



BOARD BUSINESS MEETING

Monday, July 18, 2022
5:30 PM
Board Room
514 W. Quincy Street
San Antonio, TX 78212

AGENDA

- | | |
|---|----|
| 1. Meeting Called to Order | |
| A. Roll Call of Board Members Present and Declaration of Quorum Present _____ | |
| Absent _____ | |
| 1. Mrs. Christina Martinez | |
| 2. Ms. Alicia Sebastian | |
| 3. Mr. Arthur Valdez | |
| 4. Mr. Ed Garza | |
| 5. Ms. Leticia Ozuna | |
| 6. Mrs. Patti Radle | |
| 7. Mrs. Sarah Sorensen | |
| B. Recording of Superintendent Present | |
| 1. Dr. Jaime Aquino | |
| C. Pledge of Allegiance to the U. S. Flag | |
| D. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible." | |
| E. Citizens' Presentations - 60-minute total time limit for this item | |
| 2. Recognitions | |
| A. Recognition of Chief Jose E. Curiel | 5 |
| B. Recognition of SAISD Students for their Participation in the Information Technology Department as Summer Interns | 7 |
| C. Recognition of No Kid Hungry Project and Honored District Family and Bus Driver | 9 |
| 3. Governance | |
| A. Safety and Security Update | 11 |
| B. Update on SAISD Systems of Care for Families | 48 |

BOARD OF TRUSTEES

Christina Martinez, President
Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Jaime Aquino, Superintendent



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT

514 W. Quincy St.
San Antonio, TX 78212
www.saisd.net
210.554.2200

C.	Approval for the revision to the 2022-2023 SAISD Instructional Calendar	49
D.	Approval to Revise Board Policy FNCA (LOCAL) - Student Conduct: Dress Code	52
E.	Approval of 2022-2023 SAISD Student Code of Conduct	59
F.	Presentation on Redistricting Services	143
G.	Presentation on the Bond Program	144
4.	Consent Agenda	
A.	Approval of the Ratification of the Fee Waiver to Inner City Development for the use of Tafolla Middle School gymnasium for the Volleyball Summer League	155
B.	Approval of the Ratification of the 2021-2022 Shared Services Agreement (SSA) Between SAISD and Education Service Center, Region 20 for Title I Non-Public Schools	157
C.	Approval of the Memorandum of Understanding (MOU) with the Education Service Center, Region 20 for the Bexar County Pre-K Enrollment Drive Project	161
D.	Approval of the PreK4SA – Public School Grant Agreement Between SAISD and The San Antonio Early Childhood Municipal Development Corporation	165
E.	Approval of the Memorandum of Understanding (MOU) Between SAISD and Empower House	194
F.	Approval of the Agreement for Community-Based Work Based Learning Program Between SAISD and Goodwill of San Antonio	200
G.	Approval of the Memorandum of Understanding (MOU) Between SAISD and Family Service Association of San Antonio, Inc.	204
H.	Approval of the Memorandum of Understanding (MOU) Between SAISD and Snack Pack 4 Kids San Antonio	216
I.	Approval of the Educational Services/Interlocal Agreement Between SAISD and Alamo Community College District on Behalf of San Antonio College – First Responders Academy	223
J.	Approval of the Memorandum of Understanding (MOU) Between SAISD and Ed Plus, Inc. Upward Bound Program	233
K.	Approval of the Memorandum of Understanding (MOU) Between SAISD and St. Mary’s University Upward Bound Program	240
L.	Approval of the TRiO Agreements Between SAISD and Alamo Community College District on behalf of San Antonio College (SAC) for the Upward Bound Math and Science (UBMS) Program at Burbank HS, Edison HS, and Highlands HS	246
M.	Approval of the Service Delivery Agreement Between SAISD and Communities in Schools of San Antonio	276

BOARD OF TRUSTEES

Christina Martinez, President
Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

2 Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Jaime Aquino, Superintendent



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT

514 W. Quincy St.
San Antonio, TX 78212
www.saisd.net
210.554.2200

N. Approval of the Memorandum of Understanding (MOU) Between SAISD and Good Samaritan Community Services (GSCS)	286
O. Approval of the Donation Partnership Between SAISD and Undies for Everyone	298
P. Approval of the Affiliation Agreement Between SAISD and The University of Louisville	302
Q. Approval of the Memorandum of Understanding (MOU) Between SAISD and Children’s Bereavement Center of South Texas for School Based Grief Support Program	311
R. Approval to Submit the Texas Education Agency (TEA) Waiver for the Renewal of the General Pregnancy Related Services On-Campus Compensatory Education Home Instruction (CEHI)	315
S. Approval of the Rental Agreement Between SAISD Athletic Office and The San Antonio A&M Club Foundation	316
T. Approval of Commitment Forms for ESC Region 20 Services for 2022-2023	327
U. Approval of the Quarterly Investment Report, January 2022 – March 2022	329
V. Approval of Request for Waiver of Penalty and Interest	357
W. Approval of Procurement Services’ Recommendations for Bids, Proposals, and Awards	363
X. Approval of Minutes for the following meetings:	
1. June 4, 2022 Special Board Meeting	427
2. June 8, 2022 Internal Audit Subcommittee Meeting	429
3. June 20, 2022 Public Hearing	430
4. June 20, 2022 Board Business Meeting	432
5. Closed Session	
A. The Board will convene in Closed Session as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071, TGC 551.072, TGC 551.074 and TGC 551.076)	
1. Deliberation regarding the purchase, exchange, lease or value of real estate, including legal issues on the acquisition process. (TGC 551.071 and TGC 551.072)	
2. Deliberation regarding personnel matters, including but not limited to employment, duties, discipline, reassignment, resignation, retirement, reclassification, and dismissal of an employee. (TGC 551.071 and TGC 551.074)	
3. Consultation with legal counsel regarding pending litigation related to face covering and vaccination requirements. (TGC 551.071)	
4. Consultation with legal counsel on legal issues related to the audit plan and related audit matters. (TGC 551.071)	

BOARD OF TRUSTEES

Christina Martinez, President
Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

3 Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Jaime Aquino, Superintendent



5. Consultation with Legal Counsel related to legal issues on the purchase of Cyber Security Insurance for the District. (TGC 551.071 and TGC 551.076)
 6. Consultation with Superintendent and discussion regarding the appointment for the position of Chief Financial Officer. (TGC 551.074)
 7. Consultation with Superintendent and discussion regarding the appointment for the position of Chief of Police. (TGC 551.074)
- B. The Board will reconvene in Open Session and take appropriate action on items discussed in Closed Session.
- 6. Adjournment**
- A. Adjournment

NOTICE:

1. The Board may go into executive session at any time during the meeting for personnel, real estate, security, school children, negotiated contracts for prospective gifts or donations, consultation and/or legal issues, or as otherwise permitted under the Open Meetings Act, as set out in Subchapter 551 of Title 5 of the Texas Government Code.
2. Recess: The Board of Trustees may recess the meeting at any time and reconvene the meeting within 24 hours. The reconvened meeting will occur at the same location as the original meeting and will address the original agenda without the need for reposting.

Any individual in need of services for the visually-impaired, the hearing-impaired, and/or non-English speakers should call the Board Services Office at (210) 554-2289 by 12:00 p.m. on the date of the meeting.

BOARD OF TRUSTEES

Christina Martinez, President
Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

4 Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Jaime Aquino, Superintendent

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Recognition of Chief Jose E. Curiel

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Dr. Jaime Aquino, Superintendent

PRESENTER: Toni Thompson, Associate Superintendent, Human Capital Management

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to recognize Chief Jose E. Curiel for his leadership and years of dedicated service to the SAISD community as well as the broader San Antonio community. In addition to serving as the Police Chief in SAISD for the past 6 years, Chief Curiel has served in law enforcement for 49 years to include 28 years in the U.S. Air Force, 6 years in the Bexar County District Attorney’s office, and 9 years as the Deputy Chief of Police for Alamo Colleges. Chief Curiel is retiring from the District and will start a new chapter in his life with his family.

Under Chief Curiel’s leadership, the department has gained the equipment and resources to keep officers at the forefront of technology in their safekeeping efforts. Dispatchers have the ability to assist officers through high-tech equipment, and 24/7 anonymous reporting system receives calls routed to the police department from other districts because of the department’s commitment to round-the-clock monitoring. The department is one of only three in the nation to be bestowed a fully-equipped wellness center through Planet Fitness so that officers can maintain their whole health – body, mind, and spirit. Soon, the department may be among the first to wear body cameras for full transparency. For these achievements and more, the SAISD Police Department has earned the respect from the State of Texas.

Just as importantly, Chief Curiel has emphasized building strong relationships between officers and students. He encourages his officers to be role models and mentors to the district’s 45,000 students. Through their daily service, and through neighborhood-building events such as the annual Trunk or Treat and Christmas with Santa, he and his officers are seen as leaders of the community.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Recognition of SAISD Students for their Participation in the Information Technology Department as Summer Interns

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Dr. Kenneth J. Thompson, Chief Information Technology Accountability Officer

PRESENTER: Dr. Kenneth J. Thompson
 Aaron Alonzo, Director of IT Service Delivery

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to recognize students from Brackenridge, CAST Tech, Jefferson and Sam Houston High Schools for serving as the inaugural group of summer interns in the Information Technology Department. With a laser focus, they sharpened and enhanced skills such as: networking, cyber, managing their schedules, provisioning, asset management, and learning the proper etiquette for the workplace. This opportunity also provided the awareness necessary to properly care for devices. With this information they will be able to go back to their individual campuses and be able to share with their cohorts the proper manner to care for their instructional devices. This is in support of the Information Technology’s mission of communicating how essential the availability of these tools is to a successful instructional journey. The students gained exposure to such things as:

- How to replace the digitizer on an iPad
- How to replace the touch/non-touch screen on a Chromebook
- How to replace keyboards and touchpads on a Chromebook
- How to remove and install servers into an enterprise network rack
- How to reprovision an iPad and Chromebooks

These students were able to repair and provision over 500 student devices and because of their dedication SAISD students will have these additional devices available to begin 2022-2023 school year.

Students to be recognized are as follows:

- George Valdillez – Brackenridge
- Joaquin Torres – CAST Tech
- William Sanders – CAST Tech
- Marcello Alaniz – Jefferson
- Jason Chissem – Jefferson
- Jacob Owens – Sam Houston

- Devin Mimun – Sam Houston
- Nicholas Alonzo – Sam Houston
- Josiah James – Sam Houston

These students mastered basic computer skills that will be invaluable to them throughout their life. This opportunity for our students allowed them to hone their analytical and problem-solving skills in a manner that was truly amazing to observe. Their internships were both an investment in themselves as well as an investment in their fellow students by allowing the Technology Department to have these additional devices available on Day 1 of school in support of their effort of “Learning Everywhere.”

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Recognition of No Kid Hungry Project and Honored District Family and Bus Driver

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Nicole Franco, Chief of Staff

PRESENTER: Jenny Arredondo, Senior Executive Director, Child Nutrition
 Nathan Graf, Senior Executive Director, Transportation Department

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to recognize the Child Nutrition Services and Transportation Departments for being selected by the No Kid Hungry Project and honors an SAISD family and Bus Driver.

San Antonio ISD (SAISD) was selected out of hundreds of school districts in Texas for their exceptional child nutrition program, which serves as an exemplary model for best practices and innovation towards feeding children. SAISD offers free breakfast and lunch for all students, and continued to innovate even during a global pandemic, serving thousands of meals to students every day when schools and business were forced to close. SAISD will be the third Spotlight School District in the nation for the No Kid Hungry Campaign and is the first Spotlight School District in Texas.

The Transportation Department played a vital role in the distribution of mobile meals during school closures and were highlighted in this project. The three children of Mr. and Mrs. Oswaldo Gonzales, Sr., received meals delivered daily by Bus Driver Mr. Robert Richardson. The entire Gonzales family was interviewed by the No Kid Hungry Project. The Gonzales children attend Highland Hills Elementary School, and their names are Iris Perez Gonzales, Oswaldo Perez Gonzales, Jr., and Odette Perez Gonzales.

The SAISD Board and Superintendent is appreciative of the No Kid Hungry Project and thanks the Gonzales family for their participation and Mr. Richardson for making a difference.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022-2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Safety and Security Update

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Patti Salzmann
 Johnny Reyes, Chief of Police

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will be presented with an overview of Senate Bill 11 and the six components of the SAISD Safe and Supportive Schools Program. This overview will include mental health data as well as information regarding the physical security of all SAISD buildings.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

Safety & Security Update

Board Presentation - June 30, 2020

Presenters

Patti Salzmann, Deputy Superintendent
John Reyes, Chief of Police



Goals and Objectives

The purpose of this presentation is to

- clarify Senate Bill 11 as it relates to safety and security;
- provide an update on required safety and security measures;
- provide an overview of mental health services in SAISD



Executive Summary

- The District is prepared to address any safety crisis.
- SAISD is on track to meet all safety requirements outlined in Senate Bill 11 and the Texas State School Safety Center.
- Over \$4 million is earmarked for safety enhancements for 2022-2023.
- A significant portion of bond dollars supports safe and secure facilities.
- SAISD provides layered support in mental health that includes clinical support.
- Over 10,000 students have received mental health services in 2022-2023

Safety & Security Conference 2022



Michele Gay

Parent, Public Speaker, School Safety Expert, and Co-Founder of Safe & Sound Schools

<https://safeandsoundschools.org/>

Safety belongs to everybody.

Senate Bill 11



Safe and Supportive School Program (SSSP)

The six primary functions of the SSSP are:

- promoting a positive school climate,
- establishing a multi-tiered system of supports,
- conducting behavioral threat assessments,
- ensuring staff are well trained,
- collecting data to continuously improve, and
- supporting school and district multi-hazard emergency operation plans.

Safe & Supportive Schools

Click on the sections below to explore the guide for each component of Safe & Supportive Schools.

Positive School Climate <p>Ensuring a positive, safe, and supportive climate, from interpersonal relationships to teaching and learning practices and organizational structures. See the Guide</p>	Multi-Tiered Systems of Support <p>Implementing a research-based framework for the systemic alignment of initiatives, resources, staff development, prevention, intervention, services, and support. See the Guide</p>
Behavior Threat Assessments <p>Ensuring identification of individuals who may pose a threat to conduct threat assessments and provide prevention and intervention support to students. See the Guide</p>	Professional Development <p>Continued professional development to meet staff needs and comply with mandated trainings by Texas State School Safety Center (TxSSC). See the Guide</p>
Data Collection <p>Collecting data on SSSP team's for elements identified by statute and other information requested by the Texas Education Agency. See the Guide</p>	Emergency Planning & Execution <p>Informing and developing safety for students and staff through a comprehensive approach that uses multiple sources of information. See the Guide</p>

For questions or more information on Safe & Supportive Schools, contact Beth Jones
ejones@saisd.net

Physical Safety



SAISD Police Department



- 72 allocations for officers
- 50 filled positions
- 2 officers at every high school
- 1 officer at every middle school
- Early childhood, elementary, and academy campuses are covered by our patrol division and nearby campus officers

Mental Health Training for School Police Officers

SAISD Officers who have received this training:

- Mental Health Officer class (40 hrs.) – 94%
- De-escalation Techniques Class (8 hrs.) – 96%
- School-based Law Enforcement* (20 hrs.) – 100%

**SB11 mandate*

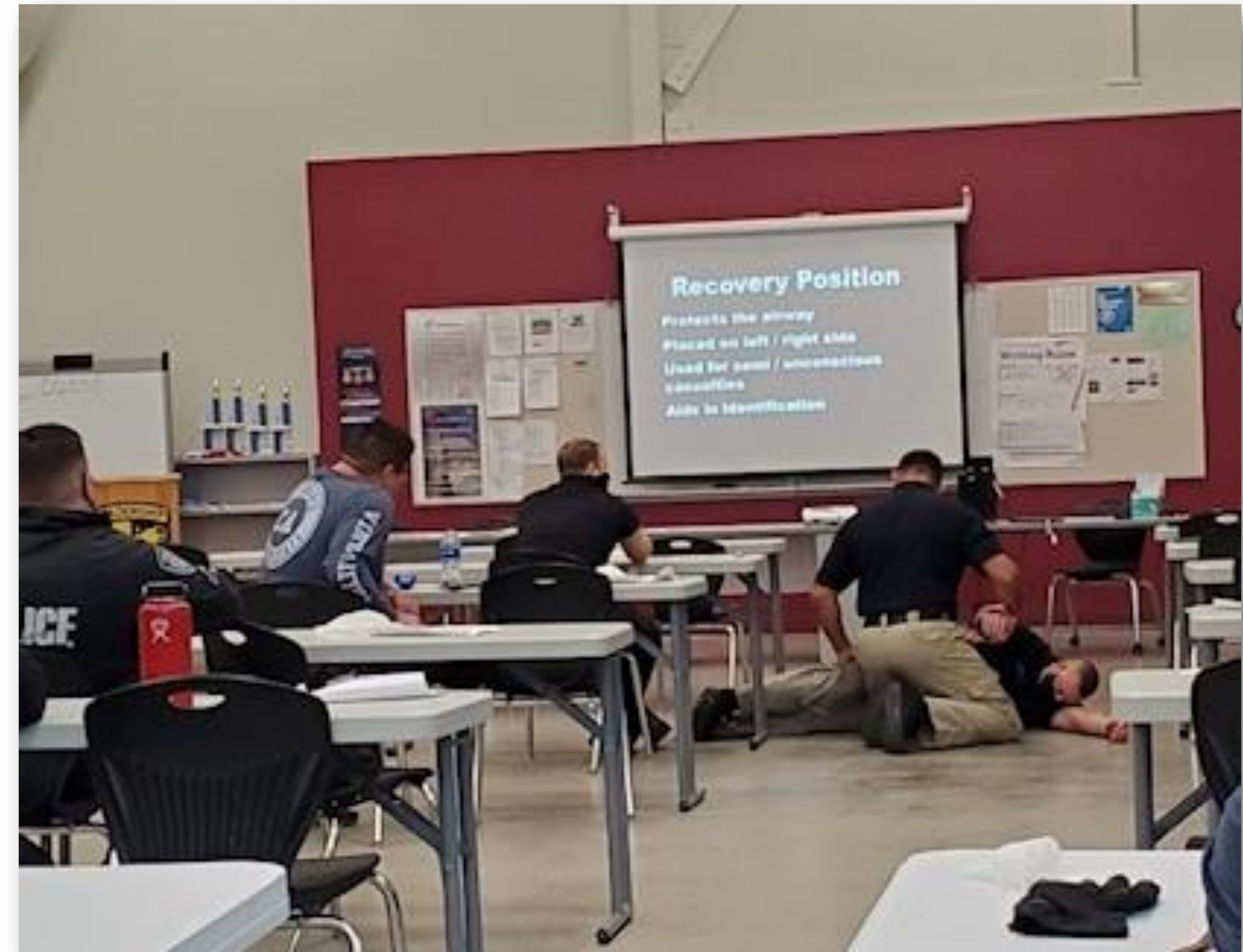


Active Shooter Training

- TCOLE Mandate 2195* – will be 100% complete at the end of July
- ALERRT Level I** – will be 100% complete after August 8 – 9, 2022

* *SB11 Mandate*

** *Governor's Mandate*



Coordination with Other Agencies



- Currently 3 Southwest Texas Fusion Center liaisons
- SAISD Police Dispatch Center has capability to communicate with multiple agencies during large scale incident
- SAISD Police Department is coordinating with SAFD to provide maps and other resources in the event of an emergency

4 Types of Drills Required by SB 11

(Texas Ed. Code 37.108)



Lockout



Lockdown



Evacuate



Shelter



Lockout

“Secure the perimeter.”

A Lockout is called when there is a threat **OUTSIDE** of the campus.
It uses the physical structure of the building as protection



The State requires one “lockout” drill per school year.

Lockdown

“Locks, Lights, Out of Sight!”

A Lockdown is called when there is a real threat inside the school or the safety of the students is at IMMEDIATE risk.



The State requires one “lockdown” drill per semester or two drills per school year.

Shelter

“For Hazard using Safety Strategy“

Shelter is called when specific proactive actions are needed based on a threat or hazard,



The State requires one “shelter” drill for hazardous material and one “shelter” for severe weather.

Evacuate

“To a location”

Evacuate is called when there is a need to move people from one location to another



The San Antonio Fire Department requires two Fire Drills in the first month of school and one Fire Drill per month for the remainder of the school year.

Physical Enhancements

- Secure vestibules
- Ballistic film
- Audio door cameras that allow for electronic check-in
- Video cameras
- Secure doors and gates



Other Safety Measures



- Numbered exterior doors to support emergency response
- Strike-plate covers to allow teachers to quickly lock doors without leaving the classroom
- Safety training for substitutes
- Expanded Raptor system to include the emergency operations module

New Requirements



Senate Bill 11: New Requirements

- Conduct a Summer Targeted Partial Safety Audit
- Conduct an Exterior Door Safety Audit
- Convene the Safety & Security Committee to review the MHEOP and EOP
- Schedule all mandatory drills for the schools year
- Ensure all threat assessment team members are trained
- Review and, if necessary, update access control procedures

Mental Health



Six Pillars of the School Mental Health

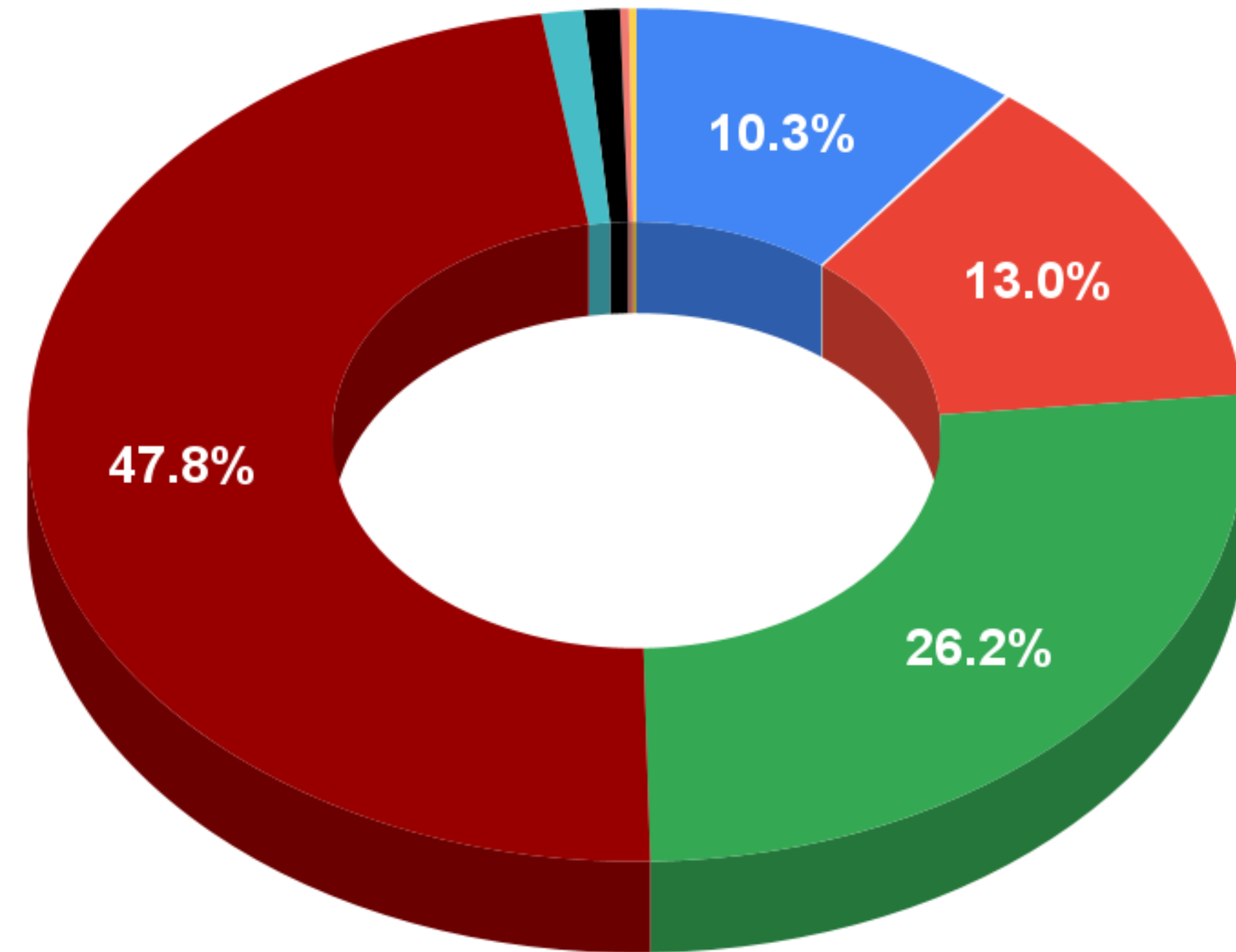


Budget Breakdown

\$19,994,645.86

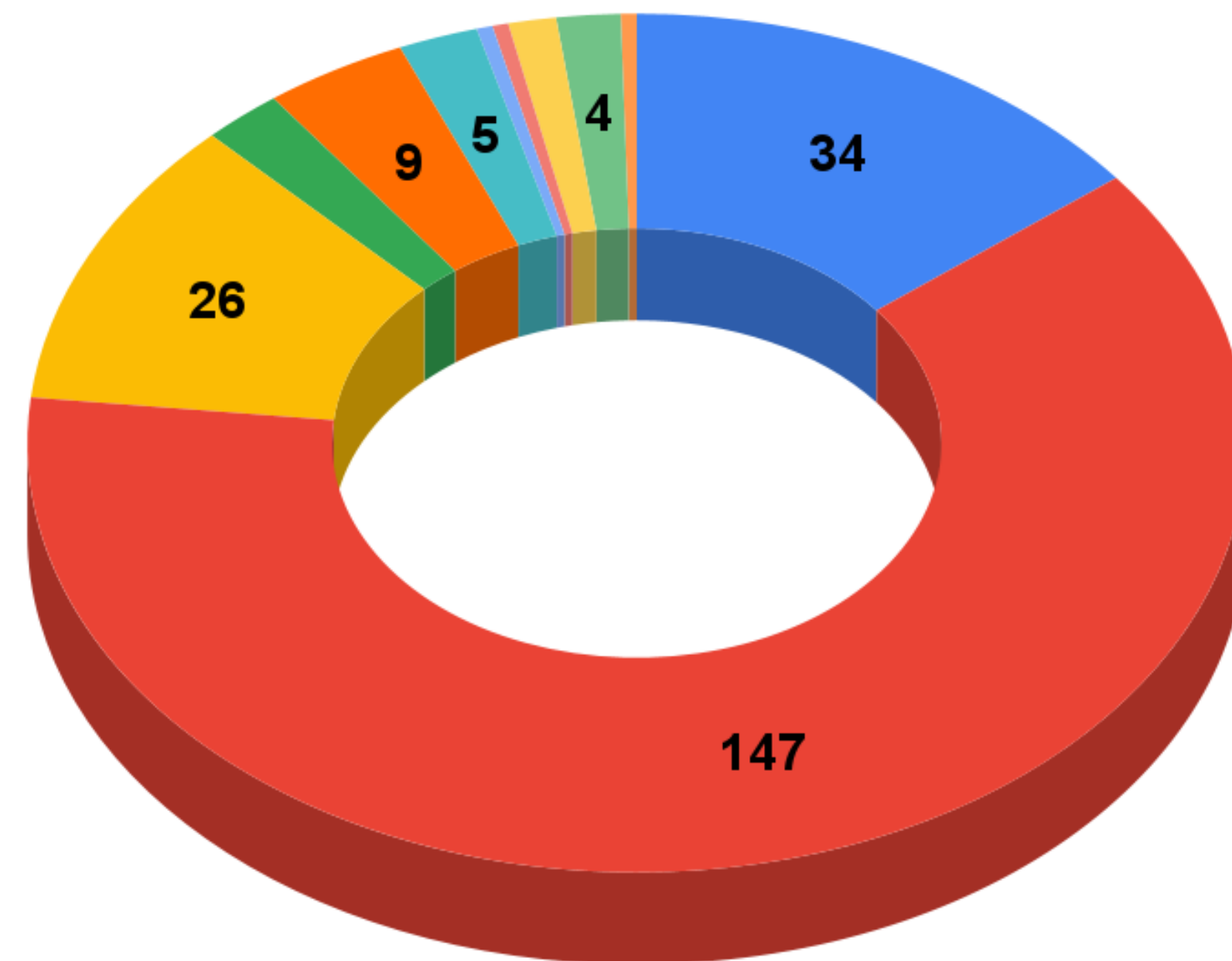
Over 98% of budget is spent on staff who provide direct services.

- Social Workers
- Social Work Interns
- Students with Individual Education Plan
- Communities in Schools
- Counselor
- Youth Mental Health First Aid
- San Antonio Mobile Mental Health Collaborative
- Rhithm
- Peace Area



SAISD Professional Mental Health Staff

- Licensed Master Social Worker
- School Counselors
- Licensed Specialist School Psychologist
- Disability Services Counselors P/T
- SEAD Specialist
- Behavior Specialist
- Licensed Chemical Dependency Counselor
- District Bilingual Counselor
- Board Certified Behavior Analyst
- Behavior Specialist
- LSSP (CARE Team)

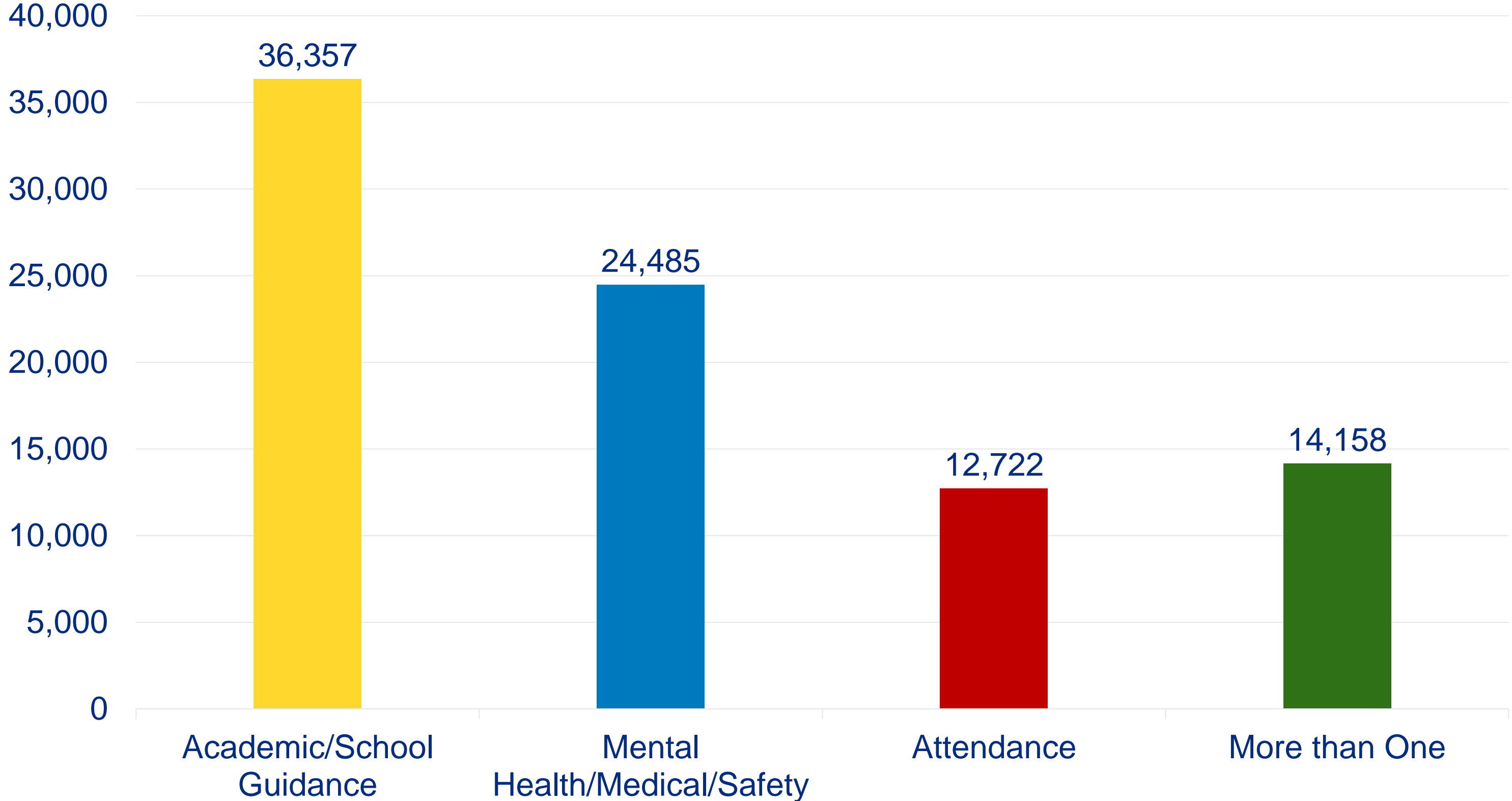


Texas Senate Bill 179 requires school counselors to spend 80% of their work time duties in: Individual Counseling, Guidance Curriculum, Responsive Services and/or System Support.

