will continue with the assistance of our counselors, at-risk teachers, social workers, math and reading interventionist and teachers.

State Assessments

The State of Texas Assessments for Academic Readiness (STAAR) will continue for the 2021 – 2022 school year. Online options may be available. In addition, schools will continue to administer districtwide benchmarks and common assessments in order to measure student progress. Board policy EIE (LOCAL) will be enforced.



Implementation

Professional Development Calendars

The San Elizario Independent School District has been providing on-going professional development to all teachers. This has been targeted professional development to prepare teachers to teach effectively address the loss of learning due to the COVID-19 emergency closure.

Instructional materials support for online instructional materials

Students in the San Elizario Independent School District will engage with academic material that is available for face-to-face instruction. The San Elizario Independent School District has been strategically adopting instructional materials that can be implemented in both face-to-face and online mode in the event of an unanticipated long-term closure. The following are a few examples of the instructional materials available to our students:

- ❖ Istation – R&M
- ❖ HMH (K-2 ELAR) - Sambrano
- ❖ K-1 STEMScopes Math Sambrano
- ❖ STEMScopes
- ❖ My World Pearson (Social Studies)
- ❖ PK-1 Estrellita/Fundations
- ❖ Go Math
- ❖ PK3-PK4 – follow guidelines & Oracy focus

Specific supports for educators and families to implement effective remote asynchronous instruction

The teachers will continue to receive professional development that will assist them in the development of highly effective and interactive lessons. In addition, the teachers will receive side-by-side support from the school's instructional specialists and district's instructional officers. Professional Learning Committee (PLC) meetings will focus on research-based instructional delivery.

Parents may find how-to videos on the district's SOAR@theNEST online resources page. These are designed to assist parents on how to help their children access District resources. In addition, the district will continue to make the Helpdesk available to parents. Our district and campus parent liaison along with the administrators will continue to provide the technological assistance needed to ensure students experience success.

PART II

Open Response

Blueprint in the event of a long-term closure

The following blueprint will be followed in the event of an unanticipated long-term closure occurs:

San Elizario ISD Learning – SOAR@theNEST -- Blueprint

	Loya & Sambrano PreK3 - 2nd	Alarcon & Borrego 3rd - 6th	GEMS 7th - 8th	SEHS 9th - 12th
Structure/Schedule	Lead4Ward: school@home	Lead4Ward: school@home	Lead4Ward: school@home	Lead4Ward: school@home
Learning Management System (LMS) or Virtual Environment	Google Classroom	Google Classroom	Google Classroom	Google Classroom
Online Resources	Istation – R&M HMH (K-2 ELAR) - Sambrano K-1 STEMScopes Math Sambrano STEMScopes My World Pearson (Social Studies) PK-1 Estrellita/Fundations Go Math PK3-PK4 – follow guidelines & Oracy focus	Istation – R HMH (ELAR) Reflex Math STEMScopes My World Pearson (Social Studies) Sharon Wells	Istation – R Pearson ELAR IXL STEMScopes HMH (Social Studies)	STEMScopes Pearson ELAR • HMH (Social Studies)
Explicit Instruction	<i>Delivery of Instruction, Quality Control and Support of Online Learning</i>	<i>Delivery of Instruction, Quality Control and Support of Online Learning</i>	<i>Delivery of Instruction, Quality Control and Support of Online Learning</i>	<i>Delivery of Instruction, Quality Control and Support of Online Learning</i>
Social Emotional Learning	PBIS Counseling Services <i>Common Sense Education: Digital Citizenship & Social Emotional Learning</i>	PBIS Counseling Services <i>Common Sense Education: Digital Citizenship & Social Emotional Learning</i>	PBIS Counseling Services <i>Common Sense Education: Digital Citizenship & Social Emotional Learning</i>	PBIS Counseling Services <i>Common Sense Education: Digital Citizenship & Social Emotional Learning</i>
Making Individualized Connections with Students	-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)	-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)	-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)	-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)
Scope & Sequence TEKS alignment	TEKS Resource System Targeted curriculum and assessment align to the TEKS	TEKS Resource System Targeted curriculum and assessment align to the TEKS	EKS Resource System Targeted curriculum and assessment align to the TEKS	EKS Resource System Targeted curriculum and assessment align to the TEKS
Mode of Communication	Dojo	Dojo	Dojo	Remind/Alternative

TEKS Alignment

The San Elizario Independent School District will continue to use the TEKS Resource System for face-to-face instruction. The TEKS Resource System is a targeted curriculum and assessment tool that is aligned to the Texas Essential Knowledge and Skills (TEKS).

<https://www.teksresourcesystem.net/>



Special Education

San Elizario ISD will fulfill its obligation to provide instructional and related services as required by each student's IEP. Instructional and related services as outlined in each student's IEP will be provided as documented in each student's Individualized Emergency Contingency Plan. If a parent would like to request an adjustment to service provision, an ARD may be held at any time to address these requests.

Instructional materials include specifically designed resources and / or accommodations and modifications to support students with disabilities in both an asynchronous environment or face-to-face environment.

Teachers will work with parents to obtain progress with regard to instruction.

Special education paraprofessionals will also be available to assist students with instructional activities throughout the school day.

Co-teach and support facilitation services will be provided in accordance with the students' IEP.

If a student's IEP has recommended speech therapy, occupational therapy, physical therapy, adaptive physical education, VI or AI instructional support, or Special Education Counseling, these services will continue as set forth in the Individualized Emergency Contingency Plan and each child's IEP.

Section 504

Each 504 student will follow the instructional plan as developed for general education peers unless their 504 plan indicates alternative services are necessary. Parents may request a Section 504 meeting at any time to review the accommodations and services in place for their child. Teachers will continue to implement each student's accommodations and related services as developed by the 504 committee. Additionally, should a child receive dyslexia instruction as part of their 504 services, these services will be provided in a small group or individual setting in order to comply with the services set forth in the 504 plan.

Intervention

All RTI students will receive support as outlined in their individualized Intervention Plan.

Progress Monitoring

- ❖ Teachers should review the progress of each student with an IAP weekly and determine what, if any, additional accommodations may be needed for each student to continue to make progress.

- ❖ Teachers should consider alternate strategies/supports to ensure continued progress (i.e., more synchronous instruction; more small-group support, etc.).
- ❖ Teachers should, after other interventions have been unsuccessful, request to convene a Section 504 committee meeting to address lack of progress.

English Learners

ELL students are eligible to receive a variety of services and participate in programs that will help them learn academic content and become skilled in their second language (English).

- ❖ Compliance with the LPAC process is required.
- ❖ All students will receive instructional accommodations according to each individual student's LPAC.

PART III

Guidelines for Sanitizing Technology Devices

How to clean your computer or laptop:

- ❖ Turn off power. For computers, power down then unplug the device and monitor. Unplug laptops and remove battery if possible.
- ❖ Gently wipe monitor free of smudges, smears, or dust using a microfiber cloth
- ❖ If this doesn't work, use a solution of diluted dish soap. A single drop of soap and warm water.
- ❖ Dip a clean fiber cloth into solution and thoroughly wring it out. This is important when cleaning laptops, as liquid shouldn't drip down through keys.
- ❖ Gently wipe display with dampened cloth.
- ❖ Rinse all soap out of this cloth and wring it out again. Go back over your display to remove any soap residue.
- ❖ Gently wipe screen with a dry microfiber cloth.

How to clean computer keyboard:

- ❖ Disconnect power source. For computers, power down and unplug device. Additionally, unplug keyboard from computer. Remove batteries for wireless keyboard. Laptops should be unplugged and remove battery if possible.
- ❖ Spray keyboard with canned air to remove any leftover crumbs or dust.
- ❖ Lightly dab a cotton swab in gentle rubbing alcohol. Spot test first to be sure alcohol doesn't remove lettering.
- ❖ Dry keys using microfiber cloth. Do not replace batteries or plug in until keys are completely dry.

How to clean touchscreens

- ❖ Touchscreens should be cleaned daily using a dry microfiber cloth.
- ❖ For more thorough cleaning, a dampened microfiber cloth then wipe display dry with a fresh microfiber.
- ❖ Careful not to get any moisture in the openings.

How to disinfect tablets:

- ❖ Use a touchscreen-safe antimicrobial spray and a microfiber cloth. (Please refer to manufacturer's recommendations and instructions)
- ❖ Make sure electronics are powered off and unplugged.
- ❖ Dampen a microfiber cloth with spray, being careful not to oversaturate cloth.
- ❖ Wipe down screen, avoid all openings.
- ❖ Allow spray to sit the amount of time noted on product.
- ❖ Wipe screen dry with fresh microfiber cloth.

How to disinfect tablet cover:

- ❖ Mix a couple of drops of dish soap with warm water in a bowl
- ❖ Dip cloth into the solution so that is damp, not saturated.
- ❖ Wipe down the cover.
- ❖ Rinse cloth until it runs clean; wring it out so that it is damp.
- ❖ Wipe cover again to remove soapy residue and Leave to air dry or wipe with a dry cloth.

Transitions

- ❖ Signage and floor markings will be present to help assist students and staff with social distancing in common spaces and hallways. 3-6 feet distancing will be followed whenever possible.
- ❖ During passing periods, traffic flow will be routed to minimize student contact.
- ❖ Students will be instructed to stay to their far right during passing periods.
- ❖ Staff will be onsite to ensure compliance.

Water Fountains

- ❖ Students are encouraged to bring a clear plastic water container to school each day with their name clearly marked on it.
- ❖ SEISD has retrofitting several of the existing water fountains to bottle-filling stations.

Transportation

Bus transportation is provided for all Special Education students when required by the students ARD and IEP. All general education students will be provided transportation if eligible from the designated transportation areas to each campus.

- ❖ Parents are strongly encouraged to provide transportation to school for their children. This will allow for better social distancing among riders inside school buses.
- ❖ Buses will be thoroughly cleaned and sanitized after the morning and afternoon routes, focusing on high-touch surfaces.
- ❖ Drivers, bus monitors and student riders may continue to use a face mask if they choose to.

Student Arrival

- ❖ Parents will not be permitted to walk students inside the school building.
- ❖ Parents will remain in their cars during morning drop-off and dismissal.
- ❖ Early bird arrivals are strongly discouraged. Any students dropped off before the building is open will not be allowed inside the building and will not be monitored.

Student Pick-Up during the Instructional Day

- ❖ Parents picking up students during the day will call ahead so that students can be sent or accompanied to parent vehicles upon arrival. If a parent/guardian must enter the campus, it will be limited to one visitor per student, and additional family members will need to wait outside of the school building.

Student Meals: Breakfast & Lunch

- ❖ Campuses utilizing the Breakfast in the Classroom program will continue.
- ❖ Lunch meals will be served in the cafeteria, a 3-6-foot distancing will be observed when possible.

Library

- ❖ Books and materials will be collected in boxes or on carts and left untouched until a 3-day quarantine is complete.
- ❖ Librarians will wear gloves while working with any books or library materials.
- ❖ Students' access to stacks will be one way.
- ❖ Students will only be allowed in specialty display areas one at a time.
- ❖ All shared materials will be removed.
- ❖ Social distancing of 3-6 feet will be observed as much as possible.

Off-Campus Student Events

- ❖ SEISD will pursue virtual activities in lieu of field trips, assemblies and special performances accordingly.
- ❖ When participating in off-campus, school-sanctioned activities, students should follow all on-campus, in-person protocols and requirements.

On-Campus Events

- ❖ SEISD will avoid scheduling any non-essential large group gatherings and events.
- ❖ Typical parent meetings, such as meet the teacher, open houses, parent conferences, etc. will be held virtually as appropriate.
- ❖ Any extracurricular activity, including campus club meetings, that are approved to be held on campus will adhere to social distancing requirements outlined by SEISD, TEA and UIL.

Athletics

- ❖ All students who participate in athletics will be required to meet UIL requirements.
- ❖ All students will be required to attend in-person/virtual athletic class, after-school practices and games.
- ❖ All students must complete Rank One online paperwork prior to any athletic workouts or try outs.
- ❖ All of the SEISD athletic teams will follow the mitigating guidelines established by the UIL, TEA, and state and local authorities.
- ❖ Please contact the high school and middle school administrators at each individual campus for information on when their athletic classes are scheduled.

Middle School Athletics

- ❖ Middle school students will need to complete all Rank One paperwork prior to the first day of practice.
- ❖ Middle school game schedules will be adjusted to accommodate any delayed start of practices. Middle school game schedules are TBA.

Social Emotional Student Supports

SEISD Counselors are available to support students academically, socially and emotionally. Our counselors are prepared and ready to provide mental health support or resources for families who may be struggling emotionally. These services may be provided remotely or face-to-face.

Social Emotional Learning (SEL) lessons will be offered to SEISD students to develop important skills such as self-awareness, self-management, social awareness, relationship skills and responsible decision making.

Practices to Prevent the Virus from Entering the School

If an individual who has been in a school is lab-confirmed to have COVID-19, the district lead nurse will notify the local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, San Elizario ISD will notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on campus activities.



General Building Entry Guidelines Introduction

The safety and well-being of all students, staff and visitors are a priority for **San Elizario ISD** as the district re-enters the work site and instructional facilities at one-hundred percent. Various changes in the way the workplace and campuses look, as well as practices and protocols, have been implemented to follow recommended **Guidance as stated by the City of El Paso Department of Public Health’s Local Health Authority, TEA and CDC. Transmission of coronavirus in general occurs much more commonly through respiratory droplets than through contact with contaminated surfaces, but it is possible to get infected if one touches a contaminated surface and then touches their nose, eyes, or mouth. The risk of transmission appears to be proportional to the closeness and frequency of interaction between an infected individual and others who are not infected, and/or not vaccinated.** Our goal is to collaboratively ensure that all students, employees and visitors in district facilities feel safe and secure to effectively navigate the complexities of a “new normal” and reduce the risk of exposure to and infection with COVID-19.

The measures implemented include more frequent sanitizing of highly touched areas (facilities and school buses), surfaces and work areas, daily student, staff and visitor wellness checks, temperature checks, COVID-19 Rapid Testing per request, access to hand sanitizer throughout the district’s facilities, to include classrooms, social distancing floor markings, (Centers for Disease Control and Prevention) CDC guidance signage, safety shields in high traffic reception areas, sneeze guard desk shields for primary and elementary students, continuation of face mask wearing (although not required) for those who choose to do so, needle point bipolar ionization through HVAC systems, higher MERV rated filtration, increased filter changeout frequency and other measures detailed in this book. The cooperation of all staff in keeping a safe environment as the district and the community continue to fight the spread of COVID-19 is essential.

As always, San Elizario ISD staff will continue to meet the challenges of COVID-19 with continuous improvements and perseverance, embodying the commitment of educating all students for success—no matter the circumstances. This guidebook is the San Elizario Independent School District’s guidance on re-entry into the physical instructional environment.

Guidance concerning the coronavirus (COVID-19) is regularly updated. The information outlined here are the current best practices provided by federal, state, and local health officials for mitigating COVID-19 in the work environment. The District will update this guidance as new information becomes available. This plan is fluid and will be reviewed in accordance with CDC, TEA and Local Department of Public Health guidelines for effectiveness and revised as needed to meet the needs of all stakeholders.

General Guidelines

Building/ Campus Hours

Please refer to individual Department or Campus Facility schedules. Employees must self-assess for COVID-19 symptoms by reviewing the District's Employee Assessment through the Health Portal at [https://app.healthofficeportal.com/SHM San Elizario Independent School District/Portal/Login.aspx](https://app.healthofficeportal.com/SHM_San_Elizario_Independent_School_District/Portal/Login.aspx)

Health Assessment questionnaire and checking their temperature before reporting to work. Employees should arrive on time, as scheduled for duty, to allow for the health check screening process. For the safety of the learning environment, parents are strongly encouraged to assess their children and themselves for symptoms before sending students to school.

Health and Safety

The **San Elizario Independent School District** continues to monitor the transmission indicators of the coronavirus. Your health and safety remain our top priority. As a result, the District continues to practice a variety of safety measures and to scale safety efforts as quickly as possible to keep employees safe. In order to address the spread of COVID-19, it is important to know how the virus is transmitted.

Transmission of COVID-19

Transmission of coronavirus in general occurs much more commonly through respiratory droplets than through contact with contaminated surfaces, but it is possible to get infected if one touches a contaminated surface and then touches their nose, eyes, or mouth. The risk of transmission appears to be proportional to the closeness and frequency of interaction between an infected individual and others who are not infected, and/or not vaccinated.

The Centers for Disease Control and Prevention (CDC) website supplies the latest information about COVID-19 transmission: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>

Persons at Higher Risk

Based on what we know, persons at high risk for severe illness from COVID-19 include people 65 years and older, people with underlying medical conditions such as heart disease, lung disease, asthma, diabetes, people on dialysis, people with liver disease, and people with compromised immune systems.

Symptoms of COVID-19

The new coronavirus (COVID-19) is different from the coronaviruses that cause mild illnesses like the common cold. Infection with COVID-19 can cause illness ranging from mild to severe and in some cases can be fatal. Based on what is currently known, symptoms may appear 2 to 14 days after exposure to the virus. Symptoms of COVID-19 typically include cough, shortness of breath or difficulty breathing, chills or repeated shaking with chills, fever ($\geq 100^{\circ}\text{F}$), muscle pain, sore throat, and, in some cases, a loss of taste or smell. Other less common symptoms include nausea, vomiting, and/or diarrhea. In some cases, infected persons have no signs or symptoms and are referred to as asymptomatic.

While most cases have been among adults, symptoms of COVID-19 in children are like symptoms in adults. Symptoms of COVID-19 in children typically include cold-like symptoms, such as fever, runny nose, and cough. Vomiting and diarrhea have also been reported.

Campus Administrators/Department Heads

Campus Administrators/Department Heads will be responsible for the following:

- ❖ Screenings (temperature check and COVID-19 Health Assessment Health Portal questionnaire)
(See addendum)
- ❖ Social distancing (3-6 feet)
- ❖ Personal protection equipment
- ❖ Cleaning supplies
- ❖ Signage standards
- ❖ Entrances, exits, and traffic flow
- ❖ Lobby and visitor processes
- ❖ Shared area protocols
- ❖ Other safety procedures and protocols

Campus Administrators/Department Heads will collaborate to implement safety protocols and procedures within the department or campus. Each facility will have a department head/ campus administrator who will be responsible for implementing and monitoring the safety protocols and procedures within. Department heads/ campus administrators will judge the specific needs of their building by conducting daily evaluations of the building's functionality in work and instructional areas.

Campus Administrators/Department Heads will collaborate in mapping unidirectional traffic in their workspaces where applicable, ensuring directional arrows and signage are installed, reconfiguring office and classroom space usage as needed to promote appropriate distancing/spacing (3-6 feet whenever possible), and implementing practices regarding the safe use of any special areas or equipment, such as copiers. Department heads/campus administrators will ensure an enhanced cleaning regime is visible and will report any additional cleaning needs or supplies to the proper staff member.

Enhanced Cleaning

The Custodial Services Department has a high standard for cleanliness and safety and is committed to upholding those standards with our intensive cleaning process. Enhanced cleaning and disinfecting protocols have been put in place as a result of COVID-19 and are based on current local health and government guidelines.

Utilization of EPA Registered chemicals for disinfection, focus on proper dwell time for proper disinfection and increased frequency of disinfecting high touch surfaces.

- ❖ Doorknobs
- ❖ Countertops
- ❖ Handrails
- ❖ Light switches
- ❖ Restroom fixtures
- ❖ Desks
- ❖ Keyboards and mouse
- ❖ Desk Phones



Areas of enhanced focus

- ❖ Buses
- ❖ Restrooms
- ❖ Offices
- ❖ Break rooms
- ❖ Vending machines
- ❖ Copier/printers
- ❖ Front desk and lobby areas
- ❖ Equipment



Suggested personal area cleaning

- ❖ Desks
- ❖ Computer keyboards and mouse
- ❖ Phone
- ❖ Remote control
- ❖ Chair arms
- ❖ File cabinet drawer handles
- ❖ Coffee machine

Buses

Buses will be thoroughly cleaned and sanitized after the morning and afternoon routes, focusing on high-touch surfaces such as bus seats, steering wheels, knobs, door handles and step rails. Social distancing guidelines for buses of 3-6 feet will be followed when possible. Bus drivers, bus monitors and student riders may use a face mask if they choose to do so, although not required.

Common Areas

All students, staff and visitors will be required to follow established safety protocols.

- ❖ Social distancing (3-6 ft.)
- ❖ The use of face coverings is not required but, those choosing to wear a face mask may continue to do so.

Hand sanitizer or portable hand sanitizer dispensers, and spray cleaners will be available in common areas. Doors in common areas may need to remain open to avoid multiple persons touching the handles.

Stop the Spread of Germs

Employees, students and visitors can do their part to help prevent the spread of respiratory diseases by following these guidelines:

Social Distancing

The District will follow social distancing protocols within buildings. Individuals should keep a three-foot minimum distance between other persons as much as possible. Social distancing markings at all district campuses and facilities will be clearly visible to promote distancing guidelines.

Face Coverings

The Texas State Governor's Executive Order Number GA-36 prohibits governmental agencies, including school districts from mandating the use of face coverings. Therefore, the use of a face covering is no longer required while on district grounds. However, those that choose to continue wearing a face covering (face mask), may continue to do so.

As a reminder, face masks do not replace the need to maintain social distancing and frequent handwashing. CDC recommends washing hands for at least 20 seconds and doing so frequently. Employees are encouraged to

continue the use of video conferencing methods to conduct meetings.



Gloves

Follow these tips:

- ❖ Wash your hands before putting gloves on.
- ❖ Remove hand jewelry prior to use.
- ❖ Make sure gloves fit properly.
- ❖ Be aware that sharp objects can puncture gloves.
- ❖ Always change your gloves if they rip or tear.
- ❖ Never reuse, share, wash, or disinfect gloves.

How to Remove Gloves

- ❖ Pinch and hold the outside of the glove near the wrist area.
- ❖ Peel downwards, away from the wrist, turning the glove inside out.
- ❖ Pull the glove away until it is removed from the hand and hold the inside-out glove with the gloved hand.
- ❖ With your ungloved hand, slide your fingers under the wrist of the remaining glove, taking care not to touch the outside of the glove.
- ❖ Again, peel downwards, away from the wrist, turning the glove inside out.
- ❖ Continue to pull the glove down and over the inside-out glove being held in your gloved hand.
- ❖ After removing gloves, wash your hands thoroughly with soap and water or alcohol-based hand sanitizer.

Main Lobby Areas

No loitering or congregating will be allowed in any lobby areas. Floor markings/safe zones will be established around the front desk/receiving areas. Spaces will be reconfigured to achieve social distancing as needed.

District facilities and Campuses

For the safety of our learning environment, all visitors will be required to follow established safety protocols and guidelines. All visitors will be screened for symptoms of COVID 19, by having their temperature checked and by answering a Health Assessment questionnaire. If a visitor has any symptoms of COVID 19, the visitor will not be admitted into the facility.

Appointment Scheduling

San Elizario ISD staff must set department or campus appointments with visitors, including parents, during hours of the day where foot traffic from employees or students is minimal. For example, after employee or student entry or before departure times.

Campus and Facility Contact Numbers

Administration (Central) Office	(915) 872-3900
Excell Academy	(915) 872-3915
Support Services Operations Center	(915) 872-3980
Lorenzo G. Loya Primary	(915) 872-3940
Lorenzo G. Alarcon Elementary	(915) 872-3930
Alfonso Borrego Sr. Elementary	(915) 872-3910
Josefa L. Sambrano Elementary	(915) 872-3950
Ann M. Garcia-Enriquez Middle School	(915) 872-3960
San Elizario High School	(915) 872-3970



Wash your
hands often

Visitors with an Appointment

If a visitor has an appointment, the reception staff member will suggest that the department representative come to meet with the visitor in a provided space. However, the final decision on whether to allow the person to go to the department will be left with the department representative. For campus visitors, Campus staff will follow established visitor protocols.

Visitors without an Appointment

If a visitor does not have an appointment, the department will be contacted to determine whether someone is available to assist the visitor. If the specific staff member is not available, and for the safety of the learning environment, the visitor may be asked to schedule an appointment or attempt to conduct their business via phone or other means.

Conference and Training Rooms

The following guidelines will apply to the use of conference rooms and common workspaces:

Conference rooms and common workspaces may be utilized by following social distancing guidelines. Teams are encouraged to continue the use of electronic mediums to conduct group meetings.

For special circumstances, the following guidelines should be enforced for in-person meetings:

- ❖ Seating, if used, should be situated so that persons are at least three feet apart.
- ❖ Whiteboards ARE NOT to be used unless each individual person has a personal set of markers so that writing utensils are not shared among participants.
- ❖ Tables and surfaces should be wiped down with sanitizing products at the start and end of each meeting.
- ❖ Staff should plan for a 30-minute window between meetings for cleaning.

Restrooms

When opening or closing the restroom door, it is recommended to use a paper towel, tissue, disinfectant wipe, or disposable glove. Restrooms will be stocked with soap and paper towels. Hand soap will be available in all restrooms. Posters on how to wash hands properly will be posted in all restrooms. Restrooms will be cleaned regularly throughout the day, and at night as applicable. Portable hand sanitizer stations will be located right outside restrooms or hallways.

Meals and Break Rooms

While there is no data to suggest that COVID-19 can be transmitted through properly cooked and handled food, the coronavirus can live on surfaces for extended periods of time, and is transmissible in locations like communal kitchens and break rooms where people are gathered in close proximity for extended periods of time and where surfaces are improperly sanitized between use.

Workstations

Employees will be required to follow a “clean desk” protocol. No food, drinks, or items that can be damaged should remain on the desk at the end of the workday. Personal cups, water bottles, etc., should be put away in drawers or cabinets. Workstations will undergo a daily cleaning/disinfecting, which requires that workstations be clear. Employees are asked to collaborate in the efforts by wiping down their workstations and equipment during the day.

The workstation of an employee who shows symptoms consistent with COVID-19 or has been diagnosed with COVID-19 will not be used for at least 24 hours, when possible. After 24 hours, the workstation will be cleaned and sanitized by Custodial Service.

Individual Offices

Employees in individual offices are encouraged to use video conferencing methods for meetings and should not hold meetings or host guests in their office unless a three-foot social distancing can be achieved.

Screening Process

All staff, students and visitors will be screened for symptoms of COVID-19 as a safety measure to promote a healthy work and learning environment and reduce the risk of transmission of COVID-19. (See addendum)

Employee Self-Screening

Employees are asked to self-screen before reporting to work by checking their temperature and determining if they have any of the following new or worsening signs or symptoms of possible COVID-19:

- ❖ Feverish feeling or a measured temperature equal to or greater than 100°F
- ❖ Repeated shaking with chills
- ❖ Cough
- ❖ Sore throat
- ❖ Nasal Congestion
- ❖ Persistent Headaches
- ❖ Shortness of breath or difficulty breathing
- ❖ Body aches / Muscle or Joint Pain
- ❖ Fatigue
- ❖ Nausea / Vomiting
- ❖ Loss of sense of smell or taste
- ❖ Been in close contact with a person who is lab confirmed to have COVID-19
- ❖ If running a fever of 100°F or higher, or feeling ill, please stay at home.
- ❖ Make sure to contact your health provider, if needed, and notify your supervisor regarding your absence.

If you have one or more of the above symptoms, it is recommended by the Health Department for you to be referred for COVID-19 testing. Additionally, you will need to follow self-quarantine recommendations until you have obtained test results or clearance from your Health Care Provider.

All travel restrictions are lifted in El Paso County; staff and students may travel out of the region; however, they should observe all preventive measures and recommendations (social distancing, wearing face covering if applicable, washing hands often) while traveling and upon return.

Temperature Checks

Individuals with temperature readings over 100°F will not be allowed to report to the work area. They will be directed to a designated area where they will be given contact information to one of the District’s Health Services representatives for further instructions.

If you have any symptoms of COVID-19 or are diagnosed with COVID-19, you will not be permitted to work until the following criteria are met:

- ❖ Fever-free for 24 hours without the use of fever-reducing medications; and
- ❖ At least 10 days have passed since symptoms first appeared. With a clearance letter from the El Paso

Department of Public Health, if COVID-19 confirmed.

- ❖ You have a medical professional's note clearing you to return to work.
- ❖ A Negative PCR test 3-5 days after onset of symptoms.

If you become ill during the workday and exhibit any symptoms of COVID-19 or are diagnosed with COVID-19, you will not be permitted to work until the criteria above are met or you have a Negative PCR test, or a clearance letter from the Department of Public Health or a medical professional's note clearing you to return to work.

For more information about what to do if you become ill, visit:

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>

Guidelines for Staff with Confirmed Covid-19, Covid-19 Symptoms, or Family Members with Covid-19 Symptoms

Staff Who Become Ill During the Workday

Due to the contagious nature of the virus, all staff should stay informed, practice healthy habits, and avoid sharing equipment when possible to prevent the spread of COVID-19.

Signs or symptoms may appear 2 – 14 days after exposure to the virus.

People with the following symptoms may have COVID-19:

- ❖ Cough
- ❖ Shortness of breath/difficulty breathing
- ❖ Chills/repeated shaking with chills
- ❖ Muscle pain
- ❖ Headache
- ❖ Sore throat
- ❖ Loss of taste or smell
- ❖ Diarrhea
- ❖ Fever of 100°F or higher or feverish feeling
- ❖ Known close contact with a person who has COVID-19

If staff develop symptoms of COVID-19 during the workday or are confirmed to have COVID-19 infection, the following steps will be taken to reduce transmission:

- ❖ Separate ill staff from others and send them home.
- ❖ Contact **Custodial Department** for Standard Operating Procedures of cleaning/disinfection of ill staff's desk/workstation.
- ❖ Contact Health Services to assist with contact tracing to determine other staff that may have been exposed to the virus.
- ❖ **Human Resources** will inform staff of possible exposure to the virus while keeping confidentiality. (See Board Policy DH and Educator Code of Ethics)

Return-to-Work Guidance

The virus that causes COVID-19 can be spread to others by infected persons through respiratory droplets from those who have few symptoms, no symptoms, or are mildly ill. Due to the contagious nature of the virus, all staff should stay informed and take actions based on established guidance.

Staff and Students with Confirmed COVID-19 may not return to work or school....

No longer having a fever (100°F or higher) within 24 hours without the use of fever-reducing medicine like Advil, Tylenol, or aspirin) and

Significant improvement of other symptoms (cough, sore throat, headache, etc.) and At least 10 days have passed since symptoms first appeared, or Staff member has a statement from a medical professional that clears them to return to work based on an alternative diagnosis, a Negative PCR test, or a clearance letter from the El Paso Department of Public Health.

Staff with symptoms of COVID-19 who **have not been tested or evaluated** by a medical professional are assumed to have COVID-19.

Staff with symptoms of COVID-19 may not return to work until:

- ❖ The same criteria listed above have been met, or
- ❖ The staff member has a statement from a medical professional that clears them to return to work based on an alternative diagnosis.

Staff exposed to persons known to have COVID-19 may not return to work until:

- ❖ The end of the 10-day self-quarantine period from the last date of exposure.
- ❖ The employee must provide a medical professional’s note clearing them to return to work.
- ❖ Return-to-work guidance cannot predict every unique situation.

Employee and students who are fully vaccinated do not have to quarantine unless they are showing signs and symptoms of COVID-19 if exposed.

Addendum

Form 1 - SEISD Employee Respiratory Screening Questionnaire

SEISD Employee Respiratory Screening	
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	Yes or No
1. Have you had any recent fevers of 100°F or greater?	
2. Have you had any repeated shaking with chills?	
3. Have you had any cough (dry or productive)?	
4. Have you had a sore throat?	
5. Have you had any nasal congestion or runny nose?	
6. Have you had any persistent headaches?	
7. Have you had any shortness of breath?	
8. Have you had any body aches/ muscle or joint pain?	
9. Have you been experiencing extreme fatigue?	
10. Have you had any nausea/vomiting/ diarrhea?	
11. Have you had loss of your sense of smell or taste?	
12. Have you been in close contact with a person who is lab confirmed to have COVID 19?	

NOTE: If you answered yes to one or more of the above questions, please proceed with the following:

- a) Contact your immediate supervisor/administrator and notify them of your symptoms
- b) It is recommended for you to follow up with your Primary Care Provider for further evaluation or
- c) El Paso City Health Department recommends to call (915) 212-0783/ 434-1092 or register online at EPStrong.org to schedule an appointment for COVID 19 testing

Employee's Signature: _____ Department/Campus: _____ Date: _____



Return to School or Work Protocol

Positive Test with Symptoms Column #1	Individual Tested Positive – No Symptoms Column #2	Individual with Symptoms Column #3	Individuals Exposed by Close Contact Column #4
<p>Individuals without severe illness or immunocompromised may return to work/school when all three of the following criteria are met:</p> <ol style="list-style-type: none"> 1. At least 10 days have passed since symptoms first appeared; and 2. At least 24 hours have passed <i>since last fever without the use of fever-reducing medications</i>; and 3. Symptoms have improved 	<p>The individual may return to work/school after 10 days have passed since their COVID-19 test.</p> <p>Depending the advice of the individual’s healthcare provider and testing availability, an individual may get tested again to see if they still have COVID-19. If the individual is tested again, an individual may return to work upon receipt of two negative tests results in a row, at least 24 hours apart.</p> <p>Note: If an individual develops symptoms, then follow Positive Test with Symptoms (column #1).</p>	<p>Must meet one of the following:</p> <ul style="list-style-type: none"> • At least 10 days have passed since symptoms first appeared • At least 24 hours have passed since last fever without the use of fever-reducing medications; and • Symptoms have improved <p style="text-align: center;">OR</p> <p>Obtain a note from their healthcare provider indicating an alternative diagnosis; OR obtain a COVID-19 test that comes back negative AND must be fever free for 24 hours AND have improvement of symptoms.</p>	<p>Individuals who had close contact to a Lab Confirmed COVID-19 case</p> <ul style="list-style-type: none"> • Individual must stay home for 14 days after their last exposure to that person. <p>However, anyone who has had close contact with someone with COVID-19 and who:</p> <ul style="list-style-type: none"> • Developed COVID-19 illness within the previous 3 months and • Has recovered and • Remains without COVID-19 symptoms (for example, cough, shortness of breath), does not need to stay home.
<p style="text-align: center;">Individuals with severe illness or immunocompromised (impaired immune system)</p> <p>Must meet all three:</p> <ul style="list-style-type: none"> • At least 20 days have passed since symptoms first appeared. AND • At least 1 day (24 hours) have passed WITHOUT fever and without the use of fever-reducing medications; AND • Improvement in symptoms. 	<p style="text-align: center;">Individuals with severe illness or immunocompromised (impaired immune system)</p> <ul style="list-style-type: none"> • At least 20 days have passed since date of most recent positive test. <p>* Note: If an individual develops symptoms, then follow Positive Test with Symptoms (column #1).</p>	<p style="text-align: center;">Individuals showing symptoms and do not test or refuse to test are “presumed positive”</p> <ul style="list-style-type: none"> • Must follow the criteria for a Positive Test with Symptoms (column #1). 	<p style="text-align: center;">Close Contact Definition</p> <p><i>“Close contact” is defined as someone who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or for asymptomatic patients, 2 days prior to specimen collection) until the time the patient is isolated. (CDC.gov)</i></p> <p>Individuals identified as having close contact with a lab confirmed COVID-19 individual will be notified and will be asked to follow the criteria above.</p>

8/4/2020



San Elizario

INDEPENDENT SCHOOL DISTRICT

Vulnerable Employee Protection Form (Faculty and Staff Form)

This form should be completed by the faculty and staff who have been working remotely or not at all due to being classified as a **VULNERABLE** employee under OUAA guidelines. By completing this form, you are indicating that you meet one or more of the **VULNERABLE** employee characteristics.

SECTION 1 to be completed by Employee:

Name: _____ Campus/Department: _____

Date Leave/Remote Status Began: _____

I attest that I am classified as a **Vulnerable** Employee as outlined by OUAA guidelines.

Characteristics of **Vulnerable** employees as referenced by OUAA:

- Individuals with serious underlying health conditions
- High blood pressure, chronic lung disease,
- Diabetes
- Obesity
- Asthma
- Individuals over the age of 65 (verified in TEAMS)
- Immune systems are Compromised by chemotherapy

Employee's Signature _____

Date _____

SECTION 2 to be completed by Physician if employee is requesting to remotely or not work at all due to be classified as a Vulnerable employee related to his/her own health condition.

I have examined _____ and have reviewed their medical records to be considered by OUAA guidelines as a **Vulnerable** employee.

Characteristics of **Vulnerable** employees as referenced by OUAA:

- Individuals with serious underlying health conditions
- High blood pressure, chronic lung disease,
- Diabetes
- Obesity
- Asthma
- Individuals over the age of 65 (Not doctor verification necessary)
- Immune systems are Compromised by chemotherapy

Health Care Provider's Signature _____

Date _____

Health Care Provider's Name (printed) _____

Health Care Provider's _____

[Link to Vulnerable Employee Form](#)



RECENT TRAVEL REPORTING FORM—EMPLOYEE

Name _____ Employee ID _____

Position _____ Department/campus _____

Phone number _____ Email _____

This form must be completed by employees who have traveled outside of the community and are intending to return to work. An employee who has traveled to an area where there is a risk of exposure to COVID-19 may be required to stay home and complete a 14-day isolation period. Based on the information provided, HR may contact you for additional information to determine if you will be required to remain away from the workplace. Please refer to the [Centers for Disease Control](#) (CDC) website for more information about travel risks.

I traveled to the following location(s):

(Check all that apply)

Country or countries outside the U.S.

List all countries to which you traveled:

List the beginning and ending dates of the trip:

From _____ to _____

Another state or states within the U.S.

List all states to which you traveled:

List the beginning and ending dates of the trip:

From _____ to _____

Another city or cities within Texas

List all cities within Texas to which you traveled:

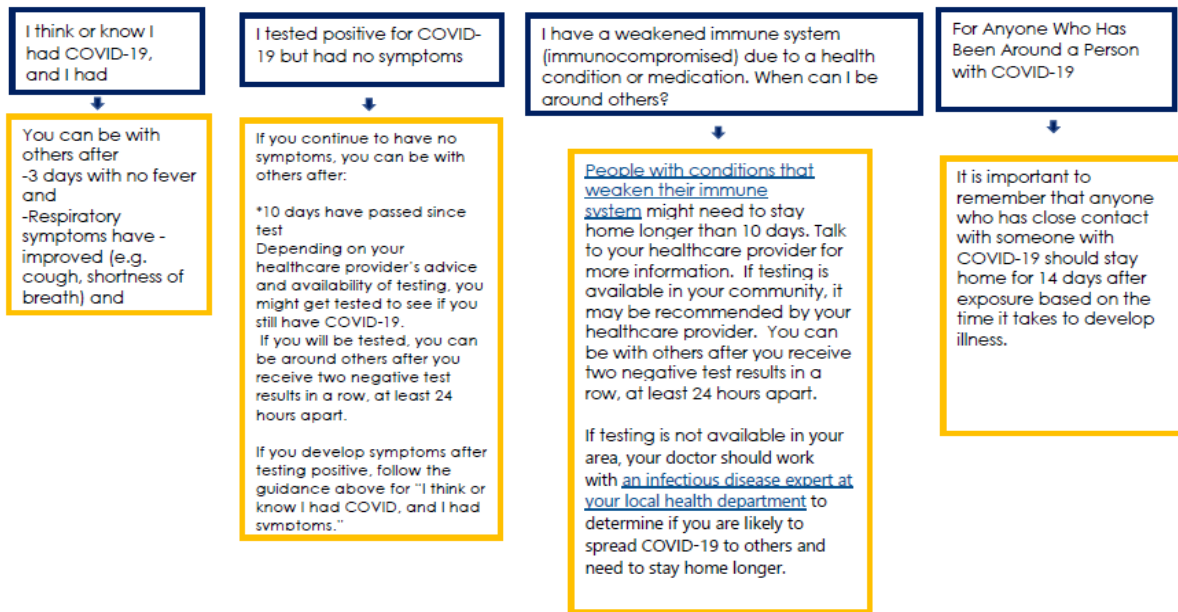
List the beginning and ending dates of the trip:

From _____ to _____

[Link to Recent Travel Form](#)



When You Can be Around Others After You Had or Likely Had COVID-19



Employee Support

All staff members are encouraged to communicate any concerns to their supervisor, who will be able to further direct them in the event added services, information, and/or considerations are needed. Below are some resources available for employees.

Resources

TRS-Active Care	(800) 222-9205	www.tractivecareatna.com
Teledoc	(855) 835-2362	https://member.teladoc.com/trsactivecare
Texas Department of State Health Services	Dial 2-1-1, then choose Option 6.	https://www.dshs.state.tx.us/coronavirus/testing.aspx
<ul style="list-style-type: none"> ■ COVID-19 Self-Checker ■ COVID-19 Test Collection Sites 		coronavirus@dshs.texas.gov
Centers for Disease Control and Prevention	(800) 322-4636	https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/index.html
<ul style="list-style-type: none"> ■ "If You are Sick or Caring for Someone" 		

Centers for Disease Control and Prevention and the Texas Education Agency

<https://www.cdc.gov/> <https://tea.texas.gov/> [CDC.GOV](https://www.cdc.gov/)

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>

2021-2022

Distrito Independiente de San Elizario

BACK@THENEST:
PLAN DE REINGRESO

ELEVÁNDONOS HACIA LA EXCELENCIA



Mensaje del presidente de la junta

El año escolar 2021-2022 ya está sobre nosotros. Estamos emocionados de darles la bienvenida a todos. Mientras nos preparamos para el próximo año escolar en San Elizario ISD, tenga la seguridad de que continuamos tomando todas las medidas de precaución para garantizar la seguridad y el bienestar de nuestros estudiantes y el personal del distrito. También estamos totalmente comprometidos en apoyar la trayectoria educativa de nuestros estudiantes, así como la de nuestros profesores.

La comunicación continua entre el hogar, la escuela y la comunidad será clave para que este año escolar sea exitoso y memorable para todos.

Gracias por confiarle a San Elizario ISD a sus hijos y elegir vivir y trabajar en esta hermosa comunidad.

Atentamente,

Sandra Licon
Presidente de la Junta de San Elizario ISD

Mensaje del Superintendente de Escuelas

Estimada comunidad de San Elizario ISD,

Nuestro equipo de San Elizario ISD está emocionado de tener la oportunidad de darles la bienvenida a todos para el próximo año escolar. Sabemos que el año anterior presentó desafíos importantes para la educación de nuestros estudiantes y obstáculos fundamentales para el método normal de funcionamiento de los distritos. Juntos, trabajamos para seguir apoyándonos unos a otros. En nombre del equipo de San Elizario, ¡acepte nuestro agradecimiento y admiración por todo lo que hizo!

Si bien todavía hay muchas preguntas sobre la pandemia de COVID-19 y su impacto futuro y continuo, hay un compromiso que hemos hecho en San Elizario ISD y es implementar precauciones de seguridad que nos permitirán tener un mejor ambiente de aprendizaje y trabajo para nuestros estudiantes y empleados. Las precauciones de seguridad continuarán para que nuestros entornos de aprendizaje estén protegidos para todas las personas interesadas. Con su colaboración y apoyo continuo, todos podemos trabajar para mantener seguros a San Elizario ISD, a los niños a quienes servimos y a nuestros empleados. Esta guía de reingreso está diseñado específicamente para que la lean todas las partes interesadas y sirve como un documento fluido que se actualizará para abordar la información que cambia continuamente a medida que surge.

Gracias una vez más por elegir a San Elizario ISD. Estamos orgullosos de poder contribuir a mejorar la vida de los niños. San Elizario ISD sigue siendo el lugar donde los estudiantes se elevan.

Respetuosamente,

Jeannie Meza-Chavez, Ph.D.
Superintendente de Escuelas de San Elizario ISD


PARTE I – Certificaciones

Introducción

El Equipo de Liderazgo del Distrito Escolar Independiente de San Elizario desarrolló un plan de prácticas de prevención y mitigación que se describe en este documento y está diseñado para reducir significativamente la probabilidad de que ocurra un brote de coronavirus en el campus. Algunas prácticas son obligatorias para todos los sistemas escolares, algunas son obligatorias en áreas con altos niveles de propagación comunitaria y algunas son recomendaciones.

Calendario del distrito

La Junta Escolar Independiente de San Elizario aprobó un calendario anual para el año escolar 2021-2022. El distrito continuará con este calendario anual que permite descansos más frecuentes para nuestros estudiantes y maestros.



San Elizario ISD 2021-2022 District Calendar

(Revised 04/09/2021)

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Beginning of 3rd 9 weeks Jan 17: Holiday--Martin Luther King Day <p>February 2022</p> <ul style="list-style-type: none"> Feb 14: Smart Snack Exemption Day Feb 16: Early Release Day; Professional Development Feb 22: GBMS--Parent/Teacher Conferences Feb 24: SEHS--Parent/Teacher Conferences <p>March 2022</p> <ul style="list-style-type: none"> March 4: End of 3rd 9 weeks March 7-18: Spring Intercession March 21: Professional Development Day March 22: Beginning of 4th 9 weeks March 24: Alarcon/Borrego--Parent/Teacher Conferences March 29: Loya/Sambirano--Parent/Teacher Conferences <p>April 2022</p> <ul style="list-style-type: none"> April 14: Early Release Students/Staff; Smart Snack Exemption Day April 15: Holiday--Good Friday <p>May 2022</p> <ul style="list-style-type: none"> May 30: Holiday--Memorial Day <p>June 2022</p> <ul style="list-style-type: none"> June 2: Last Day of School; Smart Snack Exemption Day June 2: Graduation Day June 3: Teacher Workday June 6: Summer School Teacher Preparation Day June 7-24: Summer School
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<p>Required Annual Instructional Minutes:</p> <p>75,400 (K-12) 32,400 (1/2 day Pre-K Programs)</p> <p>ISD Annual Instructional Minutes:</p> <p>Half-Day PPK (AM)--38,925 Half-Day PPK (PM)--27,195 Grades PK-4 and K-3--74,120 Grades 3-6--76,120 Grades 7-12--76,120</p>	<p>9 weeks schedule:</p> <p>1st: Aug 2--Oct. 1 2nd: Oct. 19--Dec. 17 3rd: Jan. 5--March 4 4th: March 22--June 2</p>	<p>STAAR/EOC State Testing Windows:</p> <p>December 7-17, 2021 April 5-15, 2022 May 9-20, 2022 June 21-30, 2022</p> <p>*Note: Testing windows are subject to change as per TEA.</p>
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<ul style="list-style-type: none"> * TELPAS Testing Window State Testing Window Full Day Professional Development Holiday/Non-Duty Day/Dist. Closure Parent/Teacher Conferences Smart Snack Exemption Day Summer School Teacher Prep. Half-day Professional Development with Early Release 	<ul style="list-style-type: none"> Nine Weeks Begins Nine Weeks Ends Early Release Students/Staff Intercession New Teacher Orientation Teacher Workday ES Employee Holiday
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Calendar Approved by the Board of Trustees on June 9, 2021

Horario escolar

Los horarios de las campanas se diferenciarán por nivel de grado (es decir, escuelas primarias y primarias o secundarias). A continuación encontrará los horarios de las campanas del día escolar en persona.

Escuela	Maestros Start/End Times)	Primera Llamada	Ultima Llamada	Recordatorio de tomar asistencia	Hora de Salida	Total de minutos de instrucción
San Elizario High School	8:10 AM— 4:10 PM	8:40 AM	8:15 AM	Asistencia se toma cada clase	4:05 PM	440
Garcia-Enriquez Middle School	8:10 AM— 4:10 PM	8:40 AM	8:45 AM	Asistencia se toma cada clase	4:00 PM	440
Alarcon and Borrego Elementary Schools (Grades 3-6)	7:30 AM— 3:30 PM	7:30 AM	7:35 AM	10:00 AM	2:50 PM	440
Loya Primary (3 and 4year-olds) and Sambrano Elementary (Grades Kinder-2 nd)	7:30 AM— 3:30 PM	7:30 AM	7:35 AM	10:00 AM	2:50 PM	440
Loya Primary PPK-3--(1/2 day AM)	7:30 AM— 3:30 PM	7:30 AM	N/A	N/A	11:00 AM	210
Loya Primary PPK-3--(1/2 day PM)	7:30 AM— 3:30 PM	11:20 AM	N/A	N/A	2:50 PM	210

Requisitos de asistencia

Los maestros tomarán la asistencia diariamente. Se requiere que los estudiantes asistan a la escuela por lo menos el 90% del año escolar para recibir crédito y ser promovidos. Se harán cumplir todas las pautas establecidas por la política de la Junta FEA y FEC (LOCAL).

Métodos de instrucciones

El Distrito Escolar Independiente de San Elizario ofrecerá instrucción en persona para todos los estudiantes en todos los niveles de grado para el año escolar 2021-2022.

Disponibilidad de maestros y apoyo educativo

Los maestros estarán disponibles durante la semana escolar. El director de la escuela establecerá cualquier horario de reunión adicional para apoyar aún más a nuestros padres y estudiantes.

Participación de los estudiantes

Los maestros involucrarán a los estudiantes con estrategias de instrucción de alto rendimiento para abordar la pérdida de aprendizaje creada por el cierre de emergencia de COVID-19. Además, lo siguiente abordará la pérdida de aprendizaje específica entre los estudiantes de bajos ingresos, los estudiantes con discapacidades, los estudiantes de inglés, las minorías raciales y étnicas, los estudiantes sin hogar y los niños en hogares de acogida:

- Implementación de lectura guiada en los niveles de grado de primaria.
- Implementación de Fundamental Five en los niveles de grado secundario
- Implementación de Istation
- Implementación de Newsela
- Implementación de IXL
- Implementación de tutorías específicas

La siguiente tabla especifica los métodos de instrucción que San Elizario ISD seleccionó y son permitidos por la Agencia de Educación de Texas.

Escuela	Nivel	En Persona
Loya Primary	PK 3 - PK4	★
Sambrano Elementary	K - 2nd	★
Alarcon Elementary	3rd - 6th	★
Borrego Elementary	3rd - 6th	★
Garcia Enriquez MS	7th - 8th	★
San Elizario HS	9th - 12th	★

Diseño de materiales

SOAR @ theNEST

El Distrito Escolar Independiente de San Elizario ofrece un sólido centro de recursos en línea llamado Recursos Académicos Especializados en Línea al que se hace referencia como SOAR @ theNEST. Los estudiantes y los padres pueden acceder a los recursos en línea del distrito en un enlace fácil de navegar. El enlace se proporciona a continuación.

❖ <https://www.seisd.net/Page/529>

Dispositivos tecnológicos

En preparación para un cierre inesperado a largo plazo, el Distrito Escolar Independiente de San Elizario distribuyó un total de más de 1600 dispositivos a estudiantes que no tenían ningún tipo de tecnología en casa. Este total incluye I-Pads, Chromebook y computadoras portátiles. A los estudiantes que no tenían conexión a Internet en casa también se les proporcionó un punto de acceso por hogar. Un hotspot es un dispositivo que permite a los estudiantes conectarse a Internet. Se han distribuido un total de 241 hotspots que brindan servicio de Internet a 533 estudiantes. Actualmente se está realizando una verificación de la conectividad a Internet para garantizar que nuestros estudiantes tengan la conexión a Internet necesaria para tener éxito.



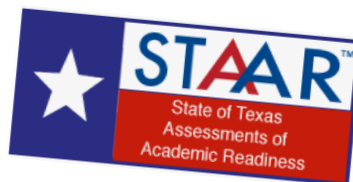
Progreso del estudiante: políticas de calificación de la escuela

Requisitos de calificación

Las prácticas tradicionales de calificación continuarán durante el año escolar 2021-2022. Los maestros estarán monitoreando el progreso de los estudiantes durante el año escolar. Además, las boletas de calificaciones y los informes de progreso estarán disponibles a través del Portal para padres. Los informes de progreso en papel y las boletas de calificaciones estarán disponibles para recoger a pedido de los padres / tutores. Se harán cumplir todas las pautas establecidas por la política de la Junta EIA y EIE (LOCAL). Para asegurar aún más el éxito de nuestros estudiantes, el monitoreo continuo del progreso continuará con la ayuda de nuestros consejeros, maestros en riesgo, trabajadores sociales, intervencionista de matemáticas y lectura y maestros.

Evaluaciones estatales

Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR) continuarán durante el año escolar 2021-2022. Es posible que haya opciones en línea disponibles. Además, las escuelas continuarán administrando evaluaciones comparativas y evaluaciones comunes en todo el distrito para medir el progreso de los estudiantes. Se hará cumplir la política de la mesa directiva EIE (LOCAL).



Implementación Calendarios de desarrollo profesional

El Distrito Escolar Independiente de San Elizario ha estado brindando desarrollo profesional continuo a todos los maestros. Este ha sido un desarrollo profesional dirigido a preparar a los maestros para que enseñen a abordar de manera efectiva la pérdida de aprendizaje debido al cierre de emergencia de COVID-19.

Apoyo de materiales de instrucción para materiales de instrucción en línea

Los estudiantes del Distrito Escolar Independiente de San Elizario se involucrarán con material académico que está disponible para instrucción en persona el Distrito Escolar Independiente de San Elizario ha estado adoptando estratégicamente materiales instructivos que se pueden implementar tanto en modo presencial como en línea en el caso de un cierre inesperado a largo plazo. Los siguientes son algunos ejemplos de los materiales de instrucción disponibles para nuestros estudiantes:

- Istation - R&M
- HMH (K-2 ELAR) - Sambrano
- K-1 STEMScopes Math Sambrano
- STEMScopes
- My World Pearson (Estudios Sociales)
- PK-1 Estrellita / Fundaciones
- Ir a las matemáticas
- PK3-PK4: siga las pautas y el enfoque de Oracy

Apoyos específicos para que los educadores y las familias implementen una instrucción asincrónica remota eficaz.

Los maestros continuarán recibiendo desarrollo profesional que los ayudará en el desarrollo de lecciones interactivas y altamente efectivas. Además, los maestros recibirán apoyo de los especialistas en instrucción de la escuela y los oficiales de instrucción del distrito. Las reuniones del Comité de Aprendizaje Profesional (PLC) se enfocarán en la entrega de instrucción basada en la investigación.

Los padres pueden encontrar videos instructivos en la página de recursos en línea SOAR @ theNEST del distrito. Estos están diseñados para ayudar a los padres sobre cómo ayudar a sus hijos a acceder a los recursos del Distrito. Además, el distrito seguirá poniendo el servicio de asistencia técnica a disposición de los padres. Nuestro enlace de padres del distrito y la escuela junto con los administradores continuarán brindando la asistencia tecnológica necesaria para asegurar que los estudiantes experimenten el éxito.

PARTE II Respuesta abierta

Plan en caso de un cierre a largo plazo

Se seguirá el siguiente plan en caso de que se produzca un cierre imprevisto a largo plazo:
Aprendizaje de San Elizario ISD - SOAR @ theNEST – Plan

	Loya & Sambrano PreK3 - 2nd	Alarcon & Borrego 3rd - 6th	GEMS 7th - 8th	SEHS 9th - 12th
Structure/Schedule	Lead4Ward: school@home	Lead4Ward: school@home	Lead4Ward: school@home	Lead4Ward: school@home
Learning Management System (LMS) or Virtual Environment	Google Classroom	Google Classroom	Google Classroom	Google Classroom
Online Resources	Istation – R&M HMH (K-2 ELAR) - Sambrano K-1 STEMScopes Math Sambrano STEMScopes My World Pearson (Social Studies) PK-1 Estrellita/Fundations Go Math PK3-PK4 – follow guidelines & Oracy focus	Istation – R HMH (ELAR) Reflex Math STEMScopes My World Pearson (Social Studies) Sharon Wells	Istation – R Pearson ELAR IXL STEMScopes IMH (Social Studies)	STEMScopes Pearson ELAR • HMH (Social Studies)
Explicit Instruction	<i>Delivery of Instruction, Quality Control and Support of Online Learning</i>	<i>Delivery of Instruction, Quality Control and Support of Online Learning</i>	<i>Delivery of Instruction, Quality Control and Support of Online Learning</i>	<i>Delivery of Instruction, Quality Control and Support of Online Learning</i>
Social Emotional Learning	PBIS Counseling Services <i>Common Sense Education: Digital Citizenship & Social Emotional Learning</i>	PBIS Counseling Services <i>Common Sense Education: Digital Citizenship & Social Emotional Learning</i>	PBIS Counseling Services <i>Common Sense Education: Digital Citizenship & Social Emotional Learning</i>	PBIS Counseling Services <i>Common Sense Education: Digital Citizenship & Social Emotional Learning</i>

Making Individualized Connections with Students	-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)	-Intro Self Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)	-Intro Self Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)	-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication Student Rewards (Racoon Gang, 2015)
Scope & Sequence TEKS alignment	TEKS Resource System Targeted curriculum and assessment align to the TEKS	TEKS Resource System Targeted curriculum and assessment align to the TEKS	EKS Resource System Targeted curriculum and assessment align to the TEKS	EKS Resource System Targeted curriculum and assessment align to the TEKS
Mode of Communication	Dojo	Dojo	Dojo	Remind/Alternative

Alineación de los TEKS

El Distrito Escolar Independiente de San Elizario continuará usando el Sistema de Recursos TEKS para la instrucción presencial. El Sistema de Recursos TEKS es un plan de estudios y una herramienta de evaluación específicos que está alineado con los Conocimientos y Habilidades Esenciales de Texas (TEKS).

<https://www.teksresourcesystem.net/>



Educación especial

San Elizario ISD cumplirá con su obligación de proporcionar servicios de instrucción y servicios relacionados según lo requiera el IEP de cada estudiante. Los servicios educativos y relacionados como se describen en el IEP de cada estudiante se proporcionarán según se documenta en el Plan de contingencia de emergencia individualizado de cada estudiante. Si un padre desea solicitar un ajuste en la prestación del servicio, se puede realizar un ARD en cualquier momento para atender estas solicitudes.

Los materiales de instrucción incluyen recursos diseñados específicamente y / o adaptaciones y modificaciones para ayudar a los estudiantes con discapacidades tanto en un entorno asincrónico como en un entorno presencial.

Los maestros trabajarán con los padres para obtener progreso con respecto a la instrucción. También habrá paraprofesionales de educación especial disponibles para ayudar a los estudiantes con las actividades de instrucción durante el día escolar.

Los servicios de co-enseñanza y facilitación de apoyo se proporcionarán de acuerdo con el IEP de los estudiantes.

Si el IEP de un estudiante ha recomendado terapia del habla, terapia ocupacional, fisioterapia, educación física adaptativa, apoyo instructivo de VI o AI, o Consejería de Educación Especial, estos servicios continuarán como se establece en el Plan de Contingencia de Emergencia Individualizado y el IEP de cada niño.

Sección 504

Cada estudiante 504 seguirá el plan de instrucción desarrollado para los compañeros de educación general a menos que su plan 504 indique que son necesarios servicios alternativos. Los padres pueden solicitar una reunión de la Sección 504 en cualquier momento para revisar las adaptaciones y los servicios establecidos para su hijo. Los maestros continuarán implementando las adaptaciones de cada estudiante y los servicios relacionados desarrollados por el comité 504. Además, si un niño recibe instrucción sobre dislexia como parte de sus servicios 504, estos servicios se brindarán en un grupo pequeño o en un entorno individual para cumplir con los servicios establecidos en el plan 504.

Intervención

Todos los estudiantes de RTI recibirán apoyo como se describe en su Plan de Intervención individualizado.

Seguimiento del progreso

- Los maestros deben revisar el progreso de cada estudiante con un IAP semanalmente y determinar qué adaptaciones adicionales, si las hay, pueden ser necesarias para que cada estudiante continúe progresando.
- Los maestros deben considerar estrategias / apoyos alternativos para asegurar un progreso continuo (es decir, instrucción más sincrónica, más apoyo en grupos pequeños, etc.).
- Los maestros deben, después de que otras intervenciones no hayan tenido éxito, solicitar convocar una reunión del comité de la Sección 504 para abordar la falta de progreso.

Educación Bilingüe

Los estudiantes ELL son elegibles para recibir una variedad de servicios y participar en programas que los ayudarán a aprender el contenido académico y adquirir habilidades en su segundo idioma (inglés).

- Se requiere el cumplimiento del proceso LPAC.
- Todos los estudiantes recibirán adaptaciones de instrucción de acuerdo con el LPAC de cada estudiante individual.

PARTE III

Direcciones para la desinfección de dispositivos tecnológicos

Cómo limpiar su computadora o computadora portátil:

- Apague la energía. En el caso de las computadoras, apague y luego desconecte el dispositivo y el monitor. Desenchufe las computadoras portátiles y retire la batería si es posible.
- Limpie suavemente el monitor para que no tenga manchas, manchas o polvo con un paño de microfibra
- Si esto no funciona, use una solución de jabón para platos diluido. Una sola gota de jabón y agua tibia.
- Sumerja un paño de fibra limpio en la solución y escúrralo bien. Esto es importante al limpiar computadoras portátiles, ya que el líquido no debe gotear a través de las teclas.
- Limpie suavemente la pantalla con un paño húmedo.
- Enjuague todo el jabón de este paño y escúrralo nuevamente. Vuelve a revisar tu pantalla para eliminar cualquier residuo de jabón.
- Limpie suavemente la pantalla con un paño de microfibra seco.

Cómo limpiar el teclado de la computadora:

- Desconecte la fuente de energía. Para computadoras, apague y desenchufe el dispositivo. Además, desconecte el teclado de la computadora. Retire las baterías del teclado inalámbrico. Las computadoras portátiles deben desenchufarse y quitar la batería si es posible.
- Rocíe el teclado con aire enlatado para eliminar las migas o el polvo sobrantes.
- Frote ligeramente un hisopo de algodón en alcohol suave. Primero haga una prueba puntual para asegurarse de que el alcohol no elimine las letras.
- Seque las llaves con un paño de microfibra. No reemplace las baterías ni enchufe hasta que las llaves estén completamente secas.

Cómo limpiar pantallas táctiles

- Las pantallas táctiles deben limpiarse a diario con un paño de microfibra seco.
- Para una limpieza más profunda, use un paño de microfibra humedecido y luego seque la pantalla con una microfibra nueva.
- Tenga cuidado de que no entre humedad en las aberturas.

Cómo desinfectar tabletas:

- Utilice un aerosol antimicrobiano apto para pantallas táctiles y un paño de microfibra. (Consulte las recomendaciones e instrucciones del fabricante)
- Asegúrese de que los dispositivos electrónicos estén apagados y desenchufados.
- Humedezca un paño de microfibra con spray, teniendo cuidado de no saturar demasiado el paño.
- Limpie la pantalla, evite todas las aberturas.
- Deje que el spray se asiente el tiempo indicado en el producto.
- Seque la pantalla con un paño de microfibra limpio.

Cómo desinfectar la cubierta de la tableta:

- Mezcle un par de gotas de jabón para platos con agua tibia en un recipiente
- Sumerja un paño en la solución para que esté húmedo, no saturado.
- Limpie la cubierta.
- Enjuague el paño hasta que quede limpio; escúrralo para que quede húmedo.
- Limpie la tapa nuevamente para eliminar los residuos de jabón y déjela secar al aire o limpie con un paño seco.

Transiciones

- Habrá carteles y marcas en el piso para ayudar a los estudiantes y al personal con el distanciamiento social en los espacios comunes y los pasillos. Siempre que sea posible, se seguirá una distancia de 3 a 6 pies.
- Durante los períodos de transición, el flujo de tráfico se enrutará para minimizar el contacto de los estudiantes.
- Se les indicará a los estudiantes que permanezcan en el extremo derecho durante los períodos de transición.
- El personal estará en el lugar para garantizar el cumplimiento.

Fuentes de agua

Se anima a los estudiantes a traer un recipiente de plástico transparente para agua a la escuela todos los días con su nombre claramente marcado en él.

SEISD ha modernizado varias de las fuentes de agua existentes en estaciones de llenado de botellas.

Transporte

Se proporciona transporte en autobús para todos los estudiantes de educación especial cuando lo requieran el ARD y el IEP de los estudiantes. Todos los estudiantes de educación general recibirán transporte si son elegibles desde las áreas de transporte designadas a cada campus.

- Se recomienda encarecidamente a los padres que proporcionen transporte a la escuela para sus hijos. Esto permitirá un mejor distanciamiento social entre los pasajeros dentro de los autobuses escolares.
- Los autobuses se limpiarán y desinfectarán a fondo después de las rutas de la mañana y la tarde, centrándose en las superficies de alto contacto.
- Los conductores, los monitores de autobús y los estudiantes que viajan en autobús pueden seguir usando una máscara facial si así lo desean.
- Llegada del estudiante
- A los padres no se les permitirá caminar a los estudiantes dentro del edificio de la escuela.
- Los padres permanecerán en sus autos durante la entrega y salida de la mañana.
- Se desaconseja encarecidamente la llegada anticipada. Los estudiantes que dejen antes de que el edificio esté abierto no podrán ingresar al edificio y no serán monitoreados.

- Recogida de estudiantes durante el día de instrucción
- Los padres que recojan a los estudiantes durante el día llamarán con anticipación para que los estudiantes puedan ser enviados o acompañados a los vehículos de los padres a su llegada. Si un padre / tutor debe ingresar al campus, se limitará a un visitante por estudiante y los miembros adicionales de la familia deberán esperar fuera del edificio de la escuela.

