

Era ISD
Home of the Hornets

Agenda ~ Regular Board Meeting
Monday, October 19, 2020 ~ 6:00 PM
EISD Board Room, 108 Hargrove Street, Era, TX 76238

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

If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board would conduct a closed meeting in accordance with the Texas Open Meetings Act, Tex. Gov't Code, Chapter 551, Subchapters D and E, or Government Code 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)].

- I. **Call to Order / Roll Call**
- II. **Opening Ceremony**
- III. **Public Forum / Comments to the Board**
 - A. Concerning items not on the Agenda
 - B. Concerning items on the Agenda
- IV. **Public Hearing**
 - A. Declaration of Era ISD Board Training Hours 3
- V. **Consent Agenda**
 - A. Approve minutes of previous meetings 5
 - B. Executive Director of Business Services - Report
 - 1. Cash Flow & Investment Reports 12
 - 2. Check Register 18
 - 3. Fund financial statements 25
 - 4. Consider acceptance of donations 26
- VI. **Administrator Reports**
 - A. Principal Reports 27
 - 1. Attendance and Enrollment
 - 2. Academics & Accountability
 - 3. Update on current issues and events
- VII. **New Business**
 - A. Consider 2019-20 Annual Financial Audit Report from Freemon, Shapard & Story, PC
 - B. Consider Proactive Legal Services and Retainer Program Agreement for 2020-21 with Leasor Crass, P.C.
 - C. Consider appointing the members, chair, and co-chair of the School Health Advisory Committee (SHAC) for 2020-21 31
 - D. Consider 2020-21 School Bus Routes
 - E. Consider Consulting Agreement with Moak, Casey & Associates for Strategic Planning Services
 - F. Consider approval of Asynchronous Learning Plan for 2020-21 32
 - G. Consider TASB Policy Update 115 affecting the following (LOCAL) Policies: 57
 - 1. **BF(LOCAL):** Board Meetings
 - 2. **DED(LOCAL):** Compensation and Benefits - Vacations and Holidays
 - 3. **DIA(LOCAL):** Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation

4. **DMD(LOCAL):** Professional Development: Professional Meetings and Visitations
 5. **EI(LOCAL):** Academic Achievement
 6. **FB(LOCAL):** Equal Educational Opportunity
 7. **FD(LOCAL):** Admissions
 8. **FEB(LOCAL):** Attendance - Attendance Accounting
 9. **FFG(LOCAL):** Student Welfare - Child Abuse and Neglect
 10. **FFH(LOCAL):** Student Welfare - Freedom from Discrimination, Harassment, and Retaliation
 11. **FMF(LOCAL):** Student Activities - Contests and Competition
 12. **FNG(LOCAL):** Student Rights and Responsibilities - Student and Parent Complaints/Grievances
 13. **GF(LOCAL):** Public Complaints
- H. Consider approval of revised District Emergency Operations Plan for Era ISD
- I. Consider District Safety and Security Audit Report Results for the 2017-20 Audit Cycle
- J. Consider 2020-21 Board Goals and Superintendent Objectives
- K. Consider Budget Amendments
- L. Consider Reorganization of Board Officers
1. Elect President
 2. Elect Vice President
 3. Elect Secretary
- M. Superintendent's Report
1. District Construction/Maintenance Issues
 2. Superintendent and Board Training
- N. Student Issues
- O. Personnel
1. Resignations / New Employment
 2. Consider contract renewal for Executive Director of Business Services
- VIII. Executive Session**
- IX. Adjourn**

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The notice for this meeting was posted in compliance with the Texas Open Meetings Act at the Era ISD Administration Office and on the web at www.eraisd.net on **Friday, October 16, 2020 at 5:15 p.m.**

Dr. Shannon Luis, Superintendent

Era ISD Board Training Hours ~ October 2019 through October 2020

Reporting Date: October 19, 2020

| | | Place 1 | Place 2 | Place 3 | Place 4 | Place 5 | Place 6 | Place 7 |
|--|-----------------|--------------|--------------|----------------|---------------|---------------|---------------|--------------|
| | | Eaton | Brown | Stevens | Reiter | Hunter | Weaver | Greer |
| | Elected: | Aug 2018* | Nov 2016 | Nov 2014 | Nov 2016 | Jun 2019* | Nov 2018 | Nov 2014 |
| | Expires: | Nov 2020 | Nov 2020 | Nov 2022 | Nov 2020 | Nov 2020 | Nov 2022 | Nov 2022 |
| Local District Orientation | | 10/1/18 | 11/15/16 | 11/17/14 | 11/15/16 | 8/6/19 | 10/1/18 | 11/17/14 |
| TEC Orientation (3 hours) | | 5/21/19 | 12/18/17 | 3/26/15 | 12/18/17 | 10/8/19 | 8/24/19 | 3/26/15 |
| Update to TEC (86 th Leg Session) | | NA | 10/11/19 | 10/11/19 | 10/11/19 | 10/11/19 | 10/11/19 | 10/11/19 |
| Met Requirements – Tier One | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Team of 8 Training | | | | | | | | |
| Met Requirements – Tier Two | | ** | ** | ** | ** | ** | ** | ** |
| Required TOMA training (1 hour) | | 10/8/18 | 12/15/17 | 12/13/14 | 12/1/17 | 8/7/19 | 12/31/18 | 12/9/14 |
| Public Information Act Training (1 hour) | | 10/8/18 | 12/15/17 | 12/13/14 | 12/1/17 | 8/7/19 | 12/31/18 | 12/9/14 |
| Local District Orientation (facilitator) | | | | | | | | |
| Local Budget & Finance training | | | | | | | | |
| TREA Online Training (various) | 8/20 | 10 | | | | 10 | | |
| Cybersecurity Training | 5/18/20 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Red River Training (St. Jo) | | | | | | | | |
| | | | | | | | | |
| Met Requirements – Tier Three | | 11 ★ | 1 ** | 1 ** | 1 ** | 11 ★ | 1 ** | 1 ** |
| TASB XG3 – Student Achievement | 8/27/18 | 3 | 3 | 3 | 3 | NA | 3 | 3 |
| | | | | | | | | |
| Met Requirements – Tier Four | | ** | ** | ** | ** | ** | ** | ** |
| MEETING REQUIREMENTS: | ✓ | ** | ** | ** | ** | ** | ** | ** |
| EXCEEDING REQUIREMENTS: | ★ | ** | ** | ** | ** | ** | ** | ** |
| DEFICIENT IN REQUIREMENTS: | X | | | | | | | |

*Appointed

** see notes next page

- as of 10/16/20 -

FROM: TEA - SY 20-21 School Board FAQ (Updated: August 27, 2020)
<https://tea.texas.gov/sites/default/files/covid/SY-20-21-covid19-school-boards-faq.pdf>

BOARD TRAININGS

1. **During this time, are school board members required to complete school board trainings outlined in TEC, §11.159 and 19 TAC §61.1? Updated August 27,2020**

The Commissioner has waived the board training requirements outlined in TEC, §11.159, and 19 TAC §61.1 for all districts until January 31, 2021. Waivers will be automatically granted, pursuant to the Commissioner's general waiver authority under TEC, §7.056. School districts do not need to apply for these automatic waivers. This means that school boards conducting elections in November 2020 will not need to report on board member training hours during their October board meetings. School board members, if needing training to fulfill training requirements, will need to complete the trainings at a later time, when the requirements are reinstated, but can complete training when time allows during this suspension, if trainings are available.

2. **Can a trustee be considered delinquent prior to January 31, 2021? Updated August 27, 2020**

No, board members will not be considered delinquent during the waiver period. Annual board training requirements are still in effect. Board members should continue with board training, as available, by taking advantage of online resources or in person opportunities. When attending in-person training,⁴ board members must follow the all guidelines outlined by state and local health authorities.

3. **When the waiver expires at the end of January 2021, will board members with May elections need to finish one years' worth or two year's worth of training before the spring 2021 election? Updated August 27,2020**

Board members are still required to obtain their yearly required training. The waiver provides relief from the delinquency designation for reporting purposes during the waiver period.

4. **If required board training for the 2019-2020 school year was not completed prior to the waiver, what will be the reporting requirements at the end of the January 31, 2021 waiver period? Updated August 27,2020**

The reporting period following the expiration of the current waiver will be April 2021 prior to a May board election. Board members who do not meet the annual requirements during the 2020-2021 time period will be reported delinquent at the time of reporting.



**ERA ISD
BOARD OF TRUSTEES ~ REGULAR MEETING
MONDAY, SEPTEMBER 21, 2020
MINUTES**

I. Call to Order / Roll Call

II. Opening Ceremony

III. Public Forum / Comments to the Board

A. Concerning items not on the Agenda

1. Adrian Anderle – shared concerns with the Board related to future growth coming rapidly to the Era community (Is the Board considering long-term plans to address this growth successfully?) and concerns that teacher turnover within the District seems high in the last few school years.

B. Concerning items on the Agenda

IV. Public Hearing

There was no public hearing necessary this month.

V. Consent Agenda

Motion to approve the items in the consent agenda as presented.

This motion, made by James Eaton and seconded by Todd Reiter, Passed.

Jeff Brown: Yea, James Eaton: Yea, Chad Greer: Yea, Jennifer Hunter: Yea, Todd Reiter: Yea, Jeffrey Stevens: Yea, K.D. Weaver: Yea

A. Approve minutes of previous meetings

B. Executive Director of Business Services - Report

Suzette Henderson

1. Cash Flow & Investment Reports
2. Check Register
3. Fund financial statements
4. Consider acceptance of donations

C. Consider approval of Resolution regarding the extracurricular status of the Cooke County 4-H Organization and Adjunct Faculty Appointment

VI. Administrator Reports

A. Principal Reports

Campus Principals provided reports detailing enrollments, passing and attendance rates, and upcoming events, and answered questions.

1. Attendance and Enrollment
2. Academics & Accountability
3. Update on current issues and events

VII. New Business

A. Consider Budget Amendments

Motion to approve District Budget Amendments, as presented.

This motion, made by Todd Reiter and seconded by Chad Greer, Passed.

Jeff Brown: Yea, James Eaton: Yea, Chad Greer: Yea, Jennifer Hunter: Yea, Todd Reiter: Yea, Jeffrey Stevens: Yea, K.D. Weaver: Yea



B. Consider cancellation of November 3, 2020, Board of Trustees Election

Motion to approve the Order of Cancellation for the November 3, 2020, Era ISD Board of Trustees Election, as presented. This motion, made by Chad Greer and seconded by Jeff Brown, Passed.

Jeff Brown: Yea, James Eaton: Yea, Chad Greer: Yea, Jennifer Hunter: Yea, Todd Reiter: Yea, Jeffrey Stevens: Yea, K.D. Weaver: Yea

C. Consider Memorandums of Agreement with Texoma Community Center to provide crisis and Child and Adolescent services to Era ISD for 20-21 and 21-22

Motion to approve the Memorandum of Agreement (MOA) with Texoma Community Center to provide services to the students and families of Era ISD.

This motion, made by Jeff Brown and seconded by K.D. Weaver, Passed.

Jeff Brown: Yea, James Eaton: Yea, Chad Greer: Yea, Jennifer Hunter: Yea, Todd Reiter: Yea, Jeffrey Stevens: Yea, K.D. Weaver: Yea

D. Consider proposal from Parsons Roofing for extension of Duro-Last roofing on the East end of the Elementary building

Motion to accept the proposal from Parsons Roofing to add a Duro-Last roof to the east end of the Elementary building at a total cost of \$20,518.

This motion, made by K.D. Weaver and seconded by Jennifer Hunter, Passed.

Jeff Brown: Yea, James Eaton: Yea, Chad Greer: Yea, Jennifer Hunter: Yea, Todd Reiter: Yea, Jeffrey Stevens: Yea, K.D. Weaver: Yea

E. Consider TASB Policy Update 115 affecting the following (LOCAL) Policies:

Due to a need for additional information regarding proposed policies, no formal action was taken to adopt the changes in Update 115. This month will be considered a second reading on Update 115, and formal action will be considered next month.

1. **BF(LOCAL):** Board Meetings
2. **DED(LOCAL):** Compensation and Benefits - Vacations and Holidays
3. **DIA(LOCAL):** Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation
4. **DIA(EXHIBIT):** Employee Welfare - Freedom from Discrimination, Harassment, and Retaliation
5. **DMD(LOCAL):** Professional Development: Professional Meetings and Visitations
6. **FB(EXHIBIT):** Equal Educational Opportunity
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8. **FFE(LOCAL):** Counseling and Mental Health - Counseling
9. **FFG(LOCAL):** Student Welfare - Child Abuse and Neglect
10. **FFH(EXHIBIT):** Student Welfare - Freedom from Discrimination, Harassment, and Retaliation
11. **FNG(LOCAL):** Student Rights and Responsibilities - Student and Parent Complaints/Grievances
12. **GF(LOCAL):** Public Complaints

F. Consider 2020-21 Board Goals and Superintendent Objectives

The previous year's Board goals and Superintendent Objectives were reviewed and discussed, but no formal action was taken. Questions and suggestions will be presented to Superintendent Thompson over the course of the next month so that Goals and Objectives can be drafted and considered formally next month.



G. Superintendent's Report

1. District Construction/Maintenance Issues – Dr. Thompson shared updates about ongoing work in the following areas on campus: drainage work at the Field House and Admin office, district re-roofing project, electrical rewiring at the Ag shop, updates to the Nurse's office, and the plans to upgrade all water fountains to touchless water bottle refilling stations in the near future.
2. 2020-21 Employee Handbooks
3. DCAD Reappraisal Plan 20-21
4. Online Ticketing & Live Streaming changes
5. Strategic Planning
6. Superintendent and Board Training

H. Student Issues

No student issues were discussed this month.

I. Personnel

1. Resignations / New Employment

- a. Superintendent Thompson shared the recent resignation of Suzette Henderson, but also noted that Mrs. Henderson would continue to serve Era ISD in a half-time contract capacity in the Business Department.
- b. Thompson also noted the need to add an additional part-time position to the cafeteria staff to meet additional needs during the serving periods.

VIII. Executive Session

The presiding officer announced at the beginning of the closed session:

"The Era ISD Board of Trustees will now convene in closed session on Monday, **September 21, 2020, at 7:05 p.m.** in accordance with the Texas Open Meetings Act, under section(s) §551.074 of the Texas Government Code related to *Personnel Matters.*"

The presiding officer announced at the end of the closed session:

"The Board will end closed session at **8:29 p.m.** and return to open session."

IX. Adjourn

Motion to Adjourn at **8:31 p.m.**

This motion, made by K.D. Weaver and seconded by Jennifer Hunter, Passed.

Jeff Brown: Yea, James Eaton: Yea, Chad Greer: Yea, Jennifer Hunter: Yea, Todd Reiter: Yea, Jeffrey Stevens: Yea, K.D. Weaver: Yea

Jeffrey Stevens, Board President

Date

Jeff Brown, Board Secretary

Date



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 Jeffrey Stevens, Board President Date

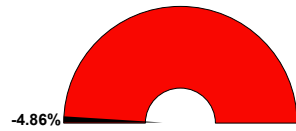


 Jeff Brown, Board Secretary Date

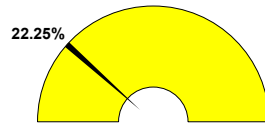
General Fund | Revenue Dashboard

For the Period Ending September 30, 2020

Projected Year End Fund Balance as % of Budgeted Revenues

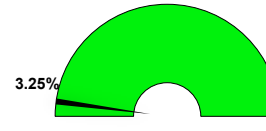


Actual YTD Revenues



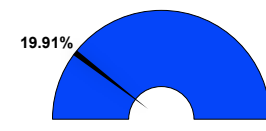
Projected YTD Revenues
0.00%

Actual YTD Local Sources



Projected YTD Local Sources
71.67%

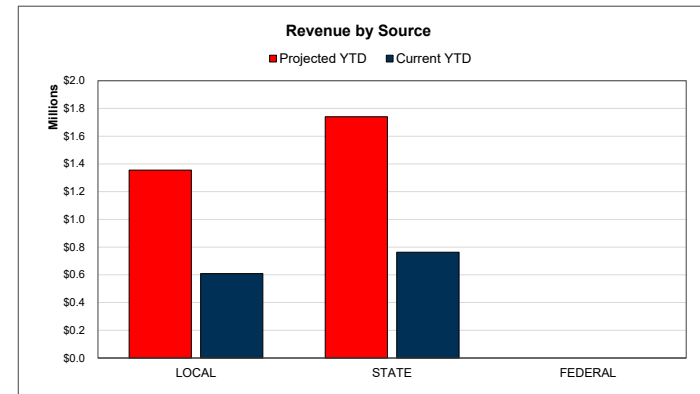
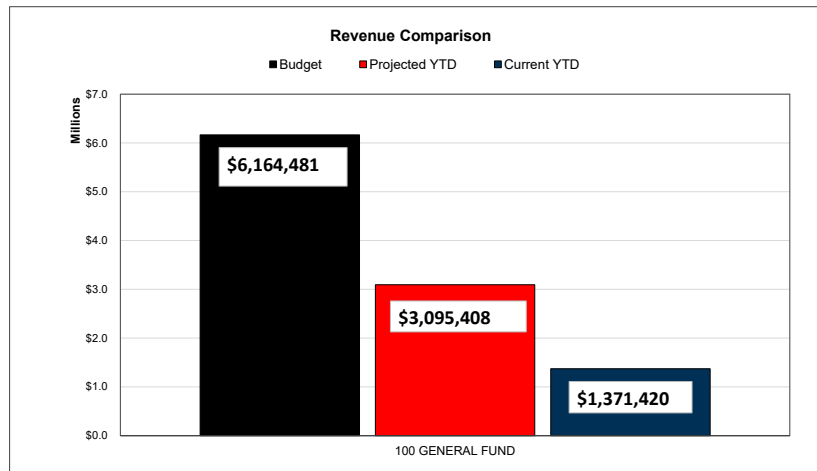
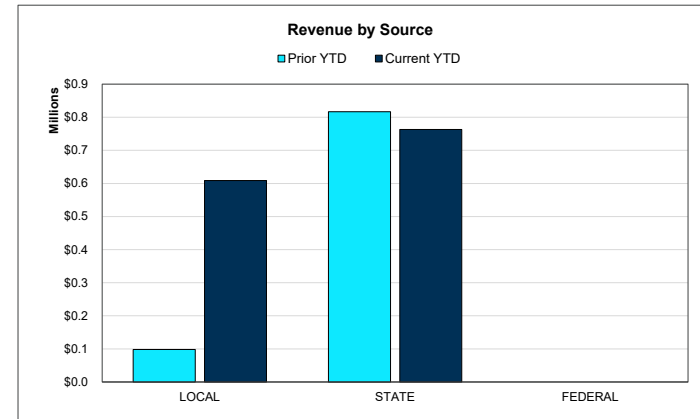
Actual YTD State Sources