236 Professional Mental Health Staff

Student Contacts

Number of Records



105,839 Student Contacts; 27,068 Students

External Mental Health Service Providers



464 Students
524 Telehealth Sessions



79 Students
32 Group Counseling Sessions



99 Students
770 Counseling Sessions



519 Clinical Counseling Sessions



141 Students
1,858 Clinical Counseling Sessions



Partner Support by Campus

**Click on the hyperlink to see providers by campus.*



- CIS Social Worker
- CIS Senior Site coordinator
- CIS Clinical services
- CIS PACE clinical counseling
- Children's Bereavement Center
- JOVEN
- Project Yes
- National Alliance on Mental Illness
- San Antonio Council on Alcohol and Drug Awareness
- Texas Child Health Access Through Telemedicine
- SA Mobile Wellness Collaborative

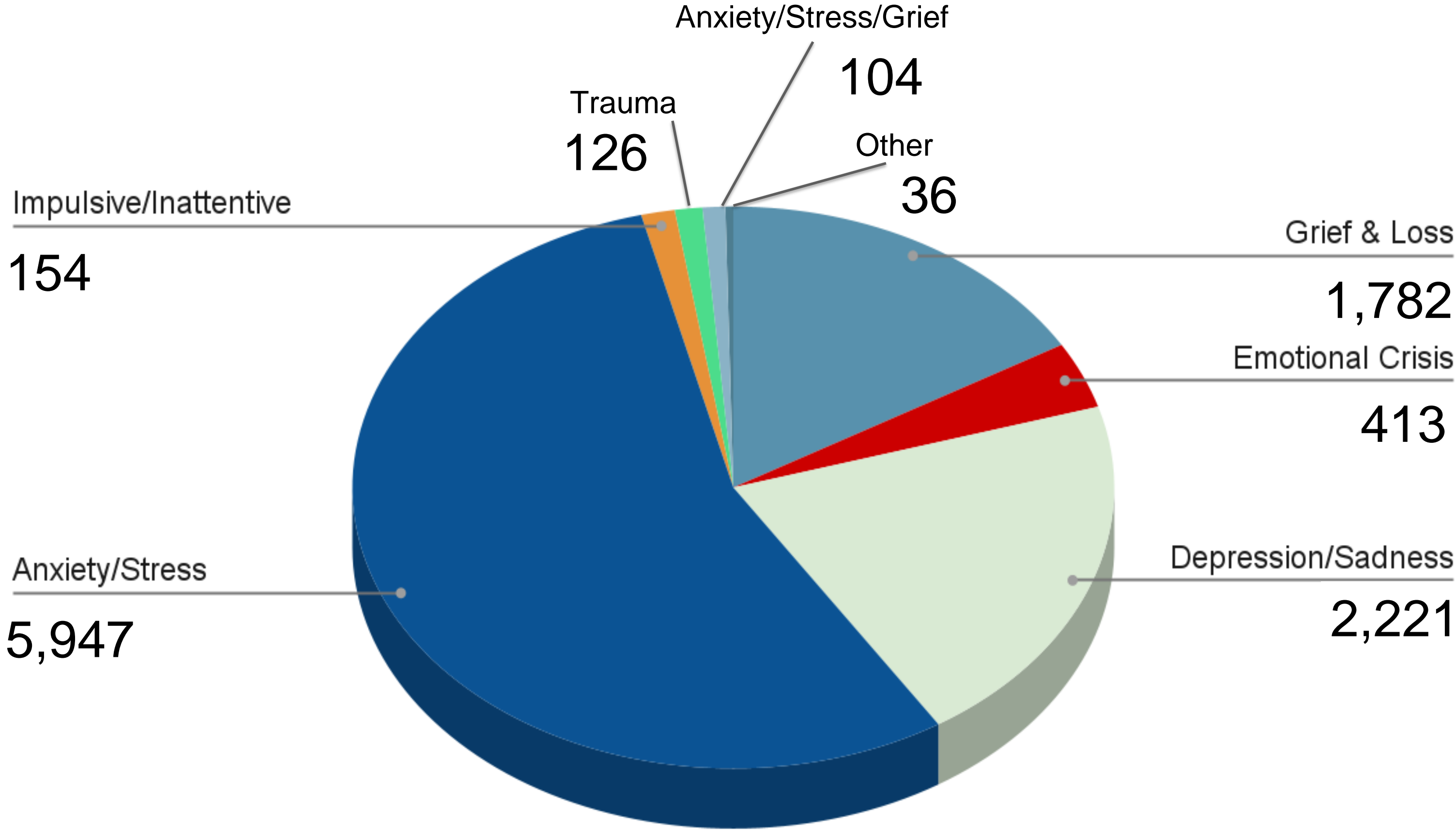
Mental Health Referrals to District Staff

School Year
2021-2022

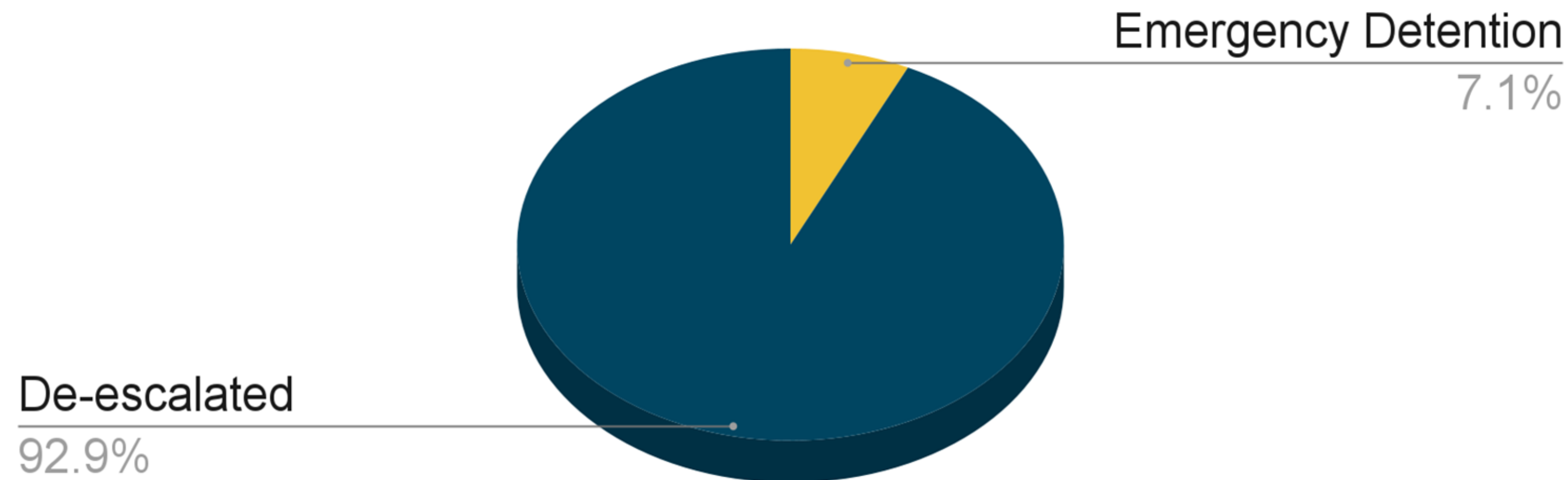
10,783



Counseling Referral Categories



CARE Team

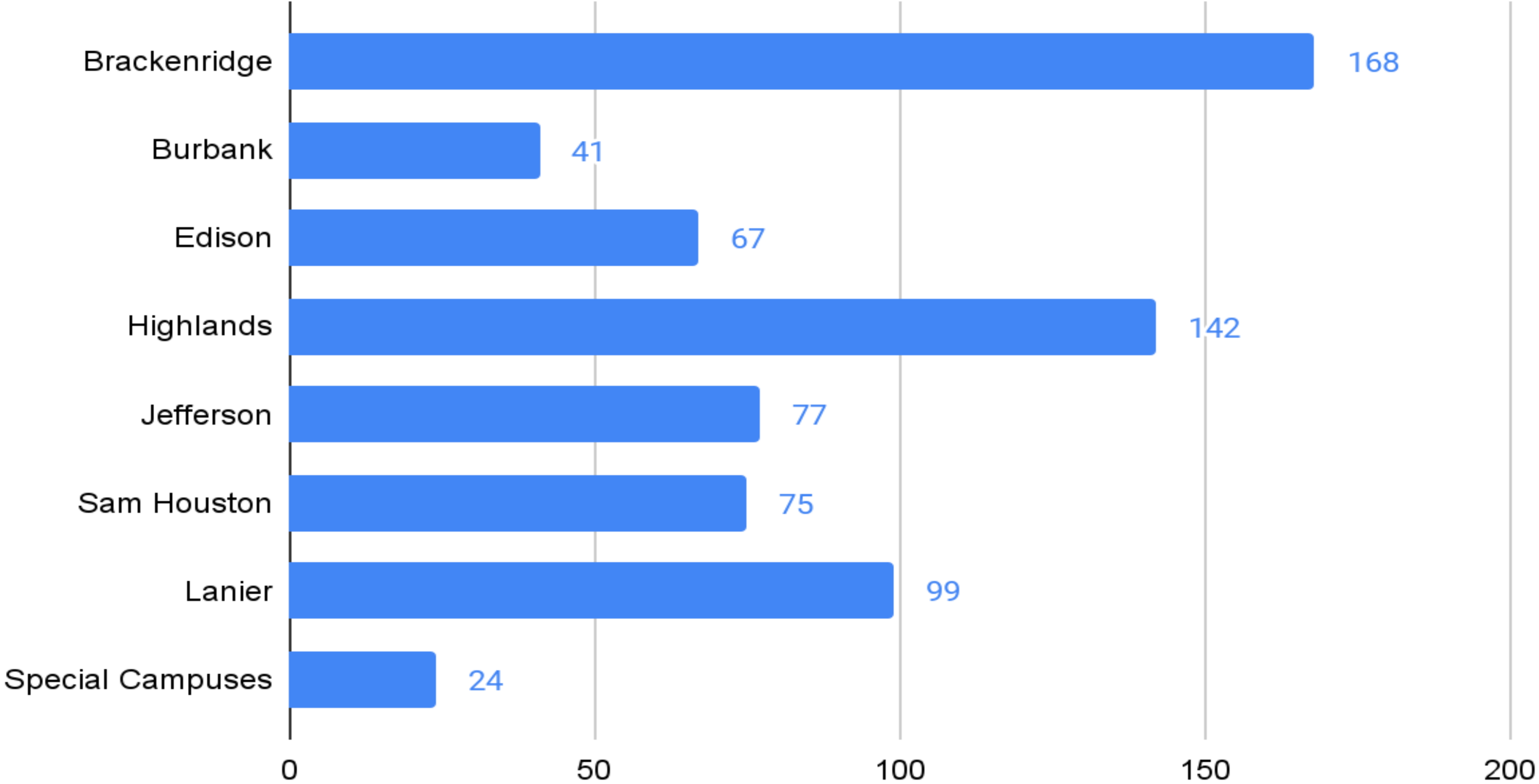


- Physical aggression & emotional distress were the top two reasons the CARE team was called
- 70% of calls were for students in grades Pre-K through 5th
- 6 of the 7 emergency mental health detentions occurred in grades 9-12

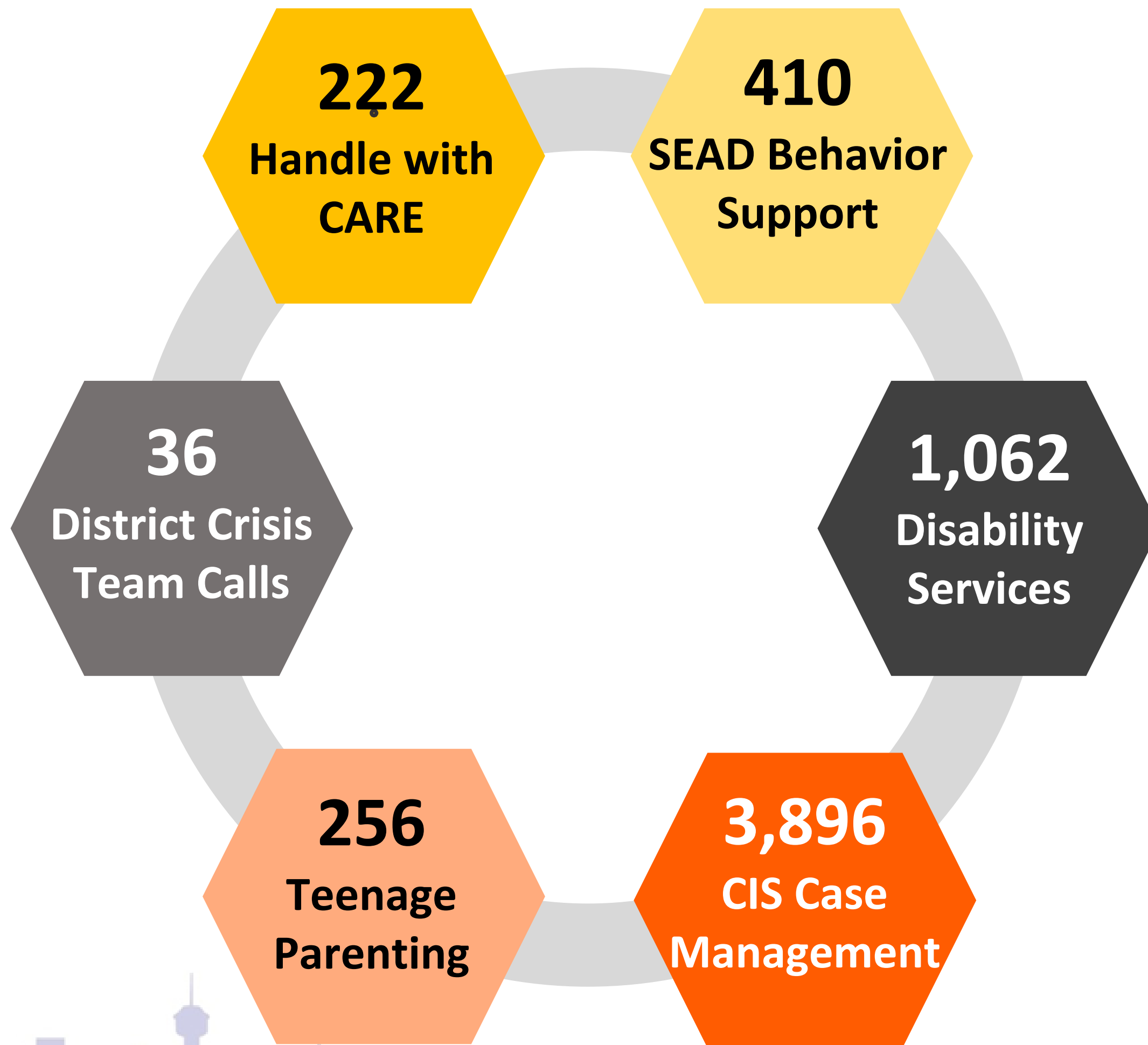
Number of Reported Suicidal Outcries by Cluster

693

The *Suicide Response and Prevention Protocol* was implemented for 100% of these students.



Other Priority Services



Handle with Care serves students exposed to domestic violence or other traumatic events in the home



SEAD Specialists work directly and indirectly with students to provide support for problem behavior



845 students with an IEP received counseling as a related service and 217 students received case management



CIS case management provides regular follow-up and support to students 2-4 hours monthly



Teenage parenting or pregnant students receive compensatory education home instruction, counseling, transportation, child care services, case management



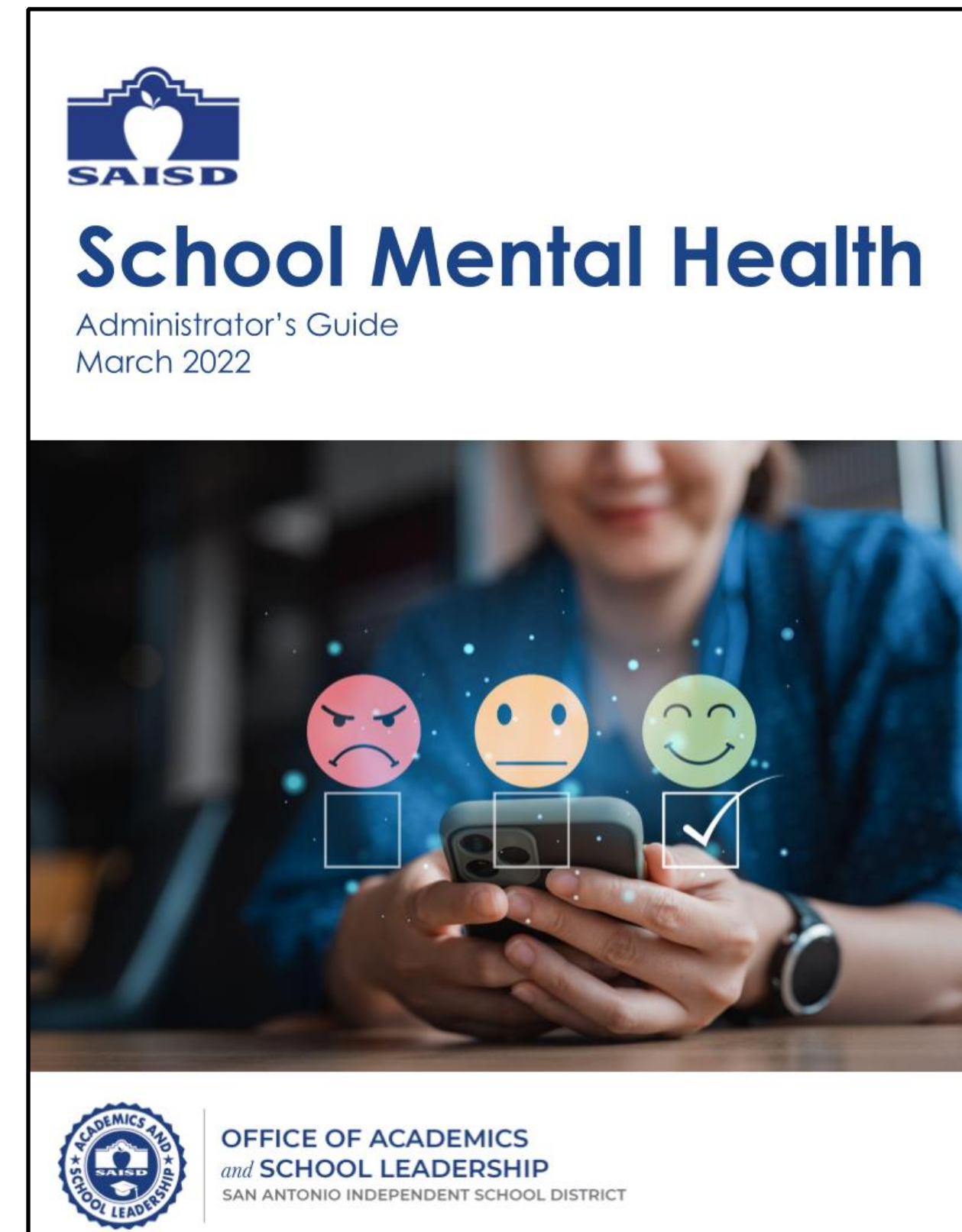
District crisis team provided grief counseling for 10 Student Deaths, 8 staff member deaths, and 18 serious accidents and injuries

School Mental Health Administrator's Guide

Legacy document to support campus administrators in SAISD

Part I: How-to-Guide for campus leaders that walks through role planning, scheduling and progress monitoring school mental health staff

Part II: Reference Guide with detailed role descriptions for campus and district-based staff along with helpful district resources and information



Monitoring Efficacy of Services

Working with partners to establish metrics for efficacy, such as

- Numbers of sessions attended
- Session grading scale
- Student outcome goal planning
- Goals met



Questions



SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Update on SAISD Systems of Care for Families

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Patti Salzmann

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive an update on SAISD’s integrated student and family support services, which includes an overview of the newly launched Systems of Care website for families.

SAISD families partnered with the Office of Family and Community Engagement from September 2021 to June 2022 to design, develop, and launch a tool to meet the very unique needs of families. The partnership with families designing the site will continue in perpetuity to ensure the site is always updated with the content and features SAISD families need and provide them with the best user experience. Through this website, families can now access resources to address academic, mental health, household, and other family needs from one easy to navigate location.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022-2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval for the revision to the 2022-2023 SAISD Instructional Calendar

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Patti Salzmann

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve changes to correct an error on the 2022-2023 SAISD Instructional Calendar.

August 9, 10, 11 will be designated as staff development days.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approve the revisions to the 2022-2023 SAISD Instructional Calendar.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022-2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



2022-2023 INSTRUCTIONAL CALENDAR

San Antonio Independent School District
514 W. Quincy St. | San Antonio, Texas 78212
210-554-2200 (phone) | www.saisd.net



'22 JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

LEGEND	
	Regular Instructional Day
	Holiday
	Inclement Weather Makeup Day
	Start of Grading Period End of Grading Period
	Student Holiday Staff Development Tchr. Pro. Time (Max 2 Hrs)
	Teacher Workday Student Holiday
	Staff Development

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

'23 JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

IMPORTANT DATES

2022	
July 4 - July 8	District Closed; Holiday - Independence Day
Aug. 9 Aug. 10 Aug. 11	Staff Development
Aug. 12 Aug. 15	Teacher Workday
August 16	First Day of School Start of 1st Grading Period Start of 1st Semester
September 5	Holiday - Labor Day
October 7	End of 1st Grading Period
October 10	Holiday - Columbus Day Indigenous Peoples' Day
October 11	Start of 2nd Grading Period
Oct. 21 Oct. 24	Teacher Workday Parent/Teacher Conferences Student Holiday
November 21 - 25	Holiday - Thanksgiving Break
December 16	End of 2nd Grading Period End of the 1st Semester
December 19 - December 30	Holiday - Winter Break

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2023	
January 2	Student Holiday Staff Dev. Teacher Pro. Time (Max 2 Hrs.)
January 3	Start of 3rd Grading Period Start of the 2nd Semester
January 16	Holiday - Martin Luther King Jr. Day
February 20	Presidents Day Inclement Weather Makeup Day
March 10	End of 3rd Grading Period
March 13 - March 17	Holiday - Spring Break
March 20	Student Holiday Staff Dev. Teacher Pro. Time (Max 2 Hrs.)
March 21	Start of 4th Grading Period
April 4 - 6	STAAR Testing
April 7	Holiday - Easter Break
April 28	Holiday - Battle of Flowers
May 2 - 19	STAAR Testing
May 29	Holiday - Memorial Day
June 1	Last Day of School End of 4th Grading Period End of the 2nd Semester
June 2	Staff Development Teacher Pro. Time (Max 2 Hrs.) Inclement Weather Makeup Day
June 19	Juneteenth National Independence Day
June 20 - 30	STAAR Testing
July 3 - 7	District Closed; Holiday - Independence Day

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



435 minutes per day
Calendar includes at least **75,600 minutes**.
Total = **76,995 minutes (without the waiver)**
Grading Periods:
1st = 38 days | 2nd=42 days | 3rd= 47 days | 4th= 50 days
177 student days
187 teacher days



2022-2023

CALENDARIO ESCOLAR

San Antonio Independent School District
 514 W. Quincy St. | San Antonio, Texas 78212
 210-554-2200 (tel.) | www.saisd.net



'22 JULIO						
D	L	M	M	J	V	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AGOSTO						
D	L	M	M	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTIEMBRE						
D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

CLAVE	
	Día regular de clases
	Días feriados
	Día para recuperar clases canceladas por mal clima
	Inicia el periodo de calificación Termina el periodo de calificación
	Día feriado para estudiantes Capacitación profesional Tiempo de planificación para maestros (máximo de dos horas)
	Día hábil para maestros Día feriado para estudiantes
	Capacitación profesional

OCTUBRE						
D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVIEMBRE						
D	L	M	M	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DICIEMBRE						
D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

'23 ENERO						
D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRERO						
D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARZO						
D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FECHAS IMPORTANTES

- 2022**
- 4 - 8 de julio - Distrito cerrado; Días feriados - Día de Independencia
 - 9 de agosto | 10 de agosto | 11 de agosto - Cap. prof.
 - 12 de agosto | 15 de agosto - Día hábil para maestros
 - 16 de agosto - Primer día de clases | Inicia el 1.º periodo de calificación | Inicio del 1.º semestre
 - 5 de septiembre - Día feriado - Día del Trabajo
 - 7 de octubre - Termina el 1.º periodo de calificación
 - 10 de octubre - Día de Cristóbal Colón | Día de la Raza
 - 11 de octubre - Inicia el 2.º periodo de calificación
 - 21 de oct. | 24 de oct. - Día hábil para maestros | Conferencia padres/maestros | Día feriado para estudiantes
 - 21 - 25 de noviembre - Días feriados - Vacaciones por Día de Acción de Gracias
 - 16 de diciembre - Termina el 2.º periodo de calificación | Termina el 1.º semestre
 - 19 - 30 de diciembre - Días feriados - Vacaciones de invierno
- 2023**
- 2 de enero - Día feriado para estudiantes | Cap. prof. | Plan. para maestros (2 hrs. máx)
 - 3 de enero - Inicia el 3.º periodo de calificación | Inicio del 2.º semestre
 - 16 de enero - Día feriado - Día de Martín Luther King Jr.
 - 20 de febrero - Día de los Presidentes | Día para recuperar clases canceladas por mal clima
 - 10 de marzo - Termina el 3.º periodo de calificación
 - 13 - 17 de marzo - Días feriados - Vacaciones de primavera
 - 20 de marzo - Día feriado para estudiantes | Cap. prof. | Plan. para maestros (2 hrs. máx)
 - 21 de marzo - Inicia el 4.º periodo de calificación
 - 4 - 6 de abril - Prueba STAAR
 - 7 de abril - Día feriado - Vacaciones de Pascua
 - 28 de abril - Día feriado - Batalla de las Flores
 - 2 - 19 de mayo - Prueba STAAR
 - 29 de mayo - Día feriado - Día de los Caídos
 - 1 de junio - Último día de clases | Termina el 4.º periodo de calificación | Termina el 2.º semestre
 - 2 de junio - Cap. prof. | Plan. para maestros (2 hrs. máx) | Día para recuperar clases canceladas por mal clima
 - 19 de junio - Día de la Emancipación
 - 20 - 30 de junio - Prueba STAAR
 - 3 - 7 de julio - Distrito cerrado; Días feriados - Día de Independencia

ABRIL						
D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAYO						
D	L	M	M	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNIO						
D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULIO						
D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



435 minutos por día
 El calendario incluye como mínimo **75,600 minutos**.
 Total = **76,995 minutos** (sin la exención)
Periodo de calificación:
 1.º = 38 días | 2.º = 42 días | 3.º = 47 días | 4.º = 50 días
177 días para estudiantes
187 días para maestros

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval to Revise Board Policy FNCA (LOCAL) - Student Conduct: Dress Code

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTERS: Beth Jones, Senior Executive Director, SEAD & Restorative Practices

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the revisions to the board policy FNCA(LOCAL), based on TASB’s recommendation and District priorities:

Code	Code Description	Revision Highlights
FNCA	Student Conduct: Dress Code	<ul style="list-style-type: none"> • Elementary and Academy level students will not be required to wear uniforms unless attending a specialty campus. • Revisions also align with TASB’s recommendations for board policy regarding dress code. • Recommended guidelines are broader to allow the District to delineate specific dress code requirements in the Parent-Student Handbook.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the revisions to the board policy FNCA(LOCAL).

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.

- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

Purpose

The District's dress code is established to maintain a positive learning climate, prevent disruption, and avoid safety hazards.

General Guidelines

Grooming guidelines shall not impose restrictions based on hair texture, type, or styles commonly or historically associated with a particular race, ethnicity, religion, or national origin, such as braids, dreadlocks, twists, tight coils or curls, cornrows, Bantu knots, or Afros.

The District prohibits pictures, emblems, or writings on clothing that:

1. Are lewd, offensive, vulgar, or obscene.
2. Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under FNCF (LEGAL).
3. Depict gang-related attire.

To ensure effective and equitable enforcement, school-campus staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group on the basis of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, national origin, disability, age, immigration status, or any other basis prohibited by law.

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others.

Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this policy.

No student shall be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, body size/type, or body maturity.

These rules apply to all District campuses and facilities and to any locations off campus where District students are receiving classroom instruction (e.g., official class field trips, internships, or other programs hosted outside the District).

Students involved in remote learning/learning from home must follow ~~the principles of the dress code outlined for comprehensive schools that serve grades 6–12.~~

Specialty Campuses

As part of the approved program, specialty campuses shall be authorized to require students to follow an approved uniform policy.

~~Uniforms Required~~

~~If school uniforms are required, they must be worn during normal school hours or while attending school-sponsored or school-related activities on or off school property.~~

~~Uniforms consist of denim jeans, black or khaki pants or shorts, skirts, skorts, jumpers, and trousers and white long- and short-sleeved blouses and shirts with collars. In addition, an alternate shirt/blouse that conforms to the uniform standards may be selected by each school.~~

~~Uniform Specifications~~

~~Uniform specifications are as follows:~~

- ~~1. — Pants/jeans and shorts must fit at the waist and must not sag.~~
- ~~2. — Pants/jeans must be straight-legged and pockets must be the standard front pockets. No “baggies” or loose-fit pants are permitted.~~
- ~~3. — Shorts, skirts, and skorts must be no shorter than three inches above the knee.~~
- ~~4. — No manufacturers’ logos or brand names may be visible. If visible when purchased, logos or brand names must be removed.~~
- ~~5. — All clothing must be hemmed.~~
- ~~6. — Shirts must fit well and not be oversized or undersized. Shirts must have collars and may be polo-style or dress-style.~~

~~Students wearing uniforms and uniform components must also conform to the other dress code requirements stated below.~~

**~~Dress Code—
Generally~~**

~~The following shall apply to all schools:~~

**Dress Code—
Comprehensive
Schools 6–12**

Principle 1

- ~~1.— Appropriate footwear must be worn; footwear that has toes reinforced with steel, hard plastics, or similar materials is specifically prohibited, in addition to thongs, beach sandals, or other open-toed shoes that do not have straps to secure them.~~
- ~~2.— Artificial hair styles that obstruct the ability of other students to see the teacher and/or hair designs that have profanity or are otherwise vulgar are not permitted.~~
- ~~3.— Qualified legitimate religious headwear is permitted.~~
- ~~4.— No gang-related attire will be permitted.~~

~~The student and parent may determine the student's personal dress and grooming standards, provided that they comply with Principles 1, 2, 3, and 4 as outlined below.~~

~~Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that the chest and abdomen, genitals, and buttocks are fully covered with opaque fabric.~~

~~All items listed in the “must wear” and “may wear” categories below must meet this first principle.~~

Principle 2

~~Students must wear (while following Principle 1 above): a shirt, with fabric that touches the waistband in the front and back and on the sides under the arms; pants/jeans or the equivalent (skirt, sweat-pants, leggings, a dress, shorts); and shoes.~~

Principle 3

~~Students may wear, as long as these items do not violate Principle 1 or 2 above:~~

- ~~● Hats must allow the face and ears to be visible to staff and not interfere with the line of sight;~~
- ~~● Sweatshirts with hoods. Wearing hood over the head is allowed but face and ears must be visible to school staff;~~
- ~~● Fitted pants, opaque leggings, yoga-style pants and “skinny jeans;”~~
- ~~● Ripped jeans, as long as undergarments and buttocks are not exposed; and/or~~
- ~~● Athletic attire.~~

Principle 4

~~Students cannot wear images or language depicting drugs or alcohol (or any illegal item or activity) or any other substance prohibited under FNCF(LEGAL), including:~~

- ~~● Hate speech;~~
- ~~● Profanity;~~

	<ul style="list-style-type: none">● Pornography;● Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups;● Violent language or images;● Any clothing that reveals visible undergarments (waistbands and straps excluded);● Swimsuits (except as required in class, field trips, or athletic practice);● Accessories that could be considered dangerous or could be used as a weapon; and/or● Any item that obscures the face or ears (except as a religious observance).
Parent / Student Notification	The principal shall notify students and parents regarding the implementation of the uniform policy.
Funding	The Superintendent shall maintain federal and local compensatory funds available for the clothing needs of the educationally disadvantaged students who cannot afford to purchase the uniforms. Any funds donated for the purpose of purchasing uniforms shall be set aside and used only for that purpose.
Exemptions	A parent or guardian may request <u>an exemption</u> that their child be exempted from the uniform requirement by submitting a written statement on the philosophical or religious objections to the uniform requirement. Each campus shall provide <u>a</u> forms for this purpose.
Nondiscrimination	District or and campus <u>personnel staff</u> shall not discriminate against any student who has been exempted <u>granted an exemption</u> from the mandatory use of uniform <u>requirements</u> because of religious objections.
Dress for Special Occasion Days	The principal has the authority to allow all or part of the student body to vary from the uniform and establish a particular mode of attire for special occasion days or for particular school-sponsored or school-related activities.
Extracurricular Activities	The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity <u>in accordance with this policy and administrative regulations</u> . Students who violate dress and grooming standards established for such an ac-

tivity may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action, as specified in the Student Code of Conduct. [See FO series]

Specialty Campuses

~~As part of their program, some campuses require students to follow the school's approved uniform policy.~~

Enforcement

~~Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action, as specified in the Student Code of Conduct.~~

~~School staff shall not enforce the school's dress code more strictly against transgender and gender-nonconforming students than other students.~~

Adoption or Last Amended Date

~~This policy was last amended on June 21, 2021.~~

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of 2022-2023 SAISD Student Code of Conduct

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Beth Jones, Senior Executive Director, SEAD & Restorative Practices

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

As required by the Texas Education Code, the Board of Trustees must adopt the Student Code of Conduct (SCOC) for the District at the beginning of each school year. The 2022-2023 Code of Conduct is presented with the following changes:

- Language related to defining and reducing administrator use of out-of-school suspension has been added (pages 24, 49)
- Dress code violations (pages 33-34)
- Offense codes for bullying related to David’s Law have been moved from the discretionary Disciplinary Alternative Education Program (DAEP) section of the SCOC to the mandatory DAEP section (page 37)
- The offense code 59.EN is now defined in the code (page 40)

All changes have been highlighted. The Code of Conduct is published and posted on the District website. The Code of Conduct will be distributed to all parents, students, and professional staff members who request a paper copy.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the 2022-2023 SAISD Student Code of Conduct.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.

- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



Redline Changes for 2022-2023 Student Code of Conduct

Page 24 Suspension:

It is important that schools seek to utilize alternatives to suspension to assure that the student has continued access to quality instruction and to avoid any negative effects that accompany being away from the classroom. When possible, the school administrator shall avoid the use of out-of-school suspension and will limit any such suspension to 1 day. When student and staff safety may be at risk, the administrator may implement a 2 or 3 day out-of-school suspension. Out-of-school suspension shall not be used in response to truancy.

Page 33-34 Dress Code:

Level I – Teacher-Managed Misbehaviors

Students who commit Level I offenses at school...The following list provides common examples of classroom misbehavior that the teacher would manage in the classroom.

Offense

Class rule violations	Pushing/shoving	Leaving class without permission during instructional time
Profanity, not directed at others	Name-calling	Cheating or copying work of another student
Out of seat or assigned area	Throwing objects	Displaying an electronic device without permission
Refusal to follow directions	<u>Running Dress code violations</u>	Refusal to complete assignments
Public display of affection	Tardy	Aggravation/agitation of others

Dress Code:

Violations of the student dress code will be addressed at the campus level using teacher managed or administrator assigned consequences such as private discussion, directives for compliance, or administrator or parent conference. Students shall not be placed in suspension or refused admittance to school based on violations of the dress code. Refer to Board Policy FNCA or the Parent-Student Handbook for dress code policy.

Page 40 Serious Misbehavior:

- 59.EN ~~Engages in documented Serious Misbehavior (see Glossary) that violates this Code of Conduct despite documented behavioral interventions. A student who continues to commit Level I, II, or III offenses while in the DAEP may, therefore, be recommended for expulsion under this paragraph.~~
- Engages in documented Serious Misbehavior that violates this Code of Conduct. "Serious Misbehavior" is defined as:
- (1) deliberate violent behavior that poses a direct threat to the health or safety of others;
 - (2) extortion, meaning the gaining of money or other property by force or threat;
 - (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
 - (4) conduct that constitutes the offense of:
 - (A) public lewdness under Section 21.07, Penal Code;
 - (B) indecent exposure under Section 21.08, Penal Code;
 - (C) criminal mischief under Section 28.03, Penal Code;
 - (D) personal hazing under Section 37.152; or
 - (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

BOARD OF TRUSTEES

Christina Martinez, President
Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

61 Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Jaime Aquino, Superintendent



Page 49 Suspension:

It is important that schools seek to utilize alternatives to suspension to assure that the student has continued access to quality instruction and to avoid any negative effects that accompany being away from the classroom. When possible, the school administrator shall avoid the use of out-of-school suspension and will limit any such suspension to 1 day. When student and staff safety may be at risk, the administrator may implement a 2 or 3 day out-of-school suspension. Out-of-school suspension shall not be used in response to truancy. Students may be suspended for a period not to exceed three school consecutive days per ~~behavior violation~~ per action for engaging in any Level ~~II-III~~ offense or higher or pending DAEP placement or expulsion. A campus administrator may suspend a student prior to (but not in lieu of) placement in a DAEP or ~~prior to (but not in lieu of)~~ expulsion, where a student's conduct requires such placement or expulsion. ~~Before suspending a student, the campus behavior coordinator or appropriate administrator shall consider reasonable alternatives, including appropriate discipline management techniques.~~ If the administrator determines that a suspension is the most appropriate alternative, no other disciplinary action need precede the suspension.