Comidas para estudiantes: desayuno y almuerzo

- Los campus que utilizan el programa Desayuno en el salón de clases continuarán.
- Los almuerzos se servirán en la cafetería, se observará una distancia de 3-6 pies cuando sea posible.

Biblioteca

- Los libros y materiales se recogerán en cajas o carritos y no se tocarán hasta que se complete una cuarentena de 3 días.
- Los bibliotecarios usarán guantes cuando trabajen con libros o materiales de la biblioteca.
- El acceso de los estudiantes a las pilas será unidireccional.
- Los estudiantes solo podrán ingresar a las áreas de exhibición de especialidades de uno en uno.
- Se eliminarán todos los materiales compartidos.
- Se observará un distanciamiento social de 3 a 6 pies tanto como sea posible.

Eventos para estudiantes fuera del campus

- SEISD buscará actividades virtuales en lugar de excursiones, asambleas y presentaciones especiales en consecuencia.
- Al participar en actividades fuera del campus, sancionadas por la escuela, los estudiantes deben seguir todos los protocolos y requisitos en el campus en persona.
- Eventos en el campus
- SEISD evitará programar reuniones y eventos de grupos grandes que no sean esenciales.
- Las reuniones típicas de padres, como conocer al maestro, jornadas de puertas abiertas, conferencias de padres, etc. se llevarán a cabo virtualmente según sea apropiado.
- Cualquier actividad extracurricular, incluidas las reuniones del club del campus, que se apruebe para llevarse a cabo en el campus se adherirá a los requisitos de distanciamiento social descritos por SEISD, TEA y UIL.

Atletismo

- Todos los estudiantes que participan en deportes deberán cumplir con los requisitos de UIL.
- Se requerirá que todos los estudiantes asistan a clases de atletismo en persona / virtuales, prácticas y juegos después de la escuela.
- Todos los estudiantes deben completar el papeleo en línea de Rank One antes de cualquier entrenamiento atlético o pruebas.
- Todos los equipos deportivos de SEISD seguirán las pautas de mitigación establecidas por UIL, TEA y las autoridades estatales y locales.

- Por favor, comuníquese con los administradores de la escuela secundaria y secundaria en cada campus individual para obtener información sobre cuándo están programadas sus clases de atletismo.

Atletismo de secundaria

- Los estudiantes de escuela intermedia deberán completar todos los trámites de rango uno antes del primer día de práctica.
- Los horarios de los juegos de la escuela secundaria se ajustarán para adaptarse a cualquier retraso en el inicio de las prácticas. Los horarios de los juegos de la escuela secundaria están por confirmar.

Apoyos socioemocionales para estudiantes

Los consejeros de SEISD están disponibles para apoyar a los estudiantes académica, social y emocionalmente. Nuestros consejeros están preparados y listos para brindar apoyo o recursos de salud mental para familias que puedan estar pasando por dificultades emocionales. Estos servicios se pueden proporcionar de forma remota o presencial.

Se ofrecerán lecciones de aprendizaje social y emocional (SEL) a los estudiantes de SEISD para desarrollar habilidades importantes como la autoconciencia, la autogestión, la conciencia social, las habilidades para relacionarse y la toma de decisiones responsable.

Prácticas para evitar que el virus ingrese a la escuela

Si se confirma en laboratorio que una persona que ha estado en una escuela tiene COVID-19, la enfermera principal del distrito notificará al departamento de salud local, de acuerdo con las leyes y regulaciones federales, estatales y locales aplicables, incluidos los requisitos de confidencialidad de los estadounidenses con Ley de Discapacidades (ADA) y Ley de Privacidad y Derechos Educativos de la Familia (FERPA).

De acuerdo con los requisitos de notificación de la escuela para otras enfermedades transmisibles, y de acuerdo con los requisitos legales de confidencialidad, San Elizario ISD notificará a todos los maestros, personal y familias de todos los estudiantes en una escuela si se identifica un caso de COVID-19 confirmado por laboratorio entre estudiantes, maestros o personal que participe en cualquier actividad del campus.



Pautas generales de entrada al edificio

Introducción

La seguridad y el bienestar de todos los estudiantes, el personal y los visitantes son una prioridad para San Elizario ISD ya que el distrito vuelve a ingresar al lugar de trabajo y las instalaciones de instrucción al cien por cien. Se han implementado varios cambios en la apariencia del lugar de trabajo y los campus, así como las prácticas y los protocolos, para seguir la Guía recomendada según lo establecido por la Autoridad de Salud Local del Departamento de Salud Pública de la Ciudad de El Paso, TEA y CDC. La transmisión del coronavirus en general ocurre mucho más comúnmente a través de gotitas respiratorias que a través del contacto con superficies contaminadas, pero es posible infectarse si uno toca una superficie contaminada y luego se toca la nariz, los ojos o la boca. El riesgo de transmisión parece ser proporcional a la cercanía y frecuencia de interacción entre un individuo infectado y otros que no están infectados y / o vacunados. Nuestro objetivo es garantizar en colaboración que todos los estudiantes, empleados y visitantes en las instalaciones del distrito se sientan seguros y protegidos para navegar de manera efectiva las complejidades de una “nueva normalidad” y reducir el riesgo de exposición e infección con COVID-19.

Las medidas implementadas incluyen desinfección más frecuente de áreas muy tocadas (instalaciones y autobuses escolares), superficies y áreas de trabajo, controles diarios de bienestar de estudiantes, personal y visitantes, controles de temperatura, pruebas rápidas de COVID-19 por solicitud, acceso a desinfectante de manos en todo el distrito. instalaciones, para incluir aulas, marcas de piso de distancia social, (Centros para el Control y la Prevención de Enfermedades) señalización de orientación de los CDC, escudos de seguridad en áreas de recepción de alto tráfico, protectores de escritorio con protección contra estornudos para estudiantes de primaria y primaria, continuación del uso de mascarilla (aunque no es obligatorio) para aquellos que elijan hacerlo, ionización bipolar de punta de aguja a través de sistemas HVAC, filtración con clasificación MERV más alta, mayor frecuencia de cambio de filtro y otras medidas detalladas en este libro. La cooperación de todo el personal para mantener un ambiente seguro mientras el distrito y la comunidad continúan luchando contra la propagación de COVID-19 es esencial.

Como siempre, el personal de San Elizario ISD continuará enfrentando los desafíos de COVID-19 con mejoras continuas y perseverancia, incorporando el compromiso de educar a todos los estudiantes para el éxito, sin importar las circunstancias. Esta guía es la guía del Distrito Escolar Independiente de San Elizario sobre el reingreso al entorno de instrucción física.

La guía sobre el coronavirus (COVID-19) se actualiza periódicamente. La información que se describe aquí son las mejores prácticas actuales proporcionadas por los funcionarios de salud federales, estatales y locales para mitigar el COVID-19 en el entorno laboral. El Distrito actualizará esta guía a medida que haya nueva información disponible. Este plan es fluido y se revisará de acuerdo con las pautas de los CDC, la TEA y el Departamento de Salud Pública local para determinar su eficacia y se revisará según sea necesario para satisfacer las necesidades de todas las partes interesadas.

Reglas generales

Horario del edificio / escuela

Consulte los horarios individuales del Departamento o de las Instalaciones del campus. Los empleados deben autoevaluarse para detectar síntomas de COVID-19 revisando la Evaluación de empleados del distrito a través del Portal de salud en

https://app.healthofficeportal.com/SHM_San_Elizario_Independent_School_District/Portal/Login.aspx

Cuestionario de evaluación de la salud y control de su temperatura antes de presentarse al trabajo. Los empleados deben llegar a tiempo, según lo programado para el servicio, para permitir el proceso de evaluación del control de salud. Para la seguridad del entorno de aprendizaje, se recomienda encarecidamente a los padres que evalúen a sus hijos ya sí mismos para detectar síntomas antes de enviar a los estudiantes a la escuela.

Salud y seguridad

El Distrito Escolar Independiente de San Elizario continúa monitoreando los indicadores de transmisión del coronavirus. Su salud y seguridad siguen siendo nuestra máxima prioridad. Como resultado, el Distrito continúa practicando una variedad de medidas de seguridad y escalando los esfuerzos de seguridad lo más rápido posible para mantener seguros a los empleados. Para abordar la propagación de COVID-19, es importante saber cómo se transmite el virus.

Transmisión de COVID-19

La transmisión del coronavirus en general ocurre mucho más comúnmente a través de gotitas respiratorias que a través del contacto con superficies contaminadas, pero es posible infectarse si uno toca una superficie contaminada y luego se toca la nariz, los ojos o la boca. El riesgo de transmisión parece ser proporcional a la cercanía y frecuencia de interacción entre un individuo infectado y otros que no están infectados y / o no vacunados.

El sitio web de los Centros para el Control y la Prevención de Enfermedades (CDC) proporciona la información más reciente sobre la transmisión de COVID-19:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>

Personas con mayor riesgo

Según lo que sabemos, las personas con alto riesgo de enfermedad grave por COVID-19 incluyen personas de 65 años o más, personas con afecciones médicas subyacentes como enfermedad cardíaca, enfermedad pulmonar, asma, diabetes, personas en diálisis, personas con enfermedad hepática, y personas con sistemas inmunológicos comprometidos.

Síntomas de COVID-19

El nuevo coronavirus (COVID-19) es diferente de los coronavirus que causan enfermedades leves como el resfriado común. La infección por COVID-19 puede causar enfermedades que van de leves a graves y, en algunos casos, pueden ser fatales. Según lo que se conoce actualmente, los síntomas pueden aparecer de 2 a 14 días después de la exposición al virus. Los síntomas de COVID-19 generalmente incluyen tos, falta de aliento o dificultad para respirar, escalofríos o

temblores repetidos con escalofríos, fiebre (≥ 100 ° F), dolor muscular, dolor de garganta y, en algunos casos, pérdida del gusto o del olfato. Otros síntomas menos comunes incluyen náuseas, vómitos y / o diarrea. En algunos casos, las personas infectadas no presentan signos ni síntomas. y se denominan asintomáticos.

Si bien la mayoría de los casos se han producido en adultos, los síntomas de COVID-19 en niños son como los síntomas en adultos. Los síntomas de COVID-19 en los niños generalmente incluyen síntomas similares a los de un resfriado, como fiebre, secreción nasal y tos. También se han informado vómitos y diarrea.

Administradores de escuela / jefes de departamento

Los administradores del campus / jefes de departamento serán responsables de lo siguiente:

- ❖ Pruebas de detección (control de temperatura y cuestionario del portal de salud de evaluación de la salud COVID-19)
(Ver anexo)
- ❖ Distanciamiento social (3-6 pies)
- ❖ Equipo de protección personal
- ❖ Suministros de limpieza
- ❖ Estándares de señalización
- ❖ Entradas, salidas y flujo de tráfico
- ❖ Procesos de lobby y visitantes
- ❖ Protocolos de área compartida
- ❖ Otros procedimientos y protocolos de seguridad

Los administradores del escuela / jefes de departamento colaborarán para implementar protocolos y procedimientos de seguridad dentro del departamento o campus. Cada instalación tendrá un jefe de departamento / administrador del escuela que será responsable de implementar y monitorear los protocolos y procedimientos de seguridad dentro. Los jefes de departamento / administradores del escuela juzgarán las necesidades específicas de su edificio mediante la realización de evaluaciones diarias de la funcionalidad del edificio en las áreas de trabajo e instrucción.

Los administradores del escuela / jefes de departamento colaborarán en el mapeo del tráfico unidireccional en sus espacios de trabajo cuando corresponda, asegurando que se instalen flechas direccionales y señalización, reconfigurando el uso del espacio de oficinas y aulas según sea necesario para promover una distancia / espaciado apropiado (3-6 pies siempre que sea posible) e implementando prácticas relacionadas con el uso seguro de áreas o equipos especiales, como fotocopadoras. Los jefes de departamento / administradores de la escuela se asegurarán de que se vea un régimen de limpieza mejorado e informarán cualquier necesidad o suministros de limpieza adicionales al miembro del personal correspondiente.

Limpeza mejorada

El Departamento de Servicios de Conserjería tiene un alto estándar de limpieza y seguridad y está comprometido a mantener esos estándares con nuestro proceso de limpieza intensivo. Se han implementado protocolos mejorados de limpieza y desinfección como resultado de COVID-19 y se basan en las pautas gubernamentales y de salud locales actuales.

Utilización de productos químicos registrados por la EPA para la desinfección, enfoque en el tiempo de permanencia adecuado para una desinfección adecuada y una mayor frecuencia de desinfección de superficies de alto contacto.

- Pomos de las puertas
- Encimeras
- Pasamanos
- Interruptores de luz
- Accesorios de baño
- Escritorios
- Teclados y mouse
- Teléfonos de escritorio



Áreas de enfoque mejorado

- Autobuses
- Baños
- Oficinas
- Salas de descanso
- Máquinas expendedoras
- Copiadoras / impresoras
- Áreas de recepción y lobby
- Equipo

Limpeza de área personal sugerida

- Escritorios
- Teclados y mouse de computadora
- Teléfono
- Mando a distancia
- Brazos de silla
- Manijas de los cajones del archivador
- Cafetera



Autobuses

Los autobuses se limpiarán y desinfectarán a fondo después de las rutas de la mañana y la tarde, centrándose en las superficies de alto contacto como los asientos del autobús, los volantes, las perillas, las manijas de las puertas y los pasamanos. Cuando sea posible, se seguirán las pautas de distanciamiento social para autobuses de 3 a 6 pies. Los conductores de autobús, los

monitores de autobús y los estudiantes que viajan en autobús pueden usar una mascarilla si así lo desean, aunque no es obligatorio.

Áreas communes

Se requerirá que todos los estudiantes, personal y visitantes sigan los protocolos de seguridad establecidos.

- Distanciamiento social (3-6 pies) lo mayor posible
- No se requiere el uso de cubiertas para el rostro, pero quienes elijan usar una mascarilla pueden continuar haciéndolo.

En las áreas comunes habrá disponibles dispensadores de desinfectante para manos o desinfectantes para manos portátiles y limpiadores en aerosol. Es posible que las puertas de las áreas comunes deban permanecer abiertas para evitar que varias personas toquen las manijas.

Detener la propagación de gérmenes

Los empleados, estudiantes y visitantes pueden hacer su parte para ayudar a prevenir la propagación de enfermedades respiratorias siguiendo estas pautas:

Distanciamiento social

El Distrito seguirá los protocolos de distanciamiento social dentro de los edificios. Las personas deben mantener una distancia mínima de tres pies entre otras personas tanto como sea posible. Las marcas de distanciamiento social en todos los campus e instalaciones del distrito serán claramente visibles para promover las pautas de distanciamiento.

Cubre vocas

La Orden Ejecutiva del Gobernador del Estado de Texas Número GA-36 prohíbe a las agencias gubernamentales, incluidos los distritos escolares, exigir el uso de cubiertas faciales. Por lo tanto, ya no se requiere el uso de una cubierta facial mientras se encuentre en los terrenos del distrito. Sin embargo, aquellos que opten por seguir usando una cubierta facial (mascarilla), pueden continuar haciéndolo.

Como recordatorio, las máscaras faciales no reemplazan la necesidad de mantener el distanciamiento social y lavarse las manos con frecuencia. Los CDC recomiendan lavarse las manos durante al menos 20 segundos y hacerlo con frecuencia. Se anima a los empleados a que sigan utilizando métodos de videoconferencia para realizar reuniones.



Guantes

Siga estos consejos:

- Lávese las manos antes de ponerse los guantes.
- Quítese las joyas de mano antes de usarlas.
- Asegúrese de que los guantes le queden bien.
- Tenga en cuenta que los objetos afilados pueden perforar los guantes.
- Siempre cámbiese los guantes si se rompen o se rompen.
- Nunca reutilice, comparta, lave o desinfecte los guantes.

Cómo quitarse los guantes

- Apriete y sostenga la parte exterior del guante cerca del área de la muñeca.
- Pelar hacia abajo, alejándose de la muñeca, dando la vuelta al guante.
- Retire el guante hasta que se lo quite de la mano y sostenga el guante de adentro hacia afuera con la mano enguantada.
- Con la mano sin guante, deslice los dedos por debajo de la muñeca del guante restante, teniendo cuidado de no tocar la parte exterior del guante.
- Nuevamente, pele hacia abajo, alejándose de la muñeca, volviendo el guante al revés.
- Continúe tirando del guante hacia abajo y sobre el guante de adentro hacia afuera que sostiene en su mano enguantada.
- Después de quitarse los guantes, lávese bien las manos con agua y jabón o desinfectante de manos a base de alcohol.

Áreas del vestíbulo principal

No se permitirá holgazanear o congregarse en las áreas del vestíbulo. Se establecerán marcas de piso / zonas seguras alrededor de la recepción / áreas de recepción. Los espacios se reconfigurarán para lograr el distanciamiento social según sea necesario.

Instalaciones y campus del distrito

Para la seguridad de nuestro entorno de aprendizaje, todos los visitantes deberán seguir los protocolos y pautas de seguridad establecidos. Todos los visitantes serán evaluados para detectar síntomas de COVID 19, controlando su temperatura y respondiendo un cuestionario de Evaluación de la Salud. Si un visitante tiene algún síntoma de COVID 19, el visitante no será admitido en la instalación.

Programación de citas

El personal del Distrito Escolar Independiente de San Elizario debe establecer citas en el departamento o en el campus con los visitantes, incluidos los padres, durante las horas del día en las que el tráfico de empleados o estudiantes es mínimo. Por ejemplo, después de la entrada de un empleado o estudiante o antes de las horas de salida.

Números de contacto del campus y las instalaciones

Oficina de administración (central)	(915) 872-3900
Excell Academy	(915) 872-3915
Centro de operaciones de servicios de apoyo	(915) 872-3980
Lorenzo G. Loya Primaria	(915) 872-3940
Primaria Lorenzo G. Alarcón	(915) 872-3930
Alfonso Borrego Sr. Primaria	(915) 872-3910
Primaria Josefa L. Sambrano	(915) 872-3950
Escuela Intermedia Ann M. García-Enriquez	(915) 872-3960
Preparatoria San Elizario	(915) 872-3970



Wash your
hands often

Visitantes con cita

Si un visitante tiene una cita, el miembro del personal de recepción sugerirá que el representante del departamento venga a reunirse con el visitante en un espacio provisto. Sin embargo, la decisión final sobre si permitir que la persona vaya al departamento se dejará en manos del representante del departamento. Para los visitantes de la escuelas, el personal del campus seguirá los protocolos establecidos para visitantes.

Visitantes sin cita previa

Si un visitante no tiene una cita, se contactará al departamento para determinar si alguien está disponible para ayudar al visitante. Si el miembro específico del personal no está disponible, y por la seguridad del entorno de aprendizaje, se le puede pedir al visitante que programe una cita o intente realizar sus negocios por teléfono u otros medios.

Salas de conferencias y formación

Las siguientes pautas se aplicarán al uso de salas de conferencias y espacios de trabajo comunes: Las salas de conferencias y los espacios de trabajo comunes se pueden utilizar siguiendo las pautas de distanciamiento social. Se anima a los equipos a continuar utilizando medios electrónicos para realizar reuniones de grupo.

En circunstancias especiales, se deben aplicar las siguientes pautas para las reuniones en persona:

- Los asientos, si se usan, deben ubicarse de manera que las personas estén separadas por al menos tres pies.
- Las pizarras blancas NO DEBEN usarse a menos que cada persona individual tenga un juego personal de marcadores para que los utensilios de escritura no se compartan entre los participantes.
- Las mesas y superficies deben limpiarse con productos desinfectantes al comienzo y al final de cada reunión.
- El personal debe planificar una ventana de 30 minutos entre reuniones para la limpieza.

Baños

Al abrir o cerrar la puerta del baño, se recomienda utilizar una toalla de papel, un pañuelo de papel, una toallita desinfectante o un guante desechable. Los baños estarán equipados con jabón

y toallas de papel. Habrá jabón de manos disponible en todos los baños. Se colocarán carteles sobre cómo lavarse las manos correctamente en todos los baños. Los baños se limpiarán regularmente durante el día y por la noche según corresponda. Las estaciones portátiles de desinfectante de manos estarán ubicadas justo afuera de los baños o pasillos.

Comidas y salas de Descanso

Si bien no hay datos que sugieran que COVID-19 se pueda transmitir a través de alimentos cocinados y manipulados adecuadamente, el coronavirus puede vivir en las superficies durante períodos prolongados de tiempo y es transmisible en lugares como cocinas comunales y salas de descanso donde las personas se reúnen de cerca. proximidad durante períodos prolongados de tiempo y donde las superficies se desinfectan incorrectamente entre usos.

Estaciones de trabajo

Se requerirá que los empleados sigan un protocolo de "escritorio limpio". Ningún alimento, bebida o artículo que pueda dañarse debe permanecer en el escritorio al final de la jornada laboral. Las tazas personales, botellas de agua, etc., deben guardarse en cajones o armarios. Las estaciones de trabajo se someterán a una limpieza / desinfección diaria, lo que requiere que las estaciones de trabajo estén despejadas. Se pide a los empleados que colaboren en los esfuerzos limpiando sus estaciones de trabajo y equipos durante el día.

La estación de trabajo de un empleado que muestre síntomas consistentes con COVID-19 o que haya sido diagnosticado con COVID-19 no se utilizará durante al menos 24 horas, cuando sea posible. Después de 24 horas, el servicio de conserjería limpiará y desinfectará la estación de trabajo.

Oficinas individuales

Se anima a los empleados de oficinas individuales a utilizar métodos de videoconferencia para las reuniones y no deben realizar reuniones ni recibir invitados en su oficina a menos que se pueda lograr un distanciamiento social de tres pies.

Proceso de selección

Todo el personal, los estudiantes y los visitantes serán examinados para detectar síntomas de COVID-19 como medida de seguridad para promover un ambiente de trabajo y aprendizaje saludable y reducir el riesgo de transmisión de COVID-19. (Ver anexo)

Autoevaluación del empleado

Se les pide a los empleados que se autoexaminen antes de presentarse al trabajo comprobando su temperatura y determinando si tienen alguno de los siguientes signos o síntomas nuevos o que empeoran de un posible COVID-19:

- Sensación de fiebre o una temperatura medida igual o superior a 100 ° F
- Sacudidas repetidas con escalofríos
- tos
- Dolor de garganta
- Congestión nasal
- Dolores de cabeza persistentes

- Falta de aire o dificultad para respirar
- Dolores corporales / dolores musculares o articulares
- Fatiga
- Náuseas / Vómitos
- Pérdida del sentido del olfato o del gusto
- Ha estado en contacto cercano con una persona que, según el laboratorio, tiene COVID-19
- Si tiene fiebre de 100 ° F o más, o se siente enfermo, quédese en casa.
- Asegúrese de comunicarse con su proveedor de salud, si es necesario, y notifique a su supervisor sobre su ausencia.

Si tiene uno o más de los síntomas anteriores, el Departamento de Salud recomienda que lo deriven para la prueba de COVID-19. Además, deberá seguir las recomendaciones de auto cuarentena hasta que haya obtenido los resultados de la prueba o la aprobación de su proveedor de atención médica.

Todas las restricciones de viaje se levantan en el condado de El Paso; el personal y los estudiantes pueden viajar fuera de la región; sin embargo, deben observar todas las medidas y recomendaciones preventivas (distanciamiento social, cubrirse la cara si corresponde, lavarse las manos con frecuencia) durante el viaje y al regresar.

Comprobaciones de temperature

Las personas con lecturas de temperatura superiores a 100 ° F no podrán presentarse en el área de trabajo. Serán dirigidos a un área designada donde se les dará información de contacto a uno de los representantes de Servicios de Salud del Distrito para recibir más instrucciones.

Si tiene algún síntoma de COVID-19 o se le diagnostica COVID-19, no se le permitirá trabajar hasta que se cumplan los siguientes criterios:

- Sin fiebre durante 24 horas sin el uso de medicamentos para reducir la fiebre; y
- Han pasado al menos 10 días desde que aparecieron los primeros síntomas. Con una carta de autorización del Departamento de Salud Pública de El Paso, si se confirma COVID-19.
- Tiene una nota de un profesional médico que le autoriza a regresar al trabajo.
- Una prueba de PCR negativa 3-5 días después del inicio de los síntomas.

Si se enferma durante la jornada laboral y presenta algún síntoma de COVID-19 o se le diagnostica COVID-19, no se le permitirá trabajar hasta que se cumplan los criterios anteriores o tenga una prueba de PCR negativa o una carta de autorización del El Departamento de Salud Pública o una nota de un profesional médico que lo autorice a regresar al trabajo.

Para obtener más información sobre qué hacer si se enferma, visite:

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>

Direcciones para el personal con síntomas confirmados de Covid-19, Covid-19 o familiares con síntomas de Covid-19

Personal que se enferma durante la jornada laboral

Debido a la naturaleza contagiosa del virus, todo el personal debe mantenerse informado, practicar hábitos saludables y evitar compartir equipo cuando sea posible para prevenir la propagación del COVID-19.

Los signos o síntomas pueden aparecer de 2 a 14 días después de la exposición al virus.

Las personas con los siguientes síntomas pueden tener COVID-19:

- tos
- Falta de aire / dificultad para respirar
- Escalofríos / temblores repetidos con escalofríos
- Dolor muscular
- Dolor de cabeza
- Dolor de garganta
- Pérdida del gusto u olfato
- Diarrea
- Fiebre de 100 ° F o más o sensación febril
- Contacto cercano conocido con una persona que tiene COVID-19

Si el personal desarrolla síntomas de COVID-19 durante la jornada laboral o se confirma que tiene una infección por COVID-19, se tomarán las siguientes medidas para reducir la transmisión:

- Separe al personal enfermo de los demás y envíelos a casa.
- Comuníquese con el Departamento de Conserjería para conocer los procedimientos operativos estándar de limpieza / desinfección del escritorio / estación de trabajo del personal enfermo.
- Comuníquese con los Servicios de Salud para ayudar con el rastreo de contactos para determinar otros miembros del personal que puedan haber estado expuestos al virus.
- Recursos Humanos informará al personal sobre la posible exposición al virus manteniendo la confidencialidad. (Vea la Política de la Junta DH y el Código de Ética del Educador)

Orientación para el regreso al trabajo

El virus que causa COVID-19 puede ser transmitido a otras personas por personas infectadas a través de gotitas respiratorias de aquellos que tienen pocos síntomas, ningún síntoma o están levemente enfermos. Debido a la naturaleza contagiosa del virus, todo el personal debe mantenerse informado y tomar acciones según las pautas establecidas.

El personal y los estudiantes con COVID-19 confirmado no pueden regresar al trabajo o la escuela hasta:

Ya no tiene fiebre (100 ° F o más) dentro de las 24 horas sin el uso de medicamentos para reducir la fiebre como Advil, Tylenol o aspirina) y mejoría significativa de otros síntomas (tos, dolor de garganta, dolor de cabeza, etc.) y Han pasado al menos 10 días desde que aparecieron los primeros síntomas, o el miembro del personal tiene una declaración de un profesional médico que lo autoriza a regresar al trabajo basado en un diagnóstico alternativo , una prueba de PCR negativa o una carta de autorización del Departamento de Salud Pública de El Paso.

Se asume que el personal con síntomas de COVID-19 que no ha sido examinado o evaluado por un profesional médico tiene COVID-19.

Es posible que el personal con síntomas de COVID-19 no regrese al trabajo hasta que:

- Se han cumplido los mismos criterios enumerados anteriormente, o
- El miembro del personal tiene una declaración de un profesional médico que lo autoriza a regresar al trabajo basado en un diagnóstico alternativo.

El personal expuesto a personas que se sabe que tienen COVID-19 no puede regresar al trabajo hasta que:

- El final del período de autocuarentena de 10 días a partir de la última fecha de exposición.
- El empleado debe proporcionar una nota de un profesional médico que lo autorice a regresar al trabajo.
- La orientación para el regreso al trabajo no puede predecir cada situación única.

Los empleados y estudiantes que estén completamente vacunados no tienen que ponerse en cuarentena a menos que muestren signos y síntomas de COVID-19 si están expuestos.

Apéndice

Formulario 1 - Cuestionario de evaluación respiratoria para empleados de SEISD

SEISD Employee Respiratory Screening	
1. Have you had any recent fevers of 100°F or greater?	Yes or No
2. Have you had any repeated shaking with chills?	
3. Have you had any cough (dry or productive)?	
4. Have you had a sore throat?	
5. Have you had any nasal congestion or runny nose?	
6. Have you had any persistent headaches?	
7. Have you had any shortness of breath?	
8. Have you had any body aches/ muscle or joint pain?	
9. Have you been experiencing extreme fatigue?	
10. Have you had any nausea/vomiting/ diarrhea?	
11. Have you had loss of your sense of smell or taste?	
12. Have you been in close contact with a person who is lab confirmed to have COVID 19?	

NOTA: Si respondió afirmativamente a una o más de las preguntas anteriores, proceda con lo siguiente:

a) Comuníquese con su supervisor / administrador inmediato y notifique sus síntomas

b) Se recomienda que haga un seguimiento con su Proveedor de atención primaria para una evaluación adicional o

c) El Departamento de Salud de la ciudad de El Paso recomienda llamar al (915) 212-0783 / 434-1092 o registrarse en línea en EPStrong.org para programar una cita para pruebas COVID 19

Firma del empleado: _____ Departamento / Campus: _____ Fecha: _____



Return to School or Work Protocol

Positive Test with Symptoms Column #1	Individual Tested Positive – No Symptoms Column #2	Individual with Symptoms Column #3	Individuals Exposed by Close Contact Column #4
<p>Individuals without severe illness or immunocompromised may return to work/school when all three of the following criteria are met:</p> <ol style="list-style-type: none"> At least 10 days have passed since symptoms first appeared; and At least 24 hours have passed <i>since last fever without the use of fever-reducing medications</i>; and Symptoms have improved 	<p>The individual may return to work/school after 10 days have passed since their COVID-19 test.</p> <p>Depending the advice of the individual’s healthcare provider and testing availability, an individual may get tested again to see if they still have COVID-19. If the individual is tested again, an individual may return to work upon receipt of two negative tests results in a row, at least 24 hours apart.</p> <p>Note: If an individual develops symptoms, then follow Positive Test with Symptoms (column #1).</p>	<p>Must meet one of the following:</p> <ul style="list-style-type: none"> At least 10 days have passed since symptoms first appeared At least 24 hours have passed since last fever without the use of fever-reducing medications; and Symptoms have improved <p style="text-align: center;">OR</p> <p>Obtain a note from their healthcare provider indicating an alternative diagnosis; OR obtain a COVID-19 test that comes back negative AND must be fever free for 24 hours AND have improvement of symptoms.</p>	<p>Individuals who had close contact to a Lab Confirmed COVID-19 case</p> <ul style="list-style-type: none"> Individual must stay home for 14 days after their last exposure to that person. <p>However, anyone who has had close contact with someone with COVID-19 and who:</p> <ul style="list-style-type: none"> Developed COVID-19 illness within the previous 3 months and Has recovered and Remains without COVID-19 symptoms (for example, cough, shortness of breath), does not need to stay home.
<p style="text-align: center;">Individuals with severe illness or immunocompromised (impaired immune system)</p> <p>Must meet all three:</p> <ul style="list-style-type: none"> At least 20 days have passed since symptoms first appeared. AND At least 1 day (24 hours) have passed WITHOUT fever and without the use of fever-reducing medications; AND Improvement in symptoms. 	<p style="text-align: center;">Individuals with severe illness or immunocompromised (impaired immune system)</p> <ul style="list-style-type: none"> At least 20 days have passed since date of most recent positive test. <p>* Note: If an individual develops symptoms, then follow Positive Test with Symptoms (column #1).</p>	<p style="text-align: center;">Individuals showing symptoms and do not test or refuse to test are “presumed positive”</p> <ul style="list-style-type: none"> Must follow the criteria for a Positive Test with Symptoms (column #1). 	<p style="text-align: center;">Close Contact Definition</p> <p><i>“Close contact” is defined as someone who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or for asymptomatic patients, 2 days prior to specimen collection) until the time the patient is isolated. (CDC.gov)</i></p> <p>Individuals identified as having close contact with a lab confirmed COVID-19 individual will be notified and will be asked to follow the criteria above.</p>

8/4/2020



San Elizario

INDEPENDENT SCHOOL DISTRICT

Vulnerable Employee Protection Form (Faculty and Staff Form)

This form should be completed by the faculty and staff who have been working remotely or not at all due to being classified as a **VULNERABLE** employee under OUAA guidelines. By completing this form, you are indicating that you meet one or more of the **VULNERABLE** employee characteristics.

SECTION 1 to be completed by Employee:

Name: _____ Campus/Department: _____

Date Leave/Remote Status Began: _____

I attest that I am classified as a **Vulnerable** Employee as outlined by OUAA guidelines.

Characteristics of **Vulnerable** employees as referenced by OUAA:

- Individuals with serious underlying health conditions
- High blood pressure, chronic lung disease,
- Diabetes
- Obesity
- Asthma
- Individuals over the age of 65 (verified in TEAMS)
- Immune systems are compromised by chemotherapy

Employee's Signature

Date

SECTION 2 to be completed by Physician if employee is requesting to work remotely or not work at all due to be classified as a **Vulnerable** employee related to his/her own health condition.

I have examined _____ and have reviewed their medical records and deem them to be considered by OUAA guidelines as a **Vulnerable** employee.

Characteristics of **Vulnerable** employees as referenced by OUAA:

- Individuals with serious underlying health conditions
- High blood pressure, chronic lung disease,
- Diabetes
- Obesity
- Asthma
- Individuals over the age of 65 (Not doctor verification necessary)
- Immune systems are compromised by chemotherapy

Health Care Provider's Signature

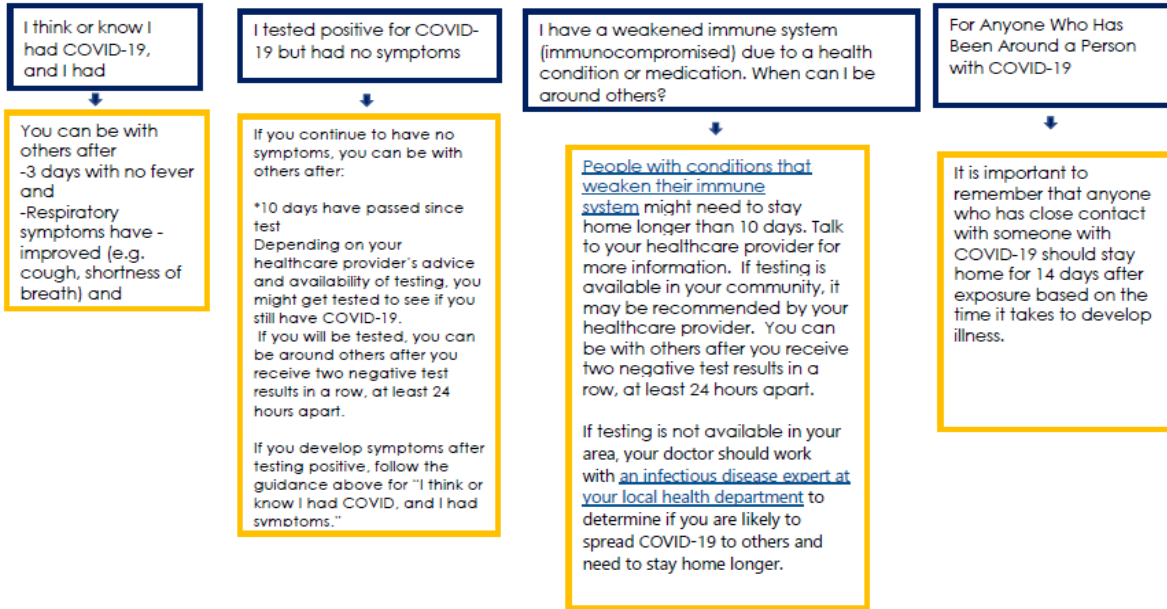
Date

Health Care Provider's Name (printed)

Health Care Provider's Address/Phone



When You Can be Around Others After You Had or Likely Had COVID-19



Apoyo a los empleados

Se anima a todos los miembros del personal a comunicar cualquier inquietud a su supervisor, quien podrá orientarlos más en caso de que se necesiten servicios, información y / o consideraciones adicionales. A continuación, se muestran algunos recursos disponibles para los empleados.

Recursos

TRS-Active Care		(800) 222-9205	www.tractivecareatna.com
Teledoc		(855) 835-2362	https://member.teladoc.com/trsactivecare
Texas Department of State Health Services		Dial 2-1-1, then choose Option 6.	https://www.dshs.state.tx.us/coronavirus/testing.aspx
	<ul style="list-style-type: none"> ■ COVID-19 Self-Checker ■ COVID-19 Test Collection Sites 		coronavirus@dshs.texas.gov
Centers for Disease Control and Prevention		(800) 322-4636	https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/index.html
	<ul style="list-style-type: none"> ■ "If You are Sick or Caring for Someone" 		

Centros para el Control y la Prevención de Enfermedades y la Agencia de Educación de Texas

<https://www.cdc.gov/> <https://tea.texas.gov/> [CDC.GOV](https://www.cdc.gov/)

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html>



TASB ENDORSEMENT FORM

DATE: _____

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

This endorsement was approved by our school district's board of trustees at a duly called meeting on

(Date)

Best regards,

(Signature of board president or officer)

PRINTED NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____ ZIP: _____

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

Must be received by TASB on or before AUGUST 30, 2021.

**RETURN TO: E-mail: boardcommunications@tasb.org
FAX: 512.467.3554**

Region, Open Position	Candidate/District	Total Endorsements Received
Region 1, Position A Currently held by Jesus Amaya (Los Fresnos CISD) Total active members in Region= 39 Endorsements required for 25 percent= 10 Endorsements required for Majority= 20	Jesus Amaya (Los Fresnos CISD) (I) Brief Bio	1
	Ricardo Pedraza (Pharr-San Juan-Alamo ISD) Brief Bio	1
	Roberto Perez (Donna ISD) Brief Bio	1
Region 1, Position B Currently held by Sylvia Sánchez Garza (South Texas ISD) Total active members in Region= 39 Endorsements required for 25 percent= 10 Endorsements required for Majority= 20	Sylvia Sánchez Garza (South Texas ISD) (I) Brief Bio	1
Region 3 Currently held by Demetrio Garcia (Kenedy ISD-Karnes County) Total active members in Region= 40 Endorsements required for 25 percent= 10 Endorsements required for Majority= 21	Tami Keeling (Victoria ISD) Brief Bio	1
Region 4, Position A Currently held by Georgan Reitmeier (Klein ISD) Total active members in Region= 50 Endorsements required for 25 percent= 13 Endorsements required for Majority= 26	Georgan Reitmeier (Klein ISD) (I) Brief Bio	1

Region, Open Position	Candidate/District	Total Endorsements Received
Region 4, Position B Currently vacant Total active members in Region= 50 Endorsements required for 25 percent= 13 Endorsements required for Majority= 26	Darlene Breau (Alief ISD) Brief Bio	1
Region 4, Position C Currently held by Tony Hopkins (Friendswood ISD) Total active members in Region= 50 Endorsements required for 25 percent= 13 Endorsements required for Majority= 26	Tony Hopkins (Friendswood ISD) (I) Brief Bio	1
Region 4, Position E* Dawn Champagne (Katy ISD) According to the TASB Bylaws, this District is designated as a Large District. For TASB Director nominations, Large Districts are treated as Association Regions and, therefore, do not participate in the endorsement process. A Large District's local board nomination constitutes a majority.	Dawn Champagne (Katy ISD) (I) Brief Bio	
Region 4, Position F* Bob Covey (Cypress-Fairbanks ISD) According to the TASB Bylaws, this District is designated as a Large District. For TASB Director nominations, Large Districts are treated as Association Regions and, therefore, do not participate in the endorsement process. A Large District's local board nomination constitutes a majority.	Bob Covey (Cypress-Fairbanks ISD) (I) Brief Bio	

Region, Open Position	Candidate/District	Total Endorsements Received
Region 5 Currently held by Nicholas Phillips (Nederland ISD) Total active members in Region= 34 Endorsements required for 25 percent= 9 Endorsements required for Majority= 18	Nicholas Phillips (Nederland ISD) (I) Brief Bio	1
Region 7 Currently held by Tony Raymond (Sabine ISD) Total active members in Region= 96 Endorsements required for 25 percent= 24 Endorsements required for Majority= 49	Ben Donald (Carthage ISD) Brief Bio Tony Raymond (Sabine ISD) (I) Brief Bio	1 1
Region 10, Position E* Debbie Gillespie (Frisco ISD) <i>According to the TASB Bylaws, this District is designated as a Large District. For TASB Director nominations, Large Districts are treated as Association Regions and, therefore, do not participate in the endorsement process. A Large District's local board nomination constitutes a majority.</i>	Debbie Gillespie (Frisco ISD) Brief Bio	
Region 11, Position D Currently held by Corinne French (Valley View ISD-Cooke County) Total active members in Region= 77 Endorsements required for 25 percent= 19 Endorsements required for Majority= 39	Corinne French (Valley View ISD-Cooke County) (I) Brief Bio Paula McDonald (Granbury ISD) Brief Bio	1 1

Region, Open Position	Candidate/District	Total Endorsements Received
Region 12 Currently held by Mildred Watkins (La Vega ISD) Total active members in Region= 77 Endorsements required for 25 percent= 19 Endorsements required for Majority= 39	Mildred Watkins (La Vega ISD) (I) Brief Bio	1
Region 13, Position A* Yasmin Wagner (Austin ISD) <i>According to the TASB Bylaws, this District is designated as a Large District. For TASB Director nominations, Large Districts are treated as Association Regions and, therefore, do not participate in the endorsement process. A Large District's local board nomination constitutes a majority.</i>	Yasmin Wagner (Austin ISD) (I) Brief Bio	
Region 13, Position C Currently held by Vernagene Mott (Pflugerville ISD) Total active members in Region= 55 Endorsements required for 25 percent= 14 Endorsements required for Majority= 28	Bryan Holubec (Thrall ISD) Brief Bio Kathy Major (Liberty Hill ISD) Brief Bio Rena Mitchell (Pflugerville ISD) Brief Bio Terrence Owens (Hutto ISD) Brief Bio	1 1

Region, Open Position	Candidate/District	Total Endorsements Received
Region 17 Currently held by Kay Alley (Crosbyton CISD) Total active members in Region= 58 Endorsements required for 25 percent= 15 Endorsements required for Majority= 30	Amanda Bass (Plainview ISD) Brief Bio	1
	Carlos Bentancourt (Slaton ISD) Brief Bio	1
Region 18 Currently held by Steve Brown (Ector County ISD) Total active members in Region= 34 Endorsements required for 25 percent= 9 Endorsements required for Majority= 18	Steve Brown (Ector County ISD) (I) Brief Bio	1
Region 19 Currently held by Armando Rodriguez (Canutillo ISD) Total active members in Region= 13 Endorsements required for 25 percent= 3 Endorsements required for Majority= 7	Marlene Bullard (Tornillo ISD) Brief Bio	1
	Armando Rodriguez (Canutillo ISD) (I) Brief Bio	1
Region 20, Position E* Candidate (North East ISD) According to the TASB Bylaws, this District is designated as a Large District. For TASB Director nominations, Large Districts are treated as Association Regions and, therefore, do not participate in the endorsement process. A Large District's local board nomination constitutes a majority.	Terri Williams (North East ISD) Brief Bio	

* Large District Position

(I) Incumbent that has indicated that they will be seeking reelection



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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Subject: Planning for Future Team Training / Superintendent's Evaluation
Date: July 14, 2021

HISTORY:

The San Elizario Team of 8 include the 7 Board of Trustees and the Superintendent. Attending training, specifically as a team, will benefit team cohesiveness and informed decision making.

This information is being brought to you at the August Board of Trustees Meeting in order to be able to better schedule upcoming dates for Team Training as well as the Superintendent's Evaluation.

The following are upcoming items to be considered:

August: New Trustee Local Orientation
September: Superintendent's Evaluation
October: The Rational Dialogue of Leadership, Overview of Crucial Conversations (TCOLE #38719 – Communication)

This item is for discussion in order to better schedule and properly plan.

RATIONALE:

District Administration will continue to assist with identifying the appropriate training opportunities so that the Board Trustees are able to meet the required training requirements for School Board Trustees as per the TASB Training Information.

BUDGET:

Once the dates and times are solidified, any fees for trainings will be properly budgeted and accounted through the approved district budget.

ADMINISTRATIVE RECOMMENDATION:

The Administrative recommendation is for the Board of Trustees to discuss, establish dates, and commit to attend accordingly.

Please check one: For approval Report / Information only Recognition only

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TRAINING REQUIREMENTS FOR SCHOOL BOARD MEMBERS

Length of Service	Local District Orientation	Intro to TEC	Open Government ³	Cybersecurity	Post-Legislative Update to TEC	Child Abuse Prevention	Evaluating and Improving Student Outcomes (formerly SB 1566)	Team Building	Additional Continuing Education (based on assessed needs)
New Trustees (First Year) ~25 hrs	Local Orientation ² (within 120 days) 3 hrs	(within 120 days) 3 hrs	OMA ³ (within 90 days) 1-2 hrs PIA 1-2 hrs	~1 hr each year	N/A because update is incorporated into Intro to TEC	1 hr every two years	(within 120 days) 3 hrs² every two years	3 hrs² each year with all trustees and superintendent	10 hrs first year
Experienced Trustees (After First Year) 9-16 hrs¹	Can attend, but not required				Sufficient length ~1-2 hrs after each legislative session				5 hrs each year
Providers	School District	ESC	TASB or other registered provider	See Department of Information Resources website	TASB or other registered provider	TASB or other registered provider	TASB or other authorized provider	TASB or other registered provider	TASB or other registered provider

Training Requirements Notes:

¹Required hours after the first year will vary depending on how the Post-Legislative Update, Child Abuse, and Student Achievement and Accountability hours fall for an individual trustee.

²Trustees may receive any training online **except** Local Orientation for new board members, Team Building, and Evaluating and Improving Student Outcomes.

³OMA and PIA training is required (outside of SBOE rule) of all elected officials within 90 days of election or appointment. PIA training may be delegated by district policy.

OMA: Open Meetings Act

TEC: Texas Education Code

PIA: Public Information Act

SBOE: State Board of Education





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MEMORANDUM

To: Members of the Board of Trustees
From: Christine Jaksch, Athletic Director
Subject: HB 547: Home School Students
Date: July 14, 2021

HISTORY: The State of Texas recently passed House Bill #547. This bill gives equal opportunity for Home-Schooled Students to participate in University Interscholastic League (UIL) activities if approved by the local school district. The UIL Legislative Council met on June 15, 2021 to discuss the implications of this bill as it applies to UIL. (see Attachments)

RATIONALE: If a Home-Schooled Student wants to participate in UIL activities, grades 6-12, they must go to the school in whose attendance boundaries they reside. If that school district does not allow them to participate, they can then petition a Charter School in that same attendance boundary. If they are in an Open Enrollment district, they have the same option as other students in the district to choose their first-time school placement. Once the Home-Schooled Student commits to a school, they have to stay with that school.

1. A School District must notify the UIL no later than August 1, 2021 if they will allow home-schooled students to participate.
2. The 4-year program of high school eligibility starts the first day a Home-Schooled Student attends an Athletic period.
3. Regular attendance rules would not apply to this student.
4. A Home-Schooled Student must demonstrate grade-level academic proficiency on any nationally recognized, norm-referenced assessment instrument of basic skills prior to the first day of school.
5. The parent must periodically, in accordance with the school's grading calendar, provide written verification to the school indicating that the student is receiving a passing grade in each course subject being taught.
6. A Pre-Athletic Participation Form (PAPF) would have to be completed. If they have lived in the district less than 12 months, they would only be eligible for non-varsity participation, the 365-day rule.
7. The Home-Schooled Student would have an unfair advantage over our district students. They would not be following the same attendance rules as district students, and grade/credit eligibility would be determined by the parents of that student, not the school.

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BUDGET:

1. The district would not receive ADA for the Home-Schooled Student.
2. The district would have to provide all supplies, uniforms, and equipment needed for the student to participate in campus activities, which would increase costs.
3. It may be difficult to recoup lost equipment with students not in our school.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board to:

1. Allow Home Schooled Students to participate in UIL activities at San Elizario High School and Garcia-Enriquez Middle School with the understanding that the schools will not receive any ADA funding for those students.

Or

2. Not allow Home Schooled Students to participate in UIL activities at San Elizario High School and Garcia-Enriquez Middle School with the understanding that the schools will not receive any ADA funding for those students.

Motions available depending on option chosen:

1. I make a motion that the district Allow Home Schooled Students to participate in UIL activities at San Elizario High School and Garcia-Enriquez Middle School with the understanding that the schools will not receive any ADA funding for those students.
2. I make a motion that the district Not allow Home Schooled Students to participate in UIL activities at San Elizario High School and Garcia-Enriquez Middle School with the understanding that the schools will not receive any ADA funding for those students.

Please check one: For approval Report / Information only Recognition only

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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar, Administrator Research and Evaluation
Subject: Analysis of STAAR and EOC Scores for Spring 2021
Date: July 14, 2021

HISTORY:

STAAR testing is conducted on an annual basis in grades 3-12. Below are the grade levels and subjects tested. Spanish testing is also available in grades 3-5.

- Mathematics in grades 3-8
- Reading in grades 3-8
- Writing in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8
- English I and II
- U.S. History
- Algebra I
- Biology

STAAR testing was conducted under normal, pre-pandemic circumstances in Spring of 2019. As is usually done, score reports were analyzed and intervention planning occurred based on the scores.

Based on the pandemic being declared in Spring of 2020, the Texas Education Agency cancelled STAAR testing for the 2019-2020 school year.

For the 2020-2021 school year, STAAR testing was conducted but does not have an impact on the district's A-F accountability. Additionally, grade promotion considerations for grades 5 and 8 under SSI were waived for 2020-2021.

The purpose of STAAR testing for 2020-2021 was to ascertain the level of content mastery and learning loss for the year. Based on the findings, district will alter the scope and sequence, weekly curriculum, and create numerous interventions to occur next year in order to plug the learning gaps for our students. This work is just beginning as we receive and analyze the score reports as they are released in mid-late June of 2021.

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RATIONALE:

In order to put things into perspective, we need to look back at the 2018-2019 school year and review our STAAR/EOC scores. We had many successes that year. Here is a breakdown by content area:

District Summary; Grades 3-8 STAAR Mathematics, 2018 vs. 2019

2018 STAAR Math	Approaches	Meets	Masters	2019 STAAR Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	80%	49%	24%	Grade 3	84%	49%	17%	4%	0%	-7%
Grade 4	78%	43%	20%	Grade 4	74%	38%	19%	-4%	-5%	-1%
Grade 5	94%	53%	20%	Grade 5 (Admins 1 + 2)	94%	51%	28%	0%	-2%	8%
Grade 6	72%	40%	13%	Grade 6	87%	43%	17%	15%	3%	4%
Grade 7	58%	25%	7%	Grade 7	66%	30%	11%	8%	5%	4%
Grade 8	89%	36%	3%	Grade 8	89%	57%	7%	0%	21%	4%

The table above illustrates the district overview, by grade level, for mathematics in grades 3-8. On the far right, green cells show an increase from the prior year. Pink cells show a decline, and coral cells show no change from the prior year. As seen above, SEISD had gains in mathematics, especially in grades 6-8. Any area in which there was a decline, such as in 4th grade math, is studied very carefully to ascertain the reasoning and make course corrections as necessary to the curriculum.

District Summary; Grades 3-8 STAAR Reading, 2018 vs. 2019

2018 STAAR Reading	Approaches	Meets	Masters	2019 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	74%	36%	16%	Grade 3	77%	39%	19%	3%	3%	3%
Grade 4	58%	27%	13%	Grade 4	70%	31%	14%	12%	4%	1%
Grade 5	84%	45%	15%	Grade 5 (Admins 1 + 2)	81%	43%	16%	-3%	-2%	1%
Grade 6	54%	23%	9%	Grade 6	66%	31%	13%	12%	8%	4%
Grade 7	58%	32%	18%	Grade 7	65%	35%	17%	7%	3%	-1%
Grade 8	73%	27%	10%	Grade 8	80%	41%	19%	7%	14%	9%

Reading in grades 3-8 is shown above. Based on the cells in green, SEISD had a strong year of gains in reading, in almost every grade level. Especially notable are the double-digit gains seen in grades 6 and 8.

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STAAR Grade 5 Science; 2018 vs. 2019

2018 Fifth Grade Science	Approaches	Meets	Masters	2019 Fifth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	75%	33%	12%	Alarcon	60%	29%	12%	-15%	-4%	0%
Borrego	84%	45%	12%	Borrego	88%	62%	32%	4%	17%	20%
Sambrano	82%	41%	18%	Sambrano	75%	51%	14%	-7%	10%	-4%
District Summary	80%	39%	14%	District Summary	73%	46%	18%	-7%	7%	4%

In grade 5 science above, there were significant gains made at Borrego, which helped the district improve overall in science. When there is a disparity between the performance of one campus vs. another on the same test, our staff studies that carefully to determine causes.

STAAR Grade 8 Science; 2018 vs. 2019

2018 Eighth Grade Science	Approaches	Meets	Masters	2019 Eighth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	63%	35%	16%	GEMS 8th	79%	39%	16%	16%	4%	0%

In the table above, 8th grade continued the upward climb with a strong performance in science. As seen in the table below, 8th grade also grew considerably in social studies with a remarkable 21% gain at the Approaches level of performance.

STAAR Grade 8 Social Studies; 2018 vs. 2019

2018 STAAR Social Studies	Approaches	Meets	Masters	2019 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS Grade 8	31%	8%	2%	GEMS Grade 8	52%	16%	8%	21%	8%	6%

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STAAR Grade 4 Writing; 2018 vs. 2019

2018 Fourth Grade Writing	Approaches	Meets	Masters	2019 Fourth Grade Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	60%	22%	5%	Alarcon	57%	17%	2%	-3%	-5%	-3%
Borrego	73%	41%	16%	Borrego	70%	36%	8%	-3%	-5%	-8%
Sambrano	37%	17%	5%	Sambrano	63%	20%	3%	26%	3%	-2%
District Summary	56%	26%	8%	District Summary	62%	24%	4%	6%	-2%	-4%

We did experience a decline in 4th grade writing in 2019. While Sambrano increased, the other two campuses did not. When we experience a collective drop in a certain area, that leads to productive discussions and a shift in practice to offset the decrease in scores.

STAAR Grade 7 Writing; 2018 vs. 2019

2018 Seventh Grade Writing	Approaches	Meets	Masters	2019 Seventh Grade Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 7th	52%	24%	4%	GEMS 7th	59%	22%	7%	7%	-2%	3%

In 2019, 7th grade showed minor gains in the area of writing as compared to the prior year.

2018-2019 Performance on End-of-Course (EOC) Assessments

At the high school level, students in grades 9-12 are tested in 5 EOC exams: English I, English II, Biology, Algebra I, and U.S. History. The tables that follow show a comparison between 2018 and 2019 scores for these 5 EOC exams.

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EOC; English I—2018 vs. 2019

2018 English I	Approaches	Meets	Masters	2019 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
326 students	53%	34%	2%	349 students	49%	32%	4%	-4%	-2%	2%

EOC; English II—2018 vs. 2019

2018 English II	Approaches	Meets	Masters	2019 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
322 students	56%	35%	2%	313 students	60%	35%	2%	4%	0%	0%

Historically, it's challenging to shift the English I and II scores. The passing standards for English I and II are much higher than they are for the other 3 EOC's. The tables show that the scores stayed stagnant, for the most part, for these 2 subject areas.

EOC; Algebra I—2018 vs. 2019

2018 Algebra I	Approaches	Meets	Masters	2019 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	92%	61%	35%	SEHS	87%	65%	36%	-5%	4%	1%
GEMS	100%	100%	96%	GEMS	100%	100%	100%	0%	0%	4%
District Summary	93%	64%	40%	District Summary	88%	69%	42%	-5%	5%	2%

In 2019, Algebra I showed moderate gains at the Meets and Masters levels. We do have a strong cohort of advanced students at 8th grade who also take Algebra I, and perform very well each year.

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EOC; Biology—2018 vs. 2019

2018 Biology	Approaches	Meets	Masters	2019 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
274 students	89%	59%	15%	289 students	84%	51%	12%	-5%	-8%	-3%

Biology showed a minimal decline across the 3 performance levels. The instructional team and teachers studied this and took corrective action for the next year of testing.

EOC; U.S. History—2018 vs. 2019

2018 U.S. History	Approaches	Meets	Masters	2019 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
255 students	90%	63%	22%	235 students	94%	69%	30%	4%	6%	8%

U.S. History showed increases from 2018 to 2019 at all 3 performance levels.

To summarize, 2018-2019 was a remarkable year for STAAR/EOC testing for SEISD. Our scores showed tremendous gains in most areas from the prior year. We were poised to continue this trend of STAAR/EOC score increases in 2019-2020.

The coronavirus was declared a pandemic early in the spring semester of 2020. SEISD leadership had to shift completely in terms of scheduling, modes of learning, and safety measures for students and staff. The period around spring break 2020 was exceedingly active and our faculty and staff came together in extraordinary fashion to distribute devices and learning packets to our students' families.

The COVID-19 pandemic has continued for 1.5 years at present. For the 2020-2021 school year, families had the choice to send their students to the campus or continue with remote learning from home. The numbers of both have varied by 9 weeks and by campus, although the majority of our students learned from home in 2020-2021.

Our teachers have shown monumental efforts in mastering the art of digital learning. With the help of our Instructional Officers and Specialists, our teachers have made great strides to continue educating our students to the fullest during this challenging year. Although our teachers' efforts were herculean in scope, the pandemic has nonetheless had a profound impact on our students' emotional and physical health, as well as their learning, over the last 18 months.

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STAAR / EOC Testing in 2020-2021

As required by the state, SEISD administered STAAR and EOC tests during spring of 2021. The testing was done online, with the exception of students who were required to test on paper as part of their Individualized Education Plan (IEP). The Texas Education Agency did not have a protocol for testing at home, so all students had to come to the campus to take STAAR tests. This information was communicated to families. Since there was no way to test from home, there were no penalties for opting out of taking STAAR tests in 2021. Passing the 5 EOC's, however, continues to be a graduation requirement. The purpose of testing was to measure learning gaps, which would lead to interventions and solutions heading into the 2021-2022 school year.

The percentages below illustrate the turnout for STAAR and EOC testing in 2021. The percentage next to each grade level shows the number of students for that grade level who came to test.

2021 Turnout for STAAR Testing (percentage of the whole grade level who came to campus to test)

- 3rd grade—72%
- 4th grade—83%
- 5th grade—72%
- 6th grade—77%
- 7th grade—57%
- 8th grade—27%
- English I—58%
- English II—62%
- Algebra I—61%
- Biology—54%
- U.S. History—55%

With this considered, our 2021 STAAR/EOC scores are not based on a full turnout of students, which does not give us an accurate picture of the learning loss. We are in the process of analyzing the scores to look for the lowest performing standards, in order to supplement the curriculum next year. We will soon be able to compare our scores to other districts across the region and across the state, to look for trends in performance.

The score tables that follow the flow as seen in the 2018-2019 scores. They are read left to right, comparing 2019 to 2021 (STAAR testing was cancelled in 2020). Cells in pink indicate a decrease, green indicates a gain, and coral indicates no change from the prior year.

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STAAR Results, 3rd Grade Mathematics; 2019 vs. 2021

2019 Third Grade Math	Approaches	Meets	Masters	2021 Third Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	89%	51%	16%	Alarcon	31%	5%	0%	-58%	-46%	-16%
Borrego	85%	56%	24%	Borrego	43%	12%	3%	-42%	-44%	-21%
District Average	84%	49%	17%	District Average	38%	9%	2%	-46%	-40%	-15%

STAAR Results, 4th Grade Mathematics; 2019 vs. 2021

2019 Fourth Grade Math	Approaches	Meets	Masters	2021 Fourth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	73%	31%	16%	Alarcon	27%	8%	3%	-47%	-23%	-13%
Borrego	86%	48%	25%	Borrego	31%	10%	4%	-55%	-38%	-21%
District Average	74%	38%	19%	District Average	30%	10%	4%	-44%	-28%	-15%

STAAR Results, 5th Grade Mathematics; 2019 vs. 2021

2019 Fifth Grade Math	Approaches	Meets	Masters	2021 Fifth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	96%	43%	23%	Alarcon	44%	5%	2%	-52%	-38%	-21%
Borrego	99%	63%	42%	Borrego	45%	18%	7%	-54%	-45%	-35%
District Average	96%	51%	28%	District Average	44%	12%	5%	-52%	-39%	-23%

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STAAR Results, 6th Grade Mathematics; 2019 vs. 2021

2019 Sixth Grade Math	Approaches	Meets	Masters	2021 Sixth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	91%	36%	9%	Alarcon	54%	12%	3%	-37%	-24%	-6%
Borrego	93%	48%	21%	Borrego	49%	19%	1%	-44%	-29%	-20%
District Average	87%	43%	17%	District Average	52%	16%	2%	-35%	-27%	-15%

STAAR Results, 7th and 8th Grade Mathematics; 2019 vs. 2021

2019 STAAR/EOC Math	Approaches	Meets	Masters	2021 STAAR/EOC Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	66%	30%	11%	Grade 7	38%	12%	3%	-28%	-18%	-8%
Grade 8	90%	57%	7%	Grade 8	26%	4%	0%	-64%	-53%	-7%
Algebra I--Grade 8	100%	100%	100%	Algebra I--Grade 8	91%	65%	26%	-9%	-35%	-74%

STAAR Results, 3rd Grade Reading; 2019 vs. 2021

2019 Third Grade Reading	Approaches	Meets	Masters	2021 Third Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	75%	33%	13%	Alarcon	55%	23%	9%	-20%	-10%	-4%
Borrego	81%	46%	24%	Borrego	62%	27%	9%	-19%	-19%	-15%
District Average	77%	40%	18%	District Average	59%	25%	9%	-18%	-15%	-9%

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STAAR Results, 4th Grade Reading; 2019 vs. 2021

2019 Fourth Grade Reading	Approaches	Meets	Masters	2021 Fourth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	69%	24%	10%	Alarcon	51%	15%	7%	-18%	-9%	-3%
Borrego	80%	39%	20%	Borrego	48%	19%	6%	-32%	-20%	-14%
District Average	69%	30%	13%	District Average	49%	18%	6%	-20%	-12%	-7%

STAAR Results, 5th Grade Reading; 2019 vs. 2021

2019 Fifth Grade Reading	Approaches	Meets	Masters	2021 Fifth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	76%	34%	15%	Alarcon	51%	11%	4%	-25%	-23%	-11%
Borrego	92%	58%	19%	Borrego	62%	29%	12%	-30%	-29%	-7%
District Average	82%	43%	16%	District Average	57%	21%	8%	-25%	-22%	-8%

STAAR Results, 6th Grade Reading; 2019 vs. 2021

2019 Sixth Grade Reading	Approaches	Meets	Masters	2021 Sixth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	67%	32%	13%	Alarcon	45%	21%	4%	-22%	-11%	-9%
Borrego	70%	32%	12%	Borrego	42%	15%	8%	-28%	-17%	-4%
District Average	66%	31%	13%	District Average	44%	18%	6%	-22%	-13%	-7%

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STAAR Results, 7th and 8th Grade Reading; 2019 vs. 2021

2019 STAAR Reading	Approaches	Meets	Masters	2021 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	65%	35%	17%	Grade 7	50%	24%	11%	-15%	-11%	-6%
Grade 8	81%	41%	19%	Grade 8	60%	34%	15%	-21%	-7%	-4%

STAAR Results, 4th and 7th Grade Writing; 2019 vs. 2021

2019 Fourth Grade Writing	Approaches	Meets	Masters	2021 Fourth Grade Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	57%	17%	2%	Alarcon	43%	13%	2%	-14%	-4%	0%
Borrego	70%	36%	8%	Borrego	37%	13%	1%	-33%	-23%	-7%
District Average	62%	24%	4%	District Average	39%	13%	1%	-28%	-2%	-4%

2019 Seventh Grade Writing	Approaches	Meets	Masters	2021 Seventh Grade Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 7th	59%	22%	7%	GEMS 7th	37%	11%	0%	-22%	-11%	-7%

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STAAR Results, 5th and 8th Grade Science; 2019 vs. 2021

2019 Fifth Grade Science	Approaches	Meets	Masters	2021 Fifth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	60%	29%	12%	Alarcon	34%	6%	0%	-26%	-23%	-12%
Borrego	88%	62%	32%	Borrego	38%	10%	4%	-50%	-52%	-28%
District Average	73%	46%	18%	District Average	36%	8%	2%	-37%	-38%	-16%

2019 Eighth Grade Science	Approaches	Meets	Masters	2021 Eighth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	79%	39%	16%	GEMS 8th	49%	25%	6%	-30%	-14%	-10%

STAAR Results, 8th Grade Social Studies; 2019 vs. 2021

2019 STAAR Social Studies	Approaches	Meets	Masters	2021 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS Grade 8	52%	16%	8%	GEMS Grade 8	37%	12%	3%	-15%	-4%	-5%

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EOC Results, English I and II; 2019 vs. 2021

2019 English I	Approaches	Meets	Masters	2021 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	62%	35%	4%	SEHS	51%	33%	4%	-11%	-2%	0%

2019 English II	Approaches	Meets	Masters	2021 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	70%	37%	2%	SEHS	50%	38%	3%	-20%	1%	1%

EOC Results, Algebra I, U.S. History, and Biology; 2019 vs. 2021

2019 Algebra I	Approaches	Meets	Masters	2021 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	90%	65%	35%	SEHS	59%	20%	5%	-31%	-45%	-30%

2019 U.S. History	Approaches	Meets	Masters	2021 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	95%	69%	30%	SEHS	80%	51%	23%	-15%	-18%	-7%

2019 Biology	Approaches	Meets	Masters	2021 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	87%	50%	12%	SEHS	68%	30%	3%	-19%	-20%	-9%

All of the preceding tables show a common theme, in that learning loss has taken place over the last 18 months of the pandemic. San Elizario ISD is not alone in this. With the scores and the reality of the pandemic's impact revealed, we now turn our attention from testing to **RECOVERY**.