Projected YTD State Sources
45.43%

Top 10 Sources of Revenue Year-to-Date

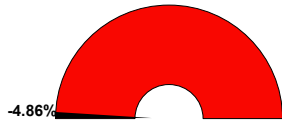
| | |
|--------------------------------------|---------------|
| Fsp Formula Foundation | \$695,072 |
| Insurance Recovery | \$535,306 |
| Trs/Trs Care On-Behalf Payment | \$60,426 |
| Taxes, Current Year Levy | \$26,892 |
| Taxes, Prior Years | \$25,117 |
| Penalties-Interest-Oth Tax Rev | \$9,380 |
| Per Capita Apportionment | \$7,385 |
| Athletic Activity | \$5,639 |
| Rent | \$4,925 |
| Earnings Temp Deposits/Invest | \$1,132 |
| Percent of Total Revenues YTD | 99.99% |



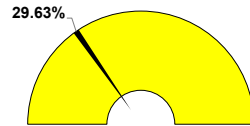
General Fund | Expenditure Dashboard

For the Period Ending September 30, 2020

Projected Year End Fund Balance as % of Budgeted Expenditures

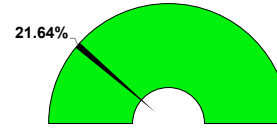


Actual YTD Expenditures



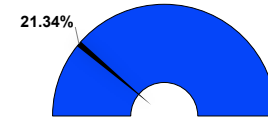
Projected YTD Expenditures
22.83%

Actual YTD Instruction



Projected YTD Instruction
22.16%

Actual YTD Payroll Costs

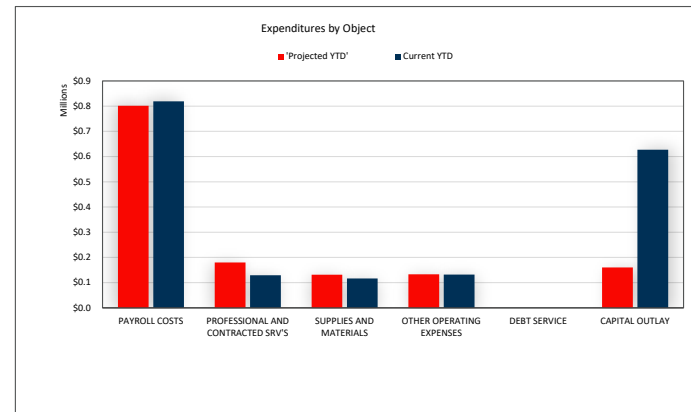
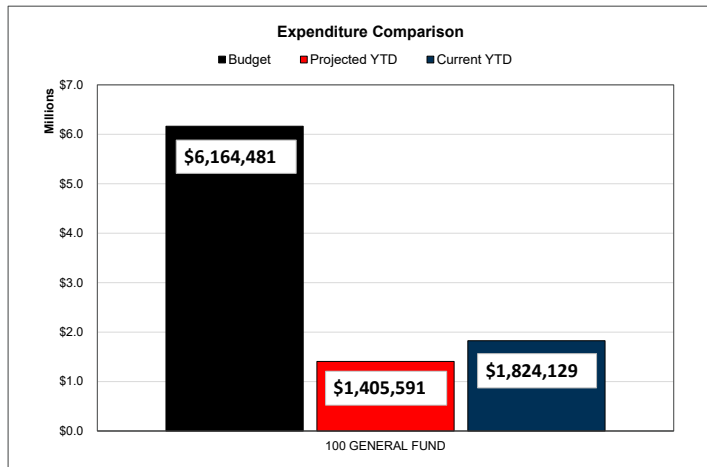
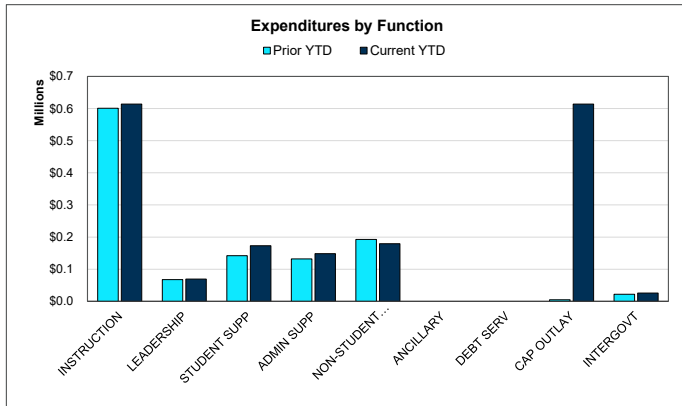


Projected YTD Payroll Costs
20.87%

Top 10 Expenditures by Function Year-to-Date

| | |
|---------------------------|-----------|
| Facilities Acq/Construct | \$613,998 |
| Instruction | \$599,379 |
| General Administration | \$148,210 |
| Plant Maint/Operations | \$146,014 |
| Cocurr/Extracurr Activity | \$104,773 |
| School Leadership | \$69,332 |
| Student Transportation | \$37,878 |
| Data Processing Svs | \$27,954 |
| Pymts To Member Dists Ssa | \$25,919 |
| Guidance/Counsel/Eval Svs | \$16,937 |

Percent of Total Expenditures YTD **98.15%**

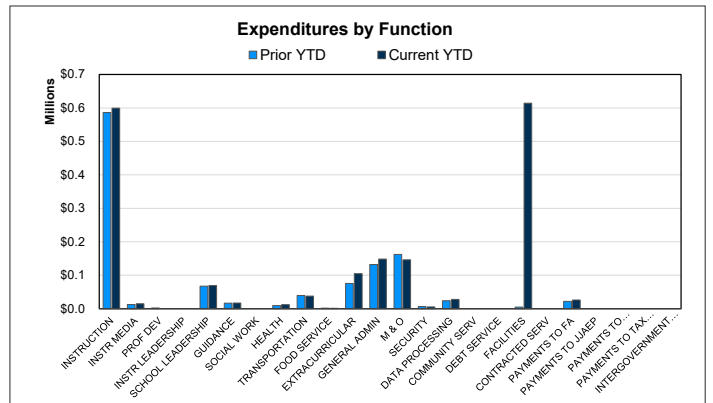
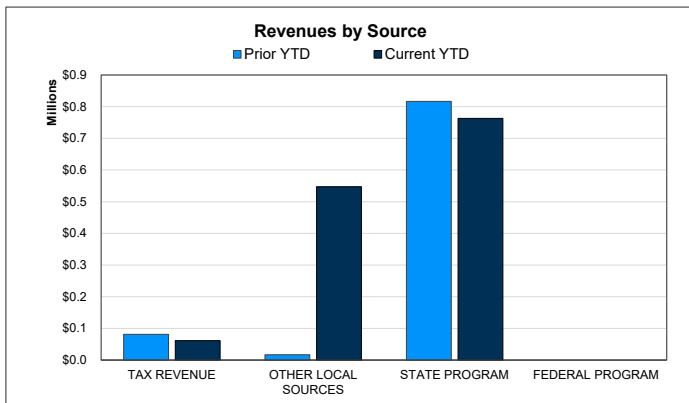


General Fund | Function Financial Summary

For the Period Ending September 30, 2020

FUND 199

| | Prior YTD | Prior Year Actual | YTD % of PY Actual | Current YTD | Annual Budget | YTD % of Budget |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| REVENUES | | | | | | |
| Tax Revenue | \$81,393 | \$1,866,793 | 4.36% | \$61,389 | \$1,890,735 | 3.25% |
| Other Local Sources | 16,945 | 86,323 | 19.63% | 547,148 | 442,823 | 123.56% |
| State Program | 816,705 | 3,753,133 | 21.76% | 762,883 | 3,830,923 | 19.91% |
| Federal Program | 0 | 0 | | 0 | 0 | |
| TOTAL REVENUE | \$915,043 | \$5,706,249 | 16.04% | \$1,371,420 | \$6,164,481 | 22.25% |
| EXPENDITURES FUNCTIONS | | | | | | |
| Instruction | \$586,519 | \$2,591,801 | 22.63% | \$599,379 | \$2,769,854 | 21.64% |
| Instructional Media | 12,553 | 58,174 | 21.58% | 14,670 | 66,461 | 22.07% |
| Curriculum & Personnel Development | 1,985 | 9,023 | 22.00% | 0 | 13,452 | 0.00% |
| Instructional Leadership | 0 | 0 | | 0 | 0 | |
| School Leadership | 67,560 | 276,323 | 24.45% | 69,332 | 284,535 | 24.37% |
| Guidance & Counseling | 16,388 | 66,564 | 24.62% | 16,937 | 70,591 | 23.99% |
| Social Work Services | 0 | 0 | | 0 | 0 | |
| Health Services | 9,415 | 52,531 | 17.92% | 12,194 | 51,747 | 23.56% |
| Pupil Transportation | 39,426 | 278,700 | 14.15% | 37,878 | 290,564 | 13.04% |
| Food Services | 1,521 | 9,306 | 16.34% | 1,369 | 8,394 | 16.31% |
| Extracurricular Activities | 75,430 | 368,771 | 20.45% | 104,773 | 450,289 | 23.27% |
| General Administration | 131,991 | 490,538 | 26.91% | 148,210 | 492,106 | 30.12% |
| Plant Maintenance & Operations | 162,097 | 620,417 | 26.13% | 146,014 | 851,816 | 17.14% |
| Security & Monitoring Services | 6,834 | 12,191 | 56.06% | 5,501 | 25,986 | 21.17% |
| Data Processing Services | 23,731 | 120,421 | 19.71% | 27,954 | 137,135 | 20.38% |
| Community Service | 0 | 0 | | 0 | 0 | |
| Debt Service | 0 | 0 | | 0 | 0 | |
| Facilities Acq. & Construction | 4,781 | 287,662 | 1.66% | 613,998 | 439,923 | 139.57% |
| Contracted Institutional Services | 0 | 0 | | 0 | 0 | |
| Payments to Fiscal Agent | 22,018 | 198,159 | 11.11% | 25,919 | 204,000 | 12.71% |
| Payments to JJAEP Programs | 0 | 0 | | 0 | 0 | |
| Payments to Charter Schools | 0 | 0 | | 0 | 0 | |
| Payments to Tax Increment Fund | 0 | 0 | | 0 | 0 | |
| Other Intergovernmental Charges | 0 | 0 | | 0 | 0 | |
| TOTAL EXPENDITURES | \$1,162,249 | \$5,440,581 | 21.36% | \$1,824,128 | \$6,156,853 | 29.63% |
| SURPLUS / (DEFICIT) | (\$247,206) | \$265,668 | | (\$452,708) | \$7,628 | |
| OTHER FINANCING SOURCES / (USES) | | | | | | |
| Other Financing Sources | \$0 | \$83,085 | | \$0 | \$0 | |
| Other Financing Uses | 0 | (23,288) | | 0 | (7,628) | |
| TOTAL OTHER FINANCING SOURCES / (USES) | \$0 | \$59,797 | | \$0 | (\$7,628) | |
| NET CHANGE IN FUND BALANCE | (\$247,206) | \$325,465 | | (\$452,708) | \$0 | |
| ENDING FUND BALANCE | \$1,270,362 | \$1,843,034 | | \$1,390,325 | \$1,843,034 | |



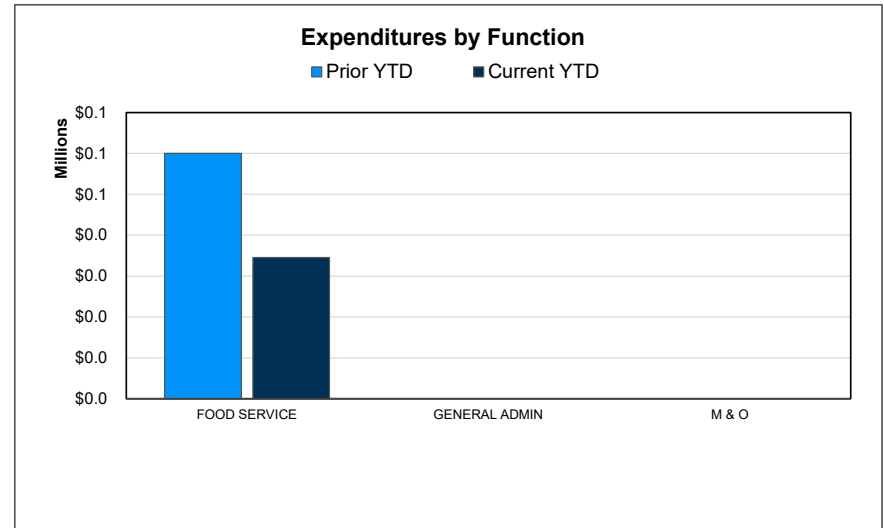
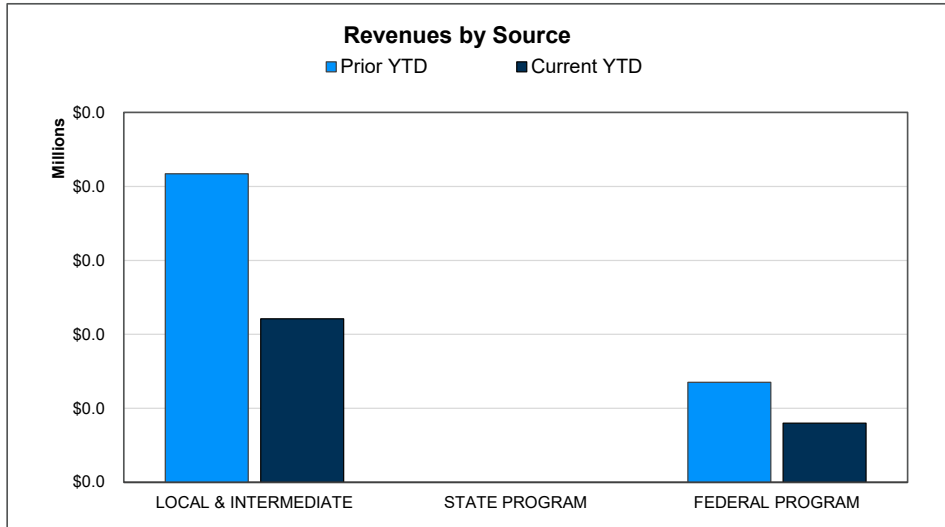
Food Service Fund | Financial Summary

For the Period Ending September 30, 2020

Fund 240

| | Prior YTD | Prior Year Actual | YTD % of PY Actual | Current YTD | Annual Budget | YTD % of Budget |
|---|-------------------|-------------------|--------------------|-------------------|------------------|-----------------|
| REVENUES | | | | | | |
| Local & Intermediate | \$20,858 | \$101,140 | 20.62% | \$11,056 | \$125,707 | 8.80% |
| State Program | 0 | 1,118 | 0.00% | 0 | 1,500 | 0.00% |
| Federal Program | 6,756 | 120,028 | 5.63% | 4,000 | 134,867 | 2.97% |
| TOTAL REVENUE | \$27,614 | \$222,286 | 12.42% | \$15,056 | \$262,074 | 5.74% |
| EXPENDITURES | | | | | | |
| Food Services | \$60,007 | \$252,176 | 23.80% | \$34,518 | \$269,702 | 12.80% |
| General Administration | 0 | 0 | | 0 | 0 | |
| Plant Maintenance & Operations | 0 | 0 | | 0 | 0 | |
| TOTAL EXPENDITURES | \$60,007 | \$252,176 | 23.80% | \$34,518 | \$269,702 | 12.80% |
| SURPLUS / (DEFICIT) | (\$32,393) | (\$29,890) | | (\$19,462) | (\$7,628) | |
| OTHER FINANCING SOURCES / (USES) | | | | | | |
| Other Financing Sources | \$0 | \$23,288 | | \$0 | \$7,628 | |
| Other Financing Uses | 0 | 0 | | 0 | 0 | |
| TOTAL OTHER FINANCING SOURCES / (USES) | \$0 | \$23,288 | | \$0 | \$7,628 | |
| NET CHANGE IN FUND BALANCE | (\$32,393) | (\$6,602) | | (\$19,462) | \$0 | |
| ENDING FUND BALANCE | (\$25,792) | \$0 | | (\$19,461) | \$0 | |

15



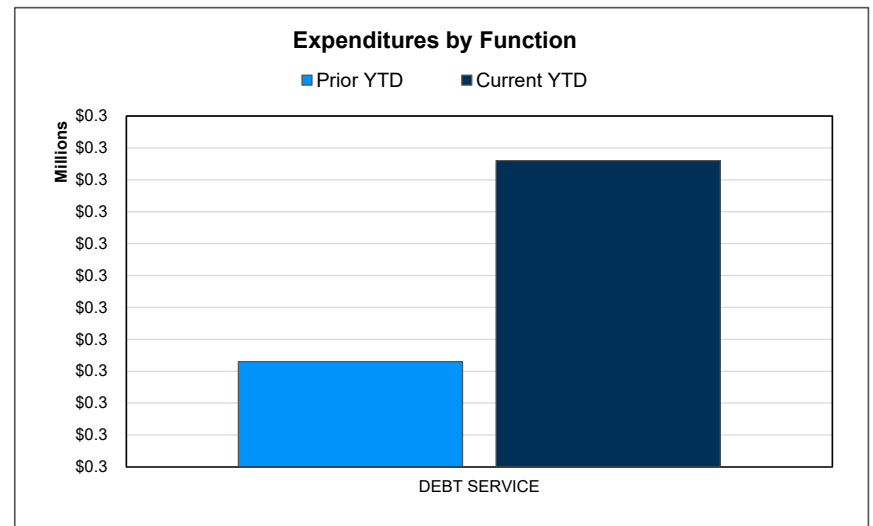
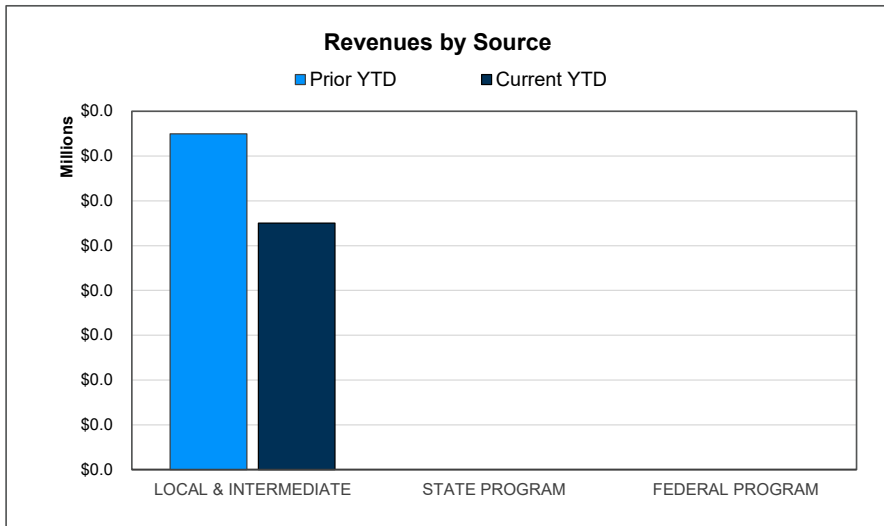
Debt Service Fund | Financial Summary

