

Agenda of Regular Meeting

The Board of Trustees Nederland Independent School District

A Regular Meeting of the Board of Trustees of Nederland Independent School District will be held September 21, 2020, beginning at 6:00 PM in the Boardroom, Administration Building, 220 N 17th St., Nederland, TX 77627.

1. DISTRICT VISION AND MISSION STATEMENT	3
2. GRADUATE PROFILE	4
3. CALL TO ORDER, ROLL CALL, ESTABLISHMENT OF QUORUM	
4. INVOCATION AND PLEDGE TO AMERICAN AND TEXAS FLAGS	
5. OPEN FORUM	5
6. REPORTS	
A. Administrative Reports	
1. Superintendent's Report	
a. Board Bond Update	
b. Bond Update	
c. Student Services Update	6
2. Curriculum Reports	
a. Enrollment Report	8
b. Bilingual/ESL Update	9
3. Personnel and Auxiliary Reports	
a. Maintenance-Transportation Report(s)	10
b. Child Nutrition Report	12
c. Personnel Reports	
1. Personnel Absentee Report	13
2. Personnel Report	14
4. Business Reports	
a. Tax and Financial Reports	17
b. Cooperative Purchases - None	
7. CONSENT AGENDA	
A. Minutes	28
B. Payment of Bills	41
C. Donations- None	
D. Budget Change Request(s) -	49
8. OTHER ITEMS (DISCUSSION AND/OR ACTION)	
A. Owner Controlled Insurance Program	53
B. Investment Resolution	61
C. Changes in Investment Officers	73

D. Policy 115 Update	76
E. Resolution - Hurricane Laura	125
F. Board Operating Procedures	127
G. Appraisal Calendar	141
H. NISD Asynchronous Virtual Plan	142
I. Consider Purchases over \$50,000	165
J. Missed School Day Waiver	166
K. CLOSED SESSION: The Board of Trustees will meet in executive (closed) session to discuss certain matters excepted from public disclosure by the following statutory provisions: to deliberate matters pertaining to personnel matters including employee contract renewal/nonrenewals, as permitted by section 551.074, Texas Government Code; to deliberate matters pertaining to discipline of a student, as permitted by section 551.082, Texas Government Code; for discussion of personally identifiable student information as permitted by section 551.0821, Texas Government Code; to deliberate matters pertaining to real property, as permitted by section 551.072, Texas Government Code; to consult with legal counsel regarding legal issues, as permitted by section 551.071 and 551.0821 Texas Government Code.	168
9. ADJOURNMENT	



VISION

The Vision of Nederland Independent School district is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development.

MISSION STATEMENT

The mission of the Nederland Independent School District is to provide an education environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

Nederland Independent School District GRADUATE PROFILE



Nederland High School provides a highly effective teaching and learning experience designed to meet the individual needs, interests, and abilities of each student. Nederland High School believes its graduates will be academically prepared individuals, responsible citizens, life-long learners, and effective communicators.

An academically prepared graduate is one who:

- ~ Possesses essential competencies for successfully pursuing postgraduate education or entering the workforce. ~
- ~ Demonstrates proficiency in a common core of knowledge and basic skills and is able to apply them to real life situations. ~
- ~ Possesses proficient technology skills for responsible use in personal and professional environments. ~
 - ~ Solves problems with a variety of strategies and resources. ~
 - ~ Is an effective decision-maker. ~
 - ~ Understands and appreciates the arts and humanities. ~

A responsible citizen is one who:

- ~ Understands and respects the laws of society and individual rights. ~
- ~ Demonstrates character by behaving responsibly and ethically. ~
- ~ Participates in the democratic process and demonstrates civic pride and responsibility. ~
 - ~ Practices active and healthy living. ~
 - ~ Acknowledges and respects cultural diversity. ~
- ~ Seeks changes constructively and appropriately to benefit society. ~
 - ~ Demonstrates personal and business integrity. ~

A life-long learner is one who:

- ~ Experiences satisfaction in working and learning. ~
 - ~ Maintains high standards of learning. ~
 - ~ Practices creative and disciplined thinking. ~
 - ~ Anticipates and solves problems. ~
- ~ Possesses initiative, self-discipline, and a strong work ethic. ~
 - ~ Assists others to learn. ~
- ~ Establishes priorities and goals to enhance productivity. ~
 - ~ Creates a vision for the future. ~
 - ~ Adapts to societal changes and demands. ~

An effective communicator is one who:

- ~ Communicates clearly using a variety of techniques and media. ~
- ~ Uses oral and written communication skills to exchange ideas and information. ~
 - ~ Communicates appropriately with diverse audiences. ~
- ~ Uses technology to access, organize, and synthesize information. ~
 - ~ Has a basic understanding of a second language. ~
- ~ Participates in cooperative decision-making and works with others to support team priorities. ~

OPEN FORUM NOTES

A maximum of 30 minutes will be allowed for the open forum. **Persons wishing to address the Board will sign their names and addresses and list their topics of discussion prior to the beginning of the meeting.** Individual time limits are three minutes, with additional time allowed, if possible. Delegations of more than five persons shall appoint a spokesperson to represent their viewpoint. No action may take place in response, but the Board may consider future action. Complaints about employees shall be handled under Policy GF.

Speaker:	Topic:
Notes:	
Speaker:	Topic:
Notes:	
Speaker:	Topic:
Notes:	
Speaker:	Topic:
Notes:	
Speaker:	Topic:
Notes:	

**Board Report from Student Services Department
September 2020**

Student Services New Staff:

Kimberly Smith	Dyslexia Specialist	Districtwide
Kimberly Fuller	Educational Diagnostician	NHS

Nederland ISD Trainings:

504 Facilitator & ARD Facilitator Training with Attorneys	August 5, 2020
Special Education Clerk Training	August 6, 2020
Handle With Care Training of Trainers	August 12, 2020
Dyslexia Team Training	August 14, 2020
ARD Facilitator Training	September 4, 2020
Special Education Overview Powerpoint	August 2020 by campuses
Handle With Care Campus Core Training	August 2020 by campuses
Progress Monitoring Training by TEA	August & September 2020

Weekly Meetings:

Every Thursday @ 1:30pm with TEA Special Education Director.

TEA will be hosting with LEA SpEd directors regarding COVID-19. This will be a venue for us to review and talk through the FAQs, as well as other information.

Every Tuesday @ 1:00 pm with Region 5 Special Education Director

Region 5 hosts a virtual Operating Procedures Camp to help Special Education Directors with writing, updating and posting Special Education Operating Procedures to the Legal Framework by October 31, 2020.

Implemented or Updated:

- Progress Monitoring Forms for general education and special education teachers were created, updated, and shared.
- Participated in and created Special Education/504 re-entry plan for NISD.
- Dyslexia Handbook & 504 Handbook reviewed – no changes at this time.
- Special Education Handbook being updated based on Operating Procedures. Will be finished on or before October 31, 2020.
- Updating Special Education Personnel Roster and budget categories.
- Completed State Performance Plan Indicators: 7, 11, 12 and 13.
- Completed Grants: Special Education Fiscal Support; Non-Public Day & Residential; High Cost Funds; and IDEA B

Current Program Data:

Special Education Currently Served: 588

Pending Referrals: 49

Sp Ed Dyslexia: 71

504 Currently Served: 401

Pending Referrals: 17

504 Dyslexia: 129

ENROLLMENT FIGURES
September 2020

GRADE	HELENA PARK	HIGHLAND PARK	HILLCREST	LANGHAM	CENTRAL	C.O. WILSON	HIGH SCHOOL	Current TOTAL	2019-20 TOTALS
EC	5	6	6	8				25	22
PK	10	13	30	9				62	89
K	113 [3]	74	89	65 [1]				341	377
1	103 [1]	87	101	70 [1]				361	428
2	118 [5]	82	107	93 [1]				400	390
3	106 [1]	86	103	74				369	403
4	112	95	96	78 [4]				381	429
5					214	208		422	377
6					160	199		359	384
7					190	194		384	416
8					203	194		397	413
9							406	406	371
10							345	345	402
11							382	382	342
12							340	340	335
Special Classes	[10]			[7]				17	17
Current TOTALS	577	443	532	404	767	795	1,473	4,991	
2019-20 Totals	644	484	595	432	768	822	1,450		5,195

Number in bracket indicates Special Classes

Bilingual/ESL

2020-2021

Campus	ESL	Bilingual
Helena	23	0
Highland	28	0
Hillcrest	48	72
Langham	19	0
Central	81	17
C.O. Wilson	42	0
Nederland High School	70	0
TOTAL	311	89

NEDERLAND ISD MAINTENANCE DEPARTMENT
PROJECTS COMPLETED
August 2020

NEDERLAND HIGH SCHOOL

Elevator inspection – complete
New tennis bleacher installation – complete
UV lighting male athletics/CTE air handlers - complete
Nurse’s office door modifications for COVID19 – complete
PAC/Rigging lighting inspection – complete

C.O. WILSON MIDDLE SCHOOL

New flooring installation in cafeteria – complete
UV lighting/all rooftop units - complete

CENTRAL MIDDLE SCHOOL

Elevator inspection - complete
Omni a/c filters - complete
Set temporary a/c unit – complete
UV lighting/all rooftop units - complete
Nurse’s office door modifications for COVID19 – complete
CO monitors – incomplete – network issues

HELENA PARK ELEMENTARY

UV lighting/all rooftop units - complete
Nurse’s office door modifications for COVID19 – complete

HIGHLAND PARK ELEMENTARY

UV lighting/all rooftop units - complete
Omni a/c filters - complete
Nurse’s office door modifications for COVID19 – complete
CO monitors – incomplete – network issues

Projects Completed

Page 2

HILLCREST ELEMENTARY

Roof capping – in progress
Emergency capping of office complex roof – in progress
UV lighting/all rooftop units - complete
Nurse's office door modifications for COVID19 – complete

LANGHAM ELEMENTARY

UV lighting/all rooftop units - complete
Omni a/c filters – complete
Fire marshal inspection of portables- complete
Set temporary HVAC units – complete
Nurse's office door modifications for COVID19 – complete

ADMINISTRATION COMPLEX

Security camera and video management installation - complete

BULLDOG STADIUM

Rental/temporary bleachers installation - complete

DISTRICT-WIDE

Backflow preventer inspection – complete
Constructed COVID shields – complete
Hurricane Laura debris cleanup – complete
Hurricane Laura buildings inspections - complete

Routine maintenance performed at each campus and Bulldog Stadium as per needs assessment (i.e. lawn maintenance, etc.)

CHILD NUTRITION REPORT

September, 2020

	August, 2020		August, 2019	
	Monthly Total	Daily Average	Monthly Total	Daily Average
Number of School Days	0		10	
<u>Lunches Served</u>				
Free	0		15,428	1,543
Reduced Price	0		1,745	175
Regular Price	<u>0</u>		<u>8,952</u>	<u>895</u>
Total	0		26,125	2,613
<u>Breakfasts Served</u>				
Free	0		6,033	603
Reduced Price	0		499	50
Regular Price	<u>0</u>		<u>2,146</u>	<u>215</u>
Total	0		8,678	868
<u>State Reimbursement</u>				
Lunch	\$0.00		\$63,077.82	\$6,307.78
Breakfast	<u>\$0.00</u>		<u>\$14,885.96</u>	<u>\$1,488.60</u>
Total	\$0.00		\$77,963.78	\$7,796.38
<u>Local Revenue</u>				
Breakfast & Lunch	\$4,405.75		\$84,732.71	\$8,473.27
Student Charges:				
NHS	-\$2,445.03			
Middle	-\$3,711.95			
Elem.	-\$1,874.63			
Total Income	\$4,405.75		\$162,696.49	\$16,269.65

No Commodities Received - August, 2020

PERSONNEL ABSENTEE REPORT

SEPTEMBER 21, 2020

SCHOOL	TEACHER DAYS ABSENT		ADMINISTRATIVE DAYS ABSENT		OTHER PERSONNEL HOURS ABSENT	
	AUG. 20	AUG. 19	AUG. 20	AUG. 19	AUG. 20	AUG. 19
HELENA PARK ELEM	4.50	13.00	1.00	4.00	100.00	8.75
HIGHLAND PARK ELEM	0.00	11.00	0.00	4.00	82.00	15.75
HILLCREST ELEM	5.50	45.00	0.00	0.00	17.00	1.50
LANGHAM ELEM	16.50	8.00	0.00	2.00	12.00	18.00
CENTRAL MIDDLE SCH	28.00	20.00	1.50	2.00	29.50	7.00
C.O. WILSON MIDDLE SCH	6.00	21.50	0.00	1.00	161.75	39.50
NEDERLAND HIGH SCH	18.50	74.00	4.00	8.00	73.00	131.00
ALTERNATIVE SCHOOL	2.50	0.00	0.00	0.00	12.00	15.50
ADMINISTRATION OFFICES	0.00	0.00	11.50	35.00	29.50	73.75
MAINT/TRANS/CUST DEPT.			2.00	0.00	480.00	648.00
CHILD NUTRITION			0.00	0.00	178.00	67.50
TOTALS	81.50	192.50	20.00	56.00	1,174.75	1,026.25

REASONS FOR ABSENCES	NUMBER DAYS ABSENT		NUMBER HOURS ABSENT	
	AUG. 20	AUG. 19	AUG. 20	AUG. 19
PERSONAL LEAVE	10.50	30.00	173.50	201.50
PERSONAL ILLNESS	53.50	130.50	852.00	693.00
ILLNESS IN FAMILY	19.50	24.00	50.25	94.75
DEATH IN FAMILY	8.00	7.00	36.00	32.00
EXCUSED ABSENCE	0.00	18.00	63.00	1.00
FAMILY EMERGENCY	0.00	0.00	0.00	1.00
INSTRUCTIONAL LEAVE	10.00	38.00	0.00	3.00
JURY DUTY/SUBPOENA	0.00	1.00	0.00	0.00
FRIENDS (FHF) DONOR	0.00	0.00	0.00	0.00
FRIENDS (FHF) RECIPIENT	0.00	0.00	0.00	0.00
FAMILY/MILITARY LEAVE	0.00	0.00	0.00	0.00
TOTALS	101.50	248.50	1,174.75	1,026.25

PERSONNEL REPORT

September 21, 2020

PROFESSIONAL

1. REASSIGNMENT

<u>Name & Effective Date:</u>	<u>From: School & Assignment:</u>	<u>To: School & Assignment:</u>
Gomez, Natalie N. To be determined (Replacing: Dr. Steven Beagle)	Central Middle School Principal	Nederland High School Principal
Nguyen, Duy D. August 24, 2020 (Replacing: Ezekiel Turk)	Hillcrest Elementary Teacher/ Fourth Grade	Hillcrest Elementary Teacher/ Physical Education
Turk, Ezekiel August 24, 2020 (Replacing: Duy Nguyen)	Hillcrest Elementary Teacher/ Physical Education	Hillcrest Elementary Teacher/ Fourth Grade

PARAPROFESSIONAL

1. EMPLOYMENT

<u>Name:</u>	<u>School & Assignment:</u>	<u>Effective Date:</u>
Laird, Shelba L. (Replacing: Cassidy Litchfield)	Nederland High School Aide/ Special Education-BEST (Non-contractual)	September 2, 2020

AUXILIARY

1. REASSIGNMENT

<u>Name & Effective Date:</u>	<u>From: School & Assignment:</u>	<u>To: School & Assignment:</u>
Beenen, Paul C. August 12, 2020 (Replacing: Increased Hours)	Transportation 6hr Bus Driver	Transportation 7hr Bus Driver
Brice, Wayne August 12, 2020 (Replacing: Increased Hours)	Transportation 4.5hr Bus Driver	Transportation 5.5hr Bus Driver

Campbell, Cassandra P.
September 1, 2020
(Replacing: Increased Hours)

Hillcrest Elementary
5.5hr Child Nutrition

Hillcrest Elementary
6hr Child Nutrition

Carreon, Kathryn A.
August 13, 2020
(Replacing: Diana Nepveux)

Transportation
5.5hr Bus Rider

Transportation
7hr Bus Rider

Chesson, Darla K.
August 12, 2020
(Replacing: Increased Hours)

Transportation
4.5hr Bus Driver

Transportation
5.5hr Bus Driver

Day, Wanda
September 1, 2020
(Replacing: Jeannine Ladner)

Hillcrest Elementary
6hr Child Nutrition

Central Middle School
6hr Child Nutrition

Foxworth, Darlene L.
August 12, 2020
(Replacing: Increased Hours)

Transportation
5.5hr Bus Driver

Transportation
6hr Bus Driver

Hebert, Phyllis A.
August 12, 2020
(Replacing: Increased Hours)

Transportation
6hr Bus Driver

Transportation
7hr Bus Driver

Keith, Vanessa
August 13, 2020
(Replacing: Increased Hours)

Transportation
6hr Bus Rider

Transportation
7hr Bus Rider

Kelly, Wendy M.
August 12, 2020
(Replacing: Increased Hours)

Transportation
4.5hr Bus Driver

Transportation
5.5hr Bus Driver

Ladner, Jeannine M.
September 1, 2020
(Replacing: Wanda Day)

Central Middle School
6hr Child Nutrition

Hillcrest Elementary
7.5hr Child Nutrition

Maredia, Zohra I.
September 1, 2020
(Replacing: Increased Hours)

Central Middle School
5hr Child Nutrition

Central Middle School
6hr Child Nutrition

Medina, Maria G.
September 1, 2020
(Replacing: Increased Hours)

Central Middle School
5hr Child Nutrition

Central Middle School
6hr Child Nutrition

Obregon, Teresa
September 1, 2020
(Replacing: Carmela Dalton)

Central Middle School
6hr Child Nutrition

C.O. Wilson Middle School
7.5hr Child Nutrition

Parsons, Patricia A.
September 1, 2020
(Replacing: Increased Hours)

C.O. Wilson Middle School
6hr Child Nutrition

C.O. Wilson Middle School
7.5hr Child Nutrition

Richard, Ashlee E.
September 1, 2020
(Replacing: Joecy Darwin)

Helena Park Elementary
4hr Child Nutrition

Helena Park Elementary
6hr Child Nutrition

Jarquín-Ríos, Jacinta
August 12, 2020
(Replacing: Increased Hours)

Transportation
4.5hr Bus Driver

Transportation
5.5hr Bus Driver

Henry-Roberts, Wendy A.
August 13, 2020
(Replacing: Increased Hours)

Transportation
6hr Bus Rider

Transportation
7hr Bus Rider

Rodriguez, Ebelia
September 1, 2020
(Replacing: Increased Hours)

C.O. Wilson Middle School
6hr Child Nutrition

C.O. Wilson Middle School
7.5hr Child Nutrition

Sherman, Tanya J.
September 1, 2020
(Replacing: Increased Hours)

C.O. Wilson Middle School
6hr Child Nutrition

C.O. Wilson Middle School
7.5hr Child Nutrition

Smith, Dominique N.
August 12, 2020
(Replacing: Increased Hours)

Transportation
4.5hr Bus Driver

Transportation
5.5hr Bus Driver

Ward, Stacy L.
August 12, 2020
(Replacing: Viola Carreon)

Transportation
4.5hr Bus Driver

Transportation
7hr Bus Driver

Wells, Charles R.
August 12, 2020
(Replacing: Increased Hours)

Transportation
4.5hr Bus Driver

Transportation
5.5hr Bus Driver

2. EMPLOYMENT

Name:

School &

Assignment:

Effective Date:

Viator, Derrick L.
(Replacing: Chris Guthrie)

Maintenance
Computer Technician

September 8, 2020

3. REQUEST FOR TEMPORARY DISABILITY LEAVE

Name:

School &

Assignment:

Effective Date:

Day, Wanda C.