In July of 2021, campuses and district staff will have a Leadership Academy. Much of that time period will be devoted to campus planning, whereby the curriculum for 2021-2022 will be a focus of discussion. Our Instructional Officers are working diligently to break down the scores in a meaningful way for our teachers, so we can proceed forward with recovery planning during professional development and during PLC's.

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For the purposes of this report, each campus Principal was asked to share the beginnings of their plans to recover from this learning loss. These are general plans, which will become refined and more detailed as teachers report back for professional development in July 2021.

These preliminary recovery plans are listed by campus below.

Alarcon Elementary—Preliminary Recovery Plan for 2021-2022

Alarcon will continue with the schoolwide intervention period built into the school day (7:45 AM—8:30 AM). The expectation for this period is that all teachers and Instructional Specialists will work with a small group of students to provide interventions in reading and mathematics.

Alarcon will continue with after school and Saturday tutoring on a regular basis.

Alarcon will hold weekly data and intervention meetings to discuss student progress. The data meetings will continue to have teachers monitor the growth of the subpopulations to ensure they are working towards closing the gaps. The Special Education department will be part of these discussions and the review of data. The Reading Interventionist will work with Tier III students and will progress-monitor their growth.

Alarcon will also be receiving 4 sessions of Lead4ward training that will include putting data analysis into action, tools to formatively assess students, intervening in Tier 1 instruction and facilitated planning and modeling. Lead4ward will also provide a reading session solely for the 3rd grade teachers.

Borrego Elementary—Preliminary Recovery Plan for 2021-2022

Reading

1. DRA/EDL – Beginning, Middle, and End-of-Year Data Analysis
2. Running Records for reading performance—Weekly or bi-weekly based on need
3. Utilize Reading Interventionist with all grade levels – Focus on TST students
4. Monthly writing composition
5. TST – Revisit criteria
6. Guided Reading – Binders collected every 3rd week of the month for data review
7. Focused PLC Meetings:
 - Week One – Lesson Planning – To include intervention block
 - Week Two – LPAC and TST alternating weeks – Progress monitoring
 - Week Three – Data review (Guided reading binders, IStation reports, assessment data)
 - Week Four – Professional Development from P & I Department

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8. Strategy of the Month – High-Yield Instructional Strategies (Lead4ward, GLAD, DOK, Sentence Stems)
9. Writing – Alice Nine Grammar Bootcamp
10. BrainPop
11. Education Galaxy for reading and writing
12. Reading A to Z

Math

1. Guided Math to include workstations
2. Conferences
3. Connect makerspace to math as additional practice
4. Target Math
5. Education Galaxy

Science

1. Hands-on lab activities
2. Connect makerspace to science as additional practice
3. BrainPop

Campus-wide

1. Attendance
2. PBIS – Behavior
3. Monthly incentives/recognitions

Garcia-Enriquez Middle School—Preliminary Recovery Plan for 2021-2022

1. Data-Driven Planning in PLC's
2. Ongoing after school tutoring and Saturday School
3. Small group interventions during intercessions
4. Analyze low performing standards and spiral into the curriculum
5. STAAR Lab classes with targeted curriculum
6. IStation and iXL programs for students
7. Integrate reading into all content areas; Talk-Read-Talk-Write strategies
8. Vertical alignment meetings with elementary teachers to align techniques and strategies
9. Lead4ward training and incorporation of strategies into lesson plans
10. Teacher lesson planning with Instructional Specialists and Resource Teachers

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San Elizario High School—Preliminary Recovery Plan for 2021-2022

English I

- 94-minute blocks during the day for students who need remediation (based on 8th grade STAAR or EOC English I)
- RDA – Noted veteran teachers in the English I sections (teachers were reassigned based on years of experience)
- ESL & Co-Teaching classes will be closely monitored to avoid having class sizes that are too large
 - Large classes will have an assigned instructional aide
- Early tutoring and Saturday school - to begin in September (analyze data from first re-test and/or benchmark)
- Data-driven lesson plans monitored by RLA Instructional Specialist
- All elective teachers will be trained to implement Talk-Read-Talk-Write (TRTW)
- Read-alouds and novels in the general and intervention classes

English II

- 94-minute blocks during the day for students who need remediation (based on EOC English I or II)
- Early tutoring and Saturday school - to begin in September (analyze data from first re-test and/or benchmark)
- Data-driven lesson plans monitored by RLA Instructional Specialist
- Librarian and RLA Instructional Specialist will be rolling out efforts to create a “Culture of Literacy”
- Read-alouds and novels in the general and intervention classes

Biology

- Teachers in Biology limited to teaching up to 2 subjects so their focus is on Biology
- Hands-on labs will be included as per TRS requirements; and will also be offered in tutoring sessions
- Teachers to be provided with guidance on implementing sheltered instructional strategies

Algebra 1

- Algebraic tiles will be used to enhance instruction during tutoring sessions (manipulative resources)
- Data-based lessons monitored by Math Instructional Specialist
- Teachers to be provided with guidance on implementing sheltered instructional strategies

U.S. History

- Train teachers on structured conversations to enhance the learning process
- Align resources to the state assessment
- Teachers to be provided with guidance on implementing sheltered instructional strategies

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In closing, the focus of our Teachers, Administrators, and Instructional Staff has turned to recovery. All members of the SEISD team are fully committed to helping our students rebound from the learning loss and emotional toll caused by the pandemic. We are confident that our students, with their return to in-person learning, will make great strides in 2021-2022.

BUDGET:

There is no budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the STAAR / EOC scores in grades 3-12 based on the 2020-2021 testing.

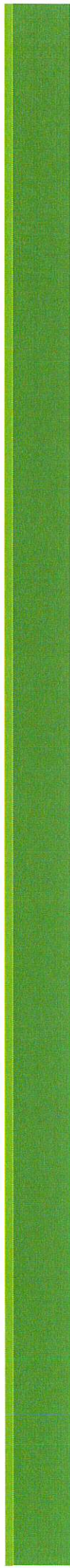
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Analysis of STAAR and EOC Scores for Spring 2021

BOARD OF TRUSTEES MEETING

JULY 14, 2021



2018 vs. 2019

OUR LAST "NORMAL" YEAR.

District Summary; Grades 3-8 Math; 2018 vs. 2019

2018 STAAR Math	Approaches	Meets	Masters
Grade 3	80%	49%	24%
Grade 4	78%	43%	20%
Grade 5	94%	53%	20%
Grade 6	72%	40%	13%
Grade 7	58%	25%	7%
Grade 8	89%	36%	3%

2019 STAAR Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	84%	49%	17%	4%	0%	-7%
Grade 4	74%	38%	19%	-4%	-5%	-1%
Grade 5 (Admins 1 + 2)	94%	51%	28%	0%	-2%	8%
Grade 6	87%	43%	17%	15%	3%	4%
Grade 7	66%	30%	11%	8%	5%	4%
Grade 8	89%	57%	7%	0%	21%	4%

This was a year of significant increases in math, especially in grades 6-8.



District Summary; Gr. 3-8 STAAR Reading; 2018 vs. 2019

2018 STAAR Reading	Approaches	Meets	Masters
Grade 3	74%	36%	16%
Grade 4	58%	27%	13%
Grade 5	84%	45%	15%
Grade 6	54%	23%	9%
Grade 7	58%	32%	18%
Grade 8	73%	27%	10%

2019 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 3	77%	39%	19%	3%	3%	3%
Grade 4	70%	31%	14%	12%	4%	1%
Grade 5 (Admins 1 + 2)	81%	43%	16%	-3%	-2%	1%
Grade 6	66%	31%	13%	12%	8%	4%
Grade 7	65%	35%	17%	7%	3%	-1%
Grade 8	80%	41%	19%	7%	14%	9%

Reading had increases at almost every grade level. The gains were unprecedented!



Grades 5 & 8 STAAR Science; 2018 vs. 2019

2018 Fifth Grade Science	Approaches	Meets	Masters
Alarcon	75%	33%	12%
Borrego	84%	45%	12%
Sambrano	82%	41%	18%
District Summary	80%	39%	14%

2019 Fifth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	60%	29%	12%	-15%	-4%	0%
Borrego	88%	62%	32%	4%	17%	20%
Sambrano	75%	51%	14%	-7%	10%	-4%
District Summary	73%	46%	18%	-7%	7%	4%



8th grade continued its upward climb.

2018 Eighth Grade Science	Approaches	Meets	Masters
GEMS 8th	63%	35%	16%

2019 Eighth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	79%	39%	16%	16%	4%	0%



Grades 4 & 7 STAAR Writing; 2018 vs. 2019

2018 Fourth Grade Writing	Approaches	Meets	Masters
Alarcon	60%	22%	5%
Borrego	73%	41%	16%
Sambrano	37%	17%	5%
District Summary	56%	26%	8%

2019 Fourth Grade Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	57%	17%	2%	-3%	-5%	-3%
Borrego	70%	36%	8%	-3%	-5%	-8%
Sambrano	63%	20%	3%	26%	3%	-2%
District Summary	62%	24%	4%	6%	-2%	-4%



2018 Seventh Grade Writing	Approaches	Meets	Masters
GEMS 7th	52%	24%	4%

2019 Seventh Grade Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 7th	59%	22%	7%	7%	-2%	3%



Grade 8 STAAR Social Studies; 2018 vs. 2019

2018 STAAR Social Studies	Approaches	Meets	Masters
GEMS Grade 8	31%	8%	2%

2019 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS Grade 8	52%	16%	8%	21%	8%	6%



8th grade finished strong, with increases across the board.

EOC; English I and II; 2018 vs. 2019; All Students

2018 English I	Approaches	Meets	Masters
326 students	53%	34%	2%

2019 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
349 students	49%	32%	4%	-4%	-2%	2%

2018 English II	Approaches	Meets	Masters
322 students	56%	35%	2%

2019 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
313 students	60%	35%	2%	4%	0%	0%

EOC; Algebra I; 2018 vs. 2019; All Students

2018 Algebra I		2019 Algebra I		Approaches		Meets		Masters		Approaches		Meets GL		Masters	
SEHS		92%	61%	35%		87%	65%	36%		-5%	4%		1%		
GEMS		100%	100%	96%		100%	100%	100%		0%	0%		4%		
District Summary		93%	64%	40%		88%	69%	42%		-5%	5%		2%		



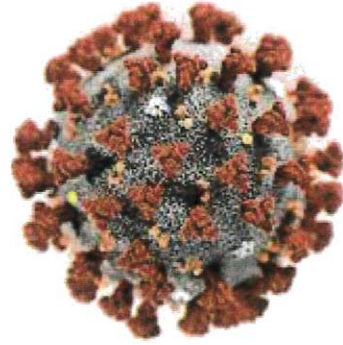
EOC; U.S. History; 2018 vs. 2019; All Students

2018 U.S. History		2019 U.S. History		2018 U.S. History		2019 U.S. History	
Approaches	Meets	Approaches	Meets	Approaches	Meets	Approaches	Meets
90%	63%	94%	69%	GL Gain or Loss	Masters	GL Gain or Loss	Masters
255 students	22%	235 students	30%	4%	6%	8%	8%



2018-2019 showed strong STAAR / EOC gains in numerous areas. We were poised to continue growing in 2019-2020.....

2019-2020



THE PANDEMIC HIT.

2019-2020 Assessments

- STAAR testing was cancelled in 2019-2020.
- The shift to online learning created huge challenges beginning in Spring of 2020.
- We have had 18 months of challenges to health, safety, and learning for our students, faculty, and staff.
- Let's watch a video to review SEISD's response to the pandemic.

2020-2021 Assessments

- STAAR and TELPAS carried no penalties for those who didn't test.
- No impact on A-F Accountability.
- No impact on grade promotion in 5th and 8th.
- Purpose of STAAR: To ascertain learning gaps caused by the pandemic.
- Testing was done online, onsite, for the majority of our students.

2021 Turnout for STAAR Testing

3 rd grade—72%	English I—58%
4 th grade—83%	English II—62%
5 th grade—72%	Algebra I—61%
6 th grade—77%	Biology—54%
7 th grade—57%	U.S. History—55%
8 th grade—27%	

2020-2021 STAAR/EOC Scores: 2019 vs. 2021

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THIS YEAR COMPARED TO THE LAST TIME WE STAAR TESTED.

Mathematics—3rd Grade

2019 Third Grade Math	Approaches	Meets	Masters
Alarcon	89%	51%	16%
Borrego	85%	56%	24%
District Average	84%	49%	17%

2021 Third Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	31%	5%	0%	-58%	-46%	-16%
Borrego	43%	12%	3%	-42%	-44%	-21%
District Average	38%	9%	2%	-46%	-40%	-15%

Mathematics—4th Grade

2019 Fourth Grade Math	Approaches	Meets	Masters
Alarcon	73%	31%	16%
Borrego	86%	48%	25%
District Average	74%	38%	19%

2021 Fourth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	27%	8%	3%	-47%	-23%	-13%
Borrego	31%	10%	4%	-55%	-38%	-21%
District Average	30%	10%	4%	-44%	-28%	-15%

Mathematics—5th Grade

2019 Fifth Grade Math		Approaches	Meets	Masters	2021 Fifth Grade Math		Approaches	Meets	Masters	Approaches	Meets GL Gain or Loss	Masters GL Gain or Loss
	Alarcon	96%	43%	23%		Alarcon	44%	5%	2%	-52%	-38%	-21%
	Borrego	99%	63%	42%		Borrego	45%	18%	7%	-54%	-45%	-35%
	District Average	96%	51%	28%		District Average	44%	12%	5%	-52%	-39%	-23%

Mathematics—6th Grade

2019 Sixth Grade Math	Approaches	Meets	Masters
Alarcon	91%	36%	9%
Borrego	93%	48%	21%
District Average	87%	43%	17%

2021 Sixth Grade Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	54%	12%	3%	-37%	-24%	-6%
Borrego	49%	19%	1%	-44%	-29%	-20%
District Average	52%	16%	2%	-35%	-27%	-15%

Mathematics—7th and 8th Grade

2019 STAAR/EOC Math	Approaches	Meets	Masters
Grade 7	66%	30%	11%
Grade 8	90%	57%	7%
Algebra I-- Grade 8	100%	100%	100%

2021 STAAR/EOC Math	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	38%	12%	3%	-28%	-18%	-8%
Grade 8	26%	4%	0%	-64%	-53%	-7%
Algebra I-- Grade 8	91%	65%	26%	-9%	-35%	-74%

Reading—3rd Grade

2019 Third Grade Reading	Approaches	Meets	Masters
Alarcon	75%	33%	13%
Borrego	81%	46%	24%
District Average	77%	40%	18%

2021 Third Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	55%	23%	9%	-20%	-10%	-4%
Borrego	62%	27%	9%	-19%	-19%	-15%
District Average	59%	25%	9%	-18%	-15%	-9%

Reading—4th Grade

2019 Fourth Grade Reading	Approaches	Meets	Masters
Alarcon	69%	24%	10%
Borrego	80%	39%	20%
District Average	69%	30%	13%

2021 Fourth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	51%	15%	7%	-18%	-9%	-3%
Borrego	48%	19%	6%	-32%	-20%	-14%
District Average	49%	18%	6%	-20%	-12%	-7%

Reading—5th Grade

2019 Fifth Grade Reading	Approaches	Meets	Masters	2021 Fifth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	76%	34%	15%	Alarcon	51%	11%	4%	-25%	-23%	-11%
Borrego	92%	58%	19%	Borrego	62%	29%	12%	-30%	-29%	-7%
District Average	82%	43%	16%	District Average	57%	21%	8%	-25%	-22%	-8%

Reading—6th Grade

2019 Sixth Grade Reading	Approaches	Meets	Masters	2021 Sixth Grade Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	67%	32%	13%	Alarcon	45%	21%	4%	-22%	-11%	-9%
Borrego	70%	32%	12%	Borrego	42%	15%	8%	-28%	-17%	-4%
District Average	66%	31%	13%	District Average	44%	18%	6%	-22%	-13%	-7%

Reading—7th and 8th Grades

2019 STAAR Reading	Approaches	Meets	Masters
Grade 7	65%	35%	17%
Grade 8	81%	41%	19%

2021 STAAR Reading	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Grade 7	50%	24%	11%	-15%	-11%	-6%
Grade 8	60%	34%	15%	-21%	-7%	-4%

Writing Grades 4 and 7

(2021 is the last year that writing will be a separate test)

2019 Fourth Grade Writing	Approaches	Meets	Masters
Alarcon	57%	17%	2%
Borrego	70%	36%	8%
District Average	62%	24%	4%

2021 Fourth Grade Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	43%	13%	2%	-14%	-4%	0%
Borrego	37%	13%	1%	-33%	-23%	-7%
District Average	39%	13%	1%	-28%	-2%	-4%

2019 Seventh Grade Writing	Approaches	Meets	Masters
GEMS 7th	59%	22%	7%

2021 Seventh Grade Writing	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 7th	37%	11%	0%	-22%	-11%	-7%

Science Grades 5 and 8

2021 Fifth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Alarcon	34%	6%	0%	-26%	-23%	-12%
Borrego	38%	10%	4%	-50%	-52%	-28%
District Average	36%	8%	2%	-37%	-38%	-16%

2019 Fifth Grade Science	Approaches	Meets	Masters
Alarcon	60%	29%	12%
Borrego	88%	62%	32%
District Average	73%	46%	18%

2021 Eighth Grade Science	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS 8th	49%	25%	6%	-30%	-14%	-10%

2019 Eighth Grade Science	Approaches	Meets	Masters
GEMS 8th	79%	39%	16%

Social Studies—Grade 8

2019 STAAR Social Studies	Approaches	Meets	Masters
GEMS Grade 8	52%	16%	8%

2021 STAAR Social Studies	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
GEMS Grade 8	37%	12%	3%	-15%	-4%	-5%

English I and II

2019 English I	Approaches	Meets	Masters
SEHS	62%	35%	4%

2019 English II	Approaches	Meets	Masters
SEHS	70%	37%	2%

2021 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	51%	33%	4%	-11%	-2%	0%

2021 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	50%	38%	3%	-20%	1%	1%

Algebra I, U.S. History, & Biology

2019		2021		Approaches		Meets		Masters		Approaches		Meets		Masters		Approaches		Meets		Masters		
Algebra I		Algebra I		GL Gain or Loss		GL Gain or Loss		GL Gain or Loss		GL Gain or Loss		GL Gain or Loss		GL Gain or Loss		GL Gain or Loss		GL Gain or Loss		GL Gain or Loss		
SEHS	90%	90%	65%	35%	59%	20%	5%	-31%	-45%	-30%	80%	51%	23%	-15%	-18%	-7%	68%	30%	3%	-19%	-20%	-9%
2019 U.S. History	95%	69%	30%	80%	51%	23%	-15%	-18%	-7%	68%	30%	3%	-19%	-20%	-9%	68%	30%	3%	-19%	-20%	-9%	
SEHS	95%	69%	30%	80%	51%	23%	-15%	-18%	-7%	68%	30%	3%	-19%	-20%	-9%	68%	30%	3%	-19%	-20%	-9%	
2019 Biology	87%	50%	12%	68%	30%	3%	-19%	-20%	-9%	68%	30%	3%	-19%	-20%	-9%	68%	30%	3%	-19%	-20%	-9%	
SEHS	87%	50%	12%	68%	30%	3%	-19%	-20%	-9%	68%	30%	3%	-19%	-20%	-9%	68%	30%	3%	-19%	-20%	-9%	

Shifting to Recovery

A NEW BEGINNING IN 2021-2022

What Comes Next?

- 2021 STAAR scores are acting as a new baseline.
- The work is only just beginning to take this new baseline and move forward.
- The DAT team will set new goals on August 20th, 2021.
 - New goals will be set for all STAAR-tested areas.
- Each Principal has begun the Recovery planning and will now share their preliminary plans.

Alarcon Elementary

- Schoolwide daily intervention period
 - Reading/mathematics support
- After school and Saturday tutoring
- Weekly data and intervention meetings
- Reading Intervention Teacher support
- Lead4ward training sessions

Borrego Elementary

READING

- DRA/EDL – Beginning, Middle, and End-of-Year Data Analysis
- Running Records for reading performance—Weekly or bi-weekly based on need
- Utilize Reading Interventionist with all grade levels – Focus on TST students
- Monthly writing composition
- TST – Revisit criteria

Borrego Elementary

- Guided Reading – Binders collected every 3rd week of the month for data review
- Focused PLC Meetings:
 - Week One – Lesson Planning – To include intervention block
 - Week Two – LPAC and TST alternating weeks – Progress monitoring
 - Week Three – Data review (Guided reading binders, IStation reports, assessment data)
 - Week Four – Professional Development from P & I Department

Borrego Elementary

- Strategy of the Month – High-Yield Instructional Strategies (Lead4ward, GLAD, DOK, Sentence Stems)
- Writing – Alice Nine Grammar Bootcamp
- BrainPop
- Education Galaxy for reading and writing
- Reading A to Z

Borrego Elementary

MATH

- Guided Math to include workstations
- Conferences
- Connect makerspace to math as additional practice
- Target Math
- Education Galaxy

Borrego Elementary

Science

- Hands-on lab activities
- Connect makerspace to science as additional practice
- BrainPop

Campus-wide

- Attendance
- PBIS – Behavior
- Monthly incentives/recognitions

GEMS

- Data-Driven Planning in PLC's
- Ongoing after school tutoring and Saturday School
- Small group interventions during intercessions
- Analyze low performing standards and spiral into the curriculum
- STAAR Lab classes with targeted curriculum

GEMS

- IStation and iXL programs for students
- Integrate reading into all content areas; Talk-Read-Talk-Write strategies
- Vertical alignment meetings with elementary teachers to align techniques and strategies
- Lead4ward training and incorporation of strategies into lesson plans
- Teacher lesson planning with Instructional Specialists and Resource Teachers

SEHS

English I

- 94-minute blocks during the day for students who need remediation (based on 8th grade STAAR or EOC English I)
- RDA – Noted veteran teachers in the English I sections (teachers were reassigned based on years of experience)
- ESL & Co-Teaching classes will be closely monitored to avoid having class sizes that are too large
- Large classes will have an assigned instructional aide

SEHS

English I, Cont'd

- Early tutoring and Saturday school - to begin in September (analyze data from first re-test and/or benchmark)
- Data-driven lesson plans monitored by RLA Instructional Specialist
- All elective teachers will be trained to implement Talk-Read-Talk-Write (TRTW)
- Read-alouds and novels in the general and intervention classes

SEHS

English II

- 94-minute blocks during the day for students who need remediation (based on EOC English I or II)
- Early tutoring and Saturday school - to begin in September (analyze data from first re-test and/or benchmark)
- Data-driven lesson plans monitored by RLA Instructional Specialist
- Librarian and RLA Instructional Specialist will be rolling out efforts to create a “Culture of Literacy”
- Read-alouds and novels in the general and intervention classes

SEHS

Biology

- Teachers in Biology limited to teaching up to 2 subjects so their focus is on Biology
- Hands-on labs will be included as per TRS requirements; and will also be offered in tutoring sessions
- Teachers to be provided with guidance on implementing sheltered instructional strategies

Algebra 1

- Algebraic tiles will be used to enhance instruction during tutoring sessions (manipulative resources)
- Data-based lessons monitored by Math Instructional Specialist
- Teachers to be provided with guidance on implementing sheltered instructional strategies

SEHS

U.S. History

- Train teachers on structured conversations to enhance the learning process
- Align resources to the state assessment
- Teachers to be provided with guidance on implementing sheltered instructional strategies

Next Steps

- In closing, the focus of our Teachers, Administrators, and Instructional Staff has turned to recovery.
- All members of the SEISD team are fully committed to helping our students rebound from the learning loss and emotional toll caused by the pandemic.
- We are confident that our students, with their return to in-person learning, will make great strides in 2021-2022.

Questions?



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MEMORANDUM

To: Members of the Board of Trustees
From: Susana Frescas, Administrator Instructional Programs
Subject: Dual Language Program
Date: July 14, 2021

HISTORY: Dual Language is a form of bilingual education in which students are taught literacy and content in two language, in our case, these languages are Spanish and English. Dual language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.

RATIONALE: Following the research of most effective language programs, the district made the decision of transitioning to a dual language model. The 2020-21 school year was the year of initial implementation of the district's dual language program. The program was initiated in grades Pre-K and Kindergarten. This will allow the program to grow one grade level at a time, year after year.

BUDGET IMPACT: The district already has a bilingual program budget in place. This same budget is being used to sustain the current bilingual program as well as grow the dual language program.

ADMINISTRATIVE RECOMMENDATION: This report is for information only, no action by the board of trustees is required at this time.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

San Elizario ISD Dual Language Program

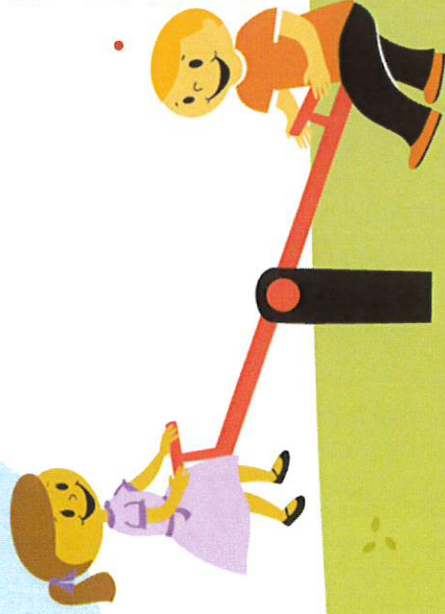
Program Information and Framework

Susana Frescas, Administrator Instructional Programs
Sandra Rico, Instructional Officer



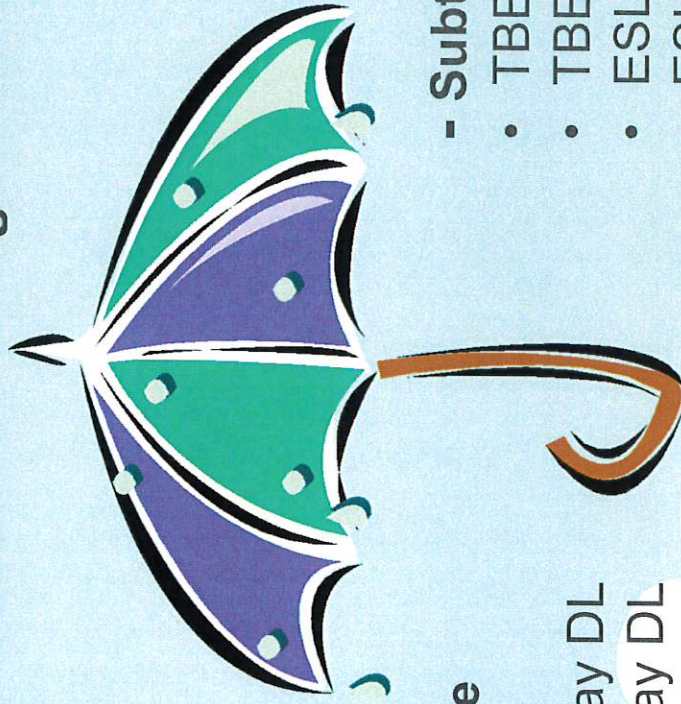
What is Bilingual Education

- Any type of program that is taught in two languages.
- Bilingual Education (BE) programs ensure that English Learners (ELs) are given equitable opportunities to succeed in and complete their education.
- Programs are designed to simultaneously develop English fluency, content knowledge, and academic language.



Instructional Models

(all under the umbrella of bilingual education)



+ Additive Models:

- One-Way DL
- Two-Way DL

- Subtractive Models:

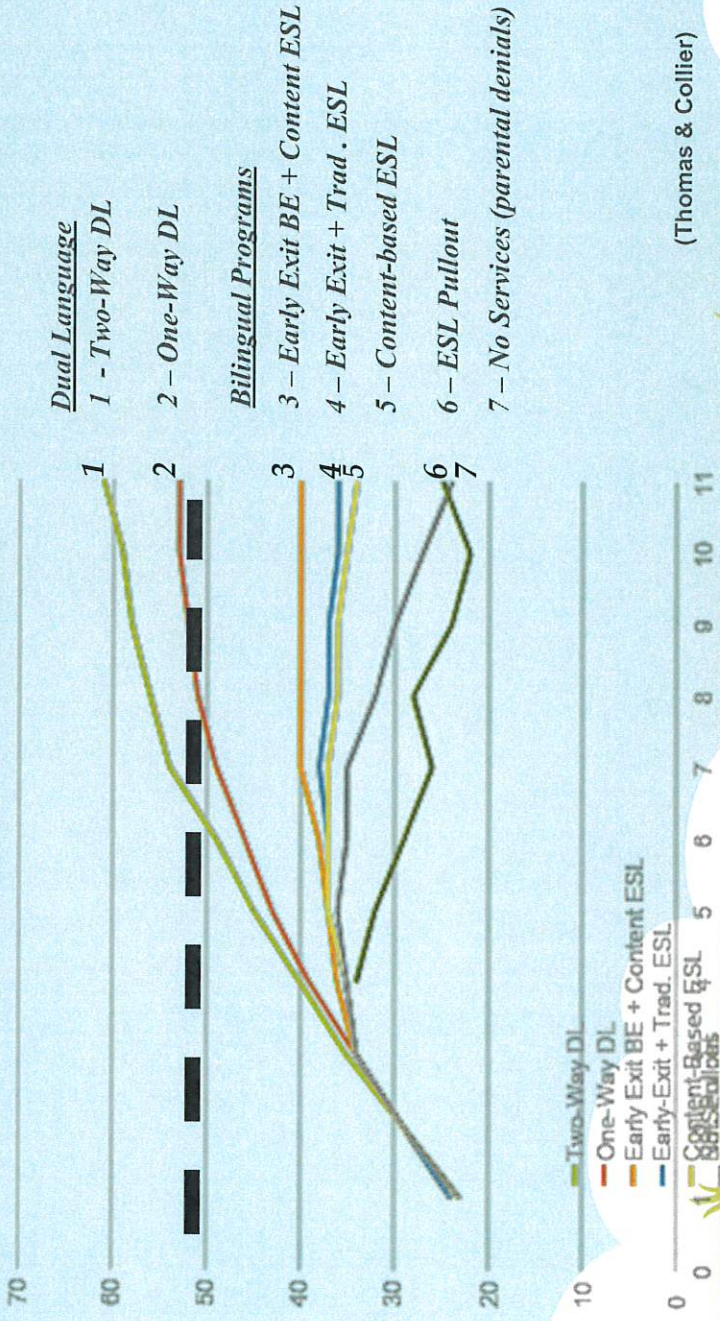
- TBE – Early Exit
- TBE – Late Exit
- ESL Content-Based
- ESL Pullout



National Research - Models for Educating Spanish Dominant Students

(Program Implementation through 5th Grade only)

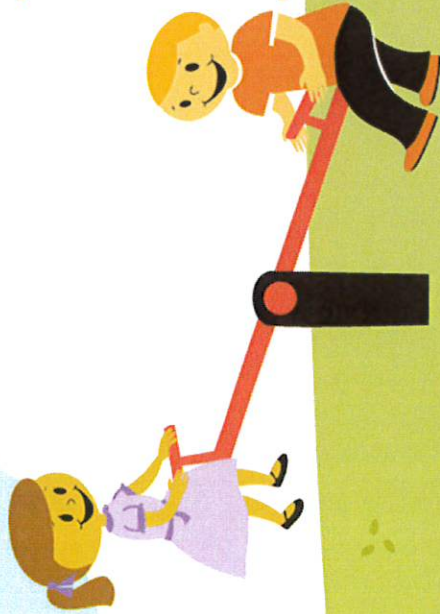
EL Long-Term Achievement



(Thomas & Collier)

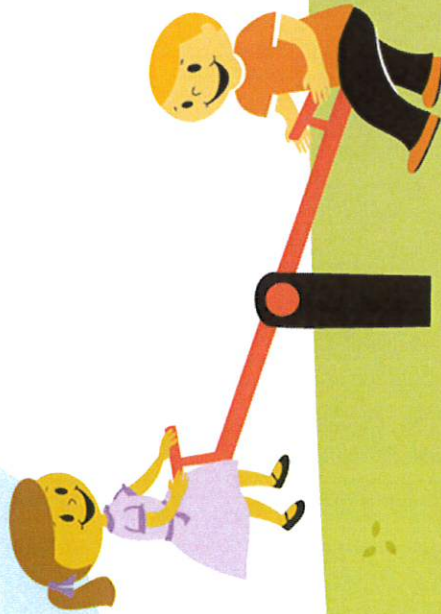
What is a Dual Language Immersion Program?

- DL Immersion programs are designed to develop English and home language fluency, content knowledge, and academic language in both languages.
- DL cultivates a strong development of the home language and accelerates a higher proficiency in English and content learning (the stronger the home language, the higher proficiency in English achieved).
- DL programs offer cross-cultural competencies needed to succeed in our multicultural society and global economy.

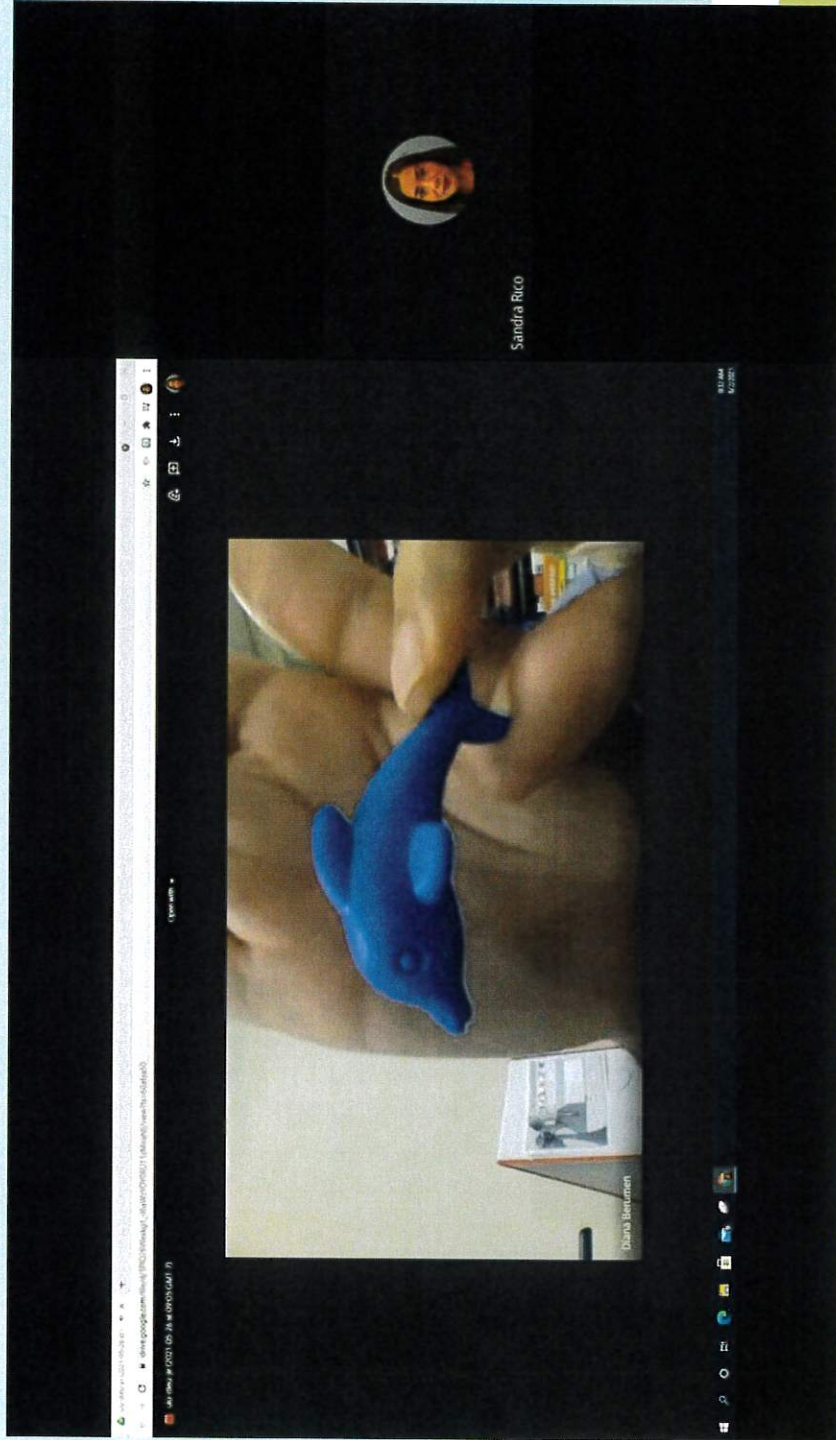


Benefits of the Program

- Students who participate in DL receive instruction in two languages to become bilingual, bi-literate and develop the cultural competency.
- DL offers children whose heritage is the partner language and culture, the opportunity to develop a positive linguistic and cultural identity that allows them to better connect with their parents, relatives and community.



Use of L1 to help with L2



Program Model

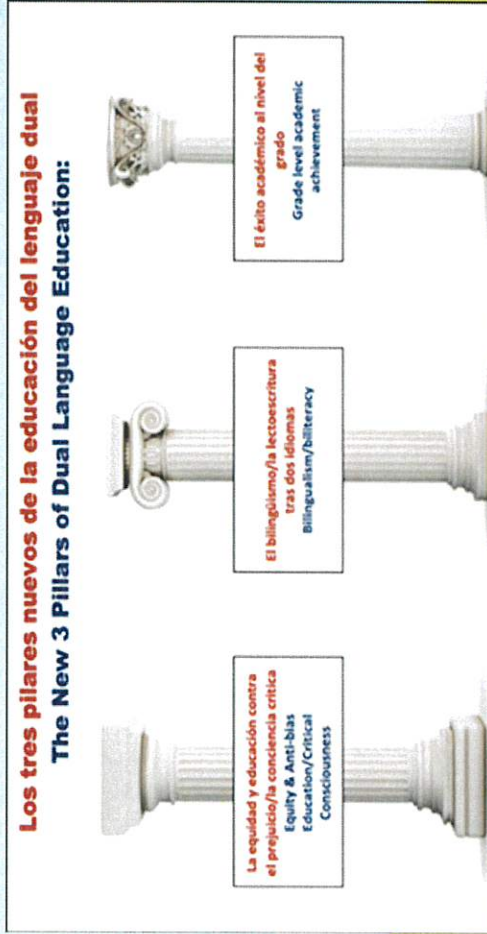
SEISD dual language program follows a 50:50 One-Way model –

- 50% of instruction in English
- 50% of instruction in Spanish



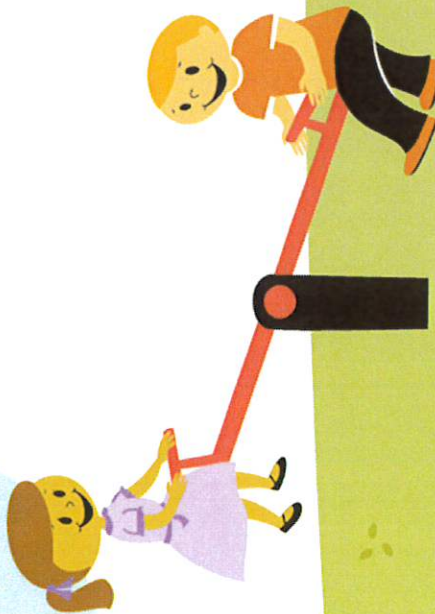
Program Mission

The San Elizario Independent School District Dual Language Program will develop highly competent bilingual students while fostering academic success and cultural awareness by meeting the affective, linguistic and cognitive needs in both languages.



Curriculum

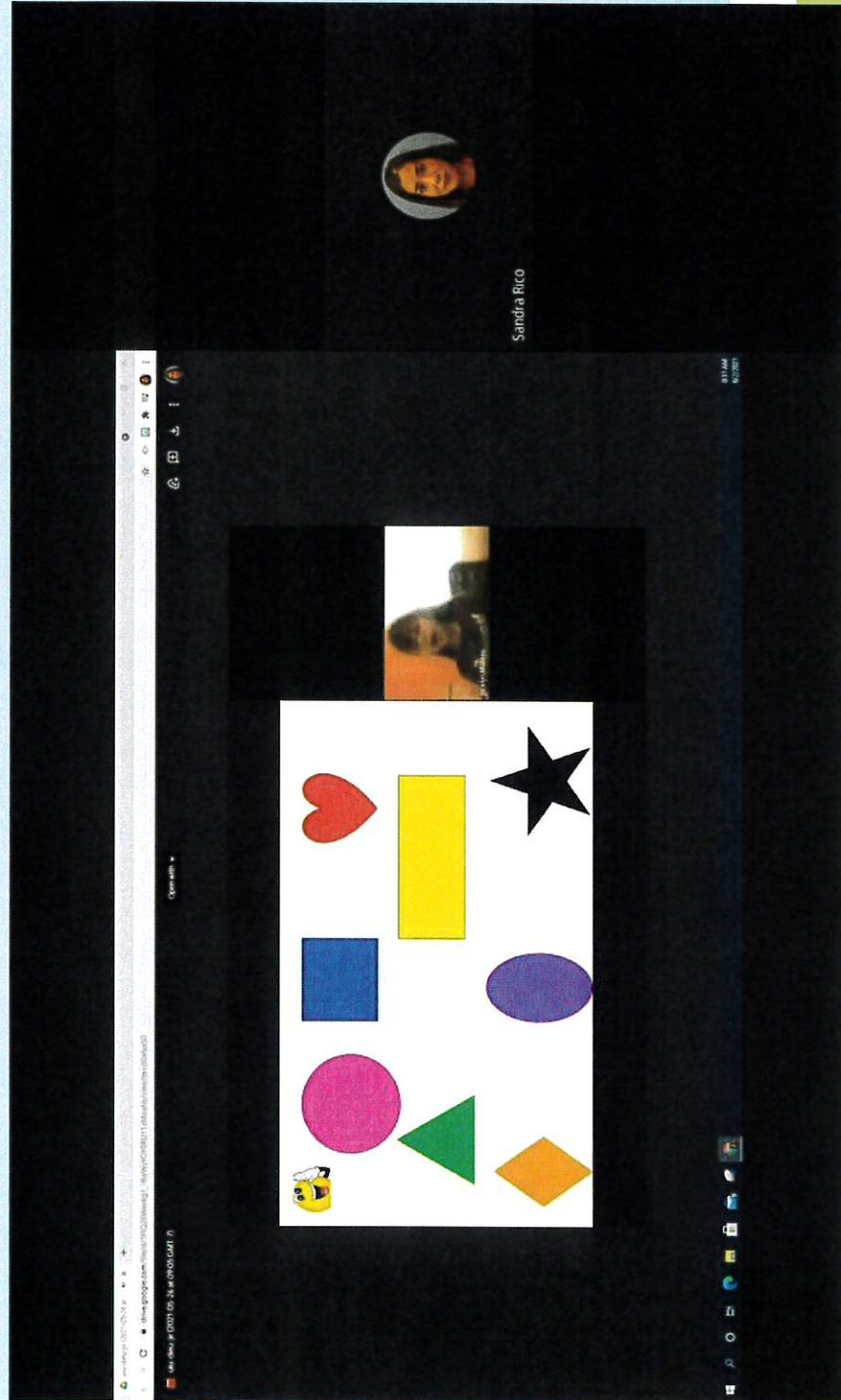
- The program follows the district's core curriculum and uses state-adopted materials.
- Grade-level standards are taught.
- Teachers are highly trained and receive continuous professional development in delivering lessons.



Implementation Timeline



Shapes & Colors



Counting

The screenshot shows a Zoom meeting interface. At the top, a video thumbnail for Sandra Rico is visible. The main window displays a calendar activity with a grid of numbers from 1 to 31. The calendar is for the month of May, with days of the week labeled: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. The numbers are arranged in a grid, with some numbers highlighted in green. Below the calendar, there is a text prompt: "Click and drag the next number onto the calendar".

Sandra Rico

Click and drag the next number onto the calendar

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1							
2		3	4	5	6	7	8
9		10	11	12	13	14	15
16		17	18	19	20	21	22
23		24	25	26			
27		28	29	30			
31							



Thank you!

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in HIS language, that goes to his heart! ♥

~Nelson Mandela





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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Subject: 2021 Classroom Fund Grantees – San Elizario ISD
Date: July 14, 2021

HISTORY:

The Classroom Fund was established in 2011 for the purpose of helping teachers with classroom supplies. School teachers from across the El Paso County can apply for the grant. With the generous support of The El Paso Community Foundation, the Classroom Fund grants educators with the necessary items being requested for their specific classrooms.

Since its inception, the Classroom Fund continues to support the educational needs of students by providing teachers, counselors, school nurses and, coaches an opportunity to apply for a \$1,000 grant. All that grant applicants need to do is apply and include the supplies they are requesting. According to the Classroom Fund website <http://theclassroomfund.org/> all applications are reviewed by the Classroom Fund committee. If selected, grantees are asked to provide digital photos, video or a thank you letter to the Foundation. The Foundation takes care of ordering the materials requested and arrangements are made for the grantees to pick up the items.

According to the 2021 Classroom Fund Grantee list, the following nine San Elizario ISD educators were awarded \$1,000 each worth of supplies for their classrooms:

Alfonso Borrego, Sr. Elementary School:

- Kevin Elizalde, Lorena Mendoza, Krystal Mijares, and Ruth Ramirez

Lorenzo Alarcón Middle School

- Nora Garcia, Johanna Gonzalez-Frias, and Blanca Guerrero

Ann Garcia-Enriquez Middle School

- Theresa Garay and Myriam Sanchez

RATIONALE:

Individuals applied for the opportunity to be awarded a \$1,000 grant each to help supplement their classrooms. The application had approximately four questions to include the list of supplies be requested.

BUDGET:

There is not an impact to the budget.

ADMINISTRATIVE RECOMMENDATION:

To be aware of the efforts San Elizario ISD Educators made to apply, resulting in \$9,000 worth of classroom supplies, which will directly benefit students.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent and Dr. Rogelio Segovia, Associate Superintendent
Subject: District Initiatives, Leadership Academy, Instructional Specialists Academy, and Professional Development Week
Date: July 14, 2021

HISTORY: At the beginning of every school year, district leadership, campus administration, instructional specialists and teachers are given an overview of district initiatives. These initiatives are supported by professional development presented during Leadership Academy, Instructional Specialists Academy and Teacher Professional Development Week.

RATIONALE: In an effort to meet the student outcome goals set by the Board of Trustees, district leadership, campus leadership, instructional specialists, and teachers are provided professional development that is designed to provide leadership and instructional best practices.

BUDGET IMPACT: There is no budget impact

ADMINISTRATIVE RECOMMENDATION: This item is for information only.

Please check one: For approval Report / Information only Recognition only

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SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
Soaring to Excellence

Instructional Specialist Academy
Agenda
July 12 – 15, 2021

Date/Location	Topic		Required Audience
Day 1 Mon. July 12	8:00 AM—11:00 AM	12:30 PM—3:30 PM	Instructional Specialists Principals Assistant Principals Inst Prog Coordinator Dr. Segovia
	Book Study: <i>Better Conversations</i> by Jim Knight Presenters: IOs	Book Study: <i>Better Conversations</i> by Jim Knight (Impact Cycle embedded) Presenters: IOs	
Day 2 Tue. July 13	8:00 AM—11:00 AM	12:30 PM—3:30 PM	Instructional Specialists
	STAAR 2.0 Presenters: IOs	<i>The Instructional Playbook: The Missing Link for Translating Research into Practice</i> by Jim Knight Presenters: IOs	
Day 3 Wed. July 14	8:00 AM—11:00 AM	12:30 PM—3:30 PM	Instructional Specialists
	Intervention Alignment PD Prep Presenters: IOs	Intervention Alignment PD Prep Presenters: IOs	
Thu. July 15	8:00 AM—11:00 AM	12:30 PM—3:30 PM	Instructional Specialists
	Ed Tech Prep Session Presenters: IOs	Ed Tech Prep Session Presenters: IOs	

Location of sessions TBD



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
Soaring to Excellence

**Administrator's Leadership Academy
 Agenda
 July 7-9, 2021 and July 12-16, 2021**

Date	TIME			Required Audience
Wed. July 7	8:00 AM—8:30 AM	8:30 AM-11:30 AM	12:30 PM-3:30 PM	Dr. Meza-Chavez Dr. Segovia Principals Asst Principals SPED Director R&E Admin CTE Coord Inst Prog Coord
	Welcome Message Presenters: Dr. Meza-Chavez Dr. Segovia	T-TESS Calibration Presenters: Region 19	T-TESS Calibration Presenters: Region 19	
Thu. July 8	9:00 AM—11:00 AM	1:00 PM—3:00 PM		Dr. Meza-Chavez Dr. Segovia Principals Asst Principals SPED Director Inst Prog Coord
	SPED Legal Topics Join Zoom Meeting https://esc19.zoom.us/j/88207309106?pwd=ZUtaL1pNTUx3SnlyCHIXUDJ1YW5YQT09 Presenter: Jose L. Martín, Attorney at Law	SPED Legal Topics Presenter: Jose L. Martín, Attorney at Law		
Fri. July 9	9:00 AM—11:00 AM	(Campus prep on your own)		Dr. Meza-Chavez Dr. Segovia Principals Asst Principals HR Director SPED Director CTE Coord Inst Prog Coord
	Title IX, Documentation, and Good Legal Practices Join Zoom Meeting https://esc19.zoom.us/j/85633690220?pwd=dmNDOWhGd2Y4WWJzV0NQSt5NVhvdz09 Presenter: Priscilla de Mata, SEISD legal counsel			
Mon. July 12 - Fri. July 16	8:00 AM-11:00 AM	11:00 AM-2:00 PM	2:00 PM-4:00	Dr. Meza-Chavez HR Director CTE Coord *Dr. Segovia *Principals *Asst Principals *Admin Inst Prog
	Campus prep (T-F) * July 12 <u>only</u> 8-11 AM attend IS Academy <i>Better Conversations</i> session Presenters: Instructional Officers Location TBD	A Role Reimagined: Leadership Development for Principals Presenter: Harvard Graduate School of Education	(Campus prep on your own M-F)	

* Denotes attendance required to the 7/12 AM session

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

District Initiatives 2021-2022

Student Outcome Goal 1-Mathematics

Student Mathematics performance on the STAAR/EOC in grades 3-12 will increase annually from 2018-2019 through 2023-2024 at the Approaches, Meets, and Master's Levels.

- Sharon Wells Math will be used as the core math curriculum in grades 2-5;
- Guided Math will be used as the math framework in grades PK-1;
- The iXL math intervention program will be used as needed in grades 6-8 for targeted support;
- The Reflex math intervention program will be used as needed in elementary grade levels for targeted support;
- Use of Istation Math in grades PK-2nd.

Student Outcome Goal 2-Reading

Student Reading performance on the STAAR/EOC in grades 3-12 will increase annually from 2018-2019 through 2023-2024 at the Approaches, Meets, and Master's Levels.

- Ensure first teach is taught to the level of rigor of that standard;
- All stakeholders work to ensure that student reading and writing levels are consistently improving across the district;
- All teachers and staff, including those in non-core subject areas, work to embed reading and writing across the disciplines in all areas of a student's day;
- Parents are encouraged, trained, and supported to provide reading and writing enrichment at home;
- SEISD's Text Level Correlation Guide will provide baseline guidelines for grade-level reading goals in grades K-12;
- TELPAS progress monitoring is ongoing for listening, speaking, reading, and writing;
- GLAD strategies are implemented to assist EL's (and all students) with language acquisition;
- The SEISD time and treatment model for bilingual education is to be followed with fidelity;
- All personnel are encouraged to help develop English language skills while respecting the students' native language and culture;
- Use of Istation Reading for PK-8.

Student Outcome Goal 3-CCMR

Students graduating college, career, and military ready will increase from 65% in June to 81% by June 2024.

- All campuses will create events and opportunities to increase student interest and knowledge related to college, career, and military opportunities and will inform students about secondary opportunities within the district;
- Increasingly rich opportunities will be created for students to study in CTE courses of interest and obtain industry certifications;
- Campuses will seek additional opportunities to partner with institutions of higher education and business/industry leaders to support college and career readiness;
- The district will increase the number of students taking the TSI assessment in middle and high school.

District Curriculum, Instruction, and Assessment Expectations

Online Learning Structures

- Learning Environment (LMS): Google Classroom as a Learning Environment
- Digital Citizenship
- Mode of Communication – Dojo (elementary); Remind (secondary)

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

District Initiatives 2021-2022

Instructional Rounds

- Conducted once per semester at all campuses;
- Findings will be debriefed with faculty in a timely manner;
- Findings will drive professional development decisions.

Professional Learning Communities (PLCs)

- Data analysis processes are expected, supported, and monitored at all campuses by administration, to include TELPAS data;
- Teachers are expected to be prepared in advance of all PLC meetings in order to participate in meaningful discussions about lesson design and data analysis;
- PLC's will be guided by administrators and Instructional Specialists;
- An administrator is expected to be present at each PLC meeting.

Eduphoria / Assessments / Content and Language Objectives

- All common assessments, benchmarks, and PA's will be scanned into Eduphoria *by teachers* within 48 hours of the completion of assessment administration;
- All assessment data will be analyzed, and interventions or re-teaching opportunities created, to assist struggling learners;
- Campus administration (with district support), consistently monitors the fidelity of assessments being administered and scanned and provides timely feedback to teachers;
- Content and language objectives are visibly posted in all classrooms and revised as the TEKS and ELPS objectives shift within the weekly lesson plan.

Instructional Coaching Model

- Follow the Impact Cycle
 - Identify
 - Learn
 - Improve

Co-teaching

- SEISD will support the implementation of co-teaching to ensure access to the general curriculum for students with disabilities.

Positive Behavior Intervention System (PBIS)

- PBIS is a district-adopted positive behavioral intervention system to be implemented at all campuses in all grade levels and championed by every administrator.
- Social Emotional (SEL) strategies will be incorporated in campus wide activities and class lessons when appropriate

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

District Initiatives 2021-2022

Lesson Plans

- Lesson plans are due weekly to campus administrators for the following week per campus schedule, for all teachers in grades PK-12;
- Lesson plans are to be done online via Eduphoria Forethought for Secondary and with template for Elementary;
- Common Assessments and Performance Assessments (PA's) are referenced and administered;
- Lesson plans should refer to, and are actively *supported* and *monitored*, for inclusion of these ongoing district expectations:
 - PLC Planning Process drives lesson creation to include DOK and guided question development;
 - TRS documents are used in planning and YAGs are followed with fidelity;
 - TEKS, ELPS, and CCRS standards are included;
 - Differentiated instruction is planned and conducted for GT, EL, and SPED/504 learners;
 - Graphic organizers and cooperative learning structures (i.e., Kagan, L4W HYIS) are included;
 - Instructional technology is integrated into lessons to increase student engagement;
 - Best practices for EL student support are included in the lesson plan, to include GLAD and sheltered instruction strategies;
 - Task Analysis content and process should be included (secondary teachers)

Science Instruction

- STEMscopes is to be used for science lessons in PK-8;
- STEMscopes is to be used with increasing frequency in grades 9-12 to support science lessons in Biology, Chemistry, and Physics;
- Science lessons are based on the 5E model of instruction.

Social Studies Instruction

- Alignment is expected between the elementary campuses in K-5 with the use of Pearson's "My World Social Studies" as the cornerstone resource.
- Social Studies is to be taught in every classroom in grades K-8 each day. The TEKS Resource System will guide the pacing and order of instruction.
- Social Studies will be assessed via district-created common assessments based on the TRS pacing guide.

Elective Classrooms

- Elective (non-core) teachers are expected to consistently embed reading and writing into their daily lessons and social studies and math as often as is feasible.



**Professional Development Week
July 22 – 30, 2021**

DATE	SESSION	TIME	AUDIENCE
Thu, July 22	Campus PD	8:00-4:00	All campus staff
Fri, July 23	Workday	8:00-4:00	All campus staff
Mon, July 26	Campus PD	8:00-4:00	All campus staff
Tue, July 27	Ed Tech Bash (meeting links to follow)	8:30-11:30 12:30-3:30	All campus staff
Wed, July 28	Campus PD *Fine Arts Teachers	8:00-4:00	All campus staff
Thu, July 29	Convocation (more info on this event to follow)	7:30-9:30 am	All district personnel
Thu, July 29	Intervention Alignment Sessions (meeting links to follow)	12:00-4:00 pm	All campus staff
Fri, July 30	Workday	8:00-4:00	All campus staff

SEECHS
EPCC PD Aug 16-20, 2021
PM (various times) sessions specific for our teachers

***All Fine Arts teachers will attend the ‘Arts Alliance’ @ Franklin HS or UTEP**

Intervention Alignment Sessions

Group	Lead Person	Meeting Link
ELEMENTARY		
PK	Rosa Correa	
K, 1 st , 2 nd Grades	Sandra Rico, Alyssa Padilla, Rosario Rodriguez	
3 rd Grade	Conce Talamantes	
4 th Grade	Claudia Nakay	
5 th & 6 th Grades Math/Science	Debbie Cortez	
5 th & 6 th Grades RLA/SS	Georgina Diaz	
SECONDARY		
RLA	Anna Alvarez, Brenda Jara, Erika Morales	
Math	Eva Quezada	
Science	Andy Peña	
Social Studies	Obed Hernandez	
Interventionists	Susana Frescas	
CTE	Jaime Parra	
SPED	Amanda Sanchez-Muñoz	
PE/ROTC	Christine Jaksch	
Librarians	Lisa Renegar	
Counselors	Sandra Sanchez	
Fine Arts	(campus PD catch up)	
All Other Depts	Dept Supervisors	



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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent and Campus Principals
Subject: Aligned SEISD Dress Code
Date: July 14, 2021

HISTORY:

On June 18, 2021, the campus principals, or designee, meet to review, adapt and align the dress code districtwide.

RATIONALE:

The purpose of a dress code is to provide additional opportunities for increased school safety, to encourage our students to experience a greater sense of school identity and belonging, to encourage an improvement in student behavior and to reduce school clothing costs.

BUDGET:

There is not an impact to the budget.

ADMINISTRATIVE RECOMMENDATION:

This item is for information only.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

DRESS CODE

UNIFORMS ARE REQUIRED (for Loya, Sambrano, Borrego, Alarcon, and GEMS)

Shirt

- Must be short or long sleeve polo shirt with a collar.
- Polo shirts must be white, yellow-gold, or navy blue in color only.
- Polo shirts must fit appropriately. They may not be oversized and must be tucked in at all times.
- Undershirts must be a solid color and may not be worn as an outer-garment.
- Shoulders, abdomen and back must be covered at all times. Spaghetti straps, halter tops or tank tops are not allowed.

Pants

- Pants must be navy blue or khaki, Docker-style twill, chino fabric, or jogger style khaki.
- Shorts, skorts, skirts must be navy blue, khaki style, or Docker style.

Shorts, skorts, skirts may not be more than three inches above the knee or excessively tight. **[Also applies to HS students]**

- No black, corduroy or jeans allowed.
- Pants must not be oversized or skin tight. Pants must fit and be worn at the waist (not to exceed two inches larger than the student's actual waist size).
- Pants shall not have tears (may not show skin or expose any undergarments.)
- No cargo pants (pockets along the leg) or bell bottoms.
- Baggy or saggy pants will not be permitted. (Must not be lower than the heel of the shoe.)
- Pajamas are not allowed.
- Pants that are torn are not allowed. Cut-off or un-hemmed pants are unacceptable.

Coats

- Coats, zip up sweaters, or jackets no longer than hip length may be worn over the uniform shirt during the colder. They cannot be oversized and **hoodies may not be worn in the building**.
- Must not have lewd offensive or insignias that administration deems inappropriate. **[Also applies to HS students]**

Shoes

- Students are encouraged to wear athletic or casual footwear. No bare feet.
- Steel toe shoes, flip flops, or house shoes (slippers) are not allowed. • Shoes that leave scuff marks are strongly discouraged.



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Soaring to Excellence

DRESS CODE

Miscellaneous [Also applies to HS students]

- No link chains are permitted.
- Excessive jewelry (eg. Earring longer than 2 inches) or make-up that detracts from learning will not be allowed. Jewelry such as spikes, needle, safety pin, or gauge is not permitted. Jewelry that reflects gangs, gothic, or paramilitary is not allowed.
- Hair must be well groomed and not cover the eyes. No unusual haircuts/styles are allowed (Mohawks, shavings, excessive spiked hair, etc.) to include no shaved designs or lines allowed in hair or eyebrows.
- Bandanas may not be worn or displayed in any way.
- Chains may not be used as belts or to secure wallets.
- Hats/caps/hoods/beanies may not be worn in the school building. Head pieces are not allowed in the halls/classrooms (e.g. helmets.)

GEMS only

- Piercing are only allowed in a student's ears. No facial, tongue or any other piercings permitted.
- No tattoos

SEHS Only

- Excessively torn jeans which show undergarments above knee and or excessive skin are not allowed.
- Excessive Jewelry is NOT allowed (example – 2 bracelets per wrist is max., facial piercings limited to 2)
- Student hair must always be well groomed and not cover the eyes (cuts and color are not an issue)
- Skirts must not be more than 3 inches above the knee.
- Inappropriate, lewd, offensive, or gang-related tattoos must be covered at all times.
- No shower shoes or slides

Note for all Schools: Any other apparel which an administrator determines to be inappropriate or identified as gang related, promotes or advertises any criminal activity, substance abuse to include vaping will not be permitted. Any other apparel not listed here are subject to administrator discretion.

The Dress Code is subject to change with upcoming trends/fashions



MEMORANDUM

To: Dr. Meza-Chavez, Superintendent

From: Raul Jacques, Director of Child Nutrition Services

Subject: June 2021 Update – Nutrition Services Operations

Date: July 14, 2021

Now that the meal service for Summer School has concluded, we are shifting our focus to serving students that are participating in school activities at the High School and to curbside meals for the community at Garcia-Enriquez Middle School. We are currently serving approximately 1200 meals each day. The Summer Food Service Program will continue through July 16, 2021.

We are looking forward with enthusiasm to serving all our students when they return for face-to face instruction next year.



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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports - Tax Report
Date: July 14, 2021

HISTORY: The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive “substantially equal access to similar revenue per student at similar tax effort.” The District’s current tax rate was approved at the September 9, 2020 regular Board meeting for a total rate of \$1.17. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$1.0151 while the Interest & Sinking (I&S) rate which pays for bonded debt was \$0.1549.

RATIONALE: The purpose of this agenda item is to report collections made for the current 2020 tax year which is based on the levy billed on October 1, 2020.