For the Period Ending September 30, 2020

Fund 599

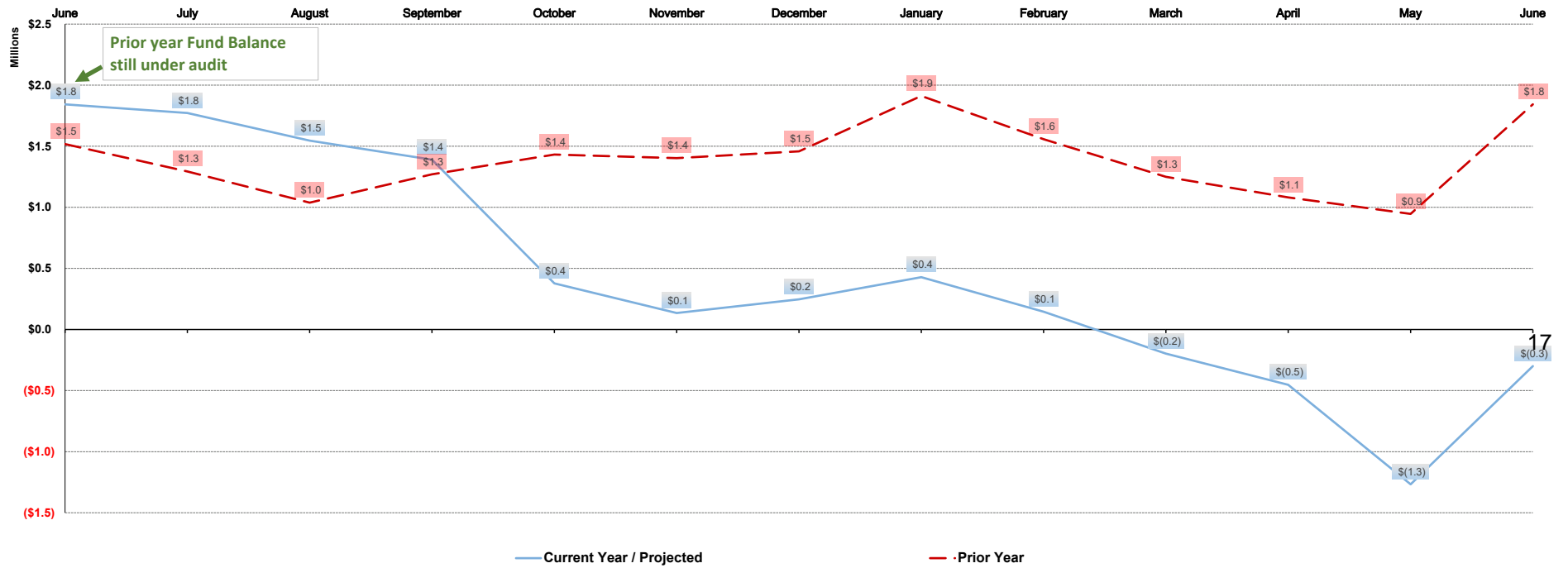
| | Prior YTD | Prior Year Actual | YTD % of PY Actual | Current YTD | Annual Budget | YTD % of Budget |
|---|--------------------|-------------------|--------------------|--------------------|------------------|-----------------|
| REVENUES | | | | | | |
| Local & Intermediate | \$14,995 | \$331,603 | 4.52% | \$11,010 | \$335,230 | 3.28% |
| State Program | 0 | 10,401 | 0.00% | 0 | 0 | |
| Federal Program | 0 | 0 | | 0 | 0 | |
| TOTAL REVENUE | \$14,995 | \$342,004 | 4.38% | \$11,010 | \$335,230 | 3.28% |
| EXPENDITURES | | | | | | |
| Debt Service | \$261,150 | \$335,000 | 77.96% | \$264,300 | \$336,250 | 78.60% |
| TOTAL EXPENDITURES | \$261,150 | \$335,000 | 77.96% | \$264,300 | \$336,250 | 78.60% |
| SURPLUS / (DEFICIT) | (\$246,155) | \$7,004 | | (\$253,290) | (\$1,020) | |
| OTHER FINANCING SOURCES / (USES) | | | | | | |
| Other Financing Sources | \$0 | \$10,812 | | \$0 | \$0 | |
| Other Financing Uses | 0 | 0 | | 0 | 0 | |
| TOTAL OTHER FINANCING SOURCES / (USES) | \$0 | \$10,812 | | \$0 | \$0 | |
| NET CHANGE IN FUND BALANCE | (\$246,155) | \$17,816 | | (\$253,290) | (\$1,020) | |
| ENDING FUND BALANCE | \$229,774 | \$493,745 | | \$240,455 | \$492,725 | |

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General Fund

For the Period Ending September 30, 2020



For the Month of September

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|--------------------------------|------------|------------------------|--------|--------------|---------------------------|-----------------------------|-----------------|-----|
| 000003 | 09-09-2020 | WORKER'S COMPENSAT | 210111 | | 755-51-6143.01-001-199000 | W/C POOL CHECKS | 310.00 | N |
| 002753 | 09-03-2020 | ALVORD ISD | 210165 | | 199-36-6499.01-001-191ATH | Alvord CC Entry | 225.00 | N |
| 002754 | 09-03-2020 | ASKEW TIRE, INC | 210216 | | 199-34-6249.01-999-199000 | TIRES | 2,455.92 | N |
| 002755 | 09-03-2020 | B & T AUTO | 210205 | 29078 | 199-34-6249.00-999-199000 | PO Created by Req: 210211 | 654.68 | N |
| 002755 | 09-04-2020 | VISA MASTERCARD | 210090 | | 461-11-6397.65-001-111ELE | LAP TRAYS/ MICHAELS | 304.29 | N |
| 002756 | 09-03-2020 | BISSELL BETTER LIFE, L | 210125 | 417561 | 199-51-6399.00-999-199000 | PO Created by Req: 210127 | 982.11 | N |
| 002756 | 09-04-2020 | WAL MART | 210115 | | 461-11-6397.65-001-111ELE | ELEM SCHOOL SUPPLIES | 1,229.50 | N |
| | | | 210063 | | 865-11-6397.76-001-199000 | Sam's Club Food Prom | 105.88 | N |
| | | | 210064 | | 865-11-6397.76-001-199000 | Desserts for Prom 2020 | 90.78 | N |
| Totals for Check 002756 | | | | | | | 1,426.16 | |
| 002757 | 09-03-2020 | CHAMPION WASTE & RE | 210090 | 1301636 | 199-51-6249.06-999-199RCY | RECYCLING SEPT | 321.36 | N |
| 002757 | 09-17-2020 | ORIENTAL TRADING CO | 210092 | 704916241-01 | 461-11-6397.65-001-111ELE | HALLWAY DECOR | 49.40 | N |
| 002758 | 09-28-2020 | AMAZON | 210202 | | 461-11-6397.65-001-111ELE | SAFETY/ SUPPLIES | 93.52 | N |
| | | | 210200 | | 461-11-6397.65-001-111ELE | CARTS FOR WATERBOTTLES | 376.08 | N |
| | | | 210234 | | 461-12-6397.68-001-199ELE | REPLACEMENT BOOKS | 334.89 | N |
| Totals for Check 002758 | | | | | | | 804.49 | |
| 002758 | 09-03-2020 | COOKE COUNTY SPEC | 210091 | | 199-93-6492.00-001-123000 | CCSEC PYMT | 25,919.38 | N |
| 002759 | 09-03-2020 | ETC LITE | 210092 | L16937 | 199-41-6219.01-701-199000 | ACA SEPT | 68.25 | N |
| 002760 | 09-03-2020 | FT WORTH FOOTBALL O | 210093 | | 199-36-6219.01-001-191000 | UIL SCRIMMAGE AGREEMENT | 150.00 | N |
| 002761 | 09-03-2020 | G&H BACKHOE INC | 210094 | 10572 | 199-51-6249.06-999-199000 | DUMPSTER AUG | 436.70 | N |
| 002762 | 09-03-2020 | GOPHER | 210145 | 9759160 | 199-11-6399.20-001-111ELE | PE SUPPLIES | 836.19 | N |
| 002763 | 09-03-2020 | HAPPYNUMBERS. INC | 210067 | 107644 | 199-11-6321.00-001-111ELE | STUDENT LICENSE | 1,450.00 | N |
| 002764 | 09-03-2020 | HILAND DAIRY FOODS C | 210095 | 177693 | 240-35-6341.00-001-199000 | MILK | 388.50 | N |
| | | | 210095 | 177664 | 240-35-6341.00-001-199000 | MILK | 178.08 | N |
| Totals for Check 002764 | | | | | | | 566.58 | |
| 002765 | 09-03-2020 | LABATT FOOD SERVICE | 210096 | 08318710 | 240-35-6341.00-001-199000 | FOOD | 2,331.01 | N |
| 002766 | 09-03-2020 | MYSTERY SCIENCE INC | 210044 | 77342 | 199-11-6399.24-001-111ELE | MYSTERY SCIENCE | 499.00 | N |
| 002767 | 09-03-2020 | NAPA AUTO PARTS | 210190 | | 199-34-6399.00-999-199000 | PO Created by Req: 210193 | 45.14 | N |
| | | | 210187 | | 199-34-6399.00-999-199000 | SUPPLIES | 40.62 | N |
| | | | 210187 | | 199-51-6319.00-999-199000 | SUPPLIES | 30.72 | N |
| Totals for Check 002767 | | | | | | | 116.48 | |
| 002768 | 09-03-2020 | NESSY LEARNING LLC | 210203 | 1837891 | 199-11-6399.20-001-124ELE | READING AND SPELLING MATERI | 204.83 | N |
| | | | 210203 | 1837891 | 199-11-6399.20-001-143ELE | READING AND SPELLING MATERI | 93.00 | N |
| Totals for Check 002768 | | | | | | | 297.83 | |
| 002769 | 09-03-2020 | NOCONA ISD | 210164 | | 199-36-6499.01-001-191ATH | CC Entry | 370.00 | N |
| 002770 | 09-03-2020 | NORTHERN TOOL & EQ | 210199 | 53951 | 199-34-6399.00-999-199000 | PO Created by Req: 210206 | 118.97 | N |
| | | | 210086 | 41273 | 199-34-6399.00-999-199000 | PO Created by Req: 210089 | 17.99 | N |
| | | | 210086 | 41273 | 199-51-6319.00-999-199000 | PO Created by Req: 210089 | 17.47 | N |
| | | | 210199 | 53951 | 199-51-6399.00-999-199000 | PO Created by Req: 210206 | 35.98 | N |

For the Month of September

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|-----------|------------|----------------------|--------|---------------|---------------------------|--------------------------------|------------------|-----|
| | | | 210086 | 41273 | 199-51-6399.01-999-199000 | PO Created by Req: 210089 | 206.99 | N |
| | | | | | | Totals for Check 002770 | 397.40 | |
| 002771 | 09-03-2020 | PATTERSON PROFESSI | 210097 | 4356 | 199-51-6259.00-999-199000 | WATERWASTE AUG | 1,785.29 | N |
| 002772 | 09-03-2020 | PERFECTION LEARNING | 210098 | 137428 | 410-11-6321.00-001-111000 | TEXTBOOKS | 960.00 | N |
| 002773 | 09-03-2020 | RECORD CONSULTANT | 210106 | 42717 | 199-41-6219.00-701-199000 | Records Destruction - Sum20 | 286.00 | N |
| 002774 | 09-03-2020 | TASB | 210099 | 585893 | 199-41-6219.00-702-199000 | TASB HR SERVICES | 945.00 | N |
| 002775 | 09-03-2020 | TASBO | 210207 | 342433 | 199-41-6499.00-701-199000 | Budget Cohort | 1,500.00 | N |
| | | | 210208 | 342347 | 199-41-6499.00-701-199000 | CENTER FOR FINANCE | 750.00 | N |
| | | | 210207 | 342433 | 199-41-6499.00-750-199000 | Budget Cohort | 1,500.00 | N |
| | | | 210208 | 342347 | 199-41-6499.00-750-199000 | CENTER FOR FINANCE | 750.00 | N |
| | | | | | | Totals for Check 002775 | 4,500.00 | |
| 002776 | 09-03-2020 | TEACHERS SYNERGY, L | 210093 | 190712 | 199-11-6399.10-001-111ELE | START UP GIFT | 37.46 | N |
| 002777 | 09-03-2020 | TEXAS DEPT OF HEALT | 210206 | | 240-35-6499.00-001-199000 | ANNUAL INSPECTION | 300.00 | N |
| 002778 | 09-03-2020 | TEXAS DEPT OF PUBLIC | 210075 | CRS2020051940 | 199-41-6499.00-702-199000 | CRIMINAL BACKGROUND CHECK | 14.00 | N |
| | | | 210100 | CRS2020071973 | 199-41-6499.00-702-199000 | CBC | 2.00 | N |
| | | | | | | Totals for Check 002778 | 16.00 | |
| 002779 | 09-03-2020 | TREA-Texas Rural | 210101 | 04996 | 199-34-6429.00-999-199000 | FLEET INS | 9,582.00 | N |
| | | | 210101 | 04996 | 199-41-6429.00-702-199000 | LIABILITY INS | 5,512.00 | N |
| | | | 210101 | 04996 | 199-51-6429.01-999-199000 | PROPERTY INS | 59,463.00 | N |
| | | | 210101 | 04996 | 199-52-6429.00-999-199000 | CYBER SECURITY INS | 1,995.00 | N |
| | | | | | | Totals for Check 002779 | 76,552.00 | |
| 002780 | 09-03-2020 | THE VIRTUAL MEET EXP | 210181 | | 199-36-6399.00-001-199SEC | Virtual Challenge Meets | 300.00 | N |
| 002781 | 09-03-2020 | VST SERVICES, LLC-MA | 210102 | 9065 | 199-53-6299.00-001-199000 | ERATE SEPT | 250.00 | N |
| 002782 | 09-03-2020 | WEDGE SUPPLY, LLC | 210191 | 558327 | 240-35-6399.00-001-199000 | supplies | 266.06 | N |
| 052394 | 09-04-2020 | DENTON COUNTY APPR | 210105 | 8583-8669 | 199-41-6213.00-703-199000 | QTR BILLING | 6.14 | N |
| 052395 | 09-04-2020 | GAINESVILLE DAILY RE | 210106 | 70460 | 199-41-6491.00-702-199000 | TAX RATE NOTICE | 329.27 | N |
| 052396 | 09-04-2020 | GAINESVILLE ISD | 210107 | 09032020-01 | 199-41-6491.00-702-199000 | CATE NOTICE W/GISD | 65.00 | N |
| 052397 | 09-04-2020 | TASB RISK MANAGEME | 210109 | 57469 | 199-11-6145.01-001-111000 | UNEMPLOYMENT INS | 3,850.00 | N |
| 052398 | 09-04-2020 | TEXAS ASSOC COMMUN | 210108 | ERA ISD | 199-41-6495.00-702-199000 | MEMBERSHIP | 500.00 | N |
| 052399 | 09-04-2020 | U.S. BANK ST. PAUL | 210104 | 5850434 | 599-71-6599.00-001-199000 | FEES | 450.00 | N |
| 052400 | 09-04-2020 | VISA MASTERCARD | 210121 | | 199-11-6399.01-001-122SEC | Billets for Knives | 189.90 | N |
| | | | 210122 | | 199-11-6399.01-001-122SEC | Knife Making Supplies | 237.50 | N |
| | | | 210123 | | 199-11-6399.01-001-122SEC | Knife Making Supplies | 187.81 | N |
| | | | 210188 | | 199-11-6399.08-001-111TEC | QUIZLET RENEWAL | 143.71 | N |
| | | | 210135 | | 199-12-6329.00-001-111ELE | NY TIMES SUBSCRIPTION | 7.98 | N |
| | | | 210110 | | 199-34-6499.01-999-199000 | ON STAR | 21.07 | N |
| | | | 210109 | | 199-36-6398.00-001-191ATH | SUPPLIES/EQUIPMENT | 569.97 | N |
| | | | 210194 | | 199-36-6411.00-001-191ATH | meals - UIL Spring DEC meeting | 27.27 | N |
| | | | 210194 | | 199-36-6411.00-001-199SEC | meals - UIL Spring DEC meeting | 27.27 | N |

For the Month of September

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|-----------|------------|------------------------|--------|-------------|--------------------------------|------------------------------|-----------------|-----|
| | | | 210204 | | 199-36-6499.01-001-191ATH | Pizza for Officials | 32.00 | N |
| | | | 210192 | | 199-41-6399.00-701-199000 | Supt - Smore Subscription | 69.00 | N |
| | | | 210110 | | 199-41-6399.01-701-199000 | POSTAGE | 22.55 | N |
| | | | 210107 | | 199-41-6499.00-701-199000 | TREA Virtual Conference reg. | 80.00 | N |
| | | | 210107 | | 199-41-6499.00-702-199000 | TREA Virtual Conference reg. | 350.00 | N |
| | | | 210103 | | 240-35-6399.00-001-199000 | Tshirts for cafe | 144.40 | N |
| | | | | | Totals for Check 052400 | | 2,110.43 | |
| 052401 | 09-04-2020 | WAL MART | 210083 | | 199-12-6399.00-001-111ELE | SUPPLIES | 117.10 | N |
| | | | 210082 | | 199-36-6399.01-001-191ATH | SUPPLIES | 204.98 | N |
| | | | 210088 | | 199-36-6399.01-001-191ATH | Storage containers | 23.96 | N |
| | | | 210103 | | 240-35-6399.00-001-199000 | CAFETERIA SUPPLIES | 83.46 | N |
| | | | 210103 | | 240-35-6399.02-001-199000 | OFFICE SUPPLIES | 54.75 | N |
| | | | | | Totals for Check 052401 | | 484.25 | |
| 052402 | 09-09-2020 | SCHAD & PULTE WELDI | 210017 | | 199-11-6399.01-001-122SEC | ANNUAL CONSUMABLES | 84.00 | N |
| 052403 | 09-10-2020 | ACT STUDENT SERVICE | 210221 | | 199-11-6499.00-001-131SEC | ACT Test | 1,700.00 | N |
| 052404 | 09-10-2020 | CLEAR CREEK LANDSC | 210120 | | 199-51-6249.02-999-199000 | MOWING | 2,850.00 | N |
| 052405 | 09-10-2020 | Communican & Baylor | 210175 | CN1140 | 199-36-6399.00-001-199SEC | HS UIL Supplies | 137.43 | N |
| 052406 | 09-10-2020 | COOKE COUNTY APPRA | 210122 | 2399 | 199-41-6213.00-703-199000 | QTR BILLING | 12,426.38 | N |
| 052407 | 09-10-2020 | EDUCATIONAL ENTERP | 210209 | 37208 | 199-36-6399.MU-001-199SEC | Music HS Choir | 100.00 | N |
| 052408 | 09-10-2020 | EFFICIENT FACILITIES I | 210115 | 27488 | 199-51-6249.03-999-199000 | CONTR SERVICES | 19,136.05 | N |
| 052409 | 09-10-2020 | ERA WATER SUPPLY | 210114 | | 199-51-6255.00-999-199000 | WATER AUG | 1,890.53 | N |
| 052410 | 09-10-2020 | HARRIS RATING SYSTE | 210118 | 14959 | 199-36-6499.01-001-191ATH | WEEKLY RATINGS | 99.99 | N |
| 052411 | 09-10-2020 | JOSHUA JOHNSON | 210113 | | 199-52-6299.00-001-199000 | SECURITY | 80.00 | N |
| 052412 | 09-10-2020 | MECA SPORTSWEAR | 210131 | sip191203 | 199-36-6499.00-001-199ATH | Letter Jackets | 110.00 | N |
| 052413 | 09-10-2020 | NORTEX COMMUNICATI | 210116 | 10468016 | 199-51-6256.00-999-199000 | PHONE SEPT | 536.56 | N |
| 052414 | 09-10-2020 | NORTH TEXAS TOLLWA | 210123 | 808739729 | 199-34-6499.01-999-199000 | TOLL CHARGES | 8.22 | N |
| 052415 | 09-10-2020 | QUILL OFFICE PRODUC | 210116 | | 199-11-6399.20-001-111ELE | OFFICE CART/ CHAIR/ SUPPLIES | 67.87 | N |
| | | | 210116 | | 199-11-6399.20-001-124ELE | OFFICE CART/ CHAIR/ SUPPLIES | 105.64 | N |
| | | | 210116 | | 199-23-6399.20-001-199ELE | OFFICE CART/ CHAIR/ SUPPLIES | 84.99 | N |
| | | | 210198 | 9883894 | 199-36-6499.01-001-191ATH | office supplies | 94.97 | N |
| | | | 210198 | 9883894 | 199-41-6399.00-701-199000 | office supplies | 20.49 | N |
| | | | | | Totals for Check 052415 | | 373.96 | |
| 052416 | 09-10-2020 | RECORD CONSULTANT | 210121 | 42783 | 199-41-6219.00-701-199000 | RECORDS MGNT | 990.00 | N |
| 052417 | 09-10-2020 | TEXAS MUSIC EDUCATO | 210210 | | 199-36-6495.MU-001-199SEC | TMEA Regionals Membership | 50.00 | N |
| 052418 | 09-10-2020 | UNIVERSITY INTERSCH | 210182 | 45842 | 199-36-6399.00-001-199SEC | HS UIL Supplies | 30.00 | N |
| 052419 | 09-10-2020 | WASTE CONNECTIONS | 210119 | 654706 | 199-51-6249.06-999-199000 | DUMPSTER AUG | 1,836.44 | N |
| 052420 | 09-10-2020 | WESTERN PAPER COMP | 210117 | 20039090801 | 199-11-6399.06-001-111000 | PAPER | 1,088.00 | N |