Central Middle School
6hr Child Nutrition

September 18, 2020

Nederland Independent School District
TAX REPORT
as of Aug 31, 2020

2019 Taxable Value	\$2,466,869,323
Tax Rate	1.33
Projected Collections	\$32,809,362
Frozen Levy Collections	<u>\$2,029,603</u>
Total Collections	\$34,838,965
Chapter 313	<u>\$638,779</u>
Total Tax Levy	\$35,477,744
Current Collections to Date	\$35,131,448
Balance to Receive	\$346,296

TAX COLLECTIONS RECAP

ACTUAL vs. BUDGET:	Monthly	Year-to-Date	Budget
<i>General Fund</i>			
Current Taxes	\$27,840.07	\$25,156,294.17	\$25,235,000
Delinquent Taxes	19,099.44	202,752.01	\$250,000
Penalty & Interest	11,656.08	186,956.23	\$200,000
<i>Interest & Sinking Fund</i>			
Current Taxes	\$10,332.43	\$9,975,153.99	\$10,020,000
Delinquent Taxes	1,802.59	18,882.79	\$20,000
Penalty & Interest	2,076.35	43,514.29	\$20,000
TOTALS	\$72,806.96	\$35,583,553.48	\$35,745,000

ACTUAL vs. PRIOR YEAR:	Year-to-Date	Prior Year	Change
Current Taxes	35,131,448.16	\$27,515,855.36	\$7,615,592.80
Perct. Of Current Collections	99.02%	98.79%	0.23%
Delinquent Taxes	221,634.80	263,665.30	-\$42,030.50
Penalty & Interest	230,470.52	241,495.67	-\$11,025.15
TOTALS	\$35,583,553.48	\$28,021,016.33	\$7,562,537.15

**Nederland Independent School District
CASH BALANCE REPORT**

as of Aug 31, 2020

	General Fund			
	Wells Fargo	Lonestar	Texpool	TOTAL
Beginning Balance	\$4,417,234.62	\$17,482,698.68	\$3,207,208.27	\$25,107,141.57
Interest	44.77	1,530.26	481.65	\$2,056.68
Interest Rate	0.25%	0.12%	0.20%	-
Deposits	7,031,608.05	3,886,635.13	0.00	\$10,918,243.18
Withdrawals	(6,521,540.03)	(7,000,000.00)	0.00	(\$13,521,540.03)
Ending Balance	\$4,927,347.41	\$14,370,864.07	\$3,207,689.92	\$22,505,901.40

	Interest & Sinking Lonestar	Sinking Fund Deposits QSCB** BNY Mellon	Capital Projects Proposition A/B/2 Lonestar
Beginning Balance	\$10,032,432.20	\$813,334.00	\$72,988,833.12
Interest	309.52	0.00	\$7,180.05
Interest Rate	0.12%	0.00%	0.12%
Deposits	\$22,022.49	\$406,667.00	\$0.00
Withdrawals	(8,713,741.38)	\$0.00	\$1,274,902.83
Ending Balance	\$1,341,022.83	\$1,220,001.00	\$71,721,110.34

** Qualified School Construction Bonds (QSCB)
Taxable Series 2012 - Year 1 deposit made 8/15/2018

Nederland Independent School District
APPROPRIATIONS CHANGE REPORT
as of Aug 31, 2020
REVENUE

FUND	APPROVED	CHANGE	REVISED
199 General Fund	\$48,776,000		
BCR 9/16/19		\$136,383	
BCR 10/21/19		\$526,796	
BCR 12/16/19		\$2,671	
BCR 1/20/20		\$369,000	
BCR 2/18/20		\$63,500	
BCR 6/15/20		\$15,000	
BCR 7/20/20		\$7,000	
BCR 8/25/20		-\$906,000	
			\$48,990,350
240 Child Nutrition	\$2,700,000		
BCR 9/16/19		\$90,000	
BCR 8/25/20		-\$560,000	
			\$2,230,000
599 Debt Service	\$10,370,000		
BCR 9/16/19		\$4,850	
			\$10,374,850
697 Bond 2019 Proposition B	\$0		
BCR 9/16/19		\$4,500,000	
BCR 10/21/19		\$35,000	
			\$4,535,000
698 Bond 2012 Proposition 2	\$0		
BCR 9/16/19		\$500	
			\$500
699 Bond 2019 Proposition A	\$0		
BCR 9/16/19		\$73,309,500	
BCR 10/21/19		\$600,000	
			\$73,909,500
TOTAL	\$61,846,000	\$78,194,200	\$140,040,200

Nederland Independent School District

REVENUE REALIZED

by Fund

as of Aug 31, 2020

Fund	Budgeted	Current Month	Received/Date	Over/(Under) Budget
199 General Fund	\$48,990,350.00	\$1,681,206.97	\$47,869,345.76 \$	(1,121,004.24)
240 Child Nutrition	\$2,230,000.00	\$9,442.07	\$2,090,942.86 \$	(139,057.14)
599 Debt Service	\$10,374,850.00	\$143,445.79	\$10,385,439.89 \$	10,589.89
697 2019 Bond Prop B	\$4,535,000.00	\$415.01	\$4,543,069.80 \$	8,069.80
698 2012 Bond Prop 2	\$500.00	\$0.00	\$0.00 \$	(500.00)
699 2019 Bond Prop A	\$73,909,500.00	\$6,765.04	\$73,689,777.91 \$	(219,722.09)
TOTAL	\$140,040,200.00	\$1,841,274.88	\$138,578,576.22 \$	(1,461,623.78)

Nederland Independent School District
SCHEDULE OF REVENUE
General Fund
as of Aug 31, 2020

Type of Revenue	Budgeted	Current Month	Received to Date	Over/(Under) Budget
<i>Local Sources</i>				
Local Property Taxes	\$25,685,000.00	\$58,595.59	\$25,546,002.41	(\$138,997.59)
Tuition	0.00	0.00	0.00	0.00
Interest	300,000.00	2,026.56	261,482.76	(38,517.24)
Rental	97,000.00	15,524.09	109,050.70	12,050.70
Donations	77,345.00	(13,853.51)	67,440.11	(9,904.89)
Insurance Recovery	0.00	0.00	0.00	0.00
Miscellaneous	64,000.00	(3,079.23)	46,025.43	(17,974.57)
Foreign Trade Zone	358,000.00	0.00	358,600.00	600.00
Chapter 313	1,303,000.00	0.00	1,302,296.00	(704.00)
Bus Grant	622,796.00	0.00	622,796.00	0.00
Athletics	215,000.00	0.00	207,375.20	(7,624.80)
Summer Programs	0.00	0.00	0.00	0.00
Transportation	60,000.00	0.00	560.60	(59,439.40)
Total Local	\$28,782,141.00	\$59,213.50	\$28,521,629.21	(\$260,511.79)
<i>State Sources</i>				
Foundation/Per Capita	\$17,957,000.00	\$1,593,846.00	\$17,145,764.00	(811,236.00)
TRS On Behalf	\$2,000,000.00	\$0.00	\$1,930,274.08	(69,725.92)
PPE's Masks & Thermometers	0.00	28,020.38	28,020.38	28,020.38
Total State	\$19,957,000.00	\$1,621,866.38	\$19,104,058.46	(\$852,941.54)
<i>Federal Sources/Non-Operating Revenue</i>				
SHARS	200,000.00	127.09	195,305.17	(4,694.83)
MAC	15,000.00	0.00	12,143.92	(2,856.08)
QSCB Federal Subsidy	0.00	0.00	0.00	0.00
Operating Transfer In	36,209.00	0.00	36,209.00	0.00
Total Federal	\$251,209.00	21 \$127.09	\$243,658.09	(7,550.91)
TOTAL	\$48,990,350.00	\$1,681,206.97	\$47,869,345.76	(\$1,121,004.24)

**Nederland Independent School District
 APPROPRIATIONS CHANGE REPORT
 as of Aug 31, 2020
 EXPENDITURES**

FUND		APPROVED	CHANGE	REVISED
199	General Fund	\$48,776,000		
	BCR 9/16/19		\$405,867	
	BCR 10/21/19		\$647,882	
	BCR 12/16/19		\$5,400	
	BCR 1/20/20		\$530,000	
	BCR 2/18/20		\$63,500	
	BCR 3/23/20		\$110,000	
	BCR 5/18/20		\$126,538	
	BCR 6/15/20		\$93,000	
	BCR 7/20/20		\$536,800	
	BCR 8/25/20		-\$766,000	
				\$50,528,987
240	Child Nutrition	\$2,700,000		
	BCR 9/16/19		\$201,537	
	BCR 8/25/20		-\$35,000	
				\$2,866,537
599	Debt Service	\$10,234,074		
				\$10,234,074
697	Bond 2019 Proposition B	\$0		
	BCR 9/16/19		\$4,500,000	
				\$4,500,000
698	Bond 2012 Proposition 2	\$0		
	BCR 9/16/19		\$26,723	
				\$26,723
699	Bond 2019 Proposition A	0		
	BCR 9/16/19		\$73,309,500	
				\$73,309,500
TOTAL		\$61,710,074	\$79,755,747	\$141,465,821

Nederland Independent School District

EXPENDITURES TO DATE

by Fund

as of Aug 31, 2020

Fund	Budgeted	Current Month	Outstanding Encumbrance	Year-To-Date Expenses	Available Balance
199 General Fund	\$50,528,987.00	\$4,433,449.31	\$0.00	\$48,376,413.43	\$2,152,573.57
240 Child Nutrition	\$2,866,537.00	\$53,562.53	\$0.00	\$2,655,860.43	\$210,676.57
599 Debt Service	\$10,234,074.00	\$8,307,074.38	\$0.00	\$9,826,906.68	\$407,167.32
697 2019 Bond Prop B	\$4,500,000.00	\$747,862.92	\$0.00	\$1,148,384.16	\$3,351,615.84
698 2012 Bond Prop 2	\$26,723.00	\$0.00	\$0.00	\$0.00	\$26,723.00
699 2019 Bond Prop A	\$73,309,500.00	\$787,888.77	\$0.00	\$5,650,924.67	\$67,658,575.33
TOTAL	\$141,465,821.00	\$14,329,837.91	\$0.00	\$67,658,489.37	\$73,807,331.63

Nederland Independent School District
YEAR-TO-DATE EXPENDITURES
by Function
General Fund
as of Aug 31, 2020

Function	Appropriation	Year-to-Date Enc. & Exp.	Balance	% Used
11 Instructional	\$27,857,144.00	\$26,948,970.00	\$908,174.00	96.74%
12 Instructional Resources	\$659,734.00	\$644,161.29	\$15,572.71	97.64%
13 Staff Development	\$593,101.00	\$580,781.07	\$12,319.93	97.92%
21 Instr. Administration	\$820,594.00	\$815,831.49	\$4,762.51	99.42%
23 School Administration	\$2,583,584.00	\$2,561,669.27	\$21,914.73	99.15%
31 Guidance & Counseling	\$2,509,888.00	\$2,484,952.03	\$24,935.97	99.01%
33 Health Services	\$615,821.00	\$582,962.77	\$32,858.23	94.66%
34 Student Transportation	\$1,620,841.00	\$1,519,343.96	\$101,497.04	93.74%
36 Co-Cur./Extra-Cur.	\$2,015,902.00	\$1,899,562.84	\$116,339.16	94.23%
41 General Administration	\$1,550,094.00	\$1,484,489.44	\$65,604.56	95.77%
51 Plant Maint. Operations	\$7,282,031.00	\$6,609,786.05	\$672,244.95	90.77%
52 Security & Monitoring	\$422,200.00	\$372,956.03	\$49,243.97	88.34%
53 Data Processing	\$1,337,475.00	\$1,226,166.89	\$111,308.11	91.68%
61 Community Services	\$154,040.00	\$138,626.15	\$15,413.85	89.99%
81 Facilities Aqu & Const	\$126,538.00	\$126,287.80	\$250.20	99.80%
95 JJAEP	\$42,000.00	\$42,000.00	\$0.00	100.00%
99 Other Intergovernmental	\$338,000.00	\$337,866.35	\$133.65	99.96%
TOTAL	\$50,528,987.00	\$48,376,413.43	\$2,152,573.57	95.74%

2019 Bond Proposition A Financial Report
as of
as of Aug 31, 2020

Bond Proceeds	(Issued August 2019)	\$73,300,000.00	
Interest		\$702,081.96	
Fees		\$9,500.00	
Total Revenue			\$74,011,581.96

Bond Expenditures

JA	Nederland High School	\$1,835,830.40	
JB	Central Middle School	\$4,200.00	
JC	CO Wilson Middle School	\$4,200.00	
JD	Helena Park Elementary	\$348,792.21	
JE	Highland Park Elementary	\$355,080.50	
JF	Hillcrest Elementary	\$384,159.00	
JG	Langham Elementary	\$920,126.62	
J0-4	Technology	\$1,990,053.99	
J9	Safety	\$120,786.00	
	Fees	\$9,500.00	
	Total Expenditures		\$5,972,728.72
	Bond Balance 8/31/2020		\$68,038,853.24

2019 Bond Proposition B Financial Report

Bulldog Stadium

as of

as of Aug 31, 2020

\$4,500,000.00

Bond Proceeds	\$4,500,000.00	
Interest	<u>\$43,069.80</u>	
Total Revenue		\$4,543,069.80
 Bond Expenditures		
Architect/Engineers	\$272,259.23	
Phase I - Artificial Field Turf	\$864,286.60	
Total Expenditures		<u>\$1,136,545.83</u>
Bond Balance 8/31/2020		\$3,406,523.97

Nederland Independent School District
State & Federal Grants
by Fund
as of Aug 31, 2020

Fund	Budgeted	Current Month	Outstanding Encumbrance	Year-To-Date Expenses	Available Balance
211 Title I Part A	\$617,575	\$7,751.96	\$0.00	\$535,627.59	\$81,947.41
224 IDEA-B Formula	\$1,099,287	\$16,837.09	\$0.00	\$960,497.67	\$138,789.33
225 IDEA-B Preschool	\$51,100	\$504.16	\$0.00	\$51,100.00	\$0.00
226 8C High Cost	\$76,097	\$0.00	\$0.00	\$69,925.49	\$6,171.51
244 Voc. - Basic Grant	\$46,183	\$16,643.00	\$0.00	\$45,734.50	\$448.50
244 G1 Carl Perkins - Reserve	\$30,000	\$620.00	\$0.00	\$6,162.47	\$23,837.53
255 Title II Part A TPTR	\$133,240	\$0.00	\$0.00	\$84,351.00	\$48,889.00
263 Title III Part A LEP	\$46,826	\$1,343.14	\$0.00	\$40,687.53	\$6,138.47
266 ESSER Grant	\$466,828	\$466,828.00	\$0.00	\$466,828.00	\$0.00
276 Instructional Continuity	\$18,000	\$0.00	\$0.00	\$0.00	\$18,000.00
287 Title IV Part A Subpart 1	\$42,239	\$0.00	\$0.00	\$11,554.80	\$30,684.20
288 Project Serve Hurricane H1 Recovery Grant	\$5,564	\$0.00	\$0.00	\$612.14	\$4,951.86
288 H3 Restart Hurricane Recovery	\$33,538	\$0.00	\$0.00	\$33,538.00	\$0.00
288 H4 Texas Homeless Youth	\$37,735	\$14,134.35	\$0.00	\$14,134.35	\$23,600.65
288 H6 Restart 2019 Flooding	\$5,291	\$0.00	\$0.00	\$5,291.00	\$0.00
289 LEP Summer School	\$2,671	\$0.00	\$0.00	\$2,671.00	\$0.00
410 Instructional Materials	\$569,582	\$267,558.00	\$0.00	\$521,539.13	\$48,042.87
429 School Safety & Security 00 Grant	\$84,254	\$2,120.00	\$0.00	\$2,120.00	\$82,134.00
429 Special Ed Fiscal Support 8E Performance	\$68,700	\$69.90	\$0.00	\$57,750.00	\$10,950.00
27					
TOTAL	\$3,434,710	\$794,409.60	\$0.00	\$2,910,124.67	\$524,585.33

NEDERLAND INDEPENDENT SCHOOL DISTRICT

220 N. 17th Street

Nederland, TX 77627-5029

MINUTES

SPECIAL MEETING: VIRTUAL PUBLIC ATTENDANCE ONLY MEETING NEDERLAND INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

DATE: August 3, 2020
TIME: 5:30 p.m.
PLACE: Administration Building

MEMBERS PRESENT: Micah Mosley, President
Jerry Albanese, Trustee

VIRTUALLY PRESENT: Nicholas L. Phillips, Vice President
Roya Scott, Secretary
Kay DeCuir, Trustee
Tonya Mitchell, Trustee

ABSENT: Suzanne Isom, Trustee

ALSO PRESENT: Dr. Stuart Kieschnick, *Asst. Supt./Curriculum & Instruction*
Mr. Mike Laird, *Asst. Supt./Personnel & Auxiliary Services*
Ms. Melissa Wong, *Business Manager*

Meeting convened at 5:32 p.m.

- 1. CALL TO ORDER, ROLL CALL, ESTABLISHMENT OF QUORUM**
- 2. INVOCATION AND PLEDGES** – Mr. Mosley gave the invocation and led the audience in honoring the pledges to the American and Texas flags and also in prayer.
- 3. OPEN FORUM** –Mr. Mosley accepted and read each question submitted aloud then responded with him reviewing with the Board and responding in an email.
- 4. REPORTS**
 - A. Administrative Reports**

1. Operation Connectivity Interlocal Acquisition Agreement – Dr. Kieschnick reported that the agreement is with Region 4 services for LEA to share cost concerning certain wifi or devices that the district can except. NISD can order 100 Hotspots for \$18,000 in which LEA will cover cost of \$9000.

MOTION: Mr. Phillips made a motion, Ms. Mitchell seconded, to approve the Operation Connectivity Interlocal Acquisition Agreement with Region 4 for Technology purposes.

DISCUSSION: None

VOTE: Yay – Mosley, Phillips, Scott, Isom, DeCuir, Albanese, Mitchell
Nay – None (Motioned carried, 7,0)

2. Name Lone Finalist for the position of Nederland Independent School District Superintendent of Schools.

MOTION: Ms. Mitchell motioned, seconded by Mr. Albanese, that the Board appoint Dr. Stuart Kieschnick as the lone finalist for the Nederland Independent School District Superintendent.

DISCUSSION: None

VOTE: Yay – Mosley, Phillips, Scott, Isom, DeCuir, Albanese, Mitchell
Nay – None (Motioned carried, 7,0)

*****The Board entered into closed session at 5:56 p.m.*****

1. CLOSED SESSION: The Board of Trustees will meet in closed session to discuss certain matters excepted from public disclosure by the following statutory provisions: to deliberate matters pertaining to personnel matters including employee contract renewal/non-renewals, as permitted by section §551.074, Texas Government Code; to deliberate matters pertaining to discipline of a student, as permitted by section §551.082, Texas Government Code; for discussion of personally identifiable student information as permitted by section §551.0821, Texas Government Code; to deliberate matters pertaining to real property, as permitted by section §551.072, Texas Government Code; to consult with attorney, as permitted by section §55.071, Texas Government Code.

*****The Board entered into open session at 6:31 p.m.*****

MOTION: Mr. Phillips motioned, Ms. Isom seconded to adjourn the meeting.

DISCUSSION: None

VOTE: Yay- Mosley, Phillips, Scott, Isom, DeCuir, Albanese, Mitchell
Nay – None (Motioned carried, 7,0)

ADJOURNMENT: There was no other business and the meeting adjourned at 6:32 p.m.

_____, President

_____, Secretary

Dr. Stuart Kieschnick, Assistant Superintendent
Mr. Mike Laird, Assistant Superintendent
Ms. Jennifer Holyfield, Recording Secretary

NEDERLAND INDEPENDENT SCHOOL DISTRICT
220 17th Street
Nederland, Texas 77627-5029

MINUTES

SPECIAL MEETING: **NEDERLAND INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

DATE: August 13, 2020
TIME: 6:00 p.m., Budget Workshop
PLACE: Library, Central Middle School, 200 N.17th Street, Nederland

MEMBERS PRESENT: Micah Mosley, President
Nicholas L. Phillips, Vice President
Roya Scott, Secretary
Jerry Albanese
Kay DeCuir
Suzanne Isom
Tonya Mitchell

ALSO PRESENT: Dr. Stuart B. Kieschnick, *Asst. Supt. for Curriculum & Instruction*
Michael G. Laird, *Asst. Supt. for Personnel & Auxiliary Services*
Melissa J. Wong, *Business Manager*

VISITORS PRESENT: Mr. Lance Traylor, *Financial Advisor, Creighton, Fox, Johnson & Hills, PLLC*

The meeting convened at 6:00 p.m. and a quorum was present.

- 1. Vote to Approve Order Authorizing the Defeasance of certain Outstanding Bonds of the District** – Dr. Kieschnick introduced Ms. Wong to discuss the Defeasance of Outstanding Bonds. Ms. Wong explained the purpose of the defeasance to the board. She mentioned that at the last meeting the plan was to have the final sale August 2021. By making this order, Nederland ISD will be able to pay off debt from 2012 pertaining to the bond issue. By doing this, it will also save the district a significant amount of interest. The plan is to pay \$5,150,000, this will be reflected in the budget, and will also help in the future by paying next year's net rate. Ms. Wong introduced Mr. Lance Fox, NISD Financial Advisor, to review the order for the district. Mr. Fox explained that this is similar to a parameter type authorization. This is when the board authorizes refunding bonds and a defeasance allowing maximum amount of \$10,000,000 and delegating the authority to finally determine the final authorities and the final amount of defeasance to the business manager, superintendent and the board president.

MOTION: Ms. DeCuir made the motion, seconded by Mr. Phillips to authorize the defeasance and optional redemption of certain outstanding bonds and containing other matters related thereto.

DISCUSSION: None

VOTE: Yay – Albanese, DeCuir, Isom Mitchell, Mosley, Phillips and Scott
Nay – None (Motion carried, 7,0)

- Budget Workshop** – Dr. Kieschnick lead the conversation with an overview of the message from the Superintendent stating that the District has maintained a healthy fund balance for over 30 years. The property increased over 10.45% with large increases in residential and commercial according to the certification on July 22, 2020. Under the proposed budget the maintenance and operations tax rate decreased from \$.97/\$100 value to \$.9152/\$100 value. Dr. Kieschnick mentioned that Nederland ISD added six (6) instructional interventionists, general salaries increase for employees, and there was an increase in operating budget and salary schedule. This budget proposal presents a deficit M&O budget for 2020-21 for the board's consideration. The I&S tax rate will remain the same rate at \$.36/\$100 value. The district will also budget to pay off old debt in the amount of \$5,150,000 for the 2012 Bond. Based on increased property values with the proposed tax rate, the collections increased approximately \$1,080,000.

Ms. Wong explained the revenue fund to the Board and that she will present three different budgets: General Fund, Child Nutrition Fund, and the Interest in Sinking Fund that will help pay off debt. She went to explain that NISD is in year two with HB3 with Allotment increases in the Early Education Allotment, Dyslexia Allotment, and Dyslexia/Special Ed Allotment (new). These are all changes to budgets to be incorporated in this year's budget. Changes in the tax rate calculations. Before it was a compressed tax rate of a dollar, now there will be a range of high and low by increasing your rate by the enrichment rate. Time line process has changed and this will remain this way moving forward.

Ms. Wong explained the revenue fund to the Board. She stated she begins working on the revenue budget in April although the values are not certified until July 22, 2020. She stated the County. NISD started with a .2834% increase in April 2020 and by July 2020, it increased to 10.4504%. She continued to explain the market values from 2019-20 and 2020-21 are used to create the tax collection of \$1.2752. The collection rate NISD is currently using is 98.8%. The revenue budget is at \$5.48 cents which is a decrease from last year.

Ms. Wong provided the Board with a table/graph that included historical local taxes, property value changes, and state aid to demonstrate what happens with the local and state revenue. Therefore, the state values fluctuate in value yearly.

Ms. Wong explained the professional development programs that have been planned for the 2020-21 school year are using the same ADA as last year.

Mr. Laird explained the compensation plan. Beginning with the teacher salary schedule, he is recommending to the board a step increase, with an additional \$500 added to each step with a minimum of \$1000. He reviewed the teacher's salary at a minimum and maximum salary increase. The proposed increase is approximately \$499,545.

TRS Retirement contribution rate for employees will remain at 7.7% and the District at 7.5%. The state contribution rate has increased from 1.5 % to 1.6 %. TRS ActiveCare changes made from Aetna to Blue Cross Blue Shield which is a larger network with enhanced choices.