BUDGET IMPACT: Collections as of May 31, 2021 is summarized below based on the attached property tax collection analysis report.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,537,282	\$387,179	\$2,924,460	
Current Year Collections	\$2,373,426	\$362,175	\$2,735,601	\$2,735,601
Current Year Levy Outstanding	<u>\$163,855</u>	<u>\$25,004</u>	<u>\$188,859</u>	
Prior Year Collections				\$154,130
Penalty & Interest Collections				<u>\$81,694</u>
Total Collections				<u><u>\$2,971,426</u></u>

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: For approval Report / Information only Recognition only

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EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS

9/1/2020 through 5/31/2021

JURISDICTION: 19

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR (\$)		PRIOR YEARS (\$)		ALL YEARS (\$)			COLLECTION FEE (\$)	
	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2020	-	-	22,948.36	22,948.36	22,948.36	22,948.36	0.78%	4,211.32	4,211.32
Oct 2020	15,706.17	15,706.17	27,928.86	50,877.22	43,635.03	66,583.39	2.28%	5,089.60	9,300.92
Nov 2020	193,421.32	209,127.49	26,842.65	77,719.87	220,263.97	286,847.36	9.81%	5,321.22	14,622.14
Dec 2020	844,736.03	1,053,863.52	38,140.51	115,860.38	882,876.54	1,169,723.90	40.00%	7,223.63	21,845.77
Jan 2021	1,067,247.63	2,121,111.15	11,121.04	126,981.42	1,078,368.67	2,248,092.57	76.87%	1,983.15	23,828.92
Feb 2021	364,749.95	2,485,861.10	17,762.96	144,744.38	382,512.91	2,630,605.48	89.95%	3,390.50	27,219.42
Mar 2021	176,047.64	2,661,908.74	19,478.93	164,223.31	195,526.57	2,826,132.05	96.64%	5,424.17	32,643.59
Apr 2021	57,321.88	2,719,230.62	30,652.50	194,875.81	87,974.38	2,914,106.43	99.65%	6,189.00	38,832.59
May 2021	42,018.70	2,761,249.32	15,301.26	210,177.07	57,319.96	2,971,426.39	101.61%	4,112.22	42,944.81
Jun 2021									
Jul 2021									
Aug 2021									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/24/2020	-	N/A	N/A	Total Levy Collected	2,735,601.43	154,130.47	2,889,731.90
Levy-Billed 10/1/2020	2,935,785.85	633,650.20	3,569,436.05	Total Penalty & Interest	25,647.89	56,046.60	81,694.49
Adjusted Levy YTD	2,924,460.46	603,264.06	3,527,724.52	Total Levy + P&I	2,761,249.32	210,177.07	2,971,426.39
Increase/Decrease	(11,325.39)	(30,386.14)	(41,711.53)	Taxes as percent of levy	93.54%	5.27%	98.81%
Levy Outstanding	188,859.03	449,133.59	637,992.62	P&I as percent of levy	0.88%	1.92%	2.80%
				Total as percent of levy	94.42%	7.19%	101.61%
				Collection Fee	4,760.90	38,183.91	42,944.81
				Total Collected YTD	2,766,010.22	248,360.98	3,014,371.20



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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: July 14, 2021

HISTORY: The district’s fiscal year runs from July 1st through June 30th. The district’s fiscal accounts are audited annually and the results are typically presented at the regular board meeting in November.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of May 31, 2021 which are attached to this memo. Included are:

- Exhibit G-1: presents budget and actual amounts for the general fund
- Exhibit J-5: presents budget and actual amounts for the debt service fund
- Exhibit C-1: presents the balance sheet for governmental funds
- Exhibit C-3: presents revenues and expenditures for governmental funds
- Exhibit H-4: presents revenues and expenses for internal service funds

BUDGET IMPACT: There is no budget impact associated with this agenda item.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: For approval Report / Information only Recognition only

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SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE ELEVEN MONTHS ENDED MAY 31, 2021

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 2,841,721	\$ 2,841,721	\$ 2,710,514	\$ (131,207)
5800	State Program Revenues	32,800,279	32,339,141	28,635,344	(3,703,797)
5900	Federal Program Revenues	4,422,324	4,422,324	797,401	(3,624,923)
5020	Total Revenues	40,064,324	39,603,186	32,143,259	(7,459,927)
EXPENDITURES:					
Current:					
0011	Instruction	20,403,722	18,621,819	16,890,481	1,731,338
0012	Instructional Resources and Media Services	527,959	527,959	506,714	21,245
0013	Curriculum and Instructional Staff Development	193,200	193,200	149,226	43,974
0021	Instructional Leadership	720,694	722,426	668,150	54,276
0023	School Leadership	2,179,033	2,079,033	1,806,613	272,420
0031	Guidance, Counseling and Evaluation Services	1,286,786	1,211,786	1,135,199	76,587
0032	Social Work Services	166,059	166,059	163,400	2,659
0033	Health Services	535,185	465,185	409,245	55,940
0034	Student (Pupil) Transportation	1,352,296	1,358,356	974,308	384,048
0035	Food Services	3,789,324	3,793,689	1,509,006	2,284,683
0036	Extracurricular Activities	1,062,225	1,067,531	709,797	357,734
0041	General Administration	1,604,260	1,658,961	1,475,238	183,723
0051	Facilities Maintenance and Operations	4,012,334	4,003,258	3,188,369	814,889
0052	Security and Monitoring Services	1,027,670	926,178	776,876	149,302
0053	Data Processing Services	1,141,464	1,142,076	1,057,533	84,543
0061	Community Services	42,280	27,280	21,503	5,777
Debt Service:					
0071	Principal on Long Term Debt	800,000	800,000	800,000	-
0072	Interest on Long Term Debt	34,992	34,992	34,992	-
0073	Bond Issuance Cost and Fees	1,008	1,008	440	568
Capital Outlay:					
0081	Facilities Acquisition and Construction	-	205,000	-	205,000
Intergovernmental:					
0099	Other Intergovernmental Charges	44,500	44,500	23,471	21,029
6030	Total Expenditures	40,924,991	39,050,296	32,300,561	6,749,735
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	(860,667)	552,890	(157,302)	(710,192)
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	5,000	5,000	4,322	(678)
7915	Transfers In	-	1,000,000	1,000,000	-
8911	Transfers Out (Use)	(1,500,000)	(1,500,000)	(1,500,000)	-
7080	Total Other Financing Sources (Uses)	(1,495,000)	(495,000)	(495,678)	(678)
1200	Net Change in Fund Balances	(2,355,667)	57,890	(652,980)	(710,870)
0100	Fund Balance - July 1 (Beginning)	-	10,805,200	10,805,200	-
3000	Fund Balance - June 30 (Ending)	\$ (2,355,667)	\$ 10,863,090	\$ 10,152,220	\$ (710,870)

SAN ELIZARIO ISD
 SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
 BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
 FOR THE ELEVEN MONTHS ENDED MAY 31, 2021

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 342,891	\$ 342,891	\$ 394,286	\$ 51,395
5800	State Program Revenues	1,048,684	1,048,684	1,180,706	132,022
5020	Total Revenues	1,391,575	1,391,575	1,574,992	183,417
EXPENDITURES:					
Debt Service:					
0071	Principal on Long Term Debt	580,000	580,000	580,000	-
0072	Interest on Long Term Debt	1,096,900	1,096,900	1,096,900	-
0073	Bond Issuance Cost and Fees	1,000	1,000	400	600
6030	Total Expenditures	1,677,900	1,677,900	1,677,300	600
1200	Net Change in Fund Balances	(286,325)	(286,325)	(102,308)	184,017
0100	Fund Balance - July 1 (Beginning)	-	450,599	450,599	-
3000	Fund Balance - June 30 (Ending)	\$ (286,325)	\$ 164,274	\$ 348,291	\$ 184,017

SAN ELIZARIO ISD
BALANCE SHEET
GOVERNMENTAL FUNDS - UNAUDITED
AS OF MAY 31, 2021

EXHIBIT C-1

Data Control Codes	General Fund	Other Funds	Total Governmental Funds
ASSETS			
1110 Cash and Cash Equivalents	\$ 11,401,795	\$ 1,789,440	\$ 13,191,235
1220 Property Taxes - Delinquent	647,505	54,181	701,686
1230 Allowance for Uncollectible Taxes (Credit)	(59,332)	(4,845)	(64,177)
1240 Receivables from Other Governments	49,943	2,248,532	2,298,475
1250 Accrued Interest	739	-	739
1260 Due from Other Funds	1,424,025	128,417	1,552,442
1300 Inventories	206,104	-	206,104
1000 Total Assets	<u>\$ 13,670,779</u>	<u>\$ 4,215,725</u>	<u>\$ 17,886,504</u>
LIABILITIES			
2110 Accounts Payable	\$ 151,003	\$ 33,236	\$ 184,239
2150 Payroll Deductions and Withholdings Payable	257,126	-	257,126
2160 Accrued Wages Payable	2,196,489	450,710	2,647,199
2170 Due to Other Funds	182,697	1,368,555	1,551,252
2200 Accrued Expenditures	119,022	-	119,022
2300 Unearned Revenues	24,049	9,482	33,531
2000 Total Liabilities	<u>2,930,386</u>	<u>1,861,983</u>	<u>4,792,369</u>
DEFERRED INFLOWS OF RESOURCES			
2601 Unavailable Revenue - Property Taxes	588,174	49,336	637,510
2600 Total Deferred Inflows of Resources	<u>588,174</u>	<u>49,336</u>	<u>637,510</u>
FUND BALANCES			
Nonspendable Fund Balance:			
3410 Inventories	182,055	-	182,055
Restricted Fund Balance:			
3450 Federal or State Funds Grant Restriction	(67,880)	415,163	347,283
3470 Capital Acquisition and Contractual Obligation	-	1,423,215	1,423,215
3480 Retirement of Long-Term Debt	-	348,291	348,291
3490 Other Restricted Fund Balance	-	117,737	117,737
3600 Unassigned Fund Balance	10,038,044	-	10,038,044
3000 Total Fund Balances	<u>10,152,219</u>	<u>2,304,406</u>	<u>12,456,625</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 13,670,779</u>	<u>\$ 4,215,725</u>	<u>\$ 17,886,504</u>

The notes to the financial statements are an integral part of this statement.

SAN ELIZARIO ISD
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS - UNAUDITED
FOR THE ELEVEN MONTHS ENDED MAY 31, 2021

Data Control Codes		General Fund	Other Funds	Total Governmental Funds
	REVENUES:			
5700	Total Local and Intermediate Sources	\$ 2,710,514	\$ 417,467	\$ 3,127,981
5800	State Program Revenues	28,635,344	1,336,348	29,971,692
5900	Federal Program Revenues	797,401	6,010,630	6,808,031
5020	Total Revenues	<u>32,143,259</u>	<u>7,764,445</u>	<u>39,907,704</u>
	EXPENDITURES:			
	Current:			
0011	Instruction	16,890,481	2,977,762	19,868,243
0012	Instructional Resources and Media Services	506,714	50,882	557,596
0013	Curriculum Instructional Staff Development	149,226	1,230,442	1,379,668
0021	Instructional Leadership	668,150	22,879	691,029
0023	School Leadership	1,806,613	9,952	1,816,565
0031	Guidance, Counseling and Evaluation Services	1,135,199	12,975	1,148,174
0032	Social Work Services	163,400	600	164,000
0033	Health Services	409,245	143,161	552,406
0034	Student (Pupil) Transportation	974,308	3,489	977,797
0035	Food Services	1,509,006	363,752	1,872,758
0036	Extracurricular Activities	709,797	16,959	726,756
0041	General Administration	1,475,238	-	1,475,238
0051	Facilities Maintenance and Operations	3,188,369	429,074	3,617,443
0052	Security and Monitoring Services	776,876	36,835	813,711
0053	Data Processing Services	1,057,533	561	1,058,094
0061	Community Services	21,503	116,559	138,062
	Debt Service:			
0071	Principal on Long Term Debt	800,000	580,000	1,380,000
0072	Interest on Long Term Debt	34,992	1,096,900	1,131,892
0073	Bond Issuance Cost and Fees	440	400	840
	Capital Outlay:			
0081	Facilities Acquisition and Construction	-	15,467	15,467
	Intergovernmental:			
0099	Other Intergovernmental Charges	23,471	-	23,471
6030	Total Expenditures	<u>32,300,561</u>	<u>7,108,649</u>	<u>39,409,210</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(157,302)</u>	<u>655,796</u>	<u>498,494</u>
	OTHER FINANCING SOURCES (USES)			
7912	Sale of Real and Personal Property	4,322	-	4,322
7915	Transfers In	1,000,000	-	1,000,000
8911	Transfers Out (Use)	<u>(1,500,000)</u>	<u>(1,000,000)</u>	<u>(2,500,000)</u>
7080	Total Other Financing Sources (Uses)	<u>(495,678)</u>	<u>(1,000,000)</u>	<u>(1,495,678)</u>
1200	Net Change in Fund Balances	(652,980)	(344,204)	(997,184)
0100	Fund Balance - July 1 (Beginning)	<u>10,805,200</u>	<u>2,648,612</u>	<u>13,453,812</u>
3000	Fund Balance - June 30 (Ending)	<u>\$ 10,152,220</u>	<u>\$ 2,304,408</u>	<u>\$ 12,456,628</u>

The notes to the financial statements are an integral part of this statement.

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE ELEVEN MONTHS ENDED MAY 31, 2021

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 3,981,411	\$ 249,008	\$ 4,230,419
Total Operating Revenues	<u>3,981,411</u>	<u>249,008</u>	<u>4,230,419</u>
OPERATING EXPENSES:			
Professional and Contracted Services	3,435,707	195,825	3,631,532
Other Operating Costs	<u>806,574</u>	<u>-</u>	<u>806,574</u>
Total Operating Expenses	<u>4,242,281</u>	<u>195,825</u>	<u>4,438,106</u>
Operating Income (Loss)	<u>(260,870)</u>	<u>53,183</u>	<u>(207,687)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	<u>233</u>	<u>1,886</u>	<u>2,119</u>
Total Nonoperating Revenues (Expenses)	<u>233</u>	<u>1,886</u>	<u>2,119</u>
Income (Loss) Before Transfers	(260,637)	55,069	(205,568)
Transfer In	<u>1,500,000</u>	<u>-</u>	<u>1,500,000</u>
Change in Net Position	1,239,363	55,069	1,294,432
Total Net Position - July 1 (Beginning)	<u>(1,215,823)</u>	<u>1,043,596</u>	<u>(172,227)</u>
Total Net Position June 30 (Ending)	<u>\$ 23,540</u>	<u>\$ 1,098,665</u>	<u>\$ 1,122,205</u>



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: July 14, 2021

HISTORY: Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding report period in accordance with section 2256.023 of the Texas Government Code.

RATIONALE: The purpose of this agenda item is to present that investment report which is attached to this memo.

BUDGET IMPACT: Interest earned by fund is summarized as follows as of May 31, 2021:

Fund	Amount
General Fund (199)	\$25,985.07
Debt Service Fund (599)	\$910.87
Capital Projects Fund (699)	\$944.75
Health Insurance Fund (753)	\$232.85
Workers Compensation Fund (770)	\$1,886.05

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

San Elizario I.S.D.
Statement of Interest Earned
For The Eleven Months Ending May 31, 2021

	General Fund	\$ 25,985.07
	Interest & Sinking (Debt Service) Fund	\$ 910.87
	Capital Projects Fund	\$ 944.75
	Health Insurance Fund	\$ 232.85
	Workers Compensation Fund	\$ 1,886.05
	Total	\$ 29,959.59

We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.



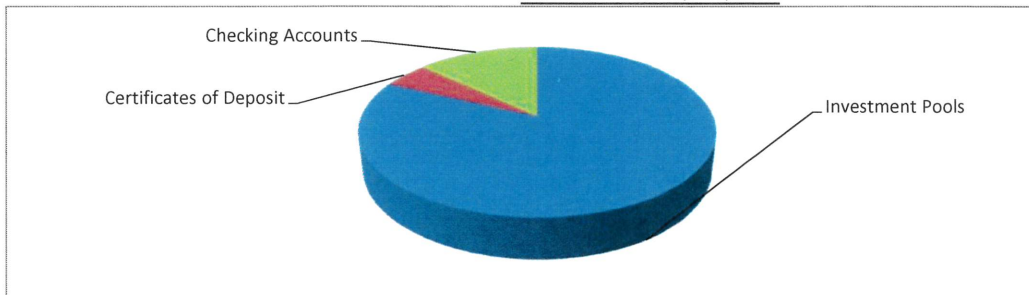
June 21, 2021

Chief Financial Officer

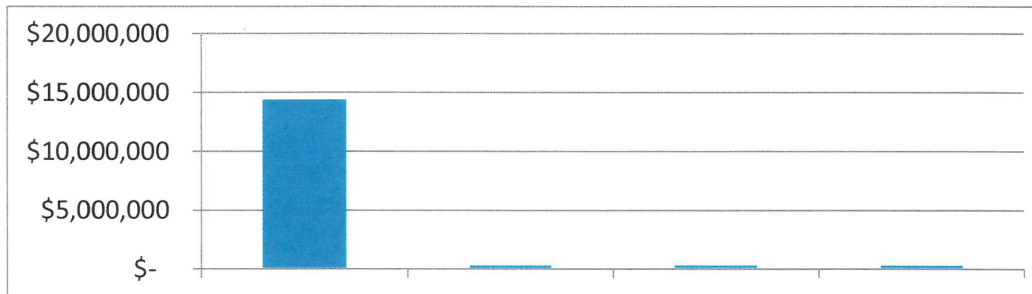
Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %
Investment Pools	\$ 12,354,838	81.86%
Certificates of Deposit	\$ 750,000	4.97%
Checking Accounts	\$ 1,987,691	13.17%
	<u>\$ 15,092,528</u>	



By Investment Maturity	Current Market Value	Portfolio %
Overnight	\$ 14,342,528	95.03%
0 - 1 Year	\$ 250,000	1.66%
1 - 2 Years	\$ 250,000	1.66%
2 + years	\$ 250,000	1.66%
	<u>\$ 15,092,528</u>	



General Fund

Wells Fargo- General Operating Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 1,626,983.08	0.00%	\$ -
01-Aug-20	31-Aug-20	Overnight	\$ 1,483,001.67	0.00%	\$ -
01-Sep-20	30-Sep-20	Overnight	\$ 1,528,381.40	0.00%	\$ -
01-Oct-20	31-Oct-20	Overnight	\$ 994,247.88	0.00%	\$ -
01-Nov-20	30-Nov-20	Overnight	\$ 1,092,861.50	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ 992,026.34	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ 1,053,342.12	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ 1,125,436.38	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ 1,598,380.64	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ 1,339,674.35	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ 1,461,201.52	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ -

Wells Fargo- Food Service Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 296,847.46	0.00%	\$ -
01-Aug-20	31-Aug-20	Overnight	\$ 297,363.16	0.00%	\$ -
01-Sep-20	30-Sep-20	Overnight	\$ 298,438.36	0.00%	\$ -
01-Oct-20	31-Oct-20	Overnight	\$ 298,941.61	0.00%	\$ -
01-Nov-20	30-Nov-20	Overnight	\$ 9,296.81	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ 10,150.31	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ 10,410.26	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ 10,833.56	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ 11,440.62	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ 13,213.32	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ 15,028.47	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ -

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 6,000,913.25	0.42%	\$ 2,594.81
01-Aug-20	31-Aug-20	Overnight	\$ 2,469,452.30	0.28%	\$ 1,195.04
01-Sep-20	30-Sep-20	Overnight	\$ 3,730,677.64	0.22%	\$ 472.98
01-Oct-20	31-Oct-20	Overnight	\$ 3,106,480.31	0.20%	\$ 595.42
01-Nov-20	30-Nov-20	Overnight	\$ 4,982,738.99	0.17%	\$ 591.20
01-Dec-20	31-Dec-20	Overnight	\$ 7,138,370.56	0.16%	\$ 697.25
01-Jan-21	31-Jan-21	Overnight	\$ 8,602,565.54	0.15%	\$ 921.76
01-Feb-21	28-Feb-21	Overnight	\$ 7,278,443.15	0.13%	\$ 761.71
01-Mar-21	31-Mar-21	Overnight	\$ 7,819,039.97	0.13%	\$ 784.98
01-Apr-21	30-Apr-21	Overnight	\$ 6,047,564.99	0.12%	\$ 744.29
01-May-21	31-May-21	Overnight	\$ 5,761,024.70	0.11%	\$ 531.71
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 9,891.15

Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 148,431.56	0.37%	\$ 46.39
01-Aug-20	31-Aug-20	Overnight	\$ 148,466.68	0.28%	\$ 35.12
01-Sep-20	30-Sep-20	Overnight	\$ 348,525.05	0.21%	\$ 1.65
01-Oct-20	31-Oct-20	Overnight	\$ 348,570.75	0.15%	\$ 45.70
01-Nov-20	30-Nov-20	Overnight	\$ 348,610.18	0.14%	\$ 39.43
01-Dec-20	31-Dec-20	Overnight	\$ 348,648.13	0.13%	\$ 37.95
01-Jan-21	31-Jan-21	Overnight	\$ 348,682.40	0.12%	\$ 34.27
01-Feb-21	28-Feb-21	Overnight	\$ 348,707.13	0.09%	\$ 24.73
01-Mar-21	31-Mar-21	Overnight	\$ 348,733.46	0.09%	\$ 26.33
01-Apr-21	30-Apr-21	Overnight	\$ 348,759.29	0.09%	\$ 25.83
01-May-21	31-May-21	Overnight	\$ 348,782.99	0.08%	\$ 23.70
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 341.10

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 187,255.21	0.15%	\$ 20.37
01-Aug-20	31-Aug-20	Overnight	\$ 206,218.33	0.12%	\$ 19.63
01-Sep-20	30-Sep-20	Overnight	\$ 39,332.26	0.09%	\$ 58.37
01-Oct-20	31-Oct-20	Overnight	\$ 71,600.72	0.08%	\$ 3.85
01-Nov-20	30-Nov-20	Overnight	\$ 242,019.95	0.08%	\$ 8.78
01-Dec-20	31-Dec-20	Overnight	\$ 996,276.40	0.07%	\$ 31.94
01-Jan-21	31-Jan-21	Overnight	\$ 353,438.77	0.05%	\$ 41.79
01-Feb-21	28-Feb-21	Overnight	\$ 755,687.35	0.03%	\$ 13.13
01-Mar-21	31-Mar-21	Overnight	\$ 567,055.81	0.01%	\$ 6.61
01-Apr-21	30-Apr-21	Overnight	\$ 66,328.87	0.01%	\$ 1.57
01-May-21	31-May-21	Overnight	\$ 106,556.27	0.01%	\$ 0.40
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 206.44

Texas CLASS Investment Pool- General Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 3,181,984.28	0.45%	\$ 1,225.14
01-Aug-20	31-Aug-20	Overnight	\$ 3,182,843.12	0.32%	\$ 858.84
01-Sep-20	30-Sep-20	Overnight	\$ 3,183,497.89	0.25%	\$ 654.77
01-Oct-20	31-Oct-20	Overnight	\$ 3,183,975.49	0.18%	\$ 477.60
01-Nov-20	30-Nov-20	Overnight	\$ 3,184,363.33	0.15%	\$ 387.84
01-Dec-20	31-Dec-20	Overnight	\$ 3,184,740.30	0.14%	\$ 376.97
01-Jan-21	31-Jan-21	Overnight	\$ 3,185,096.23	0.13%	\$ 355.93
01-Feb-21	28-Feb-21	Overnight	\$ 3,185,362.64	0.11%	\$ 266.41
01-Mar-21	31-Mar-21	Overnight	\$ 3,185,646.95	0.11%	\$ 284.31
01-Apr-21	30-Apr-21	Overnight	\$ 3,185,866.82	0.08%	\$ 219.87
01-May-21	31-May-21	Overnight	\$ 3,186,078.92	0.08%	\$ 212.10
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 5,319.78

GECU- Certificate of Deposit (Date Opened: 4/21/2018 Maturity Date: 4/21/2021)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	0 - 1 year	\$ 250,000.00	1.90%	\$ 403.42
01-Aug-20	31-Aug-20	0 - 1 year	\$ 250,000.00	1.90%	\$ 400.18
01-Sep-20	30-Sep-20	0 - 1 year	\$ 250,000.00	1.90%	\$ 388.24
01-Oct-20	31-Oct-20	0 - 1 year	\$ 250,000.00	1.90%	\$ 403.38
01-Nov-20	30-Nov-20	0 - 1 year	\$ 250,000.00	1.90%	\$ 389.34
01-Dec-20	31-Dec-20	0 - 1 year	\$ 250,000.00	1.90%	\$ 402.32
01-Jan-21	31-Jan-21	0 - 1 year	\$ 250,000.00	1.90%	\$ 404.09
01-Feb-21	28-Feb-21	0 - 1 year	\$ 250,000.00	1.90%	\$ 364.38
01-Mar-21	31-Mar-21	0 - 1 year	\$ 250,000.00	1.90%	\$ 402.36
01-Apr-21	21-Apr-21	0 - 1 year	\$ 250,000.00	1.90%	\$ 273.64
Interest Earned:					\$ 3,831.35

GECU- Certificate of Deposit (Date Opened: 4/21/2021 Maturity Date: 4/21/2024)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
22-Apr-21	30-Apr-21	2+ Years	\$ 250,000.00	0.80%	\$ 49.32
01-May-21	31-May-21	2+ Years	\$ 250,000.00	0.80%	\$ 196.63
01-Jun-21	30-Jun-21	2+ Years	\$ 250,000.00	0.80%	\$ -
Interest Earned:					\$ 245.95

FLFCU- Certificate of Deposit (Date Opened: 11/6/2019 Maturity Date: 11/6/2022)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	2+ Years	\$ 250,000.00	1.93%	\$ 409.79
01-Aug-20	31-Aug-20	2+ Years	\$ 250,000.00	1.93%	\$ 409.79
01-Sep-20	30-Sep-20	2+ Years	\$ 250,000.00	1.93%	\$ 398.58
01-Oct-20	31-Oct-20	2+ Years	\$ 250,000.00	1.93%	\$ 407.79
01-Nov-20	30-Nov-20	1 - 2 years	\$ 250,000.00	1.93%	\$ 396.58
01-Dec-20	31-Dec-20	1 - 2 years	\$ 250,000.00	1.93%	\$ 409.79
01-Jan-21	31-Jan-21	1 - 2 years	\$ 250,000.00	1.93%	\$ 409.79
01-Feb-21	28-Feb-21	1 - 2 years	\$ 250,000.00	1.93%	\$ 370.14
01-Mar-21	31-Mar-21	1 - 2 years	\$ 250,000.00	1.93%	\$ 409.79
01-Apr-21	30-Apr-21	1 - 2 years	\$ 250,000.00	1.93%	\$ 396.58
01-May-21	31-May-21	1 - 2 years	\$ 250,000.00	1.93%	\$ 409.79
01-Jun-21	30-Jun-21	1 - 2 years	\$ 250,000.00	1.93%	\$ -
Interest Earned:					\$ 4,428.41

Bank of Texas- Certificate of Deposit (Date Opened: 5/25/2020 Maturity Date: 5/25/2022)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	1 - 2 years	\$ 250,000.00	0.75%	\$ 159.25
01-Aug-20	31-Aug-20	1 - 2 years	\$ 250,000.00	0.75%	\$ 159.25
01-Sep-20	30-Sep-20	1 - 2 years	\$ 250,000.00	0.75%	\$ 159.24
01-Oct-20	31-Oct-20	1 - 2 years	\$ 250,000.00	0.75%	\$ 154.11
01-Nov-20	30-Nov-20	1 - 2 years	\$ 250,000.00	0.75%	\$ 154.11
01-Dec-20	31-Dec-20	1 - 2 years	\$ 250,000.00	0.75%	\$ 159.25
01-Jan-21	31-Jan-21	1 - 2 years	\$ 250,000.00	0.75%	\$ 159.25
01-Feb-21	28-Feb-21	1 - 2 years	\$ 250,000.00	0.75%	\$ 143.84
01-Mar-21	31-Mar-21	1 - 2 years	\$ 250,000.00	0.75%	\$ 159.23
01-Apr-21	30-Apr-21	1 - 2 years	\$ 250,000.00	0.75%	\$ 154.11
01-May-21	31-May-21	0 - 1 year	\$ 250,000.00	0.75%	\$ 159.25
01-Jun-21	30-Jun-21	0 - 1 year	\$ 250,000.00	0.75%	\$ -
Interest Earned:					\$ 1,720.89

Total General Fund Interest Earned **\$ 25,985.07**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 483,785.78	0.42%	\$ 173.37
01-Aug-20	31-Aug-20	Overnight	\$ 483,900.02	0.28%	\$ 114.24
01-Sep-20	30-Sep-20	Overnight	\$ 523,992.44	0.22%	\$ 92.42
01-Oct-20	31-Oct-20	Overnight	\$ 524,081.38	0.20%	\$ 88.94
01-Nov-20	30-Nov-20	Overnight	\$ 24,094.43	0.17%	\$ 13.05
01-Dec-20	31-Dec-20	Overnight	\$ 24,097.74	0.16%	\$ 3.31
01-Jan-21	31-Jan-21	Overnight	\$ 1,282,604.71	0.15%	\$ 50.98
01-Feb-21	28-Feb-21	Overnight	\$ 1,282,729.35	0.13%	\$ 124.64
01-Mar-21	31-Mar-21	Overnight	\$ 1,282,865.69	0.13%	\$ 136.34
01-Apr-21	30-Apr-21	Overnight	\$ 304,470.12	0.12%	\$ 54.44
01-May-21	31-May-21	Overnight	\$ 304,499.31	0.11%	\$ 29.19
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 880.92

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 45,672.03	0.15%	\$ 5.48
01-Aug-20	31-Aug-20	Overnight	\$ 47,588.23	0.12%	\$ 4.63
01-Sep-20	30-Sep-20	Overnight	\$ 9,865.63	0.09%	\$ 0.71
01-Oct-20	31-Oct-20	Overnight	\$ 13,664.54	0.08%	\$ 0.82
01-Nov-20	30-Nov-20	Overnight	\$ 38,430.72	0.08%	\$ 1.48
01-Dec-20	31-Dec-20	Overnight	\$ 152,114.02	0.07%	\$ 4.92
01-Jan-21	31-Jan-21	Overnight	\$ 87,359.06	0.05%	\$ 6.72
01-Feb-21	28-Feb-21	Overnight	\$ 148,193.30	0.03%	\$ 2.68
01-Mar-21	31-Mar-21	Overnight	\$ 172,088.38	0.01%	\$ 1.83
01-Apr-21	30-Apr-21	Overnight	\$ 35,898.73	0.01%	\$ 0.51
01-May-21	31-May-21	Overnight	\$ 41,671.66	0.01%	\$ 0.17
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 29.95

Total Debt Service Fund Interest Earned **\$ 910.87**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 1,751,067.98	0.15%	\$ 224.16
01-Aug-20	31-Aug-20	Overnight	\$ 1,751,241.34	0.12%	\$ 173.36
01-Sep-20	30-Sep-20	Overnight	\$ 1,739,645.66	0.09%	\$ 124.32
01-Oct-20	31-Oct-20	Overnight	\$ 1,739,766.11	0.08%	\$ 120.45
01-Nov-20	30-Nov-20	Overnight	\$ 1,423,017.09	0.08%	\$ 104.23
01-Dec-20	31-Dec-20	Overnight	\$ 1,423,097.36	0.07%	\$ 80.27
01-Jan-21	31-Jan-21	Overnight	\$ 1,423,156.94	0.05%	\$ 59.58
01-Feb-21	28-Feb-21	Overnight	\$ 1,423,186.02	0.03%	\$ 29.08
01-Mar-21	31-Mar-21	Overnight	\$ 1,423,202.32	0.01%	\$ 16.30
01-Apr-21	30-Apr-21	Overnight	\$ 1,423,209.15	0.01%	\$ 6.83
01-May-21	31-May-21	Overnight	\$ 1,423,215.32	0.01%	\$ 6.17
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 944.75

Total Capital Projects Fund Interest Earned **\$ 944.75**

Health Insurance Fund

Wells Fargo- Health Insurance

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 31,957.47	0.16%	\$ 5.63
01-Aug-20	31-Aug-20	Overnight	\$ 99,965.23	0.16%	\$ 3.83
01-Sep-20	30-Sep-20	Overnight	\$ 76,466.94	0.16%	\$ 9.79
01-Oct-20	31-Oct-20	Overnight	\$ 231,476.13	0.16%	\$ 39.62
01-Nov-20	30-Nov-20	Overnight	\$ 246,531.15	0.16%	\$ 27.08
01-Dec-20	31-Dec-20	Overnight	\$ 184,727.44	0.16%	\$ 24.21
01-Jan-21	31-Jan-21	Overnight	\$ 304,520.00	0.16%	\$ 18.34
01-Feb-21	28-Feb-21	Overnight	\$ 294,558.24	0.16%	\$ 16.13
01-Mar-21	31-Mar-21	Overnight	\$ 110,367.87	0.16%	\$ 26.14
01-Apr-21	30-Apr-21	Overnight	\$ 383,805.82	0.16%	\$ 27.86
01-May-21	31-May-21	Overnight	\$ 377,098.35	0.16%	\$ 34.22
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 232.85
Total Health Insurance Fund Interest Earned					\$ 232.85

Workers Compensation Fund

Wells Fargo- Worker's Compensation

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 48,290.34	0.16%	\$ 7.23
01-Aug-20	31-Aug-20	Overnight	\$ 166,284.30	0.16%	\$ 20.83
01-Sep-20	30-Sep-20	Overnight	\$ 156,355.00	0.16%	\$ 21.18
01-Oct-20	31-Oct-20	Overnight	\$ 148,327.74	0.16%	\$ 20.67
01-Nov-20	30-Nov-20	Overnight	\$ 35,155.03	0.16%	\$ 4.68
01-Dec-20	31-Dec-20	Overnight	\$ 53,435.02	0.16%	\$ 5.90
01-Jan-21	31-Jan-21	Overnight	\$ 72,299.98	0.16%	\$ 7.76
01-Feb-21	28-Feb-21	Overnight	\$ 90,661.99	0.16%	\$ 9.04
01-Mar-21	31-Mar-21	Overnight	\$ 85,855.81	0.16%	\$ 11.97
01-Apr-21	30-Apr-21	Overnight	\$ 120,152.13	0.16%	\$ 13.56
01-May-21	31-May-21	Overnight	\$ 134,362.29	0.16%	\$ 16.13
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 138.95

Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 1,205,672.70	0.37%	\$ 376.80
01-Aug-20	31-Aug-20	Overnight	\$ 1,205,957.94	0.28%	\$ 285.24
01-Sep-20	30-Sep-20	Overnight	\$ 1,206,164.58	0.21%	\$ 206.64
01-Oct-20	31-Oct-20	Overnight	\$ 1,206,322.74	0.15%	\$ 158.16
01-Nov-20	30-Nov-20	Overnight	\$ 1,182,422.47	0.14%	\$ 134.11
01-Dec-20	31-Dec-20	Overnight	\$ 1,182,551.18	0.13%	\$ 128.71
01-Jan-21	31-Jan-21	Overnight	\$ 1,182,667.41	0.12%	\$ 116.23
01-Feb-21	28-Feb-21	Overnight	\$ 1,182,751.30	0.09%	\$ 83.89
01-Mar-21	31-Mar-21	Overnight	\$ 1,182,840.62	0.09%	\$ 89.32
01-Apr-21	30-Apr-21	Overnight	\$ 1,182,928.24	0.09%	\$ 87.62
01-May-21	31-May-21	Overnight	\$ 1,183,008.62	0.08%	\$ 80.38
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 1,747.10

Total Worker's Compensation Fund Interest Earned : **\$ 1,886.05**



First Public
12007 Research Blvd.
Austin, Texas 78759
800.558.8875 • firstpublic.com

Fund Performance Update

May 31, 2021

Comments by Mellon, Investment Manager

Custodian Bank: State Street Bank
Investment Managers:
American Beacon Advisors and Mellon
The Lone Star Investment Pool is
endorsed by:



The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800.558.8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

The Treasury yield flattened very slightly in May as yields on longer maturing bonds fell by four to five basis points. Shorter maturing bonds were little changed as they remain anchored to the Fed's zero interest rate policy. U.S equity prices finished higher as both the Dow and S&P 500 touched all-time highs in early May. The market is focusing on Fed tapering as Randal Quarels became the latest FOMC member to say the Fed should begin discussing plans to adjust the pace of asset purchases. Inflation is also the focus of the market despite the Fed's dismissal of it being transitory.

New applications for initial unemployment claims fell to 406,000 in the last week of May, the lowest level since the pandemic began. The June 16 FOMC meeting will get a lot of attention to see if the Fed makes a technical adjustment by raising the RRP and/or IOER, as the Fed effective rate has dropped to five or six basis points.

Active Participants This Month

Schools and Colleges	571
Other Governmental	79
<i>Total</i>	650



Government Overnight Fund

Return Information

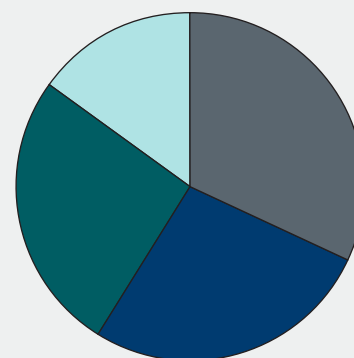
May 31, 2021

Average Monthly Return (a)	0.01%
SEC 7-day Fund Yield (b)	0.01%
Weighted Average Maturity One (c)	46 days
Weighted Average Maturity Two (c)	99 days
Portfolio Maturing beyond One Year	6%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

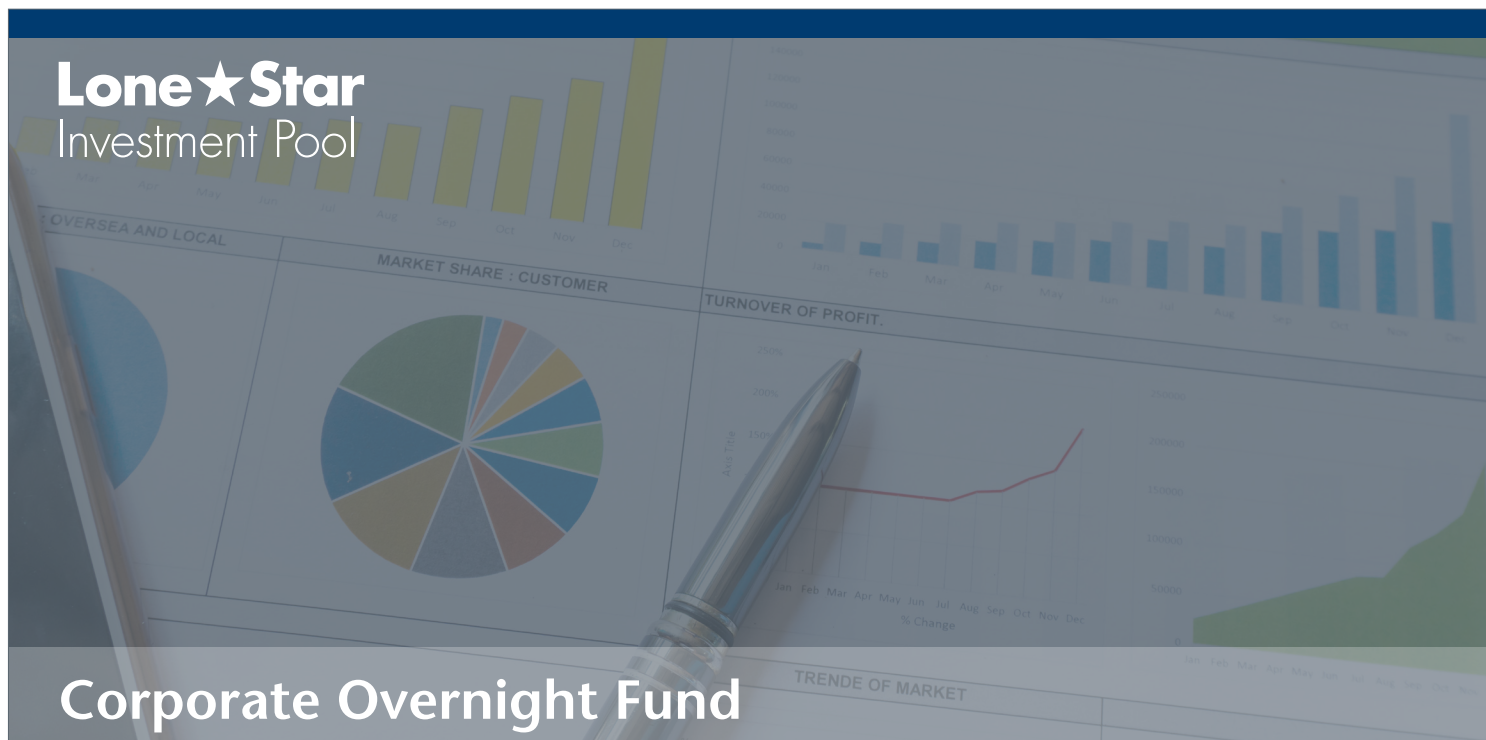
	Book Value	Market Value
Cash/Repo	655,280,769.04	655,280,769.04
US Treasuries	1,152,514,774.38	1,152,678,297.35
Agencies	1,447,910,311.81	1,448,121,830.92
Money Market Funds	1,232,570,204.58	1,232,570,204.58
Total Assets	4,488,276,059.81	4,488,651,101.89

Investment Distribution



Agencies	32%
MM Funds	27%
Treasuries	26%
Cash/Repo	15%

(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.



Corporate Overnight Fund

Return Information

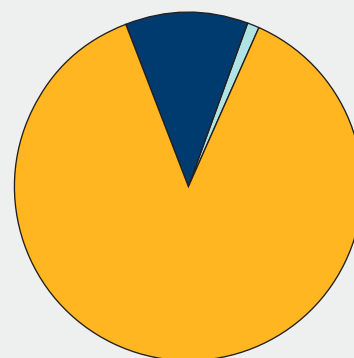
May 31, 2021

Average Monthly Return (a)	0.08%
SEC 7-day Fund Yield (b)	0.08%
Weighted Average Maturity One (c)	56 days
Weighted Average Maturity Two (c)	68 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	34,874,745.25	34,874,745.25
US Treasuries	-	-
Agencies	19,996,802.82	20,035,790.35
Commercial Paper	3,405,637,314.71	3,405,894,554.38
Money Market Funds	452,325,600.40	452,330,600.99
Total Assets	3,912,834,463.18	3,913,135,690.97

Investment Distribution



Commercial Paper	87%
MM Funds	12%
Cash Repo	1%

(b) **SEC 7-Day Yield Calculation**

$$\text{Yield} = 2 \left[\left[\frac{a-b}{cd} + 1 \right]^6 - 1 \right]$$

a - Dividend and interest income
b - Expenses accrued for the period
c - Average daily number of shares outstanding during the period that was entitled to dividends
d - Maximum offering price per share on the last day of the period

Corporate Overnight Plus Fund

Return Information

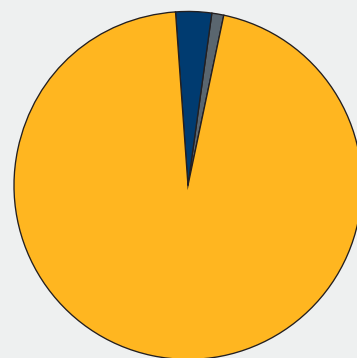
May 31, 2021

Average Monthly Return (a)	0.11%
SEC 7-day Fund Yield (b)	0.11%
Weighted Average Maturity One (c)	80 days
Weighted Average Maturity Two (c)	93 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	9,791,548.03	9,791,548.03
US Treasuries	-	-
Agencies	49,993,605.89	50,090,262.15
Commercial Paper	7,136,793,913.59	7,137,425,770.51
Money Market Funds	213,295,474.57	213,295,805.62
Total Assets	7,409,874,542.08	7,410,603,386.31

Investment Distribution



Commercial Paper	96%
MM Funds	3%
Agencies	1%

(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.



Texas CLASS

Texas CLASS

Date	Dividend Rate	Daily Yield
05/01/2021	0.00000000	0.0810%
05/02/2021	0.00000000	0.0810%
05/03/2021	0.00002215	0.0808%
05/04/2021	0.00002176	0.0794%
05/05/2021	0.00002267	0.0827%
05/06/2021	0.00002090	0.0763%
05/07/2021	0.00006528	0.0794%
05/08/2021	0.00000000	0.0794%
05/09/2021	0.00000000	0.0794%
05/10/2021	0.00002174	0.0794%
05/11/2021	0.00002107	0.0769%
05/12/2021	0.00002160	0.0789%
05/13/2021	0.00002314	0.0845%
05/14/2021	0.00006804	0.0828%
05/15/2021	0.00000000	0.0828%
05/16/2021	0.00000000	0.0828%
05/17/2021	0.00002276	0.0831%
05/18/2021	0.00002212	0.0807%
05/19/2021	0.00002179	0.0795%
05/20/2021	0.00002208	0.0806%
05/21/2021	0.00006435	0.0783%
05/22/2021	0.00000000	0.0783%
05/23/2021	0.00000000	0.0783%
05/24/2021	0.00002082	0.0760%
05/25/2021	0.00002049	0.0748%
05/26/2021	0.00002058	0.0751%
05/27/2021	0.00001946	0.0710%
05/28/2021	0.00007856	0.0717%
05/29/2021	0.00000000	0.0717%
05/30/2021	0.00000000	0.0717%
05/31/2021	0.00000000	0.0717%

Performance results are shown net of all fees and expenses and reflect the reinvestment of dividends and other earnings. Many factors affect performance including changes in market conditions and interest rates and in response to other economic, political, or financial developments. Investment involves risk including the possible loss of principal. No assurance can be given that the performance objectives of a given strategy will be achieved. **Past performance is no guarantee of future results. Any financial and/or investment decision may incur losses.**



San Elizario I.S.D.
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Technology Director
Subject: PO# 42362 – Computex, Inc - \$36,402.08
Date: July 14, 2021

HISTORY:

The pandemic exposed many technological needs in our district. One of these needs is to provide the best available online education tools and services for our students, faculty, and staff. In addition, it is imperative to supply the adequate bandwidth necessary without neglecting cybersecurity compliance.

RATIONALE:

The increase of bandwidth will require the district to upgrade current hardware, including our existing firewall that has been in production since 2014. The Meraki MX450 firewall will provide us with a NexGen firewall protection service that will support the bandwidth upgrade speed and provide better security and protection from outside intruders and hackers.

BUDGET IMPACT:

The total cost is \$36,402.08 for hardware, support, professional services, and optics for the next five years. Professional services included installation, configuration, testing, knowledge transfer, and project management.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to purchase this hardware and services to keep our students safe from unnecessary and harmful outside traffic trying to infiltrate our network, comply with cybersecurity regulations, and accommodate the bandwidth upgrade.

Please check one: For approval Report/Information only Recognition only



San Elizario Independent School District

1050 Chicken Ranch Road
 San Elizario, TX 79849-9999
 (915) 872-3900

PURCHASE ORDER NUMBER

42362

Date: 07/01/2021

Page 1 of 1

VENDOR: 10718

**TO: Computex, Inc
 5355 W. Sam Houston Parkway N.
 Suite 390
 HOUSTON, TX 77041**

**SHIP TO: San Elizario Independent School
 200 N Herring
 San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-275-1304

VENDOR FAX: 713-780-7348

VENDOR EMAIL:

REC. LOC: Excell Administration Annex

REC. GRP: Technology - M. Madrid

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	2.00000 BOX MX450-HW Firewall replacement to support 5gbps Bandwidth and conform to new Cybersecurity initiatives. DIR-TSO-4167 Meraki MX450 Router/Security Appliance Please forward PO to Melanie Madrid- Technology				9029.24	0.00	18058.48
2	1.00000 BOX LIC-MX450- Meraki Enterprise with 5 Years Enterprise Support - MX450 Cloud Managed - Subscription License 1 Security Appliance - 5 Year License Validation Period				14450.40	0.00	14450.40
3	2.00000 BOX MA-SFP- Meraki 10G Base SR Multi-Mode				78.00	0.00	156.00
4	2.00000 BOX MA-CBL-TA- Meraki 10 GbE Twinax Cable with SFP+ Modules, 3 Meter				33.60	0.00	67.20
5	1.00000 BOX Install Config Testing Knowledge Transfer PM				3670.00	0.00	3670.00
TOTAL							36402.08

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days.

THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

Herberto Rivas



San Elizario I.S.D.
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Technology Director
Subject: PO# 42364 – Advanced Network Management, Inc - \$85,463.61
Date: July 14, 2021

HISTORY:

The 1:1 Technology Initiative means students are assigned an electronic device (such as an iPad, Chromebook, or Windows laptop) to help further their education and improve student achievement. These electronic devices require robust and reliable wireless coverage throughout the district to access online educational resources and tools.

RATIONALE:

The Technology Department plan is to equip and upgrade each instructional classroom, cafeteria, library, and office with at least one wireless access point for users to connect. Last year, with the assistance of Erate category two funds, we executed this plan except for Garcia-Enriquez Middle School and Borrego Elementary School. Unfortunately, Erate category two funds were depleted and not enough to cover the campuses mentioned above.

BUDGET IMPACT:

The total cost is \$85,463.61 for fifty wireless access points for Garcia-Enriquez Middle School, thirty wireless access points for Borrego Elementary School, and two wireless access points for San Elizario High School. The cost includes hardware, licensing, support, and professional services.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve this project. This project will bring these remaining campuses with the same wireless infrastructure as the other campuses.

Please check one: For approval Report/Information only Recognition only



San Elizario Independent School District

1050 Chicken Ranch Road
 San Elizario, TX 79849-9999
 (915) 872-3900

PURCHASE ORDER NUMBER

42364

Date: 07/01/2021

Page 1 of 1

VENDOR: 10215

TO: Advanced Network Management, Inc SHIP TO: San Elizario Independent School
PO Box 561489 200 N Herring
DENVER, CO 80256-1489 San Elizario, TX 79849-

ATTN:

VENDOR PHONE: 505-882-8822

REC. LOC: Excell Administration Annex

VENDOR FAX: 505-882-9452

REC. GRP: Technology - M. Madrid

VENDOR EMAIL:

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	30.00000 BOX AIR- Access Points to complete Wireless Project at GEMS,HS and Borrego. DIR-TSO-4167 Borrego Elementary 802.11ac W2 AP w/CA; 4x4:3; Mod; Int Ant; mGig B Domain Please forward PO to Melanie Madrid- Technology				805.68	0.00	24170.40
2	30.00000 BOX AIR-AP-T- Ceiling Grid Clip for APs & Cellular Gateways-Recessed				0.00	0.00	0.00
3	30.00000 BOX AIR-AP- 802.11 AP Low Profile Mounting Bracket (Default)				0.00	0.00	0.00
4	30.00000 BOX SW3802- Cisco Aironet 3800 Series CAPWAP Software Image				0.00	0.00	0.00
5	30.00000 BOX AIR3800- CISCO DNA SUBSCRIPTION OPTOUT for AIR3800				0.00	0.00	0.00
6	1.00000 BOX L-LIC- Top Level SKU for 8500 AP Upgrade Licenses (eDelivery)				0.00	0.00	0.00
7	1.00000 BOX CON- SWSS UPGRADES Top Level SKU for 8500 AP Upgrade Licens				0.00	0.00	0.00
8	30.00000 BOX L-LIC- 1 AP Adder E-License for Cisco 8510 Wireless Controller				73.50	0.00	2205.00
9	30.00000 BOX CON- SWSS UPGRADES 1 AP Adder License				16.10	0.00	483.00
10	1.00000 BOX PS				4167.07	0.00	4167.07

INSTRUCTIONS TO VENDORS

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 UNLESS SIGNED BY A PURCHASING AGENT.

Roberto Rivas



San Elizario Independent School District

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

PURCHASE ORDER NUMBER

42364

Date: 07/01/2021

Page 2 of 1

VENDOR: 10215

**TO: Advanced Network Management, Inc
PO Box 561489
DENVER, CO 80256-1489**

**SHIP TO: San Elizario Independent School
200 N Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 505-882-8822

VENDOR FAX: 505-882-9452

VENDOR EMAIL:

REC. LOC: Excell Administration Annex

REC. GRP: Technology - M. Madrid

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
	ANM Professional Services						
	Professional Services Per Attached SOW						
11	50.00000 BOX AIR-GEMS				805.68	0.00	40284.00
	802.11ac W2 AP w/CA; 4x4:3; Mod; Int Ant; mGig B Domain						
12	50.00000 BOX AIR-AP-T-Ceiling Grid Clip for APs & Cellular Gateways-Recessed				0.00	0.00	0.00
13	50.00000 BOX AIR-AP-802.11 AP Low Profile Mounting Bracket (Default)				0.00	0.00	0.00
14	50.00000 BOX SW3802-Cisco Aironet 3800 Series CAPWAP Software Image				0.00	0.00	0.00
15	50.00000 BOX AIR3800-CISCO DNA SUBSCRIPTION OPTOUT for AIR3800				0.00	0.00	0.00
16	1.00000 BOX L-LIC-Top Level SKU for 8500 AP Upgrade Licenses (eDelivery)				0.00	0.00	0.00
17	1.00000 BOX CON-SWSS UPGRADES Top Level SKU for 8500 AP Upgrade License				0.00	0.00	0.00
18	50.00000 BOX L-LIC-1 AP Adder E-License for Cisco 8510 Wireless Controller				73.50	0.00	3675.00
19	50.00000 BOX CON-SWSS UPGRADES 1 AP Adder License				16.10	0.00	805.00

INSTRUCTIONS TO VENDORS

1. Reference all packages & packing slips with PO Number
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Herberto Rivas



San Elizario Independent School District

1050 Chicken Ranch Road
 San Elizario, TX 79849-9999
 (915) 872-3900

PURCHASE ORDER NUMBER

42364

Date: 07/01/2021

Page 3 of 1

VENDOR: 10215

TO: Advanced Network Management, Inc SHIP TO: San Elizario Independent School
PO Box 561489 200 N Herring
DENVER, CO 80256-1489 San Elizario, TX 79849-

ATTN:

VENDOR PHONE: 505-882-8822

REC. LOC: Excell Administration Annex

VENDOR FAX: 505-882-9452

REC. GRP: Technology - M. Madrid

VENDOR EMAIL:

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
20	1.00000 BOX PS ANM Professional Services Professional Services Per Attached SOW				6945.12	0.00	6945.12
21	2.00000 BOX AIR- SEHS 802.11ac W2 AP w/CA; 4x4:3; Mod; Int Ant; mGig B Domain				805.68	0.00	1611.36
22	2.00000 BOX AIR-AP-T- Ceiling Grid Clip for APs & Cellular Gateways-Recessed				0.00	0.00	0.00
23	2.00000 BOX AIR-AP- 802.11 AP Low Profile Mounting Bracket (Default)				0.00	0.00	0.00
24	2.00000 BOX SW3802- Cisco Aironet 3800 Series CAPWAP Software Image				0.00	0.00	0.00
25	2.00000 BOX AIR3800- CISCO DNA SUBSCRIPTION OPTOUT for AIR3800				0.00	0.00	0.00
26	1.00000 BOX L-LIC- Top Level SKU for 8500 AP Upgrade Licenses (eDelivery)				0.00	0.00	0.00
27	1.00000 BOX CON- SWSS UPGRADES Top Level SKU for 8500 AP Upgrade License				0.00	0.00	0.00
28	2.00000 BOX L-LIC- 1 AP Adder E-License for Cisco 8510 Wireless Controller				73.50	0.00	147.00
29	2.00000 BOX CON- SWSS UPGRADES 1 AP Adder License				16.10	0.00	32.20

INSTRUCTIONS TO VENDORS

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2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days. 198

THIS PURCHASE ORDER IS NOT BINDING
 UNLESS SIGNED BY A PURCHASING AGENT.

Herberto Rivas



San Elizario Independent School District

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

PURCHASE ORDER NUMBER

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Date: 07/01/2021

Page 4 of 1

VENDOR: 10215

**TO: Advanced Network Management, Inc
PO Box 561489
DENVER, CO 80256-1489**

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200 N Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 505-882-8822

VENDOR FAX: 505-882-9452

VENDOR EMAIL:

REC. LOC: Excell Administration Annex

REC. GRP: Technology - M. Madrid

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
30	1.00000 BOX PS ANM Professional Services Professional Services Per Attached SOW				277.81	0.00	277.81
31	1.00000 BOX SHIPPING SHIPPING COSTS				660.65	0.00	660.65
TOTAL							85463.61

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

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5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days.

THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

Herberto Rivas



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Director of Support Services
Subject: PO# 42366 – Deere & Company - \$57,576.66
Date: July 14, 2021

HISTORY:

During the special Board meeting held on June 23, 2021 a list of extra projects (needs identified during budget) was presented to the Board. The list included projects that have been budgeted for under the 199 account and the amount in the budget for each of the projects. The purchase of a new tractor for the grounds department to maintain athletic fields, district grounds and ponding areas districtwide is part of the list.

RATIONALE:

The purchase of the new tractor will replace a 23-year-old tractor that has reached its life expectancy. The life expectancy of a tractor is 12-15 years. Economically, it is best to replace the old tractor which is in frequent need of repairs and can no longer handle our large implements, such as aerators, discs and the butterfly grass cutter. We selected a vendor that is part of the Sourcewell Purchasing Cooperative, Contract 110719-JDC. Vendors in Sourcewell have met competitive procurement requirements.

BUDGET: The funds to cover this purchase have been allocated under the 199-account budget.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order for Deere and Company.

Please check one: For approval Report / Information only Recognition only

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San Elizario Independent School District

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

BLANKET/PROJECT PURCHASE

42366

Date: 07/01/2021

Page 1 of 1

VENDOR: 10381

**TO: Deere & Company
21748 Network Place
CHICAGO, IL 60673-1217**

**SHIP TO: San Elizario Independent School
200 N. Herring Rd
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE:

VENDOR FAX:

VENDOR EMAIL:

REC. LOC: Support Services - S. Renteria

REC. GRP: Support Services - S. Renteria

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			57576.66		57576.66

(1) JD 5090EL Specialty Tractor @ \$51559.74
(1) JD 540M Loader @ \$6016.92

Sourcewell 110719-JDC
Support Services
J. Martinez

TOTAL 57576.66

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days. 201

THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

Herberto Rivas



Office of the Superintendent
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Amanda Sanchez, Director of Special Education
Subject: PO# 42368 – Sarah Aguilar Perez - \$49,500.00
Date: July 14, 2021

HISTORY: Sarah Perez provides contract occupational therapy services to the district. The provider will provide therapy, consultation to personnel, student assessments, occupational therapy reports, and respective goals and objectives. Additionally, the Occupational Therapist may be called upon to assist in Admission, Review and Dismissal (ARD) meetings or to consult with staff regarding other student needs.

RATIONALE: Occupational Therapy is required as part of **34 Code of Federal Regulations § 300.320. Definition of individualized education program**, which requires that the ARD committee determine appropriate supplementary aids, services, and other supports that are provided within the educational setting to enable the child with a disability to advance appropriately toward attaining annual goals and to be involved in and make progress with the general education curriculum.

BUDGET IMPACT: The contracted agreement is for \$49,500 in order for the provider to serve the 29 students identified as having a need for occupational therapy services.

ADMINISTRATIVE RECOMMENDATION: In order to comply with the recommended provisions of each child's Individual Education Plan, it is recommended that we provide occupational therapy services through this contracted service arrangement.



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BLANKET/PROJECT PURCHASE

42368

Date: 07/01/2021

Page 1 of 1

VENDOR: 2156

**TO: Sarah Aguilar Perez
11231 Dick Lotz
El Paso, TX 79936**

**SHIP TO: San Elizario Independent School
200 N Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE:

VENDOR FAX:

VENDOR EMAIL:

REC. LOC: Special Education - M. Delgadillo

REC. GRP: Special Education - M. Delgadillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			49500.00		49500.00
Blanket purchase order for Sarah Perez, contracted Occupational Therapist for 2021-22 school year to provide occupational therapy services to Special Ed. students to include student assessments, reports, IEP goals/objectives and consultation to personnel from at \$65.00 per hour.							

DIP: Goal 1

TOTAL 49500.00

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Herberto Rivas



San Elizario I.S.D.
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MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Technology Director
Subject: PO# 42373 – BorderLan, Inc - \$78,899.00
Date: July 14, 2021

HISTORY:

The pandemic exposed many technological needs in our district. One of these needs is to provide the best available online education tools and services for our students, faculty, and staff. In addition, it is imperative to supply the adequate bandwidth necessary without neglecting CIPA and cybersecurity compliance.

RATIONALE:

The increase of bandwidth will require for the district to upgrade current hardware and this includes our current web filter appliance and services. ContentKeeper will continue to provide web filtering services for all devices inside or outside the district for faculty, staff, and students.

BUDGET IMPACT:

The total cost is \$78,899.00 for web filter, reporting, and load balancing hardware with support for the next 3 years. Professional services are also included for installation, configuration, and deployment.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to purchase this hardware and services to keep our students safe from unnecessary and harmful online websites, comply with CIPA regulations, and accommodate the bandwidth upgrade.

Please check one: For approval Report/Information only Recognition only



San Elizario Independent School District

1050 Chicken Ranch Road
 San Elizario, TX 79849-9999
 (915) 872-3900

PURCHASE ORDER NUMBER

42373

Date: 07/01/2021

Page 1 of 1

VENDOR: 9648

**TO: BorderLan, Inc
 950 Boardwalk, Suite 300
 SAN MARCOS, CA 92078**

**SHIP TO: San Elizario Independent School
 200 N Herring
 San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 760-736-8100 ext. 507

VENDOR FAX: 860-736-8100

VENDOR EMAIL:

REC. LOC: Excell Administration Annex

REC. GRP: Technology - M. Madrid

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000	BOX	CK8-LA4- District Web Filtering solution for all District owned Devices to keep CIPA compliance. Reporting Appliance w/ 3 year WTY TIPS 210101 Please forward PO to Melanie Madrid- Technology	0.00	0.00	0.00
2		1.00000	BOX	CK8-LA4- Load Balancing Appliance w/ 3 year WTY	19260.80	0.00	19260.80
3		2.00000	BOX	CK8-LA4- Web filter appliance w/ 3 year WTY	8353.60	0.00	16707.20
4		1.00000	BOX	CK-10G-CP- 10G Connectivity Pack	640.00	0.00	640.00
5		1.00000	BOX	CKP-E CK Professional Services	1950.00	0.00	1950.00
6		3400.00000	BOX	CKWFP- Web Filter Pro License- 3 year Subscription	8.475	0.00	28815.00
7		3400.00000	BOX	CKRC-3000- Report Central License- 3 year Subscription	1.695	0.00	5763.00
8		3400.00000	BOX	CKM-3000- Mobile Filter License- 3 year Subscription	1.695	0.00	5763.00
TOTAL							78899.00

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

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THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

Maribel Rivas



San Elizario ISD
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San Elizario, TX 79849
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Authorization to participate in purchasing cooperatives for the 2021-2022 school year
Date: July 14, 2021

HISTORY: Resolutions for participation in the various purchasing cooperatives have been approved by the Board of Trustees prior to conducting business with them. Although, annual renewal is not required, we are requesting that the Board of Trustees approve the continued participation in the following purchasing cooperatives:

- Houston-Galveston Area Council Cooperative Purchasing Program (H-GAC)
- BuyBoard Cooperative Purchasing
- Department of Information Resources (DIR)
- Texas Multiple Award Schedule (TXMAS)
- Education Service Center- Region 19 Allied States Cooperative
- West Texas Food Service Cooperative
- Ysleta ISD Inter-local Agreement
- El Paso County Community College Inter-local Agreement
- Texas Industries for the Blind and Handicapped (TIBH Industries)
- Texas Political Subdivisions Inter-local Agreement
- Claims Administrative Services, Inc. (CAS)
- Texas Association of School Boards (TASB)
- TIPS/TAPS The Inter-local Purchasing System
- HCDE Choice Partners Cooperative /Harris County Department of Education
- National Cooperative Purchasing Alliance (NCPA)
- Sourcewell (NJPA)
- TASB Risk Management Fund
- PACE Purchasing Cooperative/Education Service Center, Region 20
- Socorro ISD Inter-local Agreement
- USA Inter-local Agreement
- Texas Building and Procurement Commission (TBPC)
- Region 4 Education Service Center (Region 4 ESC)
- Region 6 Education Service Center (ESC-Region 6)
- OMNIA Partners formerly TCPN, National IPA and US Communities
- Central Purchasing Alliance (CTPA)

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RATIONALE: These various purchasing cooperative would allow our campuses and departments to purchase resources from any of these purchasing cooperatives while adhering to purchasing requirements.

BUDGET IMPACT: There is no cost associated with entering into these Interlocal Agreements, but the budget will be impacted depending on what resources campuses and/or departments choose to purchase from these purchasing cooperatives.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to authorize the school district to continue participating in the purchasing cooperatives listed.

Please check one: For approval Report / Information only Recognition only

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MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Technology Director
Subject: Consider and possible Board action to approve change in fiber internet speed with existing provider, Charter Communications Holdings, LLC, awarded under RFP#20-1072 for the remaining length of the original contract approved under RFP#20-1072
Date: July 14, 2021

HISTORY:

The pandemic has exposed many technological needs within our district. One of these needs is to provide the best available online education tools and services for our students, faculty, and staff. However, without adequate internet bandwidth and speed, accessing these technology resources might be compromised once all students return to the classroom with their assigned devices and attempt to access them with the current bandwidth speed. The original contract for this RFP#20-1072 (Scalable Internet Service Provider ERATE year 23) was approved at the February 12, 2020 Board meeting.

RATIONALE:

The increase of bandwidth will allow current and future online educational resources to be accessed quickly and faster. This upgrade will also accommodate internet bandwidth demand once students return and use their assigned devices in the classroom.

BUDGET IMPACT:

The total cost is \$4,000 per month for 5Gbps, and the contract is co-terminus with the current 1Gbps contract expiring June 30, 2023. Erate will still assist with 90% of the original 1Gbps monthly rate which was approved at a monthly recurring charge of \$650. The difference in cost would be paid through the general fund.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the internet upgrade to provide better and faster internet speeds district wide.

Please check one: For approval Report/Information only Recognition only



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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar, Planning & Instruction Department
Subject: Progress Monitoring—Overall Goal 1 Targets for Mathematics
Date: July 14, 2021

HISTORY:

The Board of Trustees had previously developed a set of 3 Student Outcome Goals with corresponding Goal Progress Measures (GPM's) to monitor student progress. These goals had primarily focused on math (Goal 1), reading (Goal 2), and college and career readiness (Goal 3). Each goal had annual targets established. As time has passed, these goals have shifted due to HB 3 to include early childhood performance in math and reading, as well as changing to include 5 years of targets through 2023-2024.

This report is meant to inform the Board about an update to Goal 1, which focuses on overall mathematics performance.

RATIONALE:

As part of progress monitoring, the SEISD Board of Trustees is monitoring Student Outcome Goal 1, which measures the overall mathematics achievement at all performance levels for all students who test STAAR/EOC. Students begin testing in mathematics at Grade 3. This continues through Grade 8 with math being tested each year. Once students enter Grade 9, they take End-of-Course (EOC) exams, the only required one being Algebra I which is typically taken during Grade 9. We also have a cohort of advanced students who take Algebra I in Grade 8. For purposes of progress monitoring, every student who takes a regular STAAR or EOC math exam will have their results figured in to the data which follows.