For the Month of September

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|--------------------------------|------------|----------------------|--------|-------------|---------------------------|--------------------------------|-----------------|-----|
| 052421 | 09-10-2020 | ROBERT WROBEL | 210112 | | 199-52-6299.00-001-199000 | SECURITY | 80.00 | N |
| 052422 | 09-17-2020 | ASKEW TIRE, INC | 210226 | | 199-34-6249.00-999-199000 | VEHICLE REPAIRS | 40.00 | N |
| | | | 210255 | | 199-34-6249.00-999-199000 | PO Created by Req: 210259 | 35.00 | N |
| Totals for Check 052422 | | | | | | | 75.00 | |
| 052423 | 09-17-2020 | CHAMPION WASTE & RE | 210127 | 1303429 | 199-51-6249.06-999-199RCY | RECYCLING OCT | 129.54 | N |
| 052424 | 09-17-2020 | DEMCO | 210133 | 6822268 | 199-12-6399.00-001-111ELE | LIBRARY SUPPLIES | 673.65 | N |
| 052425 | 09-17-2020 | DTN, LLC | 210124 | 5812064 | 199-11-6219.00-001-111000 | WEATHER SYSTEM SEPT | 165.00 | N |
| 052426 | 09-17-2020 | EPIC SPORTS | 210211 | 4948258 | 199-36-6399.01-001-191ATH | SUPPLIES | 141.18 | N |
| 052427 | 09-17-2020 | FAMILY 1st CARE | 210131 | | 199-34-6219.00-999-199000 | PHYSICAL | 855.00 | N |
| | | | 210131 | | 199-34-6219.01-999-199000 | DRUG TESTING | 855.00 | N |
| Totals for Check 052427 | | | | | | | 1,710.00 | |
| 052428 | 09-17-2020 | HILAND DAIRY FOODS C | 210128 | 170045 | 240-35-6341.00-001-199000 | MILK | 277.63 | N |
| | | | 210128 | 170082 | 240-35-6341.00-001-199000 | MILK | 154.00 | N |
| | | | 210128 | 170102 | 240-35-6341.00-001-199000 | MILK | 252.88 | N |
| Totals for Check 052428 | | | | | | | 684.51 | |
| 052429 | 09-17-2020 | HUDL | 210247 | INVOO992818 | 199-36-6399.04-001-191ATH | Return to Play - upgrade | 2,875.50 | N |
| 052430 | 09-17-2020 | Instructure, INC | 210193 | INV357406 | 199-11-6399.08-001-111TEC | CANVAS STUDIO | 1,036.00 | N |
| 052431 | 09-17-2020 | LABATT FOOD SERVICE | 210130 | 09075165 | 240-35-6341.00-001-199000 | LINE 1 FOOD | 1,885.45 | N |
| | | | 210130 | 09143234 | 240-35-6341.00-001-199000 | LINE 1 FOOD | 3,032.05 | N |
| | | | | 08100785 | 240-35-6341.00-001-199000 | CREDIT | -119.46 | N |
| Totals for Check 052431 | | | | | | | 4,798.04 | |
| 052432 | 09-17-2020 | THE LINCOLN ELECTRIC | 210129 | 909532779 | 199-11-6399.01-001-122SEC | SHOP CONSUMABLES | 112.50 | N |
| 052433 | 09-17-2020 | MUENSTER GARDEN CE | 210227 | 125007 | 199-51-6249.02-999-199000 | GROUNDS | 9.41 | N |
| 052434 | 09-17-2020 | MUSIC IN MOTION | 210149 | 00616322 | 199-11-6399.MU-001-111ELE | MUSIC SUPPLIES | 228.80 | N |
| 052435 | 09-17-2020 | PADILLA POLL, LLC | 210245 | | 199-36-6499.01-001-191ATH | PO Created by Req: 210248 | 240.00 | N |
| 052436 | 09-17-2020 | PARATUS GROUP | 210269 | 1052 | 199-52-6299.01-001-199000 | Monthly Partnership - August | 1,000.00 | N |
| 052437 | 09-17-2020 | MICHAEL PARKHILL | 210240 | | 199-11-6399.09-001-111TEC | Tech/Computer Supplies | 1,108.06 | N |
| 052438 | 09-17-2020 | PLANK ROAD | 210148 | 21-801595 | 199-11-6399.MU-001-111ELE | K-8 MUSIC SUBSCRIPTION | 116.95 | N |
| 052439 | 09-17-2020 | PRECISION BUSINESS M | 210075 | 99536 | 199-11-6399.PB-001-111ELE | MAINTENANCE CARTRIDGE | 119.95 | N |
| 052440 | 09-17-2020 | QUILL OFFICE PRODUC | 210214 | 10044796 | 199-11-6399.00-001-111SEC | Teacher/Office Supplies | 267.88 | N |
| | | | 210151 | 140705225 | 199-11-6399.00-001-111SEC | Teacher/Office Supplies | 764.21 | N |
| | | | 210214 | 10044796 | 199-11-6399.03-001-111SEC | Teacher/Office Supplies | 79.99 | N |
| | | | 210214 | 10044796 | 199-23-6399.00-001-199SEC | Teacher/Office Supplies | 252.96 | N |
| | | | 210151 | 140705225 | 199-23-6399.00-001-199SEC | Teacher/Office Supplies | 670.33 | N |
| Totals for Check 052440 | | | | | | | 2,035.37 | |
| 052441 | 09-17-2020 | RICOH USA, INC | 210126 | 104078196 | 199-11-6269.00-001-111000 | COPY LEASE SEPT | 1,598.64 | N |
| 052442 | 09-17-2020 | ROBIN DOWNE | 210233 | | 199-11-6399.02-001-111SEC | Reimbursement for Planbook EDU | 25.00 | N |

For the Month of September

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|-----------|------------|--------------------------|--------|----------------|---------------------------|--------------------------------|---------------|-----|
| 052443 | 09-17-2020 | TASA | 210271 | 133656 | 199-41-6411.00-701-199000 | FRSLN 20-21 | 495.00 | N |
| 052444 | 09-17-2020 | TEP | 210176 | 055400-IN | 199-36-6399.00-001-199SEC | HS UIL Supplies | 316.32 | N |
| 052445 | 09-17-2020 | TEXAS ASSOCIATION O | 210256 | 1049906 | 199-51-6219.00-999-199000 | PO Created by Req: 210260 | 1,900.00 | N |
| 052446 | 09-17-2020 | TEXAS DEPT OF PUBLIC | 210125 | CRS2020081991 | 199-41-6499.00-702-199000 | CBC | 6.00 | N |
| 052447 | 09-17-2020 | TEXAS HEALTH SPORTS | 210252 | 0000004259 | 199-36-6219.02-001-191ATH | PO Created by Req: 210256 | 400.00 | N |
| 052448 | 09-17-2020 | TRACTOR SUPPLY CRE | 210073 | 300671225 | 199-11-6399.03-001-122SEC | 50 gallon stock tank | 79.01 | N |
| 052449 | 09-17-2020 | MAYES EDUCATION, INC | 210132 | | 810-11-6227.00-001-111000 | COSERV SCHOLARSHIP | 1,000.00 | N |
| 052450 | 09-17-2020 | WEDGE SUPPLY, LLC | 210254 | 559535 | 199-51-6399.00-999-199000 | PO Created by Req: 210258 | 455.58 | N |
| | | | 210241 | 559373 | 199-51-6399.CV-999-199000 | PO Created by Req: 210244 | 282.14 | N |
| | | | 210265 | 559218-1 | 240-35-6399.00-001-199000 | Supplies | 169.10 | N |
| | | | | | | Totals for Check 052450 | 906.82 | |
| 052451 | 09-17-2020 | PATTERSON PROFESSI | 210134 | 4356 | 199-51-6259.00-999-199000 | WASTE WATER | 1,785.29 | N |
| | 10-02-2020 | PATTERSON PROFESSI | 210134 | 4356 | 199-51-6259.00-999-199000 | DUPLICATE PYMT | -1,785.29 | N |
| | | | | | | Totals for Check 052451 | .00 | |
| 052452 | 09-23-2020 | PARSONS COMMERCIAL | 210299 | 15947 | 199-81-6629.00-001-199000 | outstanding roofing invoices | 188,638.53 | N |
| 052462 | 09-24-2020 | ARBITER SPORTS | 210136 | 00657513 | 199-36-6219.05-001-191ATH | ANNUAL RENEWED | 690.00 | N |
| 052463 | 09-24-2020 | ASW ENTERPRISES | 210177 | 6230 | 199-36-6399.00-001-199SEC | HS UIL Supplies | 150.00 | N |
| 052464 | 09-24-2020 | B & T AUTO | 210264 | 29100 | 199-34-6249.00-999-199000 | PO Created by Req: 210268 | 914.66 | N |
| 052465 | 09-24-2020 | COURTNEY CARLTON | 210273 | 95055128473202 | 199-23-6399.01-001-199SEC | Postage for Return Amazon Pack | 23.85 | N |
| 052466 | 09-24-2020 | COMMUNITY LUMBER C | 210296 | 2009137509 | 199-51-6399.01-999-199000 | PO Created by Req: 210301 | 91.75 | N |
| 052467 | 09-24-2020 | COOKE COUNTY TAX AS | 210290 | | 199-34-6499.01-999-199000 | PO Created by Req: 210295 | 37.00 | N |
| 052468 | 09-24-2020 | COSERV ELECTRIC | 210135 | 39 | 199-51-6257.00-999-199000 | ELECTRIC SEPT | 6,963.09 | N |
| 052469 | 09-24-2020 | DEMCO | 210219 | 6841445 | 199-12-6399.00-001-111ELE | SUPPLIES FOR LIBRARY | 374.65 | N |
| 052470 | 09-24-2020 | ED SERVICE CENTER #1 | 210258 | 3002100164 | 199-11-6399.00-001-111TEC | Adobe Service Agreement 20-21 | 1,350.00 | N |
| 052471 | 09-24-2020 | Freemon, Shapard & Story | 210138 | 321214 | 199-41-6212.00-750-199000 | AUDIT | 12,000.00 | N |
| 052472 | 09-24-2020 | GRAHAM INTERNATION | 210275 | 01p64296 | 199-34-6399.00-999-199000 | PO Created by Req: 210280 | 132.86 | N |
| 052473 | 09-24-2020 | HENNIGAN AUTO PARTS | 210257 | 9336305228 | 199-34-6399.00-999-199000 | PO Created by Req: 210261 | 21.98 | N |
| | | | 210298 | 9336304586 | 199-34-6399.00-999-199000 | PO Created by Req: 210303 | 12.98 | N |
| | | | | | | Totals for Check 052473 | 34.96 | |
| 052474 | 09-24-2020 | HERR BUSINESS FORM | 210140 | 66221 | 199-23-6399.00-001-199SEC | ERA ISD ENVELOPE | 203.98 | N |
| | | | 210140 | 66221 | 199-23-6399.20-001-199ELE | ERA ISD ENVELOPE | 203.98 | N |
| | | | 210140 | 66221 | 199-41-6399.00-701-199000 | ERA ISD ENVELOPE | 203.96 | N |
| | | | | | | Totals for Check 052474 | 611.92 | |
| 052475 | 09-24-2020 | HOME DEPOT | 210292 | 021227/3021136 | 199-34-6399.00-999-199000 | PO Created by Req: 210297 | 1.98 | N |
| | | | 210292 | | 199-51-6399.00-999-199000 | PO Created by Req: 210297 | 129.96 | N |
| | | | 210292 | | 199-51-6399.01-999-199000 | PO Created by Req: 210297 | 147.10 | N |
| | | | | | | Totals for Check 052475 | 279.04 | |

For the Month of September

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|--------------------------------|------------|----------------------|--------|--------------|---------------------------|--------------------------------|-----------------|-----|
| 052476 | 09-24-2020 | HOUGHTON MIFFLIN | 210218 | 954971623 | 410-11-6321.00-001-111000 | PO Created by Req: 210221 | 727.70 | N |
| 052477 | 09-24-2020 | IFRIT TECHNOLOGIES L | 210180 | | 199-36-6399.00-001-199SEC | Extemp Genie Licensing Fee | 140.00 | N |
| 052478 | 09-24-2020 | KLEMENT FORD OF | 210291 | | 199-34-6499.01-999-199000 | PO Created by Req: 210296 | 54.00 | N |
| 052479 | 09-24-2020 | lead4ward,LLC | 210289 | 210289 | 199-11-6399.22-001-111ELE | M3RD MATH MULTIPLICATION | 200.00 | N |
| 052480 | 09-24-2020 | NAPA AUTO PARTS | 210282 | | 199-34-6399.00-999-199000 | PO Created by Req: 210287 | 7.59 | N |
| | | | 210228 | | 199-34-6399.00-999-199000 | SUPPLIES | 152.31 | N |
| | | | 210274 | | 199-34-6399.00-999-199000 | PO Created by Req: 210279 | 162.76 | N |
| | | | 210263 | | 199-51-6319.00-999-199000 | PO Created by Req: 210267 | 18.73 | N |
| | | | 210228 | | 199-51-6319.00-999-199000 | SUPPLIES | 10.69 | N |
| Totals for Check 052480 | | | | | | | 352.08 | |
| 052481 | 09-24-2020 | NORTHERN TOOL & EQ | 210284 | 44697 | 199-51-6319.00-999-199000 | PO Created by Req: 210289 | 11.94 | N |
| 052482 | 09-24-2020 | QUADIENT LEASING US | 210139 | N15052922 | 199-41-6268.00-701-199000 | LEASE SEPT | 51.76 | N |
| 052483 | 09-24-2020 | RAFTER D CONSTRUCTI | 210251 | 4369 | 199-51-6249.02-999-199000 | drainage work at Fieldhouse | 2,550.00 | N |
| 052484 | 09-24-2020 | UNIVERSITY OF TEXAS | 210137 | | 810-11-6227.04-001-111000 | BINGHAM SCHOLARSHIP B CHIS | 10,000.00 | N |
| 052485 | 09-24-2020 | WHITESBORO ISD | 210236 | | 199-36-6499.01-001-191ATH | CC Meet | 300.00 | N |
| 052486 | 09-24-2020 | WHOLESALE ELECTRIC | 210174 | s6754969.001 | 199-51-6399.00-999-199000 | SUPPLIES | 54.13 | N |
| 052487 | 09-24-2020 | WILLIAMS SPORTING G | 210036 | 076240801 | 199-36-6399.01-001-191ATH | PO Created by Req: 210012 | 2,345.60 | N |
| 052488 | 09-24-2020 | WINDFALL | 210261 | 0055400-in | 199-12-6399.02-001-111ELE | BOOKS | 316.32 | N |
| 052489 | 09-28-2020 | AMAZON | 210155 | | 199-11-6398.00-001-111TEC | WEBCAM & WACOM TABLETS | 1,259.40 | N |
| | | | 210120 | | 199-11-6399.01-001-122SEC | Floral Design Supplies | 150.91 | N |
| | | | 210074 | | 199-11-6399.03-001-122SEC | Digital temp gauge | 19.99 | N |
| | | | 210084 | | 199-11-6399.04-001-111SEC | Document Camera | 214.99 | N |
| | | | 210139 | | 199-11-6399.09-001-111TEC | Replacement Chargers | 796.23 | N |
| | | | 210172 | | 199-11-6399.09-001-111TEC | Chrombeook Chargers | 673.85 | N |
| | | | 210222 | | 199-11-6399.09-001-111TEC | Battery Backup | 227.58 | N |
| | | | 210229 | | 199-11-6399.09-001-111TEC | Toner Carts for Lab, Counselor | 322.78 | N |
| | | | 210114 | | 199-11-6399.10-001-111ELE | LEADER IN ME/ ELEM COUN. | 9.99 | N |
| | | | 210141 | | 199-11-6399.10-001-111ELE | CLIP BOARD/POUCH/BOOKS/JOU | 330.00 | N |
| | | | 210201 | | 199-11-6399.10-001-111ELE | LEM BATTER BOWL | 132.00 | N |
| | | | 210202 | | 199-11-6399.10-001-111ELE | SAFETY/ SUPPLIES | 161.65 | N |
| | | | 210201 | | 199-11-6399.20-001-123ELE | LEM BATTER BOWL | 26.40 | N |
| | | | 210200 | | 199-11-6399.20-001-123ELE | CARTS FOR WATERBOTTLES | 62.68 | N |
| | | | 210114 | | 199-11-6399.20-001-124ELE | LEADER IN ME/ ELEM COUN. | 119.83 | N |
| | | | 210141 | | 199-11-6399.20-001-124ELE | CLIP BOARD/POUCH/BOOKS/JOU | 61.43 | N |
| | | | 210141 | | 199-11-6399.21-001-111ELE | CLIP BOARD/POUCH/BOOKS/JOU | 212.79 | N |
| | | | 210146 | | 199-12-6399.00-001-111ELE | INK FOR PRINTER | 207.89 | N |
| | | | 210060 | | 199-12-6399.02-001-111ELE | BOOKS | 79.04 | N |
| | | | 210142 | | 199-12-6399.02-001-111ELE | BOOKS | 485.69 | N |
| | | | 210091 | | 199-23-6399.20-001-199ELE | START UP SUPPLIES/ ROLLY CAR | 79.21 | N |
| | | | 210159 | | 199-33-6398.CV-001-199000 | COVID-19 SUPPLIES | 199.95 | N |
| | | | 210096 | | 266-11-6398.CV-001-111V00 | COVID-19 SUPPLIES | 749.08 | N |
| Totals for Check 052489 | | | | | | | 6,583.36 | |