Therefore, rates and benefits for all TRS ActiveCare plans have changed for 2020-2021. There are four new plans presented. ActiveCare Primary, ActiveCare HD, ActiveCare Plus+, and ActiveCare2. Key changes include zero cost employees on two plans, ActiveCare Primary (new) and ActiveCare HD. The Primary plan has lower premiums, co-pay at doctor visits, and generic drug prescriptions before the deductible is met. ActiveCare Primary Plus+ saw an 8% reduction in premiums for all tiers with reduced amounts of out-of-pocket expenses. TRS2 is still closed to new membership, although at a higher cost and an excellent policy, it will have a 10% increase in premiums. Mr. Laird did not recommend an increase in the district's contribution, it will still be zero cost for all employees only.

The District's goal has been to maintain market competitive schedules in order to recruit and retain employees. The starting schedule will be \$49,000 for a teacher with no experience which is \$15,340 above the state minimum salary. The maximum with a master's degree, on career level 3, and 31+ years' experience will be at \$76,350. The remaining four schedules were adjusted based on the recommended pay increase of 3% from the mid-point. No employee will get less than 2%. All departments have increased by \$5.00/hour. Student employee rates have increased due to the competitive rates in the area. The overall cost of recommended compensation plan is approximately \$929,000.

Mr. Laird reviewed the staff changes for the 2020-21 school year. The total amount of District employees is 693. Nederland ISD added six Interventionists, a Special Ed Counselor (LPC), and a Computer Technician district wide as well as a Life Skills teacher at Central Middle School and a Special Ed BEST Aide at Highland Park Elementary.

There are no changes to either the Superior Vision program or the Hartford Life Insurance program. Cigna Health Care Dental Program.

Ms. Wong explained that based on Mr. Laird's information provided, the payroll expenditures increased \$1.2 million. Nederland ISD receives Federal funded grants that pay approximately 18 teachers and 13 aides with \$1.4 million. Child Nutrition budget is a balanced budget starting at \$800,000 with a three month's supply. With the COVID pandemic, it is unknown with meal pick up. If students are virtual, most likely NISD will not be serving those students daily, decreasing in percentages. Child nutrition may present to the Board later this year an increase in the balance budget due to the loss of a month's income and expenditures throughout the year.

Mr. Laird mentioned that this may be the last year for Preventative Maintenance to be budgeted at \$300,000 due to items increasing.

Ms. Wong concluded that the District is presenting a balanced budget with a \$ 16.4 million general fund balance.

- 2. Set Public Meeting Date for Proposed Budget and Proposed Tax Rate –** Ms. Wong explained that the District is required to advertise notice with the proposed budget and recommending August 25, 2020.

MOTION: Mr. Phillips made a motion, seconded by Ms. Isom, to set the public meeting dates for the proposed budget and proposed tax rate for August 25, 2020.

DISCUSSION: None

VOTE: Yea – Albanese, DeCuir, Isom Mitchell, Mosley, Phillips and Scott.
Nay – None (Motion carried, 7-0)

- 3. Vote on Proposed Tax Rate that will be published in the Notice for the Public Meeting –** Ms. Wong explained the District is required to publish notice with the proposed tax rate that will be adopted.

MOTION: Mr. Phillips made a motion, seconded by Ms. Mitchell, to accept the proposed tax rate of \$1.2752/\$100 value that will be published in the notice for the public meeting as presented.

DISCUSSION: None

VOTE: Yea – Albanese, DeCuir, Isom, Mitchell, Mosley, Phillips, and Scott
Nay – None (Motion carried, 7-0)

******The Board convened into closed session at 7:34 p.m.******

- 4. CLOSED SESSION:** The Board of Trustees will meet in executive (closed) session to discuss certain matters excepted from public disclosure by the following statutory provisions: to deliberate matters pertaining to personnel matters including employee contract renewal/non-renewals, as permitted by section 551.074, Texas Government Code; to deliberate matters pertaining to discipline of a student, as permitted by section 551.082, Texas Government Code; to deliberate matters pertaining to real property, as permitted by section 551.072, Texas Government Code; to consult with attorney, as permitted by section 551.071, Texas Government Code.

******The Board reconvened in open session at 7:47 p.m. and there was no action taken in closed session******

MOTION: Mr. Mosley made a motion, seconded by Mr. Phillips to adjourn.

DISCUSSION: None

VOTE: Yea – Albanese, DeCuir, Isom Mitchell, Mosley, Phillips and Scott.
Nay – None (Motion carried, 7-0)

*****The Board did not convene into a second closed session*****

There was no other business, and the meeting adjourned at 7:47 p.m.

_____, President

_____, Secretary

Dr. Stuart Kieschnick, Assistant Superintendent
Mr. Mike Laird, Assistant Superintendent
Jennifer Holyfield, Recording Secretary

NEDERLAND INDEPENDENT SCHOOL DISTRICT

220 N. 17th Street

Nederland, TX 77627-5029

MINUTES

REGULAR MEETING: VIRTUAL PUBLIC ATTENDANCE ONLY MEETING NEDERLAND INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

DATE: August 25, 2020
TIME: 6:00 p.m.
PLACE: Administration Building

MEMBERS PRESENT: Micah Mosley, President
Jerry Albanese, Trustee

VIRTUALLY PRESENT: Nicholas Phillips, Vice President
Roya Scott, Secretary
Kay DeCuir, Trustee
Tonya Mitchell, Trustee

ABSENT: Suzanne Isom, Trustee

ALSO PRESENT: Dr. Stuart Kieschnick, *Superintendent*
Mr. Mike Laird, *Asst. Supt./Personnel & Auxiliary Services*
Ms. Melissa Wong, *Business Manager*

Meeting convened at 6:00 p.m.

1. **CALL TO ORDER, ROLL CALL, ESTABLISHMENT OF QUORUM**
2. **INVOCATION AND PLEDGES** – Mr. Mosley gave the invocation and led the audience in honoring the pledges to the American and Texas flags and also in prayer.
3. **OPEN FORUM** – None
4. **REPORTS**
 - A. **Administrative Reports**
 1. **Superintendents Reports**

Sunoco Logistics Partners L.P. generated a supplemental payment of \$601,000 and the District's Chapter 313 agreement of three years with Orbit Gulf Coast NGL Exports, LLC generated a supplemental payment of \$510,910. The District proposed a revenue of \$48,581,000 and an expenditure budget of \$50,152,900. Ms. Wong explained that the Board is required to adopt a general fund budget, child nutrition budget and interest and sinking budget. She stated that the District is proposing a balanced budget proposal and projected fund balance to be \$16.4 million for the general fund. Mr. Laird went over the compensation plan for NISD. He provided highlights of the plan by presenting the proposal of salary schedules, staffing changes, TRS ActiveCare Health Insurance, and TRS Retirement System. The proposal supports six new positions added throughout the district, an increase in transportation hours, and it also supports in general wage increase to employees at 3% from mid-point of the individual pay grades. The proposal supports teacher salary increase with a minimum of \$1000/teacher as well. Each step is a \$500 increase.

Ms. Wong went on to explain the payroll expenditures based on the compensation plan discussed by Mr. Laird. She explained that the payroll expenditures were increased \$40,004,700 and other operating budgets were increased by \$165,300. The Child Nutrition fund is also a balanced budget with a projected fund balance at \$2,568,000 and the Interest and Sinking fund stayed the same at \$0.36/\$100 value from 2019-20 and is based on a 98.8% collection rate. Ms. Wong mentioned at the last board meeting, the Board voted for a Defeasance Resolution to pay off the 2012 debt of \$5,150,000. She states that by doing this, NISD could pay debt of \$11,088,000. After the paying off debts, the projected fund balance at the end of the year would be approximately \$1,300,000. This is the same debt rate as 2019-2020.

B. Adopt Budget for 2020-2021 – Ms. Wong recommended that the Board consider the adoption of the 2020-2021 budget as presented.

MOTION: Mr. Albanese made a motion, seconded by Ms. Mitchell, to adopt the 2020-2021 Budget as presented.

DISCUSSION: None

VOTE: Yay – Albanese, DeCuir, Mitchell, Mosley, Phillips, Scott
Nay – (Motion carried, 6,0)

C. Adopt Tax Rate for 2020-2021 – Ms. Wong recommended that the Board approve the ordinance for the Maintenance and Operations tax rate of \$0.92/\$100 value and an Interest and Sinking tax rate of \$0.36/\$100 value for a combined tax rate of \$1.27 for the 2020-2021 school year.

MOTION: Mr. Albanese made a motion, seconded by Mr. Phillips, to adopt the Tax Rate ordinance for a Maintenance and Operations tax rate of \$0.9152 and an Interest and Sinking tax rate of \$0.36 for a combined rate of \$1.2752 as presented.

DISCUSSION: None

VOTE: Yay – Albanese, DeCuir, Mitchell, Mosley, Phillips, Scott
Nay – (Motion carried, 6,0)

D. Prevailing Wages – Ms. Wong explained that this is required ever three years and it is required in every RFP as determined by the U.S. Department of Labor in accordance with the Davis-Bacon Act. The determination of the wage rate is final.

MOTION: Mr. Albanese made a motion, seconded by Ms. DeCuir to approve the prevailing wages as presented.

DISCUSSION: None

VOTE: Yay – Albanese, DeCuir, Mitchell, Mosley, Phillips, Scott
Nay – (Motion carried, 6,0)

E. Cooperative Purchases \$50,000+ - Ms. Wong explained to the Board that NISD is using the Emergency Resolution Board in March 2020 (general awareness), to purchase 4000 student desk shields and thermal imaging kits for every school.

MOTION: Mr. Albanese made a motion, seconded by Ms. Scott, to approve the following items mentioned from general awareness as presented.

DISCUSSION: None

VOTE: Yay – Albanese, DeCuir, Mitchell, Mosley, Phillips, Scott
Nay – (Motion carried, 6,0)

F. TASB Advocacy Institute Nominations – Mr. Mosley explained that we are asking the Board to consider a nomination of a NISD school board member as an Attendee and an Alternate for the 2021 TASB National School Boards Association Advocacy Institute in Washington, DC on January 24-26, 2021.

MOTION: Mr. Albanese made a motion, seconded by Ms. Scott, to nominate Mr. Phillips as the Attendee and Ms. Mitchell as the Alternate to attend the TASB Advocacy Institute conference in January of 2021.

DISCUSSION: None

VOTE: Yay – Albanese, DeCuir, Mitchell, Mosley, Phillips, Scott
Nay – (Motion carried, 6,0)

G. Retain NISD Law Firm(s) – Dr. Kieschnick asked the Board to approve the retaining Walsh, Gallegos, Trevino, Russo, and Kyle, P.C. and Region 5 ESC Legal Cooperative as NISD law firms.

MOTION: Mr. Phillips made a motion, seconded by Mr. Albanese, to approve of retaining Walsh, Gallegos, Trevino, Russo, and Kyle, P.C. and Region 5 ESC Legal Cooperative as NISD law firms.

DISCUSSION: None

VOTE: Yay – Albanese, DeCuir, Mitchell, Mosley, Phillips, Scott
Nay – (Motion carried, 6,0)

H. Asynchronous Letter of Interest to TEA – Dr. Kieschnick presented to the Board the Asynchronous Letter of Interest and asked to approve the Superintendent to submit the letter prior to the first day of instruction to TEA.

MOTION: Mr. Albanese made a motion, seconded by Mr. Phillips, to submit the Asynchronous Letter of Interest to the TEA as presented.

DISCUSSION: None

VOTE: Yay – Albanese, DeCuir, Mitchell, Mosley, Phillips, Scott
Nay – (Motion carried, 6,0)

I. Consider and, if appropriate, take action to employ Dr. Stuart Kieschnick as Superintendent of Schools, Nederland ISD – Mr. Mosley and the Board recognized Dr. Stuart Kieschnick as the new Superintendent of Schools at Nederland ISD.

MOTION: Mr. Phillips made a motion, seconded by Mr. Albanese to employ Dr. Stuart Kieschnick as Nederland ISD’s Superintendent of Schools.

DISCUSSION: None

VOTE: Yay – Albanese, DeCuir, Mitchell, Mosley, Phillips, Scott
Nay – (Motion carried, 6,0)

*****The Board did not meet in Closed Session*****

7. CLOSED SESSION: The Board of Trustees will meet in executive (closed) session to discuss certain matters excepted from public disclosure by the following statutory provisions: to deliberate matters pertaining to personnel matters including employee contract renewals/non-renewals, as permitted by section 551.074, Texas Government Code; to deliberate matters pertaining to discipline of a student, as permitted by section 551.082, Texas Government Code; to deliberate matters pertaining to real property, as permitted by section 551.072, Texas Government Code; to consult with attorney, as permitted by section 551.071, Texas Government Code.

MOTION: Mr. Albanese made a motion, seconded by Mr. Phillips to adjourn the meeting.

DISCUSSION: None

VOTE: Yay – Albanese, DeCuir, Mitchell, Mosley, Phillips, Scott
Nay – (Motion carried, 6,0)

There was no other business and the meeting adjourned at 6:36 p.m.

_____, President

_____, Secretary

Dr. Stuart Kieschnick, Superintendent
Jennifer M. Holyfield, Recording Secretary

NEDERLAND INDEPENDENT SCHOOL DISTRICT
DISBURSEMENT CHECK REGISTER
FOR - August

Check #	Check Date	Vendor #	Payee Name	Check Amount
149355	08/07/2020	12453	1000BULBS.COM	\$339.32
149356	08/07/2020	41907	ACCO BRANDS USA LLC	\$837.10
149357	08/07/2020	11416	ACE GLASS AND MIRROR	\$140.17
149358	08/07/2020	10259	ACME ARCHITECTURAL HARDWARE	\$1,401.60
149359	08/07/2020	12574	ALICE'S DREAM	\$250.00
149360	08/07/2020	10455	ALL PHASE ELECTRIC SUPPLY	\$778.48
149361	08/07/2020	12492	AMAZON	\$2,809.70
149362	08/07/2020	10980	AMERICAN EXPRESS	\$3,472.32
149363	08/07/2020	13435	ANNA DOUCET	\$125.00
149364	08/07/2020	10325	APPLE, INC.	\$3,144.00
149365	08/07/2020	50431	ASE SERVICES	\$11,000.00
149366	08/07/2020	13649	BJOREM SPEECH PUBLICATIONS, LLC	\$150.00
149367	08/07/2020	45882	BONIN ROOFING CO.	\$25,970.00
149368	08/07/2020	12205	BSN SPORTS	\$250.38
149369	08/07/2020	15100	CITY OF NEDERLAND	\$5,157.82
149370	08/07/2020	13071	CORE ESSENTIALS VALUES	\$2,944.75
149371	08/07/2020	16470	CURETON & SON	\$46.00
149372	08/07/2020	46545	CUSTOM FLOORING	\$31,693.00
149373	08/07/2020	43513	DONNA M. FARRELL LSSP	\$3,150.00
149374	08/07/2020	21450	ENTERGY	\$66,351.40
149375	08/07/2020	13702	ETHAN RICE	\$200.00
149376	08/07/2020	32549	FUNCTION 4, LLC	\$85.38
149377	08/07/2020	12738	GONZALEZ SOLUTIONS FOR BUSINESS	\$145.09
149378	08/07/2020	51397	GOVCONNECTION INC	\$1,096.93
149379	08/07/2020	11001	GREAT AMERICA FINANCIAL SERVICES	\$2,097.77
149380	08/07/2020	22080	HERNANDEZ OFFICE SOLUTIONS	\$3,401.74
149381	08/07/2020	51010	HOME DEPOT PRO INSTITUTIONAL	\$2,588.48
149382	08/07/2020	12544	HOUGHTON MIFFLIN HARCOURT ASSESSMEN	\$193,280.00
149383	08/07/2020	11632	HUDL	\$11,100.00
149384	08/07/2020	11933	INTERSTATE - ALL BATTERY CENTER	\$326.88
149385	08/07/2020	41450	INTERSTATE BATTERY OF BEAUMONT	\$737.70
149386	08/07/2020	12837	JEAN'S RESTAURANT SUPPLY	\$4,102.83
149387	08/07/2020	13192	KENDAL RAE DEVILLIER	\$1,200.00
149388	08/07/2020	11733	KREATIVE KAMERA	\$25.00
149389	08/07/2020	13698	LORI FRIEDMAN	\$41.10
149390	08/07/2020	13701	LUPITA PINEDA	\$171.85
149391	08/07/2020	49354	MACKIN EDUCATIONAL RESOURCES	\$746.63
149392	08/07/2020	24750	MCNEILL INSURANCE AGENCY	\$71.00
149393	08/07/2020	26350	N.I.S.D. PETTY CASH	\$382.72
149394	08/07/2020	12765	NAPA AUTO PARTS	\$598.37

NEDERLAND INDEPENDENT SCHOOL DISTRICT
DISBURSEMENT CHECK REGISTER
FOR - August

Check #	Check Date	Vendor #	Payee Name	Check Amount
149395	08/07/2020	13342	NATIONAL HEALTHCAREER ASSO	\$620.00
149396	08/07/2020	27601	NOTARY PUBL UNDERWRITERS AGN.	\$33.00
149397	08/07/2020	11782	OCCUPATIONAL MEDICAL CARE	\$130.00
149398	08/07/2020	48266	OFFICE DEPOT	\$605.03
149399	08/07/2020	11697	O'REILLY AUTO PARTS	\$239.02
149400	08/07/2020	12966	PRO CHEM, INC.	\$2,598.00
149401	08/07/2020	42947	R. C. SERVICES	\$58.22
149402	08/07/2020	29500	REGION 5 ESC	\$1,500.00
149403	08/07/2020	12909	REPUBLIC SERVICES	\$5,161.11
149404	08/07/2020	29650	RITTER LUMBER CO	\$516.24
149405	08/07/2020	44520	RIVERSIDE INSIGHTS	\$926.83
149406	08/07/2020	11142	ROMEO MUSIC	\$747.00
149407	08/07/2020	50749	SANITARY SUPPLY COMPANY INC.	\$1,042.18
149408	08/07/2020	46567	SCHOOL SPECIALTY, INC.	\$93.03
149409	08/07/2020	13699	SHAENA RINEHART	\$1,200.00
149410	08/07/2020	31400	SHERWIN WILLIAMS CO	\$747.20
149411	08/07/2020	32172	SOUTHWEST BUILDING SYSTEMS	\$1,702.00
149412	08/07/2020	32993	TASBO	\$350.00
149413	08/07/2020	11102	THOMAS A/C SUPPLY, INC	\$23,045.56
149414	08/07/2020	10504	TRI CITY COFFEE SERVICE COMPANY	\$53.05
149415	08/07/2020	11774	TRIANGLE METALS, INC.	\$155.00
149416	08/07/2020	13705	VALERIE SIMONEAUX	\$500.00
149417	08/07/2020	34922	WARREN EQUIPMENT COMPANY	\$739.19
149418	08/07/2020	49098	WESTERN PSYCHOLOGICAL SERVICES	\$324.50
149419	08/13/2020	13696	ACCELERATE LEARNING	\$22,120.00
149420	08/13/2020	12492	AMAZON	\$1,969.36
149421	08/13/2020	45056	AT&T	\$757.66
149422	08/13/2020	12914	ATT MOBILITY	\$245.44
149423	08/13/2020	12545	BEAUMONT FRAME & FRONT END SERVICE	\$145.00
149424	08/13/2020	13346	BIG GAME USA FOOTBALL FACTORY	\$619.88
149425	08/13/2020	45882	BONIN ROOFING CO.	\$32,725.00
149426	08/13/2020	13711	CHAD REBERT	\$39.05
149427	08/13/2020	13715	CHRISTOPHER LOVELACE	\$22.43
149428	08/13/2020	50238	COKER'S DOORS AND MOLDING INC.	\$1,570.53
149429	08/13/2020	15715	COMPLETE ATHLETE	\$9,804.00
149430	08/13/2020	51697	DAVID C HOENING	\$150.00
149431	08/13/2020	13700	DELTAMATH SOLUTIONS, LLC	\$1,105.00
149432	08/13/2020	13363	DICKEY'S BARBEQUE PIT	\$358.00
149433	08/13/2020	13522	DRIVELINE BASEBALL ENTERPRISES LLC	\$96.50
149434	08/13/2020	13716	ELISA DARBONNE	\$43.50

NEDERLAND INDEPENDENT SCHOOL DISTRICT
DISBURSEMENT CHECK REGISTER
FOR - August

Check #	Check Date	Vendor #	Payee Name	Check Amount
149435	08/13/2020	12021	FRED MILLER STORES - OUTDOOR EQUIP	\$801.85
149436	08/13/2020	11001	GREAT AMERICA FINANCIAL SERVICES	\$942.04
149437	08/13/2020	13645	GROUNDFORCE BUILDING SYSTEMS, LLC	\$159,837.00
149438	08/13/2020	11473	H. B. NEILD & SONS, INC.	\$97,527.07
149439	08/13/2020	22080	HERNANDEZ OFFICE SOLUTIONS	\$7,607.10
149440	08/13/2020	51010	HOME DEPOT PRO INSTITUTIONAL	\$2,660.02
149441	08/13/2020	28765	HOUGHTON MIFFLIN HARCOURT	\$118,440.00
149442	08/13/2020	12544	HOUGHTON MIFFLIN HARCOURT ASSESMEN	\$268.75
149443	08/13/2020	13693	IAQ ENERGY SOLUTIONS INC.	\$6,504.00
149444	08/13/2020	13714	JENNIFER FEY	\$120.10
149445	08/13/2020	13365	KATHY MORRIS DBA IGIVUWINGS	\$500.00
149446	08/13/2020	13053	KEY INSTALLATIONS LLC	\$31,200.00
149447	08/13/2020	13380	KIZZI DANCEWEAR	\$366.95
149448	08/13/2020	13708	LAURA LABOVE	\$15.00
149449	08/13/2020	11777	LEARNING.COM	\$32,300.00
149450	08/13/2020	12560	LEXIA LEARNING SOLUTIONS INC	\$10,500.00
149451	08/13/2020	11133	MATERA PAPER COMPANY INC	\$3,044.00
149452	08/13/2020	11667	NORTHEAST GATE COMPANY	\$667.00
149453	08/13/2020	11782	OCCUPATIONAL MEDICAL CARE	\$130.00
149454	08/13/2020	48266	OFFICE DEPOT	\$279.99
149455	08/13/2020	13713	OLIVIA DANHEIM	\$1,000.00
149456	08/13/2020	12212	PAX SUPPLY	\$6,714.71
149457	08/13/2020	42100	PIONEER MANUFACTURING COMPANY	\$3,216.00
149458	08/13/2020	13656	PNC EQUIPMENT FINANCE	\$126,037.80
149459	08/13/2020	29452	REAGAN TEXTILES INC.	\$1,604.98
149460	08/13/2020	10464	REGION 4 ESC	\$180.00
149461	08/13/2020	40710	RENAISSANCE LEARNING INC.	\$59,368.20
149462	08/13/2020	10446	RIDDELL	\$1,087.71
149463	08/13/2020	29650	RITTER LUMBER CO	\$279.12
149464	08/13/2020	51320	ROMEO MUSIC	\$739.96
149465	08/13/2020	10556	SCHOOL DATEBOOKS	\$703.70
149466	08/13/2020	46567	SCHOOL SPECIALTY, INC.	\$381.84
149467	08/13/2020	51786	SCIENTIFIC MINDS, LLC	\$600.00
149468	08/13/2020	13655	SEESAW LEARNING INC	\$2,251.97
149469	08/13/2020	31200	SETZER HARDWARE, INC	\$1,048.27
149470	08/13/2020	13710	SHIRAZ MOMIN	\$62.90
149471	08/13/2020	51318	SOUTH EAST TX REGIONAL PLANNING COM	\$60.00
149472	08/13/2020	13529	SOUTHEAST TEXAS COUNSELING & ASSESS	\$600.00
149473	08/13/2020	12490	SOUTHEAST TEXAS PLUMBING, INC.	\$8,475.00
149474	08/13/2020	50772	SOUTHERN TIRE MART	\$1,944.00