BOARD OF TRUSTEES

Christina Martinez, President
Alicia Sebastian, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

62 Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Dr. Jaime Aquino, Superintendent

STUDENT

BILL OF RIGHTS AND CODE OF CONDUCT

DRAFT



2022 - 2023

STUDENT

BILL OF RIGHTS and CODE OF CONDUCT

WE THE STUDENTS of San Antonio Independent School District, in order to form a more perfect school district, have established the Student Bill of Rights. The Student Bill of Rights is a statement of beliefs that lends clarity to what students believe to be ethical treatment. The following Student Bill of Rights provides the student perspective on their academic, disciplinary, and social rights at school:

- 01** Right to a safe, caring, welcoming, and bully-free school environment
- 02** Right to support for student learning with a safe space to make mistakes at school, especially when students are struggling; failure is supported and not judged
- 03** Right to a school where students are accepted regardless of background or Differences and supports the exploration and expression of identity (race, color, religion, national origin, age, sex, linguistic and cultural identity, gender identity, gender expression, sexual orientation, or disability)
- 04** Right to student voice: students’ ideas and opinions are heard and considered, and students are given an opportunity for self-expression
- 05** Right to a school environment that accommodates students’ individual social, emotional, and academic needs and elevates their different abilities
- 06** Right to mental health support and resources
- 07** Right to transparent and equitable discipline practice for all students without discrimination based on race, color, religion, national origin, age, sex, linguistic and cultural identity, disability, gender identity, gender expression, or sexual orientation
- 08** Right to have counselors who assist students to take coursework and access resources and classroom instruction that lead to college readiness
- 09** Right to a variety of healthy and nutritious food
- 10** Right to equal access to sports and extracurricular activities

CONTENTS

04	STUDENT CODE OF CONDUCT
-----------	-------------------------

06	I. RESPONSIVE PRACTICES
-----------	-------------------------

23	II. SUSPENSION: CAUTIONS & ALTERNATIVES
-----------	---

28	III. STUDENTS WITH DISABILITIES
-----------	---------------------------------

33	IV. STANDARDS FOR STUDENT CONDUCT
-----------	-----------------------------------

48	V. CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR
-----------	--

58	VI. GLOSSARY
-----------	--------------

66	VII. CAMPUS BEHAVIOR COORDINATOR
-----------	----------------------------------

Student Code of Conduct

PURPOSE

The San Antonio Independent School District (SAISD) has adopted the Student Code of Conduct (SCOC) to promote and maintain a positive, safe, and effective learning environment for students and adults. This environment is created and maintained by adults who respond to student behavior in a way that improves the student's ability to successfully navigate the social and academic environment at school. At the foundation, everyone's rights must be treated with respect. The SCOC articulates the behavior that is not allowable at school or school-affiliated functions or events, on school grounds, or on District transportation so that students and adults are knowledgeable about expectations and standards of behavior. The SCOC is adopted by the District's Board of Trustees and has the force of policy. In case of a conflict between the SCOC and the student handbook, the SCOC will prevail. Once the SCOC is promulgated, any subsequent changes or amendments must be approved by the Board of Trustees. During any periods of instruction during the summer months, the Parent-Student Handbook and SCOC in place for the year immediately preceding the summer period shall apply, unless the District amends either document, or both documents, for the purposes of summer instruction. The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to those laws. This Code of Conduct applies to all students in the San Antonio Independent School District whenever the interest of the District is involved, on or off school grounds, in connection with or independent of classes and school-sponsored activities.

If you have difficulty accessing the information in this document because of disability, please contact the following staff:

Beth Jones: ejones@saisd.net

Darnell White: dwhite@saisd.net

Office of Social, Emotional, and Academic Development and Restorative Practices: (210) 354-9565

FORMAT

This Student Code of Conduct is designed to outline restorative responses to student behavior that lead to students' social, emotional, and academic development. Sections I through III provide resources and information on Social, Emotional, Academic Development (SEAD) to include restorative practices, Positive Behavior Interventions and Supports (PBIS), Multi-Tiered Systems and Supports (MTSS), and trauma-informed care; they also cover students with disabilities, as well as disproportion and the use of discretionary exclusionary disciplinary practices such as out-of-school suspension. The intent of the SCOC is not only to delineate those behaviors that are infractions of the Code of Conduct, but also to provide strategies, resources, and techniques that teach and support the acquisition of more adaptive behavior.

In accordance with state law, section IV defines misconduct that may—or must—result in a range of disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code

CODE ACCESSIBILITY

The Section 504 and Dyslexia Department of SAISD provides sign language interpreters upon request for parents/guardians or community members needing this accommodation for campus meetings or events. Parents or guardians who need to request an American Sign Language (ASL) interpreter should call (210) 554-2570 between 48 and 72 hours before the need for the interpreter. You may contact the Disability Services Department by emailing Cindy Sosa at csosa2@saisd.net. You may also contact the school principal or campus 504 coordinator. The department is open Monday through Friday, 8:00 a.m. to 4:30 p.m. If you know of a parent or guardian who needs these services, please contact the number above and discuss the circumstances with the Disability Services Department. In accordance with state law, the Student Code of Conduct shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the SCOC will be available at the office of the campus behavior coordinator and posted on the District's website. Students may request a copy of the Parent-Student Handbook, which includes the SCOC, at the beginning of the school year. The SCOC will be provided to all teachers, new professional employees, students who are enrolled after the beginning of the school year, parents, and any other person upon request. Each student, teacher, and parent annually must sign a statement that they have read and have access to the SAISD Student Code of Conduct and acknowledge the rules and responsibilities outlined therein.

"Parent" Defined: Throughout the SCOC and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

In accordance with Education School District Authority, SAISD rules and the authority of the District to administer discipline apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on District transportation
2. During lunch periods in which a student is allowed to leave campus
3. While the student is in attendance at any school-related activity, regardless of time or location
4. For any school-related misconduct, regardless of time or location
5. When retaliation against a school employee, Board member, or volunteer occurs or is threatened, regardless of time or location
6. When a student engages in cyberbullying, as provided in Education Code 37.0832
7. When criminal mischief is committed on or off school property or at a school-related event
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line
9. For certain offenses committed while on school property or attending a school-sponsored or school-related activity of another district in Texas
10. When a student commits a felony as provided by Texas Education Code Section 37.006 or 37.0081
11. When a student is required to register as a sex offender

The following guidelines delineate standards of expected behavior and are incorporated into each campus's school rules.

- Follow campus and classroom rules.
- Treat other students and adults with courtesy and respect.
- Accept responsibility for actions and behavior.
- Attend all classes, regularly and on time.
- Be prepared for each class with appropriate materials and assignments.
- Adhere to standards of dress and grooming as outlined in the dress code.
- Refrain from posting threatening messages on social media outlets directed at students, parents, staff, or school property.
- Actively support and assist the school in maintaining a campus free from drugs, alcohol, weapons, and gang activity, by:
 - i. Cooperating with staff in investigations of disciplinary cases and volunteering information within the student's knowledge relating to a serious offense.
 - ii. Responsibly informing staff of conduct violations by others.
 - iii. Immediately submitting prohibited items to staff or informing staff of location of prohibited items upon discovery.
- Adhere to the requirements of the Student Code of Conduct.

It is the policy of San Antonio Independent School District not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation, or disability in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and SAISD's Board policies DIA, FFH, and FFI.

SECTION I: RESPONSIVE PRACTICES

It is a priority of the San Antonio Independent School District for staff to implement a restorative and instructional approach using evidence-based best practices to respond to student behavior. Through the use of proven behavior techniques, interventions, and supports, the root causes of a student's maladaptive behavior can be identified and an appropriate plan for teaching new behavior established.

Social, Emotional, and Academic Development (SEAD)

SAISD is committed to the social, emotional, and academic development (SEAD) of the whole child and uses SEAD as a framework to house a variety of practices that facilitate this development. SEAD is the integration of all learning dimensions into the educational experience in support of positive outcomes for students through whole-child development. Social, emotional, and cognitive/academic dimensions are all imperative to long-term success, as they are intricately connected in the way students learn and experience the world and are mutually beneficial and mutually reinforcing in the educational environment. SAISD approaches this work through three essential elements: culture and climate, explicit instruction, and integration.

Relationships and interactions between students and adults, among students, and among adults, as well as rich curriculum and instruction and well-rounded enrichment opportunities, are important facets of a healthy educational setting that promotes positive growth and development. "A climate of mutual respect strengthens student belonging and engagement in the social and academic aspects of the learning experience" (The Aspen Institute: Education & Society Program, March 2019). Since learning has its roots in relationships, the District adopted the University of Chicago's Consortium on School Research's four learning mindsets to cultivate in students:

- Do all students feel they belong in this community?
- Do all students feel they can succeed?
- Do all students feel that their ability and competence will grow with effort?
- Do all students feel that their work has value?

"For students to be able to devote all their internal resources to learning, schools must create affirming climate, mitigate implicit bias, and advance positive counter-narratives that support every young person in developing a healthy, integrated identity" (The Aspen Institute: Education & Society Program, March 2019).

SEAD Competencies

SEAD competencies and the curriculum and activities that support them are important elements in a comprehensive approach to effective SEAD programming. Current research indicates that establishing common language and student competencies provides integral focus, emphasizing the importance of specific skills and supporting educators in integrating application experiences into other core areas of instruction (Osher et al., 2008). Additionally, SAISD SEAD competencies codify that the skills represented are a core component of our educational mission to support student success.

SAISD focuses on building student capacity across three domains:

1. Emotional Competencies – awareness, management, and advocacy skills that facilitate an accurate reflection of self and an ability to assess and respond to needs and build upon strengths
2. Social Competencies – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles
3. Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate effective decision-making and attainment of short- and long-term goal

Educational equity is inextricably linked to SEAD. In order to achieve full and equal opportunities for every student to succeed in life, it is essential to prepare for college, military, and career, which requires knowledge and skill development across all learning dimensions. All students must have access to the appropriate resources aligned to their needs, robust academic opportunities, and rich experiences needed to develop agency and identity through the many phases of child and adolescent development

(Osher et al., 2008).

School-Home-Community Collaboration

SAISD recognizes that many factors both inside and outside the school building impact students. Our goal is to provide support and services for students and their families to ensure that all students grow and have their needs met and that behaviors/actions requiring disciplinary action are prevented.

Cultivating Positive Relationships

An abundance of research and evidence demonstrates that positive relationships support learning. When our communities, schools, and homes are positive, welcoming environments where students feel connected to others, students are healthier and happier, more likely to succeed, and less likely to act out in ways that disrupt the learning environment.

School-to-Home Connection

- Use Strategic Listening — help your child identify and label feelings, values, and topics that may need processing. Show your child you understand. Listen with sincere concern to create positive relationships and build trust between your child and others.
- Ask open-ended questions. For example, say “What was that like for you?” or “Tell me more about that.” This elicits more than a “yes” or “no” response and helps your child tell their story.
- Use Reflective Listening — reflect back the feelings you hear or see. When intervening in a conflict, get the attention of an upset person by stating the feelings you hear/see in a nonjudgmental way. For example, say “I see that your fists are clenched. Are you upset?” or “It sounds like you are feeling hurt.” Let your child tell the story — say just enough to help.
- Help your child problem-solve disputes. Use nonjudgmental language and remain calm and neutral. Ask open-ended questions and use reflective listening to help your child process what happened. Trust that with guidance your child will identify a solution that works.
- Find ways for your student to engage on campus. Students who feel connected to school are more likely to succeed in the classroom and complete high school while simultaneously being less likely to engage in dangerous, self-injurious, disruptive, and/or antisocial behavior (Blum, 2005).

If you suspect your child needs additional help with his/her behavior, contact your child’s teacher, school counselor, or principal to request a conference to discuss your concerns.

School Practices for Establishing Positive Relationships

SAISD schools employ many strategies for establishing and cultivating positive relationships, including classroom greetings, project-based learning (PBL), group work and projects, think-pair-share activities (students partner with a peer to process their learning), Peace Area/Cool-Down Zone, and many more. Two important structures we are working to implement across our schools are highlighted below:

- Morning Meetings or Community Circles (PK–12): the teacher and students come together for one of two purposes: to build community at a relatively peaceful time or to resolve conflict. During this time, students engage in activities that build understanding within the group and between individuals. This provides a place for students to find common ground and appreciate the richness diversity brings to the class.
- Student Advisories (secondary): Students meet with an adult adviser daily, weekly, or at other regularly scheduled intervals. Ideally, the advisory teacher is someone students know they can trust and talk to about their progress in school. Students discuss day-to-day issues, define their values, develop a trusting relationship with an adult advocate, and hone communication skills. Student Advisories offer students emotional support, and opportunities to cultivate positive peer relationships and offset peer pressure during adolescence.

Intervention Strategies and Frameworks

SAISD schools purposefully cultivate climate to honor student identities, reflect the distinct spirit of the community, promote the importance of positive, healthy relationships, and meet students where they are. We are committed to providing a safe, supportive school environment for all students, families, communities, and staff by employing prevention and intervention strategies that help students grow in their social, emotional, and behavioral skills. These may be used prior to or in addition to any disciplinary response to student behaviors that are not conducive to a positive, productive learning environment.

Examples of positive intervention strategies and frameworks include the following:

Intervention	Restorative/Academic Benefit	Factors to Consider
Community Service	Allows students to participate in an activity to serve and benefit the community.	Examples: Cleaning up public spaces; writing letters to troops.
Conference	Involves students, parents, teachers, school staff, and principals discussing student behavior and potential solutions that address social, academic, and personal issues related to the behavior.	<ul style="list-style-type: none"> —Chance to invite parents or guardians to engage in a constructive process to address student misconduct, encourage student cooperation and problem-solving. —Can occur at school or at the parents' home.
Conflict Resolution	Empowers students to take responsibility for peacefully resolving conflicts.	Students, parents, guardians, teachers, school staff, and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Mentoring Program	Pairs students with mentors (a counselor, teacher, student, or community member) who help with social, emotional, and academic development.	Works in conjunction with other methods to provide additional guidance for students in need of further support. Mentor selection is important. There must be a mentor orientation regarding roles/responsibilities.
Parent Outreach	School staff inform parents or guardians of their children's behavior and seek their assistance in addressing inappropriate or disruptive behavior.	Outreach made in writing or by telephone is intended to make parents aware of students' behavior, progress, task completion, and achievement.
Peer Mediation	A form of conflict resolution in which students help other students deal with and develop solutions.	Student who will facilitate the mediation must be a neutral party that all students agree to as the facilitator.
Counseling (substance abuse)	Occurs for substance abuse-related behavior, or when there is reason to believe this counseling is needed.	Services can be school- or community-based.
Counseling (mental health)	Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and tutoring.	Referral to school-based health clinics, mental health clinics, and community-based organizations.
MTSS Team	When student behavior requires intervention, the MTSS Team develops a plan of action.	<p>May consist of teachers, principals, counselors, social workers, and parents; may also include nurses, mental health clinicians, psychologists, and external representatives who help develop prevention/intervention techniques and alternative strategies leading to student success. Based on current behavior research, SAISD uses check-in/check-out, Social Skills Instruction, and a Daily Behavior Report Card as our standard Tier 2 and 3 interventions.</p> <p>See the MTSS section of the handbook to learn more.</p>

District SEAD Implementation

Social, emotional, and cognitive/academic dimensions are all imperative to the development of the whole child and long-term success. San Antonio Independent School District is working in three essential areas to move this work forward:

Culture & Climate

- Adult Mindset – Targeted professional development and mindset work takes place in areas such as cultural and linguistic competence, implicit bias, trauma-informed care (TIC), adverse childhood experiences (ACEs), equity, and parent communication.
- Evidence-based behavioral/social-emotional systems or approaches such as Positive Behavior Interventions and Supports (PBIS), Restorative Practices (RP), Trust-Based Relational Intervention (TBRI), Conscious Discipline, and Capturing Kids' Hearts are implemented with fidelity and continuously modeled by the adults in the building, creating a welcoming school environment and sense of community.

Explicit Instruction

- Social-emotional learning competencies and common language are established.
- Scaffolded, developmentally appropriate explicit instruction is taught, modeled, practiced, and reinforced over time.

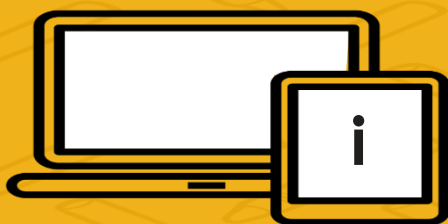
Integration

- Curriculum and instruction across content areas reinforce the social-emotional learning competencies and provide opportunities for practice and refinement.
- There is evidence of the social-emotional learning competencies in all policies, procedures, language, supports, organization, student work, and stakeholder interaction.

Each campus identifies area(s) of priority to focus their SEAD work and selects from an array of best practice professional development and approaches aligned to their needs and campus community. The best practices share common components that support the three essential elements. This ensures that while different approaches are being used based on the style and needs of the campus, the components and essential elements are aligned to the vision of SEAD and ultimately supports the vision of SAISD.

Evidence-Based behavioral/social-emotional systems or approaches are implemented with fidelity and continuously modeled by the adults in the building, creating a welcoming school environment and sense of community. SEAD strategies are reflected in classroom management and behavior intervention strategies. SEAD frameworks and strategies include, but are not limited to:

- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices (RP)
- Conscious Discipline
- Trauma Informed Care
- Social Emotional Learning (SEL) Curriculums



FOR MORE INFORMATION ON SEAD

Free social emotional learning training modules: modules.sanfordinspire.org/

Contact Dawn Kulpa: dkulpa1@saisd.net

Visit SEAD website: saisd.net/main/index.php?option=com_content&view=article&id=7264&Itemid=0

Contact the office of SEAD: (210) 554-2521

Other resources:

[Helping Children Cope During COVID](#)

Positive Behavior Intervention and Supports (PBIS)

SAISD endorses a systems approach that fosters a positive school climate and culture through proactive strategies that lead to the development of social-emotional and academic learning. This approach leads to an increase in student engagement by creating a supportive environment that explicitly teaches and nurtures positive behavior. This is an essential component for supporting the District's vision of graduating all students and preparing them for success in postsecondary education, career, or military.

PBIS is a three-tiered framework under the umbrella of Social, Emotional and Academic Development (SEAD) that focuses on a prevention-oriented process that supports the needs of a students and staff by assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for *all* students (pbis.org). The first tier provides universal interventions schoolwide, the second tier focuses on small-group support, and third-tier interventions are targeted to meet the unique needs of a specific student. The PBIS framework is a type of Multi-Tiered System of Support and falls under the SEAD framework umbrella. PBIS creates a learning environment where students, staff, and families feel appreciated, safe, and respected.

Fundamental PBIS District-Level Goals

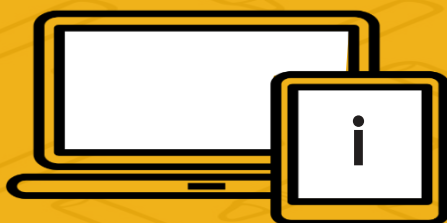
- Promote positive and safe school systems, where students are taught norms/expectations that are practiced/reinforced.
- Provide access to wraparound services and partnerships with parent, school, and community for behavioral change of students experiencing severe behavioral problems.
- Promote interventions that are data-driven and specifically planned for behavioral change in students experiencing academic and behavioral difficulties.

PBIS Strategic Objectives

- District-wide expectations that are clearly stated in every SAISD school and office.
- Interventions that align with the District's vision to include social-emotional learning, equity, and restorative practices.
- Collection and use of District data to increase prosocial behavior and academic success.
- School community collectively contributes to creating a positive school climate that includes frequent opportunities for student success and recognition.

Tiered Systems of Support Through a PBIS Lens

- Tier 1 PBIS approach that involves universal school-wide and classroom restorative interventions and assigned consequences that promote academic and social and emotional well-being of all students. Teachers should use prompts, proximity, positive directives, reminder of expectations, one-on-one conference during class time.
- Tier 2 PBIS approach that involves restorative interventions and assigned consequences that are geared toward a small group of students who have not reached success through universal practices. Conference outside the classroom, check-in/check-out, and small-group counseling/social skills.
- Tier 3 PBIS approach that involves restorative interventions and assigned consequences that are geared toward students who have not reached success with tier 2 interventions. Intensive crisis plan/behavior intervention plan (BIP), individualized behavior contract, check-in/check-out, individual time with the counselor/mentor.



FOR MORE INFORMATION ON PBIS

Contact Barbie Parham: bparham@saisd.net

Contact Ignacio Valdez: ivaldez1@saisd.net

Contact the campus behavior specialist

For District employees: livesaisd.sharepoint.com/sites/pbis/SitePages/Home.aspx

Office of Special Education Services: (210) 225-2406

PBIS websites with resources: (1) pbis.org/ (2) pbisworld.com/

Restorative Practices

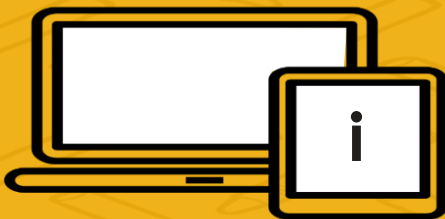
Under the umbrella of Social, Emotional and Academic Development (SEAD) restorative practices are a school-wide approach to building healthy relationships and a sense of community campus-wide. This approach establishes a positive school climate by addressing student behavior that proactively promotes positive relationships, encourages belonging over exclusion, uses social engagement to address conflict, and emphasizes meaningful accountability instead of punishment.

Restorative justice programs and practices have been shown in multiple schools and districts nationally to reduce suspensions and violence ([Dignity in Schools, 2012](#)). In a study by Guckenbug et al. (2016) restorative practices were shown to rapidly decrease suspensions and expulsions. Additionally, these practices can reduce disproportion in the use of exclusionary discipline practices and the effects of zero tolerance, leading to an interruption of the school-to-prison pipeline (Guckenbug et al., 2016).

The following chart provides an example of how restorative practices can be used to address behaviors across the different levels in the Student Code of Conduct.

Level 1 Offenses TEACHER MANAGED	Level 2 Offenses ADMINISTRATIVE REVIEW	Level 3 Offenses INTENSIVE INTERVENTIONS
<p>Purpose: Preventative or proactive techniques used in the classroom that are teacher managed to encourage student cooperation and avoid student-teacher & peer-peer conflict.</p> <p>Goal: Through the process of building relationships, teachers can gain student cooperation self-reflection and help promote self-awareness.</p>	<p>Purpose: Individualized strategies to prevent destructive or damaging patterns of behavior that negatively affect academic performance.</p> <p>Goal: Strategies are centered around individual needs and how to support the needs of the parties involved in order to gain student cooperation and provide conflict resolution through a consensus agreement.</p>	<p>Purpose: Address conflict, repair harm, and promote healing. This process is necessary to mend relationships and address the needs of all who have been affected.</p> <p>Goal: Through the process of repairing harm, campus community can restore the relationship to gain student cooperation and to encourage accountability. Resolving conflict is beneficial for maintaining a safe environment for the student to learn and grow.</p>
<p>Restorative Chats: Statements and short conversations that address harm by using <i>Restorative Language</i> such as “I” statements (e.g., “I want everyone to feel safe here.”) and restorative questioning to help manage conflict. English Template Spanish Template</p> <p>Respect Agreement: Developing classroom norms to help create a constructive and cooperative classroom environment. Creating agreements with students build trust and promotes accountability. Lesson Plan English Lesson Plan Spanish</p>	<p>Student/Teacher Contracts: Written agreement of expectations between a student and a teacher directed toward motivating the student to accept accountability through self-reflection and awareness.</p> <p>Skill-Building Techniques: Builds skills essential to a student’s success and accountability in school and community.</p>	<p>Restorative Conference: A meeting between the student and those harmed by the student’s actions to deal with the wrongdoing and best decide on how to repair the harm</p> <p>Conflict Circles: Used to resolve everyday conflicts among students by learning active listening, facilitation, and problem-solving skills. Using restorative questioning to navigate the circle process will help encourage student accountability and repair harm caused</p>

Level 1 Offenses TEACHER MANAGED	Level 2 Offenses ADMINISTRATIVE REVIEW	Level 3 Offenses INTENSIVE INTERVENTIONS
<p>Talking Circles: Used to explore a topic and engage conversations to form bonds of trust inside the classroom. Talking circles do not address conflict and do not attempt to reach a consensus on a particular topic. English Template Spanish Template</p> <p>English Script for Virtual Spanish Script for Virtual</p> <p>Community Circles: Provides an opportunity to build positive relationships between students and the teacher. It is a structured process of communication that is designed to create a safe space for all voices to be heard. English Template Spanish Template</p> <p>Resource Guide</p> <p>Cool-Down Spots: Provides a space and an opportunity for the student to gather their thoughts, relax, and calm down. Helps students adhere to classroom norms and allows time for self-reflection. English Video Spanish Video</p>	<p>Optional Internal Mentor Assignment: A staff member on campus that the student trusts will meet with him/her as needed</p> <p>Support Circles: Address students' needs when issues arise. The agreements developed provide a plan of action for next steps on how to provide support moving forward</p> <p>Peer Conflict Circles: Involves all students affected by the incident and provides an opportunity to problem-solve and mend relationships</p> <p>Family Conference Circles: Includes family members and others who can "influence" the student</p> <p>(Including strategies in Level 1)</p>	<p>Internal Mentor Assignment: A staff member on campus whom the student trusts and is willing to meet with routinely</p> <p>Reentry Circles: Welcomes a student back into the school after a period of absence to help the student be successful. This process invites adults within the home school community to help create an action plan for the students' advancement and accountability moving forward</p> <p>(Including strategies in Levels 1 & 2)</p>



FOR MORE INFORMATION ON RESTORATIVE PRACTICES

Contact Barbie Parham: bparham@saisd.net
 Contact Desiree Carney: dcarney1@saisd.net
 Office of Special Education Services: (210) 225-2406
 Restorative Practices website: umojacorporation.org/our-approach/restorative-justice/

CLASSROOM MANAGEMENT SYSTEM

Each teacher shall establish a classroom setting that implements effective classroom management practices, including rules or expectations for classroom behavior. Most student behavior can be managed in the classroom, and the establishment of an effective classroom management system should enhance student learning while decreasing violations of classroom rules and the Code of Conduct. Violations of classroom rules should first be viewed as an opportunity for teaching. The teacher must consider whether it is one student or many students who are not following a rule. If there are many students who are not adhering to the classroom expectation or rule, it is likely that the rule or expectation needs to be retaught, practiced, and then reviewed regularly until students are complying without frequent reminders. If it is a single student, then the student may require the rule to be retaught or more practice or a strategy in order to be able to meet expectations.

The teacher should consider whether the student has the skill or ability to comply with the rule that is being violated. For example, a student with a higher need for movement may have difficulty staying seated. Developmentally, boys have a greater need for movement while learning in the elementary years (Gurian, M., 2001). The teacher may need to develop some strategies that provides students the opportunity to move and still meet the expectations of the teacher. When a student violates a rule established by the teacher, the teacher will determine whether an office discipline referral is an appropriate response based on the severity of the behavior. Level I infractions are managed in the classroom and the teacher may document the behavior and strategies used to respond to the behavior, or the teacher may choose not to document the incident. A written discipline referral to the campus administrator shall not be required.

Teachers shall employ Positive Behavior Interventions and Supports (PBIS) or Restorative Practice strategies as recommended by SAISD. To the extent that there ever appears to be a conflict between PBIS rules/Restorative Practices strategies and the Student Code of Conduct, the Student Code of Conduct shall prevail.

In alignment with TEC §38.036, teachers and administrators must implement trauma informed practices. Strategies for trauma informed practices are included in the table below. These classroom management strategies are grouped by the trauma informed strategy with which they are aligned.

Classroom consequences are typically determined by the classroom teacher, while administrative consequences are determined by the campus administrator. The types and order of consequences are subject to teacher and administrator discretion, as applicable. School staff may use other consequences that are not listed below, as long as such consequences are clearly communicated to students prior to their use and are not State or SAISD prohibited techniques. School staff desiring additional resources for discipline management are encouraged to seek assistance from their campus PBIS team.

The following techniques may be used—alone, in combination, or as part of progressive interventions—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules. The list below is not exhaustive. Please contact your campus behavior specialist, behavior coordinator, or PBIS team for additional responses, strategies, and techniques.

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Trauma Informed Strategy: Establish positive relationships with all students and cultivate those relationships daily				
2 Minute Connection English Video Spanish Video	Students and teacher generate questions. When done daily, the students are able to quickly discover many things about one another.	<ul style="list-style-type: none"> Have students generate one question on index card 1x per week 	<ul style="list-style-type: none"> The students and teacher stand up, the teacher randomly draws 1 or 2 questions, the students then quickly answer the questions Allow for non-participation 	
60 Second Relate Break English Video Spanish Video	Teacher builds a 60 second break into their classes to allow for students to discover more about their peers. Teacher and students answer questions generated by students and teacher.	<ul style="list-style-type: none"> Determine format for soliciting responses Consider if will use as a state change activity Can use applied improv activities such as “Come over here if...” 	<ul style="list-style-type: none"> Can be implemented between activities 	
		75		

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Ratio of Interactions English Video Spanish Video	Use of more positive (both contingent and non-contingent) interactions than negative/corrective interactions. Ideal ratio is 3 positive for every 1 negative/corrective interaction.	<ul style="list-style-type: none"> At least 3 to 1 ratio of positive interactions to corrective interactions 	<ul style="list-style-type: none"> Look for opportunities to recognize the whole class or individual students for demonstrating expected or desired behavior 	<ul style="list-style-type: none"> Look for opportunities to recognize the whole class or individual students for demonstrating expected or desired behaviors
Respect Agreement or Norms Lesson Plan English Lesson Plan Spanish	A tool used to help create a constructive cooperative classroom community.	<ul style="list-style-type: none"> Participate in Restorative trainings on establishing Norms-Restorative Respect Agreements for the classroom Prepare a lesson plan to discuss and define how the class will Treat and Respect each other (requires student input) Discuss what respect should look like in the classroom Allow enough time to complete the agreement 	<ul style="list-style-type: none"> Implement lesson plan Respect Agreement Lesson Plan example: 	<ul style="list-style-type: none"> Teachers should review the agreement on a weekly basis.
90 Second Spark English Video Spanish Video	Plan for positive interactions (sparks) to take place on a daily basis. Can be used as an activity when students enter the room. Provides a quick 90 second activity for students to interact teacher and peers in a positive manner.	<ul style="list-style-type: none"> Determine how students will be greeted <p>Examples are: high five special handshake, question of the day</p>		
2:10 Scheduled Attention English Video Spanish Video	Used to strengthen the relationship with a student.	<ul style="list-style-type: none"> Spend 2 minutes a day for 10 consecutive days having non-contingent conversation Use "I Notice Statements" Make unforced eye contact and positive body language that communicates trust and interest Use the student's name 	<ul style="list-style-type: none"> These conversations best occur outside of instructional time during transitions or before or after instruction 	
Restoration or Restitution English Video Spanish Video	The student has the opportunity to repair or restore relationships where harm occurred	<ul style="list-style-type: none"> Explain the concept of restoration and let the student know that together the teacher and the student will develop a solution 	<ul style="list-style-type: none"> Ask the restorative questions associated with this strategy (see video link at left) Assist the student to devise a plan to repair the harm 	<ul style="list-style-type: none"> Follow-up with the student on the progress of the restitution and any other actions that need to be taken as part of the student's plan to repair the harm

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Talking Circle English Template Spanish Template English Script for Virtual Spanish Script for Virtual	This is used to explore a topic and engage conversations to help bonds of trust in a classroom. Talking circles do not address conflict and do not attempt to reach a consensus on a topic.	<ul style="list-style-type: none"> Participate in Restorative Circle training prior to facilitating a Talking Circle – It is recommended that teachers have exposure to circles during PLC's and professional training prior to facilitating in the classroom Teachers should prepare a Circle lesson plan prior to the circle – organize 3-5 topic questions to discuss in the content portion and plan for 15-30 minutes to complete the circle 	<ul style="list-style-type: none"> Follow each step of the lesson plan during the circle session. Talking Circle Lesson Plan Template: Talking Circle Lesson Plan example: 	<ul style="list-style-type: none"> A follow-up circle is not required for Talking Circles as the topics do not address conflict or reach agreements. However, teachers may plan for a continuation of a particular topic if the students enjoyed the discussion in the circle.
Community Circle English Template Spanish Template English Resource Guide	This is used to build relationships and create supportive environments where people feel safe and have an opportunity to hold one another accountable.	<ul style="list-style-type: none"> Participate in Restorative Circle training prior to facilitating a Community Building Circle Teachers should prepare a Circle lesson plan prior to the circle – organize 3-5 topic questions to discuss in the content portion and plan for an entire class period to complete the circle 	<ul style="list-style-type: none"> Follow each step of the lesson plan during the circle session. Community Circle Lesson Plan Template: UMOJA Community Building Circle Resource Planning Guide: 	<ul style="list-style-type: none"> A follow-up circle with the students may be necessary depending on the content. Teachers may plan for continuation of a topic if the students enjoyed the discussion in the circle
Trauma Informed Strategy: Establish clear, predictable routines, rules and expectations and implement them consistently				
Classroom Expectations English Video Spanish Video	Classroom expectations describe specific and observable behavior that students are expected to exhibit.	<ul style="list-style-type: none"> Rules are aligned to campus guidelines Rules are clearly posted and visible from any location in the room Create 3-5 rules Rules are aligned to campus guidelines 	<ul style="list-style-type: none"> Embed reminder of rules into activities, especially rules that are particularly relevant for the activity or that students tend to have trouble following 	<ul style="list-style-type: none"> Review rules daily or weekly, depending on how well the class is following the classroom rules Use class-wide motivation systems (these do not have to be incentive based) to further reinforce and acknowledge rule implementation by students
Pre-Corrections English Video Spanish Video	Teacher reviews behavioral expectations before a previously problematic activity/transition in an effort to increase the probability that appropriate behavior will occur.	<ul style="list-style-type: none"> Review expectation for behavior Practice behavior if appropriate 		<ul style="list-style-type: none"> If problematic behavior occurred during activity, consider reteaching and practicing expected behavior
Behavior Contract English Video Spanish Video	Clearly delineates what student or teacher are each willing to do	<ul style="list-style-type: none"> The teacher and student together determine the goal and what each is willing to do to help the student reach the goal 	<ul style="list-style-type: none"> Ensure regular review of the contract with the student before or after class. Recognize progress and achievements. 	<ul style="list-style-type: none"> Discuss any areas where the student is continuing to struggle, consider if more support is needed.