For the Month of September

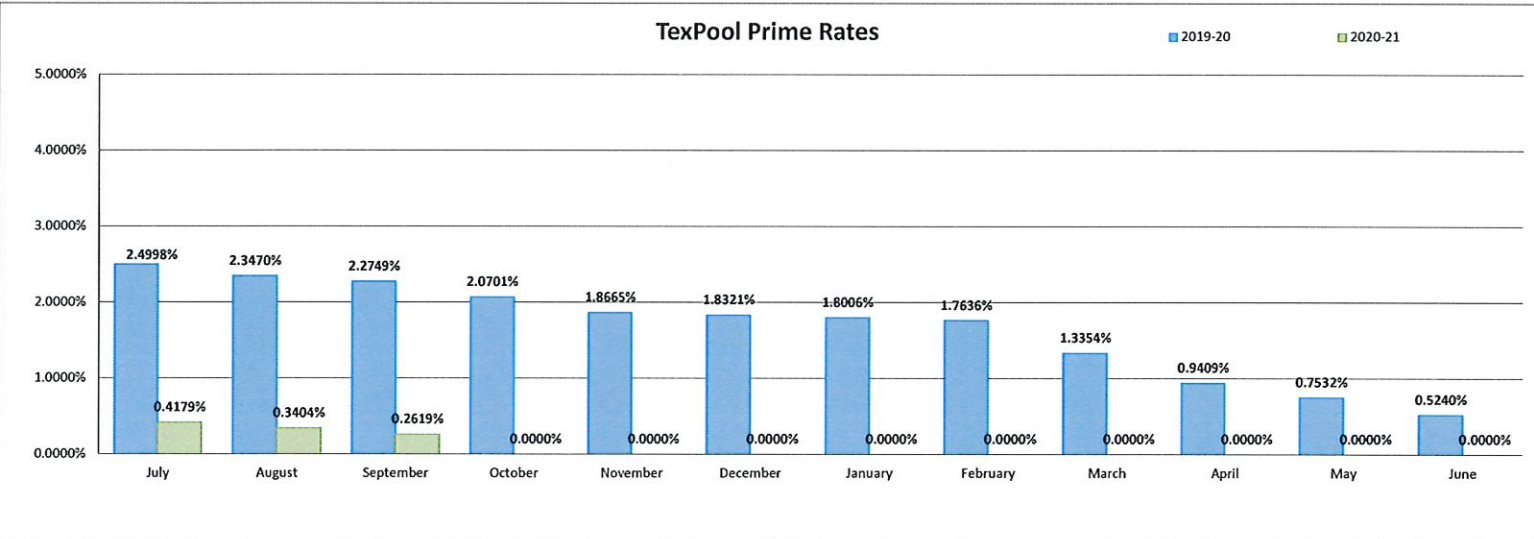
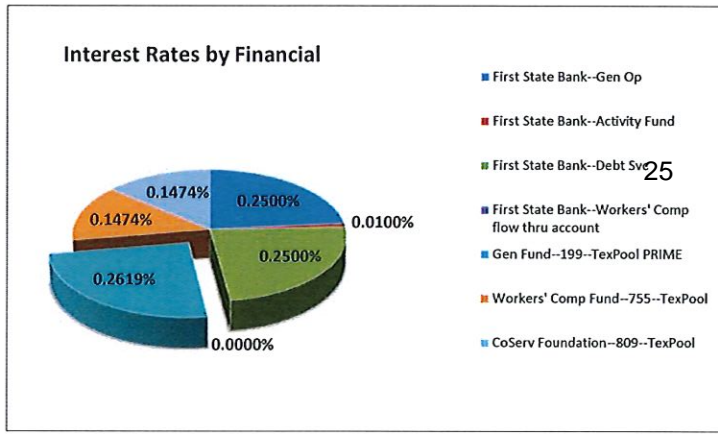
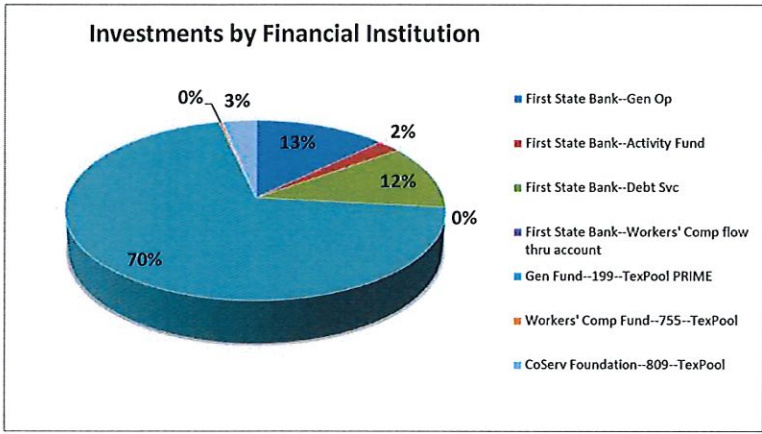
| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|--------------------------------|------------|------------|--------|-------------|---------------------------|---------------------------|-------------------|-----|
| 052490 | 09-28-2020 | ATPE | 210142 | | 163-00-2159.00-005-100000 | PR DEDUCT CK-ATPE | 17.50 | N |
| 052491 | 09-28-2020 | HOME DEPOT | 210158 | | 199-33-6398.CV-001-199000 | COVID-19 SUPPLIES | 129.00 | N |
| | | | 210213 | | 199-36-6399.01-001-191ATH | SUPPLIES | 43.76 | N |
| | | | 210136 | | 199-51-6249.07-999-199000 | SUPPLIES/EQUIPMENT | 110.92 | N |
| | | | 210137 | | 199-51-6249.07-999-199000 | SUPPLIES | 11.98 | N |
| | | | 210154 | | 199-51-6249.07-999-199000 | SUPPLIES | 99.00 | N |
| | | | 210136 | | 199-51-6319.00-999-199000 | SUPPLIES/EQUIPMENT | 134.00 | N |
| | | | 210154 | | 199-51-6319.00-999-199000 | SUPPLIES | 21.87 | N |
| | | | 210173 | | 199-51-6319.00-999-199000 | SUPPLIES | 11.96 | N |
| | | | 210225 | | 199-51-6319.00-999-199000 | SUPPLIES | 59.89 | N |
| | | | 210239 | | 199-51-6319.00-999-199000 | PO Created by Req: 210242 | 10.00 | N |
| | | | 210238 | | 199-51-6319.00-999-199000 | PO Created by Req: 210241 | 13.41 | N |
| | | | 210141 | | 199-51-6319.00-999-199000 | WHIRLPOOL INSTALLATION | 104.43 | N |
| | | | 210186 | | 199-51-6399.00-999-199000 | SUPPLIES | 113.82 | N |
| | | | 210189 | | 199-51-6399.00-999-199000 | PO Created by Req: 210192 | 38.94 | N |
| | | | 210217 | | 199-51-6399.00-999-199000 | SUPPLIES | 271.10 | N |
| | | | 210230 | | 199-51-6399.00-999-199000 | PO Created by Req: 210233 | 183.64 | N |
| | | | 210231 | | 199-51-6399.00-999-199000 | PO Created by Req: 210234 | 61.47 | N |
| | | | 210239 | | 199-51-6399.00-999-199000 | PO Created by Req: 210242 | 168.92 | N |
| | | | 210238 | | 199-51-6399.00-999-199000 | PO Created by Req: 210241 | 31.94 | N |
| | | | 210173 | | 199-51-6399.01-999-199000 | SUPPLIES | 24.00 | N |
| | | | 210238 | | 199-51-6399.01-999-199000 | PO Created by Req: 210241 | 10.14 | N |
| Totals for Check 052491 | | | | | | | 1,654.19 | |
| Total Checks | | | | | | | 440,209.83 | |

End of Report

**ERA ISD
GENERAL OPERATING & INVESTMENT REPORT**

September 30, 2020

| | Beginning Balance 9-1-2020 | Interest Rate | Investment Days | Investment Withdrawal | Investment Deposit | Interest Accrued for Period | Total Interest paid as of 9-30-2020 | Investments as of 9-30-2020 |
|---|----------------------------|---------------|-----------------|-----------------------|--------------------|-----------------------------|-------------------------------------|-----------------------------|
| Daily Cash Accounts | | | | | | | | |
| First State Bank--Gen Op | 296,742.13 | 0.2500% | 30 | 1,413,796.40 | 1,371,335.82 | 82.01 | 259.98 | 254,363.56 |
| First State Bank--Activity Fund | 40,419.63 | 0.0100% | 30 | 3,570.95 | 6,836.85 | 0.33 | 1.10 | 43,685.86 |
| First State Bank--Debt Svc | 228,660.11 | 0.2500% | 30 | - | 1,271.57 | 47.18 | 169.75 | 229,978.86 |
| First State Bank--Workers' Comp flow thru account | 6.00 | 0.0000% | 30 | 310.00 | 310.00 | - | - | 6.00 |
| Sub-Total | 565,827.87 | | | | | 129.52 | 430.83 | 528,034.28 |
| Investment Accounts | | | | | | | | |
| Workers' Comp Fund--755--TexPool | 5,829.67 | 0.1474% | 30 | 310.00 | | 0.66 | 2.66 | 5,520.33 |
| Gen Fund--199--TexPool PRIME | 1,310,998.11 | 0.2619% | 30 | 620,000.00 | 690,000.00 | 233.45 | 872.42 | 1,381,231.56 |
| CoServ Foundation--809--TexPool | 64,001.34 | 0.1474% | 30 | | | 7.71 | 28.67 | 64,009.05 |
| Sub-Total | 1,380,829.12 | | | | | 241.82 | 903.75 | 1,450,760.94 |
| Totals | 1,946,656.99 | | | | | 371.34 | 1,334.58 | 1,978,795.22 |



All investments have been made in compliance with board policy (CDA) and the Public Funds Investment Act.

[Signature]
 Executive Director of Business Services (Investment Officer) Date: 10/9/2020

[Signature]
 Superintendent of Schools (Investment Officer) Date: 10/9/2020

ERA INDEPENDENT SCHOOL DISTRICT

ELEMENTARY PRINCIPAL'S REPORT- SEPTEMBER 2020

| ENROLLMENT | | | | | | | | | | | | | | | |
|------------|-------|-------|-------|-------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 14-15 | 15-16 | 17-18 | 18-19 | 19-20 | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY |
| EE | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | | | | | | | |
| PK | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | | | | | | | |
| K | 37 | 34 | 29 | 37 | 34 | 38 | 38 | 36 | | | | | | | |
| 1ST | 41 | 38 | 30 | 31 | 37 | 31 | 33 | 33 | | | | | | | |
| 2ND | 38 | 41 | 35 | 32 | 30 | 41 | 42 | 41 | | | | | | | |
| 3RD | 34 | 41 | 38 | 33 | 31 | 31 | 31 | 30 | | | | | | | |
| 4TH | 33 | 39 | 36 | 41 | 33 | 30 | 30 | 30 | | | | | | | |
| 5TH | 38 | 35 | 41 | 33 | 46 | 36 | 36 | 36 | | | | | | | |
| 6TH | | | 40 | 44 | 35 | | | | | | | | | | |
| K-6 | 221 | 228 | 251 | 252 | 247 | 207 | 210 | 208 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| PASSING RATE (BY SIX WEEKS) | | | | | | | | | |
|-----------------------------|------|---|---|------|---|---|---|--------|------|
| | 1 | 2 | 3 | FALL | 4 | 5 | 6 | SPRING | YEAR |
| K | 100% | | | | | | | | |
| 1 | 100% | | | | | | | | |
| 2 | 100% | | | | | | | | |
| 3 | 100% | | | | | | | | |
| 4 | 100% | | | | | | | | |
| 5 | 100% | | | | | | | | |
| K-5 | 100% | | | | | | | | |

| ATTENDANCE | | | | REMOTE | |
|------------|-------|-----------|-----|-----------|------------|
| | RATE | TRANSFERS | % | LONG TERM | QUARANTINE |
| K | 98.9% | 7 | 18% | 0 | 19 |
| 1 | 97.5% | 12 | 36% | 0 | 2 |
| 2 | 98.5% | 13 | 31% | 1 | 3 |
| 3 | 97.9% | 20 | 65% | 2 | 1 |
| 4 | 98.0% | 15 | 50% | 1 | 0 |
| 5 | 97.2% | 13 | 36% | 0 | 3 |
| K-5 | 98.0% | 0 | 39% | 4 | 28 |

UPCOMING EVENTS:

- 10/30 SCHOOL HOLIDAY
- 11/6 END OF SECOND SIX WEEKS

OCTOBER



| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|--|--------------------------------|--|
| | | | 1 | 2 Hornet Football @ Inspired Vision Academy 7pm |
| 5 | 6 PTO Meeting 6pm via zoom | 7 | 8 | 9 Hornet Football @ Muenster at 7pm |
| 12 | 13 | 14 | 15 | 16 Hornet Football @ Era vs Chico at 7pm |
| ONLINE BOOK FAIR http://www.scholastic.com/af/eraschool | | | | |
| 19 | 20 | 21 | 22 | 23 Hornet Football @ Petrolia at 7pm |
| ONLINE BOOK FAIR http://www.scholastic.com/af/eraschool | | | | |
| 26 | 27 | 28 | 29 | 30 |
| Red Ribbon Week Dress Up Days | | | | |
| STAND TOGETHER AGAINST DRUGS Twin Day | TEAM UP AGAINST DRUGS Wear your favorite team jersey or shirt | HATS OFF TO DRUGS Wear ²⁹ hat | Storybook Character Day | STUDENT HOLIDAY |

Era Secondary 2020-2021 Board Report

ENROLLMENT

| 20-21 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | April | May |
|-------|-------|-------|-------|-------|-------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----|
| 6th | | | | 40 | 44 | 35 | 43 | 43 | 43 | | | | | | | |
| 7th | 39 | 42 | 30 | 42 | 32 | 42 | 34 | 34 | 34 | | | | | | | |
| 8th | 37 | 35 | 39 | 31 | 41 | 41 | 43 | 43 | 43 | | | | | | | |
| 6-8 | | | | | | | 120 | 120 | 120 | | | | | | | |
| 9th | 34 | 32 | 38 | 38 | 32 | 35 | 48 | 48 | 48 | | | | | | | |
| 10th | 41 | 37 | 37 | 35 | 46 | 39 | 35 | 35 | 35 | | | | | | | |
| 11th | 39 | 38 | 37 | 33 | 35 | 28 | 34 | 34 | 33 | | | | | | | |
| 12th | 26 | 44 | 39 | 34 | 40 | 42 | 28 | 28 | 27 | | | | | | | |
| 9-12 | 140 | 151 | 151 | 140 | 153 | 144 | 145 | 145 | 143 | | | | | | | |
| 6-12 | 216 | 228 | 220 | 213 | 226 | 227 | 265 | 265 | 263 | | | | | | | |

| 20-21 Passing Rate Numbers | | | | | | | | | | 20-21 Attendance and Transfer Numbers | | | | | | | | |
|-----------------------------|-----|---|---|------|---|---|---|--------|-------|---------------------------------------|--------|-----------|-----------|------|------|------|------|------|
| PASSING RATE (by six weeks) | | | | | | | | | | Attendance | Remote | In-Person | Transfers | | | | | |
| 20-21 | 1 | 2 | 3 | Fall | 4 | 5 | 6 | Spring | 20-21 | 6th | 7th | 8th | 9th | 10th | 11th | 12th | 9-12 | 6-12 |
| 6th | 63% | | | | | | | | | 6th | 97.9% | 99.3% | 6th | 21 | 47% | | | |
| 7th | 96% | | | | | | | | | 7th | 100.0% | 99.5% | 7th | 13 | 38% | | | |
| 8th | 98% | | | | | | | | | 8th | 95.6% | 99.4% | 8th | 14 | 33% | | | |
| 9th | 87% | | | | | | | | | 9th | 96.5% | 99.1% | 9th | 26 | 51% | | | |
| 10th | 95% | | | | | | | | | 10th | 100.0% | 98.2% | 10th | 14 | 56% | | | |
| 11th | 91% | | | | | | | | | 11th | 99.3% | 98.2% | 11th | 15 | 71% | | | |
| 12th | 96% | | | | | | | | | 12th | 100.0% | 99.0% | 12th | 16 | 60% | | | |
| 9-12 | 93% | | | | | | | | | 9-12 | 98.7% | 98.9% | 9-12 | 72 | 60% | | | |
| 6-12 | 90% | | | | | | | | | 6-12 | 98.5% | 98.9% | 6-12 | 121 | 51% | | | |
| | | | | | | | | | | Remote Students as of 10-13-2020 | | | | | | | | |
| | | | | | | | | | | 12 | | | | | | | | |

2020-2021

SCHOOL HEALTH ADVISORY COUNCIL

- Samantha Gerngross (Chair) District Nurse
 - Kim Stahl (Co-chair) Parent/ Substitute Teacher/Volunteer
 - Courtney Stevens Elementary Principal
 - Todd Jones Secondary Principal
 - John Erwin Jr. High/High School Counselor
 - Lisa Jones Elementary Counselor
 - Kristy Holt Food Services Director
 - Jereme Dietz District Maintenance/Transportation Director
 - Amie Thompson Elementary P.E. Teacher
 - Andrea Clark AST
-
- Jennifer Hunter Parent/ EISD School Board Member
 - Kelly Farris Parent/ Life Skills Aide
 - Suzanne Wheeler Parent/ Substitute Teacher/Volunteer
 - Kim Savell Parent/ Reading Recovery
 - Amber Garrett Parent
 - Shanda York Parent
 - Daniel Jones Parent/ Era First Baptist Church
 - Megan Krebs Parent/ North Texas Medical Center
 - Angel Neu Agrilife (County Extension office, Family & Community Health)
-
- Jenna Klement 10th grade student



Asynchronous Learning Plan

2020-21

Submitted to the Texas Education Agency

ERA ISD – ASYNCHRONOUS LEARNING PLAN

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INTRODUCTION

The goal of this plan is to create a framework that will allow the educational professionals in Era ISD to successfully provide a rich and rigorous academic learning environment for our students who opt for a remote instructional setting in the current school year.