NEDERLAND INDEPENDENT SCHOOL DISTRICT
DISBURSEMENT CHECK REGISTER
FOR - August

Check #	Check Date	Vendor #	Payee Name	Check Amount
149475	08/13/2020	13456	SPECTRUM ENTERPRISE	\$794.62
149476	08/13/2020	32850	SWICEGOOD MUSIC COMPANY	\$19,139.50
149477	08/13/2020	32993	TASBO	\$215.00
149478	08/13/2020	11452	TEXAS DEPARTMENT OF STATE HEALTH	\$57.00
149479	08/13/2020	11452	TEXAS DEPARTMENT OF STATE HEALTH	\$217.00
149480	08/13/2020	11102	THOMAS A/C SUPPLY, INC	\$5,906.52
149481	08/13/2020	50299	TOWER COMMUNICATIONS INC	\$48.00
149482	08/13/2020	11774	TRIANGLE METALS, INC.	\$160.00
149483	08/13/2020	34690	WAL-MART	\$1,087.53
149484	08/13/2020	12950	WATERFORD INSTITUTE	\$35,780.00
149485	08/13/2020	11179	WES VICE HARDWOODS & SUPPLY INC	\$628.94
149486	08/13/2020	49098	WESTERN PSYCHOLOGICAL SERVICES	\$713.90
149487	08/13/2020	13709	WHITNEY M. SUNDAY	\$22.00
149488	08/13/2020	41560	WHOLESALE ELECTRIC SUPPLY COMPANY	\$885.00
149489	08/13/2020	48537	XEROX CORPORATION	\$233.12
149490	08/20/2020	10202	ACTION OVERHEAD DOOR COMPANY	\$278.25
149491	08/20/2020	12574	ALICE'S DREAM	\$175.00
149492	08/20/2020	10076	ALLIED SYSTEMS & SOLUTIONS, INC	\$247.00
149493	08/20/2020	12492	AMAZON	\$1,020.62
149494	08/20/2020	10980	AMERICAN EXPRESS	\$1,196.67
149495	08/20/2020	13435	ANNA DOUCET	\$125.00
149496	08/20/2020	10325	APPLE, INC.	\$55.95
149497	08/20/2020	13666	BACKUPIFY INC	\$9,720.00
149498	08/20/2020	45882	BONIN ROOFING CO.	\$9,716.00
149499	08/20/2020	13704	BREEZIN' THRU INC.	\$1,000.00
149500	08/20/2020	51731	BUBBA'S AIR CONDITIONING	\$75.00
149501	08/20/2020	49774	CANON SOLUTIONS OF AMERICA	\$770.11
149502	08/20/2020	45127	CATALINA MUSIC AND SOUND	\$2,500.00
149503	08/20/2020	10958	CITIBANK	\$2,004.08
149504	08/20/2020	46545	CUSTOM FLOORING	\$33,768.37
149505	08/20/2020	12507	D & T CONTRACTING LP	\$32,250.00
149506	08/20/2020	51697	DAVID C HOENING	\$450.00
149507	08/20/2020	48854	DECKER EQUIPMENT	\$743.21
149508	08/20/2020	13686	DGJD INC.	\$21,395.00
149509	08/20/2020	10868	DRAGO COPY & PRINT CENTER	\$1,440.00
149510	08/20/2020	21450	ENTERGY	\$5,039.70
149511	08/20/2020	13687	GAZILLION OFFICE PRODUCTS, LLC	\$6,754.00
149512	08/20/2020	20900	GRAINGER	\$40.88
149513	08/20/2020	11001	GREAT AMERICA FINANCIAL SERVICES	\$167.42
149514	08/20/2020	11473	H. B. NEILD & SONS, INC.	\$85,122.04

NEDERLAND INDEPENDENT SCHOOL DISTRICT
DISBURSEMENT CHECK REGISTER
FOR - August

Check #	Check Date	Vendor #	Payee Name	Check Amount
149515	08/20/2020	22080	HERNANDEZ OFFICE SOLUTIONS	\$10,982.41
149516	08/20/2020	51010	HOME DEPOT PRO INSTITUTIONAL	\$2,039.20
149517	08/20/2020	41450	INTERSTATE BATTERY OF BEAUMONT	\$112.90
149518	08/20/2020	44903	KAZDON INC	\$504.85
149519	08/20/2020	11425	LONESTAR COPY PRODUCTS	\$1,294.77
149520	08/20/2020	48077	LOWE'S HOME CENTER INC.	\$756.66
149521	08/20/2020	10673	MICRO INTEGRATION	\$19,952.20
149522	08/20/2020	13718	NATASHA LANDRY	\$28.40
149523	08/20/2020	12212	PAX SUPPLY	\$1,499.33
149524	08/20/2020	51206	PEARSON EDUCATION	\$16.50
149525	08/20/2020	28602	PHELAN HEARING AID CENTER	\$595.00
149526	08/20/2020	27450	PORT ARTHUR NEWS	\$639.00
149527	08/20/2020	29500	REGION 5 ESC	\$5,860.00
149528	08/20/2020	13662	REV 19 PAYK12 LLC	\$2,768.71
149529	08/20/2020	10446	RIDDELL	\$1,871.95
149530	08/20/2020	29650	RITTER LUMBER CO	\$173.91
149531	08/20/2020	50749	SANITARY SUPPLY COMPANY INC.	\$613.30
149532	08/20/2020	10556	SCHOOL DATEBOOKS	\$2,240.00
149533	08/20/2020	30550	SCHOOL HEALTH CORPORATION	\$45.15
149534	08/20/2020	46567	SCHOOL SPECIALTY, INC.	\$8.71
149535	08/20/2020	44930	SECURITY PEST MANAGEMENT	\$600.00
149536	08/20/2020	31200	SETZER HARDWARE, INC	\$1,040.72
149537	08/20/2020	48366	SHI GOVERNMENT SOLUTIONS	\$127.26
149538	08/20/2020	12633	STUDIES WEEKLY	\$699.60
149539	08/20/2020	13630	SYMMETRY TURF SPORTS CONSTRUCTION	\$608,828.40
149540	08/20/2020	40856	TASB	\$20.12
149541	08/20/2020	40072	TASB, INC.	\$4,859.93
149542	08/20/2020	33549	TEXAS DEPT OF PUBLIC SAFETY	\$23.00
149543	08/20/2020	32150	TEXAS GAS SERVICE	\$1,156.08
149544	08/20/2020	49319	TEXAS LETTER JACKETS	\$357.00
149545	08/20/2020	13306	TEXAS-IBI GROUP, INC	\$321,886.72
149546	08/20/2020	51663	THE PARENT INSTITUTE	\$1,970.10
149547	08/20/2020	13719	THERESA PUENTA	\$58.15
149548	08/20/2020	10504	TRI CITY COFFEE SERVICE COMPANY	\$50.90
149549	08/20/2020	10751	UPS	\$47.73
149550	08/20/2020	34690	WAL-MART	\$494.00
149551	08/20/2020	11179	WES VICE HARDWOODS & SUPPLY INC	\$110.80
149552	08/20/2020	13707	WIZARD SPORTS EQUIPMENT	\$734.00
149553	08/20/2020	48537	XEROX CORPORATION	\$1,011.39
149554	08/24/2020	11416	ACE GLASS AND MIRROR	\$374.38

NEDERLAND INDEPENDENT SCHOOL DISTRICT
DISBURSEMENT CHECK REGISTER
FOR - August

Check #	Check Date	Vendor #	Payee Name	Check Amount
149555	08/24/2020	10259	ACME ARCHITECTURAL HARDWARE	\$1,788.72
149556	08/24/2020	46746	ALTERNATIVE EDUCATION PETTY CASH	\$65.03
149557	08/24/2020	12492	AMAZON	\$2,907.13
149558	08/24/2020	12209	AQUA ONE	\$188.96
149559	08/24/2020	47010	BANK OF NEW YORK	\$1,750.00
149560	08/24/2020	13563	BDS A/C & REFRIGERATION	\$1,000.00
149561	08/24/2020	23598	BEARCOM	\$256.50
149562	08/24/2020	40915	BEAUMONT ENTERPRISE	\$1,713.16
149563	08/24/2020	12205	BSN SPORTS	\$1,802.00
149564	08/24/2020	45127	CATALINA MUSIC AND SOUND	\$1,425.00
149565	08/24/2020	15501	COBURN'S	\$81.77
149566	08/24/2020	15715	COMPLETE ATHLETE	\$4,274.70
149567	08/24/2020	12499	DISCOVERY INFORMATION TECHNOLOGIES	\$5,227.00
149568	08/24/2020	10868	DRAGO COPY & PRINT CENTER	\$592.00
149569	08/24/2020	21450	ENTERGY	\$4,408.19
149570	08/24/2020	12738	GONZALEZ SOLUTIONS FOR BUSINESS	\$138.52
149571	08/24/2020	20900	GRAINGER	\$263.05
149572	08/24/2020	11001	GREAT AMERICA FINANCIAL SERVICES	\$1,982.00
149573	08/24/2020	11123	H. L. FLAKE SECURITY HARDWARE	\$653.54
149574	08/24/2020	22080	HERNANDEZ OFFICE SOLUTIONS	\$1,093.10
149575	08/24/2020	22143	HIGHLAND PARK ELEMENTARY	\$35.60
149576	08/24/2020	23250	JEFFERSON CO WATER DISTRICT #10	\$186.39
149577	08/24/2020	23350	JIFFY TROPHIES	\$289.82
149578	08/24/2020	26200	N H S PETTY CASH	\$238.52
149579	08/24/2020	26350	N.I.S.D. PETTY CASH	\$256.37
149580	08/24/2020	12765	NAPA AUTO PARTS	\$257.48
149581	08/24/2020	10139	NEDERLAND HIGH SCHOOL ATHLETICS	\$37.94
149582	08/24/2020	11782	OCCUPATIONAL MEDICAL CARE	\$390.00
149583	08/24/2020	11697	O'REILLY AUTO PARTS	\$15.24
149584	08/24/2020	47762	OTIS ELEVATOR COMPANY	\$717.52
149585	08/24/2020	12212	PAX SUPPLY	\$6,835.33
149586	08/24/2020	42947	R. C. SERVICES	\$60.68
149587	08/24/2020	29500	REGION 5 ESC	\$1,215.00
149588	08/24/2020	47612	RESERVE ACCOUNT	\$3,000.00
149589	08/24/2020	29650	RITTER LUMBER CO	\$71.98
149590	08/24/2020	46567	SCHOOL SPECIALTY, INC.	\$16.06
149591	08/24/2020	13663	SCIENCE ENGINEERING, LTD	\$300.00
149592	08/24/2020	31200	SETZER HARDWARE, INC	\$183.99
149593	08/24/2020	31400	SHERWIN WILLIAMS CO	\$421.39
149594	08/24/2020	12634	STATE & FEDERAL EDUCATION SERV	\$7,002.00

NEDERLAND INDEPENDENT SCHOOL DISTRICT
DISBURSEMENT CHECK REGISTER
FOR - August

Check #	Check Date	Vendor #	Payee Name	Check Amount
149595	08/24/2020	32850	SWICEGOOD MUSIC COMPANY	\$1,510.00
149596	08/24/2020	11487	TEACHER SYNERGY LLC	\$549.49
149597	08/24/2020	13467	TEES2URDOOR.COM	\$5,727.50
149598	08/24/2020	49319	TEXAS LETTER JACKETS	\$1,049.00
149599	08/24/2020	13703	THE ALWAYS FOOD SAFE COMPANY	\$1,165.00
149600	08/24/2020	48133	THREADS	\$432.00
149601	08/24/2020	49622	UNITED STATES ACADEMIC DECATHOLON	\$1,484.50
149602	08/24/2020	13717	USA STRONG PRODUCTS, LLC	\$789.91
149603	08/24/2020	41673	VARSITY SPIRIT FASHIONS	\$3,535.10
149604	08/24/2020	34690	WAL-MART	\$49.60
149605	08/24/2020	34922	WARREN EQUIPMENT COMPANY	\$447.50
149606	08/31/2020	12492	AMAZON	\$438.48
149607	08/31/2020	45056	AT&T	\$6,855.40
149608	08/31/2020	12179	BEDFORD, FREEMAN, & WORTH PUBLISHER	\$8,206.00
149609	08/31/2020	12205	BSN SPORTS	\$398.58
149610	08/31/2020	51731	BUBBA'S AIR CONDITIONING	\$176.50
149611	08/31/2020	10958	CITIBANK	\$2,769.23
149612	08/31/2020	15100	CITY OF NEDERLAND	\$58,714.46
149613	08/31/2020	50238	COKER'S DOORS AND MOLDING INC.	\$1,214.29
149614	08/31/2020	15715	COMPLETE ATHLETE	\$25,846.49
149615	08/31/2020	13118	CUTTIN CORNERS	\$480.00
149616	08/31/2020	12958	EDGENUITY	\$41,625.00
149617	08/31/2020	13721	EDPUZZLE, INC.	\$4,050.00
149618	08/31/2020	21450	ENTERGY	\$86,645.62
149619	08/31/2020	11001	GREAT AMERICA FINANCIAL SERVICES	\$1,916.72
149620	08/31/2020	13722	KAMI NOTABLE INCORPORATED	\$10,000.00
149621	08/31/2020	49840	MUNRO'S UNIFORM SERVICES	\$1,976.18
149622	08/31/2020	13691	NANCE INTERNATIONAL, INC.	\$9,080.00
149623	08/31/2020	48266	OFFICE DEPOT	\$337.85
149624	08/31/2020	13690	PROFESSIONAL PLASTICS, INC	\$93,800.00
149625	08/31/2020	29500	REGION 5 ESC	\$3,225.00
149626	08/31/2020	29650	RITTER LUMBER CO	\$309.03
149627	08/31/2020	46535	ROCKLER WOODWORKING & HARDWARE	\$1,369.98
149628	08/31/2020	50749	SANITARY SUPPLY COMPANY INC.	\$944.86
149629	08/31/2020	12490	SOUTHEAST TEXAS PLUMBING, INC.	\$532.00
149630	08/31/2020	50772	SOUTHERN TIRE MART	\$123.00
149631	08/31/2020	11102	THOMAS A/C SUPPLY, INC	\$959.06
149632	08/31/2020	13712	US CUTTER, INC.	\$2,169.95
149633	08/31/2020	40219	VERIZON WIRELESS	\$2,616.68
149634	08/31/2020	41560	WHOLESALE ELECTRIC SUPPLY COMPANY	\$196.80

NEDERLAND INDEPENDENT SCHOOL DISTRICT
DISBURSEMENT CHECK REGISTER
FOR - August

Check #	Check Date	Vendor #	Payee Name	Check Amount
149635	08/31/2020	48537	XEROX CORPORATION	\$148.50
149636	08/31/2020	13689	ZSPACE	\$16,643.00
Total of Checks -->				\$2,919,380.65

**Nederland Independent School District
BUDGET CHANGE REQUEST
9/21/2020**

ACCOUNT NUMBER	DESCRIPTION	CURRENT BUDGET	INCR./ (DECR.)	NEW BUDGET
REVENUE				
199 00 5749 G1	Grant	\$0	\$369,000	\$369,000
EXPENDITURES				
199 34 6631 G1 834 199	Vehicles >\$5000	\$0	\$369,000	\$369,000
199 34 6631 T1 834 199	Vehicles >\$5000	\$0	\$165,206	\$165,206
			\$165,206	

REASON FOR REQUEST: To set up accounts in 20-21 Budget for (5) 2021 year model 70 passenger school buses to replace (1) 1988, (3) 1992, (1) 1997 71 passenger school buses. Also purchase (1) 2021 year model 59 passenger school bus to replace (1) 1993 54 passenger school bus. NISD was awarded a grant for \$369,000 from the Texas Volkswagon Environmental Mitigation Program.

Mike Laird 9/21/2020
ORIGINATOR / DATE

Melissa J Wong 9/21/2020
BUSINESS MANAGER / DATE

Dr. Stuart Kieschnick 9/21/2020
SUPERINTENDENT / DATE

BOARD APPROVAL DATE

**Nederland Independent School District
BUDGET CHANGE REQUEST
9/21/2020**

ACCOUNT NUMBER	DESCRIPTION	CURRENT APPROP.	INCR./ (DECR.)	NEW APPROP.
GENERAL FUND				
199 11 6399 T1 801 111	TEKS Resource	\$0	\$30,000	\$30,000
199 11 6397 T1 801 111	Document Cameras	\$0	\$34,320	\$34,320
199 11 6397 T1 801 124	Laptops - Interventionist	\$0	\$2,996	\$2,996
199 36 6399 T1 001 191	Portable Scanners	\$0	\$1,050	\$1,050
199 36 6398 T1 801 199	Band Uniforms	\$0	\$13,165	\$13,165
199 41 6398 T1 701 199	Desk - Superintendent	\$0	\$3,893	\$3,893
199 51 6319 T1 951 199	Walk-In Freezer Condensing Unit	\$0	\$5,289	\$5,289
199 51 6299 T1 953 199	Choral Risers/Baseball Fence/Hillcrest Roof	\$0	\$43,079	\$43,079
COVID 19				
199 11 6399 H9 801 111	Personal Protective Equipment (masks)	\$0	\$46,900	\$46,900
199 36 6399 H9 801 191	Personal Protective Equipment (masks)	\$0	\$550	\$550
199 51 6319 H9 801 199	Personal Protective Equipment (hand sanitizer etc)	\$0	\$23,546	\$23,546
199 51 6269 H9 801 199	Bleacher Rental - Set up - Removal	\$0	\$31,200	\$31,200
HURRICANE LAURA				
199 51 6219 HL 801 199	Stadium Inspection	\$0	\$2,500	\$2,500
GRAND TOTAL		\$0	\$238,488	\$238,488

REASON FOR REQUEST: 2019 - 2020 Carry Over Purchase Orders

Mike Laird 9/21/2020
ORIGINATOR / DATE

Melissa J. Wong 9/21/2020
BUSINESS MANAGER / DATE

Dr. Stuart Kieschnick 9/21/2020
SUPERINTENDENT / DATE

BOARD APPROVAL DATE

**Nederland Independent School District
BUDGET CHANGE REQUEST
9/21/2020**

ACCOUNT NUMBER	DESCRIPTION	CURRENT BUDGET	INCR./ (DECR.)	NEW BUDGET
REVENUE				
199 00 5744 00 999 100	Game Day Experience	\$0	\$25,000	\$25,000
EXPENDITURES				
199 81 6659 00 999 199	Lease of Equipment-Scoreboard	\$0	\$126,538	\$126,538
			\$101,538	

REASON FOR REQUEST: To set up Revenue and Expenditure budgets for Game Day Experience Sponsors and Scoreboard for the School year 20-21.

Mike Laird 9/21/2020
ORIGINATOR / DATE

Melissa J Wong 9/21/2020
BUSINESS MANAGER / DATE

Dr. Stuart Kieschnick 9/21/2020
SUPERINTENDENT / DATE

BOARD APPROVAL DATE

**Nederland Independent School District
BUDGET CHANGE REQUEST
9/21/2020**

ACCOUNT NUMBER	DESCRIPTION	CURRENT BUDGET	INCR./ (DECR.)	NEW BUDGET
2019 Bond - Proposition A				
699 00 5742	Interest Earned	\$0	\$200,000	\$200,000
699 81 66XX	Construction/Renovation	\$0	\$68,038,854	\$68,038,854
2019 Bond - Proposition B				
697 00 5742	Interest Earned	\$0	\$20,000	\$20,000
697 81 66XX	Construction/Renovation	\$0	\$3,394,686	\$3,394,686
2012 Bond - Proposition 2				
698 81 66XX	Building Construction	0	26,723	\$26,723

REASON FOR REQUEST:

To set up Revenue and Expenditure Appropriations for the 2019 Bond Sale August 19, 2019, and for the 2012 Proposition 2 Balance.