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Self-Monitoring English Video Spanish Video	Builds independence for student's own regulation of emotion behavior	<ul style="list-style-type: none"> — The teacher and student identify and define what the target behavior looks like — Determine how the student will self-monitor the behavior 	<ul style="list-style-type: none"> — Ensure implemented consistently, the teacher should take data intermittently and compare their data to the student's data 	<ul style="list-style-type: none"> — If the data the teacher and student collect do not agree, adjust data collection and monitoring accordingly
Trauma Informed Strategy: Provide opportunities for student choice and control				
Offer Choices English Video Spanish Video	Provide the student the opportunity to choose between two or more choices and then honor the choices the student makes. Some examples are what activity the student wants to engage in, the way in which the student engages in the work, or where the student works such as room location or seat choice.	<ul style="list-style-type: none"> — Determine in advance what choices will be offered — Determine any factors the student should be aware of regarding the choices offered. For example, if allowing the student to choose where to sit, ensure the student knows which locations are allowable 	<ul style="list-style-type: none"> — Provide the student with the choices and allow the student to choose – honor the choice the student makes 	<ul style="list-style-type: none"> — Choices should be neutral when possible. Avoid using one choice that is punitive and one choice that is the choice the adult wants the student to choose
Trauma Informed Strategy: Use praise and reinforce positive, desired behaviors				
Praise English Video Spanish Video	The teacher recognizes students who are modeling the desired behavior.	<ul style="list-style-type: none"> — Determine the behavior that will be expected and targeted — Teach or review the expected behavior with students 	<ul style="list-style-type: none"> — Use verbal (not necessarily oral) acknowledgment for students exhibiting the targeted behavior 	<ul style="list-style-type: none"> — Teacher can use a class-wide acknowledgment after completion of the activity to recognize the class
Class-Wide Motivation System English Flipbook Link Spanish Flipbook Link	Recommend use of at least one class-wide motivation system. Motivation systems do not have to reward based. These systems help to acknowledge and reinforce class-wide expectations.	<ul style="list-style-type: none"> — Motivation systems are taught and practiced so that students understand how they work — System can be easily seen — Examples include: Mystery Behavior of the Day, BINGO, tracking system that leads to class activity once goal achieved 	<ul style="list-style-type: none"> — Consistent implementation of the system as described by the teacher, taught and practiced with the class 	<ul style="list-style-type: none"> — Follow through on system. For example if using the Mystery Behavior of the Day, ensure that the class is polled for what they think the mystery behavior was and then recognize the class for exhibiting the behavior and guessing correctly. — Recognition could be a cheer, a virtual high five, a preferred activity, or something like a marker or other tracking system to see how many times the class guesses the behavior correctly over time

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Trauma Informed Strategy: Plan for changes and transitions and anticipate student responses				
Visual Cues English Video Spanish Video	Teacher uses picture cards, signs or posters that depict the expectations for the activity/transition.	<ul style="list-style-type: none"> Pre-teach the visual cue and practice with the student 	<ul style="list-style-type: none"> Implement visual cues during activities when needed to support behavior 	<ul style="list-style-type: none"> Check-in with student to ensure the student found the cue to be helpful or to see what adjustments are needed
Attention Signal English Video Spanish Video	Teacher uses attention signal to focus the class on the teacher and to prepare students for important information or the next activity.	<ul style="list-style-type: none"> Ensure that most attention signals have a auditory, oral and movement component Ensure that most attention signals are portable (can be used in many locations) 	<ul style="list-style-type: none"> Be consistent in when and how attention signals are used Ensure students have had multiple opportunities to review and practice signals prior to use Immediately correct or reteach if 90% of students do not implement correctly 	
Trauma Informed Strategy: Provide options and spaces to allow students to calm and regain emotional regulation				
Cool Down Area, Think Space, Cooling-Off Time English Video Spanish Video	Create spaces where students can adjust emotional regulation and reduce emotional stress.	<ul style="list-style-type: none"> These spaces, are not intended to be punitive. Going to cool down should never be put in an aversive context or used as a threat Identify where students can cool down or take a break If allocating space in the classroom, consider adding some activities that promote calmness Pre-teach expectations for use of cool-down area 	<ul style="list-style-type: none"> When students ask to go to the cool down area, do not withhold permission if at all possible Allow students to access the cool down area when needed throughout the day. Some students may require prompting. Students should never be forced to use the space 	<ul style="list-style-type: none"> Check in with students occasionally to determine if the cool down strategies and identified space(s) is working for students. Adjust as necessary.
Trauma Informed Strategy: Use respectful language and tone				
Private Discussion English Video Spanish Video	Teacher speaks to the student quietly about expectations for behavior so that other students are not privy to the conversation	<ul style="list-style-type: none"> For students that are anxious, explain the strategy and privately practice through role play multiple times in advance 	<ul style="list-style-type: none"> Use a quiet calm voice Can be implemented at desk or if student prefers, at pre-determined location in the classroom Do not use for students who find this aversive and it actually leads to escalation of behavior. For these students, proximity control may work better 	<ul style="list-style-type: none"> Discuss further with the student if needed
Restorative Chat English Template Spanish Template	A private discussion after a minor behavior incident. This style is used to help guide a student through reflection, encourage problem solving, and cooperation.	<ul style="list-style-type: none"> A Restorative chat occurs when a student has been through a cool-down period Use "I Statements" to encourage a positive conversation with the student 	<ul style="list-style-type: none"> Follow the guided restorative questions during each chat session and take notes if necessary Restorative Guided Questions: 	<ul style="list-style-type: none"> A follow-up conversation with the student should take place no longer than a week after the initial chat occurred to encourage student cooperation and to provide continual support.

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Redirection English Video Spanish Video	Teacher gently guides the students directly, briefly and explicitly back to what he or she should be doing.		<ul style="list-style-type: none"> — Be brief — State the expected behavior — Can use hand signals or proximity instead of oral redirection 	<ul style="list-style-type: none"> — For students that require frequent redirection consider pairing with a self-monitoring system
Other classroom management strategies:				
State Changes English Video Spanish Video	Short activities, movement, or slight shift in activity that constitute a change in the current physical or mental state to improve sustained attention.	<ul style="list-style-type: none"> — Practice state changes, for example, if the state change activity is to wiggle in your chair, define acceptable wiggling and practice. 	When more than 10% of the class is off-task or appears inattentive and the time on task exceeds the attention span for the age range, use a state change to improve attention and concentration	<ul style="list-style-type: none"> — If state change activity did not go as expected, reteach and review the expectations for the state change activity
Proximity Control English Video Spanish Video	Use of physical proximity to the student to redirect off-task or inappropriate behavior.	<ul style="list-style-type: none"> — Best used for minor misbehavior such as talking out of turn 	<ul style="list-style-type: none"> — Move to close to the student(s) of focus, the closer the teacher stands to the student the greater the influence on behavior 	
Seating Change English Video Spanish Video	Provides optimal seating based on students' unique needs. Consider student personalities and working styles.	<ul style="list-style-type: none"> — Consider where each student will best perform and adjust seating accordingly — Consider if any students with IEPs or 504 plans have preferential seating in their plan 		<ul style="list-style-type: none"> — Periodically check with students to see if they feel the seating arrangement is effective for them
Reflective Journaling English Video Spanish Video	Promotes student accountability, metacognition, and practice critical thinking and writing.	<ul style="list-style-type: none"> — Individualized based on the targeted behavior 		<ul style="list-style-type: none"> — After activity or instruction, have the student write a short reflection about behavior, feelings or reactions

SAISD Prohibited Techniques

SAISD prohibits actions that affect 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. In general, employees shall avoid techniques which may cause physical or emotional harm or distress, even if the employee is not in physical contact with the student. Some unallowable punishment techniques for behavior violations may include, but not be limited to, the following examples:

- Requiring a student to stand for a period of time without sitting
- Requiring a student to stand and hold books for a period of time without relief
- Requiring a student to engage in physical activity as a discipline technique
- Subjecting a student to ridicule
- Requiring a student to write lines
- Ordering a student to leave the classroom without a discipline referral
- Requiring the student to work in an unsupervised setting
- Denying a student access to lunch, prescribed medication, or bathroom breaks
- Corporal punishment

Note: The principal shall delineate other discipline techniques that are considered inappropriate on the campus. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property. A student shall be treated fairly and equitably. Report violations to the campus principal.

Prohibited Aversive Techniques

HB 3630 and Senate Bill 172 prohibit a District employee, volunteer, or independent contractor from using an aversive technique or causing an aversive technique to be used on a student. Aversive techniques — defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain — are prohibited for use with students. Report violations to the campus principal. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by District policy (see policy FO[LOCAL])
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse
- Employing a device, material, or object to immobilize all 4 student extremities, including prone/supine floor restraint
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face
- Restricting the student's circulation
- Securing the student to a stationary object while the student is standing or sitting
- Inhibiting, reducing, or hindering the student's ability to communicate
- Using chemical restraints
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP)



FOR MORE INFORMATION ON MANAGEMENT STRATEGIES

Contact Dr. Allegra Montemayor: amontemayor1@saisd.net

Contact the campus behavior specialist

Office of Special Education Services: (210) 354-9565




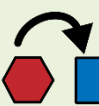

Websites with resources: pbisworld.com/ and behaviordocor.org/material-


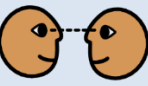

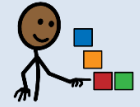




Parent Resources


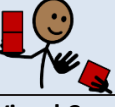








The resources in this section provides parents with evidence-based strategies that can be used in the home. These strategies can help with building positive relationships in the home while teaching children appropriate behaviors to display at home, school, and in the community. The table below includes strategies that can be used with desired and undesired behaviors, along with a video example on how to use the strategy. All strategies listed can be used with all ages of children.

The strategies listed below are the same strategies listed in the *Classroom Management* section beginning page 13, that are used by teachers to help children be successful in school. Using the same strategies provides consistency between the home and school. San Antonio ISD is committed to creating a positive experience for students in school and supporting parents with resources to assist their children outside of school in being successful. In addition to the strategies that can be used in the home there are opportunities provided by the Office of Family and Community Engagement. There are monthly virtual parent sessions on a variety of topics for one hour called "Family Power Hour" offered in English and Spanish. Please visit <https://www.saisd.net/page/parenttraining> for information on upcoming sessions. For further guidance and support, please contact your campus administrator or school counselor.

Strategies to Use at Home

Strategies	Description	How to Do	Purpose	Additional Resources
Use these strategies when your child is displaying appropriate (wanted) behaviors:				
Motivation 	Encourages a child to complete a task by offering something of interest or by using encouraging words.	English Version Spanish Version	<ul style="list-style-type: none"> -Helps to meet goals -Reinforces appropriate behavior -Builds positive relationships 	English Spanish
Praise 	Demonstrates parent's approval of a child's positive behavior.	English Version Spanish Version	<ul style="list-style-type: none"> — Encourages your child to exhibit the positive behavior in the future —Reinforces appropriate behavior —Builds positive relationships 	
Ratio of Interactions 	Provides the child with 3 positive connections with a parent for every corrective interaction by the parent.	English Version Spanish Version	<ul style="list-style-type: none"> -Builds positive relationships -Encourages appropriate behavior -Promotes a positive home environment 	English Spanish
State Changes 	Provides an opportunity for a child to participate in a fun activity in between tasks.	English Version Spanish Version	<ul style="list-style-type: none"> -Re energizes -Reduces frustration -Increases attention 	English Spanish
Timers 	Provides a visual countdown by using a timer/clock from a specified time to help a child self monitor when completing a task.	English Version Spanish Version	<ul style="list-style-type: none"> -Helps to keep track of time -Provides predictability and structure 	English Spanish
2-Minute Connection 2	Provides an opportunity for positive communication between a child and a parent for 2-minutes with a focus on building the relationship.	English Version Spanish Version	<ul style="list-style-type: none"> -Builds positive relationships -Improves communication skills 	English Spanish

Strategies	Description	How to Do	Purpose	Additional Resources
Use these strategies when your child is displaying appropriate (wanted) behaviors:				
60-Second Break 60	Provides a child a quick break while working on a long task or activity.	English Version Spanish Version	-Re energizes -Helps to stay focus -Helps to decrease stress and frustration during a difficult task or activity	English English Spanish Spanish
Quick Spark 90	Provides parents with a simple approach to interact with their child in a positive way.	English Version Spanish Version	-Reenergizes the child -Maintains focus task -Builds positive relationships	English Spanish
2:10 Attention 	Provides an opportunity for a parent to schedule attention with their child consistently for 10 days for at least 2 minutes per day.	English Version Spanish Version	-Encourages positive relationships -Builds communication skills -Provides structured attention	
Use these strategies when your child is displaying inappropriate (unwanted) behaviors:				
Attention Signal 	Assists with getting a child's attention when a parent has something to say or need to correct a behavior.	English Version Spanish Version	-Helps to refocus attention -Encourages desirable behavior	English Spanish
Behavior Contract 	Provides a written agreement between a parent and child that focuses on positive behaviors the parent desires from the child	English Version Spanish Version	-Sets expectations -Promotes accountability -Focuses on positive behavior	English Spanish
Offering Choices 	Provides an opportunity for options and opportunity to make good choices.	English Version Spanish Version	-Increases appropriate behavior -Encourages decision making	English Spanish
Precorrection 	Reminds the child of the desired behavior expectations to prevent undesired behavior.	English Version Spanish Version	-Increases desired behavior -Decreases undesired behavior -Sets expectations	English Spanish
Proximity Control 	Encourages a child to remain on task by standing or moving close to the child	English Version Spanish Version	-Provides self-regulation -Helps to stay on task -Increases likelihood of wanted behavior occurring	English Spanish
Private Discussion 	Provides an opportunity for a parent to have a private discussion with their child about an undesired behavior and provides an opportunity for the child to correct the behavior.	English Version Spanish Version	-Helps to correct behavior -Builds positive relationship -Decreases undesired behavior	English Spanish
Redirection 	Corrects an undesired behavior by directing the child to a desired behavior.	English Version Spanish Version	-Sets expectations -Encourages desired behavior -Helps to stay focus	English Spanish

Strategies	Description	How to Do	Purpose	Additional Resources
Use these strategies when your child is displaying inappropriate (unwanted) behaviors:				
Setting Expectations 	Helps a child understand what desired behaviors are expected in the home.	English Version Spanish Version	-Decreases undesired behavior -Promotes responsibility & accountability -Decreases confusion	English Spanish
Setting Limits 	Provides boundaries and structure for a child to support positive behavior.	English Version Spanish Version	-Sets expectations -Teaches responsibility -Encourages self-regulation	English Spanish
Visual Cues 	Provides visual direction by using pictures, objects, and gestures to communicate with a child.	English Version Spanish Version	-Provides structure -Helps to stay on task -Helps with understanding	English Spanish
Cool Down Area 	Provides a safe place where a child can go to calm down when feeling frustrated or upset.	English Version Spanish Version	-Provides opportunity to calm down -Helps with self-regulation -Helps with Identifying emotions	English DIY Items English Making Sensory Bottle Spanish DIY Spanish Making a Calm Area
Other strategies:				
Family Agreement 	Helps build trust and gain cooperation within the family and appropriate for all school-aged children	English Version Spanish Version	-Maintains positive relationships -Encourages self-regulation	English Spanish
Restorative Chat 	Helps individuals properly manage conflict using guided questions to navigate the conversation.	English Version Spanish Version	-Maintains positive relationships -Encourages self- reflection	English Spanish
Family Circle 	Helps create a safe space that allows everyone to share concerns and addresses individual needs using open dialogue.	English Version	-Maintains positive relationships -Encourages self-regulation	English Spanish
Mood meter 	Provides an opportunity for a child to communicate their social and emotional feelings with their parent throughout the day.	English Version Spanish Version	-Helps identify feelings -Allows predictability -Provides opportunity to address concerns	English Spanish
Routines & Structure 	Provides structure, consistency and predictability within the home.	English Version Spanish Version	-Provides predictability -Helps with expectations -Provides a sense of security and control	English Spanish
Journaling 	Assists your child to process feelings and voice their ideas while building on their writing skills.	English Version Spanish Version	- Helps child to label and process their emotion -Improves confidence -Increases communication skills	English Spanish

SECTION II:

SUSPENSION: CAUTIONS & ALTERNATIVES

The Disproportionate Use of Suspension

In addition to the research on the general effects of the overuse of suspension on students and school climate, there has also been further efforts to understand how the overuse of suspension relates to equity among distinctive populations of students. Educational researchers have sought to understand which particular groups of students have been affected by the disproportionate use of exclusionary disciplinary practices and what the implications are for both the educational system and society at large. According to the US Department of Education's Office for Civil Rights brief on school discipline from March 2014, certain national trends have been identified, including:

1. African American students being the recipients of exclusionary discipline practices at a rate that is three times higher than their white counterparts (16% to 5%, respectively)
2. Students with disabilities being suspended at a rate that is more than twice that of their nondisabled peers (13% to 6%, respectively)
3. Boys accounting for 72% of the recipients of multiple out-of-school suspensions despite comprising 51% of the student population

In a separate study, approximately 40% of LGBTQ students reported being the recipient of exclusionary disciplinary practices (GLSEN, 2016). Another study found that the rate of suspension rose to 34% for African American male students with disabilities compared to 23% of African American males overall (Barshay, 2018), illustrating the discipline gaps that exist when categories such as race and disability are layered upon each other.

Due to the risk of disproportionate use of suspension or expulsion and the increased risk to an individual student who falls into multiple categories for risk, it is important for school staff to be aware of the following and the impact on disproportion:

1. **Implicit Bias** — Implicit bias describes the way in which people adhere to certain attitudes, beliefs, or stereotypes about other people even without their own conscious knowledge. For teachers, these biases can manifest itself in how they view their students in terms of academics or behavior. For example, one researcher found that when asked about any given African American student, a white teacher was 30% less likely than their African American colleague to predict positive postsecondary outcomes (Flannery, 2015). Another study found that teachers were more likely to respond negatively to reported behaviors if the accompanying name was stereotypically African American (NAACPLDF, 2017). (In case you would like to explore the concept of implicit bias more, here is a link to a test by Harvard University that will help you understand or identify your own implicit bias: <https://implicit.harvard.edu/implicit/takeatest.html>.)
2. **Vulnerable Decision Point** — Along with implicit bias comes the theory of the Vulnerable Decision Point (VDP). In the educational setting, a VDP is a situation when racial bias is most likely to affect disciplinary decision-making. According to one study, VDP plays a particularly important role when the student behavior is subjective in nature (e.g., "defiance" or "disrespect"). In these cases, one analysis of Texas schools indicated that African American students were disciplined for discretionary violations at a 31% higher rate than their white counterparts (Girvan et al., 2016).
3. **Stress** — Another factor that can affect students behaviorally is how the classroom environment is shaped by the teacher's emotional well-being. An analysis of students in classroom with high reported levels of both internal and external stressors for teachers showed a corresponding increase in learning and behavior problems for the participants (Milkie and Warner, 2011).

Possible Negative Effects of Suspension

As a district whose core values include being student centered, it is important that the consequences that accompany any disciplinary action are focused on creating learning opportunities for the student. Therefore, it is important that we fully seek to keep students in class and engaged in the learning environment.

According to research data, excessive use of out-of-school suspension (OSS) can have wide-ranging negative effects on the student's academic and behavioral performance. Suspensions can result in chronic absences, and the loss of instructional time can result in lower performance in class, which in turn widens the achievement gap (Justice Center, 2014). A single out-of-school suspension in ninth grade is associated with a 50% increase in dropping out and a 19% decrease in enrollment in postsecondary education (Balfanz et al., 2015). Each suspension a student receives reduces their likelihood of graduation by 12% (Alliance for Excellent Education, 2016). Students who drop out are eight times more likely to be incarcerated than students who graduate. Students suspended are at greater risk for developing antisocial behavior one year later (Lee et al., 2011). Repeated use of OSS as a consequence can be detrimental to the overall school climate. Suspension in the first quarter of the school year significantly increases the likelihood of additional suspensions during the school year (Massar et al., 2015).

It is important that schools seek to utilize alternatives to suspension to assure that the student has continued access to quality instruction and to avoid any negative effects that accompany being away from the classroom. **When possible, the school administrator shall avoid the use of out-of-school suspension and will limit any such suspension to 1 day. When student and staff safety may be at risk, the administrator may implement a 2 or 3 day out-of-school suspension. Out-of-school suspension shall not be used in response to truancy.**

In the table below, proven alternatives to suspension are provided. In addition, the restorative and/or education value of each consequence is outlined, as well as any special considerations schools should weigh when choosing a consequence.

The District shall not use out-of-school suspension for students below grade 3 or homeless unless the conduct meets the requirements established in law.

A student below grade 3 or homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The District shall use a positive behavior program as a disciplinary alternative for students below grade 3 or homeless who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.



FOR MORE INFORMATION ON DISPROPORTION

Contact Beth Jones: ejones@saisd.net

Contact Darnell White: dwhite@saisd.net

Office of Student Behavior: (210) 354-9565

Alternatives to Suspension

This table provides a series of alternatives to suspension, but it is not a complete list. Please consult the campus behavior specialist, behavior coordinator, or Licensed Specialist in School Psychology for more responses, interventions, or strategies.

Alternative	Offense Level	Restorative/Academic Benefit	Factors to Consider
Reflection Journaling	1	<ul style="list-style-type: none"> –Promotes student accountability –Promotes metacognition –Practice writing for critical thinking 	Individualize based on the offense (e.g., classroom disruption, profanity, or social/ emotional conflicts)
Loss of Privileges	1	<ul style="list-style-type: none"> –Promotes student accountability –Reinforces understanding of consequences to help students learn the value of respect and cooperation in the classroom 	Activities associated with guaranteed services (e.g., Gifted/Talented classes, Special Education) cannot legally be withheld
Parent Conference	1	<ul style="list-style-type: none"> –Increases stakeholder involvement to encourage relationship building –Promotes student cooperation without disrupting learning process 	Can be held in person or via phone
Check-in/ Check-out	1	<ul style="list-style-type: none"> –Encourages student attendance on campus while verifying their emotional well-being on a daily basis to encourage cooperation –Promotes personal responsibility in maintaining schedules & time management 	<ul style="list-style-type: none"> –Which campus stakeholder will be involved to monitor and provide follow-up? –Stakeholder does not necessarily need to be a teacher
Restitution (Repair Harm)	2	<ul style="list-style-type: none"> –Provides opportunity for conflict resolution & problem-solving –Promotes accountability through process of repairing harm 	Student needs to be willing to participate in this process, and parent participation should be considered
Peer Resolution/ Circles/ Chats	3	Upperclassmen can help guide lowerclassmen on how to overcome challenges related to recent experiences by provided conflict resolution and problem-solving techniques on campus	When the student is refusing to cooperate using other approaches, this strategy is necessary in conjunction with additional methods to provide additional guidance for students in need of further support
Detention or "Time Owed"	1	<ul style="list-style-type: none"> –Supports restitution by allowing time for the student to reflect on his/her actions –Encourages student cooperation on campus 	<ul style="list-style-type: none"> –Campus needs to notify parent for awareness and support –Procedures need to be highly structured (e.g., students need to be escorted to after-school detention)
Parental Support	1-2	<ul style="list-style-type: none"> –Opportunity to invite parents/guardians to help support/address student misconduct –Encourages student cooperation & problem-solving 	This process can also be put in place through a home visit

Alternative	Offense Level	Restorative/Academic Benefit	Factors to Consider
Home Visits	1-2	<ul style="list-style-type: none"> –Encourages family support to help address behavior concerns in an attempt to improve student cooperation on campus –Respects parents by taking on the onus of having to travel to engage in problem-solving 	Home visits are more successful when done after school or on the weekend
Counseling	1-3	<ul style="list-style-type: none"> –Provides additional support and guidance by offering a safe place for students to understand their needs to enhance cooperation –Improves problem-solving skills –Develops coping skills while in school 	This strategy is necessary in conjunction with additional methods to provide additional guidance for students in need of further support
Behavior Contract	2	Provides students with individualized support to help encourage accountability, improve relationships with teachers and administration, and improve emotional awareness	<ul style="list-style-type: none"> –Support and awareness from parents is crucial –Parents and students should be involved in the creation of the contract
Administrative Conference	2	Provides a school authority structure for the purpose of maintaining a safe place for students to learn and grow while encouraging student cooperation by developing problem-solving and conflict resolution skills	<ul style="list-style-type: none"> –Parent and student need to have a low-risk environment for the conference –Maintaining dignity and respect is paramount
Daily Behavior Report Card	2	<ul style="list-style-type: none"> –Provides students with individualized support to help encourage accountability –Increases academic motivation –Provides consistency for the student on a daily basis through managing conflict and considering emotional awareness 	Student buy-in/commitment is crucial for this intervention
In-School Suspension	2-3	Provides a cool-down period where the student can reflect on the consequences of his/her actions while encouraging student cooperation and problem-solving skills while in school	<ul style="list-style-type: none"> –This strategy is necessary in conjunction with additional methods to provide additional guidance for students in need of further support. Like OSS, OCI is considered out-of-school placement. –Number of days must be tracked and registered appropriately. Continued provision of services to students with disabilities must be addressed.

Alternative	Offense Level	Restorative/Academic Benefit	Factors to Consider
Referral to Social Worker	2-3	<ul style="list-style-type: none"> –Offers additional support for overall student health & emotional well-being to help strengthen academic performance by recommending supplemental resources as needed for the student & family –Provides opportunity to address root causes for behavior that may be influenced by outside conditions or events 	<p>This strategy is necessary in conjunction with additional methods to provide additional guidance for students in need of further support</p>
Behavior Mentoring	2-3	<ul style="list-style-type: none"> –Provides opportunity for relationship building by pairing student with caring adult on campus to make them feel welcome & wanted while in school –Improves overall academic performance through conflict resolution and problem-solving techniques that can be offered during weekly sessions 	<ul style="list-style-type: none"> –This strategy is necessary in conjunction with additional methods to provide additional guidance for students in need of further support –The selection of the mentor is important –Each mentor needs an orientation regarding their roles and responsibilities
Consult with the Campus Behavior Specialist or LSSP	1-3	Provides opportunity for adults to consult together to develop an effective intervention strategy	At elementary the behavior specialist can consult on a general education only student or a student with an IEP; at secondary campuses they can only consult on students with IEPs



FOR MORE INFORMATION ON SUSPENSIONS/ALTERNATIVES

Contact Beth Jones: ejones@saisd.net

Contact Barbie Parham: bparham@saisd.net

Contact Darnell White: dwhite@saisd.net

Office of SEAD & Restorative Practices: (210) 354-9565



SECTION III: STUDENTS WITH DISABILITIES

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail. A student with a disability is one who currently has an Individualized Education Plan (IEP), Section 504 Plan, or suspected disability.

Protection for Children Suspected but Not Yet Determined Eligible for Special Education or Section 504

If the school had knowledge that the student is a child with a disability before the behavior that resulted in the disciplinary action, then the student has all the rights and protections that a student with a disability would have under the Individuals with Disabilities Education Act (IDEA) or Section 504.

A school is considered to have prior knowledge if:

- parent expressed concerns in writing to an administrator/teacher that the student is in need of Special Education services;
- a request for an evaluation was made; or
- a teacher or other school personnel expressed specific concerns about a pattern of behavior to the Special Education director or other supervisory personnel.

If the student is subject to disciplinary measures while in the process of an initial evaluation, the student must remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

Discipline Procedures

In deciding whether to use restorative practices, suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the District will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. The campus behavior coordinator should seek assistance from the LSSP and/or Special Education monitoring teacher to gain a better understanding of the student's disability and its manifestation.

Removal: No Change of Placement

If a student with an IEP or Section 504 Plan violates the District Student Code of Conduct, it would not be considered a change of placement for the school to remove the child from the current placement for 10 school days or fewer per school year, just as it does when disciplining children without disabilities. The school is not required to provide educational services during these short-term removals unless services are provided to children without disabilities. If the school chooses to suspend a child, under state law, the suspension may not exceed three school days. If a child is removed from his or her current placement for 10 school days in a school year, the child has additional rights during any subsequent days of removal. If the subsequent removal is for not more than 10 consecutive school days and is not a change in placement, school personnel, in consultation with at least one of the child's teachers, must determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals/expectations set out in the child's IEP/504 Plan.

Removal: Change of Placement

A student with an IEP or Section 504 Plan is considered to have a change of placement if the removal is for more than 10 consecutive school days or if a series of shorter removals totaling more than 10 cumulative school days constitute a pattern. A full- or partial-day suspension from school, in-school suspension resulting in the student not receiving the full minutes of service promised in the IEP or suspension from transportation as a related service constitutes one removal for each day assigned. Once a student reaches 10 days of removals, whether partial or full day, a Manifestation Determination Review ARD meeting (MDR) must be held. At the MDR ARD, the committee must determine if the removals constitute a pattern by considering whether the child's behavior is substantially similar to the behavior in previous incidents that resulted in the series of removals, the length of removal, and/or proximity of removals to one another. Removals are accrued when the disciplinary action resulted in a removal of Special Education services for all or part of the day. If a pattern is established, the student cannot be subjected to additional similar removals for the remainder of the school year.

When students have accrued 10 days of removals and the MRD ARD Committee determines that the removals constitute a pattern, the committee should determine what other supports and services can be provided to address the behavior that is causing the student to be subject to the removals. The ARD Committee should consider the Functional Behavior Assessment (FBA), the behavior intervention plan (BIP), goals and objectives, supplementary aids and services, and if applicable, the Autism Supplement. The school may contact the Special Education director assigned to their campus, the LSSP, or the behavior specialist for additional guidance on alternatives to suspension or adjustment of the IEP.

Manifestation, Determination, Review

When Behavior Is a Manifestation

If the student's conduct is a manifestation of his or her disability, the ARD/Section 504 Committee must conduct an FBA, unless it conducted one before the behavior that resulted in the change of placement occurred and implement a BIP. Where a BIP has already been developed, the ARD/Section 504 Committee must review the BIP and modify it as necessary to address the behavior. If the conduct was the direct result of the school's failure to implement the IEP/504 Plan, the school must take immediate steps to remedy those deficiencies. Finally, except in the special circumstances described below, the ARD/Section 504 Committee must return the student to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the BIP.

When the Student's Behavior Is Not a Manifestation

When the student's behavior is not a manifestation of their disability, then the student can be disciplined in the same manner and for the same duration as nondisabled children except that the student must continue to receive FAPE.

Special Circumstances

The school may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

- carries a weapon at school, on school premises, or to or at a school function under the jurisdiction of the school district;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the school district; or
- has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district.

If the student's behavior is determined *not* to be a manifestation of the student's disability, the student may be placed in a disciplinary setting to the same extent as a nondisabled student. The student must receive, as appropriate, an FBA, behavioral intervention services, and modifications that are designed to address the behavior so that it does not recur.

Student Code of Conduct

PURPOSE

The San Antonio Independent School District (SAISD) has adopted the Student Code of Conduct (SCOC) to promote and maintain a positive, safe, and effective learning environment for students and adults. This environment is created and maintained by adults who respond to student behavior in a way that improves the student’s ability to successfully navigate the social and academic environment at school. At the foundation, everyone’s rights must be treated with respect. The SCOC articulates the behavior that is not allowable at school or school-affiliated functions or events, on school grounds, or on District transportation so that students and adults are knowledgeable about expectations and standards of behavior.

The SCOC is adopted by the District’s Board of Trustees and has the force of policy. In case of a conflict between the SCOC and the student handbook, the SCOC will prevail. Once the SCOC is promulgated, any subsequent changes or amendments must be approved by the Board of Trustees. During any periods of instruction during the summer months, the Parent-Student Handbook and SCOC in place for the year immediately preceding the summer period shall apply, unless the District amends either document, or both documents, for the purposes of summer instruction. The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to those laws. This Code of Conduct applies to all students in the San Antonio Independent School District whenever the interest of the District is involved, on or off school grounds, in connection with or independent of classes and school-sponsored activities.

If you have difficulty accessing the information in this document because of disability, please contact the following staff:

Beth Jones: ejones@saisd.net

Darnell White: dwhite@saisd.net

Office of Equity and Discipline: (210) 354-9565

Department of Disability Services: (210) 354-9565

FORMAT

This Student Code of Conduct is designed to outline restorative responses to student behavior that lead to students’ social, emotional, and academic development. Sections I through III provide resources and information on Social, Emotional, Academic Development (SEAD) to include restorative practices, Positive Behavior Interventions and Supports (PBIS), Multi-Tiered Systems and Supports (MTSS), and trauma-informed care; they also cover students with disabilities, as well as disproportion and the use of discretionary exclusionary disciplinary practices such as out-of-school suspension. The intent of the SCOC is not only to delineate those behaviors that are infractions of the Code of Conduct, but also to provide strategies, resources, and techniques that teach and support the acquisition of more adaptive behavior.

In accordance with state law, sections IV define misconduct that may—or must—result in a range of disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

CODE ACCESSIBILITY

The Section 504 and Dyslexia Department of SAISD provides sign language interpreters upon request for parents/guardians or community members needing this accommodation for campus meetings or events. Parents or guardians who need to request an American Sign Language (ASL) interpreter should call (210) 554-2570 between 48 and 72 hours before the need for the interpreter. You may also contact the Section 504 and Dyslexia Department by emailing Cindy Sosa at csosa2@saisd.net. You may also contact the school principal or campus 504 coordinator. The department is open Monday through Friday, 8:00 a.m. to 4:30 p.m. If you know of a parent or guardian who needs these services, please contact the number above and discuss the circumstances with the Section 504 and Dyslexia Department. In accordance with state law, the Student Code of Conduct shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the SCOC will be available at the office of the campus behavior coordinator and posted on the District's website. Students may request a copy of the Parent-Student Handbook, which includes the SCOC, at the beginning of the school year. The SCOC will be provided to all teachers, new professional employees, students who are enrolled after the beginning of the school year, parents, and any other person upon request. Each student, teacher, and parent annually must sign a statement that they have read and have access to the SAISD Student Code of Conduct and acknowledge the rules and responsibilities outlined therein.

"Parent" Defined: Throughout the SCOC and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

In accordance with Education School District Authority, SAISD rules and the authority of the District to administer discipline apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on District transportation
2. During lunch periods in which a student is allowed to leave campus
3. While the student is in attendance at any school-related activity, regardless of time or location
4. For any school-related misconduct, regardless of time or location
5. When retaliation against a school employee, Board member, or volunteer occurs or is threatened, regardless of time or location
6. When a student engages in cyberbullying, as provided in Education Code 37.0832
7. When criminal mischief is committed on or off school property or at a school-related event
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line
9. For certain offenses committed while on school property or attending a school-sponsored or school-related activity of another district in Texas
10. When a student commits a felony as provided by Texas Education Code Section 37.006 or 37.0081
11. When a student is required to register as a sex offender

The following guidelines delineate standards of expected behavior and are incorporated into each campus's school rules.

- Follow campus and classroom rules.
- Treat other students and adults with courtesy and respect.
- Accept responsibility for actions and behavior.
- Attend all classes, regularly and on time.
- Be prepared for each class with appropriate materials and assignments.
- Adhere to standards of dress and grooming as outlined in the dress code.
- Refrain from posting threatening messages on social media outlets directed at students, parents, staff, or school property.
- Actively support and assist the school in maintaining a campus free from drugs, alcohol, weapons, and gang activity, by:
 - i. Cooperating with staff in investigations of disciplinary cases and volunteering information within the student's knowledge relating to a serious offense.
 - ii. Responsibly informing staff of conduct violations by others.
 - iii. Immediately submitting any prohibited items to staff or informing staff of location of prohibited items immediately upon discovery.
- Adhere to the requirements of the Student Code of Conduct.