GUIDING PRINCIPLES

1. All students will have access to a rigorous and equitable TEKS-based curriculum and opportunity for academic and social growth over the course of this school year. Students will have access to equitable academic rigor regardless of their choice of academic learning environment.
2. All students and families will have equitable access to necessary educational technology, internet connectivity, and curriculum resources, regardless of their choice of academic learning environment.
3. All professional educators will be provided with the tools (technology) and associated training necessary to design relevant and rigorous remote learning opportunities for their students. Every effort will be made to provide additional time during the work week to accommodate additional professional development and lesson planning needs.
4. All students and educational staff will need additional and targeted supports to maintain social and emotional wellness and to allow for a healthy school/work and home balance. The District will make every effort to support and meet these needs with a variety of options.

DEFINITIONS

Asynchronous Instruction refers to self-paced instruction where students engage in the learning materials daily, on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. Students determined to be “engaged” during the school day would be counted as *present* for attendance purposes. *Engagement* is defined as connection and progress in the Learning Management System (LMS) during that day, progress from direct student-to-teacher interaction made during that day, and/or teacher evaluation of student understanding gained from completion of course assignments made during that day.



SYNCHRONOUS
LEARNING

Synchronous Instruction is similar to traditional, on-campus instruction, with the exception of location. It is two-way, real-time live instruction between students and teachers through the computer or other electronic devices or over the phone, and requires sufficient student connectivity and bandwidth for both students and teachers in order that real-time connections can be maintained during instructional times.

Era ISD has chosen to implement the Asynchronous Instructional model for all of its remote learners for the 2020-21 school year. Further, all students in grades K-12 will be utilizing the Canvas LMS as an instructional platform for both remote instruction and for most of the regular in-person instruction as well. This Asynchronous setting may be referred to as **remote** or **virtual** learning interchangeably throughout this plans document. Similarly, students may choose the traditional, **on-campus** academic setting, which may also be referenced as **in-person** or **face-to-face (F2F)** instruction as well.

METHODS OF IMPLEMENTATION

Era ISD will utilize data from a Parent Survey (implemented with a Google form) to prepare and assign teachers to remote learners. The initial survey will be distributed in the summer prior to the first day of instruction, and the survey will be redistributed to all families prior to the start of each new six-week grading period to establish preferred changes in student placement, if any. This survey data will be supplemented and refined additionally through emails, phone calls, or virtual parent meetings with campus administration. Students will generally be expected to remain in their chosen instructional setting for the duration of the current grading period. However, campus principals can authorize a change in student placement in the middle of grading periods as they deem necessary or for the best academic interest of the student in question. The primary goal in all circumstances is to maintain a high level of rigor and fidelity of instruction between remote and on-campus instructional settings as students may flow back and forth between the two.

1. INSTRUCTIONAL SCHEDULE

OVERVIEW

Students and teachers will be provided time to interact and build a community of learners in both on-campus and remote instructional pathways, and to the extent possible, between the two cohorts of students. Students in remote settings will be provided schedules that meet or exceed the required daily minimums across all grade levels, regardless of future changes in daily scheduling. The proposed schedules are a guide for planning purposes, and may be subject to modifications as needed depending on the local percentage of remote learners and the ongoing health needs as determined by our County health officials. We also anticipate that we may need to make changes to the schedules as we learn new best practices resulting from our local experiences with virtual instruction and what best meets the needs of our students and teachers.

Due to the size of the district and the additional possibility that circumstances might likely require 100% distance learning at some point during the school year, it will be expected that all teachers will be prepared to instruct students in a remote setting. Thus, all teachers will provide on-campus instruction on a daily basis, and will likely also be instructing a few remote learners asynchronously (and synchronously, at times) as needed as well. To the extent possible, particularly in our elementary classes, remote learners will be grouped together to allow certain teachers to spend more or less time and focus on virtual instruction.

We are well aware of the additional burdens that these new expectations place on our instructional staff. As such, we have made the following adjustments in an attempt to alleviate as much of the new strain on teachers as possible and to create the best environment we can to promote both teacher and student growth.

1. Era ISD, with the assistance of instructional staff, made the formal decision early in the Summer to adopt Canvas as our LMS for all students in grades K-12. Instructional staff were all informed of this change very early in June, and a variety of required and optional training opportunities were provided to staff to afford them the opportunity to get a head start on preparation for utilizing this LMS as a platform for all instruction in the 20-21 school year (for those not already familiar with the program).
2. Era ISD adopted a revised District Calendar late in the Summer to delay the first day of instruction for all students by one week, primarily to allow an additional 5 working days for teachers to prepare their curriculum and lessons within Canvas with available content and technology specialists on hand to assist teachers as needed.

ERA ISD – ASYNCHRONOUS LEARNING PLAN

3. Era ISD added 5 minutes to the instructional schedule each day for the year, and additionally modified the weekly instructional schedules to allow for a block of time once each week to allow teachers some discretionary time to use as they deem necessary for either small-group remediation of students who are struggling or at-risk, for instructional planning or administrative paperwork, or for virtual office hours or synchronous instruction for remote learners.
4. Era ISD purchased significant additional technology for instructional staff, ranging from Chromebooks to instructional peripherals (tablets, document cameras, etc.) to software programs, all based on individual teacher needs/requests, with the intent of equipping teachers most efficiently to meet the needs of their students both in an on-campus and virtual instructional setting.
5. After evaluating instructional schedules through the first 6-week grading period, it was determined that additional flexibility in our weekly schedule was necessary, both to provide our teaching staff additional time for lesson plan design and to give opportunity for individual or small-group academic remediation for struggling students. As such, Era ISD adjusted the weekly instructional schedule to incorporate *Flex Fridays*. Each Friday, all students in grades K-12 will be required to attend classes on a traditional early release schedule (7:55 a.m. to 1:00 p.m.). At 1:00 p.m., students who are in good academic standing in regards to grades, attendance, and work submissions as of the end of day on Wednesday of that same week will be *allowed* to be dismissed, if they can drive themselves or if a parent is willing to pick them up. For all students determined to have additional academic needs for that week, along with any student who voluntarily desires or needs to stay at school for any reason, they will stay at school until our buses run at the regular 3:35 p.m. dismissal time. Depending on needs, students will either meet with specific teachers for academic remediation or work completion, meet in small-group enrichment sessions with paraprofessionals or other professional staff, or utilize time in a study-hall setting to complete any academic work they need to do for the coming week.

ELEMENTARY DAILY SCHEDULES

Students receive 180+ minutes of both synchronous and or asynchronous instruction each day. Students will attend live sessions for community building, counselor guidance and intervention or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers will offer office hours for 15 minutes daily to assist students and parents.

| 2020-2021 Elementary Remote Learning Schedule- At a Glance | | | | | | |
|--|---|--------------|--------------|--------------|-------|-------|
| Times rounded | K | 1 | 2 | 3 | 4 | 5 |
| 7:55 | Morning Meeting- Student-Classroom Connection | | | | | |
| 8:15 | ELAR | ELAR | ELAR | Intervention | Math | ELAR |
| 8:45 | | | Intervention | Math | | |
| 9:15 | | | Sci/SS | | | |
| 9:45 | Lunch | Intervention | ELAR | ELAR | Lunch | Lunch |
| 10:15 | | | | | | |
| 10:45 | | | | | | |

ERA ISD – ASYNCHRONOUS LEARNING PLAN

| | | | | | | |
|-------|--------------|----------|----------|----------|--------------|--------------|
| 11:15 | Intervention | Lunch | Lunch | Lunch | Specials | Specials |
| 11:45 | | | | | | |
| 12:15 | Specials | Specials | Math | ELAR | ELAR | Math |
| 12:45 | | | | | | |
| 1:15 | Math | Math | Specials | Specials | Intervention | Sci/SS |
| 1:45 | | | | | | |
| 2:15 | | | Sci/SS | Sci/SS | | |
| 2:45 | | | | | | |
| 3:15 | Sci/SS | Sci/SS | Math | Math | Sci/SS | Intervention |
| 3:35 | | | | | | |

2020-2021 Virtual Schedule

| Duration | Instruction & Assignments | |
|---------------|---|--|
| 20 min (K-5) | Morning Meeting- Live Check in, Announcements, Connections, SEL Focus | |
| 120 min (K-5) | ELAR Block- Time is planned by teacher and may include <ul style="list-style-type: none"> • Direct teach time/Modeling by teacher • Small Reading Groups • Independent Reading & Writing | <ul style="list-style-type: none"> • Shared Reading & Writing • Phonics Practice • Individual and/or small group writing conferences • Assessments |
| 120 min (K-2) | Math Block- Time is planned by teacher and may include <ul style="list-style-type: none"> • Direct teach time/Modeling by teacher • Guided Practice | <ul style="list-style-type: none"> • Independent math practice for students • Help for individuals and small groups as needed • Assessments |
| 90 min (3-5) | | |
| 60 min (K-2) | Science/Social Studies Block - Time is planned by teacher and may include: | |
| 90 min (3-5) | <ul style="list-style-type: none"> • Direct teach time/Modeling by teacher • Instructional Videos • Class discussions • Virtual Labs | <ul style="list-style-type: none"> • Home Labs • Research Projects • Assessments • Shared reading on topic • Asynchronous assignment, project, etc. |
| 60 min | Specials- Music, PE, Computer Teacher Planning Period - Aligned to the campus grade level planning time to allow for collaboration with the teaching team and alignment of remote and in school learning. | |
| 60 min | Intervention Time- Reading/Math support, GT, ESL Support, etc based on individual student needs and programming. This time may be with a special teacher or independent practice with a district-provided instructional program online. | |
| 60 min | Lunch & Recess Break | |

SECONDARY DAILY SCHEDULES

| Secondary Daily Schedule - Grades 6-12 (Junior High and High School) | | | | Monday-Thursday |
|---|-------------|---|---------|---|
| Period | Time | Structure | Minutes | |
| Entry | 7:30-7:45 | Check-In (Full Campus) | 15 | <ul style="list-style-type: none"> All students receive 240+ of asynchronous instruction each day Monday through Thursday In person learners receive 423 minutes of in person instructional engagement Monday - Thursday. Daily schedules are provided to parents and students Students engage in asynchronous learning that includes support from principal, counselors, teachers, special education staff, and any support staff. This is provided both in person and digitally in both live, by phone, and through digital conversations. Content for core subject areas will be provided through the districts adopted LMS, Canvas. We will also be utilizing Texas Home Learning 3.0 This will be supplemented by programming through a variety of district and campus based digital resources. In grades 6-12, content and instruction is provided by departmentalized teachers. Our instructional teachers are point contact for course offerings at the secondary level. The learning management system for grades 6-12 in Canvas. Office hours will be provided for small groups and one on one interactions during the day and before and after school. Attendance will be taken daily utilizing Canvas and TxEIS, as determined by engagement. Grading is consistent between in person learning and remote learning. Assignments are due at the same time as in person learning to ensure consistency, rigor, and accountability. Appointments can be made by teacher and/or by student/parent during teacher connection times to answer questions, remediate, and reteach. Attendance is required upon request by the teacher. |
| Check-In | 7:45-7:55 | Check-In (Teacher/Student) | 10 | |
| 1 | 7:55-8:46 | 1st Period | 51 | |
| 2 | 8:49-9:35 | 2nd Period | 46 | |
| 3 | 9:38-10:24 | 3rd Period | 46 | |
| 4 | 10:27-11:13 | 4th Period | 46 | |
| 5 | 11:16-12:02 | 5th Period | 46 | |
| HS Lunch | 12:02-12:32 | HS Lunch | 30 | |
| JH 6A Period | 12:05-12:32 | 6th Period (JH) | 30 | |
| JH Lunch | 12:32-1:02 | JH Lunch | 30 | |
| JH 6B Period | 1:02-1:21 | 6th Period (JH) | 19 | |
| HS 6th Period | 12:35-1:21 | 6th Period | 46 | |
| 7 | 1:24-2:10 | 7th Period | 46 | |
| Activity Period | 2:10-2:46 | Interaction Opportunity for Students and Teachers | 36 | |
| 8 | 2:49-3:35 | 8th Period | 46 | |
| <p>Era Secondary's instructional frame utilizes a 5E Model:</p> <ul style="list-style-type: none"> Engage - Bell Ringers, Video, Zooms, Loom, YouTube, Phone, Canvas Explore - Focus on pathways to connect by administration, teachers, and staff Explain - Students and teachers interact to facilitate learning. These connections are the heartbeat of both in person and asynchronous learning. Elaborate - Engaging in learning growth that ensures all modes of learning are effective both for in person and remote learners. Evaluate - Student comprehension will be of continual focus. Review of gaps, engagement of exit tickets, short answer responses, and all assessment data both formal and informal will be reviewed to engage in continuous improvement of process and procedures to ensure student academic success. | | | | |



ERA ISD – ASYNCHRONOUS LEARNING PLAN

| Secondary Daily Schedule - Grades 6-12 (Junior High and High School) | | | | Flex Friday | |
|--|-------------|---|---------|---|--|
| Period | Time | Structure | Minutes | | |
| Entry | 7:30-7:45 | Check-In (Full Campus) | 15 | <ul style="list-style-type: none"> All students receive 240+ of asynchronous instruction each Friday In person learners receive 425 minutes of in person instructional engagement opportunity Friday. Daily schedules are provided to parents and students. Students engage in asynchronous learning that includes support from principal, counselors, teachers, special education staff, and any support staff. This is provided both in person and digitally in both live, by phone, and through digital conversations. Content for core subject areas will be provided through the districts adopted LMS, Canvas. We will also be utilizing Texas Home Learning 3.0 This will be supplemented by programming through a variety of district and campus based digital resources. In grades 6-12, content and instruction is provided by departmentalized teachers. Our instructional teachers are point contact for course offerings at the secondary level The learning management system for grades 6-12 in Canvas. Remediation and conferencing will occur Friday afternoons from 1:00-3:35 Attendance will be taken daily utilizing Canvas and TxEIS, as determined by engagement. Grading is consistent between in person learning and remote learning. Assignments are due at the same time as in person learning to ensure consistency, rigor, and accountability. Appointments can be made by teacher and/or by student/parent during teacher connection times to answer questions, remediate, and reteach. Attendance is required upon request by the teacher. | |
| Check-In | 7:45-7:55 | Check-In (Teacher/Student) | 10 | | |
| 1 | 7:55-8:30 | 1st Period | 35 | | |
| 2 | 8:34-9:04 | 2nd Period | 30 | | |
| 3 | 9:08-9:38 | 3rd Period | 30 | | |
| 4 | 9:42-10:12 | 4th Period | 30 | | |
| 5 | 10:16-10:46 | 5th Period | 30 | | |
| 6 | 10:50-11:20 | 6th Period | 30 | | |
| 7 | 11:24-11:54 | 7th Period | 30 | | |
| HS Lunch / JH 8th Period | 11:54-12:24 | HS Lunch/8th Period | 30 | | |
| JH Lunch / HS 8th Period | 12:24-1:00 | JH Lunch/8th Period | 36 | | |
| Flex Block | 1:00-3:35 | Teachers: Planning and conferencing for remote and in person learners Students: Students who need extra assistance will be required to stay during this time to accomplish work. | 155 | | |
| <p>Teaching staff will use this block of additional time for lesson plan design, virtual contact with remote learners, and to give opportunity for individual or small-group academic remediation for struggling students in person.</p> <p>Depending on needs, students will either meet with specific teachers for academic remediation or work completion, meet in small-group enrichment sessions with paraprofessionals or other professional staff, or utilize time in a study-hall setting to complete any academic work they need to do for the coming week.</p> | | | | | |

2. MATERIAL DESIGN

OVERVIEW

Era ISD staff will initially utilize the TEKS Resource System tools as a foundation to design and implement TEKS-based, state-adopted curriculum using resources that have been locally designed and aligned with grade-level scope and sequence documents. This base curriculum will be supplemented, or in some cases supplanted, by resources and materials from one or all of the following: Texas Home Learning (THL) 3.0, lead4ward.com, or Edgenuity (grades 9-12). These resources will be utilized to ensure that vertical alignment is maintained and that instructional staff are adhering to the appropriate standards. Student progress in the grade-level content will be monitored in accordance with established campus assessment calendars to check for mastery of standards, and teachers will reinforce (either face-to-face or virtually) any concepts that are determined to be below proficiency standards.

Instructional materials and activities in both remote and on campus learning will remain consistent in objective, content, and delivery to the maximum extent possible to allow a seamless transition into and out of remote learning environments if necessary. Teachers and students will follow the TEKS Resource System Year-at-a-Glance documents (modified as appropriate for their content areas and grade levels) which outline specific content, skills, and instructional pacing. Instructional materials detailed in the “Available Resources” section of this document are all TEKS-aligned and designed to support in person and digital instruction.

LESSON DESIGN AND PREPARATION

Based on early survey feedback and on actual student attendance, EISD anticipates the percentage of students choosing an on-campus, face-to-face instructional setting to be at least 85-90%. Thus, the district expects to start the school year with only 10-15% of the student population in a remote academic setting. However, EISD expects all teaching staff to be prepared to implement both instructional models successfully (and simultaneously to the extent possible, if necessary). To the extent it is possible, remote students will be scheduled together with the same teacher (particularly in elementary where we have two teachers per grade level in grades K-5) to allow one teacher to focus more on virtual instruction.

METHODS OF INSTRUCTIONAL DELIVERY

All lessons (for F2F or remote students) will be designed for implementation within the Canvas LMS, and all resources will be included within the LMS to the extent possible. The intention of this single platform for delivery regardless of academic setting is to hopefully minimize the stress to teachers that would come from having to create two completely separate academic learning experiences. Synchronous options for remote learners, either for primary instruction or for direct communication and/or remediation as needed with the instructor (office hours) will be conducted via Zoom, or other comparable videoconferencing tools, as determined by each teacher. Remote learners may not have immediate, real-time access to direct instruction that occurs in the classroom on a daily basis in certain circumstances, but where appropriate, teachers may record their lessons presented to students in F2F contexts, or possibly pre-record lessons or other instructional content using a variety of district-provided technology resources, and upload those videos into the Canvas platform for later access by remote learners.