The District Advisory Team first met on 1/15/2021 to consider revisions to the Goals and Goal Progress Measures for Goals 1-2. After discussion, combined with a follow-up meeting on 2/19/2021, the DAT team has set the following guidance for Goal 1.

Goal 1—Use the STAAR math scores for 2020-2021 as a baseline for overall math performance in grades 3-12. Set new goals through 2023-2024 beginning with this baseline. The new goals will be determined after the STAAR scores are released in June and July of 2021.

In order to set the annual goals, the District Advisory Team, which is comprised of mostly teachers, will meet beginning in August of 2021 to consider the final STAAR scores in mathematics and set the goals through 2024.

The overall framework the DAT team has already set for Goal 1 reads as follows:

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Student Outcome Goal 1:

Student Mathematics performance on the STAAR/EOC in grades 3-12 will increase annually from 2020-2021 through 2023-2024 at the Approaches, Meets, and Masters Levels as indicated in the table below.

Annual Targets Goal 1	2020-2021 (Baseline)	Goals 2021-2022	Goals 2022-2023	Goals 2023-2024
Approaches	*45%	TBD	TBD	TBD
Meets	*15%	TBD	TBD	TBD
Masters	*4%	TBD	TBD	TBD

*Note: These baseline scores for 2020-2021 are current as of the BOT submission deadline. SEISD is awaiting additional score results for paper-based testers, which will alter these percentages. June re-testing for Algebra I will also modify these initial percentages.

As the DAT team meets in August of 2021, they will consider the baseline scores and set goals at the 3 performance levels through 2024. It is also essential that the goals are set by our teacher representatives on the DAT team, so the goals are carefully considered by the teachers who are tasked with meeting them.

As they consider the goals, they will also further the development of detailed intervention plans to achieve those goals. Intervention planning for mathematics has already begun.

BUDGET:

There is no identified budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the progress of Goal 1 as presented.

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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar, Planning & Instruction Department
Subject: 2021-2022 District and Campus Improvement Plans
Date: July 14, 2021

HISTORY:

Every year, each of our campus Principals and district leadership participate in re-writing the campus and district improvement plans via the online program called “Plan4Learning.” This agenda item is to approve the six Campus Improvement Plans and the District Improvement Plan, for 2021-2022, as presented in the electronic versions and the binder each Trustee and the Superintendent received.

RATIONALE:

These improvement plans have two parts: 1) Comprehensive Needs Assessment; 2) Campus or District Improvement Plan with Goals, Performance Objectives, and Strategies. The Comprehensive Needs Assessment is a written narrative focusing on 8 different areas from demographics to technology. Each of the 8 areas identifies one or more problem statements that will become strategies in their respective improvement plans. The goal of each strategy is to offer solutions to the problem statements identified. Campus and District Improvement Plans are “living documents” and continually evolve during the year. Funding is also tied to these improvement plans, and outlines how monies will be allocated to address each strategy.

BUDGET:

Approval of these improvement plans has no direct budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the Campus and District Improvement Plans as presented.

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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar, Administrator Research and Accountability
Subject: Revision to Board Monitoring Calendar for 2021-2022
Date: July 14, 2021

HISTORY:

The Board of Trustees has actively monitored 3 Student Outcome Goals and 10 Goal Progress Measures for the last 3-4 years. The Student Outcome Goals are overarching and comprise the following:

Goal 1—Overall Math Performance on STAAR/EOC

Goal 2—Overall Reading Performance on STAAR/EOC

Goal 3—College, Career, and Military Readiness

The Goal Progress Measures (GPM's) fall below each of the Goals, as a means to measure progress towards those goals.

The Board of Trustees also monitors several Superintendent's Constraints.

RATIONALE:

The 2021-2022 Board Monitoring Calendar is a document which outlines, by month, which Student Outcome Goals, GPM's, and Superintendent's Constraints will be monitored that month with a report and/or presentation. It is necessary to revise this document on an annual basis to better align the monitoring calendar to the flow of information. This document also delineates, by month, which campuses will be presenting to the Board their updates and progress information at that meeting.

BUDGET:

There is no budgetary consideration for this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve this monitoring calendar as presented.

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San Elizario ISD--Board Monitoring Calendar; 2021-2022; Monitoring Year 3 (HB3-Year 2)

Month	Student Outcome Goals	Superintendent Constraints	Campus Presentation	Board Training Information
July 2021	Presentation—Analysis of STAAR / EOC Scores in Grades 3-12 (in place of Goal/GPM Monitoring)			
August 2021	Goal 1—Overall Mathematics Performance in Grades 3-12			
September 2021	Goal 2—Overall Reading Performance in Grades 3-12			Progressing Together—Vision and Values of Students; Superintendent Evaluation; Student Outcome Goals for Students
October 2021	Goal 3—Overall College, Career, and Military Readiness	C1—CPM 1.1—District Attendance Rate	Loya Primary School	Community meetings with low-performing campuses; Progressing Together—Vision and Values of Family, Staff, and Community; Student Outcome Goals for the Community
November 2021	GPM 1.1—IStation BOY Math GPM 2.1—IStation BOY Reading	C2—CPM 2.1—Principal Walkthroughs C2—CPM 2.2—Asst. Principal Walkthroughs	Sambrano Elementary School	
December 2021	GPM 1.2—3 rd Grade Math Fall Benchmark GPM 1.3—8 th Grade Math Fall Benchmark GPM 1.4—High School Math Fall Benchmark		Alarcon Elementary School	
January 2022	GPM 2.2—3 rd Grade Reading Fall Benchmark GPM 2.3—8 th Grade Reading Fall Benchmark GPM 2.4—High School English Fall Benchmark		Borrego Elementary School	



San Elizario ISD--Board Monitoring Calendar; 2021-2022; Monitoring Year 3 (HB3-Year 2)

Month	Student Outcome Goals	Superintendent Constraints	Campus Presentation	Board Training Information
February 2022	GPM 1.1—IStation MOY Math GPM 2.1—IStation MOY Reading		Garcia-Enriquez Middle School	Community meetings with low-performing campuses
March 2022	GPM 3.1—TSIA Results—8 th Grade GPM 3.2—TSIA Results—12 th Grade	C1—CPM 1.1—District Attendance Rate	San Elizario High School	
April 2022	GPM 1.2—3 rd Grade Math Spring Benchmark GPM 1.3—8 th Grade Math Spring Benchmark GPM 1.4—High School Math Spring Benchmark			Student Outcome Goals for new Board Members and the Community
May 2022 4	GPM 2.2—3 rd Grade Reading Spring Benchmark GPM 2.3—8 th Grade Reading Spring Benchmark GPM 2.4—High School English Spring Benchmark	C2—CPM 2.1—Principal Walkthroughs C2—CPM 2.2—Asst. Principal Walkthroughs		
June 2022	GPM 1.1—IStation EOY Math GPM 2.1—IStation EOY Reading			Local Student Outcome Goals orientation as appropriate



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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia and Susana Frescas, Planning & Instruction Department
Subject: Scholastic Agreement
Date: July 14, 2021

HISTORY:

The SBOE issued *Proclamation 2021* at its June 2019 meeting to call for English and Spanish prekindergarten systems. The adopted materials are scheduled to go into classrooms in the 2021–22 school year. A committee of PreK teachers has reviewed the textbook program options and after careful consideration and much discussion, the committee of PreK teachers voted for the Scholastic submission.

RATIONALE:

In selecting Scholastic as the chosen materials for the PreK classes, we are asked to submit various types of information to the company, such as, number of teachers, approximate number of students, as well as an agreement for licenses. This agreement is included and has been reviewed by Ms. Mata and accepted by Scholastic.

BUDGET:

As previously submitted, the dollar amount is dependent on enrollment numbers. The estimated costs per teacher to purchase these resources are as follows, at a one-time cost per teacher; payable with Technology Instructional Allotment Funds (TIMA) which the district has been saving for this purchase; based on pricing provided by the Scholastic Publisher:
\$2,900 per monolingual English teacher and \$4,200 per dual language teacher
 $\$2,900 \times 4 = \$11,600$ and $\$4,200 \times 6 = \$25,200$
Est. Grand Total--\$36,800

ADMINISTRATIVE RECOMMENDATION:

Board approval is recommended for this agreement as submitted.

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Last Updated: August 21st, 2015

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Your use of the Site or Scholastic Products following any changes to these Terms will constitute your acceptance of such changes. The “*Last Updated*” legend above indicates when these Terms were last changed. We may, at any time and without liability, modify or discontinue all or part of the Site or Scholastic Products (including access to the Scholastic Products via any third-party links, and including any titles available through the Scholastic Products and any other content or functionality availability restrictions); charge, modify or waive any fees required to use the Site or Scholastic Products; or offer opportunities to some or all users.

2. Information Submitted. Your submission of information through the Site or the Scholastic Products is governed by the Scholastic Privacy Policy, currently available at <https://www.scholastic.com/edtechprivacy.htm>, or as otherwise set forth in such Privacy Policy.

3. Jurisdictional Issues. The Site and the Scholastic Products are controlled or operated (or both) from the United States, and are not intended to subject Scholastic to any non-U.S. jurisdiction or law. The Site and the Scholastic Products may not be appropriate or available for use in some non-U.S. jurisdictions. Any use of the Site and the Scholastic Products is at your own risk, and you must comply with all applicable laws, rules and regulations in doing so. We may limit the availability of the Site or the Scholastic Products at any time, in whole or in part, to any person, geographic area or jurisdiction that we choose.

4. Rules of Conduct. You will not: (a) copy, modify, create derivative works of, publicly display or perform, distribute, download, mirror, sell, rent, lease, loan, sublicense or timeshare the Site or the Scholastic Products; (b) decompile, disassemble or reverse engineer the Site or the Scholastic Products; (c) disrupt the operation of the Site or the Scholastic Products, or any third party’s use of the same; (d) remove any proprietary notices from the Site or the Scholastic Products; (e) use any robot, spider, or other device to retrieve, index, “scrape,” “data mine” or otherwise gather content from the Site or the Scholastic Products, or reproduce or circumvent the navigational structure or presentation of the same; (f) use the Site or the Scholastic Products for any commercial purpose or for the purposes of any third party, or exploit the Site or Scholastic Products except as expressly authorized herein; or (g) permit or facilitate any unauthorized access to the Site or Scholastic Products. You must cease using the Site and the Scholastic Products if you violate these Terms, or upon our reasonable request.

You are responsible for obtaining, maintaining and paying for all hardware, telecommunications and other services and resources needed to use the Site and the Scholastic Products.

5. Prohibited Materials. You will not post any material that is: (a) threatening, harassing or otherwise disrespectful; (b) false, defamatory or fraudulent; (c) obscene, indecent, profane, discriminatory or otherwise objectionable; (d) a promotion, advertisement, solicitation, or offer to buy or sell any product or service; (e) infringing or violating any copyright, trademark, trade secret, right of publicity, right of privacy or other proprietary right; (f) violating any confidentiality or other contractual or fiduciary obligation; (g) intended to harm or disrupt any software, hardware or network; or (h) otherwise tortious or illegal.

6. Registration; User Names and Passwords. You may need to register to use all or part of the Site or Scholastic Products. You represent and warrant that any information you provide in connection with any such registration is complete and accurate, and that you will promptly update any such information as necessary from time to time. We may reject, or require that you change, any user name, password or other information that you provide to us in registering. Your user name and password are for your personal use only, and should be kept confidential; you, and not Scholastic, are responsible for any use or misuse of your user name or password, and you must promptly notify us of any actual or suspected confidentiality breach or unauthorized use of your user name or password, or your account.

7. Submissions. Users of the Site and the Scholastic Products may make available certain materials (each, a "Submission") through or in connection with the Site or the Scholastic Products, including on profile pages or on interactive services that may make such Submissions available to other users within a designated user group and/or to the general public. Scholastic has no control over and, except to the extent expressly provided otherwise by applicable law or by the Scholastic Privacy Policy, Scholastic is not responsible for any use or misuse (including any distribution) by any third party of Submissions, including the further distribution of Submissions by any user in a designated user group and/or by the general public. IF YOU CHOOSE TO MAKE ANY OF YOUR PERSONALLY IDENTIFIABLE OR OTHER INFORMATION PUBLICLY AVAILABLE THROUGH THE SITE OR THE SCHOLASTIC PRODUCTS, YOU DO SO AT YOUR OWN RISK.

8. License; Feedback. You hereby grant to Scholastic a non-exclusive, worldwide, royalty-free, perpetual, irrevocable, fully sublicensable (through multiple tiers) and transferable license to reproduce, adapt, modify, create derivative works based upon, store, host, publish, display and perform (publicly or otherwise), distribute, maintain and otherwise retain, analyze and use your Submissions in connection with the Site and/or Scholastic Products,

and as otherwise permitted in these Terms, in any format or media now known or hereafter developed.

In addition, you agree to assign and hereby do assign to Scholastic, and Scholastic shall exclusively own, all right, title and interest in any ideas, enhancement requests, feedback, recommendations, testimonials and other similar information related to the Site and/or Scholastic Products provided by you or on your behalf (“Feedback”), and you acknowledge that Scholastic will have no confidentiality, fiduciary or other obligations with respect to any Feedback.

You represent and warrant that you have all rights necessary to grant the rights granted in this Section 8, and that your Submissions and Feedback are not fraudulent, tortious or otherwise in violation of any applicable law or any right of any third party. You further irrevocably waive any “moral rights” or other rights with respect to attribution of authorship or integrity of materials regarding any Submissions and Feedback that you may have under any applicable law under any legal theory.

9. Monitoring. We may (but have no obligation to) monitor any use of the Site or Scholastic Products, and monitor, evaluate, alter or remove Submissions before or after they appear on the Site or the Scholastic Products.

10. Scholastic’s Proprietary Rights. As between you and Scholastic, the Site and the Scholastic Products, and any corrections, modifications, additions, improvements and enhancements thereto, and all intellectual property rights therein, are owned exclusively by Scholastic and its licensors. Subject to these Terms, you may access and use the Site and the Scholastic Products solely for your personal, non-commercial use during the term of the applicable Subscription Period under the applicable Customer Agreement, and solely in accordance with any applicable documentation or usage restrictions that Scholastic may make available to you or that are otherwise set forth in such Customer Agreement. For clarity, the word “you” in this Section 10 and elsewhere in these Terms includes your school district’s or school’s teachers or students or your library’s patrons, as applicable, if you are a party to an Institutional Customer Agreement.

All other rights in the Site and Scholastic Products not expressly granted herein are expressly reserved by us. All trade names, trademarks, service marks and logos on the Site or the Scholastic Products not owned by us are the property of their respective owners. You may not use our or our licensors’ trade names, trademarks, service marks or logos (including our SCHOLASTIC mark and our Red Bar logo) in connection with any product or service that is not ours, or in any manner that is likely to cause confusion. Nothing contained on the Site or the Scholastic Products should be construed as granting any right to use any trade names, trademarks, service marks or logos without the express prior written consent of the owner.

11. Third Party Materials; Links. Certain Site or Scholastic Products functionality may make available access to materials made available by third parties, including Submissions (“Third Party Materials”), or allow for the routing or transmission of such Third Party Materials, including via links.

We neither control nor endorse, nor are we responsible for, any Third Party Materials, including the accuracy, integrity, quality, legality, usefulness or safety of Third Party Materials, or any intellectual property rights therein. Nothing in these Terms shall be deemed to be a representation or warranty by Scholastic with respect to any Third Party Materials. We have no obligation to monitor Third Party Materials, and we may block or disable access to any Third Party Materials (in whole or part) through the Site or Scholastic Products at any time. In addition, the availability of any Third Party Materials through the Site or Scholastic Products does not imply our endorsement of, or our affiliation with, any provider of such Third Party Materials, nor does such availability create any legal relationship between you and any such provider.

YOUR USE OF THIRD PARTY MATERIALS IS AT YOUR OWN RISK AND IS SUBJECT TO ANY ADDITIONAL TERMS, CONDITIONS AND POLICIES APPLICABLE TO SUCH THIRD PARTY MATERIALS (SUCH AS TERMS OF SERVICE OR PRIVACY POLICIES OF THE PROVIDERS OF SUCH THIRD PARTY MATERIALS).

12. DISCLAIMER OF WARRANTIES

THE SITE, THE SCHOLASTIC PRODUCTS AND THIRD PARTY MATERIALS ARE MADE AVAILABLE TO YOU “AS IS” WITHOUT ANY WARRANTIES OF ANY KIND, WHETHER EXPRESS, IMPLIED OR STATUTORY. SCHOLASTIC DISCLAIMS ALL WARRANTIES WITH RESPECT TO THE SITE, THE SCHOLASTIC PRODUCTS AND THIRD PARTY MATERIALS TO THE FULLEST EXTENT PERMISSIBLE UNDER APPLICABLE LAW, INCLUDING THE WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT AND TITLE. ALL DISCLAIMERS OF ANY KIND (INCLUDING IN THIS SECTION AND ELSEWHERE IN THESE TERMS) ARE MADE ON BEHALF OF BOTH SCHOLASTIC AND ITS PARENT, SUBSIDIARIES AND OTHER AFFILIATES AND THEIR RESPECTIVE SHAREHOLDERS, DIRECTORS, OFFICERS, EMPLOYEES, AFFILIATES, AGENTS, REPRESENTATIVES, LICENSORS, SUPPLIERS AND SERVICE PROVIDERS (COLLECTIVELY, THE “AFFILIATED ENTITIES”).

While we try to maintain the timeliness, integrity and security of the Site and the Scholastic Products, we do not guarantee that they are or will remain updated, complete, correct or secure, or that access to the Site or Scholastic Products will be uninterrupted. The Site and Scholastic Products may include inaccuracies, errors and materials that violate or conflict with these Terms. Additionally, third parties may make unauthorized alterations to the Site

or Scholastic Products. If you become aware of any such alteration, contact us at tm&c@scholastic.com with a description of such alteration and its location.

13. LIMITATION OF LIABILITY

SCHOLASTIC WILL NOT BE LIABLE FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, SPECIAL, EXEMPLARY OR PUNITIVE DAMAGES OF ANY KIND, UNDER ANY CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY OR OTHER THEORY, INCLUDING DAMAGES FOR LOSS OF PROFITS, USE OR DATA, LOSS OF OTHER INTANGIBLES, LOSS OF SECURITY OF SUBMISSIONS (INCLUDING UNAUTHORIZED INTERCEPTION BY THIRD PARTIES OF ANY SUBMISSIONS), EVEN IF ADVISED IN ADVANCE OF THE POSSIBILITY OF SUCH DAMAGES OR LOSSES. WITHOUT LIMITING THE FOREGOING, SCHOLASTIC WILL NOT BE LIABLE FOR DAMAGES OF ANY KIND RESULTING FROM YOUR USE OF OR INABILITY TO USE THE SITE, THE SCHOLASTIC PRODUCTS OR THIRD PARTY MATERIALS. YOUR SOLE AND EXCLUSIVE REMEDY FOR DISSATISFACTION WITH THE SITE, THE SCHOLASTIC PRODUCTS OR THIRD PARTY MATERIALS IS TO STOP USING THE SAME. THE MAXIMUM AGGREGATE LIABILITY OF SCHOLASTIC FOR ALL DAMAGES, LOSSES AND CAUSES OF ACTION, WHETHER IN CONTRACT, TORT (INCLUDING NEGLIGENCE) OR OTHERWISE, SHALL BE THE GREATER OF (A) THE TOTAL AMOUNT, IF ANY, ACTUALLY PAID BY YOU TO SCHOLASTIC TO USE THE SITE OR THE SCHOLASTIC PRODUCTS WITH RESPECT TO THE SIX (6) MONTHS PRECEDING THE DATE ON WHICH THE FIRST APPLICABLE CLAIM AROSE; AND (B) TEN U.S. DOLLARS (\$10.00). ALL LIMITATIONS OF LIABILITY OF ANY KIND (INCLUDING IN THIS SECTION AND ELSEWHERE IN THESE TERMS) ARE MADE ON BEHALF OF BOTH SCHOLASTIC AND THE AFFILIATED ENTITIES.

Applicable law may not allow for limitations on certain implied warranties, or exclusions or limitations of certain damages; solely to the extent that such law applies to you, some or all of the above disclaimers, exclusions or limitations may not apply to you, and you may have certain additional rights.

14. Suspension; Termination. These Terms are effective so long as you are permitted by Scholastic to use the Site and Scholastic Products. Scholastic may terminate or suspend your use of the Site or Scholastic Products at any time and without prior notice, including if Scholastic believes that you have violated these Terms. Upon any such termination or suspension, your right to use the Site and Scholastic Products will immediately cease. Sections 2–5, 7–9, 10 (excluding the rights granted by Scholastic therein) and 11–20 shall survive any expiration or termination of these Terms.

15. Governing Law; Exclusive Venue. These Terms are governed by the laws of the State of Texas, U.S.A.. The Parties agree that all disputes, legal actions, suits and proceedings

arising out of or relating to this agreement, any ancillary agreement or related transaction must be brought exclusively in a court of competent jurisdiction in El Paso County, Texas.

16. Information or Complaints. If you have a question or complaint regarding the Site or the Scholastic Products, please send an e-mail to custserv@scholastic.com. You may also contact us by writing to Scholastic Inc, Teacher Store, 557 Broadway, New York, NY 10012, Attn: EVP & General Counsel, or by calling us at 1-800-SCHOLASTIC. Please note that e-mail communications will not necessarily be secure; accordingly you should not include credit card information or other sensitive information in your e-mail correspondence with us.

17. Copyright Infringement Claims. Notification of a copyright infringement claim must be submitted to the following:

Legal Dept.
Scholastic Inc.
557 Broadway
New York, NY 10012
Phone: 212-343-6726
Email: tm&c@scholastic.com

The notification must be in writing and include: (a) a signature of a person authorized to act on behalf of the owner of an exclusive right that is allegedly infringed; (b) identification of each alleged infringing copyrighted work or works; (c) identification of the allegedly infringing material and information reasonably sufficient to enable us to locate such material; (d) information reasonably sufficient to enable us to contact the party complaining of an alleged infringement (*e.g.*, an address, telephone number, and e-mail address); a statement that the complaining party has a good-faith belief that use of the allegedly infringing material in the manner complained of is not authorized by the copyright owner, its agent or the law; and (e) a statement that the information in the notification is accurate, and under penalty of perjury, that the complaining party is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

18. Export Controls. You agree not to directly or indirectly export or re-export the Scholastic Products or any code found therein, except as authorized by the laws and regulations of the United States and any other applicable jurisdiction. You will not permit the Scholastic Products to be accessed or used at any location or by any person that would violate such laws or regulations. To the extent permitted by law, you will defend, indemnify and hold Scholastic harmless from and against any violation of such laws or regulations by you or any of your agents, officers, directors or employees.

19. Miscellaneous. These Terms do not, and shall not be construed to, create any partnership, joint venture, employer-employee, agency or franchisor-franchisee relationship between you and Scholastic. If any provision of these Terms is found to be unlawful, void or for any reason unenforceable, that provision will be deemed severable from these Terms and will not affect the validity and enforceability of any remaining provision. You may not assign, transfer or sublicense any or all of your rights or obligations under these Terms without our express prior written consent. We may assign, transfer, sublicense or subcontract any or all of our rights or obligations under these Terms without restriction. No waiver by either party of any breach or default hereunder will be deemed to be a waiver of any preceding or subsequent breach or default. Any heading, caption or section title contained herein is for convenience only, and in no way defines or explains any section or provision. All terms defined in the singular shall have the same meanings when used in the plural, where appropriate and unless otherwise specified. Any use of the term “including” or variations thereof in these Terms shall be construed as if followed by the phrase “without limitation.” These Terms, including any terms and conditions incorporated herein, together with the Customer Agreement if you are a Customer, is the entire agreement between you and Scholastic relating to the subject matter hereof, and supersedes any and all prior or contemporaneous written or oral agreements or understandings between you and Scholastic relating to such subject matter. Notices to you (including notices of changes to these Terms) may be made via posting to the Site or by e-mail (including in each case via links), or by regular mail. Notices to Scholastic shall be sent in writing by registered mail, return receipt requested, to: Scholastic Inc., 557 Broadway, New York, NY 10012, Attn: SVP, Corporate Finance; with a copy sent to: Scholastic Inc., 557 Broadway, New York, NY 10012, Attn: EVP & General Counsel. Without limitation, a printed version of these Terms and of any notice given in electronic form shall be admissible in judicial or administrative proceedings based upon or relating to these Terms to the same extent and subject to the same conditions as other business documents and records originally generated and maintained in printed form. Scholastic will not be responsible for any failure to fulfill any obligation due to any cause beyond its reasonable control.

20. Apple-Specific Terms. In addition to your agreement with the foregoing terms and conditions, and notwithstanding anything to the contrary herein, the following provisions apply with respect to your use hereunder of any version of any Scholastic mobile app compatible with Apple Inc.’s iOS operating system (an “App”). Apple Inc. is not a party to these Terms and does not own and is not responsible for any App. Apple Inc. is not providing any warranty for any App except, if applicable, to refund the purchase price for it. Apple Inc. is not responsible for maintenance or other support services for any App and shall not be responsible for any other claims, losses, liabilities, damages, costs or expenses with respect to any App, including any third-party product liability claims, claims that an App fails to

conform to any applicable legal or regulatory requirement, claims arising under consumer protection or similar legislation, and claims with respect to intellectual property infringement. Any inquiries or complaints relating to the use of an App, including those pertaining to intellectual property rights, must be directed to Scholastic in accordance with the “*Information or Complaints*” section above. The license you have been granted herein is limited to a non-transferable license to use the App(s) on an Apple-branded product that runs Apple Inc.’s iOS operating system and is owned or controlled by you, or as otherwise permitted by the Usage Rules set forth in Apple’s App Store Terms of Service. In addition, you must comply with the terms of any third-party agreement applicable to you when using any App, such as your wireless data service agreement. Apple Inc. and its subsidiaries are third-party beneficiaries of these Terms and, upon your acceptance of the terms and conditions of these Terms, will have the right (and will be deemed to have accepted the right) to enforce these Terms against you as a third-party beneficiary thereof; notwithstanding the foregoing, Scholastic’s right to enter into, rescind or terminate any variation, waiver or settlement under these Terms is not subject to the consent of any third party.

INSTITUTIONAL CUSTOMER AGREEMENT

This Institutional Customer Agreement (the “Agreement”) is made as of the Effective Date (as defined below) by and between Customer (as defined below) and Scholastic Inc., located at 557 Broadway, New York, NY 10012, and/or any applicable affiliated entities set forth in an Order with respect to particular Licensed Products, each as defined below (“Scholastic”). This Agreement includes the Product Terms (as updated by Scholastic from time to time), which are currently available above ([Product Terms](#)) and are hereby incorporated into this Agreement by reference.

By accessing or using the Licensed Products (as defined below), or by otherwise indicating your acceptance of this Agreement (for example, by clicking “I Agree” or through another mechanism confirming your acceptance), Customer is agreeing to be bound by this Agreement, and you represent and warrant that you have the legal authority to bind Customer to this Agreement. Please note that your Internet browser will typically permit you to print or save a copy of this Agreement.

- **1. Definitions.**

- **§ 1.1** “Customer” means the institution or other legal entity identified on the applicable Order, or, if no legal entity is identified on such Order, then “Customer” means the legal entity on behalf of which the person identified on such Order is acting.
- **§ 1.2** “Customer Data” means user data (including Personally Identifiable Information), which may include student education record data, provided by or on behalf of Customer to Scholastic or received by Scholastic from Users in connection with the Licensed Products.
- **§ 1.3** “Customer Materials” means any data, information, content and materials provided by or on behalf of Customer to Scholastic, or submitted or otherwise posted or uploaded to the Licensed Products, which are used in connection with the Licensed Products, including, for example, technical information, functional specifications and Customer Data.
- **§ 1.4** “Effective Date” means the effective date of this Agreement, as set forth in the applicable Order.
- **§ 1.5** “Licensed Products” means those Scholastic products and services as set forth in the applicable Order.
- **§ 1.6** “Order” means the written (including electronic) ordering or registration materials applicable to this Agreement, subject to written acceptance of such materials by Scholastic in

its discretion, and which are incorporated by reference into this Agreement upon such acceptance by Scholastic.

- **§ 1.7** “Personally Identifiable Information” means any information regarding or that identifies (or that could be used to identify) any individual, including, for example, any individual student or parent name, address, personal identifiers such as school- or district-issued student identification numbers, and any other information or combination of information that would make the identity of an individual easily traceable, or any other information that is defined as personally identifiable or as “personal information” by applicable law.
- **§ 1.8** “Subscription Period” means, with respect to each Licensed Product, the applicable subscription time period set forth on the applicable Order.
- **§ 1.9** “Territory” means the territory set forth on the applicable Order.
- **§ 1.10** “User” means any individual who accesses or uses the Licensed Products.

- **2. Fees; Payment Terms.** Customer will pay to Scholastic, for each Subscription Period, the fees and other amounts for the Licensed Products as set forth on the applicable Order (the “Fees”) in accordance with the payment terms set forth therein.

- **3. Licenses.**
 - **§ 3.1** *Scholastic License Grant.* Subject to the terms and conditions of this Agreement, Scholastic hereby grants to Customer a limited, non-exclusive, non-sublicensable and non-transferable right for Customer to access and use the Licensed Products in the Territory, and to permit Users to access and use the Licensed Products in the Territory, solely for the personal, non-commercial use of Customer and such Users, and solely during each Subscription Period with respect to which Customer has paid to Scholastic all applicable Fees, subject to the terms and conditions of this Agreement and any other applicable terms and conditions, restrictions or instructions provided by Scholastic to Customer and/or any User, including any eligibility criteria for Users. At the end of each Subscription Period, Customer shall have sixty (60) calendar days to run any final, read-only usage reports for certain Customer Data with respect to the applicable Licensed Products. Following such sixty (60) calendar day period, Scholastic may delete or retain any or all Customer Materials associated with such Licensed Products, but Customer shall have no further access to any such retained Customer Materials, except as otherwise required by law. Any rights not expressly granted by Scholastic in this Agreement are expressly reserved to Scholastic.
 - **§ 3.2** *Customer License Grant.* Customer, on behalf of Customer and each User, hereby grants to Scholastic a non-exclusive, worldwide, royalty-free, perpetual, irrevocable, fully sublicensable (through multiple tiers) and transferable license to reproduce, adapt, modify, create derivative works based upon, store, host, publish, display and perform (publicly or

otherwise), distribute, maintain and otherwise retain, analyze and use the Customer Materials in connection with the Licensed Products and as otherwise permitted in this Agreement, in any format or media now known or hereafter developed. Customer understands and agrees that Scholastic may be accessing the Customer Materials, including Customer Data, in order to provide the Licensed Products and as otherwise permitted by this Agreement. For clarity, as between Customer and Scholastic, and subject to Section 3.3 below, Customer retains any ownership rights that Customer has in any Customer Materials.

- **§ 3.3 Feedback.** Customer, on behalf of Customer and each User, agrees to assign and hereby does assign to Scholastic, and Scholastic shall exclusively own, all right, title and interest in any ideas, enhancement requests, feedback, recommendations, testimonials and other similar information related to the Licensed Products provided by or on behalf of Customer or any User, and acknowledges that Scholastic will have no confidentiality, fiduciary or other obligations with respect to any such information.

- **4. Customer Obligations.**
 - **§ 4.1 Product Terms.** Customer must comply with the Product Terms, including Sections 4 (Rules of Conduct), 5 (Prohibited Materials) and 10 (Scholastic's Proprietary Rights). Customer must also ensure that its Users comply with the Product Terms, and Customer shall be responsible for any User's violation of the Product Terms. Any violation of the Product Terms by any User will be deemed a breach of this Agreement by Customer.
 - **§ 4.2 Security; Passwords.** Customer will take all reasonable security measures to prevent unauthorized access to the Licensed Products. Customer is responsible for all activities that occur under Customer's or any User's account in connection with the Licensed Products. Such accounts are non-transferable and are solely for the personal use of Customer or the applicable User to which such account is assigned. Customer agrees to immediately notify Scholastic of any unauthorized use of any such account, or any other actual or suspected breach of security or confidentiality with respect to any such account, and, in such event, Scholastic may terminate such account without liability and without limiting any other remedy under this Agreement or applicable law. Customer assumes all responsibility, liability and risk associated with the use of any Licensed Product feature that does not require passwords, with the failure of Customer or any User to set a password where there is an option to do so, and with the level of strength or security of any password selected by Customer or any User.
 - **§ 4.3 Personally Identifiable Information.** Customer acknowledges and agrees that Personally Identifiable Information and other information collected by or on behalf of Scholastic in connection with the Licensed Products shall be governed by the Scholastic Privacy Policy (as updated from time to time), currently available at

<https://www.scholastic.com/edtechprivacy.htm> , or as otherwise set forth in such Privacy Policy.

- **§ 4.4 FERPA.** In the event that any Customer Materials contain Personally Identifiable Information, Customer agrees only to provide or otherwise make available to Scholastic such Customer Materials (a) in compliance with all applicable laws, rules, regulations and privacy policies (including the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232(g)) and the regulations thereunder (34 CFR Part 99) (collectively, “FERPA”)) (collectively, including FERPA, “Applicable Law”), and (b) in accordance with all necessary permissions, rights and consents as required by and in full compliance with all Applicable Law. Both Scholastic and Customer acknowledge that FERPA imposes obligations and restrictions onto “educational institutions or agencies” (such as Customer), including with respect to the handling and disclosure of Personally Identifiable Information contained in the educational records Customer maintains regarding its students. With respect to any Customer Materials that may be accessed, obtained, received, extracted or otherwise used by Scholastic (or which may otherwise be disclosed in any manner to Scholastic by or on behalf of Customer), in individualized or aggregate form, in connection with the Licensed Products provided pursuant to this Agreement, Customer hereby: (1) acknowledges and agrees that Scholastic can rely, is relying and will continue to rely on Customer’s full compliance with the applicable obligations imposed by Applicable Law, as any such obligations may be amended or modified from time to time; and (2) expressly waives and releases Scholastic from and against any and all claims, actions, damages and liability arising in connection with Customer’s provision of such Customer Materials to Scholastic (and any required consents in connection therewith) and Scholastic’s receipt and use of such Customer Materials on behalf of Customer in accordance with the provisions of Applicable Law and the terms and conditions of this Agreement.
- **5. Student Education Record Data.** Any student education record data contained in Customer Data (such data, “Student Data”) will remain the property of, and under the control of, Customer. Scholastic will use Student Data only to provide the Licensed Products and as otherwise specifically permitted by this Agreement, including as set forth in the Scholastic Privacy Policy. For purposes of this Section 5, “student education record data” does not include information that cannot be used to identify an individual student.
- **§5.1 Access and Correction.** Any parent or legal guardian of a student who is under eighteen (18) years of age and any student who is at least eighteen (18) years of age may review Personally Identifiable Information in such student’s Student Data and correct erroneous information in such Student Data by contacting Customer.

- **§5.2 Security.** Scholastic will use reasonable organizational, technical and administrative measures, including designation and training of responsible individuals, to protect the security and confidentiality of Student Data within Scholastic's possession or control.
 - **§5.3 Unauthorized Disclosure.** In the event of unauthorized disclosure of Student Data while within the possession or control of Scholastic, Scholastic will notify Customer of such disclosure, and Customer will notify a parent or legal guardian of each affected student who is under eighteen (18) years of age and each affected student who is at least eighteen (18) years of age of such disclosure.
 - **§5.4 Termination.** Upon termination or expiration of this Agreement, to the extent required by applicable law, Scholastic will return to Customer all Student Data, or destroy the same, in accordance with such reasonable written instructions as may be given by Customer; however, except to the extent prohibited by applicable law, Scholastic may retain back-up and similar copies of Student Data that Scholastic is unable to destroy using commercially reasonable measures. Upon Customer's written request, Scholastic will certify to Customer that Scholastic has destroyed such Student Data.
 - **§5.5 Advertising.** Scholastic will not use any Personally Identifiable Information contained in Student Data to engage in targeted advertising.
- **6. Warranties.**
 - **§ 6.1 Mutual Warranties.** Each party hereby represents and warrants to the other party that: (a) it is a duly organized entity, validly existing and in good standing under the laws of the state of its formation; (b) it has the requisite power and authority to execute and deliver this Agreement and to fully perform its obligations under this Agreement; and (c) it is not subject to any contractual obligation that would reasonably be expected to interfere in any way with its full performance of its obligations under this Agreement.
 - **§ 6.2 Customer Warranties.** Customer represents and warrants that: (a) for all Customer Materials, and for all User access to and use of the Licensed Products, Customer is solely responsible for obtaining, and Customer hereby represents and warrants to Scholastic that it has previously obtained, all of the necessary and applicable rights, permissions and consents, including parental consents, to make available (and to permit Users and other third parties, such as Customer's third-party data hosting providers, to make available) the Customer Materials to Scholastic, and for Scholastic to use such Customer Materials in accordance with this Agreement, including Scholastic's use of Customer Data in accordance with the Scholastic Privacy Policy; (b) Customer is and will continue to be in compliance in all respects with all Applicable Law in connection with its and its Users' use of the Licensed Products; (c) the Customer Materials shall not include any Social Security Numbers; (d) Customer, and not Scholastic or any third party, is responsible for responding to any request from a parent or legal guardian of a User, or to any request from a User who is at least

eighteen (18) years old, for access to, or other action with respect to, such User's Personally Identifiable Information or student education record data; and (e) all information provided by or on behalf of Customer in connection with any Order is and will remain complete and accurate.

- **7. DISCLAIMER OF WARRANTIES.** EXCEPT AS EXPRESSLY SET FORTH IN SECTION 6 ABOVE, CUSTOMER EXPRESSLY ACKNOWLEDGES AND AGREES TO BE BOUND BY THE DISCLAIMERS SET FORTH IN SECTION 12 OF THE PRODUCT TERMS, CURRENTLY AVAILABLE ABOVE HERE: [PRODUCT TERMS SECTION 12](#).
- **8. LIMITATION OF LIABILITY.** CUSTOMER EXPRESSLY ACKNOWLEDGES AND AGREES TO BE BOUND BY THE LIMITATIONS OF LIABILITY SET FORTH IN SECTION 13 OF THE PRODUCT TERMS, CURRENTLY AVAILABLE ABOVE HERE: [PRODUCT TERMS SECTION 13](#).
- **9. Indemnity.** Except to the extent prohibited under applicable law, Customer agrees to defend, indemnify and hold harmless Scholastic and the Affiliated Entities (as defined in the Product Terms) from and against all claims, losses, costs and expenses (including reasonable attorneys' fees) arising out of (a) Customer's or any User's use of, or activities in connection with, the Licensed Products; and (b) any violation or alleged violation of any covenant, representation, warranty or other provision of this Agreement by Customer.
- **10. Term; Termination.** The term of this Agreement commences on the Effective Date and shall continue until terminated as set forth herein. Scholastic may terminate this Agreement upon written notice to Customer if Customer breaches any term or condition of this Agreement, or upon written notice to Customer at any time if no Subscription Period is then in effect. Customer may terminate this Agreement upon thirty (30) days' prior written notice to Scholastic, subject to Customer's payment to Scholastic of all then-incurred Fees set forth in this Agreement (including in all Orders). In addition, Scholastic may suspend any or all rights granted to Customer and/or any User under this Agreement at any time and without prior notice, including if Scholastic believes that Customer has violated this Agreement. For clarity, upon any termination of this Agreement, all rights granted to Customer and any Users under this Agreement (including under the Product Terms and any Orders) will automatically cease. Sections 1, 2 (with respect to any Fees incurred under this Agreement prior to its termination), 3.2, 3.3, 4.1, 4.3, 4.4 and 5–13 shall survive any termination of this Agreement.

- **11. Publicity.** No public statement, press release or other announcement relating to this Agreement, the Licensed Products or the other party shall be issued by either party hereunder, nor shall either party use any name, trademark or logo of the other party (which, with respect to Scholastic, includes the SCHOLASTIC mark and the Red Bar logo) without the prior written consent of such other party. Notwithstanding the foregoing, Scholastic may use Customer's name and logo in Scholastic's customer lists, including publicly available lists.
- **12. Confidentiality.** Except as otherwise required by law, including Customer's obligations under the Texas Public Information Act, Customer acknowledges and agrees that the terms and conditions of this Agreement (including pricing and other terms of any Orders) shall be kept confidential by Customer at all times, and Customer shall not divulge such knowledge to any third party, or use such knowledge other than to fulfill Customer's obligations or exercise its rights under this Agreement, without Scholastic's prior written consent.
- **13. Governing Law Exclusive Venue.** These Terms are governed by the laws of the State of Texas, U.S.A.. The Parties agree that all disputes, legal actions, suits and proceedings arising out of or relating to this agreement, any ancillary agreement or related transaction must be brought exclusively in a court of competent jurisdiction in El Paso County, Texas.
- **14. Miscellaneous.** This Agreement does not, and shall not be construed to, create any partnership, joint venture, employer-employee, agency or franchisor-franchisee relationship between Customer and Scholastic. If any provision of this Agreement is found to be unlawful, void or for any reason unenforceable, that provision will be deemed severable from this Agreement and will not affect the validity and enforceability of any remaining provision. Customer may not assign, transfer or sublicense any or all of its rights or obligations under this Agreement without Scholastic's express prior written consent. Scholastic may assign, transfer, sublicense or subcontract any or all of its rights or obligations under this Agreement without restriction. No waiver by either party of any breach or default under this Agreement will be deemed to be a waiver of any preceding or subsequent breach or default. Any heading, caption or section title contained in this Agreement is for convenience only, and in no way defines or explains any section or provision. All terms defined in the singular shall have the same meanings when used in the plural, where appropriate and unless otherwise specified. Any use of the term "including" or variations thereof in this Agreement shall be construed as if followed by the phrase "without limitation." This Agreement, including the Product Terms and any Orders or other terms and conditions incorporated into this Agreement, is the entire agreement between Customer and Scholastic relating to its subject matter, and supersedes any and all prior or contemporaneous written or oral agreements or understandings between Customer and Scholastic relating to such subject matter. Notices to Customer (including

notices of changes to this Agreement) may be made via posting to the Site (as defined in the Product Terms) or by e-mail (including in each case via links), or by regular mail. Notices to Scholastic shall be sent in writing by registered mail, return receipt requested, to: Scholastic Inc., 557 Broadway, New York, NY 10012, Attn: SVP, Corporate Finance; with a copy to: Scholastic Inc., 557 Broadway, New York, NY 10012, Attn: EVP & General Counsel. Without limitation, a printed version of this Agreement and of any notice given in electronic form shall be admissible in judicial or administrative proceedings based upon or relating to this Agreement to the same extent and subject to the same conditions as other business documents and records originally generated and maintained in printed form. Scholastic will not be responsible for any failure to fulfill any obligation due to any cause beyond its reasonable control. Solely to the extent of any irreconcilable conflict between any Order, this Customer Agreement and/or the Product Terms, the terms and conditions of the Customer Agreement shall govern, followed by the terms and conditions of the Product Terms followed by the terms and conditions of the Order.

**Accepted and Agreed To:
SAN ELIZARIO ISD**

By: _____

Printed Name: _____

Date: _____



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent
Subject: Roster of T-TESS Second Appraisers for 2021-22 school year
Date: July 14, 2021

HISTORY:

The Superintendent or designee shall select the second appraiser from an established roster of trained appraisers for the purpose of the Texas Teacher Evaluation Support System (T-TESS) as stated in board policy DNA (LOCAL).

RATIONALE:

The list of qualified appraisers who may appraise a teacher in place of the teacher's supervisor shall be approved by the Board.

BUDGET:

There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the Roster of T-TESS Second Appraisers for the 2021 - 2022 school year as presented.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



MEMORANDUM

TO: Board of Trustees
FROM: Dr. Rogelio Segovia, Associate Superintendent
DATE: July 14, 2021
RE: Roster of T-TESS Second Appraisers for 2021 - 2022 school year

The Superintendent or designee shall select the second appraiser from an established roster of trained appraisers for the purpose of the Texas Teacher Evaluation Support System (T-TESS) as stated in board policy DNA Local: The list of qualified appraisers who may appraise a teacher in place of the teacher’s supervisor shall be approved by the Board.

The following personnel have met the requirements to serve as second appraisers for the 2021 – 2022 school year for San Elizario Independent School District:

<u>Appraiser</u>	<u>Title</u>
Jeannie Meza-Chavez	Superintendent of Schools
Rogelio Segovia	Associate Superintendent
Blanca Cruz	Human Resources Director
Lisa Renegar	Administrator, Research and Evaluation
Susana Frescas	Coordinator of Instructional Programs
Amanda Sanchez	Director of Special Education
Sandra Sanchez	Career and Technical Education Coordinator
Christine Jaksch	Athletic Director
April Marioni	Principal – San Elizario High School
Jaime Parra	Assistant Principal – San Elizario High School
Brenda Pallares	Assistant Principal – San Elizario High School
Ana Solis	Assistant Principal – San Elizario High School
Richard Salcido	Principal – Garcia-Enriquez Middle School
Alexander Corona	Assistant Principal – Garcia-Enriquez Middle School
Leticia De Santos	Principal – Alarcon Elementary School
Susana Gutierrez	Assistant Principal – Alarcon Elementary School
Teresa Wilks	Principal – Borrego Elementary School
Veronica Brashear	Assistant Principal – Borrego Elementary School
Ernesto Seigel	Principal – Sambrano Elementary School
Vacant	Assistant Principal – Sambrano Elementary School
Julissa Esquivel	Principal – Loya Primary School



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Assistant Superintendent
Subject: Student Code of Conduct 2021 -2022
Date: July 14, 2021

HISTORY:

As per Legal Policy FO, the Board shall adopt a Student Code of Conduct for a district. The Code of Conduct is an informational document and does not supersede any Board policies already in place by the Board of Trustees. When in question, Board policy will always be referenced as the primary guide in addition to TEA guidelines and the Texas Education Code. The campus administrators and cabinet members have reviewed the 2021 - 2022 Student Code of Conduct.

Note: The student code of conduct is subject to change based on legislative updates.

RATIONALE:

In accordance with Education Code Chapter 37, rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin. At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be: Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request. Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

BUDGET:

There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:

The recommendation is that the Board of Trustees approve the 2021 - 2022 SEISD Code of Conduct.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

2021 - 2022

*Student Code of
Conduct*



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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact SEISD Help Desk at (915) 872-3939 ext. 3489.

Purpose

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the *San Elizario Independent School District* Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.seisd.net and at *Parent* link on the SEISD website.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs school resource officers (SROs), and district security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers include but are not limited to:

Officers commissioned by the board are subject to the general duties of officers set out in Chapter 2 of the Code of Criminal Procedure. *Code of Criminal Procedure 2.12(8)*

A peace officer has the duty to preserve the peace within the officer's jurisdiction by using all lawful means.

The peace officer shall:

1. In every case authorized by the Code of Criminal Procedure, interfere without warrant to prevent or suppress crime;
2. Execute all lawful process issued to the officer by any magistrate or court;
3. Give notice to some magistrate of all offenses committed within the officer's jurisdiction, where the officer has good reason to believe there has been a violation of the penal law; and
4. Arrest offenders without warrant in every case where the officer is authorized by law, in order that they may be taken before the proper magistrate or court and be tried. (CKE LEGAL, 2018)

The law enforcement duties of district security personnel include but are not limited to:

1. Patrols district buildings and grounds to prevent fire, theft, vandalism, and illegal entry.
2. Confronts unauthorized persons on school property for questioning, routes or detains them, or calls police assistance, according to emergency plan.
3. Responds to and investigates any calls from campuses concerning security, vandalism, theft, and burglary.
4. Assists law enforcement personnel as needed.

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district’s grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 22, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.

Adhere to the requirements of the Student Code of Conduct. Chapter 37 requires the Code to include standards that schools expect from students. Modify the list to emphasize conduct the district would like to encourage.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 16, **DAEP Placement** on page 18, **Placement and/or Expulsion for Certain Offenses** on page 25, and **Expulsion** on page 28, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed in that section on page 14.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.

- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- *A location-restricted knife;
- Multi-tool knife
- *A club;
- *A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or

- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school day.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 18 and **Expulsion** on page 28 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 16.
- Placement in a DAEP, as specified in **DAEP** on page 18.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 25.
- Expulsion, as specified in **Expulsion** on page 28.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: <https://www.seisd.net/>

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or

6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 6 and secondary classification shall be grades 7–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion** on page 28.) (See **glossary** for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 28.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 28.)

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see glossary),
 2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: <https://www.seisd.net/>

Appeals shall begin at *Level One* with the campus principal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a

student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress

toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 18)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
- Breach of computer security. (See **glossary**)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for “under the influence.”)
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student’s person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a) Public lewdness under Penal Code 21.07;
 - b) Indecent exposure under Penal Code 21.08;
 - c) Criminal mischief under Penal Code 28.03;
 - d) Hazing under Education Code 37.152; or
 - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)
Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)

- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and

3. An opportunity to question the witnesses called by the district at the hearing.
4. After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Associate Superintendent authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Associate Superintendent shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school.

However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a) 65 years of age or older, or
 - b) A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a) Any vegetation, fence, or structure on open-space land; or
 - b) Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a) Recklessly damages or destroys a building belonging to another, or
 - b) Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or

deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular

or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
 2. The frame or receiver of any such weapon;
 3. Any firearm muffler or firearm weapon; or
 4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
- Such term does not include an antique firearm.

Firearm silencer is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
 - d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or

maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a) An explosive weapon;
 - b) A machine gun;
 - c) A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;

3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a) Public lewdness under Penal Code 21.07;
 - b) Indecent exposure under Penal Code 21.08;
 - c) Criminal mischief under Penal Code 28.03;
 - d) Hazing under Education Code 37.152; or
 - e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;

- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one’s body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

CÓDIGO DE CONDUCTA ESTUDIANTIL

2021 – 2022



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CÓDIGO DE CONDUCTA ESTUDIANTIL

Accesibilidad

Si Ud. tiene dificultad para acceder a la información de este documento a causa de discapacidad, favor de contactar a *el Help Desk (915) 872-3939 ext. 3489*.

Propósito

El Código de Conducta Estudiantil es la respuesta del distrito a los requisitos del Capítulo 37 del Código de Educación de Texas.

El código establece métodos y ofrece opciones para controlar a los estudiantes en la clase y en la escuela, para imponer disciplina y para prevenir e intervenir en problemas de comportamiento.

La ley exige que el distrito defina actos de mala conducta que puedan—o deban—resultar en una escala de consecuencias disciplinarias, entre ellas: remoción del estudiante de la clase o escuela regular, suspensión fuera de la escuela, asignación a un programa alternativo de enseñanza por proceso disciplinario (DAEP), asignación a un programa alternativo de enseñanza por justicia juvenil (JJAEP), o expulsión de la escuela.

Este Código de Conducta Estudiantil ha sido adoptado por la Mesa Directiva de San Elizario ISD y desarrollado con el asesoramiento del comité del distrito. El Código de Conducta Estudiantil les da a conocer a los padres y a los estudiantes las normas de conducta, las consecuencias de mal comportamiento y los procedimientos para implementar medidas disciplinarias. Permanece en vigor durante la escuela de verano y en todos los eventos y actividades relacionados a la escuela que ocurren fuera del año escolar hasta que una versión actualizada, adoptada por la Mesa Directiva, se pone en vigor para el próximo año escolar.

De acuerdo con la ley estatal, cada escuela anunciará el Código de Conducta Estudiantil o tendrá una copia disponible para revisión en la oficina del director. También, el Código de Conducta Estudiantil estará disponible en la oficina del coordinador de conducta del campus y anunciado en el sitio Web del distrito. A los padres se les notificará toda infracción del código que pueda resultar en la suspensión, asignación a un DAEP o JJAEP, expulsión del estudiante o detención por un oficial de la ley bajo Capítulo 37 del Código de Educación.

Debido a que el Código de Conducta Estudiantil fue adoptado por la Mesa Directiva del distrito, tiene el vigor de norma reglamentaria; por lo tanto, en casos de conflicto entre el código y el manual estudiantil, prevalecerá el código.

Nótese: La disciplina de estudiantes discapacitados con derecho a los servicios conforme a la ley federal, específicamente la Ley Educativa de Individuos Discapacitados y la Sección 504 de la Ley de Rehabilitación de 1973, está sujeta a las disposiciones de estas leyes.

Autoridad y jurisdicción del distrito escolar

Las normas escolares y la autoridad del distrito para imponer medidas disciplinarias se implementan cuando el interés del distrito está en juego, ya sea en las instalaciones escolares o fuera de estas, junto con las clases o las actividades patrocinadas por la escuela o independientemente de estas.

El distrito tiene autoridad disciplinaria sobre un estudiante:

1. Durante el día de clase y mientras el estudiante utiliza el transporte del distrito para ir o venir de la escuela o de una actividad patrocinada por la escuela o relacionada con la escuela;
2. Durante el período de almuerzo, cuando se permite al estudiante salir de la escuela;
3. Mientras el estudiante se encuentra en cualquier actividad relacionada con la escuela, independientemente de la hora o del lugar;
4. Por todo acto de mala conducta relacionado con la escuela, independientemente de la hora o del lugar;
5. Cuando se amenaza a un empleado, un miembro de la Mesa Directiva, o voluntario de la escuela, o se toman represalias contra estos, independientemente de la hora o del lugar;
6. Cuando un estudiante participa en la intimidación cibernética, según se describe en el Código de Educación 37.0832;
7. Cuando se dañan bienes ajenos, ya sea en el predio escolar o un evento relacionado con la escuela, o bien fuera de estos;
8. En el caso de ciertos delitos cometidos dentro de los 300 pies del predio escolar, medidos desde cualquier punto del límite de la propiedad inmobiliaria de la escuela;
9. En el caso de ciertos delitos cometidos en el predio escolar o mientras asiste a actividades patrocinadas o relacionadas con la escuela de otro distrito en Texas;
10. Cuando el estudiante comete un delito grave, como se dispone en Código de Educación 37.006 o 37.0081; y
11. Cuando el estudiante está obligado a registrarse como delincuente sexual.

Coordinador de conducta del campus

Como lo exige la ley, se debe designar a una persona en cada campus para que se desempeñe como coordinador de conducta del campus. La persona designada puede ser el director del campus o cualquier otro administrador del campus escogido por el director. El coordinador de conducta del campus es responsable ante todo de mantener la disciplina estudiantil. El distrito publicará en su sitio web y en el Manual del estudiante, para cada campus, la dirección de correo electrónico y el número de teléfono de la persona que se desempeñe como coordinador de conducta del campus. Puede conocer la información de contacto en www.seisd.net.

Equipo escolar de seguridad y apoyo y de evaluación de amenazas

El coordinador de conducta del campus y otro administrador adecuado trabajarán en estrecha relación con el equipo escolar de seguridad y apoyo y de evaluación de amenazas para implementar el reglamento y los procedimientos de evaluación de amenazas del distrito, tal como lo exige la ley, y tomarán las medidas disciplinarias adecuadas de conformidad con el Código de Conducta.

Inspecciones

Los funcionarios del distrito pueden realizar inspecciones de los estudiantes, sus pertenencias y sus vehículos de acuerdo con la ley federal y estatal y el reglamento del distrito. Las inspecciones de estudiantes deberán realizarse de manera razonable y sin discriminación. Remítase a los reglamentos del distrito en FNF(LEGAL) y FNF(LOCAL) para obtener más información acerca de las investigaciones e inspecciones.

El distrito escolar tiene el derecho de inspeccionar un vehículo conducido a la escuela por un estudiante y estacionado en el predio escolar, si existe una sospecha razonable para creer que el vehículo contiene artículos o materiales prohibidos por el distrito.

Los escritorios, los casilleros, la tecnología proporcionada por el distrito y otros artículos similares son propiedad del distrito y se proporcionan para que los estudiantes los utilicen a efectos de conveniencia. La propiedad del distrito está sujeta a registros o inspecciones en cualquier momento, sin aviso.

Denuncia de delitos

El director o coordinador de conducta del campus y otro personal administrativo, según corresponda, denunciarán los delitos conforme a la ley y llamarán a las fuerzas locales del orden público cuando se sospeche que se ha cometido un delito en la escuela.

Personal de seguridad

Para garantizar la seguridad y la protección suficiente de los estudiantes, del personal y de la propiedad, la Mesa Directiva emplea oficiales de policía asignados a la escuela (SRO), y a personal de seguridad. De acuerdo con la ley, la Mesa Directiva ha organizado con el coordinador de conducta del campus y otros empleados del distrito que, para garantizar las tareas adecuadas de cumplimiento de la ley, esta función se asigne al personal de seguridad. Las tareas de cumplimiento que competen a los agentes de las fuerzas del orden del distrito se enumeran en el reglamento CKE(LOCAL). Las tareas de cumplimiento que competen a los oficiales de policía asignados a la escuela son:

Los oficiales comisionados por la junta están sujetos a los deberes generales de los oficiales establecidos en el Capítulo 2 del Código de Procedimiento Penal. Código de Procedimiento Penal 2.12 (8) Un oficial de paz tiene el deber de preservar la paz dentro de la jurisdicción del oficial utilizando todos los medios legales. El oficial de paz deberá:

1. En todos los casos autorizados por el Código de Procedimiento Penal, interferir sin orden judicial para prevenir o reprimir el delito;
2. Ejecutar todo proceso legal emitido al oficial por cualquier magistrado o tribunal;
3. Notificar a algún magistrado sobre todos los delitos cometidos dentro de la jurisdicción del oficial, donde el oficial tiene buenas razones para creer que ha habido una violación de la ley penal; y
4. Arrestar a los delincuentes sin orden judicial en todos los casos en que el oficial esté autorizado por ley, para que puedan ser llevados ante el magistrado o tribunal apropiado y ser juzgados. (CKE LEGAL, 2018)

Las tareas de cumplimiento de la ley del personal de seguridad del distrito incluyen, pero no se limitan a:

1. Patrullar los edificios y terrenos del distrito para evitar incendios, robos, vandalismo y entrada ilegal.
2. Enfrenta a personas no autorizadas en la propiedad de la escuela para interrogarlas, enrutarlas o detenerlas, o llama a la asistencia policial, según el plan de emergencia.
3. Responde e investiga cualquier llamada de los campus sobre seguridad, vandalismo, robo y robo.
4. Asiste al personal de aplicación de la ley según sea necesario.

“Padre” definido

A lo largo del Código de Conducta Estudiantil y otras reglas de disciplina relacionadas, el término “padre” incluye un padre o madre, tutor legal, u otra persona que tiene control legal del niño.

Participar en actividades de graduación

El distrito tiene el derecho de limitar la participación de un estudiante en las actividades de graduación por violar el Código del distrito.

Participar en las actividades de graduación puede incluir una posición de oración, conforme al reglamento y los procedimientos del distrito.

Estudiantes elegibles a dar comentario al principio o al fin de la ceremonia de graduación estarán notificados por el director. A pesar de cualesquiera otros requisitos de elegibilidad, para ser considerado como orador estudiantil elegible para dar comentario al principio o al fin de la graduación, un estudiante no será involucrado en cualquier mala conducta que viola el Código, y que resulta en una suspensión fuera de escuela, asignación a un DAEP, o expulsión durante el semestre inmediatamente antes de la graduación.

El estudiante con promedio más alto de la clase y el estudiante con promedio segundo más alto también pueden tener posiciones de oración en la graduación. Ningún estudiante será elegible de tener tal posición de oración si él o ella hubiera participado en cualquiera mala conducta que viola el Código y que resulta en una suspensión fuera de la escuela, asignación a un DAEP, o expulsión durante el semestre inmediatamente antes de la graduación.

Personas no autorizadas

De acuerdo con el Código de Educación 37.105, un administrador de la escuela, oficial de policía asignado a la escuela (SRO) u oficial de policía del distrito tendrá la autoridad de denegar la entrada o expulsar a una persona de propiedad del distrito si la persona se niega a salir pacíficamente bajo pedido y:

1. La persona presenta un riesgo sustancial de daño a cualquier persona; o
2. La persona se comporta en una manera que no es apropiada para un ambiente escolar, y la persona persiste en el comportamiento después de recibir una advertencia verbal de que el

comportamiento es inapropiado y puede resultar en la denegación de entrada o la expulsión.

Las apelaciones respecto a la denegación de entrada o expulsión de la propiedad del distrito se pueden presentar de acuerdo con los reglamentos FNG(LOCAL) o GF(LOCAL), según corresponda. Sin embargo, los plazos para los procedimientos de reclamo del distrito se ajustarán conforme sea necesario para permitir que la persona se dirija a la mesa directiva personalmente dentro de los 90 días, a menos que la queja se resuelva antes de la audiencia.

Vea **DAEP – Restricciones en asignación** en la página 24 para obtener información sobre un estudiante asignado a DAEP al momento de la graduación.

Normas reglamentarias de la conducta estudiantil

Todo estudiante debe:

- Demostrar cortesía, aun cuando otros no lo hagan.
- Comportarse de manera responsable, demostrando siempre autodisciplina.
- Asistir regular y puntualmente a todas las clases.
- Prepararse para cada clase y llevar las tareas y los materiales adecuados.
- Cumplir con las normas de aseo y atuendo del distrito y de la escuela.
- Obedecer todas las reglas del salón de clase y de la escuela.
- Respetar los derechos y privilegios de los estudiantes, de los maestros y del personal y voluntarios del distrito.
- Respetar la propiedad ajena, incluso los bienes e instalaciones del distrito.
- Cooperar y ayudar al personal de la escuela a mantener la seguridad, el orden y la disciplina.
- Cumplir las normas reglamentarias del Código de Conducta Estudiantil.

Contravenciones de conducta

Las categorías de conducta que se indican a continuación están prohibidas en la escuela, y en vehículos del distrito u operados por el distrito, y en todas las actividades relacionadas con la escuela, aunque la lista no incluye las infracciones más severas. En las secciones que siguen sobre Suspensión Fuera de la Escuela, Asignación a un DAEP, Asignación y expulsión por ciertas infracciones y Expulsión, se detallan ciertas transgresiones que requieren o permiten ciertas medidas disciplinarias específicas. Sin embargo, cualquier infracción puede considerarse lo suficientemente severa para no permitir que el estudiante permanezca en el entorno educativo regular, como se detalla en la sección pertinente de este código.

Desobediencia a la autoridad

Todo estudiante tiene prohibido:

- Desobedecer órdenes o instrucciones del personal de la escuela (insubordinación).
- Salir sin permiso de la escuela o de funciones patrocinadas por la escuela.
- Desobedecer las reglas de conducta en los vehículos del distrito.
- Rehusarse a aceptar las medidas disciplinarias implementadas por el maestro o el director.

Maltrato de otras personas

Todo estudiante tiene prohibido:

- Usar lenguaje grosero o vulgar o hacer gestos obscenos.
- Reñir o pelear. (Para agresión ver **Asignación a un DAEP y Expulsión**)
- Amenazar a otro estudiante, empleado o voluntario del distrito, incluso fuera de la escuela, si la conducta causa una perturbación considerable del entorno educativo.
- Intimidar, participar en la intimidación cibernética, hostigar o preparar listas de víctimas. (Vea el **glosario** para las definiciones de estos términos)
- Divulgar o amenazar a divulgar material visual del tipo íntimo de un menor o un estudiante que tiene edad de 18 años o mayor sin el consentimiento del estudiante.
- Participar en conducta que constituye hostigamiento sexual u hostigamiento basado en el género o abuso sexual, ya sea verbal o por medio de gestos, ademanes u otro tipo de conducta, dirigida a otra persona, entre ellas un estudiante, empleado, miembro de la Mesa Directiva, o voluntario del distrito.
- Participar en conducta que constituye violencia entre novios. (Vea el **glosario**.)
- Exhibir de manera impropia o indecente las partes pudendas.
- Participar en novatadas. (Vea el **glosario**)
- Forzar a un individuo a actuar usando violencia o amenaza de violencia (coerción).
- Cometer actos de extorsión o chantaje (obtener dinero o algún objeto de valor contra la voluntad de una persona).
- Participar en conducta verbal, física o sexual impropia dirigida hacia otra persona, incluso un estudiante, empleado o voluntario del distrito.
- Grabar la voz o imagen de otra persona sin previo consentimiento de la misma, o si perturba de alguna manera el entorno educativo o invade la intimidad de otros.

Daños en propiedad ajena

Todo estudiante tiene prohibido:

- Dañar o cometer actos de vandalismo en propiedad ajena. (Para daños graves en propiedad ajena ver **Asignación a un DAEP y Expulsión**)
- Estropear o dañar bienes de la escuela—entre ellos libros de texto, tecnología y recursos electrónicos, casilleros, muebles u otros equipos—con grafitos o por cualquier otro medio.
- Robar a otros estudiantes, al personal o a la escuela.
- Robar o participar en un robo o hurto aunque no constituya un delito grave según el Código Penal. (Para delitos graves de robo, robo con agravantes y hurto vea **Asignación a un DAEP y Expulsión**)

Tenencia de artículos prohibidos

Todo estudiante tiene prohibido o usar:

- fuegos artificiales de cualquier tipo, bombas de humo, bombas fétidas o cualquier otro tipo de dispositivo pirotécnico;
- hojas de afeitar, cortadoras de cartón, cadenas o algún otro objeto utilizado de una manera que amenace o que resulte en lesiones corporales de otra persona;
- imitaciones de armas que está destinado a estar utilizado como arma o razonablemente puede estar percibido como un arma;
- rifles de aire comprimido o pistolas de balines;
- municiones o balas;
- instrumentos de mano diseñados para cortar o apuñalar a otra persona al ser lanzado;
- manoplas
- *cuchillos restringidos por sitio;
- garrotes;
- *armas de fuego;
- pistolas paralizantes;
- cortaplumas o cualquier tipo de cuchillo;
- aerosoles irritantes o paralizantes;
- material pornográfico;
- productos de tabaquería, cigarrillos, e-cigarrillos, y cualquier componente, parte, o accesorio para un dispositivo de e-cigarrillos;
- cerillos o encendedor;
- láser para apuntar, si se usa de manera no aprobada; o
- todo artículo que generalmente no se considere un arma, como útiles escolares, si el director o una persona autorizada determina que representa un peligro.