It is the policy of San Antonio Independent School District not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation, or disability in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended, and SAISD's Board policies DIA, FFH, and FFI.



SECTION IV: STANDARDS FOR STUDENT CONDUCT

Staff Reporting Requirements

Campus Behavior Coordinator

As required by law, TEC 37.0012, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal of the campus or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. See section VII of this document for a complete list of the CBCs and contact information by campus. The District shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information can be found at www.SAISD.net. San Antonio Independent School District Board Policy delegates to the principal or designee the authority to administer discipline at the campus level, and delegates the authority to remove students to a District Alternative Education Program (DAEP) or expulsion to the Juvenile Alternative Education Program (JJAEP). The CBC has the discretion to apply school-based discipline for specific violations or refer the matter to the District Disciplinary Hearing Office for review.

The sequence of disciplinary actions begins with the minimum disciplinary action and may progress to the more serious disciplinary consequences established in the Student Code of Conduct. The CBC must consider mitigating factors if the student is in the 2nd grade and below, if the student is homeless in grades k-12, whether the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the CBC concerns a discretionary or mandatory action. The disciplinary action will draw on the professional judgment of teachers, principals, or designees and on a range of disciplinary management techniques, including restorative practices. The consequence decision will be based on these factors, as well as the specific circumstances unique to the situation and the individual student involved. When a teacher believes that a student has committed a violation of this Student Code of Conduct, the teacher must submit a written description of the student's actions for classroom documentation and/or to the principal/administrator or CBC. The teacher will provide strategies and interventions for classroom support and the principal/administrator or CBC shall provide campus strategies and interventions to support the student. Campus staff shall inform the parent with a copy of the written description and strategies and interventions to support the student.

School administrators shall also report conduct believed to constitute a crime to legal authorities as required by law and shall notify law enforcement when an administrator suspects that a crime has been committed on campus.

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good-faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. on the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the District's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct. Each team will conduct threat assessments for individuals who make threats of violence or exhibit harmful, threatening, or violent behavior as defined. Harmful, threatening, or violent behavior includes behaviors such as verbal threats, threats of self-harm, bullying or cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault by a student. The behavior may result in specific interventions, including mental health supports, behavioral supports, or exclusionary school discipline.

Reporting Crimes

The principal or CBC and other school administrators, as appropriate, shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus. District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and District policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to District policies at FNF (Legal) and FNF (Local) for more information regarding investigations and searches.

The District has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the District.

Desks, lockers, District-provided technology, and similar items are the property of the District and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Students with Disabilities: IDEA does not prohibit a school from reporting a crime committed by a child with a disability to appropriate authorities or prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability. If a school reports a crime committed by a child with a disability, the school must ensure that copies of the child's Special Education and disciplinary records are transmitted for consideration by the authorities to whom the school reports the crime; however, these records may be transmitted only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or District police officer shall have the authority to refuse entry to or eject a person from District property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from District property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the District's grievance procedures shall be adjusted as necessary to permit the person to address the Board in person within 90 days, unless the complaint is resolved before a Board hearing.

STUDENT OFFENSES

Level I – Teacher-Managed Misbehaviors

Students who commit Level I offenses at school, on District transportation, or during school-related activities will be assessed consequences commensurate with the offense. Level I violations will not result in the formal removal of the student from class or another placement but may focus on routine classroom rules and Treatment Agreements that will govern a student's conduct. Level I offenses and corresponding penalties are usually not as serious as Level II, III, or IV offenses. The following list provides common examples of classroom misbehavior that the teacher would manage in the classroom.

Offense

Class rule violations	Pushing/shoving	Leaving class without permission during instructional time
Profanity, not directed at others	Name-calling	Cheating or copying work of another student
Out of seat or assigned area	Throwing objects	Displaying an electronic device without permission
Refusal to follow directions	Dress Code violations	Refusal to complete assignments
Public display of affection	Tardy	Aggravation/agitation of others

Dress Code:

Violations of the student dress code will be addressed at the campus level using teacher managed or administrator assigned consequences such as private discussion, directives for compliance, or administrator or parent conference. Students shall not be

placed in suspension or refused admittance to school based on violations of the dress code. Refer to Board Policy FNCA or the Parent Student Handbook for dress code policy.

Level II – Administrative Review Offenses

Students who commit Level II offenses at school, on District transportation, or during school-related activities will be assessed consequences commensurate with the offense. Level II offenses are considered to be more objectionable than Level I offenses. Thus, in most cases, Level II offenses will warrant greater consequences than Level I offenses. Students with IEPs may have behavior intervention plans (BIP), which the teacher should be familiar with and adhere to as it applies to the behaviors targeted in the BIP. The following list is not exhaustive.

CODE	OFFENSE
21.AB	Refusing to go to class and remaining on campus.
21.BB	Engaging in inappropriate unwelcome physical conduct or threatening physical conduct that is disruptive or offensive to another student, District employees, volunteers, or school environment.
21.AC	Possessing or using skateboards or similar items may be possessed by students at school if the devices are not displayed or used on school grounds.
21.AD	Leaving school grounds during academic day or leaving a school-sponsored event in which the student is a participant (first offense).
21.AE	Engaging in inappropriate or excessive displays of affection.
21.AF	Communication devices may be possessed if the devices are not displayed or used during the school day.
21.AG	Possessing or using matches or a lighter.
21.AJ	Loitering on school grounds. Before or after regular school hours, students should be on campus only for educational-related purposes, such as tutorials, extracurricular activities, or after-school programs. Students who are waiting to enter the building before school begins or waiting for a ride home after school shall not be considered to be loitering. Students refusing to report to assigned class, office, or area assigned are loitering.
21.AK	Trespassing on school grounds. Students directed to leave campus by parent or campus behavior coordinator are trespassing. Students who enter a campus other than their own, without permission, are considered trespassing.
21.BA	Intentionally and knowingly makes false accusations against teachers, other school employees, volunteers, or other students.
21.BC	Displaying or using mace or pepper spray (in some cases, the use may be classified as an assault and may cause bodily injury – Level III).
21.BD	Steals from students, staff, campus visitors, or school (i.e., theft that does not constitute a felony according to the Penal Code).
21.BE	Engages in verbal abuse, e.g., name-calling, making racial or ethnic slurs, derogatory statements, or oral statements, which are abusive or confrontational.
21.BF	Directs profanity, vulgar language, or obscene gestures toward another student.
21.BFE	Directs profanity, vulgar language, or obscene gestures toward a District employee.
41.BG	Fighting and mutual combat.

CODE	OFFENSE
21.BH	Hazing (see Glossary).
21.BI	Engages in offensive conduct that constitutes sexual harassment (see Glossary), gender-based harassment or sexual abuse, whether verbal or physical, that may include requests for sexual favors or other intimidating sexual conduct directed toward other District students, employees, Board members, or volunteers. This may include sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. (Note: Some conduct of this nature may be so offensive that it also may be classified as a felony or other illegal offense and may, therefore, result in DAEP placement or expulsion.)
21.BJ	Falsifies records, passes, or other school-related documents.
21.BK	Possesses, exhibits, or distributes pornographic, offensively graphic, or obscene materials.
21.BL	Refuses to accept discipline management techniques proposed by a teacher or by administration.
21.BM	Participates in gang-related activities (first offense).
21.BN	Possesses, exhibits, or uses a toy gun, cap gun, pellet gun, air-powered rifle, or any other instrument that may be perceived by another person as a firearm but does not meet the Texas Penal code definition of a firearm.
21.BO	Violates any rule set forth on in this Code of Conduct pertaining to computers and the internet.
21.BP	Possesses or uses unloaded firearm accessories or parts (such as a gun barrel or a gun clip).
21.BQ	Possesses, exhibits, or uses martial arts objects, small pocket knives, razor blades, or other objects that can be used as a hand instrument designed to cut or stab another by being thrown. These objects are not within the definitions of illegal knives or prohibited weapons under the Texas Penal Code.
21.BR	Possesses, exhibits, or uses a prescription drug (that is not a controlled substance or dangerous drug) that does not belong to the person using, exhibiting, or possessing it.
21.BS	Pulls a fire alarm, as a prank, in a building owned or operated by SAISD, when there is no smoke, fire, or danger that requires evacuation.
21.BT	Possesses or uses fireworks (e.g., smoke bomb, cherry bomb, poppers, etc.), combustibles, or other incendiary devices to the extent that these objects are not within the definition of prohibited weapons under the Texas Penal Code.
21.BU	Repeatedly violates communicated campus or classroom standards of behavior.
21.BV	Sells, attempts to sell, gives, or receives look-alike drugs or items attempted to be passed off as drugs or contraband.
21.BW	Possesses, smokes, or uses tobacco products or paraphernalia, or electronic cigarettes, e-cigarettes, and any component part or accessory for an e-cigarette device, or any other electronic vaporizing device or nicotine delivery system, or possesses drug paraphernalia.
21.BX	Engages in conduct that damages or tampers with the property of another that does not otherwise constitute misdemeanor criminal mischief (vandalism) or graffiti, including placing a substance in another's food, drink, or other possessions without consent.
21.BY	Repeatedly violates any Level I or Level II offense.
21.BZ	Engages in conduct that poses a threat to the safety or orderly operation of the school- or District-related event.
21.CE	Engages in bullying, as defined by Texas Education Code Section 37.0832 (see Glossary). Bullying includes cyberbullying, as defined by Texas Education Code Section 37.0832 (see Glossary) that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Level III – DAEP Placement Offenses

The following actions constitute offenses that may or shall result in placement in a DAEP. These offenses are considered more serious than Level II offenses. If any of these offenses involve illegal conduct, administrators shall involve law enforcement officials. Upon notification of a level III offense, the campus administrator should contact the campus LSSP to review information and schedule a manifestation determination review meeting for students with IEPs or Section 504 plans. See Administrative Procedure F41 and the section on DAEP Placement below for more information on DAEP.

1A. Discretionary DAEP Placement — Offenses That May Result in DAEP Placement: On Campus, on School Transportation, or during School Activity. A student may be placed in a DAEP if the student commits the following on school property, on District transportation, while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

CODE	OFFENSE
21.DA	Engages in “persistent misbehavior,” which is defined as (i) repeatedly interfering with the teacher’s ability to communicate effectively with students; (ii) repeatedly interfering with student learning; (iii) engaging in five or more properly documented Level 1 Offenses in the same school year; or (iv) engaging in two or more properly documented Level 2 Offenses in the same school year. (Requires four to six weeks of properly documented Multi-Tiered Systems of Support (MTSS) Tier 2 or Tier 3 behavior intervention)
21.DB	Engages in unruly, disruptive, disrespectful, or abusive conduct that substantially interferes with the orderly operation of the campus or District-related activity or with the transportation of students on a vehicle owned or operated by the District. (May result from one incident or multiple incidents.)
21.DC	Engages in conduct containing the elements of assault without bodily injury, or with threat of imminent bodily injury, or assault by offensive or with provocative physical contact under Texas Penal Code 22.01(a)(2) or 22.01(a)(3).
21.DD	Possesses a knife, including a lock-blade knife, with a blade length up to and including 5½ inches. This does not include knives that are classified as prohibited weapons or illegal knives. (See Glossary.)
21.DE	Following a previously documented Level II offense, engages in gang activity, including participation as a member or pledge or soliciting another person to become a pledge or member of a gang. (See Glossary.)
21.DF	Engages in a public-school fraternity, sorority, or secret society, including participation as a member or pledge, or soliciting another person to become a pledge or member of a public-school fraternity, sorority, or secret society.
21.DG	Engages in conduct constituting misdemeanor criminal mischief (vandalism), graffiti not classified as a felony (see Glossary), or otherwise engages in conduct that damages or tampers with the property of another causing substantial inconvenience or pecuniary loss up to and including \$1,499.99.
21.DH	Possesses, exhibits, or uses any other instrument which may be perceived by another person as a weapon but does not meet the Texas Penal Code definition of a weapon, such as stun guns, laser guns, tasers, tranquilizer guns, razors, clubs, knuckles, etc.
21.DI	Commits extortion, coercion, or blackmail (i.e., obtaining money or other objects of value from an unwilling person), or forces an individual to act through the use of force or threat of force.
21.DJ	Creates a hit list, that is, a list of people targeted to be harmed, using a firearm, as defined by Section 46.01 (3), Penal Code; a knife, as defined by Sections 46.01 (7), Penal Code; or any other object to be used with intent to cause bodily harm.

1B. Discretionary DAEP Placement — Off Campus or During Non-school Activity. A student may be placed in a DAEP if the student commits the following conduct off campus and while the student is not in attendance at a school-sponsored or school-related activity:

CODE	OFFENSE
10.DK	A reasonable belief that the student has engaged in conduct defined as a felony offense other than aggravated robbery or those offenses defined in Title 5 of the Texas Penal Code, and the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.
21.DL	Engages in any activity on the way to or from school, or while truant or has left campus without authorization that would ordinarily be grounds for DAEP placement or expulsion if the activity had occurred on campus.

2A. Mandatory DAEP Placement — Offenses Requiring DAEP Placement: On Campus, Within 300 Feet of Campus, on Bus, or During a School Activity. A student must be placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, on District transportation, or while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

CODE	OFFENSE
27.DM	Engages in conduct that contains the elements of assault causing bodily injury under Texas Penal Code 22.01(a) (1) against a school district employee or volunteer.
28.DN	Engages in conduct that contains the elements of assault causing bodily injury under Texas Penal Code 22.01(a) (1) against someone other than a school district employee or volunteer.
28.DO	Repeatedly engages in conduct containing the elements of assault without bodily injury under Texas Penal Code 22.01(a)(2) or 22.01(a)(3).
04.DP	Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, a synthetic drug, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See Glossary for “under the influence.”)
05.DQ	Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense (School-related felony alcohol offenses are addressed in the Expulsion section.)
06.DR	Engages in conduct that contains the elements of an offense relating to abusable glue or paint or relating to abusable volatile chemicals.
07.DS	Engages in conduct that contains the elements of the offense of public lewdness (see Glossary) or indecent exposure.
02.DT	Engages in conduct that is punishable as a felony. Felony conduct may include, but not be limited to, criminal mischief and/or graffiti, and/or coercing, soliciting, or inducing gang membership (see Glossary).
08.DU	Except when punishable as a Level IV offense, engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property.
60.HA	Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07 (a)(1), (2), (3), or (7). See Glossary under the definition for Harassment.
61.FK	Engages in bullying (as defined by Section 37.0832, Education Code; see Glossary) that encourages a student to commit or attempt to commit suicide.
61.FL	Incites violence against a student through group bullying (as defined by Section 37.0832, Education Code; see Glossary).
61.FM	Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.

2B. Mandatory DAEP Placement — Offenses Requiring DAEP Placement: Any Location (on or off Campus). A student shall be placed in a DAEP if the student commits the following at any location (on or off campus), regardless of whether the event occurs during a school activity; or as otherwise allowed by law:

CODE	OFFENSE
35.DV	Engages in conduct involving a public school that contains the elements of the offense of false alarm or report (including a bomb threat). (See Glossary.)
26.DW	Engages in conduct involving a public school that contains the elements of the offense of terroristic threat. (See Glossary.)
21.DX	Engages in certain expellable conduct, as provided by law, and is between six and nine years of age. (See "Suspension (Out of School).")
21.DY	Commits a federal firearms violation and is younger than six years of age.

2C. Mandatory DAEP Placement — Offenses Requiring DAEP Placement: Off Campus or Not During School Activity. A student shall be placed in a DAEP if the student commits the following off campus and while the student is not in attendance at a school-sponsored or school-related activity:

CODE	OFFENSE
09.DZ	Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 of the Texas Penal Code (see Glossary) and (i) a court or jury finds that the student has engaged in delinquent conduct (see Glossary), (ii) the student receives deferred prosecution (see Glossary), or (iii) the superintendent or designee has a reasonable belief (see Glossary) that the student has engaged in the conduct.

Level IV — Expulsion Offenses

The following actions constitute offenses that may or shall result in expulsion or shall result in DAEP. These offenses are considered to be more severe than the other offenses listed in this Code. Most of these offenses are illegal actions, so administrators shall contact law enforcement officials regarding this conduct. The principal may suspend a student or place a student in in-school suspension or on-campus intervention for these offenses, pending a complete investigation and recommendation for expulsion. The terms of a placement under this section shall prohibit the student from attending or participating in school-sponsored or school-related activities, including, but not limited to, extracurricular activities and suspension of honorary privileges.

1A. Discretionary Expulsion — Offenses Which May Result in Expulsion or Shall Result in DAEP: On Campus, Within 300 Feet of Campus, on Bus, or at a School Activity. A student may be expelled or shall be placed in a DAEP if a student commits the following while on campus or within 300 feet of school property, as measured from any point on the school’s real property boundary line, on District transportation, while attending a school-sponsored or school-related activity on or off school property, or as otherwise allowed by law:

CODE	OFFENSE
04.EA	Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of marijuana, a controlled substance, a synthetic drug, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
05.EB	Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of an alcoholic beverage; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
06.EC	Engages in conduct that contains the elements of an offense relating to abusable glue or paint or relating to volatile chemicals.
27.ED	Engages in conduct that contains the elements of assault (intentionally, knowingly, or recklessly causing bodily injury to another) against a District employee or volunteer.
49.EE	Engages in deadly conduct. (See Glossary.)

1B. Discretionary Expulsion — Off Campus but Within 300 Feet of Campus. A student may be expelled or shall be placed in a DAEP if a student commits the following off campus, but within 300 feet of school property, as measured from any point on the school’s real property boundary line, or as otherwise allowed by law:

CODE	OFFENSE
11.EF	Uses, exhibits, or possesses a firearm.
12.EG	Uses, exhibits, or possesses a location-restricted knife (a knife with a blade over 5½ inches), a club, or a prohibited weapon. (See Glossary.)
21.EH	Engages in conduct that contains the elements of any of the following criminal offenses: aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempted murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or felony drug- or alcohol-related offense.

1C. Discretionary Expulsion: Any Location. A student may be expelled or shall be placed in a DAEP if the student commits the following at any location (on or off campus), regardless of whether or not it is during a school activity, or as otherwise allowed by law:

CODE	OFFENSE
22.EI	Engages in conduct that constitutes criminal mischief (vandalism), if such conduct is punishable as a felony (i.e., if the cost of the damage in question is \$1,500 or more).
27.EJ	Engages in conduct that contains the elements of assault (intentionally, knowingly, or recklessly causing bodily injury to another) against a District employee or volunteer in retaliation for or as a result of the person's employment or association with the District.
26.EK	Engages in conduct involving a public school that contains the elements of the offense of false alarm or report or terroristic threat. (See Glossary.)
58.EL	Breach of computer security.
21.EM	Engages in conduct containing the elements of one of the following offenses against another student: aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery.
61.FN	Engages in bullying (as defined by Section 37.0832, Education Code; see Glossary) that encourages a student to commit or attempt to commit suicide.
61.FO	Incites violence against a student through group bullying (as defined by Section 37.0832, Education Code; see Glossary).
61.FP	Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.

1D. Discretionary Expulsion — Offenses Which May Result in Expulsion or Shall Result in DAEP: While in DAEP. A student may be expelled or shall be placed in a DAEP if the student commits the following while placed in a DAEP, or as otherwise allowed by law:

CODE	OFFENSE
59.EN	Engages in documented Serious Misbehavior that violates this Code of Conduct. "Serious Misbehavior" is defined as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

1E. Discretionary Expulsion: On Property of Another District or During Another District's Activity. A student may be expelled or shall be placed in a DAEP if the student commits the following offenses on the property of another Texas school district or while the student is attending a school-sponsored or school-related activity of another Texas school district:

CODE	OFFENSE
21.EO	Any offense that is a state-mandated expellable offense.

2. Mandatory Expulsion: Offenses Requiring Expulsion. A student shall be expelled for any of the following offenses if committed on school property, while attending a school-sponsored or school-related activity on or off school property, or as otherwise required by law:

CODE	OFFENSE
29.EP	Engages in conduct containing the elements of aggravated assault under the Texas Penal Code against a school district employee or volunteer. [TEC 37.007(d)]
30.EQ	Engages in conduct containing the elements of aggravated assault against someone other than a school district employee or volunteer. [TEC 37.007(a)(2)(A)]
31.ER	Engages in conduct containing the elements of sexual assault or aggravated sexual assault against a school district employee or volunteer. [TEC 37.007(d)]
32.ES	Engages in conduct containing the elements of sexual assault or aggravated sexual assault against someone other than a school district employee or volunteer. [TEC 37.007(a)2) (A)]
11.ET	Uses, exhibits, or possesses a firearm under the Texas Penal Code. Note: A firearm lawfully stored in a vehicle still requires expulsion under TEC 37.007 (a) (1) (A), depending on the type of weapon. A student is in possession of a firearm on school property if the firearm is brought to school in the student's vehicle and parked on school property. (Texas law provides an exception from mandatory expulsion for a student's use, exhibition, or possession of a firearm at an approved off-campus target range facility while participating in or preparing for certain shooting sports, competitions, or activities sponsored by the District or affiliated with the Texas Parks and Wildlife Department. There is no exception for similar use or possession of a firearm on school property.)
12.EU	Uses, exhibits, or possesses a location-restricted knife, which is a knife with a blade over 5½ inches (see Glossary).
14.EW	Uses, exhibits, or possesses a prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, armor-piercing ammunition, a chemical-dispensing device, a zip gun, or a tire deflation device. A switchblade knife is also included in this category (see Glossary).
16.EX	Engages in conduct containing the elements of arson under the Texas Penal Code to include intentionally starting a fire or causing an explosion and in so doing: (1) recklessly damaging or destroying a building belonging to another; or (2) recklessly causing another person to suffer bodily injury or death.
17.EY	Engages in conduct containing the elements of murder, capital murder, or criminal attempt to commit murder under the Texas Penal Code.
18.EZ	Engages in conduct containing the elements of indecency with a child under the Texas Penal Code.
19.FA	Engages in conduct containing the elements of aggravated kidnapping under the Texas Penal Code.
36.FB	Engages in conduct related to a controlled substance/drug offense violation if the conduct is punishable as a felony.
37.FC	Engages in conduct related to an alcohol violation if the conduct is punishable as a felony.
08.FD	Retaliates against a school employee or volunteer, combined with one of the above-listed offenses, on or off school property or while attending a school-related or school-sponsored activity on or off of school property.
11.FE	Brings a firearm to school, as defined by federal law (see Glossary).
46.FF	Engages in conduct containing the elements of aggravated robbery under the Texas Penal Code.
47.FG	Engages in conduct containing the elements of manslaughter under the Texas Penal Code.
48.FH	Engages in conduct containing the elements of criminally negligent homicide under the Texas Penal Code.
57.FI	Engages in conduct containing the elements of continuous sexual abuse of a young child or children under the Texas Penal Code.

EMERGENCY PLACEMENT IN A DAEP OR EXPULSION

At the time of the emergency placement or expulsion, the student shall be given oral notice of the reason for the action. Within a reasonable time after the emergency placement, the student shall be accorded the appropriate due process. Students with disabilities are subject to applicable federal and state law regarding the term of a student's emergency placement.

CODE	OFFENSE
23.FJ	A student may be immediately placed in a DAEP or immediately expelled, as allowed by law [TEC 37.019], if that student engages in conduct so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the classmates to learn, or with the operation of school or a school-sponsored activity (placement in a DAEP) or if the student's action might cause imminent harm to persons or property (expulsion).

EXPULSION FOR TITLE 5 FELONY OFFENSES

Regardless of whether placement or expulsion is required or permitted by the provisions governing DAEP placement or expulsion above, in accordance with TEC 37.0081, a student may be expelled and placed into either DAEP or the Juvenile Justice Alternative Education Program (JJAEP) if the Board or its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see Glossary) of the Texas Penal Code.

The student must:

- Receive deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Received probation or deferred adjudication or have been convicted of, arrested for, or charged with a Title 5 felony offense.

The expulsion or DAEP placement may be without regard to (a) the date or location of the offense; (b) the enrollment status of the student; or (c) whether the student successfully completed any court disposition requirements.

The student must first have a hearing before the Board or designee, who must determine that the student's presence in the regular classroom: (a) threatens the safety of other students or teachers; (b) will be detrimental to the educational process; or (c) is not in the best interests of the District's students. Any decision of the Board or the designee under this section is final and may not be appealed.

The student is subject to the placement until one of the following occurs: (a) the student graduates from high school; (b) the charges are dismissed or reduced to a misdemeanor offense; or (c) the student completes the term of the placement or is assigned to another program. A student who enrolls in the District before completing a placement under this section from another school district must complete the term of the placement. Students are entitled to the periodic 120-day review provided for other disciplinary placements. In the event of a conflict, any provision in the Student Code of Conduct that derives from Texas Education Code § 37.007 will prevail.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the Board transfer the offending student to another campus, the offending student shall be transferred to another campus in the District. If there is no other campus in the District serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

REGISTERED SEX OFFENDERS PLACEMENT IN DAEP/JJAEP

On receipt of notification that a student is a registered sex offender, a decision regarding the placement of the student into a DAEP or the District's juvenile justice alternative education program will be made according to the following guidelines. Students who are no longer required to register as a sex offender, or who receive early termination of the obligation to register, are not considered registered sex offenders. This section supersedes other provisions pertaining to alternative disciplinary placement.

Court Supervision

A student who is under any form of court supervision, including probation, community supervision, or parole, shall be placed in either DAEP or JJAEP for at least one semester. If such a student transfers, the student may be required to complete an additional semester in an alternative placement in the new school district without a committee conducting a placement review as described below or the enrolling district may count the time spent by the student in the former district toward the required placement time. A student who is not under any form of court supervision, may be placed in a disciplinary program or in the regular classroom unless the Board's designee determines that the student's presence (a) threatens the safety of other students or teachers; (b) will be detrimental to the educational process; or (c) is not in the best interest of the District's students.

Review Committee

A committee shall be convened after the student is placed for one semester to review the student's placement. The committee shall be composed of (1) a classroom teacher from the campus to which the student would be assigned were the student not in the alternative program; (2) the student's parole or probation officer or a representative of the local juvenile probation department; (3) an instructor from the alternative education program to which the student is assigned; (4) a school district designee selected by the Board or its designee; and (5) a counselor employed by the school district. The committee shall vote to determine whether the student should remain in the alternative setting or be returned to the regular classroom. The recommendation must then be made to the Board or its designee. The Board of Trustees must honor the committee recommendation unless one of the following occurs: (a) a recommended regular classroom placement but Board's designee determines that the student's presence threatens the safety of other students or teachers, will be detrimental to the educational process, or is not in the best interests of the District's students; or (b) a recommended continued alternative setting but the Board's designee determines that the student's presence does not threaten the safety of other students or teachers, will not be detrimental to the educational process, or is not contrary to the best interests of the District's students. If the recommendation is to continue the alternative setting and the Board determines that this will occur then before the beginning of each school year, the placement committee shall meet and make its determination and recommendation again.

Students Receiving Special Education Services

A placement for a student receiving Special Education services must be made in compliance with IDEA (20 USC § 1400 et seq.). If a student receiving Special Education services is placed into an alternative setting for more than one semester, the placement review must be made by the student's Admissions, Review, and Dismissal (ARD) Committee. The ARD Committee can request that a placement committee with the members described above be convened in order to assist them in conducting the placement review.

Appeal

A student or parent or guardian may appeal a placement as a registered sex offender by requesting a conference among the Board or its designee, the parents or guardian, and the student. This conference will be limited to the factual question of whether the student is required to register as a sex offender. The decision made by the Board or its designee is final and may not be appealed.

TRANSPORTATION RULES

Students shall follow these rules while on District vehicles or other public transportation (e.g., VIA buses) carrying students to and from school:

- Follow the driver's instructions at all times.
- Do not engage in any conduct that may distract or harm the driver, or otherwise cause the driver to be unable to operate the vehicle safely.
- Board and leave the vehicle in an orderly manner at the designated bus stop.

- Remain seated when the vehicle is in motion.
- Utilize seat belts if they are available on the vehicle.
- Keep books, band instrument cases, feet, and other objects out of the aisle of the vehicle.
- Keep the vehicle clean; do not deface or vandalize the vehicle or its equipment.
- Maintain safety near windows: do not extend head, hand, arm, or leg out of the window or hold objects out of the window.
- Do not throw any objects within the vehicle or out of the vehicle.
- On leaving the vehicle, use caution before crossing streets.
- Comply with all other rules in this Code of Conduct or established by the operator of the vehicle.

Since the District's primary responsibility in transporting students in District vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, a bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which may include restricting or revoking a student's bus-riding privileges. Note: a change in transportation services for a student with a disability for whom transportation is a related service requires ARD Committee action; a change in transportation services for Section 504 students requires Section 504 Committee action. For more information, contact the Transportation Department.

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity (e.g., gang-related crimes), will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the District, a gang-free zone includes a school bus and any site in, on, or within 1,000 feet of any District-owned or -leased property or campus playground.

VANDALISM AND GRAFFITI

Vandalism is the damage or destruction of property without the consent of the owner. It is willful action that results in the destruction, damage, or defacement of property belonging to or used by the SAISD. Graffiti is vandalism and includes marks with paint, indelible markers, or removable markings on school property without consent. The markings may include inscriptions, slogans, drawings, or paintings. The offense may be categorized as criminal mischief and punishable as a felony or misdemeanor. The difference between graffiti and art is permission.

A student who engages in conduct that damages or tampers with the property of another has committed a Level II, Level III, or Level IV Offense, as described in the Student Offenses section above. It is punishable by appropriate disciplinary action as described in section V (Consequences for Inappropriate Behavior) below. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law and may be subject to criminal penalties.

ELECTRONIC COMMUNICATION SYSTEM STUDENT ACCEPTABLE USE POLICY

SAISD has established a District-wide electronic communications system to facilitate the educational process. Along with this resource are associated responsibilities. Though all training in the use of the District's telecommunications network emphasizes the ethical use of this resource, it is possible that your child may come across some materials you might find unacceptable. While the District takes reasonable steps to prevent access to such material through electronic filtering and classroom management, it is not possible for the District to guarantee that it can completely prevent such access. The rules below are for appropriate use and are expected to be followed at all times while accessing the District's electronic communications system. Students are expected to adhere to the following rules:

Safety of Self and Others

- Report to their teachers or other school personnel any message received that is inappropriate or makes them uncomfortable.
- Not reveal personal information about themselves or others.
- Not agree to meet with someone they met online without parental knowledge and participation.
- Not use the system to threaten others.
- Use appropriate language for the educational environment and for the educational activity in which they are currently involved (no swearing, vulgarity, ethnic or racial slurs, or any other inflammatory or threatening language).
- Not transmit or send obscene pictures or messages.
- Not participate in cyberbullying.

Access and Use

- Not send messages under a false identity.
- Not access e-mail, files, and/or other documents of other users without permission.
- Not use the internet or other electronic communications to threaten District students, employees, Board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Not access websites that contain inappropriate or illegal material, including those that contain content that is pornographic or sexual in nature, from any computer or other technological device on school property.
- Not use the internet for financial gain or political or commercial activity.
- Not use the system for purchasing products or services.
- Not use the system for illegal purposes or any other activity prohibited by District policy.

Copyright Laws

- Comply with and be aware of all copyright laws.

System Security

- Not attempt to harm equipment, materials, or data.
- Not knowingly infect a computer or network with a virus.
- Not knowingly disrupt the network.
- Not provide passwords to other users.
- Always report any violations of the SAISD Acceptable Use Guidelines to a teacher or administrator.

Respect for System Limitations

- Not download large files unless absolutely necessary.

INAPPROPRIATE ELECTRONIC MESSAGES AND WEBPAGES

Students are prohibited from sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting." This prohibition applies to conduct both on and off school property if it results in a substantial disruption to the educational environment or infringes on the rights of another student at school.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

Students are also prohibited from using the name or persona of another person to create a web page on or to post one or more messages on a commercial networking site without obtaining the other person's consent *and* with the intent to harm, defraud, intimidate, or threaten any person. Any person violating these rules will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

CELL PHONES AND OTHER ELECTRONIC DEVICES

The use of cell phones and other electronic devices on school property is prohibited. For safety purposes, the District permits students to possess cell phones while on campus; however, all cell phones must remain turned off during school hours, including during all testing. With prior approval from the principal and teacher, a student may use personal electronic devices for on-campus educational purposes only.

Any unauthorized use of cell phones or other electronic devices will result in the consequences described in the Student Code of Conduct, as well as the assessing of fines and/or confiscation as described below:

- *1st Offense* – Documented verbal warning and reminder given to student that electronic devices may be confiscated and fines assessed for the return of the device in accordance with the Telecommunications / Electronic Devices Procedures.
- *2nd Offense* – Electronic device confiscated and returned to parent/legal guardian at end of the school day. Parent/guardian signature and date required for receipt of device and parents will receive an additional copy of the Telecommunications/Electronic Devices Procedures.

- *3rd Offense* – Device confiscated and \$10 fine assessed for return of the item. Parents/legal guardians may pick up the device at the end of the day after the fine has been collected.
- *4th and Subsequent Offenses* – Device confiscated and \$15 fine assessed for return of the item. Parents/legal guardians may pick up the device at the end of the day after the fine has been collected.

Additional Considerations

- Adult students over the age of 18 years may retrieve personal electronic devices in lieu of parent/guardian after paying the required fee at the end of the school day as appropriate.
- Administrators/campus staff are not responsible for lost or stolen items.
- When paying fine, exact cash is required.
- Hours to pick-up phones/electronic devices are 7:30 a.m. to 4:15 p.m. Monday through Friday.
- Fees collected will be deposited in campus student activity funds.
- On receipt of reliable proof that a student and his or her parent or guardian are unable to pay the required fee, the fee shall be waived. Principals shall determine eligibility for a fee waiver.

Disposal of Electronic Devices

Parents/legal guardians will be given notice and will be allowed to retrieve devices collected throughout the school year prior to disposal of the device. If a telecommunication device is not retrieved, the District shall dispose of the device after providing the student's parent and the company whose name and address appear on the device at least 30 days' notice of the intent to dispose of the device. Such notice may be made by telephone or in writing and must include the serial number of the device.

EMAIL AND SOCIAL MEDIA USE BETWEEN EMPLOYEES AND STUDENTS

In general, employees are prohibited from using electronic media (email, texting, social media, etc.) to communicate with students unless they are exempted from this prohibition under Administrative Procedure D36. A certified or licensed employee may communicate with students via electronic media about matters within the scope of their professional responsibilities without written consent from District administration. Any other employee designated in writing by the Superintendent or the campus principal may use electronic media to communicate with students who are currently enrolled in the District. There is also a defined exemption for certain family members.

Employees are also prohibited from communicating with students through a personal social network page unless the employee has created a separate social network page (a "professional page") for the purpose of communicating with students. The employee must receive a signed and completed Participation in Electronic Media Parent Permission Form [Form D36-A] prior to communicating with any student through a form of electronic media that is private or password protected. This includes all emailing or texting (even if more than one person is part of the communication) or any social media format that requires a password or permission to access. A signed Form D36-A from each student participant is not required for public internet communications or postings that do not require the host's permission or a password to access the posted information (e.g., a public Twitter account or public Facebook page). If you have any questions regarding the District's electronic media policy, please contact the Department of Instructional Technology.