Mike Laird 9/21/2020
ORIGINATOR/DATE

Melissa J Wong 9/21/2020
BUSINESS MANAGER / DATE

Dr. Stuart Kieschnick 9/21/2020
SUPERINTENDENT/DATE

BOARD APPROVAL DATE

NEDERLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees

September 21, 2020
Date of Board Meeting

Michael G. Laird
Initiated By

Dr. Stuart Kieschnick
Recommended By

**OWNER CONTROLLED INSURANCE PROGRAM
HIGGINBOTHAM INSURANCE
(DISCUSSION AND/OR ACTION)**

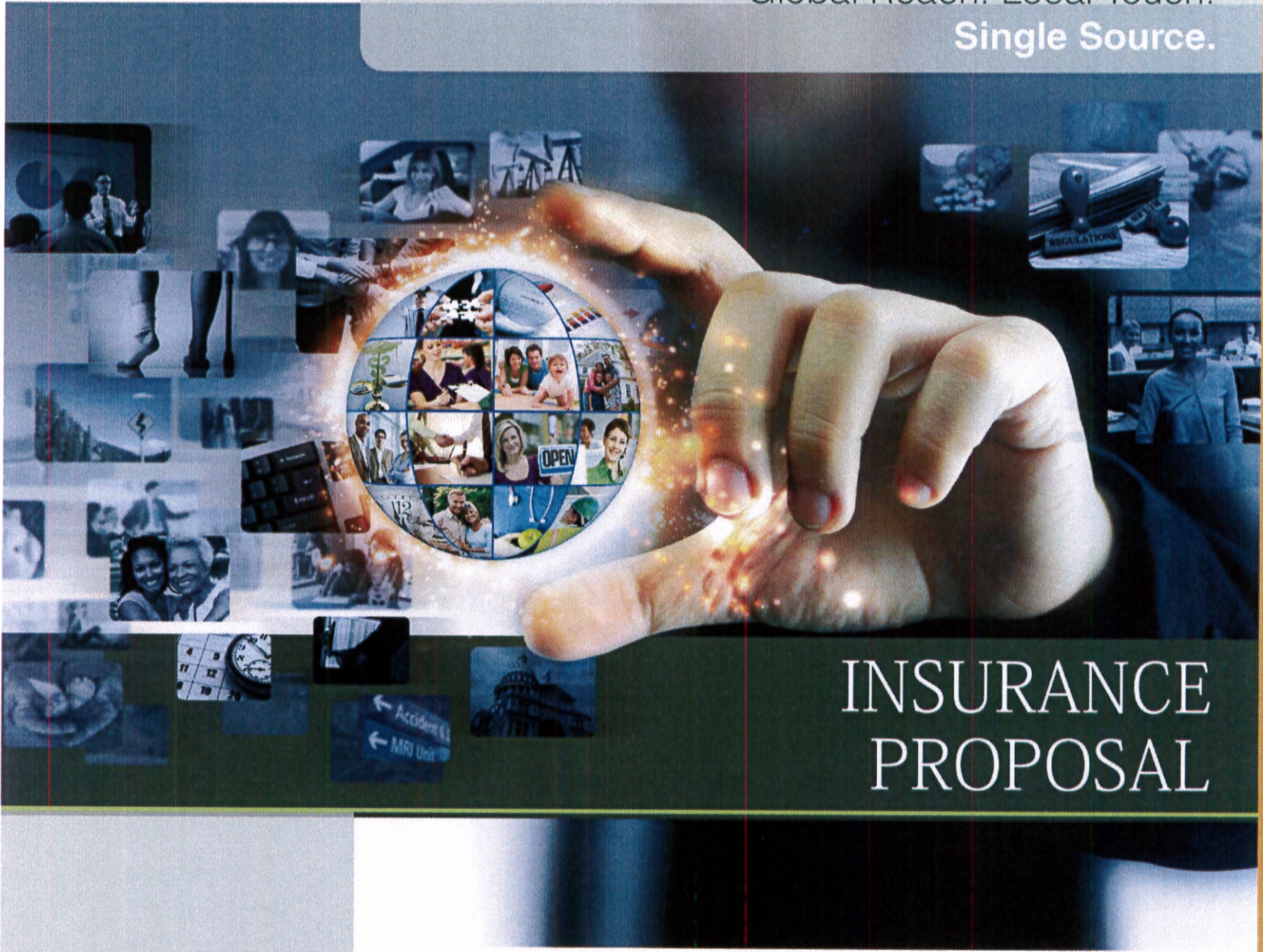
Discuss and consider approval of the Owner Controlled Insurance Program as presented by Higginbotham Insurance Company.

Business Insurance
Employee Benefits
Retirement Plans
Executive Benefits
Life Insurance
Home & Auto
Risk Management
Benefits Administration



HIGGINBOTHAM

Global Reach. Local Touch.
Single Source.



INSURANCE PROPOSAL



**NEDERLAND INDEPENDENT
SCHOOL DISTRICT**

11700 Katy Freeway
Suite 1100
Houston, TX 77079
713-952-9990
www.higginbotham.net

Your Business Insurance Service Team

Core Service Team		
Mark H. Hilliard, CIC, CRM <i>Managing Director</i>	(713) 439-5208	mahilliard@higginbotham.net
Jimmy Harrison, CIC <i>Executive Vice President</i>	(409) 736-7942	jharrison@higginbotham.net
Leonard M. Forey, CIC <i>Managing Regional Partner</i>	(409) 723-5900	lforey@higginbotham.net
Catherine Crawford, CRM, CIC, CRIS, ACSR <i>Commercial Account Executive</i>	(713) 965-7441	ccrawford@higginbotham.net
Windy Bao, CISR <i>Senior Account Manager</i>	(713) 888-3962	wbao@higginbotham.net
Certificates <i>Certificate of Insurance Service Representative</i>	(713) 952-9990	Certificates-Hou@higginbotham.net

Specialty Service Team		
Vance Lee, CSP, ARM <i>Director of Risk Management</i>	(214)346-4122	vlee@higginbotham.net
Troy Koonsman <i>Claims Operations Manager</i>	(817) 347-7013	tkoonsman@higginbotham.net
Michelle Jones, JD, CRIS, MLIS <i>Director of Contract Review</i>	(817) 349-2306	mjones@higginbotham.net
Bradley Rooker <i>Sr. Claims Specialist</i>	(713) 439-5224	brooker@higginbotham.net
Claims Reporting <i>Available 24/7 via Telephone Option 3</i>	(800) 728-2374	claims@higginbotham.net
Angela Gonzalez <i>ZyWave/Succeed Coordinator</i>	(713) 888-3954	agonzalez@higginbotham.net

Supplement To Proposal

This insurance document is furnished to you as a matter of information for your convenience. It only summarizes the listed proposed policy(ies) and is not intended to reflect all terms and conditions or exclusions of each proposed policy (ies). Moreover, the information contained in this document reflects proposed coverage as of the effective date(s) of the proposed policy (ies) and does not include subsequent changes. This document is not an insurance policy and does not amend, alter or extend the coverage afforded by the listed proposed policy (ies). The insurance afforded by the listed proposed policy (ies) is subject to all terms, exclusions and conditions of such proposed policy(ies). All coverages, coverage forms, rates, rating procedures, rating plans, deductibles and other provisions will apply in conformance with those used by the various Insurance Companies and authorized by the State Regulatory Authorities. Any provision contained herein which conflicts with State Regulations will be amended as required to conform.

Higginbotham receives a commission based on a percentage of the premium from insurance companies for placement of insurance and service of our clients. Higginbotham may be eligible for additional compensation, bonuses or awards based on volume and profitability of business placed with some insurance providers.

Market List and Response

Wrap up-Carrier	Response
Westchester Surplus Lines Insurance Company (Primary General Liability-\$2MM/\$2MM)	Quoted and Presented GL-\$ 329,857.51
Westchester Surplus Lines Insurance Company (Excess-\$3MM)	Quoted and Presented \$3MM Excess-\$ 145,687.51
Houston Casualty Insurance Company (Excess-\$8MM XS \$3MM)	Quoted and Presented \$8MM Excess-\$159,510.75
Starr Surplus Lines Insurance Company (Excess-\$15MM XS \$11MM)	Quoted and Presented \$15MM-\$135,847.95
Great American Assurance Company (Excess \$25MM XS \$26MM)	Quoted and Presented \$25MM-\$116,756.00
Wrap Administration -Carrier	Response
Wrap Up Solutions-Enrollment and Bid Credit Recovery	Quoted and Presented \$69,000

Named Insured Schedule

- *Nederland ISD*

Project Address

- Nederland ISD 2020 Bond Project-One New High School, Two Elementary School Renovations, Two Middle School Renovations and A Stadium Renovation

Client Mailing Address

- 220 17th Street, Nederland TX 77627

*Nederland ISD
Owners Controlled Insurance Program*

Primary Carrier	Westchester Surplus Lines
A. M. Best Rating	A ++ XV
Product	Wrap-Up
Policy Term	37 months
Available Extension	TBD
<u>Premium Basis</u>	Entire Project, excluding Langham Elementary and Bulldog Stadium
Construction Costs	\$103,680,000
<u>Limits of Liability</u>	
Per Occurrence	\$2,000,000
General Aggregate	\$2,000,000
Prod/Compl Ops Agg	\$2,000,000
Personal / Adverting Injury	\$1,000,000
Damages to Premises Rented to You	\$100,000
Medical Payments	\$5,000
<u>Defense Expenses</u>	
Inside/Outside Limit	Outside
<u>Deductible</u>	
Per Occurrence, Including Supplementary Payments	\$25,000
<u>Coverage Exclusions</u>	
EFIS	Yes, Excluded
Professional Liability	Yes, Excluded
<u>Coverage Enhancements</u>	
Can subs be included as insureds (WRAP?)	Yes
Completed Ops coverage through statute of repose	Yes
Indemnity or Pay on Behalf	Pay on behalf
Aggregate Reinstatement	Annual

<u>Primary Layer</u>	<u>Westchester</u>
Limit	\$2M / \$2M / \$2M
Auditable Rate	\$3.00
Estimated Premium	\$311,040
Surplus Lines Taxes and Fees	\$18,817
Total Insurance Costs	\$329,857
<u>Excess Layer</u>	<u>Westchester</u>
Limit/Attachment	Lead \$3M
Auditable Rate	\$1.325
Indicated Premium	\$137,376
Surplus Lines Taxes and Fees	\$8,311
Est Total This Layer	\$145,687
<u>Excess Layer</u>	<u>Houston Casualty</u>
Limit/Attachment	\$8M xs \$3M
Auditable Rate	\$1.4365
Indicated Premium	\$148,936
Surplus Lines Taxes and Fees	\$10,575
Est Total This Layer	\$159,511
<u>Excess Layer</u>	<u>Starr</u>
Limit/Attachment	\$15M xs \$8M xs \$3M
Auditable Rate	\$1.2234
Indicated Premium	\$126,842
Surplus Lines Taxes and Fees	\$9,006
Est Total This Layer	\$135,848
<u>Excess Layer</u>	<u>Great American</u>
Limit/Attachment	\$25M xs \$15M xs \$8M xs \$3M
Auditable Rate	\$1.115
Indicated Premium	\$115,600
Surplus Lines Taxes and Fees	\$1,156
Est Total This Layer	\$116,756
Total Premium, Taxes, Fees	\$887,659
<u>OCIP Administration</u>	
Wrap Up Solutions - Enrollment and Bid Credit Recovery	\$69,000
Total Costs	\$956,659

NEDERLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees

September 21, 2020
Date of Board Meeting

Melissa J. Wong
Initiated By

Dr. Stuart Kieschnick
Recommended By

**CONSIDER ADOPTION OF
INVESTMENT RESOLUTION
DISCUSSION AND/OR ACTION**

It is recommended that the Board adopt the investment resolution upon reviewing the District's investment policy and strategy as shown on the following pages.

The main goal of the investment program is to ensure its safety of principal, liquidity, and yield. The District invests approximately 75-80% of funds in the approved investment pools and 20-25% in our depository bank, Wells Fargo. All bank accounts are interest bearing along with zero based accounts for payroll and vendor disbursements. Funds are deposited into the zero based accounts on a daily basis as checks are cleared. Balances within the accounts compensate for the cost of banking services. This strategy has proven to be very effective in generating interest on all funds at all times.

The District engages in transactions with the following list of financial institutions handling investments on behalf of the District:

- Investment Pools
 - Lone Star
 - TexPool
- Banks
 - Wells Fargo

As required by law, each investment institution has submitted a document stating that it has received and reviewed the District's Policy.

Any revisions made by the Board of Trustees of the Nederland Independent School District shall be indicated within this resolution. There have been no changes in the Districts' policy or investment strategy as presented.

NEDERLAND INDEPENDENT SCHOOL DISTRICT
Investment Strategy

Policy

The Nederland Independent School District (the District) shall invest funds in a manner that will provide the maximum security and the best commensurate yield while meeting the daily cash flow demands of the District and conforming to all federal, state and local statutes, rules and regulations governing the investment of public funds including the Public Funds Investment Act, Chapter 2256 of the Texas Government Code. This Strategy sets forth the investment program of the District and the guidelines to be followed in achieving its objectives.

Not less than annually, the Nederland Independent School District Board of Trustees shall adopt a written instrument by resolution stating that it has reviewed the Investment Strategy and that the written instrument so adopted shall record any changes made.

Scope

This strategy governs the investment of all funds of the District. This Strategy shall be made available to anyone who has management responsibility for any District funds, and in the absence of their specific investment strategy, or not otherwise being governed by state law, this Strategy shall prevail.

Funds covered by this Strategy are as follows:

General Funds	This fund usually includes transactions as a result of revenues from local maintenance taxes, payment in lieu of taxes, foundation entitlements, and other Foundation School Program sources.
Special Revenue Funds	Special revenue funds are governmental funds used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.
Debt Service Funds	A debt service fund is a governmental fund, with budgetary control, that must be used to account for general long-term debt principal and interest for debt issues and other long-term debts for which a tax has been dedicated.
Capital Projects Funds	A capital projects fund is a governmental fund that must be used to account, on a project basis, for projects financed by the proceeds from bond issues, or for capital projects otherwise mandated to be accounted for in the fund.

Internal Service Funds Internal service funds are a proprietary fund accounted for on the accrual basis. An example would be the District's self-insurance fund.

Trust and Agency Funds This group of funds is used to account for assets held by a school district in a trustee capacity of the District, or as an agent for individuals, private organizations, other governmental units and/or other funds. This fund type consists of expendable trust funds, nonexpendable trust funds, pension trust funds and agency funds.

Objective

Investment of the funds covered by this Strategy shall be governed by the following investment objectives, in the order of priority:

SAFETY: Safety of principal is the primary objective of the Investment Strategy. Investment of the District's funds shall be undertaken in a manner that seeks to ensure the preservation of capital for the overall portfolio. To attain this objective, investment in only high quality securities and diversification are required in order that potential losses on individual securities do not exceed the income generated from the remainder of the portfolio.

LIQUIDITY The District's investment portfolio will remain sufficiently liquid to enable the District to meet all operating requirements that might be reasonably anticipated.

YIELD The District's investment portfolio shall be designed with the objective of attaining the best yield throughout budgetary and economic cycles, commensurate with the District's investment risk constraints and the cash flow characteristics of the portfolio.

Delegation of Authority

The Superintendent designates the Chief Financial Officer to direct and manage the cash management program of the district as defined in CDA Legal and CDA Local.

Pursuant to Chapter 2256.005 of the Texas Government Code and board policy, the Board of Trustees shall designate one or more officers or employees to be

responsible for the investment of its funds. The Superintendent, Business Manager, and the Bookkeeper are designated as Investment Officers responsible for the investment of district funds.

The District's Investment Officers shall establish written procedures for the operation of the investment program consistent with this Investment Strategy. Such procedures shall include explicit delegation of authority to persons responsible for transactions. No person may engage in an investment transaction except as provided under the terms of this Strategy and the written procedures. Authority granted to a person to invest the District's funds is effective until rescinded or until termination of the person's employment by the District. The Investment Officers shall be responsible for all transactions undertaken and shall establish a system of controls, to be reviewed by the District's Auditor, and to regulate the activities. The Investment Officers shall possess sufficient working knowledge of economics and securities markets, as well as good judgment necessary to carry out the responsibilities outlined in this Strategy.

Prudence

Investments shall be made with judgment and care – under circumstances then prevailing which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

The standard of prudence to be used by investment officials shall be the "prudent person" standard and shall be applied in the context of managing an overall portfolio. Investment Officers acting in accordance with written procedures and the Investment Strategy and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

In determining whether an investment official has exercised prudence with respect to an investment decision, the determination shall be made taking into consideration the investment of all funds over which the official had responsibility rather than consideration as to the prudence of a single investment and whether the investment decision was consistent with the District's Investment Strategy and written investment procedures.

Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions.

An officer or employee involved in the investment process has a personal business relationship with a business organization if:

- The officer or employee owns 10 percent or more of the voting stock or shares of the business organization or income for the previous year; or
- Funds received by the officer or employee from the business organization exceed 10 percent of his/her gross income for the previous year; or
- The officer or employee has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for his/her personal account.
- The officer is related within the second degree by affinity or consanguinity, as determined under Chapter 573 of the Texas Government Code, to an individual seeking to transact investment business with the entity.

If the investment officer has a personal business relationship with a business organization, a disclosure statement must be filed with the Texas Ethics Commission.

Training

The Investment Officers and the persons authorized to execute investment transactions shall attend at least one investment training session within 12 months after taking office or assuming duties and receive not less than 10 hours of instruction relating to investment responsibilities every two years. Investment training courses will be received through an independent source, including but not limited to the Government Treasurer's Organization of Texas, University of North Texas Center for Public Management, Texas Association of School Business Officials, and any other source meeting the criteria outlined in the Public Funds Investment Act.

Authorized Investments

District funds governed by this Strategy may be invested in the instruments described below, all of which are authorized by Chapter 2256 of the Government Code (Public Funds Investment Act). However, investments in instruments other than government securities shall be made only if the yield is equal to or greater than the bond equivalent yield on U.S. Treasury obligations of comparable maturity.

An investment that requires a minimum rating under this section does not qualify as an authorized investment during the period the investment does not have the minimum rating. The District shall take all prudent measures consistent with this Investment Strategy to liquidate an investment that does not have the minimum rating.

- Direct obligations of the United States of America.

- Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of the United States of America
- Fully collateralized Certificates of Deposit/Share Certificates that are issued by the District's approved depository provided that they are
 - guaranteed or insured by the Federal Deposit Insurance Corporation or its successor or the national Credit Union Share Insurance Fund or its successor; or
 - secured by obligations of the United States government described above.
- Repurchase Agreement, approved by the District's Board of Trustees, which details eligible collateral, collateralization ratios, standards for collateral custody and control, collateral valuation, and conditions for agreement termination and provided the repurchase agreement:
 - Has a defined termination date;
 - Is secured by obligations of the U.S. Treasury
 - Requires the securities being purchased by the District to be assigned to the District, held in the District's name, and deposited at the time the investment is made with the District or with a third party selected and approved by the District; and
 - Is placed through a primary government securities dealer, as defined by the Federal Reserve, or a financial institution doing business in this state, and which is rated no less than A or its equivalent by two nationally recognized rating services.
- No-load money market mutual funds that are registered with and regulated by the Securities and Exchange Commission that:
 - Have a dollar-weighted average stated maturity of 90 days or fewer;
 - Seek to maintain a stable net asset value of \$1 per share;
 - Are rated not less than Aaa, AAAM or an equivalent rating by at least one nationally recognized rating service; and
 - Have provided the District with a prospectus and other information required by the Securities Exchange Act of 1934 or the Investment Company Act of 1940.

Investments will be made in a money market mutual fund only after a thorough investigation of the fund and collective approval by the District's designated Investment Officers who shall, at least annually, review, revise and adopt a list of approved funds.

- Local government investment pools, created to function as money market mutual funds, organized in conformity with Chapter 791 (Inter Local Cooperation Contracts Act) and Chapter 2256 (Public Funds Investment Act) of the Government Code that:
 - Have a dollar-weighted average stated maturity of 90 days or fewer;
 - Seek to maintain a stable net asset value of \$1 per share;
 - Are rated not less than Aaa, AAAm or an equivalent rating by at least one nationally recognized rating service; and
 - Have provided the District with an offering circular and other information required by the Public Funds Investment Act.
- Local government investment pools that do not meet the requirements of one that is created to function as a money market mutual fund must:
 - Maintain a maximum average dollar weighted maturity that does not exceed 365 days, or 366 days in the case of a leap year,
 - Provide a fixed interest rate and fixed maturity term for each pool position or seek to maintain a stable net asset value.
 - Be rated not less than Aaa, AAAm or an equivalent rating by at least one nationally recognized rating service; and
 - Have provided the District with an offering circular and other information required by the Public Funds Investment Act.

To become eligible, investment pools must meet all the requirements of state law as determined under Chapter 2256 of the Government Code, as amended; and be approved by District Board of Trustees action, and approval by the Board of Trustees which shall, at least annually, review, revise and adopt a list of approved pools.

Authorized Broker/Dealers and Financial Institutions

The Investment Officers shall, at least annually, review, revise and adopt a list of qualified broker/dealers and financial institutions authorized to engage in investment transactions with the District. In order to be considered, those firms that desire to become qualified bidders for investment transactions will be required to provide information regarding creditworthiness, experience and reputation.

A written copy of this Investment Strategy shall be presented to any person offering to engage in an investment transaction with the District. Investments shall only be made with those business organizations (including money market mutual funds and local government investment pools) that have provided the

District with a written instrument executed by a qualified representative of the firm, acknowledging that the business organization has:

- Received and reviewed the District's Investment Strategy; and
- Implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the District and the organization that are not authorized by the District's Investment Strategy, except to the extent that this authorization is dependent on an analysis of the makeup of the District's entire portfolio or requires an interpretation of subjective investment standards.

Selection of Depository

The Board of Trustees shall select and designate a depository institution in accordance with Legal and Local Policy CDA. The depository shall be selected based upon its solvency and stability of leadership as well as on the services provided. The depository shall be selected through a formalized competitive process in response to the District's request for proposal (RFP) outlining all services required. Such services should provide the greatest flexibility for money management and should include online account management, zero based accounts, positive pay accounts, overnight sweeps, payroll and purchasing card capabilities.

The District shall have the discretion to determine the time span for requesting proposals for the depository contract; however, a six-year period will be the maximum length of time between competitive processes.