AVAILABLE RESOURCES

To ensure coherence and continuity, Era ISD will leverage each of the following resources:

| | Instructional Materials | Grade Levels | TEKS Aligned | What resources are included to support students with disabilities? | What resources are included to support ELLs? |
|--------------------------------|---|--------------|--------------|---|---|
| Reading / Language Arts | Accelerated Reader (Renaissance Learning)* | K-5 | Yes | Teachers monitor student progress in the area of reading comprehension weekly. It delivers powerful insight into students' literacy growth with real-time access to data, research-proven goal setting tools, and the "just-right practice" support to ensure the greatest growth is achieved by all. | Increased reading supports language acquisition. Embedded supports included to support language development |
| | Texas Home Learning 3.0 | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | <u>Learning Ally Audiobooks</u> | K-12 | Yes | A reading accommodation and access to the largest library of human-read audiobooks to benefit students with reading deficits. Teachers can easily implement and manage reading assignments and track individual reading progress from any Internet connection. | |
| | Study Island* | 3-12 | Yes | A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction. | A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction. |
| | TEKS Resource System: Year at a Glance, Instructional Focus Document | K-12 | Yes | Adapted instructional materials include teacher guidance for differentiation. Digital materials are accessible | Adopted instructional materials include teacher guidance for differentiated linguistic supports |
| | Brain Pop* | K-12 | Yes | Supplemental instruction delivered to small groups High student-teacher interaction Explicit teaching of targeted skills Gradual building of skills Frequent opportunities to practice targeted skills Progress monitoring | Supplemental instruction delivered to small groups High student-teacher interaction Explicit teaching of targeted skills Gradual building of skills Frequent opportunities to practice targeted skills Progress monitoring |
| | Edgenuity * | 6-12 | Yes | Courses, curriculum, and online learning solutions feature instructional strategies, evidence-based practices, and learning tools and scaffolds designed to support the unique needs of all learners, including students with special educational needs. User-friendly customization tools make it | Embedded supports to support ELLs including tools for active reading such as transcripts, closed captioning, on screen translation, vocabulary development tools, ewriting to scaffold writing development. |

ERA ISD – ASYNCHRONOUS LEARNING PLAN

| | | | | | |
|-------------|---|------|-----|---|--|
| | | | | easy to make accommodations and modifications as needed for students. Embedded tools provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. The eNotes tool helps students synthesize information and record questions and observations in a digital notebook. Course customization tools enable you to remove or reorder content, create new writing prompts and projects, and customize assessment settings for test time completion, passing threshold, and more. | |
| | iStation* | K-5 | Yes | Personalized learning options to meet the needs of each individual learner. Students take a screener assessment. They are then assigned a specific path for learning based on individual needs. | |
| | McGraw Hill - State Adopted Materials* | K-8 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Big Universe* | K-5 | Yes | | |
| | Nearpod* | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELs in each lesson. For elementary, the product is in both English and Spanish |
| | | | | | |
| Math | Happy Numbers* | K-5 | Yes | Personalized learning options to meet the needs of each individual learner. Students take a screener assessment. They are then assigned a specific path for learning based on individual needs. | |
| | Texas Home Learning 3.0 | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Think Central - HMH State Adopted Materials* | K-5 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in both English and Spanish |
| | McGraw Hill - State Adopted Materials* | 6-8 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Pearson Savvas State Adopted Materials* | 9-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |

ERA ISD – ASYNCHRONOUS LEARNING PLAN

| | | | | | |
|--|---|------|-----|--|---|
| | Study Island* | 3-12 | Yes | A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction. | A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction. |
| | TEKS Resource System: Year at a Glance, Instructional Focus Document | K-12 | Yes | Adapted instructional materials include teacher guidance for differentiation. Digital materials are accessible | Adopted instructional materials include teacher guidance for differentiated linguistic supports |
| | Brain Pop* | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Edgenuity * | 6-12 | Yes | Courses, curriculum, and online learning solutions feature instructional strategies, evidence-based practices, and learning tools and scaffolds designed to support the unique needs of all learners, including students with special educational needs. User-friendly customization tools make it easy to make accommodations and modifications as needed for students. Embedded tools provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. The eNotes tool helps students synthesize information and record questions and observations in a digital notebook. Course customization tools enable you to remove or reorder content, create new writing prompts and projects, and customize assessment settings for test time completion, passing threshold, and more. | Embedded supports to support ELLs including tools for active reading such as transcripts, closed captioning, on screen translation, vocabulary development tools, ewriting to scaffold writing development. |
| | iStation* | K-5 | Yes | Personalized learning options to meet the needs of each individual learner. Students take a screener assessment. They are then assigned a specific path for learning based on individual needs. | |
| | Maneuvering the Middle | 6-9 | Yes | Content that utilizes math strategies for middle grades 6-9. Teacher resources, student resources, and instructional guidance is provided for teachers to implement. | |
| | Nearpod* | k-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |

ERA ISD – ASYNCHRONOUS LEARNING PLAN

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| Science | Mystery Science* | K-5 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Discovery Streaming* | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Think Central - HMH State Adopted Materials* | K-5 | Yes | Embedded tools such as read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. | Science Fusion provides Spanish translations and vocabulary support, with each lesson. Science Fusion/Think Central includes an online hub that features English and Spanish materials including videos and resources. |
| | McGraw Hill - State Adopted Materials* | 6-8 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Texas Home Learning 3.0 | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Study Island* | 3-12 | Yes | A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction. | A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction. |
| | TEKS Resource System: Year at a Glance, Instructional Focus Document | K-12 | Yes | Adapted instructional materials include teacher guidance for differentiation. Digital materials are accessible | Adopted instructional materials include teacher guidance for differentiated linguistic supports |
| | Brain Pop* | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Edgenuity * | 6-12 | Yes | Courses, curriculum, and online learning solutions feature instructional strategies, evidence-based practices, and learning tools and scaffolds designed to support the unique needs of all learners, including students with special educational needs. User-friendly customization tools make it easy to make accommodations and modifications as needed for students. Embedded tools provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. The eNotes tool helps students synthesize information and record questions and observations in a digital notebook. Course customization tools enable you to | Embedded supports to support ELLs including tools for active reading such as transcripts, closed captioning, on screen translation, vocabulary development tools, ewriting to scaffold writing development. |

ERA ISD – ASYNCHRONOUS LEARNING PLAN

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|-----------------------|---|------|-----|--|---|
| | | | | remove or reorder content, create new writing prompts and projects, and customize assessment settings for test time completion, passing threshold, and more. | |
| | Nearpod* | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| Social Studies | Social Studies Weekly * | K-5 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Texas Home Learning 3.0 | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Study Island* | 3-12 | Yes | A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction. | A web-based, research-based program built directly from the TEKS that utilizes traditional assessments, lessons, questions, and games with immediate feedback and automated instruction. |
| | TEKS Resource System: Year at a Glance, Instructional Focus Document | K-12 | Yes | Adapted instructional materials include teacher guidance for differentiation. Digital materials are accessible | Adopted instructional materials include teacher guidance for differentiated linguistic supports |
| | Brain Pop* | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Edgenuity * | 6-12 | Yes | Courses, curriculum, and online learning solutions feature instructional strategies, evidence-based practices, and learning tools and scaffolds designed to support the unique needs of all learners, including students with special educational needs. User-friendly customization tools make it easy to make accommodations and modifications as needed for students. Embedded tools provide read-aloud support, transcripts and captions, definitions, and highlighting to help students access and organize content. The eNotes tool helps students synthesize information and record questions and observations in a digital notebook. Course customization tools enable you to remove or reorder content, create new writing prompts and projects, and customize assessment settings for test | Embedded supports to support ELLs including tools for active reading such as transcripts, closed captioning, on screen translation, vocabulary development tools, ewriting to scaffold writing development. |

ERA ISD – ASYNCHRONOUS LEARNING PLAN

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|---------------------------|-------------------------------|---|-----|--|--|
| | | | | time completion, passing threshold, and more. | |
| | Nearpod* | K-12 | Yes | Nearpod is an interactive classroom tool for teachers to engage students with interactive lessons. | |
| | | | | | |
| | Learning.com* | K-5 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | Quaver Music* | K-12 | Yes | The product includes built-in supports for students with disabilities in each lesson. | The product includes built-in supports for ELLs in each lesson. For elementary, the product is in English and Spanish |
| | | | | | |
| Tools for learning | Canvas LMS* | K-12 | N/A | Embedded supports throughout platform to support all learners needs. Differentiation is seamless with assigning students individually accommodated and modified assignments Verbal feedback tools. | Language preference setting, text to speech, audio record instructions, or read questions to student through tools. Embedded supports to support language learners. Differentiation is seamless with assigning students individually accommodated and modified assignments Verbal feedback tools. |
| | Clever | K-12 | N/A | Clever makes it easy to connect student information systems (SIS) with learning apps. Software is auto-rostered for district administrators, kept up-to-date for classrooms, and installed with one-click logins for students. | Clever makes it easy to connect student information systems (SIS) with learning apps. Software is auto-rostered for district administrators, kept up-to-date for classrooms, and installed with one-click logins for students. |
| | Chromebooks | K-12 | N/A | Built in accessibility features built in to support learning. Text-to-speech features allow screen reader or Select-to-speak, Display features to adjust magnification, contrast, screen resolution and text size. Keyboard features include sticky keys, on-screen keyboard, keyboard focus highlighting, keyboard repeat rate, or word prediction. Learn how to type with your voice. Mouse and touchpad features include navigation buttons in tablet mode, automatic clicking, tap dragging, cursor highlighting, or change the cursor size. Audio features include ability to play all sounds together through all speakers or play sound on startup. | Built in accessibility features built in to support learning. Text-to-speech features allow screen reader or Select-to-speak, Display features to adjust magnification, contrast, screen resolution and text size. Keyboard features include sticky keys, on-screen keyboard, keyboard focus highlighting, keyboard repeat rate, or word prediction. Learn how to type with your voice. Mouse and touchpad features include navigation buttons in tablet mode, automatic clicking, tap dragging, cursor highlighting, or change the cursor size. Audio features include ability to play all sounds together through all speakers or play sound on startup. |
| | | *Indicates access to full platform remotely. Students can complete differentiated assignments. Students sign on through Clever SSO. Individual accounts for Teachers and Students for interoperability with remote teaching and learning. | | | |

STUDENTS WITH SPECIAL ACADEMIC NEEDS

The instructional materials provided by teaching staff will be included within the Canvas LMS with adaptations/modifications as needed for individual students. For students with disabilities, EISD special education teachers and paraprofessionals will work with general education teachers, parents, and students to mitigate the unique barriers that students may experience in a remote setting. Similarly, for ELL students, students with dyslexia, or students identified as either gifted and talented or at-risk, EISD staff will explore unique and innovative ways to meet the unique needs of each student in each instance.

In all situations, EISD will make every effort to fulfill the expectations of every student's IEP, 504 Plan, LPAC, or other accommodation document, whether that student is on-campus or in a remote setting. Additionally, EISD will communicate regularly and clearly with the parents of each student with unique academic needs to assure that we are effectively meeting each student's needs appropriately. Teachers will continue to provide accommodations in the student's 504 or special education plan. ARDs or amendments will be held to discuss individual student needs if changes are needed to a student's plan. Contingency plans for remote learning will be added to each student's IEP. Instructional Support Logs will be kept for all students receiving special education services during any virtual learning through the use of MSB X-Logs. ARDs and IEP meetings will continue to be virtual.

Services documented in students IEPs may be delivered in various formats, including:

- Synchronous instruction during scheduled times of day
- Consultation with students and parents via emails, phone calls, and virtual meetings.
- Consulting and assisting general education teachers with strategies and accommodations to support students.
- Asynchronous instruction with virtual support to parents using Canvas.

This may include: posted activities, posted videos of classroom activities (morning meetings, small group instruction, fine and gross motor activities), scheduled virtual meetings with families, and synchronous instruction during scheduled times of day as possible.

Related Services (OT, PT, Speech, APE, AI, VI, O&M, Counseling) can be delivered in various formats, including:

- Virtual therapy
- Collaboration with teachers
- Posted videos and activities in virtual platforms

Dyslexia interventions will include the following:

- Synchronous instruction during scheduled times of day
- Tools to participate in lessons provided to parents electronically or hard copy - mailed or picked up by the parent
- Practice activities provided to parents
- Weekly progress monitoring

Completion of Full Individual Evaluations

- Some data can be gathered via email, mail, or phone calls including but not limited to:
 - Parent information forms
 - Rating scales
 - Interviews with parents

Direct assessment using standardized assessment tools will be completed on campus. Times will be scheduled with the parent. Safety protocols are in place including plexiglass dividers, face shields, and sanitizing of tools used.

3. STUDENT PROGRESS

TRACKING STUDENT PROGRESS

Grading will be consistent with on-campus grading policies which are outlined in our Era ISD District Handbook. We will utilize the online gradebook to track student academic progress. Teachers will monitor student progress through Canvas and offer 15 minutes daily office hours to provide intervention and/or enrichment to ensure progress throughout a grading period. Teachers will be the point of contact for all remote learning needs for students and parents. Students who are not making sufficient academic progress will be required to attend office hours and/or tutoring sessions to provide necessary supports and interventions. In addition, parent conferences will be held to provide goal-setting and intervention supports to be used in the remote learning environment. Principals will check in weekly with remote learning families to provide assistance and support as needed.

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present in each course they are enrolled in when one of the following items have been achieved.

1. Progress is made
2. Assignments are submitted
3. Contact is made with teacher

PROVIDING FEEDBACK / FEEDBACK TIMELINES

As a campus we will follow a blended learning format for in person and remote learning that will follow the same research based YAG that will allow for appropriate pacing, intervention, and enrichment. Office hours will be planned and predictable for students to receive individualized instruction. In addition, students will receive weekly feedback on all digital assignments submitted.

Daily feedback will be provided to all students through the Canvas LMS through direct communication from the teacher or feedback given through assignment completions. Regular formal progress reports will be provided to students and parents through the Ascender/TxEIS student and parent portals. Additionally, interim progress grade checks will be conducted at the end of the school day each Wednesday to determine which students may be required to meet with appropriate teachers each “Flex Friday” afternoon for tutorials (individual or small-group remediation).

Era ISD will work with stakeholders to coordinate a remote delivery approach that accommodates to the extent possible the unique situations facing each student. It is likely that our most vulnerable and at-risk students will struggle on multiple fronts. During this time, we will seek to maintain personal relationships and connections with those students and their parents through regular contact (virtual or in-person meetings, phone calls, emails, etc.) in order to support student success. Our Counselors and campus Principals will maintain regular direct contact with our remote learner population, particularly when regular progress monitoring indicates that there may be a problem.

STUDENT ACADEMIC & ATTENDANCE PROGRESS TRACKING PROCESSES

Students will be expected to frequently and consistently engage with their coursework through the Canvas LMS (whether in on-campus or remote instructional settings) to the extent possible. The expectation for remote learners will be a full day of instruction via asynchronous learning activities documented through completion of teacher-assigned lessons and assignments coupled with participation in classroom or online discussions or content delivery via video (or in some cases, through synchronous instruction opportunities). Teachers will arrange regular check-ins with students in either one-on-one or small/large group settings. At a minimum, students and teachers will be expected to check-in at least once a day through either engagement in the LMS (participation or submission of assignments), email, or direct contact via phone/video chat.

Engagement (daily attendance) will be monitored via the following process:

1. Remote students will be expected to log into the Canvas LMS *no later than* 10:00 a.m. each school day.
2. Student log-ins will be monitored by each campus principal's office, and students who have not engaged in the LMS by the morning deadline (or their parents) will be contacted directly by phone by the campus secretary to determine if there are extenuating circumstances (illness, etc.) or otherwise, to encourage the student to engage.
3. All remote learners will be included in a shared Google Sheet labeled *Master Attendance Roster*, which will serve as a clearinghouse for documenting and validating student attendance accounting for funding purposes. This worksheet will be maintained and audited daily by campus secretaries (attendance clerks) and ultimately reconciled with official attendance coding submitted through the Ascender (TxEIS) student data portal. Above and beyond the expectation that students simply be logged into the Canvas LMS each day, teachers will document weekly via this master spreadsheet the method by which the student met expectations for daily engagement/progress. Instructions to teachers for coding within this spreadsheet are as follows:

Students using remote learning may be counted in attendance if they meet the daily progress requirements for each class that they are enrolled in throughout the regular school day. Participation through Canvas shall constitute regular attendance for any membership school day where the student is not physically present in the classroom. If a student does not meet any one of the three requirements as set by TEA each day (Daily Assignments Completed (AC), Daily Progress Demonstrated (PD), or Teacher Contact by Email, Phone, or Digital Conference (TC), the student would be marked absent (U).

The intent of this process is to mitigate for teachers the daily, real-time burden of attendance accounting for remote students, while still directly involving them in the ultimate process of validating daily student engagement and academic progress. While teaching staff are managing the full-time work of daily providing direct face-to-face instruction for their on-campus students and additionally providing meaningful instructional experiences for their virtual asynchronous students, the campus administrative staff is helping to provide the daily accountability to remote students for, at minimum, logging into and engaging in the LMS system for a substantive period of time each day. Teachers, via the *Master Attendance Roster*, still maintain the final determination for student attendance based on whether their remote students actually *engaged* or *progressed* each day (as opposed to simply being remotely logged into the LMS for an obligatory period of time each day).

4. The District PEIMS Coordinator will provide the final check-and-balance on the district attendance accounting on a weekly basis through auditing and reconciling student attendance within the Ascender (TxEIS) system and the Master Attendance Roster.

5. Additionally, the campus principals maintain an asynchronous course in Canvas where each remote student is required to check in daily and report through a Google Form or email how they are progressing and feeling. Responses related to social-emotional feedback are requested from all remote learners. Additionally, the principals initiate regular phone calls or other direct interactions with parents and students when students are not showing success with remote or in-person learning.

OPTIONAL BEGINNING-OF-YEAR (BOY) ASSESSMENTS

Era ISD will implement the state-provided beginning-of-year assessments to all students and grade levels for which they are available within the first month of the school year in order to provide milestone data for students and teachers. This assessment data will serve as one of the indicators of the extent, if any, of academic regression that students may have experienced as a result of the abrupt change of learning environments and modalities in the middle of the Spring 2020 semester, as well as a part of the benchmark data we will use to measure student academic growth in the 2020-21 school year as compared to end-of-year STAAR data (if available). This data will be evaluated by administrative and instructional staff prior to the end of the first six-week grading period and will inform ongoing instructional priorities and highlight gaps in learning that will require additional focus or remediation by instructional staff over the coming school year.

4. IMPLEMENTATION

OVERVIEW

The primary goals of this transition are to provide a viable remote learning environment option for students who cannot or do not wish to return to an on-campus setting due to the ongoing health concerns, and to assure that there is equity and parity to the greatest extent possible between the rigor and relevance of both the virtual and face-to-face learning environments.

Late in the Spring 2020 semester, Era ISD convened a district-level committee which we labeled the *School Design Team* (SDT) which included all campus Principals, Counselors, the District Nurse, the Superintendent, and a select group of teacher representatives from each campus with demonstrated leadership and pedagogical proficiencies. This team was tasked with evaluating instructional and health options for our single-campus district for the 20-21 school year, and beyond. All members were encouraged to reach out for input from their colleagues as we worked through the decision-making process on a wide variety of issues and concerns. It was ultimately decided by this team that the district would convert to the use of the Canvas LMS for all classes and grade levels, K-12. This decision was informed, in part, by the following:

1. Canvas is strongly supported through our Region 11 Education Service Center.
2. Canvas is the LMS of choice of North Central Texas College, the option for all our current dual credit students. Further, Canvas is used by a large number of postsecondary institutions, so it was felt that helping our students gain a familiarity with Canvas would help our students transition more easily into a higher education setting.
3. Several of our secondary teachers were already utilizing Canvas in their classes, and all of our teachers were at least moderately familiar with the platform from a student perspective, as we utilize Canvas for much of our professional development from ESC 11.
4. While it was noted that Canvas is likely a bit more of a robust and complex program than is truly necessary at the elementary level, the team felt that it would be best if our parents with children in multiple grade levels only had to learn one platform. This was also considered beneficial from a district professional development perspective as well – a singular focus on one LMS platform would provide better support than if we attempted to manage multiple programs.