SECTION V: CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

GENERAL DISCIPLINE GUIDELINES

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative discipline practices. Students must be treated fairly.

Discipline shall be based on a careful assessment of the mitigating factors particular to each case, including the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude or intent, the effect of the misconduct on the school environment, whether self-defense was involved, if the student is in the 2nd grade and below, if the student is homeless in grades k-12, and statutory requirements. Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Time-Out Guidelines

Time-out is a behavior management technique that seeks to reduce or eliminate inappropriate behaviors that are maintained by attention or other positive reinforcers. Time-outs are intended to give students an opportunity to regain self-control, which will increase and strengthen positive student behavior. A student placed in time-out is separated from the activity or other students for a limited amount of time. The teacher should consider the age of the child and what is developmentally appropriate when determining the number of minutes for which time-out is assigned. A student with an IEP must have line of sight to the teacher and the time-out cannot interfere with the student's ability to engage in instruction. Time-out for students with IEPs that remove the student from instruction must be documented and agreed to in the IEP.

Teachers are encouraged to designate areas in the classroom for time-out, such as a self-control area, cool-down, or chill corner. Time-out in another teacher's classroom may be used if both teachers agree. For any time-out, students must be supervised at all times and any loss of instruction time should be minimized. Students may not be isolated or kept locked in a classroom. A student cannot be physically prevented from leaving time-out, nor can physical force be used to place students in time-out.

DISTRICT POLICE OFFICERS

To ensure sufficient security and protection of students, staff, and property, the Board employs peace officers. In accordance with law, the Board has coordinated with the campus behavior coordinator and other District employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of District peace officers are listed in policy CKE (LOCAL). The Board does not employ school resource officers or security personnel.

As noted in CKE (LOCAL), District peace officers may enforce any law while within the geographical boundaries of the District, or as it relates to real or personal property that is owned, leased, rented by, or otherwise under the control of the District or while on or in the vicinity of property that is owned, leased, rented by, or otherwise under control of the District. District peace officers may enforce any law that is related to the safety and well-being of any District student, employee, or other individuals on or in the vicinity of District property or District-sanctioned events or activities. District peace officers shall comply with the provisions of Code of Criminal Procedure Article 2.13. The District chief of police may assign specific duties as required based on the needs of the District. In addition to their normal duties, the peace officers shall assist the Board, agents of the Board and the District, and/or campus administrators with matters that do not concern the application of law but that will facilitate the orderly conduct of District business. A District peace officer who encounters a felony or breach of the peace outside of the officer's jurisdiction may initiate appropriate action in accordance with Code of Criminal Procedure Article 14.03d and Article 18.16. Upon taking such action, the officer shall, as soon as practicable after making an arrest, notify both a law enforcement agency having jurisdiction where the arrest was made and a District police supervisor as to the circumstances and action taken regarding the incident.

As noted above, school district peace officers shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer and the property of the District. A District peace officer may not be *assigned or required* as duties of a school peace officer routine student discipline or school administrative tasks or contact with students unrelated to the law enforcement duties of the peace officer. This does not prohibit the District peace officer from informal contact with a student unrelated to the assigned duties of the officer or an incident involving student behavior or law enforcement. Informal conduct in SAISD focuses on building positive relationships with students and the school community.

The campus behavior coordinators, administrators, and other appropriate school employees must receive training annually on the duties of District peace officers to include that officers are only tasked with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other District employees.

DETENTION

For infractions of the Student Code of Conduct or other policies and regulations, teachers may detain students before or after school hours. Before assigning students to detention, the teacher shall inform the student of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his or her version of the incident.

When detention is used, notice shall first be given to the student's parent or legal guardian to inform the parent of the reason for the detention and permit arrangements for the necessary transportation of the student. Except in the case of a student who is 18 or older living apart from parents and emancipated minors, the detention shall not begin until the parent has been notified. The student's parent or guardian, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

Participating in Graduation Activities

The District has the right to limit a student's participation in graduation activities for violating the Student Code of Conduct. Participation might include a speaking role, as established by District policy and procedures.

Students eligible to give remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the District's Student Code of Conduct resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the District's Student Code of Conduct resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

IN-SCHOOL SUSPENSION/ON-CAMPUS INTERVENTION

Students may be placed in in-school suspension or on-campus intervention for engaging in any serious (Level II) offenses as described and set forth in this Code of Conduct. Additionally, students may be placed in in-school suspension or on-campus intervention pending DAEP placement or expulsion. Before placing a student in in-school suspension or on-campus intervention, the campus behavior coordinator shall consider reasonable alternatives, including appropriate discipline management techniques. If the campus behavior coordinator determines that in-school suspension or on-campus intervention is the most appropriate alternative, no other disciplinary action need precede the placement in in-school suspension or on-campus intervention.

REMOVAL FROM CLASSROOM BY A TEACHER

Routine Removal: A teacher may send a student to the campus behavior coordinator's office with appropriate documentation of a violation of this Code of Conduct in order to maintain effective discipline in the classroom. The campus behavior coordinator shall respond by employing appropriate discipline management techniques consistent with this SAISD Student Code of Conduct and local policy.

Formal Removal: A teacher may remove from class a student who (1) has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or the student's classmates' ability to learn; or (2) whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the student's classmates' ability to learn.

The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities. When a student has been removed by a teacher pursuant to this section, the campus must complete a Discipline Data Entry Form (F34-A), using the Offense Code 01.

Conference and Review Requirements for Students Removed from Class

In the case of a formal removal, not later than the third class day after the day in which the student is removed from the class by the teacher, the campus behavior coordinator, or other appropriate administrator, the campus behavior coordinator or other appropriate administrator shall schedule a conference with the student's parent, the teacher that removed the student, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the removal, and an opportunity to respond to the reasons for the removal. The campus behavior coordinator or other appropriate administrator will notify the student of the consequences of the Code of Conduct violation. The student may not be returned to the regular classroom pending the conference.

Following the conference, and whether or not all requested parties are in attendance after valid attempts to require their attendance, the principal shall order the placement of the student for a period consistent with this Code of Conduct. Students with disabilities may not be removed in violation of specific IEP/IAP provisions or for more than 10 school days in a school year without ARD/ Section 504 Committee approval.

A student removed from the regular classroom to in-school suspension or another setting other than DAEP, will have an opportunity, before the beginning of the next school year, to complete each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. Students and their parents are encouraged to discuss the option with the teacher or school counselor to ensure the student completes all work required for the course or grade level.

Return to the Classroom

The student may not be returned to the classroom of the teacher who removed the student without the teacher's consent unless the Placement Review Committee determines that such placement is the "best or only alternative available." However, if the teacher removed the student because the student committed assault with bodily injury, aggravated assault, sexual assault, or aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder against the teacher, the student may not be returned without the teacher's consent.

SUSPENSION (OUT-OF-SCHOOL)

It is important that schools seek to utilize alternatives to suspension to assure that the student has continued access to quality instruction and to avoid any negative effects that accompany being away from the classroom. **When possible, the school administrator shall avoid the use of out-of-school suspension and will limit any such suspension to 1 day. When student and staff safety may be at risk, the administrator may implement a 2 or 3 day out-of-school suspension.** Out-of-school suspension shall not be used in response to truancy. Students may be suspended for a period not to exceed three consecutive school days per action for engaging in any Level III offense or higher or pending DAEP placement or expulsion. A campus administrator may suspend a student prior to (but not in lieu of) placement in a DAEP or expulsion, where a student's conduct requires such placement or expulsion. If the administrator determines that a suspension is necessary to ensure student safety and security, no other disciplinary action need precede the suspension.

The District shall not use out-of-school suspension for students below grade 3 or homeless unless the conduct meets the requirements established in law. A student below grade 3, a student who is homeless, or a student who is in foster care shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The District shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law. Refer to section III (Students with Disabilities) for information on suspension of students with an IEP or a Section 504 plan.

Conference with Student before Suspension

Before suspending a student, the campus coordinator or appropriate administrator shall conduct an informal conference, at which the student shall be advised of the alleged misconduct with which he or she is charged, and the student shall have the opportunity to respond to the allegation before the administrator makes a decision. In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see Glossary)
2. Intent or lack of intent at the time the student engaged in the conduct
3. The student's disciplinary history
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct
5. Students in the 2nd grade and below
6. A student's status in the conservatorship of the Department of Family and Protective Services (foster care)
7. A student's status as homeless in grades k-12

Coursework During Suspension

The District shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet. A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The District will not charge the student for any method of completion provided by the District.

Notice to Parents Regarding Suspension

A student's parent shall be notified of a suspension by telephone, or other appropriate means, as soon as reasonably practicable. Parents shall be advised that it is their responsibility to provide adequate supervision for the student during the period of suspension. The student is not allowed on the home campus or any other school campus or at any school-related activity during the suspension. Students violating this prohibition may be charged with illegal trespass, a Class C misdemeanor. If a student is incarcerated, District staff will attempt to contact parents and other agencies to provide required student information.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS (DAEP)

The District shall provide for the continuing education of a student placed in a DAEP by transferring the student to one of the District campuses designated as a DAEP campus. The DAEP shall be in a setting other than the student's regular classroom. A student younger than six years of age may not be placed in a DAEP. A student in grade 2 or below shall not be placed in DAEP unless the student's conduct meets the requirements established in law. (See Suspension Out of School.) An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12. Summer programs provided by the District shall serve students assigned to a DAEP separately from those students who are not assigned to the program. The District shall provide transportation to students in a DAEP.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the District shall take into consideration (1) self-defense (see glossary); (2) intent or lack of intent at the time the student engaged in the conduct, (3) the student's disciplinary history, (4) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or (5) a student's status in the conservatorship of the Department of Family and Protective Services (foster care), or (6) a student's status as homeless.

Hearing

Following an initial determination by the principal or investigating administrator that a student has committed an offense that requires or allows placement in a DAEP, a hearing will be scheduled with a District hearing officer who shall determine whether placement is warranted. At the hearing, the student's parent or guardian will be notified of the alleged violation of the Code of Conduct. If the District makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the District may hold the hearing, regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

Duration of Placement

The duration of a student's placement in the DAEP shall be determined by the campus behavior coordinator or other appropriate administrator. The length of placement shall be expressed in a specific number of days that the student must successfully complete in the DAEP prior to returning to the home campus. If the student's placement is to extend beyond the end of the next grading period, the student or the student's parent or guardian is entitled to participate in a proceeding before the Board of Trustees or the Board's designee. Any appeal of the decision shall be addressed in accordance with FNG(LOCAL).

Before the District may place a student in a DAEP for a period that extends beyond the end of the school year, the Board or Board's designee must determine that (a) the student's presence in the regular classroom or at the student's regular campus presents a danger of physical harm to the student or to another individual; or (b) the student has engaged in serious or persistent misbehavior that violates this SAISD Student Code of Conduct.

Coursework Notice

The parent of a student placed in DAEP shall be given written notice of the student's opportunity to complete coursework required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework. Students and their parents are encouraged to discuss the option with the teacher or school counselor to ensure the student completes all work required for the course or grade level.

Emergency Placement

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis. In such a situation, the principal or designee shall schedule an appropriate conference no later than the 10th day after the placement.

DAEP for 60 Days or More – Review of Student's Status

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the Board or the Board's designee.

DAEP for 90 Days or More – Student Assessment

All students placed into a disciplinary alternative education program for 90 days or more shall be assessed upon initial placement and subsequently on the date that the student departs from the program or as near to that date as possible. The assessment instrument will measure basic skills in reading and math. Students assigned to the disciplinary alternative education program must also take all academic skills assessments required of all public school students.

DAEP for 120 Days or More – Review of Student's Status

A student placed in a DAEP shall be provided a review of his/her status, including a review of his/her academic status, by the Board's designee at intervals not to exceed 120 days. In the case of a high school student, the Board's designee, with the student's parent, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The District is not required under this subsection to provide, in the District's DAEP, a course not specified under Section 37.008(a) of the Texas Education Code. At the review, the student or parent must be given an opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

DAEP That Exceeds One Year

Placement in a DAEP may exceed one year when a review by the District determines that the student is a threat to the safety of other students or to District employees. The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the Board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

DAEP Placement for Persistent Misbehavior

Before proposing a student for DAEP placement for persistent misbehavior, the campus must begin the Multi-Tiered Systems of Support (MTSS) behavior intervention and then submit to the hearing officer at least 4–6 weeks of properly documented MTSS progress monitoring. The student must be in attendance at the student's regular campus for those 4–6 weeks (i.e., time in suspension or DAEP does not count). The days may be consecutive or nonconsecutive, but the time period starts over each school year. Each student will receive no more than one DAEP placement for persistent misbehavior per school year.

Newly Enrolled Students

The District shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the District and was assigned to a DAEP in an open-enrollment charter school or another district. The District may place the student in the District's DAEP or a regular classroom setting.

On the day in which the decision is made to change the student's placement as a result of a violation of the Code of Conduct, the school must notify the parent of that decision and provide them with the Notice of Procedural Safeguards. The campus behavior coordinator is responsible for sharing the Critical Incident Report with the campus LSSP within 48 hours. Within 10 school days of any decision to change the placement (DAEP or expulsion), the school must conduct an ARD or Section 504 MDR. The committee must review all relevant information and determine whether the conduct was caused by or had a direct and substantial relationship to the students' disability and/or whether the conduct in question was the direct result of the school's failure to implement the student's IEP. If either of these apply, the conduct is considered a manifestation of the disability. If the ARD or Section 504 Committee determines that the student's misconduct was a manifestation of the disability, the student shall not be placed into the DAEP or expelled. If the ARD or Section 504 Committee determines that the student's placement and/or IEP is inappropriate, the misconduct must be considered a manifestation of the student's disability and the student must not be expelled. The ARD or Section 504 Committee may propose changes in the student's placement (other than DAEP placement or expulsion), and/or changes in the student's IEP, including the student's behavior intervention plan (BIP) as appropriate.

The DAEP placement of a student with a disability or expulsion may only be made following an ARD/Section 504 MDR meeting which determines that the misconduct was not a manifestation of the student's disability. If the ARD or Section 504 Committee determines that the behavior of the student was not a manifestation of the student's disability, the student may be placed into a DAEP or expelled but must continue to be provided a free appropriate public education. The ARD Committee shall determine the services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the student's IEP goals during the time of placement.

A student with a disability who receives Special Education services may not be placed in DAEP solely for educational purposes if the student has not also committed one of the offenses warranting placement in the DAEP. [TEC 37.004]

Special Circumstances

A student with a disability may be removed to an interim alternative educational setting for not more than 45 school days without regard to whether the misconduct is determined to be a manifestation of the student's disability in cases where the student: (i) carries or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the school district; (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the school district; or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the school district.

If the student's behavior is determined *not* to be a manifestation of the student's disability, the student may be placed in a disciplinary setting to the same extent as a nondisabled student. The student must receive, as appropriate, an FBA, behavioral intervention services, and modifications that are designed to address the behavior so that it does not recur.

Long-Term Placement of Students with Disabilities

A placement for a student receiving Special Education services must be made in compliance with IDEA (20 USC § 1400 et seq.). If a student receiving Special Education services is placed into an alternative setting for more than one semester, the placement review must be made by the student's Admissions, Review, and Dismissal (ARD) Committee. The ARD Committee can request that a placement committee with the members described above be convened in order to assist them in conducting the placement review.

EXPULSION

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the District shall take into consideration (1) self-defense (see Glossary); (2) intent or lack of intent at the time the student engaged in the conduct, (3) the student's disciplinary history, (4) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or (5) a student's status in the conservatorship of the Department of Family and Protective Services (foster care), or (6) a student's status as homeless.

No student under the age of 10 shall be expelled by the District *except* in the case of a student who brings a firearm to school pursuant to Section 37.007(e) of the Texas Education Code, in which case the District shall provide educational services to the expelled student in a DAEP.

Expulsion for Firearm Violations

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm to school, as defined by federal law when the offense occurs on school property or while attending a school-sponsored or school-related activity on or off school property. However, the superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

Expelled Transfer Students

If an expelled student from another school district applies to enroll in SAISD, the District will request that the District that expelled the student provide to SAISD, at the same time other records of the student are provided, a copy of the expulsion order and the referral to the authorized officer of the Juvenile Court. SAISD may continue the expulsion under the terms of the order, may place the student in a DAEP for the period specified by the expulsion order, or may allow the student to attend regular classes without completing the period of expulsion.

Emergency Expulsion

In an emergency, the campus behavior coordinator or other appropriate administrator may order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis. At the time of the emergency expulsion, the student shall be given oral notice of the reason for that action.

Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion. Pending the hearing, the student may be placed into another appropriate classroom, in-school suspension, or out-of-school suspension or the DAEP.

Due Process and Hearing for Expelled Students

Before a student is expelled, the Board or its designee shall provide the student an opportunity for a hearing at which the student is afforded due process, which shall include the following: (1) prior notice of the charges to the student's parent or guardian and the proposed sanctions so as to afford a reasonable opportunity for preparation; (2) right to a full and fair hearing before the Board or its designee; (3) right to an adult representative or legal counsel; (4) opportunity to testify, present evidence, and witnesses in his or her defense; and (5) opportunity to examine the evidence presented by the school administration and, minimally, an opportunity to view the identity of the District's witnesses and the oral or written report of the facts to which each District witness testifies.

The District shall send a notice of the hearing to the student and parent. The notice shall be in writing and shall give information about the nature of the evidence to be used against the student. If the District makes a good-faith effort to inform the student and parent of the time and place of the hearing, the District may hold the hearing, regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

During the hearing, the District may rely on the hearsay evidence of school administrators who investigate discipline infractions. The decision shall be based exclusively on evidence presented at the hearing. The final decision shall be communicated promptly to the student and parent. If the Board's designee conducts the hearing, a tape recording or transcript of the proceeding shall be made for the Board's review on appeal, in the event the matter is appealed to the Board.

After the due process hearing, the expelled student may request that the Board of Trustees review the expulsion decision by submitting a written request to the superintendent within 3 days after receipt of the written expulsion decision. The superintendent must provide the student or parent with written notice of the date, time, and place of the meeting at which the Board will review the expulsion decision. The Board will review the record of the expulsion hearing in a closed session unless the parent requests that the meeting be open to the public. The Board shall review the record, shall hear statements from both parties, and shall communicate its decision orally at the conclusion of the presentation. Consequences of expulsion are not deferred pending the hearing or outcome.

If the student has been removed under the emergency expulsion provision pending the expulsion hearing, the principal or designee shall schedule a hearing within a reasonable time period (ten consecutive days) and shall invite the student's parent to attend. Pending the hearing, the student may be placed into another appropriate classroom, in-school suspension, or out-of-school suspension or the DAEP.

Placement in a Juvenile Justice Alternative Education Program (JJAEP)

Students who are expelled are referred for enrollment in the Bexar County Juvenile Justice Academy, the JJAEP school for Bexar County expelled students. Not later than the second business day after the hearing, the District shall deliver a copy of the expulsion order to the juvenile court as well as the information required pursuant to the Texas Family Code. A copy of the expulsion order shall be provided to the student and the student's parent.

Length of Expulsion

The length of expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements. Each expulsion decision shall be made on a case-by-case basis with the maximum period of one year unless, after a review, the District determines that the student is a threat to the safety of other students or to District employees or that extended expulsion is in the best interest of the student. Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion. If the length of expulsion is inconsistent with the guidelines herein, the expulsion order shall give notice of the inconsistency.

ADDITIONAL DAEP AND EXPULSION GUIDELINES

The District shall provide transportation to students in a DAEP.

Restrictions During DAEP or Expulsion

During a DAEP placement or expulsion, a student may not participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations. For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the placement order.

Additional Misconduct

If, during the disciplinary placement the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or other appropriate administrator may issue an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the District if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review. After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the Board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the Board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The Board shall make a record of the proceedings. If the Board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the District's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the District before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the District during the same or a subsequent school year, the District may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another District. If the campus behavior coordinator or the Board fails to issue a placement order after the student withdraws, the next District in which the student enrolls may complete the proceedings and issue a placement order.

Transfer or Withdrawal from a DAEP or JJAEP

If a student transfers into SAISD from another school district in which the student was placed in a DAEP, SAISD shall continue the placement under the terms of the order provided by the sending school district. Students who transfer out of SAISD to another public or private institution, including students who withdraw from SAISD for the purpose of home schooling, and students who do not attend the DAEP or JJAEP for the duration of the placement for any reason (other than reasons which constitute an "excused absence" under SAISD policy), shall be required, upon returning to SAISD, to complete the number of days missed in the DAEP or JJAEP before being allowed to return to the regular campus. In the event that the student transfers out of SAISD while DAEP or expulsion proceedings are pending, SAISD will complete the placement proceedings.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or Board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

CREDIT DURING DISCIPLINARY PROCESS

Students shall receive full credit for assignments completed in a DAEP, including in-school suspension or on-campus intervention. Students suspended from school are entitled to make up assignments or tests, regardless of the reason for the suspension. Teachers are to inform students of the time allotted for completion of the work. Students are responsible for obtaining the assignments and completing the work within the time allotted, and students are allowed to make up both class work and homework.

Students who are placed in the Bexar County Juvenile Justice Academy following expulsion are eligible to receive credit for coursework completed during the placement. Students with disabilities will receive educational services during expulsion as determined by the Admissions, Review, and Dismissal (ARD)/Section 504 Committee.

Transition Services

In accordance with law and District procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP or JJAEP. See policy FOCA(Legal) for more information. The DAEP administrator will need to give the parent and the principal written notice of the date of the return to the regular campus. Also, the DAEP administrator will need to provide the regular campus principal with an assessment of the student's academic growth while in the DAEP and the results of any assessment instruments that were administered. The DAEP campus administrator must then coordinate the student's transition to a regular classroom. This must be done within five instructional days after release from DAEP. This coordinated effort must involve assistance and recommendations from 1) school counselors, 2) school district peace officers, 3) SROs, 4) CBCs, and 5) classroom teachers who are or may be responsible for implementing the "personalized transition plan."

The campus administrator is responsible for developing the personalized transition plan. It must include recommendations for the best educational placement of the student, and it may include 1) recommendations for counseling, behavioral management, or academic assistance for the student, with a concentration on the student's academic or career goals; 2) recommendations for assistance in obtaining access to mental health services provided by the District, a local mental health authority, or another private or public entity; 3) information to the parent about how to request a Special Education evaluation; and 4) a regular review of progress toward academic or career goals. If practicable, the campus administrator must meet with the parent to coordinate plans for the transition.

PHYSICAL RESTRAINT

District employees may, within the scope of the employee's duties, use appropriate physical restraint to a student that the employee reasonably believes is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury
2. Obtain possession of a weapon or other dangerous object
3. Prevent a student from fleeing when fleeing would put the student or others in danger
4. Protect property from serious damage

Students with IEPs are also subject to physical restraint in accordance with TAC §891.1053(c). A school employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations

-
- Restraint must be limited to the use of such reasonable force as is necessary to address the emergency.
 - Restraint must be discontinued at the point at which the emergency no longer exists.
 - Restraint must be implemented in such a way as to protect the health and safety of the child and others.
 - Restraint must not deprive the child of basic human necessities.

Training for school employees, volunteers, or independent contractors must be provided according to the following requirements:

- A core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or Special Education personnel likely to use restraint.
- Personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint.
- Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint.
- All trained personnel must receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.

In accordance with §89.1053(e), the following documentation requirements must be met in a case in which restraint is used by school employees, volunteers, or independent contractors:

- On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint.
- On the day restraint is utilized, a good-faith effort must be made to verbally notify the parent regarding the use of restraint.
- Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint.
- Written documentation regarding the use of restraint must be placed in the child's Special Education eligibility folder in a timely manner so the information is available to the Admissions, Review, and Dismissal (ARD) Committee when it considers the impact of the child's behavior on the child's learning and/or the creation or revision of a behavior intervention plan (BIP).
- Written notification to the parent and documentation to the child's Special Education eligibility folder must include the following:
 - Name of the child
 - Name of the staff member or staff members administering the restraint
 - Date of the restraint and the time the restraint began and ended
 - Location of the restraint
 - Nature of the restraint
 - A description of the activity in which the child was engaged immediately preceding the use of restraint
 - The behavior that prompted the restraint
 - The efforts made to de-escalate the situation and alternatives to restraint that were attempted
 - Information documenting parent contact and notification



SECTION VI: GLOSSARY

ABUSE: Improper or excessive use.

ACCELERATED INSTRUCTION: An intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

ACT: One of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

AGGRAVATED ASSAULT: An assault which causes serious bodily injury to another; or an assault during which the person uses or exhibits a deadly weapon.

AGGRAVATED ROBBERY: Defined in part by Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
1. Uses or exhibits a deadly weapon; or
2. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

ARD (Admissions, Review, and Dismissal): An ARD Committee serves to make decisions regarding the educational program of students who qualify for Special Education services. The eligible student's parents are part of the committee.

ARMOR-PIERCING AMMUNITION: Handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

ARSON: 1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage: a. any vegetation, fence, or structure on open-space land; or b. Any building, habitation, or vehicle: 1) Knowing that it is within the limits of an incorporated city or town, 2) Knowing that it is insured against damage or destruction, 3) Knowing that it is subject to a mortgage or other security interest, 4) Knowing that it is located on property belonging to another, 5) Knowing that it has located within it property belonging to another, or 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another;

2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or 3. A crime that involves intentionally starting a fire or causing an explosion and in so doing: a. Recklessly damages or destroys a building belonging to another, or b. Recklessly causes another person to suffer bodily injury or death.

ASSAULT: Intentionally, knowingly, or recklessly causing bodily injury to another; or intentionally, knowingly, or recklessly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative.

ATTENDANCE REVIEW COMMITTEE: This group is sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

BEXAR COUNTY JUVENILE JUSTICE ACADEMY EDUCATION PROGRAM (BCJJAEP): An alternative school administered by the Bexar County Juvenile Justice Board that provides education services to students who are expelled.

BEHAVIOR IMPROVEMENT PROGRAM: An educational program offered by the District to meet the behavior needs of some eligible Special Education students.

BOARD POLICIES: Statements adopted by the SAISD Board of Education that govern the District. The policies are based on laws and other official authority, such as the U.S. and Texas Constitutions, federal statutes, the Texas Education Code, other state laws, etc. All Board policies are available on the SAISD webpage at www.saisd.net under the "Board of Trustees" tab.

BREACH OF COMPUTER SECURITY: Knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer

network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

BULLYING: Defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying (see below). This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

CHEMICAL-DISPENSING DEVICE: Defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category

CITATION ("TICKET"): Notice of disorderly conduct, tobacco use or other legal violation that may be issued by law enforcement personnel when a student engages in certain conduct; this is an action separate from any school disciplinary action.

CLT (Campus Leadership Team): Each campus has a team composed of employees, parents, and community members to advise the principal.

CLUB: Defined by Penal Code 46.01 as an instrument that is specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument and includes, but is not limited to, the following: blackjack; nightstick; mace; tomahawk.

CONTROLLED SUBSTANCE: means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

CRIMINAL MISCHIEF (VANDALISM): Without the effective consent of the owner, (a) intentionally or knowingly damaging or destroying the tangible property of the owner; (b) intentionally or knowingly tampering with the tangible property of the owner and causing financial loss or substantial inconvenience to the owner or a third person; or (c) intentionally or knowingly making markings, including inscriptions, slogans, drawings, or paintings, on the tangible property of the owner. (See also GRAFFITI)

CRIMINAL STREET GANG: Three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

CYBERBULLYING: Defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

DAEP (Disciplinary Alternative Education Program): A placement for students who have violated certain provisions of the Student Code of Conduct.

DANGEROUS DRUG: Defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

DATING VIOLENCE: When a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

DEADLY CONDUCT: When a person commits an offense by recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

DEFERRED ADJUDICATION: An alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

DEFERRED PROSECUTION: May be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

DELINQUENT CONDUCT: Conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP): An educational program provided by the School District for students who have engaged in serious misconduct, such as assault, drug- or alcohol-related offenses, public lewdness, glue or paint abuses, and unruly, disruptive, or abusive classroom behavior. DAEPs are located off the regular campus so that students in DAEPs are separated from students in the regular program. The DAEP provides supervision and counseling and focuses on English language arts, mathematics, science, history, and self-discipline.

DISCRETIONARY: Something that is left to or regulated by a local decision-maker.

DISRUPTIVE BEHAVIOR: Any oral or physical behavior by a student that is deemed by a teacher or other school official to interfere with the delivery of classroom instruction or that infringes upon the peace and tranquility of the campus environment or a school-related activity.

DISTRICT LEADERSHIP TEAM (DLT): A District-level team composed of professional employees, parents, community members, and business representatives.

DUE PROCESS HEARING: A hearing provided any student who is recommended for expulsion at which time the student and parent/guardian can present evidence and testimony in the student's defense. The Hearing Officer makes the decision regarding expulsion based on the evidence presented at

the hearing. (See section V of this SAISD Student Code of Conduct for complete details of the due process hearing.)

EXPLOSIVE WEAPON: Defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

EXPULSION: An act of the District administration which prohibits a student from attending school for a period in excess of three school days. Expulsions can be for periods as long as a semester or a school year. In serious cases, an expulsion can be longer than one school year.

FALSE ALARM OR REPORT: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that the person knows to be false or baseless and that would ordinarily cause action by an official or voluntary agency organized to deal with emergencies, place a person in fear of imminent serious bodily injury, or prevent or interrupt the occupation of a building, room, place of assembly, place to which the public has access, or automobile or other mode of transportation. If the offense involves, among other services and entities, a public school, the offense is a felony.

FELONY OFFENSE: An offense that is considered grave and that is designated as a felony by law or is punishable by death or confinement in a penitentiary; an offense more serious than a misdemeanor.

FELONY CRIMINAL MISCHIEF: Criminal mischief constitutes a felony if the property damage meets or exceeds \$1,500. This offense may result in expulsion.

FERPA: Refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

FIREARM: Under federal law and offense code 90, includes:

- Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer;

Any destructive device, such as any explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, or device similar to any of the preceding described devices. It also means any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled. Under Texas law, "firearm" generally means any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily converted to that use. "Firearm" does not include antique or curio firearms or replicas of antique or curio firearms.

FIREARM SILENCER: Defined by Texas Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

GANG: An organization composed, in whole or in part, of students, which seeks to perpetuate itself by taking in additional members from the student population on the basis of the decision of the organization's membership as a whole, rather than on the free choice of the individual student.

GANG ACTIVITIES AND SECRET SOCIETIES: Students who participate in gang activities shall be subject to disciplinary action as outlined in the Student Code of Conduct. In addition, a person who coerces, solicits, or induces gang membership may be charged with a state jail felony or a third-degree felony in accordance with state law. The following activities may be considered to be gang-related:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, graffiti, or other affiliation in any gang;
2. Committing any act or omission or using any speech, either verbal or nonverbal (gestures, handshakes, etc.), showing membership or affiliation in a gang;
3. Using any speech or committing any act or omission in furtherance of interest in any gang or gang activity, including, but not limited to:
 - i. Soliciting others for membership in any gang;
 - ii. Requesting any person to pay for protection, or otherwise intimidating or threatening any person;
 - iii. Inciting other students to act with physical violence upon any other person;
 - iv. Engaging in conduct with others in intimidating, fighting, assaulting, or threatening to assault others;
 - v. Committing any other illegal acts or other violations of District policies.

GANG-FREE ZONES: For purposes of the District, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any District-owned or -leased property or campus playground.

GRAFFITI: The offense of graffiti may fall into two categories:

- A person commits an offense if with paint, a permanent (indelible) marker, or an etching or engraving device and without the effective consent of the owner the person intentionally or knowingly makes markings, including inscriptions, slogans, drawings, or paintings, on the tangible property of the owner. If the marking is made on a school (defined as private or public elementary or secondary school), and financial loss to real or tangible property is less than \$20,000, the offense is a felony.
- Graffiti that is made with items other than paint or an indelible marker, or an etching or engraving device may be categorized as criminal mischief and may be punishable as a felony or misdemeanor, depending upon the extent of the damage and/or other application of the law. (See also CRIMINAL MISCHIEF, VANDALISM)

HARASSMENT: Threatening to cause harm or bodily injury to another person, including a District student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b) (2) of the Education Code. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:

1. Imitating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
2. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
3. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
4. Sending repeated electronic communication in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

HAZING: Defined by Section 37.151 of the Education Code as any intentional, knowing, or reckless act directed against a student, whether on or off the campus, by one person alone or acting with others, directed against a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes, but is not limited to:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, and confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student.

4. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in a District school, or that may reasonably be expected to cause a student to leave the organization or the school rather than submit to acts described above.
5. Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Texas Penal Code.

HIT LIST: Defined by Section 37.151 of the Education Code as a list of people targeted to be harmed, using a firearm, as defined by Section 46.01 (3), Penal Code; a knife, as defined by Sections 46.01 (7), Penal Code; or any other object to be used with intent to cause bodily harm.

HONORARY PRIVILEGES: Are privileges allowed or granted by the school or the District such as but not limited to participation in school-related activities and events such as prom, graduation ceremonies, senior trips, noninstructional field trips, etc.

IAP: Individual Accommodation Plan. An IAP is developed for each student who receives Section 504 services to meet the student's individual needs.

IEP: Individual Education Plan. An IEP is the written record of the individualized education program prepared by the ARD Committee for a student with disabilities who is eligible for Special Education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the Special Education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state for District-wide tests; etc.

IMPROVISED EXPLOSIVE DEVICE: Defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

INDECENT EXPOSURE: Defined by Penal Code 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

INDELIBLE MARKER (used for graffiti): A device that makes a mark with a paint or ink product that is specifically formulated to be more difficult to erase, wash out, or remove than ordinary paint or ink products.

INHALANTS (ABUSABLE GLUE OR PAINT): Glue or paint that is (a) packaged in a container holding a pint or less by volume or less than two pounds by weight; and (b) labeled in accordance with the labeling requirements concerning precautions against inhalation established by the Federal Hazardous Substances Act (15 U.S.C. § 1261, et seq.) and under regulations adopted under that Act.

IN-SCHOOL SUSPENSION (ISS): An alternative placement on the regular school campus for students officially removed from the regular classroom for disciplinary reasons. The school administration may place a student in ISS for a temporary period in accordance with the Student Code of Conduct.

INTIMATE VISUAL MATERIAL: Defined by Texas Civil Practices and Remedies Code 98B.001 and Texas Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

JURISDICTION: The sphere of authority or control; the territorial range over which District authority extends.

KNIVES: Knives fall into three categories in relation to offenses in this Student Code of Conduct. Possessing, using, or exhibiting any knife is prohibited by the SAISD Student Code of Conduct. Knives can cause serious injury and possessing, using, or exhibiting most knives are considered Level III or IV offenses and can result in expulsion or DAEP placement. Also, as with other weapons, using any knife in a threatening manner can lead to other serious charges.