Competitive Bidding

It is the strategy of the District to require competitive bidding for all individual security purchases and sales except for:

- Transactions with money market mutual funds and local government investment pools (which are deemed to be made at prevailing market rates):
- Treasury and agency securities purchased at issue through an approved broker/dealer or financial institution; or
- Automatic overnight "sweep" transactions with the District Depository.

At least three bids or offers must be solicited for all other transactions involving individual securities. The District's financial advisor is also required to solicit at least three bids or offers when transacting trades on the District's behalf.

Collateralization

The District requires that all uninsured collected balances plus accrued interest, if any, in depository accounts be secured in accordance with the requirements of state law. Financial institutions serving as District depositories will be required to sign a Depository Agreement with the District which details eligible collateral, collateralization ratios, standards for collateral custody and control, collateral valuation, rights of substitution and conditions for agreement termination.

The District requires that all securities purchased under the terms of a repurchase agreement be assigned to the District in accordance with state law. Dealers and financial institutions wishing to transact repurchase agreements with the District will be required to sign the District's Master Repurchase Agreement which details eligible collateral, collateralization ratios, standards for collateral custody and control, collateral valuation, rights of substitution, and conditions for agreement termination.

Collateral will always be held by an independent third party with whom the District has a current custodial agreement and shall be reviewed at least monthly to ensure that the market value of the pledged securities is adequate. Eligible collateral and collateral ratios are as follows:

1. Direct obligations of the United States of America which includes Treasury bills, bonds and notes. 100%
2. Mortgage backed securities from the Government National Mortgage Association (GNMA). 110%
3. Agency bonds/notes which include obligations of the Federal Farm Credit Bank, Federal Home Loan Bank, Federal Housing Administration, Federal Home Loan Mortgage Corporation. 100%

Safekeeping and Custody

Safekeeping and custody of securities and collateral shall be in accordance with state law. It shall be the District's intent to place securities and collateral in the possession of a third party custodian designated by the District where feasible, and held in the District's name as evidenced by safekeeping receipts of the institution with which the securities are deposited.

All trades where applicable will be executed by delivery vs. payment (DVP) to ensure that securities are deposited in an eligible financial institution prior to the

release of funds. That is, funds shall not be wired or paid until verification has been made that the Trustee received the collateral.

Sale of Securities

The District's strategy is to hold securities to maturity. However, securities may be sold:

- In order to minimize the potential loss of principal on a security whose credit quality has declined;
- In order to swap into another security which would improve the quality, yield, or target duration of the portfolio; or
- In order to meet unanticipated liquidity needs of the portfolio.

Arbitrage

The Tax Reform Act of 1986 provided limitations restricting the amount of income that could be generated from the investment of tax-exempt General Obligation Bond proceeds and debt service income. The arbitrage rebate provisions require that the District compute earnings on investment from each issue of bonds on an annual basis to determine if a rebate is required. To determine the District's arbitrage position, the District is required to perform specific calculations relative to the actual yield on the bonds sold by the District. The rebate provision states that periodically (not less than once every five years, and not later than sixty days after the maturity of the bonds), the District is required to pay the U.S. Treasury a rebate of excess earnings based on the District being in a positive arbitrage position. The Tax Reform restrictions require precision in the monitoring and recording of investments as a whole, and particularly as relates to yields and computations so as to ensure compliance. Failure to comply can dictate that the bonds become taxable, retroactively from the date of issues.

The District's investment position relative to arbitrage is the continued pursuit of maximizing the yield on applicable investments while ensuring the safety of capital and liquidity. It is a fiscally sound position to continue maximization of yield and rebate excess earnings, if necessary.

Investment Strategies

The District maintains separate portfolios for individual funds that are managed according to the terms of this Strategy and the following corresponding investment strategies:

- Ensure safety of principal by investing only in high-quality securities for which a strong secondary market exists;

- Ensure that anticipated cash flows are matched with adequate investment liquidity;
- Limit market and credit risk through diversification.

Reporting

Investment performance is regularly monitored by investment staff and reported to the Board of Trustees. Not less than quarterly the Investment Officers will submit to the Board of Trustees a written report of the status of the current investment portfolio. The report must meet the requirements of Chapter 2256 of the Government Code (Public Funds Investment Act) and:

- Describe in detail the investment position of the District on the date of the report;
- Be prepared jointly by all Investment Officers of the District;
- Be signed by each investment officer of the District;
- State the book value and market value of each separately invested asset at the beginning and end of the reporting period by the type of asset and fund type invested;
- State the maturity date of each separately invested asset that has a maturity date;
- State the account for fund or pooled fund group for which each individual investment was acquired; and
- State the compliance of the investment portfolio as it relates to the investment strategy and relevant provisions of this Strategy and the Public Funds Investment Act.

Annual Compliance Audit

In conjunction with the annual financial audit, a compliance audit shall be performed which includes an audit of management controls on investments and adherence to the District's established strategy.

**Nederland Independent School District
INVESTMENT RESOLUTION**

As a Board Member of the Nederland Independent School District, I hereby acknowledge that I have reviewed the investment policy and strategy for the Nederland Independent School District, pursuant to the Texas Public Funds Investment Act.

WHEREAS, it is required that the Board make revisions to the investment policy and strategy, if deemed necessary, upon reviewing same policy and strategy. Revisions, if any, shall be adopted as follows:

BE IT RESOLVED that the Board of Trustees of the Nederland Independent School District hereby adopts the investment policy and strategy for the District as presented, including any revisions made by the Board whereby indicated within this resolution.

Adopted this 21st day of September, 2020,

NEDERLAND INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Micah Mosley, Board President

Nicholas Phillips, V. President

Roya Scott, Board Secretary

Jerry Albanese, Board Member

Kay DeCuir, Board Member

Suzanne Isom, Board Member

Tonya Mitchell, Board Member

NEDERLAND INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

September 21, 2020
Date of Board Meeting

Melissa J. Wong
Initiated By

Dr. Stuart Kieschnick
Recommended By

**CONSIDER APPROVAL OF CHANGES IN
INVESTMENT OFFICERS
ACTION ITEM**

It is recommended that the Board approve naming Dr. Stuart Kieschnick as an investment officer for the Nederland Independent School District. The investment officers of the District are the Superintendent, Business Manager, and Bookkeeper.

STATE OF TEXAS

NEDERLAND INDEPENDENT SCHOOL DISTRICT

COUNTY OF JEFFERSON

RESOLUTION

WHEREAS, the 74th Texas Legislature adopted House Bill 2459 relating to the prudent investment of public funds by governmental entities, and

WHEREAS, HB 2459 provides that each investing entity must designate one or more officers or employees as investment officers to be responsible for the investment of its funds, and

WHEREAS, Dr. Stuart Kieschnick, Superintendent; Ms. Melissa J. Wong, Business Manager, and Ms. Toni Hebert, Bookkeeper, as Nederland I.S.D. personnel with valuable knowledge and experience in the field of investments.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees, Nederland I.S.D., that Dr. Stuart Kieschnick, Ms. Melissa J. Wong, and Ms. Toni Hebert are hereby named investment officers, pursuant to HB 2459, and in that capacity are authorized to assume all responsibilities for implementation of investment policies and strategies on behalf of Nederland I.S.D., which authority shall include making deposits, withdrawals, investments, transfers, and generally managing the funds of Nederland I.S.D., all in accordance with school district investment policies describing the district's objectives, priorities and restrictions. Dr. Stuart Kieschnick, Ms. Melissa J. Wong, and Ms. Toni Hebert are also authorized to attend such training sessions relating to their investment responsibilities as are required by law.

DONE as a valid action of the Board of Trustees, Nederland I.S.D., at a duly noticed meeting of its Board of Trustees on the 21st day of September, 2020 at which a quorum was present and voting.

Micah Mosley, President
Board of Trustees
Nederland Independent School District

ATTEST:

Roya Scott, Secretary
Board of Trustees
Nederland Independent School District

NEDERLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees

September 21, 2020

Date of Board Meeting

Initiated By

Dr. Stuart Kieschnick

Recommended By

Policy Update 115 (DISCUSSION AND/OR ACTION)

Policy Update 115, TASB recommends that the board review, but not adopt, the (LEGAL) policies issued in the update. Board action on the (LOCAL) policies included in the update must occur within a properly posted, open meeting of the board.

BF(LOCAL): BOARD POLICIES

DED(LOCAL): COMPENSATION AND BENEFITS – VACATIONS AND HOLIDAYS

DIA(LOCAL): EMPLOYEE WELFARE – FREEDOM FROM DISCRIMINATION,
HARRASSMENT, AND RETALIATION

DMD(LOCAL): PROFESSIONAL DEVELOPMENT – PROFESSIONAL MEETINGS
AND VISITATIONS

EI(LOCAL): ACADEMIC ACHIEVEMENT

FB(LOCAL): EQUAL EDUCATIONAL OPPORTUNITY

FD(LOCAL): ADMISSIONS

FEB(LOCAL): ATTENDANCE – ATTENDANCE ACCOUNTING

FFG(LOCAL): STUDENT WELFARE – FREEDOM FROM DISCRIMINATION,
HARRASSMENT, AND RETALIATION

FMF(LOCAL): STUDENT ACTIVITIES – CONTESTS AND COMPETITION

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

GF(LOCAL): PUBLIC COMPLAINTS



(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.

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.

~~Paid~~ Vacation Days

~~Eligible employees~~ ~~A full-time employee~~ in ~~positions~~ ~~a position~~ normally requiring ~~12 months of service annually~~ ~~12 months of service~~ shall receive paid vacation days in accordance with ~~administrative regulations that address~~ the following::

1. Eligibility criteria;
2. Accrual rates and availability;
3. Request and approval processes;
4. Accumulation and carryover limits; and
- ~~1. Treatment of~~ ~~The employee must complete one year of service with the District before using paid vacation days.~~
- ~~2. Paid~~ vacation days ~~upon separation from~~ ~~become available to the employee in the year after they are earned, beginning on July 1 each year.~~
- ~~3. The District shall only consider the employee's consecutive years of service. in the eligible position when determining the number of paid vacation days an employee receives.~~
- ~~4. The employee must use his or her paid vacation days within one year of the duty year in which they were earned.~~
- ~~5. The employee must receive prior approval from his or her supervisor to schedule use of paid vacation days.~~

~~A 12-month employee in a position normally requiring 236-240 days per year shall receive paid vacation days in accordance with the following:~~

Consecutive Years Employed with the District	Paid Vacation Days
1-9	10
10-14	15
15 or more	20

~~A 12-month employee in a position normally requiring 250 days per year shall be granted paid vacation days according to the following:~~

Consecutive Years Employed with the District	Paid Vacation Days
1-4	10
5-14	15

COMPENSATION AND BENEFITS
VACATIONS AND HOLIDAYS

DED
(LOCAL)

Consecutive Years Employed with the District	Paid Vacation Days
15-24	20
25 or more	25

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

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

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

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

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

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

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

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

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

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

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

Sex-Based Harassment

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

Sexual Harassment

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

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

Examples

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

~~Retaliation~~

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

~~Examples~~

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

~~Prohibited Conduct~~

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

Reporting Procedures

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

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

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

Definition of District Officials

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

Title IX Coordinator

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

ADA / Section 504 Coordinator

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

Superintendent

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

Alternative Reporting Procedures

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

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

Timely Reporting

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

Notice of Report

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

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

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

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

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

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

Initial Assessment

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

Interim Action

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

District Investigation

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

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

Concluding the Investigation

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

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

District Action

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

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

Confidentiality

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

Appeal

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

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

Response to Sexual Harassment—Title IX

General Response

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

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

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

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

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

Title IX Formal Complaint Process

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

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

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

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

Standard of
Evidence

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

Retaliation

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

Examples

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

Records Retention

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

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

Access to Policy and Procedures

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

PROFESSIONAL DEVELOPMENT
PROFESSIONAL MEETINGS AND VISITATIONS

DMD
(LOCAL)

**Meetings,
Conferences, and
Workshops**

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

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

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

Release Time

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

Certificate of Coursework Completion

The District shall 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.~~

Withdrawal or Late Enrollment

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

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

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

The District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, or programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

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.

EQUAL EDUCATIONAL OPPORTUNITY

FB
(LOCAL)

Examining Records	A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]
Right to Impartial Hearing	A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial hearing shall be conducted by a person who is knowledgeable about Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.
Records Retention	Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records control retention schedules. [See CPC]

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

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

**Minimum Age
Requirement**

Each student entering grade 1 shall be six years old on or before September 1 unless the student meets the criteria for kindergarten acceleration. [See EHDC(LOCAL)]

Registration Forms

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

Proof of Residency

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

Minor Living Apart

Person Standing in
Parental Relation

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

Misconduct

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

Exceptions

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

Extracurricular
Activities

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

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

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

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

"Accredited" Defined

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an

accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

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

Nonaccredited Schools

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

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

Transfer of Credit

Accredited Texas Public Schools

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

Other Accredited or Nonaccredited Schools

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

Transition Assistance

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

[See E1]

Withdrawal

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

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.~~

~~Interschool 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.

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

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

Notice to Students and Parents

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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

	<p>level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
Costs Incurred	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
Complaint and Appeal Forms	<p>Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.</p> <p>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.</p> <p>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.</p>
Level One	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none">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; and2. With the lowest level administrator who has the authority to remedy the alleged problem. <p>In most circumstances, students and parents shall file Level One complaints with the campus principal.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

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.

NEDERLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees

September 21, 2020
Date of Board Meeting

Michael G. Laird
Initiated By

Dr. Stuart Kieschnick
Recommended By

**Resolution for Hurricane Laura on August 24- September 7, 2020
(DISCUSSION AND/OR ACTION)**

ACTION ITEM

Consider Resolution for Severe Weather as shown on the following pages.

**THE BOARD OF TRUSTEES OF THE
NEDERLAND INDEPENDENT SCHOOL DISTRICT**

RESOLUTION

WHEREAS, the recent destruction caused by Hurricane Laura resulted in the loss of electrical power to schools and community households and necessitating the closure of all schools and facilities in the Nederland Independent School District (“NISD”) on August 24- September 7, 2020, for the safety of students and staff; and

WHEREAS, any employees who were required to work on school property during the closure shall be paid for such work at the rate of one and one-half times their regular rate of pay; and

WHEREAS, through circumstances completely beyond their control, some NISD employees were forced to miss work days due to the closure of school facilities and operations; and

WHEREAS, Board Policy DEA (LOCAL) permits NISD to pay employees for their regular scheduled duty during an emergency closing for which the workdays are not scheduled to be made up at a later date; and

WHEREAS, the Board believes that a public school purpose exists for forgiving or excusing the absences of an employee on days when the employee is not able to work due to the closure of school facilities or operations;

Considering the foregoing statements, now therefore it be resolved by the Board that:

1. The Board determines that the District will not require employees to make up work days missed due to closure of school facilities or operations as a result of the Hurricane Laura on August 24- September 7, 2020; and
2. The Board finds that a public purpose and a benefit to the NISD exists to compensate NISD employees for any work days missed due to closure of school facilities or operations as a result of the severe weather, and that this expenditure is necessary in the conduct of the public schools as provided by Texas Education Code § 45.105(c); and
3. The Board hereby authorizes the Superintendent to identify employees and absences covered by this Resolution, and to take any and all action necessary to fulfill the purposes of this Resolution.

Adopted by the vote of the majority of members of the Board of Trustees of the Nederland ISD present and voting at an open meeting of the Board on the 21st day of September, 2020, at which a quorum was present:

BY: _____
Board President

BY: _____
Board Secretary

NEDERLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees

September 21, 2020
Date of Board Meeting

Initiated By

Dr. Stuart Kieschnick
Recommended By

**Approve Board Operating Procedures for 2020 - 2021
(DISCUSSION AND/OR ACTION)**

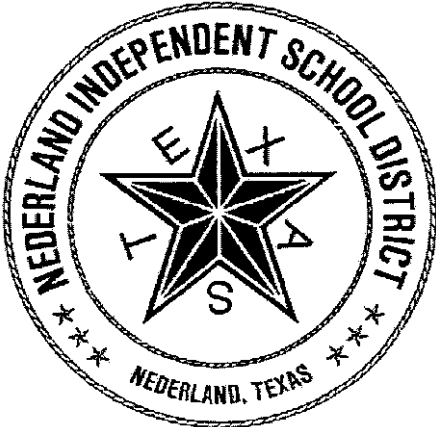
Approve Board Operating Procedures for the 2020 - 2021 school year.

NEDERLAND INDEPENDENT SCHOOL DISTRICT

BOARD

OPERATING

PROCEDURES



I. DEVELOPING BOARD MEETING AGENDA

A. Who can place items on agenda?

1. In consultation with the board president, the superintendent prepare the agenda for all board meetings.
2. Any board member may request a subject for inclusion on the agenda through the board president as according to Policy BE (Local).
3. In accordance with the Texas Open Meetings laws, no board member can place an item on the agenda less than 72 hours in advance of the meeting, except in an emergency, as per Texas Government Code.

B. Use of Consent Agenda (The consent agenda consists of items which are considered by the Board to be routine and are enacted under one motion, unless a member of the board requests that an item be removed from the consent agenda and considered separately.)

Listed below are typical examples of items that may be included on the consent agenda. This does not limit the consent agenda to these specific examples.

1. Minutes of regular and special board meetings
2. Financial information
3. Requests for use of facilities
4. Budget change requests
5. Gifts, donations, and requests
6. Routine personnel items

C. Director Reports shall be provided quarterly in Board Book. Reporting shall be limited to three minutes and open for questions and answers.

II. MEMBER CONDUCT DURING BOARD MEETINGS - Anytime four or more board members are gathered, it is considered a meeting (only if school district business is discussed.)

- A. All board members are expected to model the Board Member Ethics as described in Board Policy, BBF (Local).
- B. If, during a meeting, a board member violates Robert's Rules of Order, the following order, disciplinary procedures will be enforced.
 - 1. President or any member will ask for a recess, and the president and vice president will talk privately with the offending board member.
 - 2. If the offending board member continues to be in violation, a public warning will be issued in open session by the president.
 - 3. If the offending board member continues to be in violation, any member of the board may call for public censure and removal from that meeting, requiring a 2/3 vote according to Robert's Rules of Order for disruption of a public meeting.

C. Voting

- 1. All members, including the president, will vote on all action items.
- 2. A member will not abstain from voting except by legal right which must be stated by the trustee who wishes to abstain at that time.
- 3. On a tie vote, a motion requiring a majority vote for adoption is defeated.

D. Public participation shall only be permitted during the designated Public Comment time.

- 1. At all meetings, the Board shall allot time to hear persons who desire to make comments to the Board regarding items on the posted meeting agenda and may allow comments on non-agenda items if time permits. Persons who wish to participate in this portion of the meeting shall sign up with the presiding officer or designee before the meeting begins and shall indicate the topic about which they wish to speak.

The presiding officer shall determine the total allotment of time for public comment and time for individual comment at each meeting, based on the number of individuals signed up to speak at the start of the meeting. Unless otherwise permitted by the presiding officer, the standard time allotted for public comment shall be 30 minutes.

2. Unless otherwise permitted by the presiding officer, no individual presentation shall exceed three minutes.
3. Delegations of more than five persons shall be encouraged to appoint one person to present their views.
4. Speakers shall be discouraged from using the names of individual students or employees in their comments.

E. Board response to citizens addressing the board.

1. Public participation at a board meeting - Policy BED {Local}

- a) The board may ask clarifying questions, but shall not deliberate or decide any matter that is not posted with the agenda for the meeting. The board president may ask the superintendent to investigate the matter and report back to the board at a later time.
 - b. The board president or superintendent may recite specific facts or existing policy in response to public comment.
 - c. The board shall not tolerate any disruption of meetings by members of the audience. If, after one warning, a person continues to disrupt a meeting, the presiding officer may request assistance from law enforcement to have the person removed from the meeting.
2. When a member or members of the public are disruptive they will receive a verbal warning from the presiding officer.
 3. When a member or members of the public continue with a second infraction, the presiding officer will ask the superintendent to call law enforcement to escort the person or persons off the premises, and he/she may not return during that meeting.

F. Agenda item discussion by board members

1. Each member will have the opportunity to discuss an item at least once before the item may be tabled or postponed.
 2. Presiding officer or any board member by point of order will limit discussion to the pros and cons of the item under discussion.
 3. The board president will manage time for discussion of an item.
 4. When a member or members of the public are disruptive they will receive a verbal warning from the presiding officer.
 5. When a member or members of the public continue with a second infraction, the presiding officer will ask the superintendent to call law enforcement to escort the person or persons off the premises, and he/she may not return during that meeting.

4. When a member or members of the public are disruptive they will receive a verbal warning from the presiding officer.
5. When a member or members of the public continue with a second infraction, the presiding officer will ask the superintendent to call law enforcement to escort the person or persons off the premises, and he/she may not return during that meeting.

G. Agenda item discussion by board members

1. Each member will have the opportunity to discuss an item at least once before the item may be tabled or postponed.
 2. Presiding officer or any board member by point of order will limit discussion to the pros and cons of the item under discussion.
 3. The board president will manage time for discussion of an item.

III. CITIZEN REQUEST/COMPLAINT TO INDIVIDUAL BOARD MEMBER

- A. The board member should hear the citizen problem for full understanding of persons involved, date, and place.
 1. Repeat problem back verbatim to citizen.
 2. Advise citizen of chain of command.
 3. Remind citizen of due process, noting that the board members must remain impartial in case the situation goes before the board.
- B. Board member will make the superintendent aware of the complaint as soon as possible, if warranted.
- C. The superintendent will respond to citizen in a timely fashion, if appropriate.

IV. EMPLOYEE REQUEST/COMPLAINT TO INDIVIDUAL BOARD MEMBER

- A. The board member will hear the employee's problem for full understanding of persons involved, date, and place.
 1. Repeat problem back verbatim to employee.
 2. Advise employee of chain of command.
 3. Remind employee of the due process procedure and remain impartial
- B. Board member will make the superintendent aware of the complaint as soon as possible, if warranted.
- C. The employee will be contacted by the superintendent within a timely fashion, if appropriate, unless the employee requests no contact from the superintendent.