*Para armas y armas de fuego ver **Asignación a un DAEP y Expulsión**. En muchas circunstancias, la tenencia de estos artículos es castigada con la expulsión obligatoria en función de la ley federal o estatal.

Tenencia de aparatos de telecomunicaciones u otros dispositivos electrónicos

- Todo estudiante tiene prohibido:
- Exhibir, prender o usar un aparato de telecomunicaciones, incluso a un teléfono celular, u otro aparato electrónico en la escuela durante el día de clase.

Drogas ilegales, medicamentos recetados y de venta libre

Todo estudiante tiene prohibido:

- Poseer, usar, dar, o vender el alcohol o una droga ilegal. (También vea **Asignación a un DAEP y Expulsión** para las consecuencias obligatorias y permisibles bajo la ley estatal.)
- Tener o vender semillas o pedazos de marihuana en una cantidad mínima que no se puede consumir.
- Tener, usar, dar o vender parafernalia relacionada con alguna sustancia prohibida. (Vea el **glosario** para la definición de “parafernalia”)
- Tener, usar, abusar, o vender sustancias parecidas a las drogas o intentar pasar artículos como drogas o contrabando.
- Abusar o usar indebidamente su propio medicamento obtenido con receta médica, dar un medicamento recetado a otro estudiante o tener o estar bajo la influencia de drogas recetadas para otra persona en la escuela o en una función relacionada con la escuela. (Vea el **glosario** para la definición de “abuso”)
- Abusar o usar indebidamente drogas de venta libre. (Vea el **glosario** para la definición de “abuso”)
- Estar bajo la influencia de medicamentos recetados o de venta libre que causan deterioro de las facultades físicas y mentales. (Vea el **glosario** para la definición de “bajo la influencia”)
- Tener o tomar medicamentos recetados o drogas de venta libre en la escuela de manera diferente a la detallada en los reglamentos del distrito.

Uso indebido de los recursos tecnológicos y de la red Internet

Todo estudiante tiene prohibido:

- Violar las normas, reglas o acuerdos del uso de recursos tecnológicos firmados por el estudiante o por sus padres.
- Tratar de acceder o evadir contraseñas o alguna otra información relacionada a la seguridad del distrito, de los estudiantes o de los empleados o cargar o crear un virus en la computadora, incluso fuera de la escuela si la conducta causa una perturbación considerable del entorno educativo.
- Intentar alterar, destruir o inhabilitar recursos tecnológicos del distrito, incluyendo pero no limitado a las computadoras y equipos de computación del distrito, datos del distrito, datos de otros u otras redes conectadas al sistema del distrito, incluso fuera de la escuela si la conducta causa una perturbación considerable del entorno educativo.
- Usar la red Internet u otro medio de comunicación electrónica para amenazar u hostigar a estudiantes, empleados, miembros de la Mesa Directiva o voluntarios del distrito, incluso

fuera de la escuela si la conducta causa una perturbación considerable del entorno educativo o infringe en los derechos de otro estudiante en la escuela.

- Enviar, incorporar, entregar, o poseer mensajes electrónicos abusivos, obscenos, de índole sexual, amenazantes, hostigadores, perjudiciales para la reputación de otra persona o ilegales, incluso a la intimidación electrónica y “sexting”, en la escuela o fuera de la escuela, si la conducta causa una perturbación considerable del entorno educativo o infringe en los derechos de otro estudiante en la escuela.
- Usar la red Internet u otra comunicación electrónica para participar en o fomentar conductas ilegales o para amenazar la seguridad de la escuela, incluso a las acciones fuera de propiedad de la escuela si la conducta causa una interrupción sustancial al ambiente educativo o infringe en los derechos de otro estudiante de la escuela.

Transgresiones en contra de la seguridad

Todo estudiante tiene prohibido:

- Poseer publicaciones o material electrónico diseñado para promover o fomentar conductas ilegales o que podrían poner en peligro la seguridad de la escuela.
- Participar en altercados orales o escritos que amenacen la seguridad de otros estudiantes o de empleados o bienes de la escuela.
- Hacer acusaciones falsas o cometer acciones engañosas con respecto a la seguridad de la escuela.
- Participar en conducta tal que el personal de la escuela pueda razonablemente creer perturbará considerablemente los programas escolares o incitará a actos de violencia.
- Arrojar objetos que pueden causar lesiones corporales o daños a bienes.
- Descargar un extintor de incendios sin justificación.

Otras infracciones

Todo estudiante tiene prohibido:

- Desobedecer las normas de aseo personal y de atuendo detalladas en el manual estudiantil.
- Hurtar o copiar la tarea de otra persona.
- Hacer apuestas.
- Falsificar registros, pases o cualquier otro documento relacionado a la escuela.
- Participar en acciones o manifestaciones que perturben considerablemente o interfieran materialmente con las actividades escolares.
- Desobedecer repetidamente las normas de conducta de la escuela o del salón de clase.

Además de las normas detalladas en el código, el distrito puede imponer otras reglas de conducta en la escuela y en el salón de clase que se anunciarán en los salones de clase o se entregarán a los estudiantes. El incumplimiento de estas reglas puede o no constituir violaciones del código.

Técnicas para el control de la disciplina

La disciplina estará diseñada para mejorar la conducta y para fomentar en los estudiantes el cumplimiento de sus responsabilidades como miembros de la comunidad escolar. Toda acción disciplinaria estará basada en el criterio profesional de los maestros y del personal administrativo, y en una escala de medidas disciplinarias, incluso prácticas restaurativas. La disciplina se basará en la gravedad de la infracción, la edad del estudiante, su grado académico, la frecuencia del mal comportamiento, la actitud del estudiante, el impacto de la mala conducta en el entorno escolar y los requisitos de la ley.

Estudiantes discapacitados

La disciplina para estudiantes discapacitados se regirá por las leyes estatales y federales pertinentes, además de las normas detalladas en el Código de Conducta Estudiantil. En caso de que se presente un conflicto, el distrito cumplirá con la ley federal. Para obtener más información acerca de la disciplina de estudiantes discapacitados, vea el reglamento FOF(LEGAL).

De acuerdo con el Código de Educación del Estado, un estudiante que recibe servicios de educación especial no puede ser disciplinado por conducta que corresponda a la definición de intimidación, intimidación cibernética, hostigamiento o preparación de listas de víctimas (ver el **glosario**) hasta que no se haya efectuado la reunión del comité de admisión, revisión y baja de un estudiante discapacitado (ARD por sus siglas en inglés) para considerar los detalles de dicha conducta.

Antes de ordenar la suspensión fuera de la escuela, la asignación a un DAEP o la expulsión, a pesar de que la acción sea obligatoria o discrecional, el distrito tomará en cuenta si la discapacidad ha dificultado considerablemente la capacidad del estudiante de reconocer el error de su conducta.

Técnicas

Las siguientes técnicas o estrategias disciplinarias pueden usarse solas, en combinación, o como parte de intervenciones progresivas para controlar comportamientos prohibidos por el Código de Conducta Estudiantil o por las reglas de la escuela o del salón de clase:

- Corrección oral o escrita.
- Tiempo para calmarse o una breve “pausa” (time-out), de conformidad con la ley.
- Cambio de asiento en el salón de clase o en vehículos del distrito u operados por el distrito.
- Confiscación temporal de artículos que perturban el proceso educativo.
- Premios o deméritos.
- Contratos de buen comportamiento.
- Asesoramiento por parte de los maestros, los consejeros de la escuela o por el personal administrativo.
- Conferencias de padres y maestros.
- Entrenamiento de comportamiento.
- Clases de control de la ira.
- Meditación (víctima-delincuente).

- Círculos en clase.
- Conferencias del grupo familiar.
- Reducción de las calificaciones por copiar o plagiar o como lo permitan las normas reglamentarias.
- Detención, incluso a la detención fuera de horas regulares de la escuela.
- Envío del estudiante a la oficina o a un área designada, o suspensión dentro de la escuela.
- Asignación de labores en la escuela, como limpieza o recolección de basura.
- Pérdida de privilegios, tales como participar en actividades extracurriculares, ser candidato o desempeñar cargos honoríficos, o ser miembro de organizaciones y clubes patrocinados por la escuela.
- Medidas disciplinarias o castigos identificados en las normas de conducta para actividades extracurriculares de organizaciones a las que pertenece el estudiante.
- Pérdida o restricción de los privilegios del transporte escolar.
- Período probatorio dictado y administrado por la escuela.
- Suspensión fuera de la escuela, según se especifica en la sección titulada **Suspensión Fuera de la Escuela de este código**.
- Asignación a un DAEP, según se especifica en la sección titulada **Asignación a un DAEP de este código**.
- Expulsión o colocación en un entorno educacional alternativo, según se especifica en la sección Asignación o expulsión por ciertas infracciones de este código.
- Expulsión, según se especifica en la sección de **Expulsión** de este código.
- Remisión del estudiante a una dependencia fuera de la escuela o a una autoridad jurídica para enjuiciamiento penal, además de las medidas disciplinarias que imponga el distrito.
- Otras estrategias y consecuencias que determinen las autoridades directivas de la escuela.

Técnicas aversivas prohibidas

Está prohibido el uso de técnicas aversivas con los estudiantes. Estas se definen como técnicas o intervenciones que pretenden reducir la reincidencia de una conducta infligiendo intencionalmente dolor físico, malestar emocional o dolor significativos. Las técnicas aversivas incluyen:

- Usar técnicas diseñadas para causar dolor físico, que no sea el castigo corporal que permite el reglamento del distrito, o que probablemente lo causen. [Ver reglamento FO(LOCAL)].
- Usar técnicas diseñadas para causar dolor físico mediante descarga eléctrica o cualquier procedimiento que implique puntos de presión o bloqueo de articulaciones, o que probablemente causen dicho dolor.
- La liberación directa de rociada, bruma o sustancia desagradable, tóxica o nociva cerca del rostro de un estudiante.
- Denegar el sueño adecuado, aire, comida, agua, refugio, ropa de cama, comodidad física, supervisión o acceso a un sanitario.
- Ridiculizar o degradar a un estudiante de manera tal que afecte negativamente o ponga en riesgo el aprendizaje o la salud mental del estudiante o constituya un acto de abuso verbal.

- Emplear un dispositivo, material u objeto que inmovilice las cuatro extremidades del estudiante, incluso la inmovilización en el suelo boca arriba o boca abajo.
- Alterar la respiración del estudiante, lo que incluye aplicar presión en el torso o el cuello del estudiante o colocar algo en la boca o la nariz del estudiante o sobre esta, o tapar el rostro del estudiante.
- Restringir la circulación del estudiante,
- Asegurar al estudiante a un objeto fijo mientras el estudiante permanece sentado o de pie.
- Impedir, reducir o entorpecer la capacidad de comunicación del estudiante.
- Usar restricciones químicas.
- Utilizar la pausa de manera tal que evite que el estudiante pueda participar y progrese adecuadamente en el currículo requerido o en cualquier objetivo del programa de educación individualizado (IEP), lo que incluye aislar al estudiante mediante el uso de obstáculos físicos.
- Privar al estudiante de uno de sus sentidos o más, a menos que la técnica no provoque el malestar del estudiante o cumpla con el IEP del estudiante o con su plan de intervención conductual (BIP).

Notificación

El coordinador de conducta del campus avisará inmediatamente a los padres del estudiante por teléfono o en persona de cualquier infracción que puede resultar en suspensión dentro de la escuela o fuera de la escuela, asignación a un DAEP, asignación a un JJAEP, o expulsión. El coordinador de conducta del campus también avisará a los padres del estudiante si el estudiante está detenido por un oficial de la ley bajo las provisiones disciplinarias del Código de Educación. Se hará un esfuerzo de buena fe en el día en que se tomó la acción a proveer al estudiante noticia escrita de la acción disciplinaria para entrega a los padres. Si no se haya contactado a los padres por teléfono o en persona para la hora 5:00 de la tarde del primer día de negocios después del día en que se tomó la acción disciplinaria, el coordinador de conducta del campus enviará noticia escrita por U.S. Mail. Si el coordinador de conducta del campus no se puede proveer notificación al padre, el director o el designado proveerá la notificación.

Antes de que el director u otra administrador asigna a un estudiante menor de 18 años a detención fuera de las horas regulares de la escuela, se dará noticia al padre o madre del estudiante para informarle de la razón para la detención y permitir preparativos para el transporte necesario.

Apelaciones

Las preguntas de los padres con respecto a estas medidas disciplinarias deberán ser dirigidas al maestro, al personal administrativo de la escuela, o el coordinador de conducta del campus, dependiendo del caso. Las apelaciones o quejas sobre el uso de técnicas disciplinarias específicas deberán estar manejadas de acuerdo con el reglamento FNG (LOCAL). Se puede obtener una copia de este reglamento en la oficina del director de la escuela, en la oficina del coordinador de conducta del campus, o en la oficina central de administración o en el enlace Policy on Line en la siguiente dirección de la red Internet: <https://www.seisd.net>

El distrito no demorará una consecuencia disciplinaria mientras un estudiante o un padre presenta una queja.

Remoción del estudiante del autobús

Un conductor del autobús puede enviar a un estudiante a la oficina del director o la oficina del coordinador de conducta del campus para mantener disciplina efectiva en el autobús. El director o coordinador de conducta del campus debe usar medidas disciplinarias adicionales, como apropiado, que se puede incluir restringir o revocar los privilegios de un estudiante subirse al autobús.

Desde que la responsabilidad primaria del distrito en el transporte de estudiantes es hacerlo con tanto seguridad posible, el operador del vehículo tiene que enfocarse en conducir y no tener su atención interrumpido por el mal comportamiento estudiantil. Entonces, cuando las medidas apropiadas disciplinarias no llegan a mejorar el comportamiento estudiantil o cuando el mal comportamiento específico merece la extracción inmediata, el director o el coordinador de conducta del campus puede restringir o revocar los privilegios del transporte de un estudiante, en concordancia con la ley.

Remoción del estudiante fuera del entorno escolar regular

Además de otras técnicas disciplinarias, la mala conducta puede resultar en la remoción del estudiante fuera del entorno escolar regular, ya sea por una remisión de rutina o mediante la remoción formal.

Remisión de rutina

Una remisión de rutina sucede cuando el maestro manda al estudiante a la oficina del coordinador de conducta del campus como medida disciplinaria. El coordinador de conducta del campus usará técnicas alternativas de maneja disciplinaria, incluso a intervenciones progresivas. Un maestro o administrador **puede** sacar a un estudiante de clase para conducta que viola este Código para mantener disciplina efectiva en la clase.

Remoción formal

El maestro también **puede** iniciar la remoción formal del estudiante si:

1. El maestro ha documentado que la conducta del estudiante ha interferido repetidamente con la capacidad del maestro de dictar su clase o con la capacidad del resto de los alumnos de aprender; o
2. La conducta es tan rebelde, impertinente o abusiva, que el maestro no puede enseñar y los estudiantes en el salón no pueden aprender.

Dentro de un plazo de tres días escolares desde que se haya retirado formalmente al estudiante de la clase, el coordinador de conducta del campus o personal administrativo autorizado programará una conferencia con el padre del estudiante, el estudiante, el maestro que ha retirado al estudiante de la clase y con cualquier otro miembro del personal administrativo que corresponda.

Durante la conferencia, el coordinador de conducta del campus o personal administrativo autorizado le informará al estudiante sobre la presunta mala conducta y las consecuencias propuestas. El estudiante tendrá la oportunidad de responder a las acusaciones.

Cuando un maestro retira a un estudiante del salón regular de clase y aún está pendiente la conferencia, el coordinador de conducta del campus u otro administrador puede usar una de las siguientes estrategias con el estudiante:

- Colocación en otro salón de clase que sea adecuado
- Suspensión dentro de la escuela
- Suspensión fuera de la escuela
- Asignación a un DAEP

Un maestro o administrador debe sacar a un estudiante de clase si el estudiante participa en conducta que bajo el Código de Educación requiere o permite la asignación a DAEP o expulsión. Cuando la extracción ocurre por estas razones, seguirá los procedimientos en las secciones subsiguientes de DAEP o expulsión.

Regreso del estudiante al salón de clase

Cuando un maestro retira formalmente a un estudiante del salón de clase por conducta en contra de dicho maestro que contiene elementos de agresión, agresión con agravantes, agresión sexual, agresión sexual con agravantes, homicidio calificado, homicidio con pena de muerte o tentativa de homicidio calificado o de homicidio con pena de muerte, el estudiante no puede regresar a la clase del maestro sin el consentimiento del mismo.

Si un maestro retira formalmente de la clase a un estudiante por cualquier otra conducta, el estudiante puede regresar a la clase sin el consentimiento del maestro, si el comité que evalúa las colocaciones por problemas disciplinarios determina que la clase de dicho maestro es la mejor o única alternativa disponible.

Suspensión fuera de la escuela

Mala conducta

Se puede suspender a un estudiante por todo comportamiento que se detalla en el código como contravenciones de conducta, por infracciones que resulten en asignación a un DAEP o por delitos que ameriten la expulsión.

El distrito no usará la suspensión fuera de la escuela para estudiantes en el grado 2 o abajo a menos que la conducta cumpla con los requisitos establecidos en la ley.

Un estudiante de un grado inferior a 3.º o que no tenga hogar será colocado en suspensión fuera de la escuela a menos que, al encontrarse en el predio escolar o en una actividad patrocinada por la escuela o relacionada con esta en el predio escolar o fuera de este, el estudiante participe en:

- Conducta que contiene los elementos de un delito de armas, como se establece en el Código Penal Sección 46.02 o 46.05;
- Conducta que contiene los elementos de agresión, agresión sexual, agresión agravado, o agresión sexual agravado, como se establece en el Código Penal; o
- Vender, dar, o entregar a otra persona o poseer, usar, o estar bajo la influencia de cualquier cantidad de marihuana, una bebida alcohólica, o sustancia controlada o droga peligrosa como define la ley federal o estatal.

El distrito usará un programa positivo de comportamiento como alternativa disciplinaria para los estudiantes de un grado inferior a 3.º que cometan violaciones generales de conducta en vez de la suspensión o asignación en un DAEP. El programa cumplirá con los requisitos de la ley.

Proceso

La ley estatal permite suspender a un estudiante por un máximo de tres días de clase por cada acto de mala conducta y no impone límites en el número de veces que se lo puede suspender dentro de un semestre o de un ciclo escolar.

Antes de suspenderlo, se le concederá al estudiante una conferencia informal con el coordinador de conducta del campus o personal administrativo autorizado, que le informará al estudiante la presunta mala conducta. El estudiante tendrá la oportunidad de responder a la acusación antes de que el personal administrativo tome su decisión.

El coordinador de conducta del campus determinará el número de días que el estudiante será suspendido, que no deberá exceder de tres días de clase.

Antes de ordenar la suspensión fuera de la escuela del estudiante, el distrito tendrá en consideración:

3. Si la conducta fue en defensa propia (vea el **glosario**),
4. Si hubo intención o falta de intención en el momento en que el estudiante participó en la conducta,
5. El registro de antecedentes disciplinarios del estudiante,
6. Una discapacidad que impida sustancialmente la capacidad del estudiante de entender la ilicitud de su conducta,

7. La situación del estudiante en custodia del Departamento de Servicios para la Familia y de Protección (acogimiento familiar), o
8. La situación del estudiante como persona sin hogar.

El personal administrativo autorizado determinará las restricciones en la participación del estudiante en actividades cocurriculares y extracurriculares relacionadas o patrocinadas por la escuela durante el período de suspensión.

Trabajo de clase durante la suspensión

El distrito garantizará que el estudiante tenga acceso al trabajo de clase correspondiente a los cursos del currículo básico mientras el estudiante esté en suspensión en la escuela o fuera de esta. Esto contempla la recepción de este trabajo de clase a través de un medio, como mínimo, que no requiera el uso de Internet.

Los estudiantes que sean retirados de la clase regular y colocados en suspensión dentro de la escuela u otro entorno, aparte de un DAEP, tendrán la oportunidad de completar, antes del comienzo del próximo año escolar, cada curso en el que el estudiante estaba inscrito en el momento del retiro del salón de clases regulares. El distrito puede proporcionar dicha oportunidad a través de cualquier método alternativo disponible, por ejemplo, un curso por correspondencia, otra opción de aprendizaje a distancia o una escuela de verano. El distrito no cobrará al estudiante por ningún método de finalización proporcionado por el distrito.

Asignación a un programa alternativo de enseñanza por proceso disciplinario (DAEP)

El DAEP ocurrirá en un ambiente que no sea el salón de clase normal del estudiante. Un estudiante de la escuela primaria no puede ser asignado a un DAEP con un estudiante que no es de la escuela primaria.

Por el propósito de DAEP, la clasificación primaria será kindergarten–grado 6 y la clasificación secundaria será los grados 7–12.

Los programas del verano del distrito servirán a los estudiantes asignados a un DAEP juntamente con otros estudiantes.

Un estudiante expulsado por una infracción que de otra manera hubiera resultado en asignación a un DAEP no tendrá que ser asignado a un DAEP además de la expulsión.

Antes de ordenar la asignación a un DAEP, a pesar de que la acción sea obligatoria o discrecional, el coordinador de conducta del campus tendrá en consideración:

1. Si la conducta fue en defensa propia (vea el **glosario**),
2. Si hubo intención o falta de intención en el momento en que el estudiante participó en la conducta,
3. El registro de antecedentes disciplinarios del estudiante,
4. Una discapacidad que impida sustancialmente la capacidad del estudiante de entender la ilicitud de su conducta,
5. La situación del estudiante en custodia del Departamento de Servicios para la Familia y de Protección (acogimiento familiar), o
6. La situación del estudiante como persona sin hogar.

Asignación discrecional: Mala conducta que puede resultar en asignación a un DAEP

Un estudiante puede ser asignado a un DAEP por comportamientos prohibidos en la sección de Contravenciones de conducta de este código.

Mala conducta identificada en la ley estatal

Conforme a la ley estatal, un estudiante **puede** ser asignado a un DAEP por uno de los siguientes delitos:

- Participar en la intimidación que alienta a un estudiante a suicidarse o intentar a suicidarse.
- Incitar violencia contra un estudiante por intimidación de un grupo.
- Divulgar o amenazar con divulgar material visual de tipo íntimo de un menor o de un estudiante de 18 años de edad o mayor sin el consentimiento del estudiante.
- Participación en una cofradía, hermandad o sociedad secreta de una escuela pública, ya sea como miembro o futuro miembro, o fomentando el interés de otra persona en convertirse en miembro de una cofradía, hermandad, sociedad secreta o pandilla de una escuela pública. (Ver el glosario)
- Participación en actividades delictivas de una pandilla. (Ver el glosario)
- Cualquier tipo de daños en propiedad ajena, incluso si constituyen un delito grave.
- Agresión (sin daño corporal) con la amenaza del daño corporal inminente.

- Agresión por contacto físico ofensivo o provocador.

De acuerdo a la ley estatal, se **puede** asignar a un estudiante a un DAEP si el superintendente o el personal autorizado determinan que hay razón para creer (ver el **glosario**) que el estudiante ha participado en conducta punible como delito grave, distinta a robo con agravantes o a las que se detallan como delitos en el Título 5 del Código Penal (ver el **glosario**), que sucedió fuera de la escuela y no durante una función patrocinada o relacionada con la escuela, si la presencia del estudiante en el salón regular de clase representa un peligro para los otros estudiantes o para los maestros o va a ser perjudicial para el proceso educativo.

El coordinador de conducta del campus **puede**, pero no está obligado, a asignar un estudiante a un DAEP por conducta por la cual la ley exige colocación en un DAEP, si la conducta ocurrió fuera de la escuela y el personal administrativo no tiene conocimiento de la conducta antes del primer aniversario de la fecha en que dicha conducta tuvo lugar.

Asignación obligatoria: Mala conducta que requiere asignación a un DAEP

Un estudiante **debe** ser asignado a un DAEP si:

- Participa en conducta relacionada a una falsa alarma (incluso amenaza de bomba) o una amenaza terrorista que afecte una escuela pública. (Ver el glosario)
- Comete los siguientes delitos en la escuela o dentro de los 300 pies del plantel escolar medidos desde cualquier punto del perímetro limítrofe de los bienes inmuebles de la escuela, o mientras asiste a una actividad patrocinada o relacionada con la escuela ya sea dentro o fuera del plantel escolar:
 - Participa en conducta punible como delito grave.
 - Comete una agresión (ver el **glosario**) conforme a la Sección 22. 01(a) (1) del Código Penal.
 - Vende, da o entrega a otra persona o tiene, consume o está bajo la influencia de marihuana, de una substancia regulada o de una droga peligrosa en una cantidad que no llega a constituir un delito grave. Un estudiante con una receta válida para cannabis bajo en THC como autorizado por Capítulo 487 del Código de Salud y Seguridad no viola esta provisión. (Los delitos graves relacionados a una escuela que involucran drogas están detallados en la sección de **Expulsión**) (Ver el **glosario** para “bajo la influencia”)
 - Vende, da o entrega a otra persona una bebida alcohólica; comete un acto o infracción grave mientras está bajo la influencia del alcohol; o tiene, consume o está bajo la influencia del alcohol, si la conducta no se sanciona como delito grave. (Los delitos graves relacionados con una escuela que involucran alcohol están detallados en la sección de **Expulsión**.)
 - Se comporta de una manera que contiene los elementos de un delito relacionado al uso indebido de sustancias químicas volátiles.
 - Se comporta de una manera que contiene los elementos de los delitos de lascivia pública o exhibición indecente. (Consulte el **glosario**).
 - Participa en una conducta que contiene los elementos de un delito de acoso contra un empleado según el Código Penal 42.07(a)(1), (2), (3) o (7).
- Participa en conducta que resulta en expulsión y tiene entre seis y nueve años.

- Comete un delito federal relacionado con armas de fuego y es menor de seis años.
- Participa en conducta que contiene los elementos del delito de represalia en contra de un empleado o voluntario de la escuela ya sea dentro o fuera de la escuela. (Cometer represalia conjuntamente con otro delito que resulta en expulsión se detalla en la sección de Expulsión de este código.)
- Participa en conducta que se sanciona como robo con agravantes o delito grave de acuerdo al Título 5 (ver el **glosario**) del Código Penal cuando la conducta ocurre fuera de la escuela y no en una función patrocinada o relacionada con la escuela y:
 - El estudiante recibe enjuiciamiento diferido (ver el glosario),
 - Un juzgado o un jurado determina que el estudiante ha participado en conducta delictiva (ver el glosario) o
 - El superintendente o el personal autorizado determinan que existe razón para creer (ver el glosario) que el estudiante ha participado en esa conducta.

Agresión sexual y asignación de escuela

Si se determina judicialmente que un estudiante ha cometido abuso sexual continuado de un menor o si se determina judicialmente que cometió agresión sexual o agresión sexual con agravantes en contra de otro estudiante en la misma escuela, o si se difiere el fallo por uno de estos delitos, y los padres de la víctima u otra persona autorizada para actuar en nombre de la víctima solicita que la Mesa Directiva traslade al agresor a otra escuela, se trasladará el agresor a otra escuela en el distrito. Si no hay otra escuela en el distrito que ofrezca el nivel escolar del agresor, se lo colocará en un DAEP.

Proceso

La asignación de un estudiante a un DAEP será determinada por el coordinador de conducta del campus.

Conferencia

Cuando se retira un estudiante de la clase por una infracción que amerite colocarlo en un DAEP, el coordinador de conducta del campus o personal administrativo autorizado programará una conferencia dentro de los tres días de clase con el estudiante, sus padres y el maestro, si fue el maestro quien lo retiró de la clase.

En la conferencia, el coordinador de conducta del campus o personal administrativo le hará saber al estudiante, oralmente o por escrito, las razones por las cuales se lo retiró de la clase, le explicará los fundamentos de las mismas y le dará una oportunidad de responder.

Si a pesar de los esfuerzos del distrito no se consigue que las personas interesadas asistan, se llevará a cabo la conferencia y se tomará una decisión con respecto a la asignación a un DAEP aunque el estudiante o los padres no estén presentes.

Consideración de factores atenuantes

Al decidir si asignar a un estudiante a DAEP, independientemente de que la acción sea obligatoria o discrecional, el coordinador de conducta del campus tendrá en consideración:

1. Si la conducta fue en defensa propia (vea el glosario),

2. Si hubo intención o falta de intención en el momento en que el estudiante participó en la conducta,
3. El registro de antecedentes disciplinarios del estudiante,
4. Una discapacidad que impida sustancialmente la capacidad del estudiante de entender la ilicitud de su conducta, o
5. La situación del estudiante en custodia del Departamento de Servicios para la Familia y de Protección (acogimiento familiar), o
6. La situación del estudiante como persona sin hogar

Orden de asignación

Después de la conferencia, si al estudiante se lo asigna a un DAEP, el coordinador de conducta del campus escribirá la orden. Se enviará una copia de la orden de asignación a un DAEP al estudiante y a sus padres.

Dentro de los dos días hábiles después de la conferencia, la persona designada por la Mesa Directiva entregará al juzgado de menores una copia de la orden de asignación y toda la información que requiere la Sección 52.04 del Código de Familia.

Si se asigna un estudiante a un DAEP y el período de asignación no es consecuente con las normas que se establecen en este código, la orden de asignación detallará esta información.

Aviso sobre tarea del curso

El padre o tutor de un estudiante asignado a un DAEP recibirá un aviso por escrito sobre la oportunidad del estudiante de completar un curso del currículo básico en el que el estudiante haya estado matriculado en el momento de la remoción y que se requiera para la graduación, de manera gratuita para el estudiante. El aviso incluirá información sobre todos los métodos disponibles para completar las tareas.

Duración de la asignación

El coordinador de conducta del campus determinará la duración de la asignación de un estudiante a un DAEP.

La duración de la asignación de un estudiante será determinada teniendo en cuenta cada caso en particular, en función de la gravedad de la infracción, la edad y el grado académico del estudiante, la frecuencia de su mal comportamiento, la actitud del estudiante y los requisitos de la ley.

El período máximo de asignación a un DAEP será de un año calendario, con las siguientes excepciones.

A menos que se especifique lo contrario en la orden de asignación, los días de inasistencia a un DAEP no contarán para cumplir con el número total de días requeridos en la orden de asignación de un estudiante.

El distrito administrará las evaluaciones antes del tiempo en DAEP y después del tiempo en DAEP que son requeridas para estudiantes asignados a DAEP por un periodo de 90 días o más de acuerdo con procesos administrativos establecidos del distrito para administrar otros tipos de evaluaciones diagnósticas.

Asignación que excede un año

La asignación a un DAEP puede exceder un año cuando una revisión del distrito determina que el estudiante es una amenaza a la seguridad de otros estudiantes o empleados del distrito.

Los límites impuestos por la ley a la duración de la asignación a un DAEP no se aplican cuando la Mesa Directiva coloca a un estudiante en un DAEP por participar en la agresión sexual de otro estudiante para impedir que el agresor y la víctima estén asignados a la misma escuela.

Asignación que excede el ciclo escolar

Los estudiantes que, al final del ciclo escolar, cometen delitos por los cuales la asignación a un DAEP es requerida pueden ser obligados a continuar en el DAEP al comienzo del ciclo escolar siguiente hasta cumplir el período asignado.

Para continuar la asignación de un estudiante a un DAEP después que finalice el ciclo escolar, el coordinador de conducta del campus o designado de la Mesa Directiva deberá determinar que:

1. La presencia del estudiante en el salón regular de clase o en la escuela regular representa un peligro de daño físico para el estudiante o para otras personas o
2. El estudiante ha exhibido mal comportamiento excesivo o persistente (ver el glosario) en incumplimiento del código del distrito.

Asignación que excede los 60 días

Antes de prolongar la asignación de un estudiante a un DAEP por más de 60 días o hasta después del siguiente período de calificaciones, sea cual fuere que ocurra primero, se les notificará a los padres del estudiante y se les dará la oportunidad de participar en una audiencia ante la Mesa Directiva o ante el personal autorizado.

Apelaciones

Las preguntas de los padres sobre las medidas disciplinarias deberán ser dirigidas al personal administrativo de la escuela.

Las apelaciones de un estudiante o padre sobre la asignación de un estudiante a un DAEP deberán ser dirigidas de acuerdo con el reglamento FNG(LOCAL).

Se puede obtener una copia de este reglamento en la oficina del director de la escuela, en la oficina de coordinador de conducta del campus, en la oficina central de administración o en el enlace Policy On Line en la siguiente dirección de la red Internet: <https://www.seisd.net>

Las apelaciones empiezan en *Primer Nivel* con el director de la escuela.

El distrito no retrasará las consecuencias disciplinarias a la espera del resultado de una apelación. La decisión de colocar a un estudiante en un DAEP no se puede apelar más allá de la Mesa Directiva.

Restricciones durante la asignación

El distrito escolar no permite que un estudiante asignado a un DAEP participe en actividades curriculares o extracurriculares patrocinadas o relacionadas con la escuela, incluso postularse

o desempeñar cargos honoríficos o ser miembro de organizaciones y clubes patrocinados por la escuela.

No se le proporcionará transporte a un estudiante asignado a un DAEP a menos que sea un estudiante con discapacidades que tenga derecho al transporte de conformidad con su programa de educación individualizado (IEP) o el plan de la Sección 504.

Para los estudiantes en el último año de la preparatoria que cumplan los requisitos para graduarse y que estén asignados a un DAEP al tiempo de la graduación, la colocación en el programa continuará hasta después de la graduación y no se les permitirá que asistan ni a la ceremonia ni a las actividades relacionadas con la graduación.

Revisión de la asignación

El coordinador de conducta del campus revisará la situación de un estudiante colocado en un DAEP, incluso el progreso académico, en intervalos que no pueden exceder los 120 días. En el caso de un estudiante de la escuela preparatoria, también se evaluarán el plan de graduación del estudiante y su progreso. Durante la revisión, el estudiante y sus padres tendrán la oportunidad de abogar para que el estudiante regrese al salón regular de clase o a su escuela. No se permitirá el regreso del estudiante al salón del maestro que lo retiró de la clase sin el consentimiento de dicho maestro.

Otros actos de mala conducta

Si durante el período de asignación a un DAEP el estudiante participa en mala conducta para la cual se requiere o se permite colocación en un DAEP o expulsión, el coordinador de conducta del campus puede iniciar procesos que resulten en una orden disciplinaria adicional.

Notificación de proceso penal

Cuando un estudiante está asignado a DAEP por ciertos delitos, la fiscalía notificará al distrito si:

1. Se rehusó enjuiciamiento del estudiante por falta de méritos para procesar o por pruebas insuficientes y no se iniciará un proceso formal, un fallo diferido (ver el glosario) o un enjuiciamiento diferido; o si
2. El juzgado o un jurado determinaron que el estudiante no es culpable o que no participó en conducta delictiva o conducta que indica la necesidad de supervisión y la causa se desestimó sin derecho a nuevo juicio.

Si al estudiante se le asignó un DAEP por ese tipo de conducta, cuando se reciba la notificación de la fiscalía, el superintendente o el personal autorizado evaluarán la colocación del estudiante y programarán una junta con los padres dentro de los tres días desde que el superintendente o el personal autorizado reciban la notificación de la fiscalía. El estudiante no podrá regresar al salón regular de clase mientras la revisión esté pendiente.

Después de revisar la notificación y de recibir información de los padres del estudiante, el superintendente o el personal autorizado pueden continuar la colocación del estudiante si existe razón para creer que la presencia del estudiante en el salón regular de clase amenaza la seguridad de otros estudiantes o de los maestros.

El estudiante o sus padres pueden apelar la decisión del superintendente a la Mesa Directiva. El estudiante no podrá regresar al salón regular de clase mientras la apelación esté pendiente. En caso de apelación, la Mesa Directiva, en su próxima sesión regular, evaluará la notificación de la fiscalía y recibirá información del estudiante, de sus padres y del superintendente o personal autorizado y confirmará o revocará la decisión tomada por el superintendente o por el personal autorizado. La Mesa Directiva levantará un acta del proceso.

Si la Mesa Directiva confirma la decisión del superintendente o del personal autorizado, el estudiante o sus padres pueden apelar al Comisionado de Educación. El estudiante no podrá regresar al salón regular de clase mientras la apelación esté pendiente.

Estudiantes que se retiran del distrito durante el proceso

Cuando un estudiante viola el código del distrito de una manera que requiere o permite la asignación a un DAEP y el estudiante se retira del distrito antes que se haya terminado la orden de asignación, el coordinador de conducta del campus puede finalizar el proceso y emitir una orden de asignación. Si después el estudiante se inscribe nuevamente en el distrito durante el mismo ciclo escolar o uno posterior, el distrito puede reactivar la orden en ese momento, menos el período que haya cumplido el estudiante mientras ha estado inscripto en otro distrito. Si el coordinador de conducta del campus o la Mesa Directiva no emiten una orden de asignación después que el estudiante se retira de la escuela, el siguiente distrito en el cual se inscriba el estudiante puede finalizar el proceso y emitir una orden de asignación.

Estudiantes recién inscriptos

El distrito continuará la colocación en un DAEP de un estudiante que se inscribe en el distrito y que fue asignado a un DAEP en una escuela chárter de inscripción abierta o en otro distrito.

Un estudiante que se inscribe en este distrito y que fue asignado a un DAEP por el distrito de otro estado será colocado como cualquier otro estudiante recién inscripto si la conducta que cometió es una razón para asignarlo a un DAEP en este distrito.

Si el estudiante fue asignado a un DAEP por un distrito escolar en otro estado por un período mayor a un año, este distrito, conforme a la ley estatal, reducirá el período de asignación para que el término total no exceda el año. Sin embargo, después de una revisión, se puede extender el período de asignación por más de un año si el distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados o si extender el período protege el interés superior del estudiante.

Proceso para asignación de emergencia

Cuando una asignación de emergencia sea necesaria a causa de que el comportamiento del estudiante es tan indisciplinado, disruptivo o abusivo que seriamente interfiere con las operaciones de clase o de la escuela, se le dará al estudiante notificación oral del motivo de la acción. Dentro de los diez días de la fecha de asignación se llevará a cabo la conferencia con el estudiante conforme a los requisitos para asignación a un DAEP.

Servicios de transición

De conformidad con la ley y los procedimientos del distrito, el personal del campus proporcionará servicios de transición a un estudiante que se reincorpore al salón de clases regular después de un programa de educación alternativo, entre ellos, el DAEP. Consulte el reglamento FOCA(LEGAL) para obtener más información.

Asignación o expulsión por ciertas infracciones

Esta sección incluye dos categorías de infracciones para las cuales el Código de Educación establece procesos únicos y consecuencias específicas.

Delincuentes sexuales registrados

Al recibir notificación conforme a la ley estatal de que un estudiante está actualmente obligado a registrarse como delincuente sexual, el distrito debe retirar al estudiante del salón regular de clase y determinar la colocación adecuada a menos que un juez ordene la colocación en el programa alternativo de enseñanza del sistema judicial de menores (JJAEP por sus siglas en inglés).

Si el estudiante está bajo algún tipo de supervisión judicial, entre ellos libertad vigilada, supervisión comunitaria o libertad condicional, se lo asignará un DAEP o se lo colocará en el JJAEP por lo menos por un semestre.

Si el estudiante no está bajo algún tipo de supervisión judicial, se lo puede colocar en un DAEP o en el JJAEP por un semestre o en un salón regular de clase. No se puede colocar a un estudiante en el salón regular de clase si la Mesa Directiva o el personal autorizado determinan que la presencia del estudiante:

1. Amenaza la seguridad de otros estudiantes o de los maestros,
2. Va a ser perjudicial para el proceso educativo o
3. Es contraria al interés superior de los estudiantes del distrito.

Comité de revisión

Al final del primer semestre de la colocación de un estudiante en un entorno alternativo de enseñanza y antes del comienzo de cada ciclo escolar en el cual el estudiante permanece en el entorno alternativo, el distrito convocará un comité, de acuerdo con la ley estatal, para evaluar la colocación del estudiante. El comité recomendará si el estudiante debe regresar al salón regular de clase o permanecer en el entorno alternativo. Excepto en caso de conclusiones especiales, la Mesa Directiva o el personal autorizado deberá aceptar la recomendación del comité.

La evaluación de la colocación de un estudiante discapacitado que recibe educación especial debe hacerla el comité ARD.

Estudiantes recién inscriptos

Si un estudiante se inscribe en un distrito durante el período de colocación obligatoria por ser un delincuente sexual registrado, el distrito puede contar el tiempo que el estudiante ya estuvo en un entorno alternativo o puede exigir un semestre más en un entorno alternativo sin hacer la revisión.

Apelación

Un estudiante o sus padres pueden apelar la colocación en un entorno alternativo solicitando una conferencia con la Mesa Directiva o el personal autorizado, el estudiante y sus padres. La conferencia se limita a determinar si el estudiante está obligado a registrarse como delincuente

sexual. Toda decisión de la Mesa Directiva o del personal autorizado con respecto a esta sección es definitiva y no se puede apelar.

Ciertos delitos graves

Sin tener en cuenta si la asignación o expulsión del estudiante es obligatoria o permitida por una de las razones en las secciones de Asignación a un DAEP o Expulsión, según la Sección 37.0081 del Código de Educación, se **puede** expulsar a un estudiante o colocarlo en un DAEP o en el JJAEP si la Mesa Directiva o el coordinador de conducta del campus llegan a ciertas conclusiones y las siguientes circunstancias existen en relación robo con agravantes o a un delito grave tipificado en el Título 5 (vea el glosario) del Código Penal. El estudiante debe:

- Haber recibido enjuiciamiento diferido por conducta definida como robo con agravantes o delito grave en el Título 5;
- Haber sido declarado responsable por un juez o jurado de participar en conducta delictiva definida como robo con agravantes o delito grave en el Título 5;
- Haber sido acusado de participar en conducta definida como robo con agravantes o delito grave en el Título 5;
- Haber sido remitido a un juzgado de menores por presuntamente participar en conducta delictiva definida como robo con agravantes o delito grave en el Título 5;
- Haber recibido libertad vigilada o un fallo diferido o haber sido arrestado, acusado o condenado por robo con agravantes o un delito grave tipificado en el Título 5.

Bajo estas circunstancias el distrito puede expulsar al estudiante u ordenar su colocación sin tener en cuenta:

1. La fecha cuando ocurrió la conducta del estudiante,
2. El lugar donde ocurrió la conducta,
3. Si la conducta ocurrió cuando el estudiante estaba inscripto en el distrito o
4. Si el estudiante ha cumplido con todos los requisitos impuestos por resolución judicial en conexión con la conducta.

Audiencia y conclusiones requeridas

Primero el estudiante debe tener una audiencia ante la Mesa Directiva o el personal autorizado quienes deben determinar que, además de las circunstancias mencionadas anteriormente que permiten la expulsión, la presencia del estudiante en el salón regular de clase:

1. Amenaza la seguridad de otros estudiantes o de los maestros,
2. Será perjudicial para el proceso educativo o
3. Es contraria al interés superior de los estudiantes del distrito.

Toda decisión de la Mesa Directiva o del personal autorizado con respecto a esta sección es definitiva y no se puede apelar.

Duración de la asignación

El estudiante está sujeto a la colocación hasta que:

1. El estudiante egrese de la escuela preparatoria,
2. Se desestimen los cargos o se reduzcan a un delito menor o

3. El estudiante cumpla con el término de colocación y se le asigne otro programa.

Revisión de la asignación

Un estudiante colocado en un DAEP o JJAEP, ante estas circunstancias, tiene derecho a que el coordinador de conducta del campus o la persona designada por la Mesa Directiva revise su situación, incluida la situación académica, en intervalos que no superen los 120 días. En el caso de un estudiante de la escuela preparatoria, también se evaluarán el plan de graduación del estudiante y su progreso. Durante la revisión, el estudiante o sus padres tendrán la oportunidad de abogar para que el estudiante regrese al salón regular de clases o a su escuela.

Estudiantes recién inscriptos

Si un estudiante se inscribe en el distrito antes de cumplir la colocación de acuerdo a esta sección de otro distrito escolar, debe terminar el período de asignación.

Expulsión

Antes de ordenar la expulsión de un estudiante, a pesar de que la acción sea obligatoria o discrecional, el coordinador de conducta del campus tendrá en consideración:

1. Si la conducta fue en defensa propia (vea el **glosario**),
2. Si hubo intención o falta de intención en el momento en que el estudiante participó en la conducta,
3. El registro de antecedentes disciplinarios del estudiante,
4. Una discapacidad que impida sustancialmente la capacidad del estudiante de entender la ilicitud de conducta,
5. La situación del estudiante en custodia del Departamento de Servicios para la Familia y de Protección (acogimiento familiar), o
6. La situación del estudiante como persona sin hogar.

Expulsión discrecional: Mala conducta que puede resultar en expulsión

Algunos de los tipos de mala conducta siguientes pueden resultar en asignación obligatoria en un DAEP, si un estudiante está expulsado o no. (Vea **Asignación a un DAEP**)

En cualquier lugar

Se **puede** expulsar a un estudiante por:

- Participar en la intimidación que alienta a un estudiante suicidarse o intentar a suicidarse.
- Incitar la violencia contra un estudiante por la intimidación de un grupo.
- Divulgar o amenazar con divulgar material visual de tipo íntimo de un menor o de un estudiante de 18 años de edad o mayor sin el consentimiento del estudiante.
- Conducta que contiene los elementos de agresión conforme a la Sección 22.01(a)(1) del Código Penal en represalia en contra de un empleado o voluntario de la escuela.
- Daños en propiedad ajena si se sanciona como delito grave.
- Participar en conducta que contiene los elementos de uno de los siguientes delitos en contra de otro estudiante:
 - Agresión con agravantes.
 - Agresión sexual.
 - Agresión sexual con agravantes.
 - Homicidio calificado.
 - Homicidio con pena de muerte.
 - Tentativa de homicidio calificado o de homicidio con pena de muerte.
 - Robo con agravantes.
- Incumplimiento de la seguridad de computación. (Vea **glosario**)
- Participar en conducta relacionada con una falsa alarma (incluso una amenaza de bomba) o una amenaza terrorista que afecte una escuela pública.

En la escuela, dentro de los 300 pies o en una función escolar

Un estudiante **puede** ser expulsado si comete una de las siguientes ofensas en o dentro de 300 pies de la propiedad escolar, medido desde cualquier punto de la línea limítrofe en la propiedad

de la escuela, o mientras asiste a una actividad patrocinada o relacionada con la escuela ya sea en o fuera de la propiedad de la escuela:

- Vender, dar o entregar a otra persona o tener, consumir o estar bajo la influencia de marihuana, de una sustancia regulada o de una droga peligrosa si la conducta no se sanciona como delito grave. Un estudiante con una receta válida para cannabis bajo en THC como autorizado por Capítulo 487 del Código de Salud y Seguridad no viola esta provisión. (Vea el glosario para “bajo la influencia”.)
- Vender, dar o entregar a otra persona una bebida alcohólica o tener, consumir o estar bajo la influencia del alcohol; o cometer un acto o una infracción grave mientras está bajo la influencia del alcohol, si la conducta no se sanciona como delito grave.
- Participar en conducta que contiene los elementos de un delito relacionado con el uso indebido de sustancias químicas volátiles.
- Participar en conducta que contiene los elementos de agresión conforme a la Sección 22.01(a)(1) del Código Penal en contra de un empleado o voluntario.
- Participar en conducta temeraria. (Vea el **glosario**)

Dentro de los 300 pies de la escuela

Un estudiante **puede** ser expulsado por participar en las siguientes conductas mientras está dentro de los 300 pies de la propiedad escolar, medido desde cualquier punto del límite de la propiedad inmobiliaria de la escuela:

- Agresión con agravantes, agresión sexual o agresión sexual con agravantes.
- Incendio premeditado. (Vea el **glosario**.)
- Homicidio calificado, homicidio con pena de muerte o tentativa de homicidio calificado o de homicidio con pena de muerte.
- Acto deshonesto con un menor, secuestro con agravantes, homicidio sin premeditación, homicidio por negligencia criminal o robo con agravantes.
- Abuso sexual continuado de un menor.
- Delito grave relacionado con las drogas o el alcohol.
- Llevar ilegalmente en o alrededor de la persona del estudiante una pistola o un cuchillo restringido por sitio, como define estos términos la ley estatal. (Vea **glosario**.)
- Poseer, fabricar, transportar, reparar, o vender un arma prohibido, como se define la ley estatal. (Vea **glosario**.)
- Posesión de un arma de fuego, como lo define la ley federal. (Vea **glosario**.)

Propiedad de otro distrito

Se **puede** expulsar a un estudiante por cometer un delito por el cual la expulsión es obligatoria conforme a la ley estatal si el delito se comete en otro distrito en Texas o mientras el estudiante asiste a una actividad patrocinada o relacionada con una escuela de otro distrito en Texas.

Durante el período en un DAEP

Se **puede** expulsar a un estudiante por participar en comportamiento grave y documentado en incumplimiento del código del distrito, a pesar de intervenciones documentadas durante el

período de asignación a un DAEP. Para los propósitos de expulsión discrecional de un DAEP, mal comportamiento significa:

1. Comportamiento violento y deliberado que representa una amenaza directa a la salud o seguridad de otras personas;
2. Extorsión, significando obtener dinero u otra propiedad por la fuerza o la amenaza;
3. Conducta que constituye la coacción, como definido por Sección 1.07, Código Penal; o
4. Conducta que constituye el delito de:
 - a. Lascivia pública según el Código Penal 21.07;
 - b. Exhibición indecente según el Código Penal 21.08;
 - c. Daño a bienes ajenos según el Código Penal 28.03;
 - d. Novatadas, según el Código de Educación 37.152; u
 - e. Hostigamiento, según el Código Penal 42.07(a)(1), de un estudiante o un empleado del distrito.

Expulsión obligatoria: Mala conducta que requiere expulsión

Un estudiante **debe** ser expulsado bajo la ley federal o estatal por cualquier de los delitos siguientes que ocurren en la propiedad de la escuela o mientras asiste a una actividad patrocinada por o relacionada con la escuela y que toma lugar en o fuera de propiedad escolar.

Bajo la ley federal

- Llevar a la escuela o poseer en la escuela, incluso a cualquier escenario bajo el control o supervisión del distrito por el propósito de una actividad de la escuela, un arma de fuego, como lo define la ley federal. (Vea **glosario**.)

Nota: La expulsión obligatoria bajo la ley federal Gun Free Schools Act no se aplica a un arma de fuego que está colocada legalmente en un vehículo cerrado con llave, o a armas de fuego usadas en actividades aprobadas de y autorizadas por el distrito cuando el distrito haya adoptado las garantías adecuadas para garantizar la seguridad de los estudiantes.

Bajo el Código Penal

- Llevar ilegalmente en o alrededor de la persona de estudiante lo siguiente, de la manera prohibida por el Código Penal 46.02:
 - Una pistola, que la ley estatal define como cualquier arma de fuego diseñada, hecha o adaptada para ser usada con una mano. (Vea glosario,) **Nota:** Un estudiante no puede ser expulsado solamente en función del uso, exhibición o posesión por parte del estudiante de un arma de fuego que ocurre en una instalación de campo de tiro aprobado que no está situado en un campus de escuela, mientras participa en o se prepara para una competición de tiro deportivo auspiciada por la escuela o una actividad educativa de tiro deportivo que es auspiciada por o apoyada por el Departamento de Parques y Fauna, o una organización sancionadora de tiro deportivo que trabaja con el Departamento. [Vea la regla FNCG(LEGAL)].
 - Un cuchillo restringido por sitio, como lo define la ley estatal. (Vea el **glosario**.)
- Poseer, fabricar, transportar, reparar, o vender un arma prohibida, como lo define la ley estatal. (Vea el **glosario**)

- Comportarse de una manera que contenga los elementos de los siguientes delitos según el Código Penal:
 - Agresión con agravantes, agresión sexual o agresión sexual con agravantes.
 - Incendio premeditado. (Vea el **glosario**)
 - Homicidio calificado, homicidio con pena de muerte o tentativa de homicidio calificado o de homicidio con pena de muerte.
 - Acto deshonesto con un menor.
 - Secuestro con agravantes.
 - Robo con agravantes.
 - Homicidio sin premeditación.
 - Homicidio por negligencia criminal.
 - Abuso sexual continuado de un menor.
 - Comportamiento punible como un delito grave que involucra vender, dar o entregar a otra persona o tener, usar o estar bajo la influencia de marihuana, de una sustancia regulada, de una droga peligrosa o de alcohol; o cometer un acto o infracción grave mientras se está bajo la influencia de alcohol.
- Participar en represalia contra un empleado o voluntario de la escuela en combinación con unos de los delitos detallados anteriormente para los cuales la expulsión es obligatoria.

Menores de diez años

Cuando un estudiante menor de diez años participe en conducta para la cual la expulsión es obligatoria, no se lo expulsará pero se le asignará un DAEP. No se colocará en un DAEP a un estudiante menor de seis años a menos que cometa un delito relacionado con las armas de acuerdo a la ley federal.

Proceso

Si se cree que un estudiante ha cometido una infracción por la cual se lo puede expulsar, el coordinador de conducta del campus o el personal administrativo autorizado programará una audiencia dentro de un plazo razonable. Se invitará por escrito a los padres del estudiante a asistir a la audiencia.

Mientras esté pendiente la audiencia el coordinador de conducta del campus u otro administrador puede implementar una de las siguientes medidas:

- Colocación en otro salón de clase que sea adecuado
- Suspensión en la escuela
- Suspensión fuera de la escuela
- Asignación a un DAEP

Audiencia

Al estudiante que se contempla expulsar se le otorgará una audiencia con las garantías procesales. El estudiante tiene derecho a:

1. Ser representado por sus padres u otro adulto que pueda asesorar al estudiante y que no sea un empleado del distrito,

2. Tener la oportunidad de atestiguar y de presentar pruebas y testigos en su defensa, y
3. Tener la oportunidad de interrogar a los testigos llamados por el distrito en la audiencia.
4. Después de notificar al estudiante y a sus padres de la audiencia, el distrito puede celebrar la audiencia aunque el estudiante o sus padres no estén presentes.

La Mesa Directiva delega al superintendente asociado la autoridad para celebrar las audiencias y decidir sobre la expulsión de los estudiantes.

Revisión de la expulsión por la Mesa Directiva

Después de la audiencia con garantías procesales, el estudiante que fue expulsado puede solicitar que la Mesa Directiva reconsidere la decisión. El estudiante o sus padres pueden presentar una solicitud por escrito al superintendente dentro de los siete días de recibir la decisión por escrito. El superintendente debe proporcionar al estudiante o a sus padres notificación por escrito de la fecha, hora y lugar de la junta en la cual la Mesa Directiva evaluará la decisión.

La Mesa Directiva revisará el acta de la audiencia de expulsión en una junta privada a menos que los padres del estudiante soliciten por escrito una sesión abierta al público. La Mesa Directiva puede además oír una declaración del estudiante o de sus padres y del personal administrativo autorizado.

La Mesa Directiva escuchará declaraciones de las personas que participaron en la evaluación y basará su decisión en las pruebas reflejadas en el acta y en las declaraciones que hagan las partes. La Mesa Directiva tomará una decisión y la anunciará oralmente al terminar la sesión. No se diferirán las consecuencias mientras se espera el resultado de la audiencia.

Orden de expulsión

Antes de ordenar la expulsión, la Mesa Directiva o coordinador de conducta del campus tendrá en consideración:

1. Si la conducta fue en defensa propia (vea el glosario),
2. Si hubo intención o falta de intención en el momento en que el estudiante participó en la conducta,
3. El registro de antecedentes disciplinarios del estudiante,
4. Una discapacidad que impida sustancialmente la capacidad de un estudiante de entender la ilicitud de su conducta,
5. La situación del estudiante en custodia del Departamento de Servicios para la Familia y de Protección (acogimiento familiar), o
6. La situación del estudiante como persona sin hogar.

Si se expulsa al estudiante, la Mesa Directiva o el personal autorizado entregarán al estudiante y a sus padres una copia de la orden de expulsión.

Dentro del segundo día hábil después de la audiencia, el superintendente asociado entregará al juzgado de menores una copia de la orden de expulsión y la información requerida por la Sección 52.04 del Código de Familia.

Si el período de expulsión no está de acuerdo con las normas establecidas en el Código de Conducta Estudiantil, la orden de expulsión incluirá la falta de concordancia.

Duración de la expulsión

El período de expulsión se basará en la gravedad de la infracción, la edad y grado académico del estudiante, la frecuencia del mal comportamiento, la actitud del estudiante y los requisitos de la ley.

La duración de la expulsión del estudiante se determinará individualmente, caso por caso. El período máximo de expulsión es de 12 meses con las siguientes excepciones.

La expulsión no puede exceder un año a menos que, después de una revisión, el distrito determine que:

1. El estudiante es una amenaza para la seguridad de los otros estudiantes o de los empleados del distrito o
2. La expulsión por un largo plazo protege el interés superior del estudiante.

La ley federal y estatal exigen que un estudiante sea expulsado del salón regular de clase por lo menos por un año (12 meses) por llevar a la escuela un arma de fuego que corresponda a la definición de la ley federal. Sin embargo, el superintendente autorizado puede, dependiendo del caso, modificar el período de expulsión.

Los estudiantes que cometen infracciones que exigen la expulsión al final del ciclo escolar pueden ser expulsados durante el siguiente año hasta cumplir el período de expulsión.

Estudiantes que se retiran del distrito durante el proceso

Cuando un estudiante ha violado el código del distrito de una manera que exige o permite la expulsión del distrito y el estudiante se retira del distrito antes que se lleve a cabo la audiencia de expulsión, el distrito puede celebrar la audiencia después de notificar por escrito al estudiante y a sus padres.

Si el estudiante se inscribe nuevamente en el distrito durante el mismo ciclo escolar o el siguiente, el distrito puede reactivar la orden de expulsión, descontando el período de expulsión que el estudiante haya cumplido mientras ha estado inscripto en otro distrito.

Si el coordinador de conducta del campus o la Mesa Directiva no emiten una orden de expulsión después que el estudiante se retira del distrito, el siguiente distrito en el que se inscriba el estudiante puede finalizar el proceso de expulsión.

Otros actos de mala conducta

Si durante el período de expulsión el estudiante participa en otros actos de conducta para la cual asignación a un DAEP o expulsión es obligatoria o permitida, el coordinador de conducta del campus o la Mesa Directiva pueden iniciar procesos que resulten en una orden disciplinaria adicional.

Restricciones durante la expulsión

Los estudiantes expulsados tienen prohibido estar en el plantel escolar o asistir a actividades patrocinadas o relacionadas con la escuela durante el período de expulsión.

El distrito no otorgará crédito académico a un estudiante durante el período de expulsión a menos que el estudiante esté inscripto en el JJAEP o en otro programa aprobado por el distrito.

Estudiantes recién inscriptos

El distrito continuará el período de expulsión de todo estudiante recién inscripto que haya sido expulsado de otro distrito o de alguna escuela chárter de inscripción abierta hasta que se cumpla el plazo de expulsión.

Si un estudiante expulsado en otro estado se inscribe en el distrito, el distrito puede continuar la expulsión de acuerdo con los términos de la orden, puede colocar al estudiante en un DAEP por el período especificado en la orden de expulsión o puede permitir que el estudiante asista a clase en un salón regular si:

1. El distrito de otro estado le proporciona al distrito una copia de la orden de expulsión y
2. La infracción que resultó en expulsión también exige la expulsión en el distrito en el cual el estudiante se inscribe.

Si el estudiante es expulsado de un distrito en otro estado por más de un año y el distrito continúa la expulsión o asigna al estudiante a un DAEP, el plazo de expulsión o asignación a un DAEP se reducirá para que el período completo no exceda el año a menos que, después de una revisión, se determine que:

1. El estudiante es una amenaza para la seguridad de otros estudiantes o empleados del distrito o
2. Asignación por un largo plazo protege el interés superior del estudiante.

Procedimiento para expulsión de emergencia

Cuando una expulsión de emergencia es necesaria para proteger a personas o propiedad de daño inminente, se le dará al estudiante notificación oral del motivo de la acción. Dentro de los diez días de la fecha de expulsión de emergencia se le otorgará al estudiante el debido proceso requerido para un estudiante que va a ser expulsado.

Asignación de estudiantes expulsados a un DAEP

El distrito tiene la opción de proporcionar servicios educativos en un DAEP a un estudiante que ha sido expulsado; sin embargo, tiene la obligación de hacerlo si el estudiante es menor de diez años.

Servicios de transición

De conformidad con la ley y los procedimientos del distrito, el personal del campus proporcionará servicios de transición a un estudiante que se reincorpore al salón de clases regular después de un programa de educación alternativo, como DAEP o JJAEP. Consulte los reglamentos FOCA(LEGAL) y FODA(LEGAL) para obtener más información.

Glosario

El glosario proporciona definiciones legales y definiciones establecidas localmente con el objeto de ayudar a entender los términos relacionados al Código de Conducta Estudiantil.

Abuso es uso impropio o excesivo.

Agresión se define en parte en §22.01(a)(1) del Código Penal como causar lesiones corporales a otra persona intencionalmente, con conocimiento o temerariamente; §22.01(a)(2) como amenazar a otra persona con lesiones corporales inminentes intencionalmente o con conocimiento; y §22.01(a)(3) como causar intencionalmente o con conocimiento el contacto físico con otra persona que razonablemente se puede considerar como ofensivo o provocador.

Amenaza terrorista es definido por el Código Penal 22.07 como amenaza de violencia a otra persona o a bienes con la intención de:

1. Causar una reacción de cualquier tipo por parte de una entidad oficial o voluntaria organizada para asistir en caso de emergencia;
2. Provocar en una persona miedo de recibir lesiones corporales graves e inminentes;
3. Impedir o interrumpir el uso de un edificio, una sala, un lugar de asamblea o un lugar al cual tiene acceso el público; un lugar de trabajo o empleo; una aeronave, un automóvil o algún otro medio de transporte; o algún otro lugar público;
4. Causar deterioro o interrupción de los medios de comunicación o transporte públicos; del sistema de agua potable, gas o electricidad o de algún otro servicio público;
5. Alarmar al público o a un grupo considerable del público con amenaza de lesiones corporales graves; o
6. Influnciar la conducta o las actividades de un organismo del gobierno federal, estatal o una subdivisión política del estado (incluso el distrito).

Ametralladora es definido por el Código Penal 46.01 como un arma de fuego capaz de disparar más de dos tiros automáticamente sin tener que recargarla manualmente y apretando sólo una vez el gatillo.

Aparato para liberar sustancias químicas es definido por el Código Penal 46.01 como un instrumento diseñado, hecho o adaptado para dispensar una sustancia que puede causar un efecto psicológico o fisiológico adverso en un ser humano. Los pequeños dispositivos químicos que se venden comercialmente para protección personal no se incluyen en esta categoría.

Arma de fuego se define en la ley federal (18 U.S.C. 921(a)) como:

1. Cualquier arma (incluso a pistola de arranque) que va, o es diseñado por, o puede fácilmente ser convertido a expulsar un proyectil por acción de un explosivo;
2. El marco o el receptor de cualquier arma;
3. Cualquier silenciador de arma de fuego o arma de fuego; o
4. Cualquier dispositivo destructivo, como cualquier explosivo o bomba incendiaria o de gas venenosa, o granada.

Dicho término no incluye un arma de fuego antiguo.

Arma de fuego de cañón corto es definido por el Código Penal 46.01 como un rifle con un cañón cuya longitud no alcanza las 16 pulgadas o una escopeta con un cañón cuya longitud no

alcanza las 18 pulgadas o cualquier arma hecha de un rifle o de una escopeta, que modificada tiene una longitud total menor de 26 pulgadas.

Arma de fuego artesanal o de fabricación casera es definido por el Código Penal 46.01 como un artefacto o combinación de artefactos que originariamente no eran un arma de fuego pero que han sido adaptados para expulsar un proyectil a través de un cañón de ánima lisa o de un cañón de ánima estriada por medio del uso de energía generada por una explosión o por una sustancia combustible.

Arma explosiva es definido por el Código Penal 46.01 como toda bomba explosiva o incendiaria, granada, cohete o mina y su mecanismo, que está diseñada, hecha o adaptada con el propósito de infligir lesiones corporales graves o la muerte; o de causar daños considerables a bienes; o que tiene la intención principal de causar un ruido tan fuerte que infunde excesivo pánico y terror en el público.

Arma parecida significa un objeto que se asemeja a un arma pero que no está destinado a ser utilizado para causar lesiones corporales graves.

Arma prohibida bajo el Código Penal 46.05(a) significa:

1. Los objetos siguientes a menos que está registrado con la Oficina de Alcohol, Tabaco, Armas de Fuego, y Explosivos de EEUU o de otra manera no sujeto a ese requisito de registro o menos que el objeto está clasificado como una curiosidad o reliquias por el Departamento de Justicia de EEUU.
 - a. Un arma explosiva;
 - b. Ametralladora;
 - c. Un arma de fuego de canon corto;
2. Municiones que perforan armaduras;
3. Aparato para liberar sustancias químicas;
4. Arma de fuego de fabricación casera; o
5. Dispositivo de desinflar llantas.
6. Un dispositivo explosivo improvisado; o
7. Un silenciador de arma de fuego, menos que está clasificado como una curiosidad o reliquias por el Departamento de Justicia de EEUU o el actor de otra manera posee, fabrica, transporte, repara, o vende el silenciador de arma de fuego de acuerdo con la ley federal.