SUPPORT FOR TEACHERS / INSTRUCTIONAL STAFF

Once the decision was made in early June to move forward with the Canvas LMS, all instructional staff were informed through a Zoom meeting, and a website was developed to clearly provide teachers with a list of *Required* and *Optional* professional development (PD) opportunities for Summer 2020. This website is located within the “Hornet Hub” on our District website at www.eraisd.net, accessible to our staff upon logging in.

Required PD Topics:

- *Compliance Courses (13)* – provided by ESC 11 (through their Canvas LMS instance)
- *TBRI for Teachers: tools for trauma-informed classrooms (4 hrs)* – offered through TCU; online
- *Engage By Design – Supporting Student Engagement in a Virtual Environment* – provided by ESC 11 in both virtual and small-group F2F settings during our back-to-school in-service training days (August 11-12); ongoing instructional coaching and virtual PLC collaboration forums provided by ESC 11 throughout the school year

Optional PD Topics:

- *Course Design & Delivery in Canvas (online, 6/15-8/31)* – provided by ESC 11 (via Canvas)
- *Learning Canvas* – provided by Era ISD (via Canvas)
- *Growing With Canvas* – provided by Era ISD (via Canvas)
- *EdTalk Tuesdays (Canvas Workshop Days)* – voluntary small-group PD labs for our staff held on our campus on 7/21/20, 7/28/20, and 8/4/20 (and ongoing monthly throughout the school year)

Our SDT also utilized a previously-created local blog site (called *More Than A Whiteboard*: located at <https://morethanawhiteboard.blogspot.com/>), to serve as a clearinghouse to share out a wide variety of tools and techniques and resources for our staff as a whole. Each of the members of the SDT were able to serve as contributors to this blog, and often shared self-created “how-to” video tutorials for our staff for a variety of EdTech processes.

Additionally, as noted previously, Era ISD adopted a revised District Calendar late in the Summer to delay the first day of instruction for all students by one week, primarily to allow an additional 5 working days (August 13, 14, 17-19, 2020) for teachers to prepare their curriculum and lessons within Canvas with available content and technology specialists on hand to assist teachers as needed.

Finally, after evaluating instructional schedules through the first 6-week grading period, it was determined that additional flexibility in our weekly schedule was necessary, both to provide our teaching staff additional time for lesson plan design and to give opportunity for individual or small-group academic remediation for struggling students. As such, Era ISD adjusted the weekly instructional schedule to incorporate *Flex Fridays*. (see specific details in Section 1) It is hoped that this transition will give teachers some additional and much-needed discretionary time to improve their own instruction and also assist individual students in academic need as well. Paraprofessionals, administrators, and other professional staff will be used to monitor and enrich larger groups of students during this flex time so that teachers can focus on specific needs each week.

SUPPORT FOR PRINCIPALS AND OTHER ADMINISTRATORS

Era ISD administrators participated in all of the professional development opportunities presented to our instructional staff, and often vetted those trainings for quality (along with several others) prior to offering them to our teachers. Additionally, both campus principals participated in the following modules of training offered during the summer (July 20 – Aug 17) by TEA:

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- Module A: Intro to Remote Learning
- Module B: Driving Remote Instruction Quality and Improvement
- Module C: Building Staff Capacity Remotely

Era ISD will continue to work closely with our Region 11 Education Service Center and other educational partners to plan and adjust support for remote learning. Further, principals and the superintendent will ensure that the following accountability processes are in place: adherence to posted schedules, daily attendance monitoring, curriculum implementation, student grade accounting, regular and clear communication with families and district stakeholders through a variety of medium, and progress monitoring data.

RESOURCES TO SUPPORT EFFECTIVE COMMUNICATION WITH DISTRICT STAKEHOLDERS

Era ISD's primary communication tools for parents and students will be the following:

1. TxEIS/Ascender Parent and Student Portals (grades, attendance, discipline, etc.)
2. BlackBoard Parent Connect (voice call-outs, email, SMS, district app postings, social media postings)
3. Canvas (both student and parent access) and regular teacher email correspondence
4. Class Dojo (primarily for communication with elementary families from teachers and administration)
5. Zoom (for real-time instructional content delivery or small-group supports; all teachers were granted access to their own Zoom Pro account this year for this purpose)
6. Direct instruction will be provided to students via both in-person methods and pre-recorded video for all learners, depending on setting. At specified times, teachers will provide instruction to remote learners as needed synchronously via tools such as Zoom.
7. District website: Era ISD will maintain general academic and health information for the public on the main webpage at <https://www.eraisd.net> and specifically at the "Return to Learning" button on the homepage
8. Meet the Teacher Night to begin this year was conducted virtually, utilizing videos in FlipGrid and other programs to allow parents to "meet" their children's teachers virtually and easily find classroom resources on each teacher's individual webpage
9. Era ISD developed a two-page document to help communicate to students and parents the differences in and expectations for both instructional options (on-campus or virtual) for this school year; this document is included as the final two pages of this plan

RESOURCES TO SUPPORT EFFECTIVE REMOTE LEARNING ENVIRONMENTS

1. **Curriculum Resources**
 - TEKS Resource System
 - Texas Home Learning (THL) 3.0
 - Edgenuity
 - iCEV
2. **Digital Resources / Tools**
 - Canvas LMS
 - Clever (single sign-on tool for all district EdTech resources for students and teachers)
 - Class Dojo
 - Zoom Pro

- Adobe Cloud Suite / Adobe Sign

3. Internet Connectivity Resources

- Era ISD purchased 10 hotspot devices (restricted Android cell phones) from AT&T in the early summer to be issued to students/families who are unable to access the internet in their home (need determined by district-wide surveys in late Spring 2020 and verified through additional parent surveys through the summer)
- Era ISD worked closely with local internet provider, Nortex Communication, to provide service plans for families in need who reside within the appropriate service area (at a discounted monthly rate for families with a documented financial need)

4. Student & Teacher Devices

- Era ISD was already in a 1-1 technology environment in grades 6-12 prior to the current school year with Google Chromebooks. The District has placed two separate orders for additional Chromebooks (122 and 150, respectively) through the summer months to supplement aging and broken devices and to complete the transition to becoming 1-1 in grades K-12. The district is awaiting delivery of devices in the Fall semester.
- The District also placed an order early in the summer for an additional 50 Chromebooks for teachers and instructional staff use. Those devices arrived early in the summer and were distributed to staff in July for use with summer PD and course development opportunities.
- Era ISD Tech staff distributed all available Chromebooks to students during the first few days of classes in August. The existing inventory allowed us to reach a 1-1 status with students in grades 6-12, with additional classroom sets of devices in grades 3-5. Once our pending orders are filled, we expect to have plenty of devices for current students with a back-up inventory for replacements as needed.

Overview of Distance Learning Expectations for Era ISD:

Students will:

- Respect others digital work, identity, and property.
- Actively participate online and pose questions/comments that improve the learning environment.
- Complete assignments with integrity and to the best of your ability, and on time.
- Be a positive digital influencer.

Teachers will:

- Provide timely grading and feedback to promote student learning.
- Be responsive to students and parents questions/concerns.
- Consistently post instructions and resources on Canvas.
- Facilitate ease of use and access to learning for students and parents.

Parents will:

- Provide a safe place to learn and communicate with the teacher if the student is in need of support.
- Monitor communications from school, including student grades and incomplete assignments in Canvas.
- Encourage your student to do their own work so that teachers can evaluate their academic growth.
- Establish routines and expectations of your student's day to help provide structure for virtual learning



On Campus Learning

VS

Virtual Learning



GENERAL INFORMATION

Calendar

- Will follow the adopted 2020-2021 calendar.
- First day of school - Aug 20, 2020

- Will follow the adopted 2020-2021 calendar.
- First day of school - Aug 20, 2020

Attendance

- Will be taken daily.
- 90% attendance is required for credit and truancy laws will apply.

- Will be taken daily as students engage in online content.
- 90% attendance is required for credit and truancy laws will apply.

Switching Instructional Models

- May change to Virtual Learning at the request of the parent.
- Once Virtual, may request to switch to On-Campus Learning only at the start of a grading period; individual circumstances will be reviewed at the campus level.

- Commit to Virtual Learning for the current 6-week grading period.
- Parents may request to switch to On-Campus Learning only at the start of a grading period; individual circumstances will be reviewed at the campus level.

Grades and Credit

- Grades and credit will be awarded as outlined in teachers' grading guidelines and aligned with district policy.

- Grading guidelines and weights will be identical to on-campus learning.
- EISD policy prohibits online courses from counting toward GPA for high school courses, but the administration will be asking the School Board for a resolution waiving this requirement for one year, allowing EISD virtual learning courses to count toward high school GPA.

Transportation

- Will be provided both before and after school.
- Parents are encouraged to transport students if possible to reduce the number of students on the bus.
- Masks are required on the bus while Gov. Abbott's statewide mandate is in effect.
- If mask mandate is lifted, EISD will reevaluate if masks are still needed.

- Will not be provided for virtual learners.

Food Service

- Breakfast and lunch will be provided at school as usual.
- Meals may be served in the classroom to limit large gatherings in the cafeteria if deemed necessary, but will vary with grade level and campus.

- Parents will be responsible for breakfast and lunch for virtual learners.
- EISD will provide to-go meals for students who qualify for free or reduced price meals.

EXTRACURRICULAR ACTIVITIES

UIL Extracurricular Activities

- On-campus students may participate in UIL activities as prescribed by guidance from UIL

- Virtual learners may participate in UIL activities as prescribed by guidance from UIL

Non-UIL Extracurricular Activities

- On-campus students may participate in non-UIL extracurricular activities, but clubs may be reduced due to health needs.

- Virtual learners may participate in non-UIL extracurricular activities, but clubs may be reduced due to health needs.



On Campus Learning

VS

Virtual Learning



HEALTH & SAFETY

Health Checks

- Required to “Self Monitor” prior to getting on a bus or arriving at school by taking temperatures and monitoring symptoms of COVID-19.
- Students may also have their temperature taken prior to entering the school building if deemed necessary..
- Any student with a fever will need to remain at home.
- Communicate symptoms with school nurse.

- Self monitor symptoms at home and communicate with your health care provider as needed.

Face Masks/Coverings

- Face masks will be required for students in grades 4-12 and all teachers/staff in situations where social distancing is not possible while Gov. Abbott's statewide mandate is in effect.
- If the statewide mandate is lifted, the district will re-evaluate the need for masks and will communicate any changes to parents and students..

- No face masks/coverings will be needed for virtual learning while at home, but students and visitors may be required to wear them if they visit campus.

Instruction While Sick or Symptomatic

- Students who become sick or symptomatic will need to remain home until symptoms are resolved or they are released by a doctor.
- If students must remain home multiple days, they may switch to Virtual Learning instruction.
- Once at-home quarantine is lifted, students may return to On-Campus Learning.

- Students who are sick or symptomatic may continue in Virtual Learning instruction and be counted “present.”
- If parent decides the symptoms are too severe to engage in work, student will be counted “absent” for days they do not engage in Virtual Learning instruction.

INSTRUCTIONAL INFORMATION

Teachers

- Certified EISD teachers will instruct students daily in class and will be available for tutoring before and after school.

- Certified EISD teachers will create and monitor online assignments, assign grades, and communicate with parents and students regularly each week.
- Teachers may have regular “office hours” via Zoom so students can receive instruction or tutoring virtually.

Instructional Resources

- Will use adopted textbooks, online resources, and other teacher created resources aligned to TEKS.

- Will use online textbooks and interactive programs through the Canvas Learning Management System (LMS).

Course Availability

- All courses in the EISD course catalog will be available for students.

- All core courses will be available online for students and will be delivered in an asynchronous model with independent work on the part of the student along with scheduled Zoom class meetings as needed.
- Some elective courses at Middle School and High School may not be available for Virtual Learning due to the need for equipment or lab time.
- A Virtual Course Catalog will be published soon.
- Certain courses (such as CTE or advanced science courses) may require students to visit the campus to complete projects or labs in order to receive credit.

Sent Via
E-Mail

October 13, 2020

Era Independent School District
Dr. Jeremy Thompson, Superintendent

Thank you for submitting your asynchronous plan for Era Independent School District. We appreciate the time and effort that you and your staff have put into developing a comprehensive plan to provide asynchronous remote instruction to meet the needs of your students and community. Due to the disruption caused by the COVID-19 emergency and the consequent exercise of the waiver authority provided to the Commissioner of Education in Texas Education Code, §48.005(n), a local education agency (LEA) is required to submit an asynchronous learning plan for review and approval to the Texas Education Agency (TEA), in order to earn average daily attendance (ADA) funding.

After review of your LEA's asynchronous plan, TEA has determined that the plan is approved.

Thank you for your continued efforts to plan for the best educational outcomes for all students that your LEA serves.

Sincerely,



Mike Morath
Commissioner of Education

MM/lr

cc: Clyde Steelman, Executive Director, Region 11, Education Service Center
Kelvey Oeser, Deputy Commissioner, Educator & System Support, TEA
Tim Regal, Associate Commissioner, Instructional Support, TEA
Lizette Ridgeway, Director of School Improvement, TEA



(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

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

Annotations are shown as follows.

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

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

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

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

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

Organization

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

[Legally referenced policies are not adopted by the Board.](#)

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

Terms

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

[See AB for District name terminology.]

Harmony with Law

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

Severability

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

Policy Development

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

Official Policy Manual

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent ~~or designee~~ shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual.

Adoption and Amendment

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

BOARD POLICIES

BF
(LOCAL)

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

TASB Localized
Updates

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

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

Definitions

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

Statement of Nondiscrimination

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

Discrimination

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

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

Prohibited Conduct

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

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

Prohibited Harassment

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

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

Examples

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

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

Sex-Based Harassment

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

Sexual Harassment

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

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

Examples

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

~~**Retaliation**~~

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

~~Examples~~

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

~~**Prohibited Conduct**~~

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

Reporting Procedures

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

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

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

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

Definition of District Officials

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

Title IX Coordinator

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

ADA / Section 504 Coordinator

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

Superintendent

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

Alternative Reporting Procedures

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

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

Timely Reporting

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

Notice of Report

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

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

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

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

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

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

Initial Assessment

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

Interim Action

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

District Investigation

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

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

Concluding the Investigation

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

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

District Action

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

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

Confidentiality

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

Appeal

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

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

Response to Sexual Harassment—Title IX

General Response

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

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

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

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

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

Title IX Formal Complaint Process

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

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

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

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

Standard of
Evidence

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

Retaliation

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

Examples

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

Records Retention

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

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

Access to Policy and Procedures

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

PROFESSIONAL DEVELOPMENT
PROFESSIONAL MEETINGS AND VISITATIONS

DMD
(LOCAL)

**Meetings,
Conferences, and
Workshops**

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

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

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

Release Time

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

Certificate of Coursework Completion

The District shall issue a certificate of coursework completion to a student who has successfully completed state and local credit requirements for graduation but has failed to meet all applicable state testing requirements. [See EIF, FMH]

Partial Credit

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

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

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

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

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

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

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

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

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

Section 504

Committees

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

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

Referrals

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

Notice and Consent

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

Evaluation and Placement

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

Review and Reevaluation Procedure

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

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

Examining Records

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

Right to Impartial Hearing

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

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

Records Retention

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

ADMISSIONS

FD
(LOCAL)

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

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

Registration Forms

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

Proof of Residency

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

Minor Living Apart

Person Standing in
Parental Relation

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

Misconduct

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

Exceptions

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

Extracurricular
Activities

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

**Students Not
Enrolled**

A student enrolled in a private school, including a homeschool, shall not be eligible for concurrent enrollment in the District nor for participation in curricular or extracurricular activities, **except as required by law.** [See **EEL and ~~also~~ FM](LOCAL)]**

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

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

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

| | |
|---|--|
| “Accredited” Defined | For the purposes of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education. |
| Grade-Level Placement | The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement. |
| Accredited Schools | |
| Nonaccredited Schools | A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include: <ol style="list-style-type: none">1. Scores on achievement tests, which may be administered by appropriate District personnel.2. Recommendation of the sending school.3. Prior academic record.4. Chronological age and social and emotional development of the student.5. Other criteria deemed appropriate by the principal. |
| Transfer of Credit | Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District. |
| Accredited Texas Public Schools | |
| Other Accredited or Nonaccredited Schools | Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student’s records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit. |
| Transition Assistance | In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student’s available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment. |

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

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

**Attendance
Accounting System**

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

Alternative
**Attendance-
Taking Recording
Time**

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

**Parental Consent to
Leave Campus**

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

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

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

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

Training

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

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

**Reporting Child
Abuse and Neglect**

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

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

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

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

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

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

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

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

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

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

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

Confidentiality

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

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

Immunity

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

Failing to Report Suspected Child Abuse or Neglect

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

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

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

Responsibilities Regarding Investigations

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

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

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

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

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

Statement of Nondiscrimination

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

Discrimination

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

Prohibited Conduct

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

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

Prohibited Harassment

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

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

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

Examples

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

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

Sex-Based Harassment

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

Sexual Harassment By an Employee

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

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

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

By Others

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

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

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

Examples

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

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

Gender-Based Harassment

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

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

Examples

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

Dating Violence

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

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

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

Examples

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

~~Retaliation~~

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

~~Examples~~

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

~~False Claim~~

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

~~Prohibited Conduct~~

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

**Reporting
Procedures**

Student Report

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

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

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

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

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

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

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

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

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

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

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

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

Notification of Outcome

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

District Action

Prohibited Conduct

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

Corrective Action

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

Bullying

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Response to Sexual Harassment–Title IX

General Response

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

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

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

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

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

Title IX Formal Complaint Process

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

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

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

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

Standard of
Evidence

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

Retaliation

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

Examples

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

False Claim

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

Records Retention

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

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

Access to Policy and Procedures

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

STUDENT ACTIVITIES
CONTESTS AND COMPETITION

FMF
(LOCAL)

UIL Activities

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

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

Athletic Program

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

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

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

Non-UIL Activities

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

Overnight Trips

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

Complaints

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

Other Complaint
Processes

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

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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

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

Notice to Students and Parents

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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| | <p>deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.</p> |
| Scheduling Conferences | <p>The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.</p> |
| Response | <p>At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p> |
| Days | <p>"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."</p> |
| Representative | <p>"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.</p> |
| Consolidating Complaints | <p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p> |
| Untimely Filings | <p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the</p> |

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

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

Complaint and Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

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

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

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

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

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

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the

decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any

presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

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

Complaints

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

Other Complaint Processes

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

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

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

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

Scheduling
Conferences

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

Response

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

Days

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

Representative

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

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

Consolidating
Complaints

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

Untimely Filings

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

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

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

Costs Incurred

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

Complaint and Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

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

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

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

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

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other

relevant documents or information the administrator believes will help resolve the complaint.

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation

from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

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