V. INFORMATION OR REPORT REQUESTED BY A BOARD MEMBER BETWEEN MEETINGS

- A. A board member may request existing information or reports through the superintendent. The superintendent will gather the information or report and disseminate it in a timely manner to the entire board. Board members are encouraged to advise the superintendent of questions or concerns regarding agenda item(s) before the board meeting.
- B. Information requested from an attorney must be requested through the board president or the superintendent.

VI. VENDOR REQUEST/CONCERN TO INDIVIDUAL BOARD MEMBER

- A. Board members should refer vendor contacts to the superintendent or his/her designee.
- B. No board member shall promise a vendor any type of business with the district. They shall refer prospective vendors to the administration.

VII. BOARD MEMBER VISITS TO SCHOOL CAMPUS

- A. All board members are encouraged and expected to attend special events on campuses to represent the board in support of activities.
- B. Board members are not to go into teachers' classrooms or campuses outside of scheduled activities/events.
- C. Board members are not to evaluate a teacher's performance informally or formally.
- D. Board members are not to discuss a personnel matter with the employee informally or formally, except to refer them to the appropriate administrator.

VIII. COMMUNICATIONS

- A. Superintendent will communicate with all board members via weekly packets during the school year.
- B. Superintendent will meet with board president as needed to discuss issues of the district.
- C. Superintendent will communicate information in a timely fashion to all board members.
- D. Requests to the superintendent from the board president will be distributed to all board members.
- E. Board will keep the superintendent informed via voicemail, telephone, email, and fax.

- F. Board will communicate with community through public hearings, regular board meetings, local publications, and the district website.
- G. Individual board members cannot speak in an official capacity outside boardroom.
- H. The Nederland ISD Board of Trustees encourages input; however, anon or letters will not receive board attention, discussion, or response, and result in directives to the administration.
- I. The board, individually and collectively, shall not discuss an employee' employment, assignment, reassignment, salary and benefits, evaluation terms and conditions of employment with any employee other than the superintendent and designees, unless the superintendent is notified in agrees to such discussion.

IX. EVALUATION OF THE SUPERINTENDENT

- A. The superintendent will be evaluated in January each year or at a time usually agreeable to the board and the superintendent.
- B. The superintendent's performance review will be based on annual priorities and goals established and approved by the board, with consideration of the Texas Academic Performance Report (TAPR) report.
- C. The superintendent's evaluation instrument will be reviewed each year prior to the scheduled evaluation.

X. SELECTION OF BOARD OFFICERS

- A. Election of Officers: At the first regular or special meeting after each regular all and certification of newly elected trustees, the members of the Board organize by electing the following officers by *open nominations*:
 - 1. A president, who shall have been a member of the Board for at least one year prior to the election;
 - 2. A vice president;
 - 3. A secretary.

XI. ROLE AND AUTHORITY OF BOARD MEMBER AND/OR BOARD OFFICERS (Set down by State statute)

- A. No board member or officer has authority outside the board meeting.
- B. No board member can direct employees in regard to performance of duties.
- C. Board President:
 - 1. Shall preside at all board meetings;

2. Shall appoint committees;
 3. Shall call special meetings; and
 4. Shall sign all legal documents required by law.
- D. Board vice president shall act in capacity of president in absence of president.
- E. Board secretary shall:
1. *Ensure that an accurate record is kept of the proceedings of each Board meeting.*
 2. *Ensure that notices of Board meetings are posted and sent as required by law.*
 3. *In the absence of the President and Vice President, call the meeting to order and act as presiding officer.*
 4. *Sign or countersign documents as directed by action of the Board.*
- F. In the case of NISD being declared a federal or state disaster area, the board is permitted, by law, to meet with less than a quorum present. If the president, vice president, and secretary are all unable to attend, then the order of succession to determine the chair shall be established by *order of Board tenure from greatest to least* of the board members present.

XII. ROLE OF BOARD IN CLOSED (EXECUTIVE) SESSION

- A. Agenda posting for closed (executive) session. The posted agenda will list the topics to be discussed in closed (executive) session, as identified later in these guidelines.
- B. Entering closed (executive) session. The board may enter into closed (executive) session after the following requirements have been met:
1. The board has first convened in open meeting for which notice has been given.
 2. The presiding officer has publicly announced in open meeting that a closed (executive) session will be held.
 3. The presiding officer has identified the section or sections of Chapter 551, Texas Government Code, which authorize the holding of such closed or executive session.
 4. The presiding officer has publicly announced that no final action, decision, or vote will be taken by the board while in executive session.
- C. Closed (Executive) Session. Policy BEC (Legal). Closed (executive) sessions are authorized for the following purposes:
1. Attorney Consultation 551.071
 2. Real Property 551.072
 3. Prospective Gifts 551.073

- 4 Personnel Matters 551.074
 - 5 Student Issues 551.082
 - 6 Employee-Employee Complaints 551.082
 - 7 Security Devices 551.076
 - 8 Assessment Instruments Educ. Code 39.03(a)
 - 9 Economic Development 551.087
 - 10 Homeland Security 418.175-418.182
 - 11 Student Information 551.0821
 - 12 Medical or Psychiatric Records 551.0785
 - 13 Any other provision under the Texas Open Meetings Act.
- D. The board shall reconvene the open meeting after a closed (executive) session, prior to adjourning the meeting. (§551.102)
 - E. Confidentiality. In accordance with the requirements of NISD Board Policy BEC, and 551.146, Texas Gov't Code, no board member may reveal to any other person the statements or comments made by another board member or other authorized in attendance at closed (executive) session of the Board of Trustees.
 - F. Closed meetings may not be recorded by an individual trustee against the wishes of a majority of the board.

XIII. MEDIA INQUIRIES TO THE BOARD

- A. Media inquiries should be directed to the board president or the superintendent.
- B. The board president shall be the official spokesperson for the board to the media/press on issues of media attention.
- c. Individual board members should always remember that they have no capacity to represent the district outside of a regular board meeting. Therefore, they should always make it clear when speaking to the media that any opinion they express does not represent the position or opinion of the NISD Board of Trustees.
- D. When asked about any item that the board has taken action on, individual board members may certainly state their personal opinion in regard to the issue as it was presented prior to the vote. However, as a member of the Team of Eight they should also state their resolve to support the will of the board and do everything in their power to assure the successful implementation of the issue for the well-being of the district and its students.

XIV. TELEPHONE CALLS/LETTERS: The Board of Trustees encourages input; however, anonymous calls, letters, or emails will not receive board attention, discussion, or response, and will not result in directives to the administration.

XV. RESPONSE TO LETTERS: The Board of Trustees encourages input. A signed letter or email will be forwarded to the superintendent. The superintendent will respond and send a copy to the full board.

XVI. REVIEWING BOARD OPERATING PROCEDURES: Standard Board Operating Procedures will be reviewed and/or updated at the regular June board meeting, or upon individual board member request.

A. Board members will review Conflict of Interest Policy BBFA (Legal) each year and sign as required BBFA (Exhibit).

XVII. ELECTRONIC COMMUNICATION AND DATA MANAGEMENT

NISD will provide training in proper use of the electronic Board Book and will provide all board members with copies of the district's acceptable use guidelines. All training in the use of the district's system will emphasize the ethical and safe use of this resource.

A. Use of Email

- 1. Each board member will have access to the NISD network only through the board member's account.**
- 2. Email transmissions or other use of the electronic communications system by school board members shall not be considered confidential and may be intercepted by designated district staff as part of regular monitoring of network activity.**
- 3. Personal Use**
 - a) The A board member's NISD-issued email account is to be used mainly for identified educational purposes, but some limited personal use is permitted.
 - b) Personal work should not be installed on the hard drive of the computers as it is subject to the Public Information Act.
- 4. Public Information Act**
 - a) A Board member is considered a "temporary custodian" with regard to any public information the member creates or receives in their official capacity and which the member has not provided to the District for maintenance. A Board member in possession of public information shall (1) forward or transfer the public information to the Superintendent for preservation; or (2) preserve the public information in its original form in a back-up or archive and on the privately owned device for the time required by the District's Records Retention Schedule. A Board member does not have a personal or property right to public information he/she created or received while acting in an official capacity. Tex.Gov't Code §§552.003-004, 552.203, 552.233(a).

b) The District must make reasonable efforts to obtain public information from a Board member if there is reason to believe that the Board member is in possession of public information which is responsive to a request for information that has been submitted to the District. A Board member shall surrender the information to the District not later than the 10th day after the District requests the information from the Board member. Failure to surrender the information shall constitute a violation of the Public Information Act. Tex.Gov't Code §552.233(b)(c).

c) Files of personal information, including programs, no matter of what medium they are stored or transmitted, may be subject to the Texas Public Information Act if stored on the Nederland SD computer or if related to District business.

5. No one should look at, copy, alter, or destroy anyone else's personal files without explicit permission (unless authorized or required to do so by law or regulation).

6. No one should connect to a host on the network without advance permission in some form. People and organizations link computers to the network for numerous different reasons, and many consider unwelcome connects to be attempts to invade their privacy or compromise their security.

7. Inappropriate Uses

a) Prohibited language includes obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

b) Personal attacks, including prejudicial or discriminatory attacks, are prohibited.

c) Harassment of any other person is prohibited. Harassment is persistently acting in a manner that distresses or annoys another person. If you are asked to stop sending messages to another person, the messages must stop.

d) It is prohibited to knowingly or recklessly post false or defamatory information about a person or an organization.

e) Users must not post any information that could cause damage in any way or cause any danger or disruption.

8. Responsible Use of Resources

a) Board members are responsible for verifying the integrity and completeness of information that you compile or use. Do not depend on information or communications to be correct when they appear contrary to your expectations; verify it with the person who you believe organized the message or data.

b) Board members may not run or otherwise configure software or hardware to intentionally allow access by unauthorized users.

- c) Special access to information or other special computing privileges are to be used in performance of official duties only. Information that you obtain through special privileges is to be treated as private.
- d) Board members are prohibited from attempting to circumvent or subvert any system's security measures. This section does not prohibit use of security tools by system administration personnel.
- e) Board members are prohibited from using, inspecting, copying and storing copyrighted computer programs and other material, in violation of copyright.
- f) Board members should not install or copy software on district resources except as permitted by NISD. Software is subject to licensing and all license provisions.

9. Board Protocols for Graduation and GOLD Pass

- a) Current serving Board Members may present diplomas to family members and requests from community members as approved by administration.
- b) Previous serving Board members may present diplomas to family members.
- c) Immediate Past President will be noted in the graduation program and be seated on stage with current Board Members.
- d) Current and past School Board Members shall receive a "GOLD" pass to all athletic and UIL functions upon request.

The above board operating procedures do not supersede adopted board policy. In the event of a conflict, board policy controls.

MEMBERS OF THE BOARD OF TRUSTEES
2020-2021

Micah Mosley, President (2018-2021)

Nicholas L. Phillips, Vice President (2010-2022)

Roya Scott, Secretary (2018-2021)

Kay DeCuir, Board Member (2011-2020)

Suzanne Isom, Board Member (2001-2022)

Jerry Albanese, Board Member (2017-2022)

Tonya Mitchell, Board Member (2018-2021)

SUPERINTENDENT
Superintendent of Schools

Dr. Stuart Kieschnick

NEDERLAND INDEPENDENT SCHOOL DISTRICT
220 N. 171B Street
Nederland, Texas 77627
409-724-2391

www.nederland.k12.tx.us

NEDERLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees

September 21, 2020

Date of Board Meeting

Initiated By

Dr. Stuart Kieschnick

Recommended By

**Consider Approval of District Appraisal Calendar
(DISCUSSION AND/OR ACTION)**

APPRAISAL CALENDAR 2020-2021

1. It is requested that all required days of instruction beginning October 1, 2020 through May 1, 2021 be approved for formal appraisal of teacher performance with the following exclusions:

Refer to District Test Calendar - Primary STAAR Administration Days

- October 30 - Day prior to Holiday (District)
- November 6 - Homecoming
- November 20 - Day prior to Thanksgiving Holidays (District)
- December 18 - Day prior to Christmas Holidays (District)
- January 15 - Day prior to Holiday (District)
- February 12 - Day prior to Holiday (District)
- March 12 - Day prior to Spring Break (District)
- March 31 - Day prior to Easter Holidays (District)

2. End of Year Conference Schedule – March 22, 2021 - May 7, 2021

If approved, these periods of time will be designated as the official District Appraisal Calendar

NEDERLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees

September 21, 2020
Date of Board Meeting

Dr. Steven Beagle
Initiated By

Dr. Stuart Kieschnick
Recommended By

**NISD Asynchronous Virtual Plan
(DISCUSSION AND/OR ACTION)**

Consider and approve the NISD Asynchronous Virtual Plan as presented.

NEDERLAND ISD

IMAGINE • INNOVATE • INSPIRE

2020-2021

Asynchronous Plan Open Response – Nederland ISD

Please check the grade level(s) for which these open response descriptions/attachments apply.

Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.

<input checked="" type="checkbox"/> PK	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 9
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 10
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 11
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 12
<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 8	

Attestations

Instructional Schedule

- ❑ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ❑ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ❑ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ❑ Students are provided **clear means to engage with academic material on a daily basis**.
- ❑ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ❑ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- ❑ District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - ❑ Assessments that ensure continued information on student progress remotely
 - ❑ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - ❑ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ❑ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ❑ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- ❑ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus**.
- ❑ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:

- ❑ Data from the Learning Management System (LMS) showing progress made that day
- ❑ Curricular progress evidenced from teacher/student interactions made that day
- ❑ Completion and submission of assignments planned for that day
- ❑ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - ❑ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ❑ Student **feedback is provided from an instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ❑ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- ❑ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - ❑ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - ❑ Cover all grade levels and content areas that are participating in asynchronous learning
 - ❑ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - ❑ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ❑ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

[Helena Park Elementary \(PK-4\)](#)

[Langham Elementary \(PK-4\)](#)

[Nederland High School \(9-12\)](#)

[Highland Park Elementary \(PK-4\)](#)

[Central Middle School \(5-8\)](#)

[Hillcrest Elementary \(PK-4\)](#)

[C.O. Wilson Middle School \(5-8\)](#)

Pre-Kindergarten

Time (mins)	Student Activity	Synchronous/ Asynchronous
75 minutes	ELA/SLA <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons • Google Classroom/SeeSaw • Waterford 	Asynchronous
20 minutes	Math <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons • Google Classroom/SeeSaw • Waterford 	Asynchronous
15 minutes	Science <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons • Google Classroom/SeeSaw 	Asynchronous
15 minutes	Social Studies <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons • Google Classroom/SeeSaw 	Asynchronous
15 minutes	Music/PE/Library/Calendar <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons • Google Classroom/SeeSaw 	Asynchronous
30 minutes	Stations/Interventions/Small Groups <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons • Google Classroom/SeeSaw 	Synchronous/ Asynchronous
45 minutes (1-2 a week)	Virtual Office Hours <ul style="list-style-type: none"> • Google Meets • Email • Phone calls 	Synchronous/ Asynchronous

Kindergarten - 4th Grade

Time (mins)	Student Activity	Synchronous/ Asynchronous
120 minutes	ELA/SLA <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons/Guided Practice/Independent Practice • Google Classroom Activities/(K-2) SeeSaw Activities • Small Group instruction 	Asynchronous
90 minutes	Math <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons/Guided Practice/Independent Practice • Google Classroom Activities/(K-2) SeeSaw Activities • Small Group instruction 	Asynchronous
45 minutes	Science <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons/Guided Practice/Independent Practice • Google Classroom Activities/(K-2) SeeSaw Activities 	Asynchronous
45 minutes	Social Studies <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons/Guided Practice/Independent Practice • Google Classroom Activities/(K-2) SeeSaw Activities 	Asynchronous
45 minutes	Music/PE/Computer/Library <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons • Google Classroom Activities/(K-2) SeeSaw Activities 	Asynchronous
30-45 minutes	Interventions and/or small group instruction <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons/Guided Practice/Independent Practice • Google Meets/Zoom • Google Classroom Activities/(K-2) SeeSaw Activities 	Synchronous/ Asynchronous
45 minutes (1-2 a week)	Virtual Office Hours <ul style="list-style-type: none"> • Google Meets • Email • Phone calls 	Synchronous/ Asynchronous

5th - 8th Grade

Time (mins)	Student Activity	Synchronous/ Asynchronous
98 minutes	ELA/SLA <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons/Guided Practice/Independent Practice • Google Classroom Activities 	Asynchronous
49 minutes	Math <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons/Guided Practice/Independent Practice • Google Classroom Activities 	Asynchronous
49 minutes	Science <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons/Guided Practice/Independent Practice • Google Classroom Activities 	Asynchronous
49 minutes	Social Studies <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons/Guided Practice/Independent Practice • Google Classroom Activities 	Asynchronous
49 minutes x2	Electives/Fine Arts/PE <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons/Guided Practice/Independent Practice • Google Classroom Activities 	Asynchronous
30 - 50 minutes	Interventions and/or small group instruction <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons • Google Meets • Google Classroom Activities 	Synchronous/ Asynchronous
49 minutes	Virtual Office Hours <ul style="list-style-type: none"> • Google Meets • Email • Phone calls 	Synchronous/ Asynchronous

9th -12th Grade (Block Schedule - Classes are 90 minutes every other day)

Time (mins)	Student Activity	Synchronous/ Asynchronous
90 minutes	ELA/SLA <ul style="list-style-type: none"> • Screencasting/video lessons (45 minutes) • Interactive lessons/Guided Practice/Independent practice (45 minutes) • Google Classroom Activities 	Asynchronous
90 minutes	Math <ul style="list-style-type: none"> • Screencasting/video lessons (45 minutes) • Interactive lessons/Guided Practice/Independent practice (45 minutes) • Google Classroom Activities 	Asynchronous
90 minutes	Science <ul style="list-style-type: none"> • Screencasting/video lessons (45 minutes) • Interactive lessons/Guided Practice/Independent practice (45 minutes) • Google Classroom Activities 	Asynchronous
90 minutes	Social Studies <ul style="list-style-type: none"> • Screencasting/ video lessons (45 minutes) • Interactive lessons/Guided Practice/Independent practice (45 minutes) • Google Classroom Activities 	Asynchronous
90 minutes	Fine Arts/Elective/PE <ul style="list-style-type: none"> • Screencasting/video lessons (45 minutes) • Interactive lessons/Guided Practice/Independent practice (45 minutes) • Google Classroom Activities 	Asynchronous
30-60 minutes	Interventions and/or small group instruction <ul style="list-style-type: none"> • Screencasting/Videos • Interactive lessons • Google Meets • Google Classroom Activities 	Synchronous
45 minutes x 2	Office Hours <ul style="list-style-type: none"> • Google Meets • Email • Phone calls 	Synchronous/ Asynchronous

Summarize how your instructional schedules meet the criteria:

Component	Explanation
<p>What are the expectations for daily student interaction with academic content?</p>	<p>Students are expected to engage in the scheduled content asynchronously according to the following minutes:</p> <p>PK: 170 minutes per day K-4: 365 minutes per day 5-8: 420 minutes per day 9-12: 390 minutes per day</p> <p>The student schedule is determined by an estimated time duration as opposed to synchronous blocks of time. Students are allowed to choose the order in which to interact and complete the assignments during the day for each class. Teachers will track progress and assignment completion through Google Classroom, Google Suite applications, and other applications which record time on task and measure progress. Teachers will provide additional support when needed to help ensure each student is progressing through the curriculum. The district utilizes the TEKS Resource System which helps guide the amount of instructional time through the use of suggested time frames for the completion of the content.</p> <p>Additionally, students can receive help through synchronous Google Meets and teacher office hours.</p>
<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>The schedules listed earlier in this document cover the amount of time that both asynchronous and synchronous students will spend engaging with the curriculum on a daily basis. Primarily, the instruction and interactive activities will be completed asynchronously. Students will have the opportunity to attend synchronous Google Meets for intervention, small group instruction, and office hours.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Time for interventions and office hours are clearly stated. The interactions can be via video conferencing or written feedback. Daily interactions occur as teachers provide feedback through learning activities designed with Google Suites. Office hours are clearly communicated when they can answer emails and make phone calls to answer students' questions.</p>

How will teacher/student interactions be differentiated for students with additional learning needs?	<p>Students in need of additional support will be assigned to small group intervention based on progress measured through different programs and applications used to deliver instruction as well as diagnostic tools.</p> <p>Students of special populations (i.e. Special Education, 504, EL, etc.) will be able to utilize additional accommodations in the instructional materials. These students will have access to specialized instructional teachers to support their progress during designated office hours.</p>
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Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Pre-Kindergarten

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK	<ul style="list-style-type: none"> • OWL • Waterford 	<ul style="list-style-type: none"> • SeeSaw Activities • CLI - Circle Progress Monitoring • Digital Campus Based Assessments 	YES	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • OWL includes an online hub that features English and Spanish. • Waterford includes Spanish supports for students. • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners
ELA Instructional Materials	PK	<ul style="list-style-type: none"> • OWL • Waterford 	<ul style="list-style-type: none"> • SeeSaw Activities • CLI - Circle Progress Monitoring • Digital Campus Based Assessments 	YES	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • OWL includes an online hub that features English and Spanish. • Waterford includes Spanish supports for students. • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners

<p>Science Instructional Materials</p>	<p>PK</p>	<ul style="list-style-type: none"> • OWL • Waterford 	<ul style="list-style-type: none"> • SeeSaw Activities • CLI - Circle Progress Monitoring 	<p>YES</p>	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • OWL includes an online hub that features English and Spanish. • Waterford includes Spanish supports for students. • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners
<p>Social Studies Instructional Materials</p>	<p>PK</p>	<ul style="list-style-type: none"> • OWL • Waterford 	<ul style="list-style-type: none"> • SeeSaw Activities • CLI - Circle Progress Monitoring 	<p>YES</p>	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • OWL includes an online hub that features English and Spanish. • Waterford includes Spanish supports for students. • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners

Kindergarten - 4th Grade

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	K-4	<ul style="list-style-type: none"> • enVision Math • Waterford (K) • iStation Math • Education Galaxy • Discovery Education 	<ul style="list-style-type: none"> • Google Classroom (K-4)/SeeSaw Activities (K-2) • STAR Early Literacy (K) • STAR Math (1-4) • ISIP Math - iStation • Education Galaxy reports • Digital Campus Based Assessments • District Common Assessments 	YES	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • enVision Math includes an online hub that features English and Spanish. • Waterford includes Spanish supports for students. (K) • iStation includes English and Spanish instruction and practice. Education Galaxy offers Spanish support. (K-4) • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners

<p>ELA Instructional Materials</p>	<p>K-4</p>	<ul style="list-style-type: none"> • HMH Into Reading • Waterford (K) • iStation Reading • Education Galaxy • Discovery Education 	<ul style="list-style-type: none"> • Google Classroom (K-4)/SeeSaw Activities (K-2) • STAR Early Literacy (K) • STAR Reading(1-4) • ISIP Reading - iStation • Education Galaxy reports) • Digital Campus Based Assessments • District Common Assessments 	<p>YES</p>	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • HMH Into Reading includes an online hub that features English and Spanish. • Waterford includes Spanish supports for students. (K) • iStation includes English and Spanish instruction and practice. • Education Galaxy offers Spanish support. (K-4) • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners
<p>Science Instructional Materials</p>	<p>K-4</p>	<ul style="list-style-type: none"> • STEMscopes • Waterford (K) • Education Galaxy • Discovery Education 	<ul style="list-style-type: none"> • Google Classroom (K-4)/SeeSaw Activities (K-2) • Monitoring • Digital Campus Based Assessments 	<p>YES</p>	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • STEMscopes includes an online hub that features English and Spanish. • Waterford includes Spanish supports for students. (K)iStation includes English and Spanish instruction and practice. • Education Galaxy offers Spanish support. (K-4) • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners
<p>Social Studies Instructional Materials</p>	<p>K-4</p>	<ul style="list-style-type: none"> • Studies Weekly • Discovery Education 	<ul style="list-style-type: none"> • Google Classroom (K-4)/SeeSaw Activities (K-2) • Digital Campus Based Assessments 	<p>YES</p>	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • Studies Weekly includes an online hub that features English and Spanish. • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners

5th - 8th Grade

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	5-8	<ul style="list-style-type: none"> Go Math/Think Central Education Galaxy Edgenuity Delta Math Study Island TEKS Resource System Khan Academy Discovery Ed 	<ul style="list-style-type: none"> STAR Math Digital Campus Based Assessments Google Classroom Activities TEA Diagnostic Assessment District Checkpoint Assessments 	YES	<ul style="list-style-type: none"> Teachers will use differentiation and scaffolding activities that are embedded into the lessons. Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. Online Tools for Accommodations 	<ul style="list-style-type: none"> Go Math/Think Central digital supports Teachers will ensure that linguistic accommodations for instruction and language acquisition. GoMath/Think Central on line supports Online Tools for English Learners
ELA Instructional Materials	5-8	<ul style="list-style-type: none"> HMH Into Reading/Literature Education Galaxy TEKS Resource Edgenuity Discovery Ed Newsela CommonLit 	<ul style="list-style-type: none"> STAR Reading Digital Campus Assessments Google Classroom Activities District Checkpoint Assessments Digital Campus Based Assessments 	YES	<ul style="list-style-type: none"> Teachers will use differentiation and scaffolding activities that are embedded into the lessons. Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. Online Tools for Accommodations 	<ul style="list-style-type: none"> Teachers will ensure that linguistic accommodations for instruction and language acquisition. HMH Digital supports HMH Into Reading/Literature on line supports Online Tools for English Learners

<p>Science Instructional Materials</p>	<p>5-8</p>	<ul style="list-style-type: none"> • Fusion Science • Education Galaxy • Study Island • TEKS Resource System • Stemscopes • Science Starters • Edgenuity 	<ul style="list-style-type: none"> • District Checkpoint Assessments • Google Classroom Activities • Digital Campus Based Assessments • Digital Campus Based Assessments 	<p>YES</p>	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • Envision digital supports. • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners
<p>Social Studies Instructional Materials</p>	<p>5-8</p>	<ul style="list-style-type: none"> • McGraw-Hill textbooks • Edgenuity • Study Island • Education Galaxy • TEKS Resource System 	<ul style="list-style-type: none"> • District Checkpoint Assessments • Google Classroom Activities • Digital Campus Based Assessments 	<p>YES</p>	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • McGraw-Hill digital supports • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners

9th - 12th Grade

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	9-12	<ul style="list-style-type: none"> • Big Ideas Math • Khan Academy • Sapling • Math XL • DeltaMath • AP Classroom • Edgenuity • TEKS RS 	<ul style="list-style-type: none"> • Sapling • Math XL • TEKS RS Performance Assessments • Digital Campus Based Assessments • District Checkpoint Assessments 	YES	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • The instructional materials include an online hub that features English and Spanish. • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners
ELA Instructional Materials	9-12	<ul style="list-style-type: none"> • HMH Into Literature • CommonLit • Newsela • AP Classroom • Edgenuity • TEKS RS 	<ul style="list-style-type: none"> • Into Literature Activities • CommonLit and Newsela activities • TEKS RS Performance Assessments • Digital Campus Based Assessments • District Checkpoint Assessments 	YES	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • Into Literature, includes an online hub that features English and Spanish. • CommonLit and Newsela include Spanish support for students. • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners

<p>Science Instructional Materials</p>	<p>9-12</p>	<ul style="list-style-type: none"> • Stemsscopes • Khan Academy • Edgenuity • AP Classroom • TEKS RS 	<ul style="list-style-type: none"> • Stemsscopes Activities • TEKS RS Performance Assessments • Digital Campus Based Assessments • District Checkpoint Assessments 	<p>YES</p>	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • Stemsscopes includes an online hub that features English and Spanish. • TEKS RS includes Spanish supports for students. • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners
<p>Social Studies Instructional Materials</p>	<p>9-12</p>	<ul style="list-style-type: none"> • ConnectED • Edgenuity • AP Classroom • TEKS RS 	<ul style="list-style-type: none"> • ConnectED Activities • TEKS RS assessments • Digital Campus Based Assessments • District Checkpoint Assessments 	<p>YES</p>	<ul style="list-style-type: none"> • Teachers will use differentiation and scaffolding activities that are embedded into the lessons. • Teachers will ensure that accommodations and modifications will be provided to students based on their IEP and 504 plans. • Online Tools for Accommodations 	<ul style="list-style-type: none"> • ConnectED includes an online hub that features English and Spanish. • TEKS RS includes Spanish supports for students. • Teachers will ensure linguistic accommodations for instruction and language acquisition. • Online Tools for English Learners

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention of knowledge?</p>	<p>Instructional Materials, including state-adopted textbooks, are available digitally through Google Classroom and other on-line services. The district is working on a 1:1 device initiative which allows the district to put technology in the hands of all students. The funding for this initiative comes from the passing of a bond in 2018 which included 4.8 million dollars for technology. The district has purchased 1550 iPads, 4765 Winbooks and 270 access points that will be distributed to insure that all students have access to technology and the internet. Most classroom activities and research-based instructional strategies have been adapted to a digital format using Google Classroom applications and extensions. Because of this, both the digital environment and the face-to-face environment receive equal instructional deliveries. Pre-recorded videos of teachers are used to ensure students receive the same direct instruction from their teacher in both learning environments. Assignments will be completed and submitted to the teacher for feedback. Because students will be receiving the same learning content in either environment, students will be able to transition smoothly between environments if the need arises.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?</p>	<p>Asynchronous support based on the specialized needs/services of special education, 504, English Learners will be provided appropriately as determined by the students individual learning plans. Students in inclusive classrooms will receive support from both the regular education teacher and the special education teachers who will assist with any needed accommodations students need.</p>

Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
What is the expectation for daily student engagement?	TEA ADA funding method gives guidance for establishing 3 possible guidance markers for identifying student engagement: <ol style="list-style-type: none"> 1. Daily Progress in assessments in Google Classroom 2. Daily Progress via student-teacher interaction (emails, phone calls, Google Meets) 3. Completion/Turn-in assignments
What is the system for tracking daily student engagement?	<p>Students who are attending asynchronous digital classes will be counted present and engaged for the day by completing one of the following: anchor (bellringer/warmup/opening) assignment; completing daily assignments; attending a Google Meet; interacting with teachers through daily email/phone calls; or attending synchronous intervention/tutoring time by 11:59 p.m. If a student does not complete one of these tasks, the student will be marked absent for the day. Students who do not complete the work on the appointed day by 11:59 p.m. should complete the work for a grade with the possibility of having points deducted for turning it in late in accordance with the district grading policy.</p> <p>Teachers are responsible for entering attendance for asynchronous students after determining that one of the asynchronous markers for engagement has been satisfied.</p> <p>Turning in late work would not change the student's absence from the day the work was due. The due date for extended assignments, such as a project, research paper, or reading assignment should be clearly communicated to the student.</p> <p>*Students wishing to participate in UIL and other extracurricular activities may still enroll in virtual instruction. However, they will need to be enrolled in the appropriate extracurricular class and attend practices with the rest of the team/organization. Sponsors/Coaches will communicate in-person attendance expectations.</p>
How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?	<p>Grading for all virtual courses will follow the same Nederland ISD grading policy as the courses in the in-person model. Virtual Model courses that earn high school credit will count in GPA calculation and class rank. Students enrolled in NISD virtual learning will follow the same guidelines as in-person learning students in determining GPA and class rank. As the district rolls out the 1:1 device initiative, face to face students will also get to experience the activities in Google Classroom.</p> <p>Per Texas Education Code (TEC §25.085), students must attend 90% of the days a course is offered in order to be awarded credit for the course and/or to be promoted to the next grade level. This requirement remains enforced for the 2020-2021 school year for both in-person and virtual instruction.</p>
What is the system for tracking student academic progress?	<p>Due to the "instructional gaps" created by the absence of face to face instruction at school during the Spring, the district used the "Gap Implementation Tool" from the TEKS Resource System to adapt the instructional timeline to address the gaps in learning. In addition to Google Classroom activities, student growth will be measured using the Beginning of the Year Diagnostic Test from TEA. Pre-Kindergarten uses the CLI Progress Monitoring Tool with all Pre-Kindergarten and Early Childhood Special Education students BOY, MOY, and EOY. Kindergarten takes the Renaissance</p>

	<p>STAR Early Literacy assessment BOY, MOY, and EOY. Grades 1-8 students will take the Renaissance STAR Reading and Math assessments BOY, MOY, and EOY. The data from the sources will assist in creating small group intervention classes, both synchronous and asynchronous, during scheduled intervention times. All asynchronous learners are provided with devices in order for teachers to reach out to provide feedback. Contact can also be done by email and phone calls during the teachers office hours.</p>
<p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Teachers are expected to give feedback on assignments made through Google Classroom, phone calls, or emails. Also, specific feedback to students can be done via emails and phone calls during the teachers' office hours. Daily feedback opportunities are also available during intervention times. Each grade has at least 30 minutes per day intervention time which can be used for synchronous feedback to individuals and small groups through Google Meets. All students will receive 3-week and 6-week progress reports. Diagnostic tests will be done regularly, including Renaissance STAR assessments in reading and math and district-level checkpoint assessments in all core classes.</p>

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

[Professional Development Calendar for Asynchronous Learning](#)

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p>The District Leadership Team identified instructional technology skills needed to be proficient in a virtual learning environment:</p> <ol style="list-style-type: none"> 1. Can organize and post to stream 2. Can create and post assignments 3. Can help students with components of Google Classroom 4. Can send assignments to some or all students 5. Know how and where to locate student work 6. Use Google Forms to assess student work 7. Can record and post videos <p>Proficiency Plus:</p> <ol style="list-style-type: none"> 1. Turn PDF to interactive worksheet 2. Learn how to upload videos to YouTube to assign and share

	<p>The schedule of professional learning focuses on the immediate needs of teachers to reach proficiency. All teachers received training in Google Classroom 1 and Google Classroom 2. People assigned as long-term substitutes also received initial training in Google Classroom. After completing a needs assessment, the campus teachers provided "just in time" learning by teaching sessions to assist their fellow teachers in Google Suites, Apps and Extensions, Screencasting, Nearpod, and other skills needed by the teachers.</p> <p>Nederland ISD postponed the start of school several weeks, to allow teachers to receive valuable training in online learning strategies and to allow the staff to develop lessons to work in both the face-to-face and online learning environments. Additional planning time prior to the start of school allowed teachers to revise their timeline of instruction in order to address skill gaps as identified by the TEKS Resource System "Gap Implementation Tool". Previous Lead4Ward training and materials provided guidance in methods of spiraling the learning expectations.</p> <p>All campus and district leaders attended virtual training provided by TEA called "Excellence in Remote Instructional Delivery". A team of leaders and teachers attended virtual sessions on designing virtual lessons led by Lamar University college professors. As a result of the training, the team prepared a training video "NISD Lesson Components".</p>
<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>The district will continue discussions, exploration/problem-solving, and training on best practices for delivering the online content and assessing the data to improve learner outcomes. Teachers will use progress data gathered from lessons, usage reports, and progress reports to adjust the content and materials of the lessons to the needs of the individual students. Ongoing virtual, recorded, and in person professional development will continue to improve the virtual learning experience for the students as well as the interaction with the families of our students.</p> <p>Early-release days will allow campuses to meet in PLC to study data from diagnostic assessments and to plan together. Strategies learned from Lead4Ward will be used to identify gaps and plan for interventions. Resources from the TEKS Resource System such as the CoVID -19 Gap Implementation Tool will provide clarity so the gaps in learning identified will be spiraled throughout the year and taught within the curriculum in where the standards are vertically aligned for scaffolding of the concepts.</p>

Describe your communication and support plan for families engaging with asynchronous learning:

[Asynchronous Learning Portal](#)

[Asynchronous Re-entry Plan](#)

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Parent communication will occur through the Nederland ISD website, Blackboard, social media, Google Classroom emails, and mailings.</p> <ul style="list-style-type: none"> ➤ Blackboard - this system will be used to conduct call outs to families and post information

	<ul style="list-style-type: none"> ➤ Google Classroom - using the parent invite feature of Google Classroom, parents will be notified of assignments, class information, announcements, and student progress through emails from the system to allow the parents to view and help manage their student's progress on the assignments, oversee engagement with lessons, and monitor teacher interaction with the students. ➤ Mailings- NISD will still use the U.S. Postal service to mail home information to parents ➤ Social media - applications such as Facebook and Twitter will be used to post information ➤ Website - the district website will be used to post information
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<p>What are the expectations for family engagement/support of students?</p>	<p>Parents completed two surveys during the summer explaining the choices for their children's learning environment and asking for their commitment. Registration for the 2020-2021 school year was completed online. Parents who did not have internet access were allowed to make an appointment to come to school to complete the registration process. The following expectations were shared with parents during the registration process and through multimedia notifications.</p> <p>Role of Stakeholders within Virtual Learning Model</p> <table border="1" style="width: 100%;"> <thead> <tr style="background-color: #fff9c4;"> <th style="width: 50%;">Student</th> <th style="width: 50%;">Parent</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Nederland ISD's Learner Profile</p> <ul style="list-style-type: none"> ● Follow the designated schedule communicated by their teacher to attend class during scheduled synchronous times and complete asynchronous activities assigned ● Participate in learning through "Google Meets" (using proper etiquette) ● Students should take responsibility for advocating for themselves ● Turn in school work at the direction of the assigned teacher ● Responsible for participation in the lesson, discussion questions, and classroom work </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach ● Ensure your child is on track with assignments and coursework ● Provide your child with assistance on their day-to-day activities with the exception of designated independent work ● Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher ● Consider creating a designated learning space for your child at home to learn comfortably ● Maintain communication with your child's teacher by phone, email messages, and/or online meetings to create a learning partnership ● Help your child own their learning ● Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice. </td> </tr> </tbody> </table> <p>Note: Learner expectations for virtual learning and in-person learning are equal.</p>	Student	Parent	<p>Nederland ISD's Learner Profile</p> <ul style="list-style-type: none"> ● Follow the designated schedule communicated by their teacher to attend class during scheduled synchronous times and complete asynchronous activities assigned ● Participate in learning through "Google Meets" (using proper etiquette) ● Students should take responsibility for advocating for themselves ● Turn in school work at the direction of the assigned teacher ● Responsible for participation in the lesson, discussion questions, and classroom work 	<ul style="list-style-type: none"> ● Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach ● Ensure your child is on track with assignments and coursework ● Provide your child with assistance on their day-to-day activities with the exception of designated independent work ● Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher ● Consider creating a designated learning space for your child at home to learn comfortably ● Maintain communication with your child's teacher by phone, email messages, and/or online meetings to create a learning partnership ● Help your child own their learning ● Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice.
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<p>Nederland ISD's Learner Profile</p> <ul style="list-style-type: none"> ● Follow the designated schedule communicated by their teacher to attend class during scheduled synchronous times and complete asynchronous activities assigned ● Participate in learning through "Google Meets" (using proper etiquette) ● Students should take responsibility for advocating for themselves ● Turn in school work at the direction of the assigned teacher ● Responsible for participation in the lesson, discussion questions, and classroom work 	<ul style="list-style-type: none"> ● Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach ● Ensure your child is on track with assignments and coursework ● Provide your child with assistance on their day-to-day activities with the exception of designated independent work ● Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher ● Consider creating a designated learning space for your child at home to learn comfortably ● Maintain communication with your child's teacher by phone, email messages, and/or online meetings to create a learning partnership ● Help your child own their learning ● Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice. 				

What additional supports, training, and/or resources will be provided for families who may need additional support?

Our Community liaison will work with individual campuses to ensure announcements and resources for parents are posted on the district website and social media pages. District wide information will be communicated through the district website, social media , and Blackboard.

The community liaison will work with campus counselors and other agencies to provide the following supports and resources for our families:

- Ensuring that each family has the needed resources (school supplies, food, etc.) for the students
- Identifying health and human services needs for our students
- Developing more opportunities for parents to be engaged in the schools
- Developing avenues for parental input/feedback for ways to better support students and families
- Continue use of community support committees/organizations such as Communities in Schools, PTA, and SHAC within the district to meet the needs of the families and students
- Continue the use of the Core Essentials program, Communities in Schools and Samaritan Counseling to help support the social and emotional well being of our students and families
- In conjunction with Samaritan Counseling, incoming freshmen whose parents have given consent, will answer screening questions on mental health. The screenings will provide information to students, guardians and school counselors regarding concerns that may be evident in the child's mental health. Resource materials will be provided to the student, guardian and school counselor after screenings are completed.

NEDERLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees

September 21, 2020
Date of Board Meeting

Melissa J. Wong
Initiated By

Dr. Stuart Kieschnick
Recommended By

CONSIDER PURCHASES OVER \$50,000
DISCUSSION AND/OR ACTION ITEM

Consider approval of the following items 2020-2021 School year

Nederland Independent School District			
Communities in Schools	3 Site Coordinators For 2020- 2021	Per Contract	\$90,000
Frost Insurance Agency, Inc.	Workers Comp Renewal/ Risk Management	Per Contract	\$77,415
TOTAL			\$167,415

NEDERLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees

September 21, 2020
Date of Board Meeting

Dr. Steven Beagle
Initiated By

Dr. Stuart Kieschnick
Recommended By

Consider Approval of Missed School Day Waiver
(DISCUSSION AND/OR ACTION)

It is recommended that the Texas Education Agency Missed School Day Waiver be approved.



Waivers

2020-2021 Application for Missed School Days Waiver

Waiver ID: 57655

Application Information

Category: Attendance **Creator:** Stacey Butler, District Editor **Status:** Draft
Creation Date: 9/2/2020 **Approving Superintendent:** **Assigned To:** Stacey Butler

LEA Contact

Full Name: Stuart Kieschnick
Phone: (409) 724-2391 Ext: 1235
Email: skieschnick@nederlandisd.org

LEA Information

LEA: NEDERLAND ISD (123905)
Address: 220 N 17TH ST, NEDERLAND, TX 77627-5029
Phone: (409) 724-2391 Ext: 1201

Date of LEA Board of Trustees Approval

Date:

Special Instructions

Missed School Days Waiver, pursuant to TEC 25.081, allows the district or campus to request a waiver if instructional days are missed due to weather, health, safety, or other issues. This application is due no later than July. Refer to the Student Attendance Accounting Handbook 3.8.1.3 for additional information on Missed School Day Waivers.

Note: A district may request this waiver for additional school days missed because of weather, safety, or health issues beyond the two days that must be made up with the district's two designated makeup days or additional minutes built into the originally adopted calendar.

You may enter each campus and the number of minutes attended on that date individually within a single waiver application. Alternatively, if your district was closed you may select "All Campuses". If the number of minutes of operation varies by campus on the missed school day for "All Campuses", please report the greatest number of minutes on the date school was missed in the "Number of Minutes Per Day". Please note that in PEIMS you will claim the actual number of minutes your district was scheduled to operate on the specific date by campus. The waiver minute reporting is used to total the number of attendance related waiver minutes by year. Per Student Attendance Accounting Handbook 3.8.2 Closures for Bad Weather or Other Issues of Health or Safety, you are limited to 4,200 minutes for attendance waivers of any kind.

LEA Summary

Campus Name	Reason(s)	Minutes	Explanation	Date
All Campuses	Weather	485	Mandatory Evacuation due to Hurricane Laura.	2020-09-02
				2020-09-03
				2020-09-04

LEA Attachments (0)

There are no LEA attachments.

NEDERLAND INDEPENDENT SCHOOL DISTRICT

Board of Trustees

September 21, 2020

Date of Board Meeting

Initiated By

Dr. Stuart Kieschnick

Recommended By

**CLOSED SESSION
(DISCUSSION AND/OR ACTION)**

CLOSED SESSION: The Board of Trustees will meet in executive (closed) session to discuss certain matters excepted from public disclosure by the following statutory provisions: to deliberate matters pertaining to personnel matters including employee contract renewal/non- renewals, as permitted by section 551.074, Texas Government Code; to deliberate matters pertaining to discipline of a student, as permitted by section 551.082, Texas Government Code; for discussion of personally identifiable student information as permitted by section 551.0821, Texas Government Code; to deliberate matters pertaining to real property, as permitted by section 551.072, Texas Government Code; to consult with legal counsel regarding legal issues, as permitted by section 551.071 and 551.0821 Texas Government Code.