Bajo la influencia significa sin el uso normal de las facultades mentales o físicas. El deterioro de las facultades mentales y físicas de una persona se puede evidenciar por un patrón de comportamiento anormal o errático, la presencia de síntomas físicos de consumo de drogas o de alcohol, o por admisión. Un estudiante “bajo la influencia” no necesita estar al nivel que establece la ley para desencadenar una acción disciplinaria.

Cofradía, hermandad, sociedad secreta o pandilla de una escuela pública significa una organización compuesta totalmente o en parte por estudiantes que trata de perpetuarse aceptando otros estudiantes inscriptos en la escuela como participantes en base a la decisión de los miembros y no en la libre elección de un estudiante que llena los requisitos. Las organizaciones educativas detalladas en la Sección 37.121(d) del Código de Educación son excepciones de esta definición.

Conducta delictiva es una conducta que viola una ley estatal o federal y que se sanciona con confinamiento en una prisión o cárcel. Incluye conducta que quebranta ciertas órdenes del juzgado de menores, entre ellas condiciones de libertad vigilada, pero no incluye el incumplimiento de las leyes de tráfico.

Conducta temeraria según el Código Penal 22.05, ocurre cuando una persona imprudentemente participa en una conducta que pone a otra en peligro inminente de lesiones corporales graves, como disparar con conocimiento un arma en la dirección de otro individuo, de una vivienda, de un edificio o de un vehículo.

Consumo significa introducir voluntariamente dentro del propio cuerpo, por cualquier medio, una sustancia regulada.

Defensa propia es el uso de fuerza en contra de otro a tal grado que la persona razonablemente cree que la fuerza es inmediatamente necesaria para protegerse.

Delitos graves tipificados en el Título 5 son aquellos crímenes listados en el Título 5 del Código Penal que típicamente involucran lesiones a una persona y pueden incluir:

- Asesinato, homicidio involuntario u homicidio calificado bajo Secciones 19.02, – .05;
- Secuestro bajo Sección 20.03;
- Trata de personas bajo Sección 20A.02;
- Contrabando o el tráfico continuo de personas bajo Secciones 20.05 – .06;
- Agresión bajo Sección 22.01 ;
- Agresión agravada bajo Sección 22.02;
- Agresión sexual bajo Sección 22.011;
- Agresión sexual agravada bajo Sección 22.021;
- Privación ilegal de movimiento bajo Sección 20.02;
- Abuso sexual continuo de un niño o niños bajo Sección 21.02;
- Bestialidad bajo Sección 21.09;
- Relaciones inapropiadas entre educador y estudiante bajo Sección 21.12;
- Voyeurismo bajo Sección 21.17;
- Acto deshonesto con un menor bajo Sección 21.11;
- Grabación visual invasiva bajo Sección 21.15;
- Divulgación o promoción de material visual íntimo bajo Sección 21.16;
- Coerción sexual bajo Sección 21.18;
- Lesiones a un menor, a una persona anciana o a persona minusválida de cualquier edad bajo Sección 22.04;
- Abandono o situación peligrosa de un menor bajo Sección 22.041;
- Conducta temeraria bajo Sección 22.05;
- Amenaza terrorista bajo Sección 22.07;
- Asistencia para que una persona se suicide bajo Sección 22.08; y
- Adulteración de un producto comercial bajo Sección 22.09.

[Vea FOC(EXHIBIT)]

Discrecional significa que algo se deja a criterio o que está regulado por una persona o entidad local.

Dispositivo de desinflar llantas se define en parte en el Código Penal 46.01 como un dispositivo, incluida una banda de materia con puntos, que, cuando se maneja un coche sobre dicho dispositivo, inhibe o detiene el movimiento del vehículo con ruedas al pinchar una o más de sus llantas.

Dispositivo explosivo improvisado es definido por el Código Penal 46.01 como una bomba completa y operacional diseñada para causar lesiones corporales graves, la muerte, o daño sustancial de propiedad que se fabrica de manera improvisada utilizando componentes no militares.

E-cigarrillo es un cigarrillo electrónico o cualquier otro dispositivo que simula fumar mediante el uso de un elemento de calentamiento mecánico, una pila o circuito electrónico para repartir nicotina u otras sustancias al individuo que inhala del dispositivo. El término incluye cualquier dispositivo que sea fabricado, distribuido o vendido como e-cigarrillo, e-puro, o e-pipa o con otro nombre del producto o descripción y un componente, parte o accesorio para el dispositivo, aunque el componente, parte o accesorio se venda separadamente del dispositivo.

Enjuiciamiento diferido puede ser ofrecido a un menor como una alternativa en vez de tratar de conseguir una determinación judicial de participación en conducta delictiva o conducta que indica la necesidad de supervisión.

Exhibición indecente es definida por el Código Penal 21.08 como un delito que ocurre cuando una persona expone su ano o cualquier parte de sus genitales con la intención de despertar o gratificar el deseo sexual de cualquier persona, y es imprudente de si está presente otro que se ofenderá o se alarmará por el acto.

Fallo diferido es una alternativa a tratar de conseguir una condena judicial que se le puede ofrecer a un menor por conducta delictiva o conducta que indica la necesidad de supervisión.

Falsa alarma o falso reporte según el Código Penal 42.06 ocurre cuando una persona con conocimiento inicia, comunica o circula un informe falso de una bomba, de un fuego, de un delito o de otra emergencia pasada, presente o por suceder, sabiendo que el informe es falso y sin fundamento y que generalmente:

1. Causa acción por parte de una entidad oficial o voluntaria organizada para asistir en caso de emergencia;
2. Provoca en una persona miedo de lesiones corporales graves e inminentes; o
3. Impide o interrumpe el uso de un edificio, de una sala o de un lugar para asambleas.

Fármaco peligroso se define en el Código de Salud y Seguridad, 483.001, como un dispositivo o fármaco que no es seguro para la automedicación y que no se incluye en las Clasificaciones I a V ni en los Grupos de Pena 1 a 4 de la Ley de Sustancias Controladas de Texas. El término incluye los dispositivos o fármacos que la ley federal prohíbe dispensar sin receta o cuyo uso restringe a los veterinarios matriculados o a la receta de estos.

Garrote es definido por el Código Penal 46.01 como un instrumento especialmente diseñado, hecho o adaptado con el propósito de infligir lesiones corporales graves o la muerte. Las

cachiporras, la porra de policía, los aerosoles irritantes o paralizantes y las hachas están en la misma categoría.

Grafito incluye marcas o dibujos hechos con pintura, con un marcador indeleble, o con un aparato de aguafuerte o grabado en bienes materiales sin el consentimiento del dueño. Las marcas pueden incluir inscripciones, lemas, dibujos o cuadros.

Hostigamiento incluye:

1. La conducta que corresponde a la definición establecida en las normas reglamentarias del distrito DIA(LOCAL) y FFH(LOCAL);
2. La conducta que amenaza con causar daños o lesiones corporales a otra persona, incluso a un estudiante del distrito, empleado del distrito, miembro de la Mesa Directiva o voluntario del distrito, que es sexualmente intimidante, que causa daño físico a la propiedad de otro estudiante, que somete a otro estudiante a reclusión o confinamiento físico o que maliciosamente y considerablemente daña la salud física o emocional o la seguridad de otro estudiante, como se define en la Sección 37.001(b)(2) del Código de Educación; o
3. La conducta que es punible como delito según el Código Penal 42.07, entre ellas, los siguientes tipos de conductas, si se realizan con la intención de hostigar, molestar, alarmar, abusar, atormentar o avergonzar a otra persona:
 - a. Iniciar la comunicación y, en el transcurso de ella, hacer un comentario, una solicitud, una sugerencia o una proposición que sea obscena, según lo define la ley;
 - b. Amenazar, de una manera que sea razonablemente probable que alarme a la persona que recibe la amenaza, con infligir una herida corporal en la persona o con cometer un delito grave contra la persona, un miembro de la familia o del grupo familiar de la persona o los bienes de la persona;
 - c. Transmitir, de una manera que sea razonablemente probable que alarme a la persona que recibe la información, información falsa, que quien la transmite sabe que es falsa, de que otra persona ha muerto o sufrido una herida corporal grave; y
 - d. Enviar comunicaciones electrónicas repetidas de una manera que sea razonablemente probable que hostigue, moleste, alarme, abuse, atormente, avergüence u ofenda a otro.

Incendio premeditado es definido en parte por el Código Penal 28.02 como:

1. Un delito que involucra prender un fuego o causar una explosión con la intención de destruir o dañar:
 - a. Cualquier tipo de vegetación, barda o estructura en espacios abiertos o
 - b. Cualquier tipo de edificio, vivienda o vehículo:
 - 1) Con conocimiento de que está dentro de los límites de una ciudad o de un pueblo incorporado,
 - 2) Con conocimiento de que está asegurado contra daños o destrucción,
 - 3) Con conocimiento de que está sujeto a una hipoteca o a una garantía,
 - 4) Con conocimiento de que está ubicado en propiedad ajena,
 - 5) Con conocimiento de que adentro hay propiedad ajena o

- 6) Cuando la persona que prende el fuego es imprudente y no tiene en cuenta si el fuego o la explosión pondrán en peligro la vida de un individuo o la seguridad de las propiedades de otros.
2. Un delito que involucra prender un fuego o causar una explosión con imprudencia mientras manufacturando o intentando a manufacturar una sustancia controlada y el incendio o explosión haga daño a cualquier edificio, vivienda, o vehículo; o
3. Un delito que involucra prender un fuego o causar una explosión intencionadamente y en hacer esto:
 - a. Hace daño o destruye, con imprudencia, un edificio ajeno, o
 - b. Causa a una persona sufrir lesiones al cuerpo o morir.

Incumplimiento de la seguridad de computación incluye acceder conscientemente a una computadora, un red de computadoras, o un sistema de computadoras sin el consentimiento efectivo del dueño como definido en el Código Penal 33.02, si la conducta involucra acceder a una computadora, red de computadoras, o sistema de computadoras propiedad de u operado a nombre de un distrito escolar; y el estudiante conscientemente altera, daña, o elimina propiedad o información del distrito; o comete un incumplimiento de cualquier otra computadora, red de computadoras, o sistema de computadoras.

Intimidación es definido en Sección 37.0832 del Código de Educación como un acto único significativo o un patrón de actos por uno o más estudiantes dirigido a otro estudiante que explota un desequilibrio de poder e involucra participación en expresiones escritos u orales, expresión por medios electrónicos, o confrontaciones físicas que:

1. Tiene el efecto o tendrá el efecto de lastimar físicamente a un estudiante, de dañar sus bienes o de provocar en el estudiante temor razonable de que lo van a lastimar o de que van a dañar sus pertenencias;
2. Es suficientemente severa, persistente o bastante generalizada que la acción o amenaza crea un entorno educativo intimidante, amenazante o abusivo para el estudiante;
3. Interrumpe materialmente y sustancialmente el proceso educativo o las operaciones ordenadas de la clase o de la escuela; o
4. Infringe en los derechos de la víctima en la escuela.

La intimidación incluye la intimidación cibernética. (Vea abajo) Esta ley estatal de la prevención de la intimidación se aplica a:

1. La intimidación que ocurre en o está entregado a propiedad escolar o al sitio de una actividad auspiciado por la escuela o relacionado con la escuela en o fuera de la propiedad escolar;
2. La intimidación que ocurre en un autobús escolar de propiedad pública o privada o en un vehículo usado para el transporte de estudiantes a o de la escuela o una actividad auspiciado por la escuela o relacionado a la escuela; y
3. La intimidación cibernética que ocurre fuera de la propiedad de la escuela o fuera de una actividad auspiciado por la escuela o relacionado a la escuela si la intimidación cibernética interfiere con las oportunidades educativas de estudiante o sustancialmente interrumpe las operaciones ordenadas de una clase, una escuela, o una actividad auspiciado por o relacionado a la escuela.

Intimidación cibernética se define en la Sección 37.0832 del Código de Educación como intimidación hecha por el uso de cualquier dispositivo de comunicación electrónica incluyendo el uso de un teléfono celular u otro tipo de teléfono, una computadora, una cámara, correo electrónico, mensajes instantes, mensajes de texto, una aplicación de medios sociales, un sitio Web de Internet, o cualquier otro dispositivo de comunicación basado en el Internet.

Lascivia pública se define en el Código Penal como un delito que ocurre cuando una persona conscientemente participa en un acto de relaciones sexuales, relaciones sexuales desviadas, o contacto sexual en un sitio público o, si no en un sitio público, es imprudente acerca de si hay otro presente que se ofenda o se alarme por el acto.

Lista de víctimas es definida en la Sección 37.001(b)(3) del Código de Educación como una lista de personas identificadas con el propósito de hacerles daño con un arma de fuego, con una navaja o con algún otro objeto que se usa con la intención de causar lesiones corporales.

Mal comportamiento grave significa:

1. Comportamiento violento y deliberado que representa una amenaza directa a la salud o seguridad de otras personas;
2. Extorsión, significando obtener dinero u otra propiedad por la fuerza o la amenaza;
3. Conducta que constituye la coacción, como definido por Sección 1.07, Código Penal de Texas; o
4. Conducta que constituye el delito de:
 - a. Lascivia pública según el Código Penal 21.07;
 - b. Exhibición indecente según el Código Penal 21.08;
 - c. Daño a bienes ajenos según el Código Penal 28.03;
 - d. Novatadas, según el Código de Educación 37.152; u
 - e. Hostigamiento, según el Código Penal 42.07(a)(1), de un estudiante o un empleado del distrito.

Mal comportamiento grave o persistente incluye pero no se limita a:

- Comportamiento que se considera como motivo para expulsión permisible o asignación a un DAEP.
- Comportamiento identificado por el distrito como motivo para una asignación discrecional a un DAEP.
- Acciones o manifestaciones que perturban de manera considerable o que interfieren materialmente con las actividades de la escuela.
- Rechazo de intentar o completar la tarea como instruido.
- Insubordinación.
- Lenguaje grosero o vulgar o gestos obscenos.
- Salirse de la escuela sin permiso.
- Falsificación de registros, de pases o de algún otro documento relacionado con la escuela.
- Rehusarse a aceptar la disciplina implementada por el maestro o el director.

Manoplas significa cualquier instrumento que consista en anillos o guarniciones para los dedos de la mano, hecho de una sustancia dura, y diseñado o adaptado para infligir lesiones corporales graves o la muerte golpeando a la persona con el puño cerrado en la manopla.

Material visual de tipo íntimo es definido por el Código de Remedios y Prácticas Civiles 98B.001 y el Código Penal 21.16 como material visual que representa a una persona con los partes íntimos de la persona expuestos o participando en la conducta sexual. “Material visual” significa cualquier película, fotografía, cinta de video, negativo o diapositiva de cualquier reproducción fotográfica o cualquier otro medio físico que permite que una imagen se muestre en una pantalla de la computadora o de video y cualquier imagen transmitida a una pantalla de computadora o de video.

Municiones que perforan armaduras son definidas por el Código Penal 46.01 como municiones que se usan en pistolas y revólveres y que están diseñadas principalmente con el propósito de penetrar metales o armaduras.

Cuchillo restringido por sitio se define en el Código Penal 46.01(6) como un cuchillo con una hoja que mide más de cinco pulgadas y media.

Novatadas es definido por Sección 37.151 del Código de Educación como actos intencionales, conscientes o imprudentes cometidos ya sea dentro o fuera de la escuela, por una persona sola o en colaboración con otros, dirigidos contra un estudiante con el propósito de solicitar admisión en una organización estudiantil, de iniciarlo, de afiliarlo, de desempeñar un cargo o de continuar siendo miembro, si dicho acto cumple con los elementos enunciados en el Código de Educación 37.151, entre ellos:

1. Cualquier tipo de brutalidad física;
2. Una actividad que somete al estudiante a un riesgo irrazonable de daño o que afecta negativamente la salud mental o física del estudiante, como privación del sueño, exposición a los factores meteorológicos, confinamiento en espacios reducidos, calistenia, o consumo de alimentos, líquidos, drogas u otras sustancias.
3. Una actividad que induce, causa o requiere que el estudiante realice una tarea o actividad que viole el Código Penal; y
4. Coaccionar a un estudiante para que consuma una droga o bebida alcohólica en una cantidad que llevaría a una persona sensata a creer que el estudiante está intoxicado.

Obligatorio significa que algo se exige o se requiere por una autoridad.

Pandilla con actividad delictiva se define en el Código Penal 71.01, como un grupo de tres o más personas que se identifican por señales, símbolos o líderes en común y que regularmente o continuamente se asocian para la comisión de actividades delictivas.

Parafernalia son instrumentos que pueden ser usados para inhalar, ingerir, inyectar o de alguna otra manera introducir una sustancia regulada en un cuerpo humano.

Pistola se define en el Código Penal 46.01 como cualquier arma de fuego que esté diseñada, fabricada o adaptada para ser disparado con una mano.

Razón para creer es aquella que cualquier persona común de inteligencia promedio y mente sana creería. El Capítulo 37 exige determinadas decisiones disciplinarias cuando el superintendente o su designado tienen una razón para creer que un estudiante participó en una conducta punible como delito grave. Para formar esa razón para creer, el superintendente

o su designado pueden usar toda la información disponible, incluso el aviso de detención de un estudiante, conforme al Artículo 15.27 del Código de Procedimientos Penales.

Robo con agravantes se define en parte en la Sección 29.03(a) del Código Penal como cuando una persona comete un robo y:

1. Causa daño serio al cuerpo de otra persona;
2. Usa o exhibe un arma mortal; o
3. Causa daño al cuerpo de otra persona, amenaza a otra persona, o hace que otra persona tiene miedo de lesiones inminentes del cuerpo o del muerto, si la otra persona es:
 - a. Una persona de edad mayor de 65 años, o
 - b. Una persona con discapacidades.

Silenciador de arma de fuego es definido por el Código Penal 46.01 como cualquier aparato diseñado, hecho, o adaptado para amortiguar el sonido de un arma de fuego.

Sustancia controlada significa las sustancias, incluidas las drogas, los adulterantes y los diluyentes, enumeradas en las Clasificaciones I a V o el Grupo de Pena 1, 1-A, 2, 2-A, 3 o 4 de la Ley de Sustancias Controladas de Texas. El término incluye el peso total de cualquier mezcla, solución u otra sustancia que contenga una sustancia controlada. El término no incluye el cannabis, según lo define el Código de Agricultura 121.001, ni el tetrahidrocannabinol (THC) que contiene el cannabis.

Tenencia significa que una persona posee un artículo ya sea consigo o en bienes personales, incluso pero no exclusivamente, en la ropa, bolsa o mochila; en un vehículo privado que se usa como medio de transporte para ir y venir a la escuela o a actividades relacionadas con la escuela, entre ellos pero no exclusivamente, un automóvil, una camioneta, motocicleta o bicicleta; dispositivos de telecomunicaciones o dispositivos electrónicos; o en cualquier otro bien de la escuela que usa el estudiante, incluso aunque no exclusivamente, un casillero o escritorio.

Violencia entre parejas de novios ocurre cuando una persona en una relación amorosa actual o del pasado usa el abuso físico, sexual, verbal o emocional para lastimar, amenazar, intimidar o controlar otra persona. La violencia entra parejas de novios también ocurre cuando una persona comete actos contra una persona en una relación amorosa o matrimonial con el individuo que está, o estaba en el pasado, en una relación amorosa o matrimonial con la persona que comete el delito, según la definición de la Sección 71.0021 del Código de Familia.

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- También vea* computadoras.**
- reglas de la escuela, 5, 9
- reglas de salón de clase, 9
- reglas del salón de clase, 5
- remisión de rutina, 15**
- remoción del estudiante fuera del entorno escolar regular, 15**
- remoción formal de clase, 15**
 - regreso del estudiante a clase, 16**
- represalia, 2, 21, 31, 34
- respeto, 5
- seguridad, 5, 8, 9
- sociedad secreta, 40
- suspensión
 - fuera de escuela, 17**
 - fuera de la escuela, 11
- suspensión dentro de la escuela. *Vea* medidas de disciplina.
- teléfono inteligente. *Vea* dispositivos electrónicos.
- teléfonos celulares. *Vea* dispositivos electrónicos.
- time-out. *Vea* medidas de disciplina.
- transporte, 2
 - durante la asignación DAEP, 24
 - durante la asignación en DAEP, 24
 - medidas de disciplina, 11
 - reglas de conducta, 6
- traslados
 - asignación a escuela, 21



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent
Subject: Consultant Agreement: Debbie Diller & Associates (Guided Reading)
Date: July 14, 2021

HISTORY:

Guided Reading is an instructional approach where teachers support a small group of students to read a text independently. It is made up of three parts: 1) before reading discussion, 2) independent reading, 3) after reading discussion. The practice of guided reading is based on the understanding that the optimal learning for a reader occurs when they are assisted by and educator, or expert, to read and understand the text with clear but limited guidance (Literacy Teaching Toolkit 2020).

RATIONALE:

Teachers select texts to match the needs of the group so that the students, with specific guidance, are supported to read sections or whole texts independently. Students are organized into groups based on similar reading ability and/or similar learning needs determined through analysis of assessment tools such as running records, reading conference notes and anecdotal records (Literacy Teaching Toolkit, 2020).

BUDGET:

The budget impact is \$12,800.

ADMINISTRATIVE RECOMMENDATION:

It is the Administrative recommendation that the Board of Trustees approve the consultant agreement between San Elizario Independent School District and Debbie Diller & Associates.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

Consultant Agreement

School/District/Organization: *San Elizario ISD*
 Address: *Georgina Diaz - Instructional Officer*
 1050 Chicken Ranch Rd
 San Elizario TX 79849
 Phone: 915-872-3939 ext. 3592
 Email: *gediaz@seisd.net*

Dates of Service	Topic	Fees (all-inclusive)
One 2-Day visit per Semester, a total of 4 days for 2021-22. May be continued at the same terms for two additional years. Specific Dates to be Determined	Balanced Literacy Instruction	\$ 3,200 per day

The school/district agrees to pay Debbie Diller & Associates, Inc. the above fee for the above services rendered by: **Cecilia Borg Vigil (Associate)**

Payment should be mailed to the following upon completion of services:

Debbie Diller & Associates, Inc.
 11415 Chevy Chase
 Houston, TX 77077
debdilleradmin@gmail.com

This agreement supersedes any prior oral or written arrangements or agreements between consultant and school/district. Any changes must be confirmed in writing.

Please note: Training audiences are limited to 100 per session, unless otherwise agreed upon in writing.

Presentations (live or virtual) may not be recorded or distributed for any purpose.

All cancellations must be made 21 days prior to date of contracted services. 50% of the consultant's fee will be paid to compensate for preparation time upon cancellation. Cancellations made less than 21 days prior to date of services will require 100% payment.

Please sign below. Keep one copy and return another to the above address.

Debra A. Diller
 Debra A. Diller, President

6-23-21
 Date

Signature	Title	Date



San Elizario ISD
 P.O. Box 920
 San Elizario, TX 79849
 Phone 915.872.3900
 Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez and Pathway of Champions Committee
Subject: Service Agreement for San Elizario High School Murals
Date: July 14, 2021

HISTORY:

This service agreement is between the San Elizario Independent School District and muralist Jesus “CIMI” Alvarado for two murals to be installed at San Elizario High School.

RATIONALE:

Students and employees from the San Elizario Independent School District have created a tradition of state championships.

The size of the Murals will conform to the following dimensions:

- Mural No. 1: New gym exterior wall (facing Herring Road) approximately 110’ wide by 28’ high
- Cafeteria interior wall (gym entrance side) approximately 45’ wide by 15’ high

BUDGET:

Approximate cost is as follows:

Two Murals	\$5000
Scissor Lift	\$1900
Paint and Supplies	\$1200
Total Cost	\$8100

ADMINISTRATIVE RECOMMENDATION:

It is the Administrative recommendation that the Board of Trustees approve the agreement between San Elizario High School and muralist Jesus “CIMI” Alvarado.

Please check one: For approval Report / Information only Recognition only

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Services Agreement for San Elizario High School Murals

This services agreement is by and between the San Elizario Independent School District (“SEISD”) and Jesus “CIMI” Alvarado (the “Muralist”) for the murals described herein (the “Agreement”).

1. Description of the work

Two (2) murals to be installed at the San Elizario High School in San Elizario, Texas (the “Murals”). The size of the Murals will conform to the following dimensions:

- Mural No. 1: New gym exterior wall (facing Herring Road) approximately 110’ wide by 28’ high
- Cafeteria interior wall (gym entrance side) approximately 45’ wide by 15’ high

SEISD will assume the expense of paint and supplies at the cost of \$1,200.00, plus approximately \$1,900 for the rental cost for the scissor lift.

2. Design and Consultation with SEISD

Murals to be designed and painted by the Muralist with assistance from his creative team. The above-named parties to this Agreement (the “parties”) agree to consult with one another in reference to the design/content of the Murals.

3. Proposed Start and completion dates

August 1, 2021 to September 4, 2021

4. Fees and schedule of payment

The total cost in fees for the Murals will be \$5,000.00. Upon execution of this agreement, SEISD shall pay the Muralist according to the schedule set forth below:

- 1) \$1000– 20% deposit due to initiate design process.
- 2) \$2,000 – 40% due upon SEISD’s written approval of design. This payment shall cover supplies and commencement of painting
- 3) \$2,000 – 40% due upon completion of Murals to the satisfaction of SEISD.

5. Copyright and permissible use of Murals:

All rights to promote, showcase, advertise and otherwise display the Murals are granted or assigned to, or otherwise created for the benefit of, SEISD.

6. Maintenance of the Murals

SEISD shall promptly notify the Muralist in the event of SEISD’s need for any maintenance or restoration services so that the Muralist may have a reasonable opportunity to perform such work himself, procurement and other applicable laws allowing, or to supervise or consult in its performance. In the event that the Muralist is contracted for restoration services to the Murals, the Muralist shall be reasonably compensated by SEISD for services rendered. In absence of any need for restoration or maintenance, the Murals shall remain free of alteration by SEISD, who shall take reasonable precautions to protect it against damage or destruction by external forces. In the event

of possible alteration or destruction of the work due to proposed renovation or demolition of a structure to which the artwork is affixed, the Muralist shall be entitled to notification, by the SEISD, affording the Muralist a reasonable opportunity, if any, to reclaim the Murals by removing them whole, at his own expense.

7. Other delay

If completion of the Murals is delayed by an act or neglect of the SEISD, by labor disputes, fire, unusual transportation delays, or by other external forces or natural calamities outside the control of the Muralist, the Muralist shall be entitled to extend the completion date, upon issuing written notification to the SEISD, by the time equivalent to the period of such delay.

8. Miscellaneous

- a. This Agreement is governed by the laws of the State of Texas.
- b. If any provision of this Agreement becomes or is held violative of any law or unenforceable, then the invalidity of that provision will not invalidate the remaining provisions. The parties agree that all remaining provisions of this Agreement will remain in effect.
- c. Citations of and references to any specific federal or state statute or administrative regulation in this Agreement include any amendment to or successor of that statute or regulation.
- d. Nothing herein shall be construed to be a waiver of sovereign immunity by SEISD. The parties expressly agree that, in all things relating to this Agreement, SEISD is performing governmental functions, as defined by the Texas Tort Claims Act, and that every act or omission of the parties which, in any way, pertains to or arises out of this Agreement falls within the definitions of governmental function.
- e. It is understood and agreed that this Agreement may be executed in a number of identical counterparts, each of which shall be deemed an original for all purposes.
- f. It is agreed and understood that the terms of this Agreement shall not be modified absent written agreement of all parties.

[Signature page follows]

Executed this _____ day of _____, 2021.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first subscribed above.

MURALIST:

SEISD:

Signature

Signature

Name

Name (Print or Type)

Title

Title

Phone

Fax

Phone

Fax

E-mail address

E-mail address



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia and Susana Frescas, Planning & Instruction Department
Subject: Reading Academies MOU
Date: July 14, 2021

HISTORY: Per House Bill 3, passed by the 86th Texas Legislature in June of 2019, all K-3 teachers, including special education teachers, and principals are required to complete the HB 3 Reading Academies by 2023. This includes literacy specialists who see K-3 students in small groups.

RATIONALE: Entering into this agreement with ESC Region 19 means they will serve as the district's Blended Facilitators. A Blended Facilitator coordinates training through the TEA online platform. They provide online scaffolded supports to ensure educator understanding and application of evidence-based literacy instruction. In addition, they establish a virtual literacy community of educators, moderate online discussions, and provide digital feedback on artifacts.

BUDGET IMPACT: The cost for the blended model is \$400 per participant. For 2021-22, there will be approximately 20 participants.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the memorandum of understating as submitted.

Please check one: For approval Report / Information only Recognition only

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MEMORANDUM OF UNDERSTANDING Reading Academies Blended Cohort(s)

RECITALS

THIS INTERLOCAL AGREEMENT (hereinafter referred to as “Agreement”) is made and entered into by and between the _____, (hereinafter referred to as “The District” and Education Service Center 19, (hereinafter referred to as “ESC 19”),

WHEREAS, the Texas Government Code, Chapter 791, the “Interlocal Cooperation Act,” authorizes local government entities to enter into interlocal contracts for governmental purposes; and

WHEREAS, to accomplish the outcome of every Kindergarten through Third Grade teacher and principal receiving Reading Academy training, TEA has published guidance in the form of letters to school districts and FAQ guidance to Education Service Centers; and

WHEREAS, the most recent guidance to Education Service Center regarding their provision of Reading Academies to school districts and is incorporated for all purposes into this MOU as if reproduced in its entirety; and

WHEREAS, TEA states that school districts have the following three options relating to ensuring their teachers obtain Reading Academies training:

1. **Use an Authorized Provider** for Comprehensive and/or Blended training for teachers and principals.
 - District pays per participant (\$3,000 for Comprehensive; \$400 for Blended).
2. **Apply to be an approved Authorized Provider** and provide the training to participants.
 - As an Authorized Provider, the district would assume all costs for the training.
3. **Sign an MOU with an Authorized Provider, then employ staff to act as Cohort Leaders and provide either the Blended or Comprehensive training locally to teachers and principals.**

- District pays annual flat fee to the Authorized Provider (\$10,000 per Cohort Leader for Blended; \$12,000 per Cohort Leader for Comprehensive). These fees are set by TEA for cohorts that start June 7 through December 2021 and are subject to change thereafter as established by TEA.

WHEREAS, ESC 19, as an Authorized Provider, desires to comply with the guidance set forth by TEA by entering into this MOU with school districts that opt to provide Reading Academy training for their teachers and principals through Options 1 and 3 above.

NOW, THEREFORE, in consideration of the mutual promises and subject to the terms and conditions set forth herein, the Parties hereto agree as follows:

I. Designation by District of Reading Academies Services to be Provided by ESC 19:

The District opts for ESC 19 to provide Reading Academies training to the District as follows:

Use ESC 19 as an Authorized Provider, and ESC 19 will employ staff to act as Cohort Leaders and provide the Blended training to participants.

II. Responsibilities of the Parties.

a. For ESC 19:

- 1) Ensure all Cohort Leaders meet the screening requirements determined by TEA.
- 2) Hire Cohort Leaders and assume responsibility for providing salary and benefits.
- 3) Ensure all Cohort Leaders attend the Cohort Leader training provided by TEA.
- 4) Ensure all Cohort Leaders abide by the established participant limitations for each cohort:
 - i. The leader of a Blended Cohort may manage a cohort of up to 100 participants - Blended Cohort Leaders may lead up to 3 cohorts at a time.
- 5) Support online training as determined by the TEA Blended Model.
- 6) Review submitted assignments and provide individual scoring and feedback.
- 7) Coordinate any additional logistics with the district.
- 8) Communicate monthly progress towards participant course completion.

b. For the District:

- 1) Assign one or more individuals to support the coordination and implementation of Reading Academies.
- 2) District contact will participate in quarterly meetings to discuss participant progress (Month 3, 6, 9, 12 of implementation).
- 3) Support district participants in creation of TEALearn Account.
- 4) Structure the district professional development calendar to support the implementation of Reading Academies to align to TEA pacing guide and deadlines.

- 5) Support ESC 19 in tracking and supporting teacher completion of Reading Academy requirements, including ensuring participant fidelity to pacing guide.
- 6) Ensure all participants attend a 1-hour mandatory onboarding meeting with Cohort Leader.
- 7) Communicate Reading Academies expectations to participants and collect signed "Participant Statement of Understanding" for all participants enrolled in the course. The statement of understanding will be provided by ESC 19.
- 8) Ensure participants are willing and able to complete the entirety of the Reading Academies content within the course time period, unless one of the following exceptions arises: Resignation, Retirement, Termination, Reassignment outside of K-3, FMLA, personal COVID diagnosis, or another extreme circumstance deemed appropriate by TEA and/or ESC 19.
- 9) District will strive for 90% successful completion rate from learners as per TEA expectations.

III. TERM OF AGREEMENT

This Agreement shall be effective on _____, and terminate, except as provided herein, on _____, unless sooner terminated upon 30 days prior written notice by either party or upon completion of all training by ESC 19 of the District's personnel (the "Term"). Upon termination hereof, each party agrees to cooperate with the other to fulfill any action required by TEA in its regulation of Reading Academies. No monies will be refunded unless Agreement is terminated within 30 days of initial signing date.

IV. FEES

District pays a \$400 fee per participant, with a total of _____ participants for a total cost of _____ due by June 15, 2021.

V. ADDITIONAL TERMS AND CONDITIONS.

1. **Assignments.** Neither Party may assign this Agreement without the prior written consent of the other.

2. **Entire Agreement.** This Agreement contains all of the agreement between the Parties with respect to the matters contained herein and no prior agreement or understanding pertaining to any such matters shall be effective for any purpose.

3. **Independent Contractor Status.** Each party and its people are independent contractors in relation to the other party with respect to all matters arising under this Agreement. Nothing herein shall be deemed to establish a partnership, joint venture, association, or employment relationship between the parties.

4. **Third Party Beneficiaries.** Nothing in this Agreement creates, or will be deemed to create, third party beneficiaries of or under this Agreement.

5. **Governing Law.** This Agreement shall be governed, construed, and enforced according to the laws of the State of Texas, without giving effect to principles of conflicts of laws, and the Parties agree to resolve any dispute in the state and federal courts having jurisdiction in El Paso County, Texas.

6. **Sovereign Immunity.** Nothing in this Agreement shall be deemed to waive the sovereign immunity of ESC 19, of the staff and employees of ESC 19, or of the District.

7. **Dispute Resolution.** The Executive Director of ESC 19 or his/her designee and the authorized agent of the District shall resolve disputes that develop under this Agreement.

8. **Amendments.** This Agreement may not be amended, modified or changed, nor shall any waiver of any provision hereof be effective, except by an instrument in writing and signed by each of the Parties.

IN WITNESS WHEREOF, for adequate consideration and intending to be legally bound, the Parties hereto have caused this AGREEMENT to be executed by their duly authorized representatives.

The individuals signing below are authorized to do so by the respective Parties to this Agreement.

FOR AND ON BEHALF OF THE DISTRICT

By: _____
Superintendent Signature

Title

Date

District Contact Person

Title of Contact

Street Address

City, State Zip

Contact's Telephone Number

FOR AND ON BEHALF OF ESC 19

By: _____
Authorized Signature

Associate Executive Director

Title

Date

Anabel M. Tanabe

ESC 19 Contact Person

Assistant Director Strategic EL Initiatives

Title of Contact

6611 Boeing Dr.

Street Address

El Paso, TX 79925

City, State Zip

915-780-5069

Contact's Telephone Number



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Susana Frescas, Instructional Programs Coordinator
Subject: EL Summer School Hours
Date: July 14, 2021

HISTORY: Texas Education Code Sec. 29.060 and Texas Administrative Code 89.1250 requires that district, or local education agency (LEA), offer 120 hours of summer school for bilingual education students entering Kindergarten and First Grade. These 120 hours of instruction must be supplemental to the regular school day/year. LEAs may choose how to complete this supplemental program throughout the school year.

RATIONALE: This supplemental program provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level. We are opting to spread the 120 hours between October intersession, March intersession, and summer school. Thirty hours will be completed at each of the two intersession periods, the remaining 60 hours will be offered during the month of June in summer school.

BUDGET IMPACT: Funding is initially paid out by the school district. Then, a reimbursement can be made to the district on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18:1 (TAC 89.1250 (4)(A)(ii)).

ADMINISTRATIVE RECOMMENDATION: At this time, a recommendation to approve this supplemental program schedule is being made.

Please check one: For approval Report / Information only Recognition only

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San Elizario ISD 2021-2022 District Calendar

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2022						
S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	*21	*22	*23	*24	*25	26
27	*28					

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

March 2022						
S	M	T	W	T	F	S
		*1	*2	*3	*4	5
6	*7	*8	*9	*10	*11	12
13	*14	*15	*16	*17	*18	19
20	*21	*22	*23	*24	*25	26
27	*28	*29	*30	*31		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April 2022						
S	M	T	W	T	F	S
					*1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

30 hours Intersession (x 2)

60 hours Summer School

July 2021

July 20-21
July 22
July 23
July 26-29
July 29

New Teacher Orientation
Professional Development Day
Teacher Workday
Professional Development Days
Annual District Convocation
Teacher Workday

August 2021

Aug 2

First Day of School

September 2021

Sept 6
Sept 14
Sept 16

Holiday--Labor Day
GEMS--Parent/Teacher Conferences
SEHS--Parent/Teacher Conferences

October 2021

Oct 1
Oct 4-15
Oct 18
Oct 19
Oct 26
Oct 28
Oct 29

End of 1st 9 weeks
Fall Intersession
Professional Development Day
Beginning of 2nd 9 weeks
Alarcon/Borrego--Parent/Teacher Conferences
Loya/Sambrano--Parent/Teacher Conferences
Smart Snack Exemption Day

November 2021

Nov 11
Nov 22-26

Holiday--Veteran's Day
Holiday--Thanksgiving

December 2021

Dec 17
Dec 17
Dec 17
Dec 20-31

End of 2nd 9 weeks
Smart Snack Exemption Day
Early Release Students/Staff
Winter Holidays

January 2022

Jan 3
Jan 4
Jan 5
Jan 17

Professional Development Day
Teacher Workday
Students Return; Beginning of 3rd 9 weeks
Holiday--Martin Luther King Day

February 2022

Feb 14
Feb 16
Feb 22
Feb 24

Smart Snack Exemption Day
Early Release Day; Professional Development
GEMS--Parent/Teacher Conferences
SEHS--Parent/Teacher Conferences

March 2022

March 4
March 7-18
March 21
March 22
March 24
March 29

End of 3rd 9 weeks
Spring Intersession
Professional Development Day
Beginning of 4th 9 weeks
Alarcon/Borrego--Parent/Teacher Conferences
Loya/Sambrano--Parent/Teacher Conferences

April 2022

April 14
April 15

Early Release Students/Staff; Smart Snack Exemption Day
Holiday--Good Friday

May 2022

May 30

Holiday--Memorial Day

June 2022

June 2
June 2
June 3
June 6
June 7-24

Last Day of School; Smart Snack Exemption Day
Graduation Day
Teacher Workday
Summer School Teacher Preparation Day
Summer School

STAAR / EOC Testing:

EOC Re-Testing -: Dec 7-10, June 21-24
Grades 4, 7 Writing: April 20, 27
Grades 3,4,5,6 Math: May 18, 13, 11, 12
Grades 3,4,5,6 Reading: May 26, 25, 19, 20
Grade 5 Science: May 27
Grades 7, 8 Math: May 18, 25
Grades 7, 8 Reading: May 19, 20
Grade 8 Social Studies: May 27
Grade 8 Science: May 26
English I, II: April 27, 29
Algebra I: May 4
U.S. History: May 6
Biology: May 11



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
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MEMORANDUM

To: Members of the Board of Trustees
From: Julissa C. Esquivel, Principal - Loya Primary
Subject: Request for Communities-In-School full time position
Date: July 14, 2021

HISTORY: Loya Primary School has an assigned social worker. However, due to low enrollment, there is not an assigned counselor. Therefore, this formal request to add the program CIS (Communities in School) is being made.

RATIONALE: The role of the CIS will assist with parent involvement, volunteers and Partners in Ed (PIE) to support the needs of our students and parents in the community.

The CIS employee will work closely with the assigned campus social worker, teachers and myself to assist in supporting the families with academics needs, attendance concerns all while also offering social and emotional guidance.

The CIS employee would be housed on campus to build the trust and foster relationships with our faculty and staff so they could be well informed about the particular needs of the students.

If there are any questions you may have of me, please do not hesitate to reach out.

BUDGET: \$30,000.00

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the contract with Communities in Schools as presented.

Please check one: For approval Report / Information only Recognition only

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MEMORANDUM

To: Members of the Board of Trustees
From: Mr. Salcido, Principal - GEMS
Subject: Communities in Schools Contract
Date: July 14, 2021

HISTORY:

At Garcia-Enriquez Middle school, we will utilize Communities in School to connect students to caring adults and community resources to transform how they see and experience the world around them.

RATIONALE:

Building a powerful change movement made up of peers, students, and alumni committed to shaping an equitable path to education for future generations. Students set academic, attendance, and behavioral goals to achieve success with support.

BUDGET: \$30,000

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the contract with Communities in Schools as presented.

Please check one: For approval Report / Information only Recognition only

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**CONTRACT BETWEEN
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
AND
COMMUNITIES IN SCHOOLS OF EL PASO, INC.**

This Agreement, made this 1st day of August 2021, defines the agreement between the San Elizario Independent School District (SEISD), 1050 Chicken Ranch Rd. San Elizario, TX 79849 and Communities In Schools of El Paso, Inc., a non-profit organization, organized under the laws of the State of Texas with offices at 1401 Pendale, Suite #300, El Paso, Texas, 79936 (CIS, or CIS of El Paso, or Contractor).

THE ABOVE-MENTIONED PARTIES AGREE TO:

The San Elizario Independent School District desires to contract with Communities In Schools of El Paso for the implementation of the CIS program at the following campuses:

**Ann M. Garcia-Enriquez Middle School, 12280 Socorro Rd., San Elizario, TX 79849
Lorenzo G. Loya Primary School, 13705 Socorro Rd., San Elizario, TX 79849**

CIS of El Paso will provide a total of 2 Program Coordinators for 2 campuses.

WHEREAS, CIS has established a comprehensive program that includes development of working relationships with community agencies in order to coordinate the delivery of needed services to at-risk students and their families; and

WHEREAS, the SEISD desires to implement the CIS Program, which consists of various services designed to increase student achievement through student improvement, student promotion, student graduation, and reduction of the dropout rate by keeping students in school at the campus sites identified in this Agreement; and

WHEREAS, the SEISD shall have access to all CIS program materials, communications with community agencies, and all related written materials prepared or produced by CIS under this Agreement; and

WHEREAS, the parties desire to work together to maximize the benefit of the CIS program to students by maintaining the quality standards and practices necessary to ensure the efficient and effective delivery of the CIS services.

NOW, THEREFORE, the parties agree as follows:

I. Scope of Services:

CIS will provide to the SEISD the following services during the term of this agreement:

1. Develop an annual CIS campus agreement at each school site with campus administrators.
2. Develop an annual CIS Campus Plan in collaboration with campus administrators and other school personnel to integrate a customized CIS program for the benefit of enrolled students and their families.

3. Professional staff member(s) assigned to implement the CIS program.
4. Development of working relationships with service agencies and business organizations in order to provide vital resources and support to at-risk youth who need extra support to stay on the path to graduation.
5. Establishment of services designed to increase student achievement through student improvement, student promotion, student graduation, and reduction of the dropout rate by keeping students in school.
6. Provide effective assistance to students at risk of dropping out through the following six CIS Components: Supportive Guidance, Health and Human Services, Parental and Family Engagement, College and Career Awareness, Enrichment Activities, and Academic Enhancement & Support.
7. Encourage parental involvement to help students succeed in their academic endeavors.
8. Compile CIS information required for district report.

CIS personnel will provide services to SEISD on a 12-month, 40-hour work week schedule reporting to assigned campuses with time off provided for sick leave, family leave, and vacation leave, as stipulated by CIS of El Paso, Inc. The 40 hours per week can be adjusted **only** during the same work week. However, CIS Coordinators cannot work more than 40 hours per week to include Saturdays.

Employee Personnel Policies are as follows:

Sick Days:

1 sick day per month for a total of 12 days per fiscal year
(Sick days are accrued)

Personal Days:

3 personal days per fiscal year (September — August)

Vacation Days (based on years of service):

0 years-less than 1 year	= no vacation
1 year-less than 2 years	= 1 week of vacation
2 years-less than 3 years	= 2 weeks of vacation
3 years-less than 10 years	= 3 weeks of vacation
10 years-less than 20 years	= 4 weeks of vacation
20 years-less than 30 years	= 5 weeks of vacation
30 years or more	= 6 weeks of vacation

II. SEISD Responsibilities

1. SEISD agrees to provide an office assigned only to CIS to ensure compliance with confidentiality requirements at each participating campus. Additional items that are to be provided include a telephone, computer, desk, chair, a filing cabinet with lock and key, and supplies.
2. SEISD agrees to provide a district email address to CIS staff.
3. SEISD agrees to provide access to student data/information (i.e., at risk list, STAAR scores, grades, online district portal, etc.)
4. SEISD administrative personnel at each participating campus agrees to collaborate with the CIS staff in order to deliver necessary services to students and parents.
5. CIS will be an important resource in addressing dropout risk and will be written into the Campus and District Improvement Plans.
6. SEISD will ensure that campuses will allow for CIS staff to fulfill TEA contract obligations regarding documentation and accountability.
7. CIS staff will be considered to be performing an institutional service or function of the SEISD for which it would otherwise use SEISD employees, at all times. CIS is performing its duties under this Agreement CIS staff will be designated a school official. CIS will be permitted access to personally identifiable information subject to FERPA (20 U.S.C. § 1232g). CIS agrees to be under the direct control of the SEISD as a school official and to be bound by the requirements of 34 C.F.R. 99.33 in reviewing and disclosing any personally identifiable student information.

III. CIS Personnel

CIS of El Paso represents that its personnel who will be employed to render services hereunder all have college degrees in Social Work, Psychology, and Sociology or related fields, and will provide the resumes of such personnel to this effect. Pursuant to TEC 22.0834, CIS of El Paso will certify that all CIS employees have undergone a fingerprint-based background check. CIS of El Paso will certify that individuals shall be hired to conduct work at the school in accordance with the Communities In Schools of Texas Policies and Procedures Manual.

It is understood and agreed that CIS is an independent contractor and that neither it nor any employee (paid or volunteer) or agents contracted by it, or otherwise performing duties of CIS, shall be deemed for any purposes to be employees or agents of San Elizario ISD. This Agreement does not create a joint venture, business partnership, agency, franchise, or employment relationship under Texas law. CIS assumes full responsibility for the actions of any such persons while performing any service incident to this Agreement, and CIS shall remain solely responsible for their supervision, daily direction and control, payment, if any, of salaries (including

withholding of income taxes and social security), workers' compensation, and disability benefits and like requirements and obligations.

IV. Insurance Coverage

General Requirements: Contractor will procure and maintain the applicable insurance coverage described below, as well as any other insurance SEISD may require. Such insurance is to be primary with respect to any other similar insurance available to SEISD regardless of the provisions of such insurance and is to name SEISD as additional insured. All policies on which SEISD is named additional insured must contain (i) a breach of warranty provision guaranteeing that SEISD will be insured regardless of breach by contractor, and (ii) a waiver of subrogation by the insurers in favor of SEISD. Contractor will furnish SEISD with certificates and additional insured endorsements evidencing the specified insurance prior to beginning the Work and, if requested by SEISD, copies of the insurance policies themselves. Such certificates must provide that at least 30 days prior written notice of any policy cancellation or material change be given to SEISD. All insurance must be obtained from insurance carriers with a Best's rating of at least "A-10" and that are otherwise acceptable to SEISD. Contractor will require Subcontractors to also maintain all such insurance set forth below and to provide SEISD with such certificates of insurance, additional insured endorsements, breach of warranty provisions, and, if requested, certified copies of the policies themselves. The failure of Contractor to comply with the requirements of this paragraph prior to the commencement of the Work will be grounds for cancellation or suspension of this contract by SEISD without notice at any time during such failure of compliance. Any losses incurred by SEISD arising from the performance of the Work, whether or not covered by the insurance described below or within the deductible of such insurance, will be the responsibility of contractor to the extent they are covered by the indemnity provisions or any other provisions of the Contract Documents.

1. Automobile Liability Insurance:

- a. Combined Bodily Injury and Property Damage Liability limits of not less than \$1,000,000 per occurrence.
- b. This insurance must apply to all owned, leased, non-owned, or hired vehicles used by or on behalf of Contractor in connection with the Work. The policy shall include an Additional Insured Endorsement naming SEISD as an additional insured with respect to the operation of Approved Contractor's and Subcontractors' autos.

2. General Liability Insurance:

- a. Limit of liability not less than \$1,000,000 per occurrence.
- b. Broad form property damage coverage.
- c. Contractual liability for obligations assumed in the Contract with SEISD.
- d. Products and completed operations liability.
- e. Bodily injury and property damage resulting from incidental professional liability.

3. Workers' Compensation Insurance:

The policy will be written in accordance with the laws of the State in which the work will be performed. The Worker's Compensation policy shall also include the following Employer's Liability coverage with limits not less than the following:

- a. \$500,000 Bodily Injury by Accident
- b. \$500,000 Bodily Injury by Disease
- c. \$500,000 Policy Limit by Disease

4. Errors and Omissions insurance in such amounts as SEISD may require.

V. Duration of Services

This Agreement shall become effective on August 1, 2021, and shall terminate on July 31, 2022, unless otherwise terminated as set forth herein. SEISD and CIS will have the option to renew the agreement on mutually acceptable terms.

VI. Compensation and Method of Payment

For and in consideration of the services to be performed by Communities In Schools of El Paso, Inc. under this Agreement, the San Elizario Independent School District shall pay to Communities In Schools of El Paso, Inc. the amount of \$60,000.00 for the completion of the work made the subject of this Agreement. This amount will be paid to CIS over the term of this Agreement while the Agreement is in effect and not otherwise terminated by either party. Payment under this Agreement shall be divided into 12 equal monthly installments in the amount of \$5,000.00. The first payment is due no later than August 31, 2021; the final payment is due no later than July 30, 2022 unless this Agreement is otherwise terminated. No payment shall be due for any period of time following termination of the Agreement.

VII. Additional Provisions

A. CIS Employees. All persons assigned to SEISD under this Contract by CIS shall be the employees of CIS and shall not be employees of SEISD. CIS shall be responsible for payment of all salary, compensation, and benefits of all of its employees, and shall have all liability and responsibility with respect to its Employees. SEISD shall not have any responsibility or liability regarding any CIS employees.

B. Risk Allocation. SEISD shall not be liable to CIS for any claims, causes of action, liability, expense, attorneys' fees, costs, injuries, damages, or other losses arising from the conduct of CIS employees and the services provided by CIS employees pursuant to this Contract. Each party shall bear its own risk of loss and shall not be liable for any acts or omissions of the employees of the other party. CIS agrees at all times to defend, indemnify, and hold harmless SEISD, its trustees, officers, employees, and agents from and against any and all claims for damages for injuries and other losses, including costs and attorneys' fees, resulting directly or indirectly from any act or omission of CIS's officials, employees, agents, subcontractors, or volunteers arising out of the performance of this Agreement, whether such claims are asserted before or after the termination of this Agreement.

C. Governmental Immunity. SEISD hereby reserves, and does not waive, its right to governmental and sovereign immunity from litigation or liability arising out of the Texas Tort Claims Act, the Texas Constitution, and applicable common law. This Contract is not a consent to suit by SEISD. This Contract shall not constitute the agreement by SEISD to pay attorneys' fees in the event of litigation between the parties.

D. Compliance with FERPA. CIS and its employees assigned to SEISD schools pursuant to this Contract shall comply with all terms and conditions of the Family Educational Rights and Privacy Act, 20 USC 1232g, and applicable state law which requires that all personally identifiable student records be kept confidential and not released except as provided under applicable law. Any violation of the terms of federal or state law by CIS employees relating to personally identifiable student records shall constitute grounds for immediate termination of this Contract.

E. No Assignment. Neither party may assign any rights or obligations under this Agreement without the written consent of the other party.

F. This Agreement shall be governed by the laws of the State of Texas. The exclusive venue of any suit brought concerning this Agreement is fixed in any Court of competent jurisdiction in El Paso County, Texas.

III. Termination of Services

This agreement may be terminated prior to the expiration of the term hereof as follows: 1) by mutual written Agreement of the parties; or 2) with or without cause by either party giving (30) days written notice to the other party. Notice shall be delivered in writing to the following:

- a. To SEISD: Dr. Jeannie Meza-Chavez
- b. To CIS: Mr. Robert Shaw

Upon termination of the Agreement, SEISD shall be liable only for payment for services performed up to the date of termination, calculated on a pro rata basis through the last day of service.

COMMUNITIES IN SCHOOLS OF EL PASO

SAN ELIZARIO ISD

By: 

By: _____

Title: Executive Director

Title: _____

Date: 06/17/2021

Date: _____



San Elizario Independent School District

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

PURCHASE ORDER NUMBER

42365

Date: 07/01/2021

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VENDOR: 10761

**TO: Communities In Schools of El Paso,
PO Box 371395
EL PASO, TX 79937**

**SHIP TO: San Elizario Independent School
200 N. Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-593-7317

VENDOR FAX: 915-590-5451

VENDOR EMAIL:

REC. LOC: Superintendent Office- C. Cuevas

REC. GRP: Superintendent Office- C. Cuevas

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			60000.00		60000.00
As per agreement - Implementation of the CIS Program at the following campuses: Ann M. Garcia Enriquez Middle School Lorenzo Loya Elementary School (Christine Cuevas ext. 3515)							

TOTAL 60000.00

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days. 361

THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

Herberto Rivas



San Elizario ISD
 P.O. Box 920
 San Elizario, TX 79849
 Phone 915.872.3900
 Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Blanca I. Cruz, Human Resources Director
Subject: Miscellaneous Pay Rate Change – Extra Duty Pay for Professional Development
Date: July 14, 2021

HISTORY: Currently, San Elizario ISD’s Professional Development Pay Rates are as follows:

Professional Development	
Summer Professional Development (3-hour session)	\$50.00
Summer Professional Development (6-hour session)	\$100.00
After School Professional Development (attending 2-3 hour session)	\$50.00
Saturday Professional Development (3-hour session)	\$50.00
Saturday Professional Development (6-hour session)	\$100.00

RATIONALE:

Teachers who attend professional development outside of their contract days or regular duty hours are compensated accordingly. One of the focus areas of ESSER III is professional development of teachers. As part of the strategic planning, the district will provide several professional development opportunities for teachers. Since some trainings will occur outside of the work day or on a Saturday, attendance is voluntary. Therefore, increasing the pay rates will serve as a strategy to attract more teachers to participate in these types of activities.

BUDGET:

The total yearly cost depends on the number of professional development activities and participation.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the change to the miscellaneous pay rate from \$50 to \$75 p/hour for up to a 3-hour session and an increase from \$100 to \$150 for a 6-hour session for after school, summer, or Saturday professional development activities.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD’s mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Debbie Betancourt, Certification/Data Management Analyst
Subject: Miscellaneous Pay Rate Change – Extra Duty Pay for certified tutors, summer school assignments, and after school intramural activities
Date: July 14, 2021

HISTORY:

Currently, San Elizario ISD’s hourly pay rate for certified tutors, summer school assignments, and after school intramural activities is \$40.00. Administration is proposing an increase to the current established rate from \$40 to \$50 p/hour.

RATIONALE:

Miscellaneous pay rates are to be used for employees who attend or work in programs outside of their regular duty hours or contract days. During the past year, the district experienced a shortage in the number of teachers volunteering for tutoring and summer school assignments. In addition, given the current increase of the teacher pay scale, a teacher with 10 years of experience is compensated at approximately \$39.94 p/hour. Increasing the hourly rate for programs or activities outside of the regular duty hours to \$50 p/hour will assist campus administration with recruitment efforts for these types of activities especially during a year in which academic intervention will be necessary to address the learning gap.

BUDGET:

The change in pay rate will result in a \$10 p/hour increase. The total yearly cost depends on the number of hours worked for tutoring, summer school, and other academic intervention activities.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the change to the miscellaneous pay rate from \$40 to \$50 p/hour for certified tutors, summer school assignments, and after school intramural activities.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD’s mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

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AIC(LEGAL) ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Administrative Code provisions amended effective January 5, 2021, address program performance regarding certain special student populations. The rules address supervision and monitoring reviews and require the commissioner to assign districts an annual determination level based on performance of the special student populations.

BBC(LEGAL) BOARD MEMBERS: VACANCIES AND REMOVAL FROM OFFICE

We have streamlined the reference to CH(LEGAL) regarding board member removal for purchasing violations.

BBD(EXHIBIT) BOARD MEMBERS: TRAINING AND ORIENTATION

As approved by the State Board of Education in November 2020, the Framework for School Board Development has been extensively revised.

BJCE(LEGAL) SUPERINTENDENT: SUSPENSION/TERMINATION DURING CONTRACT

Changes to this legally referenced policy on suspension of the superintendent without pay and termination during the contract term were prompted by Administrative Code revisions effective January 11, 2021.

C(LEGAL) BUSINESS AND SUPPORT SERVICES

The C Section table of contents has been revised to rename CHE to Vendor Disclosures and Contracts.

CBB(LEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

The federal Department of Education issued correcting amendments to the Uniform Guidance for Grants and Agreements, effective February 22, 2021, resulting in a change to the provisions on cooperative purchasing in this legally referenced policy. Citations have also been updated.

CH(LEGAL) PURCHASING AND ACQUISITION

Update 117 includes a reorganization of the purchasing and facilities construction legally referenced policies in the CH and CV series.

As part of the reorganization, we have:

- Added cross-references to other pertinent policy codes to eliminate duplicated material;
- Added existing provisions on site-based purchasing;
- Reordered and adjusted provisions for clarity and to better match statutory wording;
- Moved to CHE(LEGAL) provisions on required vendor disclosures and contract provisions and lobbying restrictions; and
- Moved detailed provisions on competitive bidding to CVA(LEGAL).

Provisions on purchasing recycled products were added from new Administrative Code rules, effective July 2, 2020.

CH(LOCAL) PURCHASING AND ACQUISITION

The major winter storms earlier this year caused extensive damage to many district facilities. Based on district requests for additional flexibility in such emergency circumstances, we recommend a new provision delegating authority to the superintendent to contract for the replacement, construction, or repair of equipment or facilities in the event of a catastrophe, emergency, or natural disaster affecting the district if

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emergency replacement, construction, or repair is necessary for the health and safety of district students and staff. The superintendent must report to the board any contracts made under the delegated authority at the next regular meeting.

The recommended text also clarifies that the delegation *does not* permit the superintendent to act under Education Code 44.031(h) to make purchases without following normal competitive purchasing requirements; the board must take action to waive any Chapter 44 provisions in accordance with law.

The recommended delegation provision is optional. Please carefully review the new text to ensure it aligns with the district's practices and contact the district's policy consultant if your district does not wish to add this provision or has other revisions.

TASB Legal Services' eSource article [Emergency Management for Texas Public Schools](#) provides additional information on purchasing in emergency situations.

The *Legal Issues in Update 117* memo describes common legal concerns and best practices specific to [this policy topic](#).

CHE(LEGAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

This legally referenced policy has been reorganized to focus on required vendor disclosures and contract provisions. This material has been moved from CH(LEGAL).

In addition, we have:

- Included references to other pertinent codes and deleted material duplicated at other policy codes; and
- Reordered and adjusted provisions for clarity and to better match statutory wording.

CL(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT

New Administrative Code rules, effective July 2, 2020, prompted revisions to provisions on recycling programs.

Provisions on pool sanitation and safety standards have been streamlined to refer to the relevant legal guidance.

CV(LEGAL) FACILITIES CONSTRUCTION

Update 117 includes a reorganization of the purchasing- and construction-related legally referenced policies in the CH and CV series.

As part of the reorganization, we have:

- Added cross-references to other pertinent policy codes to eliminate duplicated material; and
- Reordered and adjusted provisions for flow and to better match statutory wording.

CV(LOCAL) FACILITIES CONSTRUCTION

For ease of reference and to align with recommended changes at CH(LOCAL) on delegation to the superintendent for emergency contracting, Policy Service recommends adding a Note referring to CH(LOCAL) for those provisions.

The *Legal Issues in Update 117* memo describes common legal concerns and best practices specific to [this policy topic](#).

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CVA(LEGAL)

FACILITIES CONSTRUCTION: COMPETITIVE BIDDING

Provisions on identical, competitive bids have been moved from CH(LEGAL). In addition, a provision on making bid evaluations public has been moved to this policy from CV(LEGAL). Other revisions are to delete material duplicated at other policy codes and adjust language for clarity and to better match statutory wording.

CVB(LEGAL)

FACILITIES CONSTRUCTION: COMPETITIVE SEALED PROPOSALS

A cross-reference has been added to procurement processes included at other policy codes, and duplicated material has been deleted. Other revisions are to adjust language for clarity and to better match statutory wording.

CVC(LEGAL)

FACILITIES CONSTRUCTION: CONSTRUCTION MANAGER-AGENT

Additional detail has been added regarding the construction manager-agent method. A cross-reference has been added to procurement processes included at other policy codes, and duplicated material has been deleted. Other revisions are to adjust language for clarity and to better match statutory wording.

CVD(LEGAL)

FACILITIES CONSTRUCTION: CONSTRUCTION MANAGER-AT-RISK

Additional detail has been added regarding the construction manager-at-risk method. A cross-reference has been added to procurement processes included at other policy codes, and duplicated material has been deleted. Other revisions are to adjust language for clarity and to better match statutory wording.

CVE(LEGAL)

FACILITIES CONSTRUCTION: DESIGN-BUILD

A cross-reference has been added to procurement processes included at other policy codes, duplicated material has been deleted, and provisions have been reordered for flow. Other revisions are to adjust language for clarity and to better match statutory wording.

CVF(LEGAL)

FACILITIES CONSTRUCTION: JOB ORDER CONTRACTS

A cross-reference has been added to procurement processes included at other policy codes, duplicated material has been deleted, and provisions have been reordered for flow. Other revisions are to adjust language for clarity and to better match statutory wording.

DEC(LOCAL)

COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

The events of the past year have highlighted the need for additional flexibility regarding administration of leave. TASB Policy, Legal, and HR Services collaborated on the recommended revisions to this policy, which remove administrative details not required to be in board policy and that may be more appropriately addressed elsewhere, such as in the employee handbook.

To support the removal of these administrative details, a new paragraph directs the superintendent to develop administrative regulations to implement the policy. [Remember that BJA(LOCAL) permits the superintendent to delegate this responsibility as appropriate.] In addition, TASB HR Services has:

- Created a corresponding [Framework for Developing Leaves and Absences Procedures](#), with prompts and placeholders for administrative decisions; and
- Revised the 2021–22 *Model Employee Handbook* to address administrative provisions removed from the policy.

Other changes include:

- Updating the definition of *catastrophic illness or injury* to clarify how it applies to the use of leave from the district's sick leave pool.

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- Adding a definition of *school year* that aligns with terminology in the TASB sample contracts and that provides context for references to the term elsewhere in the policy.
- Relocating provisions on concurrent use of leave and compensatory time to the sections addressing temporary disability leave and family and medical leave.
- Streamlining of family and medical leave provisions to eliminate information not necessary in board-adopted policy.
- Adding a clear statement to reflect that the district does not permit paid leave offset in conjunction with workers' compensation benefits.
- Removing the provision permitting exceptions to the duration limit on discretionary use of leave based on extenuating circumstances. While state law permits a district to establish policy on the use of leave, it does not permit the district to take the reason for the use into consideration.
- Removing provisions limiting use of leave for bereavement that recite a state rule long ago repealed. Death in the immediate family is among the nondiscretionary purposes for use of leave.
- Adding text to make clear that local leave is allowed to accumulate without limit, based on information recently received from the district's administration.

New recommended provisions on state personal leave clarify that:

- Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.
- In approving or denying requests for the discretionary use of leave, the district will also consider how the duration of the requested absence affects the educational program and district operations.

The *Legal Issues in Update 117* memo describes common legal concerns and best practices specific to [this policy topic](#).

Please note: For clarity and consistency with policy style, the district's locally developed text throughout the policy has been lightly edited. As noted, some of the district's unique text that is administrative in nature is recommended for deletion, for example, the chart detailing the pace at which local leave is earned, as well as the procedures for submitting documentation related to compliance with a jury duty summons or a subpoena. We also have recommended changes to the unique text addressing neutral absence control to better ensure *neutral* application of these provisions. If the district no longer wishes to establish neutral absence control procedures, please contact your policy consultant for deletion of that section of text.

EHAA(LEGAL)

BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New Administrative Code rules address the requirement for districts to provide instruction in positive character traits, which can be met through a stand-alone course or by integrating the TEKS into other courses. The rules address the frequency of instruction by grade bands and are effective for the 2021–22 school year.