1. A LOCATION-RESTRICTED KNIFE – Level IV Offense (expulsion): Defined by the Penal Code 46.01 as a knife with a blade over 5½ inches.
2. A PROHIBITED WEAPON – Level IV Offense (expulsion): A dagger or similar knife is classified as a prohibited weapon. The length of the blade is not a factor in identifying these knives, since they are identified by their design and features.

OTHER KNIVES: Possession of any other knife, with a blade length up to and including 5½ inches, is prohibited by the Student Code of Conduct. Lock-blade knives, if the blade is 5½ inches or less in length, are included in this category. The administrator determines the consequence based on the size of the knife and the student's actions regarding the knife (such as whether the student was possessing or was also displaying the knife.) These knives may be considered to be a violation of a Level III offense, resulting in DAEP placement, or Level II offense, generally resulting in suspension from school or other serious consequences.

KNUCKLES: Means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

LOOK-ALIKE WEAPON: Means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

MACHINE GUN: As defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

MANDATORY: Means that something is obligatory or required because of an authority.

MARTIAL ARTS OBJECTS: Various objects that may be used as weapons, such as shurikan (throwing stars), nunchakus ("nun-chucks"), tonfa (wooden weapon), staff, baton (short stick), and bolo (long cord with weights at each end). Many of these objects are within the definitions of illegal knives or prohibited weapons under the Penal Code, and their possession or use may constitute a Level III or IV offense.

MISDEMEANOR OFFENSE: An offense so designated by law or punishable by fine, by confinement in jail, or by both fine and confinement in jail; less serious than a felony.

NCLB ACT: The federal No Child Left Behind Act of 2001.

OBSCENE: "Obscene" as defined by Penal Code 42.07 means containing a patently offensive description of or a solicitation to commit an ultimate sex act, including sexual intercourse, masturbation, cunnilingus, fellatio, or anilingus, or a description of an excretory function.

ONLINE HARASSMENT: Person commits an offense if the person uses the name or persona of another person to create a web page on or to post one or more messages on a commercial networking site without obtaining the other person's consent AND with the intent to harm, defraud, intimidate, or threaten any person.

PARAPHERNALIA: Any device that can be used to inhale, ingest, inject, or otherwise introduce a controlled substance into a human body.

PARENT: Throughout this document, the term "parent" refers to a parent, guardian, or other person having lawful control under court order.

PGP (Personal Graduation Plan): Recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the District as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

POSSESSION: The actual care, custody, control, or management of an object. Possession does not require that the person have the object being possessed on his/her person; having an object in one's locker, book

bag, telecommunication or electronic device, vehicle, or other area where one exercises care, custody, control, or management is possession. For administrative purposes, any student who accepts possession of an illegal or prohibited item and who does not submit it immediately to a school official shall be considered to be in possession of the item and shall be subject to appropriate disciplinary action.

PRIVILEGE: Permission or authorization to participate and/or hold membership in school-related or extracurricular activities, including, but not limited to, the following: honor and scholarship clubs/societies and activities, or other school-related clubs/societies and activities; school assemblies, graduation exercises, school dances, junior-senior proms, class or group trips (other than instructional field trips which are part of the curriculum); theater organizations, plays, presentations/performances, and talent shows; student body government, class organizations, and other similar activities and organizations; and participation in field days, carnivals, or other school-related celebrations.

PROHIBITED WEAPON: Under Texas Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon;
 - b. A machine gun;
 - c. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical-dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

PROHIBITION: A rule, law, order, or decree that forbids something.

PUBLIC SCHOOL FRATERNITY, SORORITY, SECRET SOCIETY, OR GANG: An organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

PUBLIC LEWDNESS: Defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviant sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

REASONABLE BELIEF: That which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

REASONABLE SUSPICION: An awareness of facts about a particular student or students that reasonably suggests a violation of the Student Code of Conduct or other school policies or rules.

RETALIATION: Intentionally or knowingly harming or threatening another by an unlawful act in retaliation for or on account of the service of that person as a public servant (e.g., teacher), witness, informant, or one who has reported the occurrence of a crime.

SAT: One of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SCHOOL DAYS: Days the schools are in session according to the official District calendar adopted by the Board of Education.

SECTION 504: The federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for Special Education services under the Individuals with Disabilities Education Act, general education with appropriate instructional accommodations will be provided.

SELF-DEFENSE: The use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

SERIOUS MISBEHAVIOR: (1) Deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Texas Penal Code; or (4) conduct that constitutes the offense of: (a) public lewdness under Penal Code 21.07, (b) indecent exposure under Penal Code 21.08, (c) criminal mischief under Penal Code 28.03, (d) hazing under Education Code 37.152, or (e) harassment under Penal Code 42.07(a)(1) of a student or District employee.

SERIOUS OR PERSISTENT MISBEHAVIOR: Includes but is not limited to: (1) behavior that is grounds for permissible

expulsion or mandatory DAEP placement; (2) behavior identified by the District as grounds for discretionary DAEP placement; (3) actions or demonstrations that substantially disrupt or materially interfere with school activities; (4) refusal to attempt or complete schoolwork as assigned; (5) insubordination; (6) profanity, vulgar language, or obscene gestures; (7) leaving school grounds without permission; (8) falsification of records, passes, or other school-related documents; and (9) refusal to accept discipline assigned by the teacher or principal. Please see the Level III Offenses section for the definition of "persistent misbehavior," which is different than "serious or persistent misbehavior."

SEXTING: Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

SEXUAL HARASSMENT: Unwanted or unwelcome verbal or physical conduct of a sexual nature directed toward another person, whether by word, gesture, or any other sexual conduct, including request for sexual favors. (Note: Some conduct of this nature may be so offensive that it also may be classified as a felony or other illegal offense and may therefore result in DAEP placement or expulsion.)

SHAC (School Health Advisory Council): A group of at least five members, a majority of whom must be parents, appointed by the school board to assist the District in ensuring that local community values and health issues are reflected in the District's health education instruction, along with providing assistance with other students and employee wellness issues.

SHORT-BARREL FIREARM: Defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

STATE-MANDATED ASSESSMENTS: Required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the exit-level TAKS or STAAR EOC assessment, as applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

SWITCHBLADE: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

SUSPENSION (Out of School): An act of the school administration taken as a disciplinary action which prohibits

a student from attending school for one, two or three school days. The student is not allowed on the home campus or any other school campus or at any school-related activity during the period of suspension. If the student violates this prohibition, the student can be charged with illegal trespass, a Class C misdemeanor.

TELPAS: Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten through grade 12.

TERRORISTIC THREAT: Defined by Penal Code 22.07 as a threat to commit any offense involving violence to any person or property with intent to: (1) cause a reaction of any type by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, etc.; or (4) cause impairment or interruption of public communication, transportation, power supply, water, gas, or public service.

THREATS: A bomb threat and other threats may be classified as a "false alarm or report," which is a felony offense (see FALSE ALARM OR REPORT). Some threats are classified as "terroristic threats" (see TERRORISTIC THREAT). School personnel shall take all threats seriously, whether toward a person or a group or a school and take disciplinary action. In most cases, threats constitute Level III offenses and can result in DAEP placement.

TIRE DEFLATION DEVICE: Defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

TITLE 5 FELONY OFFENSES: Title 5 of the Penal Code identifies "offenses against the person" which include, but are not limited to, such serious crimes as murder, capital murder, manslaughter, criminally negligent homicide, aggravated kidnapping, indecency with a child, sexual assault, aggravated assault, aggravated sexual assault, injury to a child, elderly individual or disabled individual, and abandoning or endangering a child. For a complete listing and explanation, see Texas Penal Code.

TRESPASSING: A person entering or remaining on property or in a building without effective consent and the person had notice that the entry was forbidden or received oral or written notice to depart but failed to do so.

TRUANCY: Failure of a student to attend school or class when the student's absence has not been excused by the District.

TxVSN: The Texas Virtual School Network, which provides online courses for Texas students to supplement the

instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL: Refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

UNDER THE INFLUENCE: Lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

VANDALISM: Destruction or damage to property. Parents or guardians of students guilty of damaging school property shall be liable for damages in accordance with law, and may be subject to criminal penalties. (See also CRIMINAL MISCHIEF, GRAFFITI)

VOLATILE CHEMICALS: Harmful chemicals such as chloroform, acetone, ketone, methanol, toluene, etc. (See Texas Health and Safety Code Section 484.)

WEAPON: Any device, such as a gun, club, or knife, which can be used to inflict bodily harm upon a person.

ZIP GUN: Defined by Texas Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

SECTION VII: CAMPUS BEHAVIOR COORDINATORS

As required by law, TEC 37.0012, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The District shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.SAISD.net. San Antonio Independent School District Board policy delegates to the principal or designee the authority to administer discipline at the campus level, and delegates the authority to remove students to a District Alternative Education Program (DAEP) or expulsion to the Juvenile Alternative Education Program (JJAEP). The campus behavior coordinator has the discretion to apply school-based discipline for specific violations or refer the matter to the District Disciplinary Hearing Office for review.

Campus	Behavior Coordinator	Email Address	Phone Number
Advanced Learning Acad. PK-3	Ana Joseph	ajoseph2@saisd.net	210-738-9760
Advanced Learning Acad. 4-12	Fabiola Rivera	frivera1@saisd.net	210-738-9763
Brackenridge High	Julissa Fisher	jsantellanes@saisd.net	210-228-1200
Burbank High	Mark Mendoza	mmendoza5@saisd.net	210-228-1210
CAST Med High	Gustavo Cordova	gcordova@saisd.net	210-228-3380
CAST Tech High	Jacob Barber	jbarber1@saisd.net	210-554-2700
Edison High	Charles Fears	cfears1@saisd.net	210-738-9720
Fox Tech High	Kate Nelson	Knelson1@saisd.net	210-738-9730
Highlands High	Miriam Aguilar	maguilar@saisd.net	210-438-6800
Houston High	Marlon Davis	mdavis4@saisd.net	210-978-7900
Jefferson High	Luis De La Garza	ldelagarza2@saisd.net	210-438-6570
Lanier High	John Hillard	jhillard1@saisd.net	210-978-7910
Phoenix Middle College	Robert Loveland	rloveland@saisd.net	210-486-7132
St. Philips ECH	Gregory Hiett	ghiett1@saisd.net	210-486-2406
Travis ECH	Michelle Garza	mgarza13@saisd.net	210-738-9830
YWLA 6-12	Sarah Moran	smoran2@saisd.net	210-438-6525
YMLA 4-12	Daniel Luna	dluna1@saisd.net	210-354-9652
Davis Middle	Juan Gonzalez	jgonzalez31@saisd.net	210-978-7920
Hot Wells Middle	Dr. Rose Engelbrecht	renglebrecht1@saisd.net	210-438-6585
Harris Middle	Robert Alfaro	ralfaro2@saisd.net	210-228-1220
Longfellow Middle	Derrick Cade	dcade@saisd.net	210-438-6520
Lowell Middle	Rachel Cantu	rcantu2@saisd.net	210-228-1225
Poe Middle	Yvonne Jordan	yjordan1@saisd.net	210-228-1235
Poe STEM DL Middle	Jennifer Tiller	jtiller1@saisd.net	210-438-6840
Rhodes Middle	Mariano Escobedo	mescobedo4@saisd.net	210-978-7925
Rogers Middle	Trista Saunders	tsaunders1@saisd.net	210-438-6840
Tafolla Middle	William Dockery	wdockery1@saisd.net	210-978-7930
Whittier Middle	Emerald Jimenez	ejimenez@saisd.net	210-738-9755

Campus	Behavior Coordinator	Email Address	Phone Number
Arnold Elem.	Rebeca Munoz	r@saisd.org	210-438-6530
Ball Elem.	Dona Casso	dcasso1@saisd.net	210-438-6845
Barkley/Ruiz Elem.	Emily Juarez	ējuarez1@saisd.net	210-978-7940
Baskin Elem.	Marissa Fain	mfain@saisd.net	210-438-6535
Briscoe Elem.	Pedro Coronado	Pcoronado1@saisd.net	210-2283305
Cameron Elem.	Brandy Lewis Lagrant	blewislagrant1@saisd.net	210-978-7960
Carvajal Elem.	Elisa Zavala	ezavala1@saisd.net	210-978-7970
Collins Garden Elem.	Cynthia Polanco	cpolanco1@saisd.net	210-228-3310
Douglass Elem.	Stephanie Ratliff	sratliff1@saisd.net	210-228-3315
De Zavala Elem.	Diana Martinez	dimartinez@saisd.net	210-978-7975
Forbes Elem.	Michelle Felix	mfelix2@saisd.net	210-438-6850
Foster Elem.	Danny Reyes	dreyes@saisd.net	210-438-6855
Franklin Elem.	Danette Almaraz	dalmaraz2@saisd.net	210-738-9790
Gates Elem.	Natasha Dennis	ndennis1@saisd.net	210-978-7980
Graebner Elem.	Veronica Foster	vrodriguez5@saisd.net	210-228-3320
Green Elem.	Jennifer Soto	jsoto4@saisd.net	210-228-3325
Herff Elem.	Klaudia Hidalgo	khidalgo1@saisd.net	210-228-3330
Highland Hills Elem.	Elsie Garcia	egarcia6@saisd.net	210-438-6860
Highland Park Elem.	Laura Arcos	larcos1@saisd.org	210-228-1220
Hillcrest Elem.	Santa Lopez	slopez3@saisd.net	210-228-3340
Hirsch Elem.	Kizzy Thomas Calhoun	kthomascalhoun1@saisd.net	210-978-7985
Huppertz Elem.	Connie Carey	Ccarey1@saisd.net	210-438-6580
JT Brackenridge Elem.	Cynthia Swanson	cswanson1@saisd.net	210-978-7950
Kelly Elem.	Jessica Ramirez	jramirez4@saisd.net	210-228-3350
King Elem.	Edith Silva	ebenavides@saisd.net	210-978-7990
Lamar Elem.	Brian Sparks	bsparks1@saisd.net	210-738-9800
Madison Elem.	Krista Kite	kkite1@saisd.net	210-438-6545
Margil Elem.	Andrea Castaneda	acastenda@saisd.net	210-738-9805
Maverick Elem.	Natasha Williams	nwilliams7@saisd.net	210-438-6550
Miller Elem.	Stephanie Jones	sjones8@saisd.net	210-978-7995
Neal Elem.	Maria Astorga	mastorga@saisd.net	210-738-9810
Ogden Elem.	Nora Mazingo	nmazingo@saisd.net	210-738-9815
Pershing Elem.	David Velasquez	dvelasquez1@saisd.net	210-738-9820
Riverside Park Elem.	Nicole Washington	nwashington1@saisd.net	210-228-3355
Rodriguez Montessori	Anthony Rodriguez	arodriguez3@saisd.net	210-978-8000
Schenck Elem.	Emma Saldana	esaldana2@saisd.net	210-438-6865
Smith Elem.	Cynthia Lopez	clopez19@saisd.net	210-228-3360

Campus	Behavior Coordinator	Email Address	Phone Number
Steele Montessori	Crystal Hillhouse	chillhouse1@saisd.org	210-438-6870
Storm Elem.	Irma Mares	imares1@saisd.net	210-978-8005
Washington Elem.	Herbert Cottrell	hcottrell1@saisd.net	210-738-9840
Wilson Elem.	Yvette Cantu	ycantu2@saisd.net	210-738-9845
Woodlawn Hills Elem.	Amanda Valdez	avaldez@saisd.net	210-438-6565
YWLA Page Elem. K-3	Jennifer Elwood	jelwood1@saisd.net	210-554-2710
Beacon Hill Academy	Rosa Deleon	rdeleon5@saisd.net	210-738-9765
Bonham Academy	Blanca Gebhart	bgebhart@saisd.net	210-228-3300
Bowden Academy	Veronica Valdovinos	vvaldovinos1@saisd.net	210-738-9770
Cotton Academy	Charles Logan	clogan1@saisd.net	210-738-9780
Crockett Academy	Kristina Smith	kjohnson2@saisd.net	210-738-9785
Fenwick Academy	Michelle Amaya	mamaya@saisd.net	210-438-6540
Hawthorne Academy	Andrea Chase	achase2@saisd.net	210-738-9795
Irving DL Academy	Veronica Garza	vgarza10@saisd.net	210-738-9740
Japhet Academy	Lisa Ortiz	lortiz@saisd.net	210-228-3345
M. L. King Academy	Cynthia Trejo	ctrejo2@saisd.net	210-978-7935
Mission Academy	Salina Mendez	smendez5@saisd.net	210-438-6880
Stewart Academy	Summer Ahmad	summer.ahmad@democracyprep.org	210-438-6875
Twain DL Academy	Elena Aldaz	ealdaz1@saisd.net	210-738-9745
W. Rogers Academy	Jesus Solis	jsolis5@saisd.net	210-738-9825
Woodlawn Academy	Maria Avila	mavila@saisd.net	210-438-6560
Carroll ECC	Jessica Rodriguez	jrodriguez20@saisd.net	210-978-7965
Gonzales ECC	Lisa Frost-Heal	lfrost1@saisd.net	210-438-6830
Knox ECC	Tabitha Palencia	tpalencia1@saisd.net	210-228-3365
Nelson ECC	Marisa Mendez	mmendez5@saisd.net	210-438-6555
Tynan ECC	Gregoria Velazquez	gvelazquez@saisd.net	210-738-9835
Brewer	Jillian Lipp	jlipp@saisd.net	210-438-6825
Cooper Navarro	Timothy Sumner	tsumner1@saisd.net	210-438-6810
Estrada DAEP	Colleen Selko	cselko@saisd.net	210-438-6820
JT Brackenridge DAEP	Cynthia Swanson	cswanson1@saisd.net	210-978-7950
Santa Rosa	Michael Jordan	mjordan@saisd.net	210-335-7865
Juvenile Detention	Michael Jordan	mjordan@saisd.net	210-335-7865
Healy Murphy LC	Michael Jordan	mjordan@saisd.net	210-335-7865
Healy Murphy PK	Michael Jordan	mjordan@saisd.net	210-335-7865
JJAEP	Michael Jordan	mjordan@saisd.net	210-335-7865
Highlands Texans CAN	Debra Cruz	tpcdcruz1@saisd.net	210-354-9340



SCHOOL BOARD

Christina Martinez, *President*
Alicia Sebastian, *Vice President*
Arthur V. Valdez, *Secretary*
Ed Garza, *Trustee*
Leticia Ozuna, *Trustee*
Patti Radle, *Trustee*
Sarah Sorensen, *Trustee*

SUPERINTENDENT

Dr. Jaime Aquino

Student Code of Conduct

July 18, 2022



Goals and Objectives

The purpose of this presentation is to:

- Highlight stakeholder feedback that informed changes in the student code of conduct
- Provide an update on recommended guidance for out-of-school suspension
- Seek approval for the 2022-2023 Student Code of Conduct
- Provide an update on required changes to the discipline code which are reflected in the draft of the 2022-2023 code of conduct

Executive Summary

- Students provided feedback for the dress code and student bill of rights
- Parent and staff feedback was obtained for the student dress code
- Inclusion of language for out-of-school suspension that provides guidance for appropriate use of 2 and 3-day suspension
- Provide an update on required changes to the discipline code pertaining to the placement of bullying codes in the mandatory DAEP section

Student Dress Code

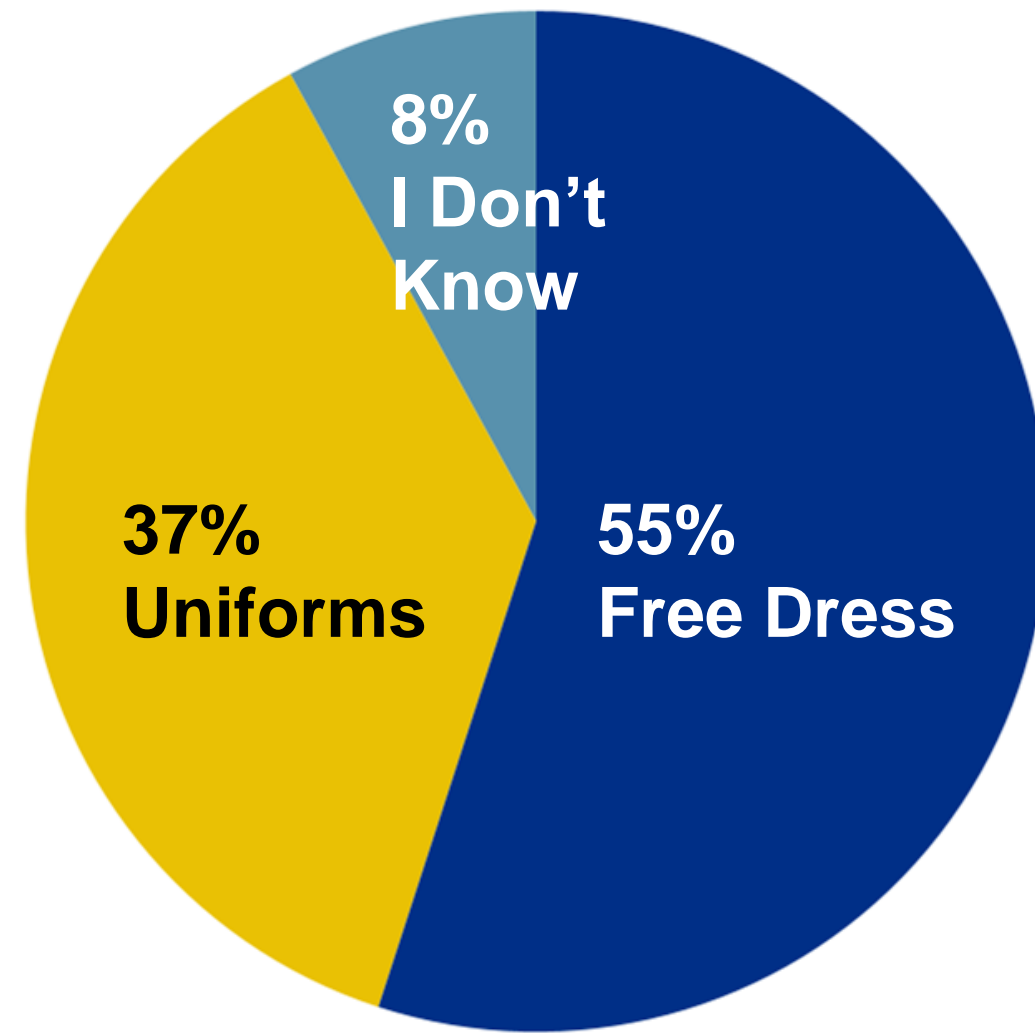


- Over 1,250 students in grades 3-8 participated in Student Bill of Rights focus groups with an emphasis on dress code
- Approximately 90% of students indicated that they want free dress
- Students overwhelmingly indicated a preference for a “fingertip length” policy
- Self-expression, comfort, money and fashion were common reasons for wanting a dress code policy change
- Students at each grade level expressed a concern for how they will acquire free clothes and requested a campus clothing closet or similar solution
- Students qualifying under McKinney-Vento will be eligible for clothing vouchers
- The district is in the process of setting up a district clothes closet

Student Dress Code

**Family Survey Responses 21-22
(12,473)**

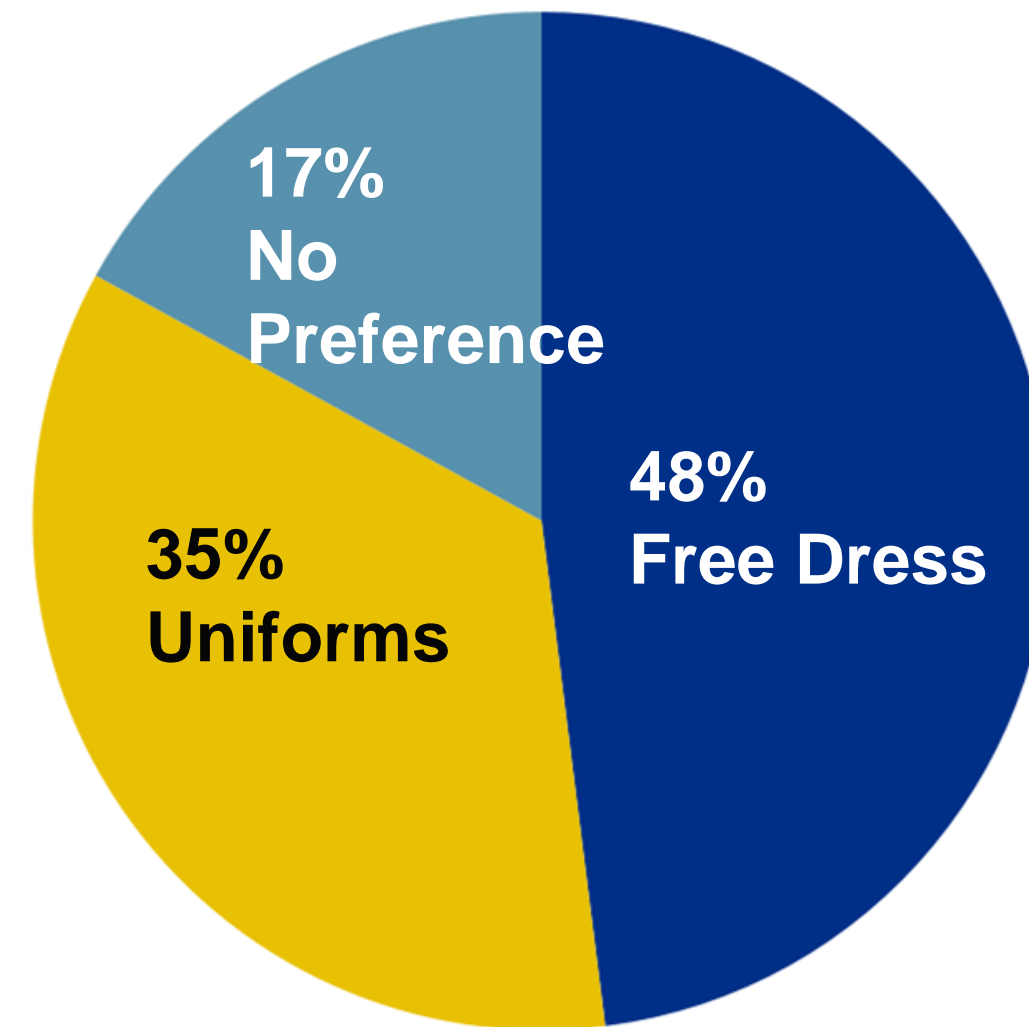
I prefer for my child to have...



Grades 3-8

**Staff Survey Responses 21-22
(412)**

I prefer for students to have...



Grades 3-8

**District Parent Advisory Council
(DPAC)**

Parents provided additional feedback through DPAC. Feedback was in alignment with the Family Survey Responses collected

Dress Code Committee included 9 elementary and academy principals, the director for policies and procedures, and the director for SEAD



Dress Code

- Removal of the uniform requirement for students at early childhood (EC), elementary, or academy schools with exceptions for specialty campuses which may have their own dress code
- EC, elementary, or academy students will have language in the Parent-Student Handbook that specifies length of pants/shorts/dress/skirt to be no shorter than finger-tip length and free of rips that expose skin or undergarments above the finger-tip line. Shirts must have fabric that covers the shoulder with material at least 3 inches wide

Elevating Student Voice: Student Bill of Rights

2-Year Feedback Cycle

Year 1 - District-Wide Survey for grades 3-12

Year 2 - Focus Groups

2021-2022

Student Bill of Rights Focus Groups

- **588** students participated
- Main topics of interest this year
 - Mental Health
 - Food



SCOC Changes: Out-of-School Suspension

2021-2022 Verbiage

- Students may be suspended for a period not to exceed three school days per behavior violation for engaging in any Level II offense or higher or pending DAEP placement or expulsion.

2022-2023 Verbiage Added

- It is important that schools seek to utilize alternatives to suspension to assure that the student has continued access to quality instruction and to avoid any negative effects that accompany being away from the classroom. When possible, the school administrator shall avoid the use of out-of-school suspension and will limit any such suspension to 1 day. When student and staff safety may be at risk, the administrator may implement a 2 or 3 day out-of-school suspension. Out-of-school suspension shall not be used in response to truancy. Students may be suspended for a period not to exceed three school days per behavior violation for engaging in any Level III offense or higher or pending DAEP placement or expulsion.

SCOC Changes: Dress Code

2021-2022 Verbiage

- Adhere to standards of dress and grooming as outlined in the dress code.

2022-2023 Verbiage

- Violations of the student dress code will be addressed at the campus level using teacher managed or administrator assigned consequences such as private discussion, directives for compliance, or administrator or parent conference. Students shall not be placed in suspension or refused admittance to school based on violations of the dress code. Refer to Board Policy FNCA or the Parent Student Handbook for dress code policy and requirements.

SCOC Changes: Serious Misbehavior

2021-2022 Verbiage

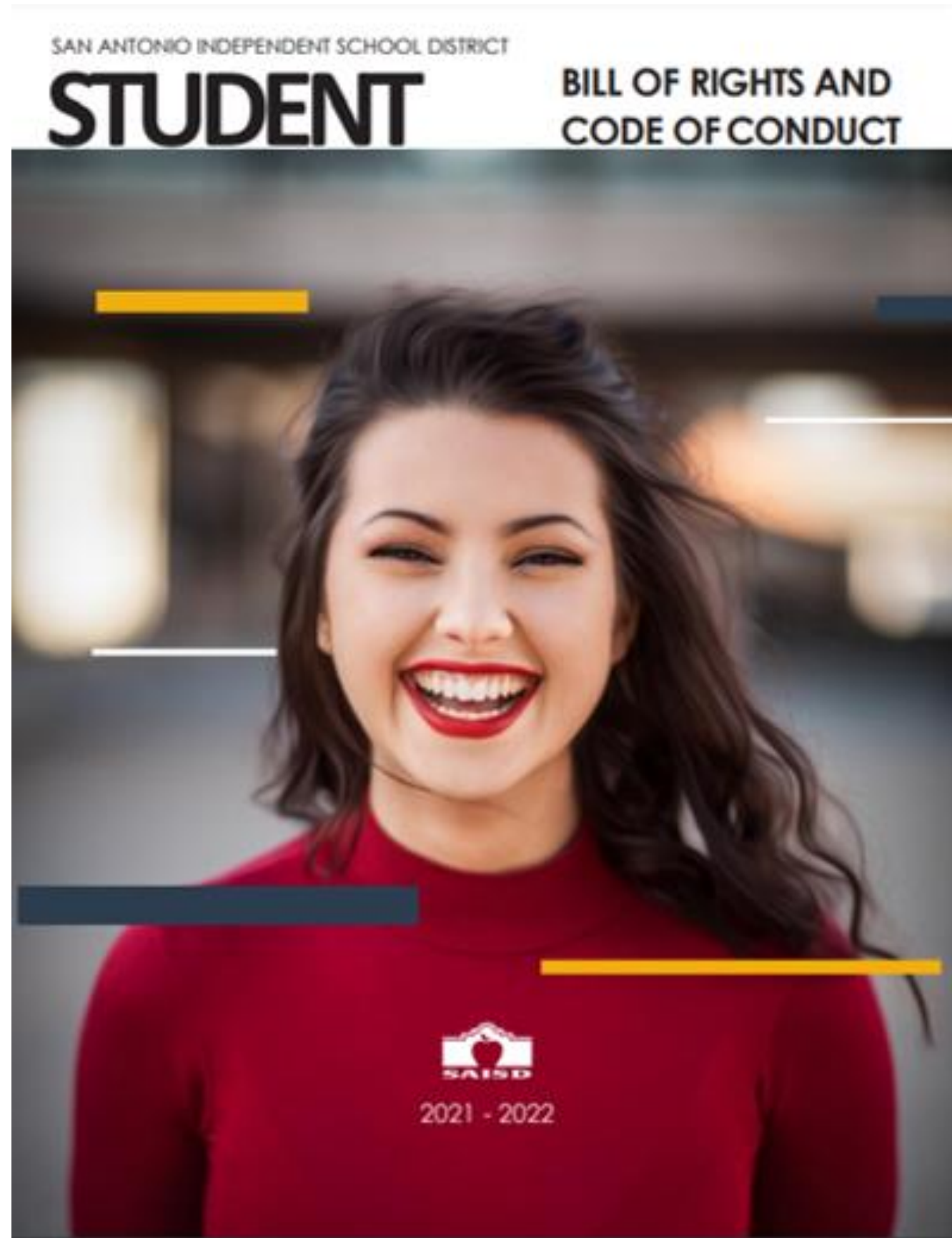
- 59.EN Engages in documented Serious Misbehavior (see Glossary) that violates this Code of Conduct despite documented behavioral interventions. A student who continues to commit Level I, II, or III offenses while in the DAEP may, therefore, be recommended for expulsion under this paragraph.

2022-2023 Verbiage

Engages in documented Serious Misbehavior that violates this Code of Conduct. “Serious Misbehavior” is defined as:

- 1) deliberate violent behavior that poses a direct threat to the health or safety of others;
- 2) extortion, meaning the gaining of money or other property by force or threat;
- 3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
- 4) conduct that constitutes the offense of:
 - (A) public lewdness under Section 21.07, Penal Code;
 - (B) indecent exposure under Section 21.08, Penal Code;
 - (C) criminal mischief under Section 28.03, Penal Code;
 - (D) personal hazing under Section 37.152; or
 - (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

SCOC Changes: Codes for Bullying



Bullying codes 61.FK, 61.FL, and 61.FM have moved from the discretionary DAEP section of the code of conduct to the mandatory DAEP section as required by Senate Bill 2050

Questions



SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Presentation on Redistricting Services

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Nicole Franco, Chief of Staff

PRESENTER: Kim Tocci, Director of Procurement Services
 Walsh, Gallegos, Trevino, Kyle & Robinson, P.C.

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive a presentation on the redistricting services from Walsh, Gallegos, Trevino, Kyle & Robinson, P.C.

On June 20, 2022, the Board selected Walsh, Gallegos, Trevino, Kyle & Robinson, P.C. to determine the population variances between the seven single member districts based on the 2020 census data. Walsh, Gallegos, Trevino, Kyle & Robinson, P.C. will provide a timeline and process for redistricting criteria. This is a discussion-only item. No action is required.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022-2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

**SAISD BOARD AGENDA
SUMMARY FORM**

AGENDA TITLE: Presentation on the Bond Program

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Nicole Franco, Chief of Staff

PRESENTER: Kedrick Wright, Deputy Chief Operations Officer

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive a brief presentation on the status of Bond 2016 and Bond 2020 implementation, including information on projects timeline, budget, construction progress, and anticipated changes or concerns.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

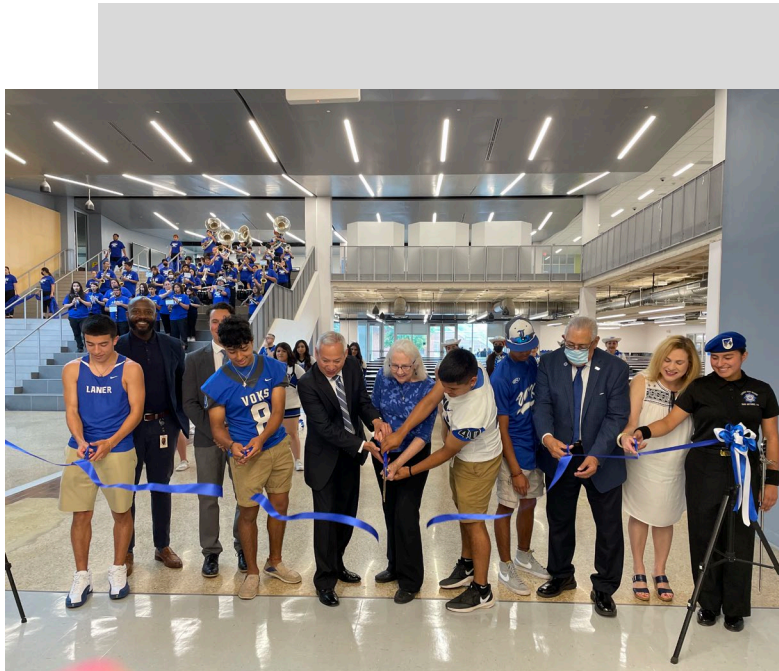
N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

San Antonio Independent School District

BOND UPDATE



Lanier HS Ribbon Cutting

San Antonio Independent School District

Bond Update

The purpose of this presentation is to provide a status update on SAISD's Capital Improvement Program.