EHBA(LEGAL)

SPECIAL PROGRAMS: SPECIAL EDUCATION

Revised Administrative Code rules, effective March 14, 2021, address various special education provisions and:

- Provide more detail on instructional arrangements;
- Include a definition of *regular school day* for the purpose of determining the instructional arrangement; and

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- Update citations to funding statutes.

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

Provisions on a district's obligation to refer for evaluation and the definition of a *child with a disability* have been updated based on revised Administrative Code rules, effective March 14, 2021. Other changes are to better reflect statute.

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

As a result of revised Administrative Code rules effective March 14, 2021, we have updated text regarding establishment of the admission, review, and dismissal (ARD) committee and added a provision addressing a district's overall responsibility for all of the functions of the IEP team and ARD committee. Citations have also been updated.

EHBAC(LLEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

From revised Administrative Code rules effective March 14, 2021, we have added a provision requiring the district to notify TEA within 30 calendar days of an ARD committee's decision to place a student in a residential education program.

EHBAD(LLEGAL) SPECIAL EDUCATION: TRANSITION SERVICES

Revised Administrative Code rules, effective March 14, 2021, prompted a revision to the graduation provisions and updates to cites throughout this legally referenced policy.

EHBC(LLEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES

Revisions regarding approval of an optional flexible school day program are from revised Administrative Code rules, effective December 6, 2020.

EIF(LLEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Details have been added on the graduation of students receiving special education services who entered grade nine after the 2014–15 school year. The changes come from revised Administrative Code rules effective March 14, 2021.

In addition, we have replaced detailed provisions on graduation of students receiving special education services who entered grade nine before the 2014–15 school year with a reference to the relevant Administrative Code provision. Citations have been updated throughout.

EKB(LLEGAL) TESTING PROGRAMS: STATE ASSESSMENT

In accordance with House Bill 3906 (86th Legislative Session) and effective September 1, 2021, the reference to the separate writing assessment in grades 4 and 7 has been removed.

EL(LLEGAL) CAMPUS OR PROGRAM CHARTERS

We have added provisions that a district is entitled to additional state aid if the district was under contract during the 2017–18 school year or is under renewal of such a contract to jointly operate a campus or campus program under Education Code 11.157 (Contracts for Educational Services). Details may be found in revised Administrative Code rules, effective March 30, 2021.

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FFAC(LEGAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

New Administrative Code rules, effective February 18, 2021, address maintenance and administration of unassigned asthma medication for districts that choose to implement such a program. Contact your policy consultant if your district has a program but lacks local policy provisions.

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

PURCHASING AND ACQUISITION

CH
(LOCAL)

**Purchasing
Authority**

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$25,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Exception for
Emergency
Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and safety of District students and staff. The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

Purchasing
Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

*Certain
Maintenance and
Operations
Projects*

The District shall require at least three vendor contacts to obtain written or telephone quotes for any maintenance and operations project with a cost of \$5,000 to \$25,000 and shall award the contract to the lowest responsible bidder. However, the District may reject any and all proposed quotes.

*Competitive
Bidding*

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

PURCHASING AND ACQUISITION

CH
(LOCAL)

<i>Competitive Sealed Proposals</i>	<p>If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.</p> <p>The District may reject any and all proposals in accordance with state or federal law, as applicable.</p>
Electronic Bids or Proposals	<p>Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.</p>
Responsibility for Debts	<p>The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.</p>
Purchase Commitments	<p>All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.</p>
Personal Purchases	<p>District employees shall not be permitted to make purchases for personal use through the District's business office.</p>

FACILITIES CONSTRUCTION

CV
(LOCAL)

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above \$5,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Change Orders

Change orders permitted by law shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

Project Administration

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

Final Payment

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Catastrophic Illness
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

*Request for
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed five consecutive workdays.

Local Leave

Each full-time employee shall earn paid local leave days each school year based on the work calendar for each employee's positions and in accordance with administrative regulations.

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995-96 school year. [See DEC(LEGAL)]

Sick Leave Pool

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury may request the establishment of a sick leave pool, to which District employees may donate state personal leave for use by the eligible employee.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;
2. The maximum number of days an employee may donate to a sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
4. The return of unused days to donors.

Appeal

An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Family and Medical
Leave**

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

Note: See DECA(LEGAL) for provisions addressing FMLA.

Twelve-Month
Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured forward from the date an individual employee's first FMLA leave begins.

Combined Leave for
Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or
Reduced Schedule
Leave

The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of
Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty
Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of
Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

**Temporary Disability
Leave**

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Workers'
Compensation**

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave
Offset

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Absences for court appearances related to an employee's personal business shall be taken as personal leave or as leave without pay if no applicable leave is available.

**Neutral Absence
Control**

If an employee does not return to work after exhausting all available paid and unpaid leave, the District shall provide the employee written notice that he or she no longer has leave available for use. The District shall automatically pursue termination of an employee who has exhausted all available leave, regardless of the reason for the absence [see DF series]. The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA(LEGAL)], shall be considered before termination. If terminated, the employee may apply for reemployment with the District.



(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

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

Annotations are shown as follows.

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

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

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

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

**Purchasing
Authority**

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs \$25,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Exception for
Emergency
Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and safety of District students and staff. The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

Purchasing
Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

*Certain
Maintenance and
Operations
Projects*

The District shall require at least three vendor contacts to obtain written or telephone quotes for any maintenance and operations project with a cost of \$5,000 to \$25,000 and shall award the contract to the lowest responsible bidder. However, the District may reject any and all proposed quotes.

*Competitive
Bidding*

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

PURCHASING AND ACQUISITION

CH
(LOCAL)

*Competitive
Sealed Proposals*

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

Electronic Bids or
Proposals

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

**Responsibility for
Debts**

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

**Purchase
Commitments**

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

Personal Purchases

District employees shall not be permitted to make purchases for personal use through the District's business office.

FACILITIES CONSTRUCTION

CV
(LOCAL)

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above ~~\$5,000~~ \$5,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Change Orders

Change orders permitted by law shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

Project Administration

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

Final Payment

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

Leave Administration

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, ~~using~~**use**, or recording ~~of~~ leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Catastrophic Illness or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. ~~Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph. Complications resulting from pregnancy shall be treated the same as any other condition.~~

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State Earning Local Leave

~~An employee shall not earn any local leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.~~

Deductions

~~Leave Without Pay~~

~~The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee's pay.~~

~~Leave Proration~~

~~Employed for Less Than Full Year~~

If an employee separates from employment with the District before his or her last duty day of the school year, or begins employment after the first duty day of the school year, state personal leave and local leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.:

- ~~1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and~~
- ~~2. Local leave the employee used but had not earned as of the date of separation.~~

~~Employed for Full Year~~

~~If an employee uses more local leave than he or she earned and remains employed with the District through his or her last duty day, the District shall deduct the cost of the excess leave days from the employee's pay in accordance with administrative regulations.~~

Recording

~~Leave shall be recorded as follows:~~

- ~~1. Leave shall be recorded in half-day increments for exempt positions and nonexempt positions for which a substitute is normally required, even if a substitute is not employed.~~
- ~~2. For nonexempt positions for which a substitute is not normally required, leave shall be recorded on an hourly basis.~~
- ~~3. If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.~~

Order of Use

~~Earned compensatory time shall be used before any available paid state and local leave. [See DEAB]~~

~~Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:~~

- ~~1. Local leave.~~
- ~~2. State sick leave accumulated before the 1995-96 school year.~~
- ~~3. State personal leave.~~

~~Use of sick leave pool days shall be permitted only after all available state and local leave has been exhausted.~~

Concurrent Use of Leave

~~When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.~~

~~The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.~~

~~An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.~~

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent **more than** three ~~or more~~ consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; **or**
- ~~3.~~ The employee requests FMLA leave for the employee's serious health condition; **a serious health condition** ~~or that~~ of the **employee's** spouse, parent, or child; or
- ~~4.3.~~ **The employee requests FMLA leave** for military caregiver **leave purposes.**

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

Note: ~~For District contribution to employee insurance during leave, see CRD(LOCAL).~~

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

State Personal Leave The Board requires employees to differentiate the manner in which state personal leave is used. ÷

~~Nondiscretionary~~
~~Non-Discretionary~~ Use **4.4.** ~~Nondiscretionary~~~~Non-discretionary~~ use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

~~Nondiscretionary~~ use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use **2.5.** Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

~~Limitations~~

Request for
Leave

~~3.6.~~ In deciding whether to approve or deny ~~a~~~~The employee shall submit a written~~ request for discretionary use of state personal leave, ~~the supervisor to the immediate supervisor or designee at least one day in advance. In deciding whether to approve or deny state personal leave, the supervisor or designee~~ shall not seek or consider the reasons for which an employee requests to use leave. The supervisor ~~or designee~~ shall, however, consider the ~~duration of the requested absence in conjunction with the~~ effect of the employee's absence on the educational program ~~and/or~~ District operations, as well as the availability of substitutes.

Discretionary ~~use of state personal~~ leave shall not exceed five consecutive workdays. ~~The employee may request additional days only through the Superintendent.~~

Local Leave

~~Each~~~~All~~ full-time ~~employee~~~~employees~~ shall earn paid local leave ~~days each~~ according to the number of days worked (associated with the employees' position) per school year and when they work their full number of assigned days. See the chart below. ~~Local leave days shall be prorated for employees who do not work the full school year. Days shall be converted to hours based on the work calendar for each employee's positions and in accordance with administrative regulations~~ normal assigned work schedule.

Local leave shall accumulate without limit.

Days-Worked		Local Days Earned
Minimum	Maximum	
0	14	0
15	34	0.5
35	54	1
55	74	1.5
75	94	2

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

95	114	2.5
115	134	3
135	154	3.5
155	169	4
170	184	4.5
185	199	5
200	214	5.5
215	229	6
230	239	6.5
240	250	7

Local leave shall be used according to for the terms same reasons and conditions of in the same manner as state sick leave accumulated before the May 30, 1995-96 school year. [See DEC(LEGAL)]

Bereavement Leave

~~Use of personal leave and/or local leave for death in the immediate family shall not exceed five work days per occurrence. Any additional days must be approved by the Superintendent.~~

Sick Leave Pool

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury may request the establishment of a sick leave pool, to which District employees may donate ~~only~~ state personal leave for use by the eligible employee.

~~If the employee is unable to submit the request, a member of the employee's family or the employee's supervisor may submit the request to establish a sick leave pool.~~

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

The Superintendent ~~or designee~~ shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;
2. The maximum number of days an employee may donate to a sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
4. The return of unused days to donors.

Appeal

DATE ISSUED:
6/22/2021 ~~11/25/2015~~
UPDATE 117 ~~LDU-2015.02~~
DEC(LOCAL)-X

	<p>An employee may appeal a decision. All decisions regarding the establishment or implementation of the District's sick leave pool may be appealed in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator designee.</p>
Family and Medical Leave	<p>FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.</p> <hr/> <p>Note: See DECA(LEGAL) for provisions addressing FMLA.</p> <hr/>
Twelve-Month Period	<p>For purposes of an employee's entitlement to FMLA leave, the 12-month period shall be measured forward from the date an individual employee's first FMLA leave begins.</p>
Combined Leave for Spouses	<p>When If both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks. {See DECA(LEGAL)}</p>
Intermittent or Reduced Schedule Leave	<p>The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. {See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.}</p>
Certification of Leave	<p>When If an employee requests leave, the employee shall provide certification, in accordance with as required by FMLA regulations, of the need for leave. {See DECA(LEGAL)}</p>
Fitness-for-Duty Certification	<p>In accordance with administrative regulations, when If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.</p>
Leave at the End of Semester Leave	<p>When If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. {See DECA(LEGAL), LEAVE AT THE END OF A SEMESTER}</p>
Failure to Return	<p>If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. {See DECA(LEGAL), RECOVERY OF BENEFIT COST}</p>

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

Temporary Disability Leave

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent ~~or designee~~ as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

Workers' Compensation

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. ~~[See GRD(LOCAL) regarding payment of insurance contribution during employee absences.]~~

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave
Offset

The District shall not permit the option ~~An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.~~

~~An employee eligible~~ for paid leave offset in conjunction with workers' compensation income benefits. [See CRE], ~~and not on assault leave, may elect in writing to use paid leave.~~

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Jury Duty

~~Employees shall receive their daily compensation without loss of accumulated leave for jury duty. Employees are required to enter their absence via TEAMS, submit a Certification of Jury Service (not to be confused with the summons for jury duty), and may keep any compensation they receive.~~

Subpoenas

~~Employees shall only be granted paid leave for the time needed to comply with a valid subpoena in a civil, criminal, legislative, or administrative proceeding. Employees are required to enter their absences via TEAMS and submit a copy of their subpoena and a~~

~~time-stamped Certification of Examination for their court appearance.~~

~~Other Court Appearances~~ Absences for court appearances related to an employee's personal business ~~shall~~**must** be taken as personal leave or ~~as~~ leave without pay (if no ~~applicable~~ leave is available). ~~This shall include a summons for failure to appear in court for jury duty.~~

Neutral Absence Control Policy ~~Employees shall be expected to report to work every assigned workday unless they must be absent for one of the approved reasons discussed in this policy.~~

If an employee does not return to work after exhausting all available paid and unpaid leave, ~~(including FMLA)~~, the District shall provide the employee written notice that he or she no longer has leave available for use. The District ~~shall automatically~~**may** pursue termination of an employee who has exhausted all available leave, regardless of the reason for the absence [see DF series]. The employee's eligibility for reasonable accommodations, as required by the Americans with Disabilities Act [see DAA-(LEGAL)], shall be considered before termination. ~~If terminated, the~~

~~After an employee uses ten days of local or state leave during a school year, the employee's supervisor shall be notified and the absences shall be investigated. After an employee has exhausted all paid and unpaid leave, the employee and the employee's supervisor shall receive notice from the payroll office. The supervisor shall investigate the employee absences, and disciplinary action may apply be taken; this action may include recommendation for reemployment with the District. termination of employment or non-renewal of contract.~~

AMENDED - Regular Meeting

Wednesday, June 9, 2021 5:30 PM

Hybrid - Videoconference, Teleconference, and in-Person, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

A. Call Meeting to Order

The meeting was called to order at 5:33 p.m.

B. Roll Call

Mrs. Sandra Licon, Board President; Mrs. Myrna Hernandez, Board Vice President; Michelle Garcia, Secretary; Axel Lopez and Fernie Madrid were present. Superintendent Dr. Meza-Chavez was also in attendance.

Mr. Eduardo Chavez was not in attendance.

C. Pledge of Allegiance

D. San Elizario ISD Mission Statement

Mrs. Licon recited the District's Mission Statement.

2. OPEN FORUM (five minute limit)

No items were presented in Open Forum.

3. DISTRICT RECOGNITIONS

A. Recognition of Track State Champions - Christopher Moreno and Edwin Gomez

Athletic Director, Ms. Christine Jaksch, introduced the Cross Country coaches, Coach Morales and Coach Maese. Both coaches thanked the Board and Administration for the support that they are given throughout the season. The coaches stated that all of their athletes continue to work hard and they are very proud of their success.

Both Christopher Moreno and Edwin Gomez were introduced.

The Board congratulated the coaches and their athletes for their accomplishments.

B. CTE Recognition for industry-based certifications

CTE Coordinator, Ms. Sandra Sanchez, thanked the Board and Administration for the support that the CTE program has received. Numerous San Elizario

ISD students participate in CTE courses and those who completed their program were presented with their industry-based certifications. Each student was presented with a certificate and CTE teachers were recognized.

The Board congratulated the students that were recognized.

C. Graduating Class of Migrant and Transition Students

Federal and Special Programs Coordinator, Ms. Bea Apodaca, and Social Worker, Ms. Teresita Parra, both showed a video presentation of the students that graduated while being a part of their programs. Both Ms. Apodaca and Ms. Parra stated that they were extremely proud of all the hard work their graduates put forth to reach this milestone.

4. NEW BUSINESS / BOARD ACTION ITEMS

A. Discussion and possible action to obtain Officer Statement and conduct the Oath of Office for newly appointed trustee for the following:
Place #6

Mrs. Hernandez made a motion to obtain the Officer Statement. Mrs. Garcia seconded the motion. Motion passed.

Judge Lujan administered the Oath of Office to new board trustee Mr. Martin Chavarria. The Board welcomed Mr. Chavarria and congratulated him as he took his seat with the Board of Trustees.

B. Discussion and possible board action on Endorsement of Candidate for Texas Association of School Boards (TASB) Board of Directors for Region 19

Mrs. Garcia asked that the Board endorse Mr. Armando Rodriguez as candidate for the Texas Association of School Boards (TASB) Board of Directors for Region 19. Mrs. Hernandez seconded the motion. Motion passed.

C. Discussion and possible board action to nominate District Representative for the Far West Texas School Board

Mrs. Garcia made a motion to nominate Trustee Myrna Hernandez as the District Representative for the Far West Texas School Board. Mr. Lopez seconded the motion. Motion passed.

5. EXECUTIVE SESSION

The Board entered into a closed meeting at 6:15 p.m. to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:

- A. Discussion regarding Administration's recommendation for the Assistant Principal position at San Elizario High School
- B. Discussion regarding EEOC charge filed by Roy Dunn
- C. Discussion regarding revision to Board Operating Procedures as it relates to issuance of public statement on the school board's behalf.
- D. Discussion on Employee / Board / Superintendent Communication

6. The Board returned to open session at 8:15 p.m. to take possible action on the matters discussed in Executive Session.

- A. Discussion and possible action to approve Administration's recommendation for the Assistant Principal position at San Elizario High School

Mrs. Garcia made a motion to approve Administration's recommendation for Ana Solis as Assistant Principal for San Elizario High School. Mr. Madrid seconded the motion. Motion passed.

- B. Discussion and possible action to approve revising Board Operating Procedures regarding issuance of public statement on the school board's behalf.
- C. Discussion and possible action to issue public statement on school's behalf regarding GEMS campus incident on June 3, 2021.

7. REPORTS / INFORMATION / PRESENTATION

- A. AVID - Decades of College Dreams (Presentation)

Mr. Richard Salcido presented the Advancement Via Individual Determination (AVID) program to the Board. The programs mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Mr. Salcido introduced the site-based team and stated that the campus is very excited to begin this program for our San Elizario Middle

School students.

B. Curbside Meal Service Update (Information)

Mrs. Garcia thanked Mr. Jacques and his team for their hard work as they continue to provide meals to the students especially during the pandemic. Mrs. Garcia commended all of the cafeteria / food staff as they continue to be essential workers to the District.

C. Board of Trustees 2021 - 2022 Meeting Dates (Information)

D. San Elizario ISD Virtual & Hybrid School Accelerator (Information)

E. FWTSBA Spring Workshop recording available until June 20, 2021 (Information)

F. Leadership TASB Application (Information)

8. CONSENT AGENDA - Consider and possible Board action on

A. Financial Reports

1. Tax Report

2. Financial Statements

3. Investment Report

B. Goal Progress Monitoring

1. GPM 1.1 - The percentage of students in Pre - K through 2nd Grade who perform at the Master's Level as measured by the iStation Mathematics Ability Index will increase from 10% in October 2019 to 38% by June 2024

2. GPM 2.1 - The percentage of students in PreK - 2nd Grade who perform at the Master's level as measured by the iStation Overall Reading Ability Index will increase from 11% in October 2019 to 30% by June 2024

3. GPM 1.1 and GPM 2.1 Powerpoint

C. Revision to STAAR Testing Dates in 2021 - 2022 District Calendar

D. Consider approval of minutes for the following:

1. May 12, 2021 - Regular Board Meeting
- May 19, 2021 - Board Workshop
- June 2, 2021 - Special Board Meeting

Mrs. Hernandez made a motion to approve the Consent Agenda. Mrs. Garcia seconded the motion. Motion passed.

9. NEXT MEETING DATE:

Board Budget Workshop #2: Wednesday, June 16, 2021, at 5:30 p.m.

Special Meeting (Budget Adoption): Wednesday, June 23, 2021, at 5:30 p.m.

Regular Board Meeting: Wednesday, July 14, 2021, at 5:30 p.m.

10. Adjournment

Mrs. Hernandez made a motion to adjourn the meeting. Mr. Madrid seconded the motion. Motion passed. **Time: 8:38 p.m.**

Board Secretary

Board President

Budget Workshop #2

Wednesday, June 16, 2021 5:30 PM

Hybrid - Videoconference, Teleconference, and in-Person, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

A. Call Meeting to Order

The meeting was called to order at 5:32 p.m.

B. Roll Call

Mrs. Sandra Licon, Board President; Mrs. Myrna Hernandez, Board Vice President; Eduardo Chavez, Martin Chavarria, Axel Lopez and Fernie Madrid were present. Mrs. Michelle Garcia attended virtually.

Superintendent Dr. Meza-Chavez was also in attendance.

C. Pledge of Allegiance

D. San Elizario ISD Mission Statement

Mrs. Licon recited the District's Mission Statement.

2. OPEN FORUM (five minute limit)

No items were presented in Open Forum.

3. NEW BUSINESS / BOARD ACTION ITEMS

A. Budget Workshop #2 - 2021 - 2022

Chief Financial Officer, Mr. Norberto Rivas, presented the 2021 - 2022 Budget Workshop.

B. Consider and possible Board action on approval of Salaries for Teachers and Employees for the 2021 - 2022 School Year

Human Resources Director, Mrs. Blanca Cruz, presented the 2021 - 2022 Compensation Plan to the Board.

Mrs. Garcia made a motion to approve as discussed, the compensation plan for the 2021 - 2022 school year as presented by administration to include all employee pay adjustments. Some of the compensation highlights include a 2% increase for all employees to include employees over the max of their assigned pay grade. In addition, a \$2000.00 one-time retention stipend will be paid to all full-time employees and a \$1000.00 one-time retention stipend will be paid to all part

time employees. Also approved as presented was a one-time retention stipend for guest teachers as well as a one-time retention stipend for Support Services. Mrs. Hernandez seconded the motion. Motion passed.

All approved one-time retention stipends will be dependent on ESSER III grant approval.

4. CONSENT AGENDA - Consider and possible board action on

A. Pathway of Champions - Commitment of Fund Balance

B. Pathway of Champions - Budget Amendment

C. Purchase Orders Exceeding \$25,000.00
PO# 41968 - J & M Heritage Construction Company LLC - revising amount to \$91,693.49

Support Services Director, Mr. Jesus Martinez, provided a Pathway of Champions update to the Board.

Mr. Madrid made a motion to approve the Consent Agenda. Mrs. Hernandez seconded the motion. Motion passed.

5. EXECUTIVE SESSION

The Board entered into a closed meeting at 6:41 p.m. to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:

A. Discussion regarding certain employee assignments and reassignments for 2021 - 2022

6. The Board returned to open session at 7:26 p.m. to take possible action on the matters discussed in Executive Session.

No action taken.

7. NEXT MEETING DATE:

Special Meeting (Board Adoption): Wednesday, June 23, 2021, at 5:30 p.m.
Regular Board Meeting: Wednesday, July 14, 2021, at 5:30 p.m.

8. Adjournment

Mrs. Hernandez made a motion to adjourn. Mr. Chavez seconded the motion. Motion passed.

Time: 7:26 p.m.

Board Secretary

Board President

Special Meeting and Public Hearing

Wednesday, June 23, 2021 5:30 PM

Hybrid - Videoconference, Teleconference, and in-Person, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

A. Call Meeting to Order

The meeting was called to order at 5:30 p.m.

B. Roll Call

Mrs. Sandra Licon, Board President; Mrs. Myrna Hernandez, Board Vice President; Mrs. Michelle Garcia, Secretary were present. Mr. Eduardo Chavez attended the meeting virtually. Superintendent Dr. Meza-Chavez was also in attendance.

Mr. Martin Chavarria, Mr. Axel Lopez and Mr. Fernie Madrid were not in attendance.

C. Pledge of Allegiance

D. San Elizario ISD Mission Statement

Mrs. Licon recited the District's Mission Statement.

2. OPEN FORUM (five minute limit)

No items were presented in Open Forum.

3. NEW BUSINESS / BOARD ACTION ITEMS

A. Discussion and possible action to approve Resolution of the Board Regarding ESSER III and Policy CB (LOCAL), State and Federal Revenue Sources

Mrs. Hernandez made a motion to approve the Resolution of the Board Regarding ESSER III and Policy CB (LOCAL), State and Federal Revenue Sources. Mrs. Garcia seconded the motion. Motion passed.

B. Discussion and Presentation on the Elementary and Secondary School Emergency Relief Fund (ESSER III) funding

Chief Financial Officer, Mr. Norberto Rivas, presented a presentation on the Elementary and Secondary School Emergency Relief Fund (ESSER III) funding.

C. Public Hearing and Input on the Elementary and Secondary School Emergency Relief Fund (ESSER III) funding

No public comments were made during this agenda item.

- D. Discussion of property values and the funding lag in accordance with the School FIRST 2021 - 2022 Rating Indicator #20

Chief Financial Officer, Mr. Norberto Rivas, discussed the changes to the FIRST rating for the 2021 - 2022 school year. The discussion included the property values and the funding lag.

- E. Discussion on Proposed Budget and Proposed Tax Rate for the 2021 - 2022 School Year

Chief Financial Officer, Mr. Norberto Rivas, presented a presentation on the proposed budget and proposed tax rate for the 2021 - 2022 school year.

- F. Public Hearing on Proposed Budget and Proposed Tax Rate for 2021 - 2022 School Year

No public comments were made during this agenda item.

- G. Consider and possible Board action on adoption of Accelerated Instruction Budget for the 2021 - 2022 School Year

Mrs. Garcia made a motion to adopt the Accelerated Instruction Budget for the 2021 - 2022 school year. Mrs. Hernandez seconded the motion. Motion passed.

- H. Consider and possible Board action on the adoption of the Official Budget for the 2021 - 2022 School Year

Mrs. Garcia made a motion to adopt the Official Budget for the 2021 - 2022 school year. Mrs. Hernandez seconded the motion. Motion passed.

- 4. CONSENT AGENDA - Consider and possible board action on

- A. Financial Reports

- 1. Budget Amendment

- 2. Purchase Orders Exceeding \$25,000.00
 - PO# 42329 - Division 7 LLC - \$35,219.63
 - PO# 42330 - Mirador Enterprises, Inc. - \$91,610.09

- B. Consider and possible Board action to approve purchase orders exceeding \$25,000.00 for the upcoming 2021 - 2022 School Year funded by the 2021 - 2022 General Fund Budget
 - PO# 42313 - Flowers Baking Co of El Paso - \$30,000.00

PO# 42314 - Houston Independent School District - \$25,000.00
PO# 42315 - Segovia's Distributing Inc. - \$60,000.00
PO# 42316 - Labatt Food Service LLC - \$60,000.00
PO# 42317 - President and Fellows of Harvard - \$33,915.00
PO# 42318 - Labatt Food Service LLC - \$1,400,000.00
PO# 42319 - Spectrum Imaging Technologies - \$90,705.00
PO# 42320 - Trejo Commercial Refrigeration - \$45,000.00
PO# 42321 - Education Service Center, Region XIX - \$26,840.00
PO# 42323 - Far West Services Inc. - \$80,000.00
PO# 42324 - El Paso Central Appraisal District - \$44,500.00
PO# 42325 - Flyers Energy, LLC - \$125,000.00
PO# 42326 - Frontline Technologies Group, LLC - \$77,483.34
PO# 42327 - Gibson, Ruddock, Patterson LLC - \$65,000.00
PO# 42328 - GH Dairy - \$150,000.00

C. Consider and possible Board action to approve resolution for the purchase of employee retention items and activities for the 2021 - 2022 School Year

D. Revision of Stipend Amount - Mariachi Group Sponsor

Mrs. Hernandez made a motion to approve the Consent Agenda. Mrs. Garcia seconded the motion. Motion passed.

5. EXECUTIVE SESSION

The Board entered into a closed meeting at **6:52 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:

6. The Board returned to open session to take possible action on the matters discussed in Executive Session.

A. Discussion and possible action to approve Administration's recommendation to assign Principal Julissa Esquivel from Loya Primary School / Sambrano Elementary School to Loya Primary School.

Mrs. Hernandez made a motion to approve the Administration's recommendation to assign Principal Julissa Esquivel from Loya Primary School / Sambrano Elementary School to Loya

Primary School. Mr. Chavez seconded the motion.
Motion passed.

- B. Discussion and possible action to approve Administration's recommendation to assign Assistant Principal Ernesto Seigel from Alarcon Elementary School to Sambrano Elementary School.

Mrs. Garcia made a motion to approve Administration's recommendation to assign Assistant Principal Ernesto Siegel from Alarcon Elementary School to Principal at Sambrano Elementary School. Mrs. Hernandez seconded the motion. Motion passed.

7. REPORTS / INFORMATION / PRESENTATION

- A. Federally Funded Positions 2021 - 2022
(Information)

8. NEXT MEETING DATE:

Regular Board Meeting: Wednesday, July 14, 2021,
at 5:30 p.m.

9. Adjournment

Mrs. Hernandez made a motion to adjourn the meeting. Mrs. Garcia seconded the motion.
Motion passed. **Time: 8:10 p.m.**

Board Secretary

Board President



San Elizario I.S.D.
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Technology Director
Subject: June 2021 Technology Fixed Asset Discard
Date: July 14, 2021

HISTORY:

Campus and Departments periodically replace obsolete or non-repairable technology items. In order to aid the campuses and departments in removing these items to maximize space, the Technology Department will be submitting monthly disposal lists for approval.

RATIONALE:

Items shown on the attached lists have been reviewed by the District Technology Department and concur with campus/departments administration to dispose or sell listed items.

BUDGET IMPACT:

No budget impact.

ADMINISTRATIVE RECOMMENDATION:

For the Board to declare the fixed assets listed as surplus and authorize administration to sell or dispose of them by any reasonable means.

Please check one: For approval Report/Information only Recognition only

San Elizario ISD's vision is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

Sambrano Elementary

**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Other Technology

Fixed Asset Discard List

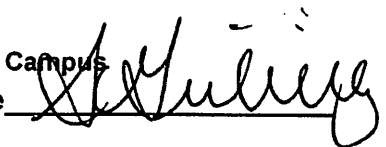
Excell Loya

Campus (Please Check Appropriate Campus)

SE High School GEMS Alarcon Borrego Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	115	Chromebook	1509153042 ✓	1	Broken
2	115	Chromebook	1602032150 ✓	1	Broken
3	115	Chromebook	1602013818 ✓	1	Broken
4	115	Chromebook	1602024803 ✓	1	Broken
5	115	Chromebook	1604140022 ✓	1	Broken
6	115	Chromebook	1601285038 ✓	1	Broken
7	115	Chromebook	3600002127 ✓	1	Broken
8	115	Chromebook	2600002761 ✓	1	Broken
9	115	Chromebook	1602032115 ✓	1	Broken
10	115	Chromebook	1602024503 ✓	1	Broken
11	115	Chromebook	1602031908 ✓	1	Broken
12	115	Chromebook	2600000300 ✓	1	Broken
13	115	Chromebook	1602015219 ✓	1	Broken
14	115	Chromebook	1602014700 ✓	1	Broken
15	115	Chromebook	1509153452 ✓	1	Broken
16	115	Chromebook	1602015041 ✓	1	Broken
17	115	Chromebook	2600000351 ✓	1	Broken
18	115	Chromebook	3600001774	1	Broken
19	115	Chromebook	3600002032	1	Broken
20	115	Chromebook	2600000259 ✓	1	Broken
21	115	Chromebook	2600002944 ✓	1	Broken
22	115	Chromebook	2600000340 ✓	1	Broken
23	115	Chromebook	2600000264 ✓	1	Broken
24	115	Chromebook	2600000294 ✓	1	Broken
25	115	Chromebook	2600000798	1	Broken
26	115	Chromebook	2600002757 ✓	1	Broken
27	115	Chromebook	3600002133 ✓	1	Broken
28	115	Chromebook	2600000253 ✓	1	Broken
29	115	Chromebook	2600000338 ✓	1	Broken
30	115	Chromebook	3600002150	1	Broken

Date: 6/11/2021

Authorized Campus
Signature 

Page 1 of 1

**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Otner Technology

Fixed Asset Discard List

Excell Loya

Campus (Please Check Appropriate Campus)

SE High School

GEMS

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	115	Chromebook	2600000290 ✓	1	Broken
2	115	Chromebook	2600000248 ✓	1	Broken
3	115	Chromebook	2600002966 ✓	1	Broken
4	115	Chromebook	2600000249 ✓	1	Broken
5	115	Chromebook	2600000303 ✓	1	Broken
6	115	Chromebook	2600000271 ✓	1	Broken
7	115	Chromebook	3600001606 ✓	1	Broken
8	115	Chromebook	3600001602 ✓	1	Broken
9	115	Chromebook	2600000261 ✓	1	Broken
10	115	Chromebook	2600002941 ✓	1	Broken
11	115	Chromebook	2600002540 ✓	1	Broken
12	115	Chromebook	2600000296 ✓	1	Broken
13	115	Chromebook	2600002943 ✓	1	Broken
14	115	Chromebook	3600001522	1	Broken
15	115	Chromebook	2600002961 ✓	1	Broken
16	115	Chromebook	1602013059 ✓	1	Broken
17	115	Chromebook	1602031418 ✓	1	Broken
18	115	Chromebook	1601285414 ✓	1	Broken
19	115	Chromebook	1509154747 ✓	1	Broken
20	115	Chromebook	1602015826 ✓	1	Broken
21	115	Chromebook	1509150254 ✓	1	Broken
22	115	Chromebook	1601285330 ✓	1	Broken
23	115	Chromebook	1601284955 ✓	1	Broken
24	115	Chromebook	1602030208 ✓	1	Broken
25	115	Chromebook	1602014323 ✓	1	Broken
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27	115	Chromebook	1504173234 ✓	1	Broken
28	115	Chromebook	1602013525 ✓	1	Broken
29	115	Chromebook	1602014741 ✓	1	Broken
30	115	Chromebook	1602024115 ✓	1	Broken

Date: 6/11/2021

Authorized Campus

Signature

Page 1 of 2

**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Turner Technology

Excell Loya

Fixed Asset Discard List

Campus

(Please Check Appropriate Campus)

SE High School

GEMS

Alarcon

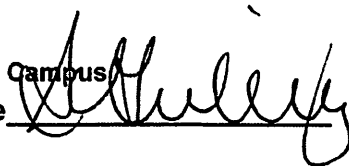
Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	115	Chromebook	1601285459 ✓	1	Broken
2	115	Chromebook	1504170338 ✓	1	Broken
3	115	Chromebook	1509154712 ✓	1	Broken
4	115	Chromebook	1602013229 ✓	1	Broken
5	115	Chromebook	1602030645 ✓	1	Broken
6	115	Chromebook	1602023107 ✓	1	Broken
7	115	Chromebook	3600001609 ✓	1	Broken
8	115	Chromebook	2600000281 ✓	1	Broken
9	115	Chromebook	1504200455 ✓	1	Broken
10	115	Chromebook	1602031252 ✓	1	Broken
11	115	Chromebook	1602023221 ✓	1	Broken
12	115	Chromebook	1504174609 ✓	1	Broken
13	115	Chromebook	1602024548 ✓	1	Broken
14	115	Ipad	1501210713 ✓	1	Broken
15	115	Ipad	1604270047 ✓	1	Broken
16	115	Ipad	1302184327	1	Broken
17	115	Ipad	1411140717	1	Broken
18	115	Ipad	2600000860	1	Broken
19	115	Ipad	2600000857	1	Broken
20	115	Ipad	1411145844	1	Broken
21	115	Ipad	1510235201	1	Broken
22	115	Ipad	1411140203	1	Broken
23	115	Ipad	2600000867	1	Broken
24	115	Ipad	1604270024 ✓	1	Broken
25	115	Ipad	2600000866	1	Broken
26	115	Ipad	1509162447 ✓	1	Broken
27	115	Ipad	1604270014 ✓	1	Broken
28	115	Ipad	1604140004 ✓	1	Broken
29	115	Ipad	2600001837 ✓	1	Broken
30	115	Ipad	1604270050 ✓	1	Broken

Date: 6/11/2021

Authorized Campus
Signature



Page 1 of 3

**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Owner Technology

Excell Loya

Fixed Asset Discard List

Campus

(Please Check Appropriate Campus)

SE High School

GEMS

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	115	Ipad	1411140800	1	Broken
2	115	Ipad	1411144152	1	Broken
3	115	Ipad	1503171406	1	Broken
4	115	Ipad	2600000852	1	Broken
5	115	Ipad	1304190336	✓ 1	Broken
6	115	Ipad	1604220009	✓ 1	Broken
7	115	Ipad	1604220013	✓ 1	Broken
8	115	Ipad	1205181732	✓ 1	Broken
9	115	Ipad	1204300321	✓ 1	Broken
10	115	Ipad	1204122257	✓ 1	Broken
11	115	Ipad	1411145211	1	Broken
12	115	Ipad	1505191356	1	Broken
13	115	Ipad	2600000862	1	Broken
14	115	Ipad	1604270017	✓ 1	Broken
15	115	Ipad	1501211507	✓ 1	Broken
16	115	Ipad	1604270044	✓ 1	Broken
17	115	Ipad	1602083816	✓ 1	Broken
18	115	Ipad	3600000088	✓ 1	Broken
19	115	Ipad	1503170900	1	Broken
20	115	Ipad	1411172748	1	Broken
21	115	Ipad	1411173215	1	Broken
22	115	Ipad	3600000514	1	Broken
23	115	Ipad	1107071226	✓ 1	Broken
24	115	Ipad	1108172431	✓ 1	Broken
25	115	Ipad	1509162723	✓ 1	Broken
26	115	Ipad	2600000854	1	Broken
27	115	Ipad	1510235106	1	Broken
28	115	Ipad	3600000207	1	Broken
29	115	Ipad	1604220012	✓ 1	Broken
30	115	Ipad	3600000181	1	Broken

Date: 6/11/2021

Authorized Campus

Signature 

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**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Outer Technology

Fixed Asset Discard List

Excell Loya

Campus (Please Check Appropriate Campus)

SE High School GEMS Alarcon Borrego Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	115	lpad	1510234432	1	Broken
2	115	lpad	1411145625	1	Broken
3	115	lpad	1411144608	1	Broken
4	115	lpad	1604270046	✓	1 Broken
5	115	lpad	1604270036	✓	1 Broken
6	115	lpad	1207093455	✓	1 Broken
7	115	lpad	1107050529	✓	1 Broken
8	115	lpad	1207053724	✓	1 Broken
9	115	lpad	1411172702	1	Broken
10	115	lpad	1602084624	✓	1 Broken
11	115	lpad	1603080001	✓	1 Broken
12	115	lpad	1604270033	✓	1 Broken
13	115	lpad	1604270041	✓	1 Broken
14	115	lpad	1604270032	✓	1 Broken
15	115	lpad	1501212930	✓	1 Broken
16	115	lpad	1501211849	✓	1 Broken
17	115	lpad	1604270039	✓	1 Broken
18	115	lpad	1604270010	✓	1 Broken
19	115	lpad	1604270031	✓	1 Broken
20	115	lpad	1604270013	✓	1 Broken
21	115	lpad	1501213837	✓	1 Broken
22	115	lpad	1510235342	1	Broken
23	115	lpad	1501210445	✓	1 Broken
24	115	lpad	1501212658	✓	1 Broken
25	115	lpad	1604270003	✓	1 Broken
26	115	lpad	1604270005	✓	1 Broken
27	115	lpad	1604270049	✓	1 Broken
28	115	lpad	1501213506	✓	1 Broken
29	115	lpad	1501211053	✓	1 Broken
30	115	lpad	1501211646	✓	1 Broken

Date: 6/11/2021

Authorized Campus
Signature

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**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Owner Technology

Fixed Asset Discard List

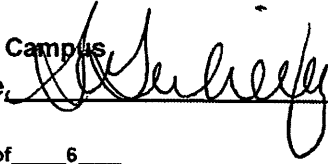
Excell Loya

Campus (Please Check Appropriate Campus)

SE High School GEMS Alarcon Borrego Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	115	Ipad	1604270028 ✓	1	Broken
2	115	Ipad	2600001829 ✓	1	Broken
3	115	Ipad	2600000578 ✓	1	Broken
4	115	Ipad	3600000477 ✓	1	Broken
5	115	Ipad	1602084110 ✓	1	Broken
6	115	Ipad	2600001838 ✓	1	Broken
7	115	Ipad	2600000570 ✓	1	Broken
8	115	Ipad	2600000565 ✓	1	Broken
9	115	Ipad	1501210807 ✓	1	Broken
10	115	Ipad	1604270015 ✓	1	Broken
11	115	Ipad	1501211603 ✓	1	Broken
12	115	Ipad	1501210535 ✓	1	Broken
13	115	Ipad	1501210535 <i>repeat</i>	1	Broken
14	115	Ipad	1501210906 ✓	1	Broken
15	115	Chromebooks	1601285459 ✓	1	Broken
16	115	Chromebooks	1504170338 ✓	1	Broken
17	115	Chromebooks	1509154712 ✓	1	Broken
18	115	Chromebooks	1602013229 ✓	1	Broken
19	115	Chromebooks	1602030645 ✓	1	Broken
20	115	Chromebooks	1602023107 ✓	1	Broken
21	115	Chromebooks	3600001609 ✓	1	Broken
22	115	Chromebooks	2600000281 ✓	1	Broken
23	115	Chromebooks	1504200455 ✓	1	Broken
24	115	Chromebooks	1602031252 ✓	1	Broken
25	115	Chromebooks	1602023221 ✓	1	Broken
26	115	Chromebooks	1504174609 ✓	1	Broken
27	115	Chromebooks	1602024548 ✓	1	Broken
28	115				
29	115				
30	115				

Date: 6/11/2021

Authorized Campus
Signature: 

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**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Owner Technology

Fixed Asset Discard List

Excell Loya

Campus

(Please Check Appropriate Campus)

SE High School

GEMS

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	115	Ipod	1212111229	Approved 1	Obselete
2	115	Ipod	1303073430	Approved 1	Obselete
3	115	Ipod	1303070757	Approved 1	Obselete
4	115	Ipod	1303071408	Approved 1	Obselete
5	115	Ipod	1303063238	Approved 1	Obselete
6	115	Ipod	1303081857	Approved 1	Obselete
7	115	Ipod	1303082535	Approved 1	Obselete
8	115	Ipod	2600001491	✓ 1	Obselete
9	115	Ipod	2600001492	✓ 1	Obselete
10	115	Ipod	2600001485	✓ 1	Obselete
11	115	Ipod	2600001490	✓ 1	Obselete
12	115	Ipod	2600001489	✓ 1	Obselete
13	115	Ipod	2600001488	✓ 1	Obselete
14	115	Ipod	2600001487	✓ 1	Obselete
15	115	Ipod	2600001486	✓ 1	Obselete
16	115	Ipod	3600001947	✓ 1	Obselete
17	115	Ipod	3600001910	✓ 1	Obselete
18	115	Ipod	2600001484	✓ 1	Obselete
19	115	Ipod	2600001483	✓ 1	Obselete
20	115	Ipod	3600001949	✓ 1	Obselete
21	115	Ipod	3600001946	✓ 1	Obselete
22	115	Ipod	3600001945	✓ 1	Obselete
23	115	Ipod	3600001944	✓ 1	Obselete
24	115	Ipod	3600001936	✓ 1	Obselete
25	115	Ipod	3600001937	✓ 1	Obselete
26	115	Ipod	3600001938	✓ 1	Obselete
27	115	Ipod	3600001940	✓ 1	Obselete
28	115	Ipod	3600001889	✓ 1	Obselete
29	115	Ipod	3600001888	✓ 1	Obselete
30	115	Ipod	3600001887	✓ 1	Obselete

Date: 6/11/2021

Authorized Campus

Signature

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**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Outer Technology

Fixed Asset Discard List

Excell Loya

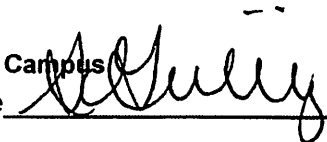
Campus (Please Check Appropriate Campus)

SE High School GEMS Alarcon Borrego Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	115	Ipod	3600001886 ✓	1	Obselete
2	115	Ipod	3600001885 ✓	1	Obselete
3	115	Ipod	3600001884 ✓	1	Obselete
4	115	Ipod	3600001929 ✓	1	Obselete
5	115	Ipod	3600001928 ✓	1	Obselete
6	115	Ipod	3600001927 ✓	1	Obselete
7	115	Ipod	3600001926 ✓	1	Obselete
8	115	Ipod	3600001925 ✓	1	Obselete
9	115	Ipod	3600001924 ✓	1	Obselete
10	115	Ipod	3600001923 ✓	1	Obselete
11	115	Ipod	3600001922 ✓	1	Obselete
12	115	Ipod	3600001921 ✓	1	Obselete
13	115	Ipod	3600001920 ✓	1	Obselete
14	115	Ipod	3600001919 ✓	1	Obselete
15	115	Ipod	3600001918 ✓	1	Obselete
16	115	Ipod	3600001917 ✓	1	Obselete
17	115	Ipod	3600001916 ✓	1	Obselete
18	115	Ipod	3600001915 ✓	1	Obselete
19	115	Ipod	3600001914 ✓	1	Obselete
20	115	Ipod	3600001913 ✓	1	Obselete
21	115	Ipod	3600001912 ✓	1	Obselete
22	115	Ipod	3600001911 ✓	1	Obselete
23	115	Ipod	3600001909 ✓	1	Obselete
24	115	Ipod	3600001907 ✓	1	Obselete
25	115	Ipod	3600001906 ✓	1	Obselete
26	115	Ipod	3600001905 ✓	1	Obselete
27	115	Ipod	3600001904 ✓	1	Obselete
28	115	Ipod	3600001903 ✓	1	Obselete
29	115	Ipod	3600001902 ✓	1	Obselete
30	115	Ipod	3600001901 ✓	1	Obselete

Date: 6/11/2021

Authorized Campus
Signature



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**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Turner Technology

Fixed Asset Discard List

Excell Loya

Campus (Please Check Appropriate Campus)

SE High School GEMS Alarcon Borrego Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	115	Ipod	3600001900 ✓	1	Obselete
2	115	Ipod	3600001899 ✓	1	Obselete
3	115	Ipod	3600001898 ✓	1	Obselete
4	115	Ipod	3600001897 ✓	1	Obselete
5	115	Ipod	3600001896 ✓	1	Obselete
6	115	Ipod	3600001895 ✓	1	Obselete
7	115	Ipod	3600001894 ✓	1	Obselete
8	115	Ipod	3600001893 ✓	1	Obselete
9	115	Ipod	3600001892 ✓	1	Obselete
10	115	Ipod	3600001891 ✓	1	Obselete
11	115	Ipod	3600001890 ✓	1	Obselete
12	115	Ipod	3600001930 ✓	1	Obselete
13	115	Ipod	3600001934 ✓	1	Obselete
14	115	Ipod	3600001932 ✓	1	Obselete
15	115	Ipod	3600001931 ✓	1	Obselete
16	115	Ipod	3600001942 ✓	1	Obselete
17	115	Ipod	3600001941 ✓	1	Obselete
18	115	Ipod	3600001948 ✓	1	Obselete
19	115	Ipod	3600001939 ✓	1	Obselete
20	115	Ipod	3600001933 ✓	1	Obselete
21	115	Ipod	3600001943 ✓	1	Obselete
22	115	Ipod	3600001908 ✓	1	Obselete
23	115	Ipod	3600001935 ✓	1	Obselete
24	115	Dell Laptop	1402261542 ✓	1	Broken
25	115	Dell Laptop	3600000651 ✓	1	Broken
26	115	Dell Laptop	2600000195 ✓	1	Broken
27	115	Dell Laptop	2600001455 ✓	1	Broken
28	115	Dell Laptop	2600000892 ✓	1	Broken
29	115				
30	115				

Date: 6/11/2021

Authorized Campus
Signature _____

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**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Other Technology

Fixed Asset Discard List

Excell Loya

Campus (Please Check Appropriate Campus)

SE High School GEMS Alarcon Borrego Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	115	Printer	0908262322 ✓	1	Obselete
2	115	Printer	1510120155 ✓	1	Obselete
3	115	Printer	0908262206 ✓	1	Obselete
4	115	Printer	1512184729 ✓	1	Obselete
5	115	Printer	1510120443 ✓	1	Obselete
6	115	Printer	0908255823 ✓	1	Obselete
7	115	Printer	1510120406 ✓	1	Obselete
8	115	Printer	1512180908 ✓	1	Obselete
9	115	Printer	1510120239 ✓	1	Obselete
10	115	Printer	0908255904 ✓	1	Obselete
11	115	Printer	0908262441 ✓	1	Obselete
12	115	Printer	1510120014 ✓	1	Obselete
13	115	Shredder	2600000170	1	Approved 5/08/20 Broken
14	115	Monitor	0908051243 ✓	1	Obselete
15	115	Monitor	0511075411 ✓	1	Obselete
16	115	Desktop	1403272714 ✓	1	Obselete
17	115	Desktop	0902055242 ✓	1	Obselete
18	115	Desktop	1403275346 ✓	1	Obselete
19	115	Charging Cart	1105054113 ✓	1	Obselete
20	115	Charging Cart	1302184056 ✓	1	Obselete
21	115	Elmo	0111043711 ✓	1	Broken
22	115	Elmo	0907284755 ✓	1	Broken
23	115	Elmo	0907283510 ✓	1	Broken
24	115	Elmo	1601204251 ✓	1	Broken
25	115	CD Radio	1412180314	1	Obselete
26	115	CD Radio	1202160246	1	Obselete
27	115	Computer	1105052750 ✓	1	Obselete
28				1	
29					
30					

Date: 6/11/2021

Authorized Campus
Signature

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Technology Department



Other (Technology, Maintenance, etc.)

Fixed Asset Discard List

Excell

Loya

Campus

(Please Check Appropriate Campus)

SE High School

GE Middle School

Alarcon

Borrego

Sambrano

#	Room #	Description	Tag #	Qty.	Comments / Reason
1	105	Dell Monitor	1003112910	1	Obsolete
2	105	Dell Monitor	1003113022	1	Obsolete
3	105	Dell Monitor	1003113137	1	Obsolete
4	105	Dell Monitor	1003113102	1	Obsolete
5	105	Dell Laptop	2600000163	1	Obsolete
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					

Date: 6/29/2021 13:38

Signature _____



Fixed Asset Discard List

Other: Technology

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Kajeet Hotspot	2600003164	1	
2	Kajeet Hotspot	2600003111	1	
3	Kajeet Hotspot	2600003334	1	
4	Kajeet Hotspot	2600003577	1	
5	Kajeet Hotspot	2600003264	1	
6	Kajeet Hotspot	2600003387	1	
7	Kajeet Hotspot	2600003486	1	
8	Kajeet Hotspot	2600003355	1	
9	Kajeet Hotspot	2600003418	1	
10	Kajeet Hotspot	2600003155	1	
11	Kajeet Hotspot	2600003535	1	
12	Kajeet Hotspot	2600003168	1	
13	Kajeet Hotspot	2600003157	1	
14	Kajeet Hotspot	2600003576	1	
15	Kajeet Hotspot	2600003208	1	
16	Kajeet Hotspot	2600003240	1	
17	Kajeet Hotspot	2600003101	1	
18	Kajeet Hotspot	2600003516	1	
19	Kajeet Hotspot	2600003346	1	
20	Kajeet Hotspot	2600003194	1	
21	Kajeet Hotspot	2600003084	1	
22	Kajeet Hotspot	2600003159	1	
23	Kajeet Hotspot	2600003359	1	
24	Kajeet Hotspot	2600003233	1	
25	Kajeet Hotspot	2600003433	1	
26	Kajeet Hotspot	2600003571	1	
27	Kajeet Hotspot	2600003358	1	
28	Kajeet Hotspot	2600003377	1	
29	Kajeet Hotspot	2600003545	1	
30	Kajeet Hotspot	2600003103	1	

Date: 3/10/2021

Authorized Campus

Signature _____

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Fixed Asset Discard List

Other: Technology

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Kajeet Hotspot	2600003271	1	
2	Kajeet Hotspot	2600003184	1	
3	Kajeet Hotspot	2600003465	1	
4	Kajeet Hotspot	2600003290	1	
5	Kajeet Hotspot	2600003307	1	
6	Kajeet Hotspot	2600003200	1	
7	Kajeet Hotspot	2600003330	1	
8	Kajeet Hotspot	2600003341	1	
9	Kajeet Hotspot	2600003450	1	
10	Kajeet Hotspot	2600003352	1	
11	Kajeet Hotspot	2600003212	1	
12	Kajeet Hotspot	2600003218	1	
13	Kajeet Hotspot	2600003388	1	
14	Kajeet Hotspot	2600003296	1	
15	Kajeet Hotspot	2600003473	1	
16	Kajeet Hotspot	2600003153	1	
17	Kajeet Hotspot	2600003348	1	
18	Kajeet Hotspot	2600003220	1	
19	Kajeet Hotspot	2600003451	1	
20	Kajeet Hotspot	2600003372	1	
21	Kajeet Hotspot	2600003312	1	
22	Kajeet Hotspot	2600003570	1	
23	Kajeet Hotspot	2600003569	1	
24	Kajeet Hotspot	2600003102	1	
25	Kajeet Hotspot	2600003472	1	
26	Kajeet Hotspot	2600003464	1	
27	Kajeet Hotspot	2600003543	1	
28	Kajeet Hotspot	2600003203	1	
29	Kajeet Hotspot	2600003173	1	
30	Kajeet Hotspot	2600003204	1	

Date: 3/10/2021

Authorized Campus

Signature _____

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Fixed Asset Discard List

Other: Technology

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Kajeet Hotspot	2600003494	1	
2	Kajeet Hotspot	2600003448	1	
3	Kajeet Hotspot	2600003365	1	
4	Kajeet Hotspot	2600003093	1	
5	Kajeet Hotspot	2600003324	1	
6	Kajeet Hotspot	2600003385	1	
7	Kajeet Hotspot	2600003248	1	
8	Kajeet Hotspot	2600003550	1	
9	Kajeet Hotspot	2600003247	1	
10	Kajeet Hotspot	2600003221	1	
11	Kajeet Hotspot	2600003521	1	
12	Kajeet Hotspot	2600003217	1	
13	Kajeet Hotspot	2600003499	1	
14	Kajeet Hotspot	2600003249	1	
15	Kajeet Hotspot	2600003226	1	
16	Kajeet Hotspot	2600003245	1	
17	Kajeet Hotspot	2600003231	1	
18	Kajeet Hotspot	2600003131	1	
19	Kajeet Hotspot	2600003292	1	
20	Kajeet Hotspot	2600003459	1	
21	Kajeet Hotspot	2600003414	1	
22	Kajeet Hotspot	2600003555	1	
23	Kajeet Hotspot	2600003566	1	
24	Kajeet Hotspot	2600003261	1	
25	Kajeet Hotspot	2600003161	1	
26	Kajeet Hotspot	2600003429	1	
27	Kajeet Hotspot	2600003326	1	
28	Kajeet Hotspot	2600003225	1	
29	Kajeet Hotspot	2600003325	1	
30	Kajeet Hotspot	2600003483	1	

Date: 3/10/2021

Authorized Campus

Signature _____

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Fixed Asset Discard List

Other: Technology

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Kajeet Hotspot	2600003362	1	
2	Kajeet Hotspot	2600003321	1	
3	Kajeet Hotspot	2600003495	1	
4	Kajeet Hotspot	2600003498	1	
5	Kajeet Hotspot	2600003536	1	
6	Kajeet Hotspot	2600003244	1	
7	Kajeet Hotspot	2600003274	1	
8	Kajeet Hotspot	2600003291	1	
9	Kajeet Hotspot	2600003313	1	
10	Kajeet Hotspot	2600003438	1	
11	Kajeet Hotspot	2600003294	1	
12	Kajeet Hotspot	2600003518	1	
13	Kajeet Hotspot	2600003441	1	
14	Kajeet Hotspot	2600003156	1	
15	Kajeet Hotspot	2600003295	1	
16	Kajeet Hotspot	2600003107	1	
17	Kajeet Hotspot	2600003575	1	
18	Kajeet Hotspot	2600003502	1	
19	Kajeet Hotspot	2600003537	1	
20	Kajeet Hotspot	2600003179	1	
21	Kajeet Hotspot	2600003118	1	
22	Kajeet Hotspot	2600003562	1	
23	Kajeet Hotspot	2600003466	1	
24	Kajeet Hotspot	2600003262	1	
25	Kajeet Hotspot	2600003162	1	
26	Kajeet Hotspot	2600003169	1	
27	Kajeet Hotspot	2600003308	1	
28	Kajeet Hotspot	2600003232	1	
29	Kajeet Hotspot	2600003444	1	
30	Kajeet Hotspot	2600003409	1	

Date: 3/10/2021

Authorized Campus

Signature _____

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Fixed Asset Discard List

Other: Technology

Campus (Please Check Appropriate Campus)

Excell

Loya

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Kajeet Hotspot	2600003293	1	
2	Kajeet Hotspot	2600003474	1	
3	Kajeet Hotspot	2600003333	1	
4	Kajeet Hotspot	2600003114	1	
5	Kajeet Hotspot	2600003123	1	
6	Kajeet Hotspot	2600003133	1	
7	Kajeet Hotspot	2600003500	1	
8	Kajeet Hotspot	2600003139	1	
9	Kajeet Hotspot	2600003196	1	
10	Kajeet Hotspot	2600003376	1	
11	Kajeet Hotspot	2600003487	1	
12	Kajeet Hotspot	2600003423	1	
13	Kajeet Hotspot	2600003086	1	
14	Kajeet Hotspot	2600003284	1	
15	Kajeet Hotspot	2600003357	1	
16	Kajeet Hotspot	2600003202	1	
17	Kajeet Hotspot	2600003306	1	
18	Kajeet Hotspot	2600003188	1	
19	Kajeet Hotspot	2600003347	1	
20	Kajeet Hotspot	2600003404	1	
21	Kajeet Hotspot	2600003446	1	
22	Kajeet Hotspot	2600003565	1	
23	Kajeet Hotspot	2600003227	1	
24	Kajeet Hotspot	2600003496	1	
25	Kajeet Hotspot	2600003339	1	
26	Kajeet Hotspot	2600003485	1	
27	Kajeet Hotspot	2600003442	1	
28	Kajeet Hotspot	2600003458	1	
29	Kajeet Hotspot	2600003327	1	
30	Kajeet Hotspot	2600003136	1	

Date: 3/10/2021

Authorized Campus

Signature _____

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Fixed Asset Discard List

Other: Technology

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Kajeet Hotspot	2600003323	1	
2	Kajeet Hotspot	2600003435	1	
3	Kajeet Hotspot	2600003460	1	
4	Kajeet Hotspot	2600003085	1	
5	Kajeet Hotspot	2600003415	1	
6	Kajeet Hotspot	2600003482	1	
7	Kajeet Hotspot	2600003383	1	
8	Kajeet Hotspot	2600003360	1	
9	Kajeet Hotspot	2600003381	1	
10	Kajeet Hotspot	2600003396	1	
11	Kajeet Hotspot	2600003402	1	
12	Kajeet Hotspot	2600003386	1	
13	Kajeet Hotspot	2600003367	1	
14	Kajeet Hotspot	2600003374	1	
15	Kajeet Hotspot	2600003401	1	
16	Kajeet Hotspot	2600003378	1	
17	Kajeet Hotspot	2600003146	1	
18	Kajeet Hotspot	2600003392	1	
19	Kajeet Hotspot	2600003366	1	
20	Kajeet Hotspot	2600003395	1	
21	Kajeet Hotspot	2600003127	1	
22	Kajeet Hotspot	2600003132	1	
23	Kajeet Hotspot	2600003124	1	
24	Kajeet Hotspot	2600003380	1	
25	Kajeet Hotspot	2600003400	1	
26	Kajeet Hotspot	2600003152	1	
27	Kajeet Hotspot	2600003373	1	
28	Kajeet Hotspot	2600003158	1	
29	Kajeet Hotspot	2600003371	1	
30	Kajeet Hotspot	2600003150	1	

Date: 3/10/2021

Authorized Campus

Signature _____

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Fixed Asset Discard List

Other: Technology

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Kajeet Hotspot	2600003399	1	
2	Kajeet Hotspot	2600003099	1	
3	Kajeet Hotspot	2600003095	1	
4	Kajeet Hotspot	2600003096	1	
5	Kajeet Hotspot	2600003142	1	
6	Kajeet Hotspot	2600003143	1	
7	Kajeet Hotspot	2600003246	1	
8	Kajeet Hotspot	2600003201	1	
9	Kajeet Hotspot	2600003088	1	
10	Kajeet Hotspot	2600003144	1	
11	Kajeet Hotspot	2600003369	1	
12	Kajeet Hotspot	2600003154	1	
13	Kajeet Hotspot	2600003230	1	
14	Kajeet Hotspot	2600003211	1	
15	Kajeet Hotspot	2600003119	1	
16	Kajeet Hotspot	2600003219	1	
17	Kajeet Hotspot	2600003083	1	
18	Kajeet Hotspot	2600003125	1	
19	Kajeet Hotspot	2600003090	1	
20	Kajeet Hotspot	2600003145	1	
21	Kajeet Hotspot	2600003273	1	
22	Kajeet Hotspot	2600003281	1	
23	Kajeet Hotspot	2600003275	1	
24	Kajeet Hotspot	2600003266	1	
25	Kajeet Hotspot	2600003250	1	
26	Kajeet Hotspot	2600003267	1	
27	Kajeet Hotspot	2600003259	1	
28	Kajeet Hotspot	2600003282	1	
29	Kajeet Hotspot	2600003251	1	
30	Kajeet Hotspot	2600003254	1	

Date: 3/10/2021

Authorized Campus

Signature _____

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Fixed Asset Discard List

Other: Technology

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Kajeet Hotspot	2600003297	1	
2	Kajeet Hotspot	2600003299	1	
3	Kajeet Hotspot	2600003298	1	
4	Kajeet Hotspot	2600003278	1	
5	Kajeet Hotspot	2600003272	1	
6	Kajeet Hotspot	2600003300	1	
7	Kajeet Hotspot	2600003280	1	
8	Kajeet Hotspot	2600003279	1	
9	Kajeet Hotspot	2600003256	1	
10	Kajeet Hotspot	2600003260	1	
11	Kajeet Hotspot	2600003411	1	
12	Kajeet Hotspot	2600003410	1	
13	Kajeet Hotspot	2600003408	1	
14	Kajeet Hotspot	2600003397	1	
15	Kajeet Hotspot	2600003407	1	
16	Kajeet Hotspot	2600003301	1	
17	Kajeet Hotspot	2600003394	1	
18	Kajeet Hotspot	2600003370	1	
19	Kajeet Hotspot	2600003138	1	
20	Kajeet Hotspot	2600003315	1	
21	Kajeet Hotspot	2600003416	1	
22	Kajeet Hotspot	2600003425	1	
23	Kajeet Hotspot	2600003505	1	
24	Kajeet Hotspot	2600003163	1	
25	Kajeet Hotspot	2600003305	1	
26	Kajeet Hotspot	2600003578	1	
27	Kajeet Hotspot	2600003569	1	
28	Kajeet Hotspot	2600003413	1	
29	Kajeet Hotspot	2600003530	1	
30	Kajeet Hotspot	2600003559	1	

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Authorized Campus

Signature _____

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Fixed Asset Discard List

Other: Technology

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Kajeet Hotspot	2600003364	1	
2	Kajeet Hotspot	2600003524	1	
3	Kajeet Hotspot	2600003288	1	
4	Kajeet Hotspot	2600003431	1	
5	Kajeet Hotspot	2600003149	1	
6	Kajeet Hotspot	2600003484	1	
7	Kajeet Hotspot	2600003342	1	
8	Kajeet Hotspot	2600003556	1	
9	Kajeet Hotspot	2600003171	1	
10	Kajeet Hotspot	2600003349	1	
11	Kajeet Hotspot	2600003328	1	
12	Kajeet Hotspot	2600003319	1	
13	Kajeet Hotspot	2600003382	1	
14	Kajeet Hotspot	2600003447	1	
15	Kajeet Hotspot	2600003503	1	
16	Kajeet Hotspot	2600003452	1	
17	Kajeet Hotspot	2600003140	1	
18	Kajeet Hotspot	2600003361	1	
19	Kajeet Hotspot	2600003318	1	
20	Kajeet Hotspot	2600003523	1	
21	Kajeet Hotspot	2600003351	1	
22	Kajeet Hotspot	2600003509	1	
23	Kajeet Hotspot	2600003286	1	
24	Kajeet Hotspot	2600003417	1	
25	Kajeet Hotspot	2600003531	1	
26	Kajeet Hotspot	2600003170	1	
27	Kajeet Hotspot	2600003283	1	
28	Kajeet Hotspot	2600003467	1	
29	Kajeet Hotspot	2600003134	1	
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Date: 3/10/2021

Authorized Campus _____

Signature _____

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Fixed Asset Discard List

Other (Technology, Maintenance, etc.)

Excell

Loya

Campus

(Please Check Appropriate Campus)

SE High School

GE Middle School

Alarcon

Borrego

Sambrano

#	Room #	Description	Tag #	Qty.	Comments / Reason
1		Kajeet Hotspot	2600003542	1	
2		Kajeet Hotspot	2600003353	1	
3		Kajeet Hotspot	2600003497	1	
4		Kajeet Hotspot	2600000187	1	
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