- **Bond 2016** - \$450 million
 - Renovation of 13 campuses
- **Bond 2020** - \$1.3 billion
 - **Proposition A** – \$1.21 billion, renovation of 36 campuses, replacement of aging chillers and safety and security upgrades at all schools

Executive Summary

• **Bond 2016**

- August 2022 - 12 of 13 projects will be substantially complete
- Jefferson High School is undergoing a redesign of the third floor science labs to ensure adherence to the Secretary of the Interior's Standards for the Treatment of Historic Properties.
- All projects will be completed within budget

• **Bond 2020**

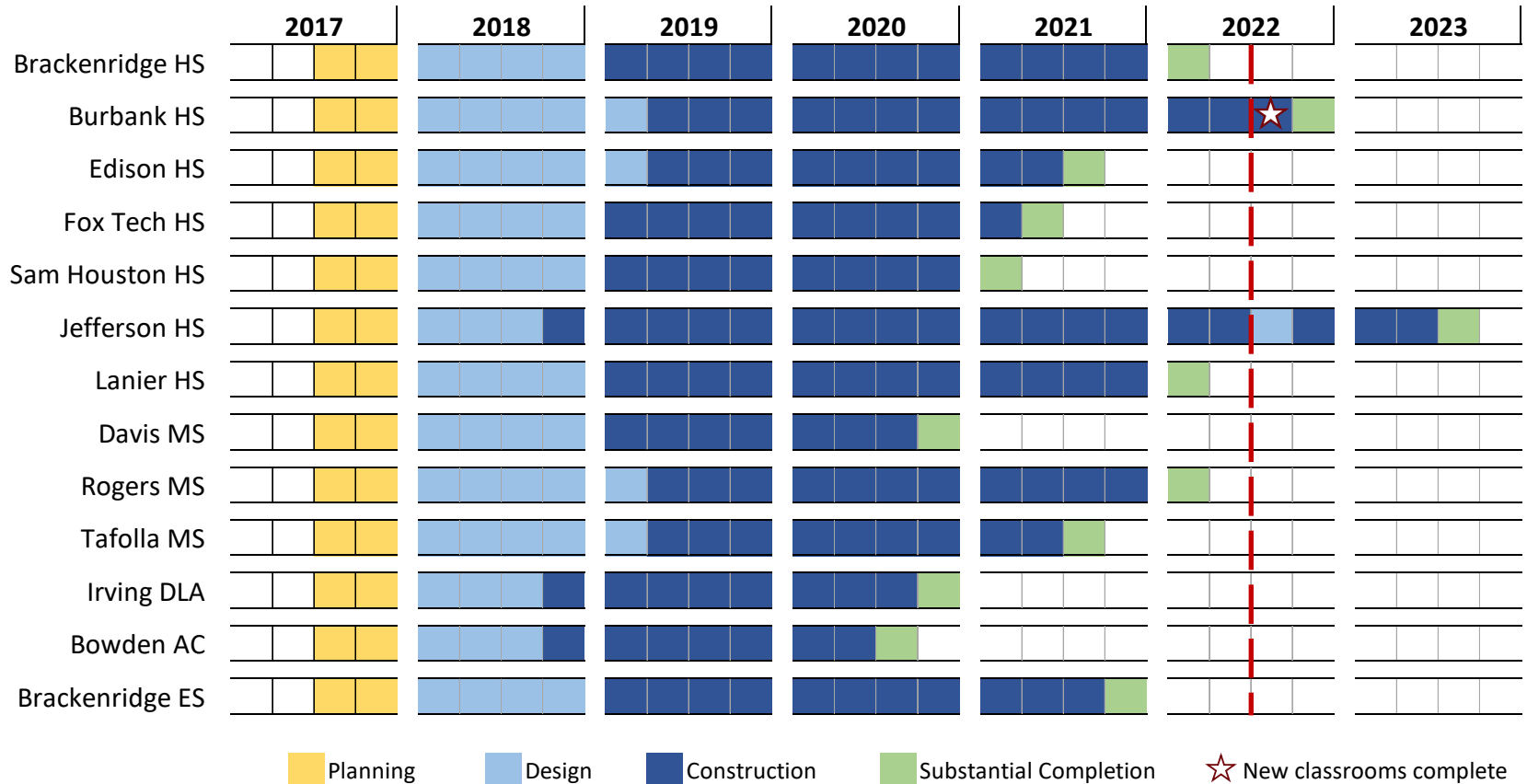
- 32 of 36 projects are in the Design Development or Construction Documents phase of design
- Advanced Learning Academy – Euclid, Burnet Middle School, Jefferson High School and Rhodes Middle School are working toward Schematic Design approval
- Construction will commence in 4 phases

2016 Bond Program

	Campus	Project Budget	Construction Budget	Soft Cost	Committed Cost	Cost to date	Uncommitted
001	Brackenridge HS	\$49,544,057	\$37,771,844	\$11,772,213	\$44,554,820	\$41,984,437	\$4,989,237
002	Burbank HS	\$78,148,780	\$59,579,770	\$18,569,010	\$67,960,593	\$54,804,883	\$10,188,187
003	Edison HS	\$28,545,553	\$23,416,293	\$5,128,357	\$25,582,041	\$24,123,137	\$2,963,512
004	Fox Tech HS	\$25,838,076	\$19,698,660	\$6,139,416	\$22,883,649	\$20,181,789	\$2,954,427
006	Houston HS	\$32,650,810	\$24,892,618	\$7,758,192	\$28,650,332	\$25,655,442	\$4,000,478
007	Jefferson HS	\$58,844,230	\$44,862,194	\$13,982,036	\$50,485,907	\$41,552,454	\$8,358,323
008	Lanier HS	\$46,132,472	\$35,170,889	\$10,961,583	\$40,616,017	\$37,574,390	\$5,516,455
043	Davis MS	\$19,958,069	\$15,215,812	\$4,742,257	\$17,264,549	\$17,124,055	\$2,693,520
049	Irving DLA	\$22,987,444	\$17,525,374	\$5,462,070	\$20,211,320	\$18,873,788	\$2,776,124
057	Rogers MS	\$28,322,736	\$21,592,942	\$6,729,794	\$24,974,516	\$21,267,090	\$3,348,220
061	Tafolla MS	\$24,729,904	\$18,853,807	\$5,876,097	\$22,681,394	\$20,694,719	\$2,048,510
110	Bowden AC	\$11,002,720	\$8,388,353	\$2,614,367	\$10,862,921	\$10,736,929	\$139,799
147	Brackenridge ES	\$11,772,253	\$8,975,036	\$2,797,217	\$10,524,420	\$10,224,557	\$1,247,833
	Subtotal	\$438,477,104	\$335,943,593	\$102,532,608	\$387,252,479	\$344,797,670	\$51,224,625
	Program Management	\$8,769,542					
	Bond Issuance	\$2,753,354					
	Bond Total	\$450,000,000					

2016 Bond Program Update

Schedule Update



2020 Bond Program

Scope	Project Budget	Construction Budget	Soft Cost	Committed Cost	Cost to date	Uncommitted
Renovations and upgrades to 36 campuses	\$1,094,294,515	\$820,720,886	\$273,573,629	\$68,260,182	\$15,229,557	\$1,026,034,333
Security upgrades	\$12,598,000	\$9,448,500	\$3,149,500	\$4,393,598	\$899,797	\$8,204,402
Mechanical system upgrades*	\$34,370,291	\$25,777,718	\$8,592,573	\$26,198,965	\$18,152,442	\$8,171,326
New school models	\$13,862,821	\$10,397,116	\$3,465,705	\$2,445,613	\$1,341,647	\$11,417,208
Subtotal	\$1,155,125,627	\$866,344,220	\$288,781,407	\$101,298,358	\$35,623,443	\$1,053,827,269
Program Management	\$43,323,117					
Bond Issuance	\$11,551,256					
Bond Total	\$1,210,000,000					

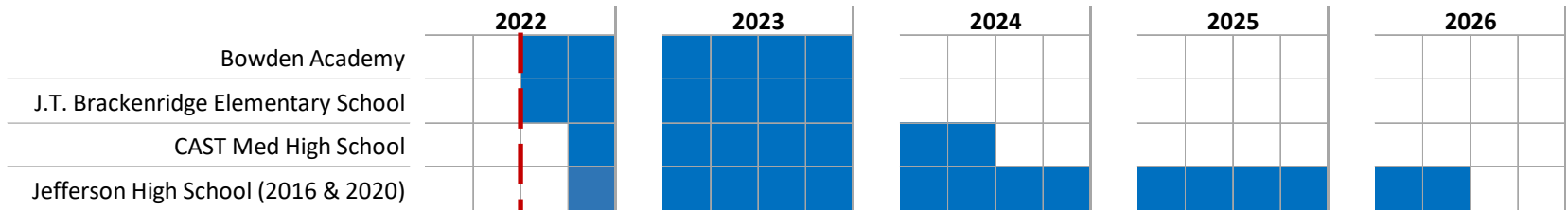
* Budget and cost include \$11,775,801 for Bond 2016 reimbursement for 2016 Emergency Chiller Replacements

Program Update

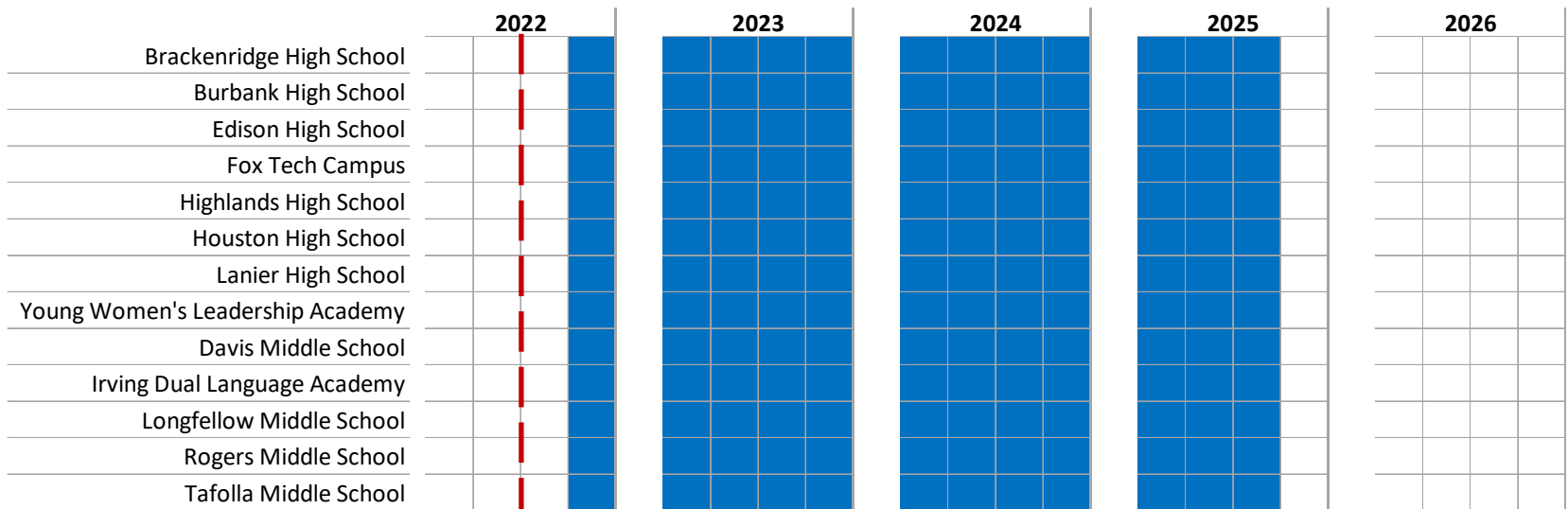
2020 Bond Program

Proposed Construction Starts

Phase One



Phase Two

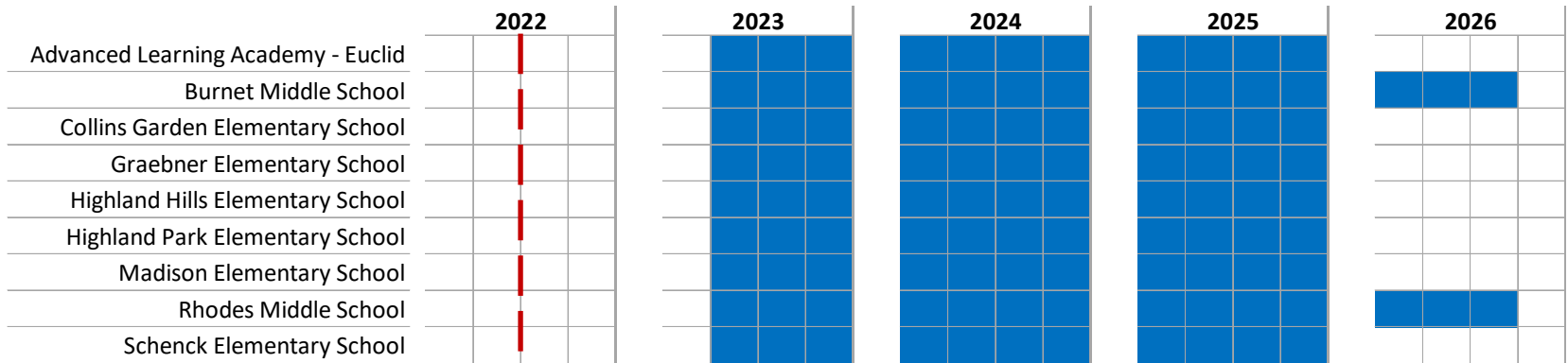


Program Update

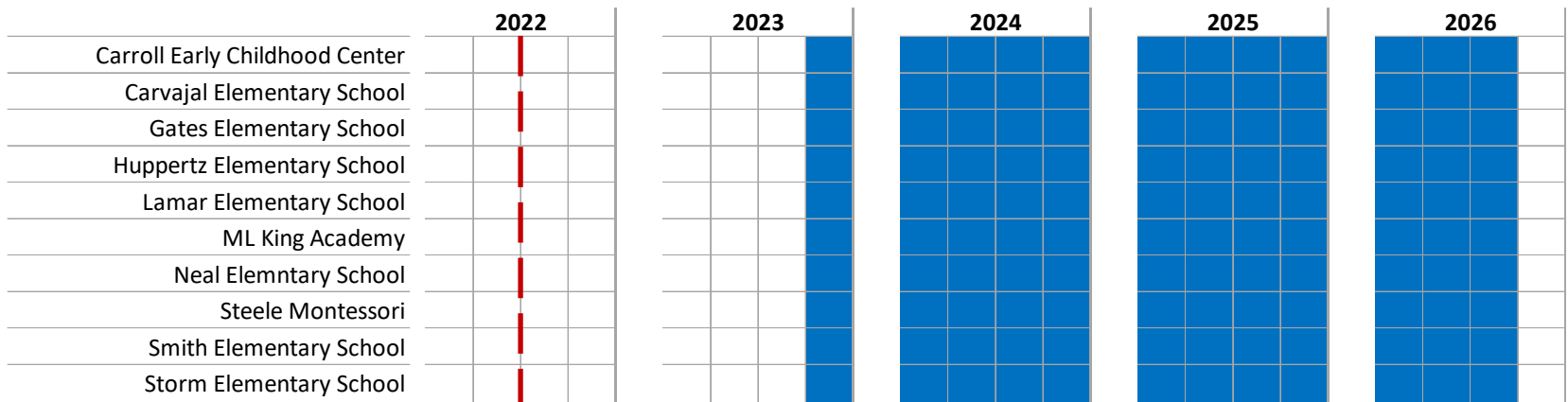
2020 Bond Program

Proposed Construction Starts

Phase Three



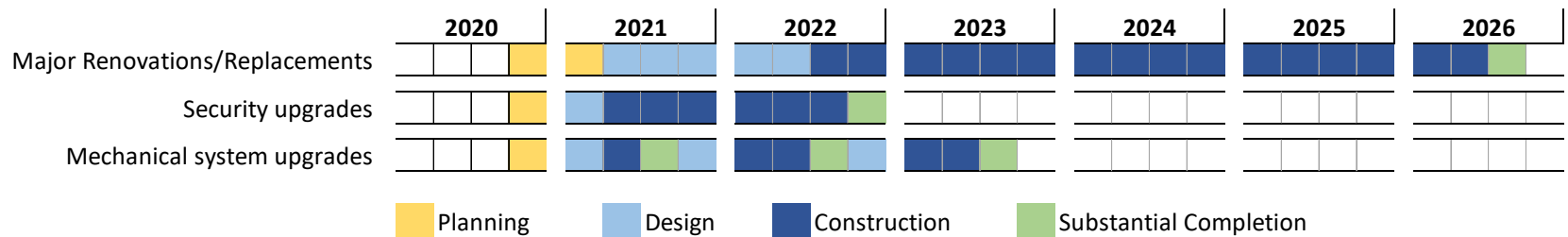
Phase Four



Program Update

2020 Bond Program

Overall Timeline



Thank you!

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Ratification of the Fee Waiver to Inner City Development for the use of Tafolla Middle School gymnasium for the Volleyball Summer League

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Nicole Franco, Chief of Staff

PRESENTER: Kedrick Wright, Deputy Chief Operations Officer

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the ratification of the fee waiver to Inner City Development, a non-profit, community-based organization that responds to emergency, educational, and recreational needs of the neighborhood on the near Westside of San Antonio in the vicinity of the Alazan-Apache Housing Projects. Inner City receives its financial support mainly through the generosity of individual donations. If found acceptable the Board will approve the fees in the amount \$3,885.00 dollars for use of the Tafolla Middle School gymnasium from July 6, 2022 to August 6, 2022 for a total of ten (10) days. (See attached Memorandum of Understanding).

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved the Board approve the ratification of the fee waiver to Inner City Development who has been operating in an economically disadvantaged of Bexar County, since 1968.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022-2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

MOU

2022 Inner City Development Summer Volleyball League

Hi, my name is Debbie Herrera I am the administrative assistant at Inner City Development.

Many of my family members are proud alumni of Sidney Lanier and have been a part of the athletics program & who will be volunteers. This summer for 2022 we will be offering volleyball for middle-school girls in our Lanier feeder pattern who will not be moving up to high school until 2023. All students participating are 100% from SAISD. Middle schools that will benefit are from Tafolla, Rhodes & Irving.

The program is free of charge. Inner City is a nonprofit 501c3 organization, tax exempt. A Non-School sponsored group.

As this is our first volleyball league, we have not decided if we will get t-shirts/uniforms to use or keep.

This free program benefits the students & families in the community who have low-income. Our goal & overall objective is to help athletes learn basic skills, provide a developmental system and deliver an experience that is rewarding and beneficial to long-term growth.

Thank you,
Debbie Herrera

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Ratification of the 2021-2022 Shared Services Agreement (SSA) Between SAISD and Education Service Center, Region 20 for Title I Non-Public Schools

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Eric Wicker, Senior Executive Director, School Improvement and Federal and State Programs

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the ratification of the Shared Services Agreement (SSA) between SAISD and Education Service Center, Region 20 for Title I Non-Public Schools. This SSA complies with the ESEA/ESSA federal requirements which mandates that school districts provide a proportionate student allocation to the private non-profit schools for children who reside within SAISD boundaries and are attending private non-profit schools.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the SSA with Education Service Center, Region 20.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Title I funds will be used for the cost of approximately \$462,512.00

287-21-6239-03-947-24-211 \$ 27,285.00

211-61-6239-00-189-24-002 \$392,483.00

287-21-6239-05-947-24-211 \$ 30,029.00

287-21-6239-89-947-24-211 \$ 12,715.00

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	School Improvement and Federal and State Programs
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Shared Services Agreement (SSA) Between SAISD and Education Service Center, Region 20 for Title I Non-Public Schools
Presenter:	Eric Wicker, Senior Executive Director, School Improvement and Federal and State Programs
Cost:	\$462,512.00
Board Goal:	N/A
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
560	n/a	23	\$766.00	n/a	n/a

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>This Shared Services Agreement complies with the ESEA/ESSA federal requirements which mandates that school districts provide a proportionate student allocation to the private non-profit schools for children who reside within SAISD boundaries and are attending private non-profit schools.</p>
--	--

Education Service Center, Region 20
2021-2022 Title I, Non-Public Cooperative/Shared Services Agreement

As a member of the Title I Non-Public School SSA, member districts and the Education Service Center, Region 20, enter into a Shared Services Arrangement – in consultation with appropriate private schools - to provide educational services in compliance with the ESEA/ESSA federal requirements for non-public Title I, Part A services. The intent of the program is direct services to eligible private school children who are in greatest educational need and who reside in participating public school attendance areas. ESC- Region 20 will serve as the fiscal agent for the equitable services allocations of all participating private schools.

ESC-20 will:

- Facilitate the primary consultation in the summer with those private schools that have chosen to participate with the SSA and pool allocations across districts and across private schools.
- Represent the participating school districts by interacting with the designated contact persons in the non-public schools regarding identification and verification of eligible Title IA students from all participating SSA districts.
- Regularly consult with the private schools regarding program design, delivery, budget, evaluation and reporting of Title I A services.
- Establish and maintain communications with non-public campus leadership during on-site visits and follow-up contact.
- Supervise instruction provided through the SSA to ensure that identified Title IA students receive specified services that result in academic gain.
- Use allocated funds to purchase equipment, materials, and support services identified through consultation with non-public schools and participating districts for use in the instructional program.
- Ensure that all equipment and materials purchased with Title I funds be clearly marked “Property of Title I Non-Public School Cooperative/SSA”.
- Work with participating districts to distribute or remove obsolete equipment and instructional materials that belong to the SSA according to ESSA and ESC-20 guidelines.
- Report quarterly, or as needed, to the district SSA members on progress of the program.
- Collect data and prepare evaluation reports for SSA districts in a timely manner.
- Maintain documentation of project activities to ensure compliance with ESSA federal regulations, guidelines, and procedures.
- Provide professional development opportunities, as determined through consultation, to classroom teachers of participating students to support students' academic needs, as funds allow.
- Provide parental involvement activities, as determined through consultation, for parents of participating students to support students' academic needs.
- Provide academic eligibility criteria and certify residency of students.
- ESC-Region 20, as the fiscal agent, will maintain appropriate policies and procedures within their Administrative Procedures Manual and provide documentation as necessary.

The LEA will:

- Designate a contact person to participate in the specifications of Title IA program delivery and procedures for the SSA.
- Facilitate consultation, with those private schools located in their region, related to program model (school-by-school allocation or pooling as an SSA) and third-party contractor options.
- Communicate with ESC-Region 20 a list of private schools who have chosen to join the SSA, and pool their allocation across districts and across PNPs.
- Provide guidelines for low-income data collection.
- Review program data to make recommendations to improve program effectiveness.
- Determine Title IA equitable funding for services to non-public school students according to ESSA guidelines.

Notes:

- SSA membership is renewed automatically each school year unless the member district communicates by June 1 to the ESC-Region 20 that they will not be participating for the next school year.
- If a member district chooses to opt out of the SSA the next year, unspent funds from the previous year remain with the SSA.
- If the SSA is terminated, assets acquired using Title I, Non-Public cooperative/SSA funds will be distributed, as appropriate, among member districts.
- Any unspent funds will carry over into the next fiscal year for private school student/staff services.
- A member district will be held accountable for any refund liability resulting from on-site monitoring/audit of years in which the district did not participate in the cooperative/SSA.

**Education Service Center, Region 20
2021-2022 Title I, Non-Public Cooperative/Shared Services Agreement**

- SSA Agreements and total costs will be emailed in February of each year, once final amounts have been calculated in the eGrants system, ESSA Consolidated Application, PS3099.
- Equitable services for private schools who have chosen not to participate with the SSA will be managed by the LEA.

The San Antonio Independent School District commitment for the 2021–2022 school year for Title IA, Non-Public services is:

21.22 PNP Allocation for SSA Student Services, Parent Involvement and Direct administrative costs @ .065	Additional Administrative cost not included in PNP allocation	Indirect Administrative Costs	Total commitment
\$419,768	\$12,715	\$30,029	\$462,512

Commitment: We, the undersigned, do hereby express our understanding of an agreement with the provisions of this document and acknowledge that all agreed upon services and products are contingent upon receipt of grant award.

District Authorized Official Date


Jeff Goldhorn (Apr 20, 2022 15:37 CDT)

Jeff Goldhorn, Ph.D. Date
Executive Director
Education Service Center, Region 20

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) with the Education Service Center, Region 20 for the Bexar County Pre-K Enrollment Drive Project**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Dr. Jaime Aquino, Superintendent

PRESENTER: Colleen Bohrmann, Executive Director of Early Childhood Education

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) with the Education Service Center, Region 20 for the Bexar County Pre-K Enrollment Drive. Included in this partnership are the Pre-K 4SA, Early Matters San Antonio, and SA Model on Child Poverty at Trinity University. The intention of this campaign is to increase enrollment of eligible 3- and 4-year-olds in public Pre-K in Bexar County. This county wide brandless campaign will include 4' x 8' visible signs placed strategically around the county. The campaign will also promote enrollment through English and Spanish radio and television advertisements along with social media posts. Campaign efforts will begin in June of 2022 and conclude in September of 2022. The campaign expenses will be allocated among participating districts on a pro rata basis calculated by fall 2021 Pre-K enrollment numbers.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the MOU with Education Service Center, Region 20 for Bexar County Pre-K Enrollment Drive as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

The pro rata cost for SAISD is \$20,877. This amount is based on the fall 2021 Pre-K enrollment numbers. The budget code is 199-13-6399-56-999-1-99-000.

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Early Childhood Education/Head Start
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Memorandum of Understanding (MOU) with the Education Service Center, Region 20 for Bexar County Pre-K Enrollment Drive Project
Presenter:	Colleen Bohrmann, Executive Director of Early Childhood Education
Cost:	\$20,877
Board Goal:	#2: Increase the percent of students kinder ready in Reading & Math
This MOU addresses the following:	<input type="checkbox"/> Academics <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
3800	292	59	\$5.49	\$71.53	\$353.84

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>In partnership with the Education Service Center-Region 20, Pre-K 4SA, Early Matters San Antonio, and SA Model on Child Poverty at Trinity University, the Board is requested to approve the Memorandum of Understanding (MOU) for the Bexar County Pre-K Enrollment Drive Project. The intention of this campaign is to increase enrollment of eligible 3- and 4-year-olds in public Pre-K in Bexar County. This county wide brandless campaign will include 4x8 visible signs placed strategically around the county. The campaign will also promote enrollment through English and Spanish radio and television advertisements along with social media posts. Campaign efforts will begin in mid-June of 2022 and conclude in September of 2022. The campaign expenses will be allocated among participating Bexar County school districts on a pro rata basis calculated by the fall 2021 Pre-K enrollment numbers.</p>
--	--

**Education Service Center, Region 20
Contract**

Project:

Bexar County Pre-K Enrollment Drive

June 2022 – August 2022

General Provisions & Assurances

- A. The intention of this campaign is to increase enrollment of eligible 3 and 4-year-olds in public Pre-K in Bexar County.
- B. Campaign expenses are not to exceed \$80,000 and will be allocated among participating districts on a pro rata basis calculated by fall 2021 Pre-K enrollment numbers.
- C. County-wide, brandless campaign to drive public Pre-K enrollment, to include:
 - 4' x 8' signs placed in high-visibility locations throughout county (similar to the recent bond campaign)
 - 4' x 8' signs available for school districts to place on district property
 - English and Spanish language radio ads (cost and time permitting)
 - Spanish-language TV (cost and time permitting)
 - Social media (cost and time permitting)
- D. Campaign to be executed as soon as possible, with a target of mid-June, pending ISD MOU commitments. It is the intention that the signage will stay up through the September, wherever possible.

SERVICES WITH CONTRACTING PARTNERS

Education Service Center, Region 20 (ESC-20):

- Serve as fiscal agent
- Pay expenses up front to meet timeline, once districts sign this financial contribution MOU
- Bill the districts at the conclusion of the campaign expenditures
- Provide an accounting of the campaign expenses with final pro rata per participating district

San Antonio ISD:

- Provide to program coordinator a contact phone number that:
 - will be answered Monday through Friday from 8AM – 6PM (and preferably 9AM – 1PM on Saturday)
 - parents can call to enroll students throughout the summer.
- Remit to fiscal agent (Region 20) a pro rata share of campaign costs upon completion of campaign expenditures and receipt of expense accounting.

Pre-K 4 SA:

- Provide pro bono graphic/media design for the campaign,
- Provide pro bono dedicated enrollment hotline answered Monday-Friday 8AM-6PM, and Saturday 9AM-1PM, with superintendent approved script that mentions school district options first, followed by Pre-K 4 SA.

Early Matters San Antonio (Mark Larson, Early Matters Officer and Region 20 employee):

- Serve as program coordinator and provide logistical support

SA Model on Child Poverty at Trinity University:

- Support the coordination of the effort and provide logistical support

ESC-20 Contact Persons:

Mark Larson, Early Matters Officer
Executive Office
(210) 370-5367
mark.larson@esc20.net

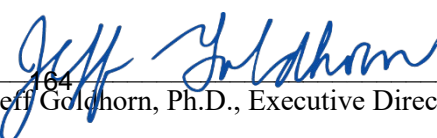
Carolyn Castillo, Deputy Director
Administrative and Instructional Services
(210) 370-5490
carolyn.castillo@esc20.net

Contractor Approval:



Dr. Jaime Aquino, Superintendent

ESC-20 Approval:



Jeff Goldhorn, Ph.D., Executive Director

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the PreK4SA – Public School Grant Agreement Between SAISD and The San Antonio Early Childhood Municipal Development Corporation

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Colleen Bohrmann, Executive Director of Early Childhood Education

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the PreK4SA Public School Grant Agreement between SAISD and the San Antonio Early Childhood Municipal Development Corporation for implementation of a Competitive Education Grant. The San Antonio ISD as Grantee has been awarded \$592,800.00 for a two-year service period beginning July 1, 2022 and ending June 30, 2024.

The purpose of this agreement is primarily to support the enhancement of high-quality prekindergarten programs and implementation of research-based best practices through:

- Increased professional development opportunities in early learning for campus administrators, campus support staff, and District support staff;
- Enhancements to outdoor learning environments for early childhood students;
- Increase/improve parent and family engagement of early childhood students; and
- Implementation of arts infusion (SA Wolf Trap) for early childhood students in SAISD.

The Board is also requested to authorize the Superintendent to approve amendments to the Agreement without further Board approval.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board of Trustees approve the PreK4SA – Public School Grant Agreement with the San Antonio Early Childhood Municipal Development Corporation, including Scope of Work and Budget.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

From July 1, 2022, to June 30, 2024, the San Antonio Early Childhood Municipal Development Corporation will reimburse SAISD up to \$522,800.00 for implementation of this PreK4SA Competitive Education Grant.

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.

- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

The San Antonio Early Childhood Education Municipal Development Corporation, a Texas Municipal Development Corporation (“Corporation”) hereby selects San Antonio Independent School District (SAISD), a political subdivision of the State of Texas (“Grantee”) as a Competitive Education Grants for Early Learning Programs recipient. Corporation and Grantee may be referred to as the Parties. Corporation awards Grantee a cost-reimbursable grant in an amount not to exceed \$592,800.00. This agreement (the “Grant Agreement”) between Corporation and Grantee contains the terms and conditions of this Grant.

I. SCOPE OF WORK

- 1.1 The public purpose of this Grant is to support the expansion of opportunities that increase the number of students served in a high quality early learning program and/or enhancement opportunities that improve the quality of education in an existing program through improved curriculum, assessment, increased professional development opportunities, increase/improve parent engagement, decrease class size or classroom teacher/student ratio, or other research-based best practices, as described in Grantee’s proposal (the “Proposal”) and budget (the “Budget”), attached hereto and incorporated herein as Attachment I, together identified as the “Project.”
- 1.2 The Parties will work to develop a detailed Scope of Work, including specified deliverables (to be included as Attachment II) and Performance Metrics (to be included as Attachment III) by no later than October 1, 2022 that will be incorporated into this Grant Agreement.
- 1.3 Grantee will provide, oversee, administer, and carry out all activities and services in a manner reasonably satisfactory to the Corporation and in compliance with the Project as will be attached hereto and incorporated herein as Attachments I, II, and III.

II. TERM

- 2.1 Except as otherwise provided for pursuant to the provisions hereof, this Grant Agreement shall begin on July 1, 2022 and shall terminate on June 30, 2024.

III. GRANT FUNDS

- 3.1 Corporation will reimburse Grantee for costs incurred for the Project in accordance with the approved budget and all subsequently authorized amendments to the same. It is specifically agreed that reimbursement hereunder shall not exceed the combined total amount of five hundred ninety-two thousand eight hundred dollars and zero cents (\$592,800.00). It is expressly understood and agreed by the Grantee and Corporation that the Corporation’s obligations under this Grant are contingent upon the actual receipt of adequate revenue, as applicable, to meet Corporation’s liabilities hereunder. Should the Corporation not receive sufficient funds to make payments pursuant to this Grant or should awarded Grant Funds be reduced, Corporation shall notify Grantee in writing within a reasonable time after such fact has been determined and may, at its option, either terminate this Grant or reduce the Project and Grant Funds accordingly. . Grant Funds are meant to add to, enhance, expand, increase, or extend the early learning programs and services offered by Grantee with other fund sources, including private, federal, state, or local funds, and Grant Funds shall not supplant other funds used to offer those early learning programs and services. In the event that Grant Funds are utilized to pay 100 percent of an employee’s salary, that employee must expend 100 percent of his/her time on Grant related activities.
- 3.2 It is expressly understood and agreed by the Grantee that the Corporation expects to pay all obligations of this Agreement from a 1/8th cent sales tax approved by the voters of the City of San Antonio. Accordingly, if funding is not received by Corporation in a sufficient amount to pay any of its obligations under the terms of this Agreement, or if the collection of sales tax is terminated, then this Agreement will terminate and neither Corporation nor Grantee will have any further obligations hereunder. Lack of funding is not and will not be considered a breach of this Agreement; provided however, that lack of funding will not excuse payment for services rendered or performed.

IV. PAYMENT

- 4.1 Grantee agrees that this is a cost reimbursement Grant Agreement and that the Corporation's liability hereunder is limited to making reimbursements for allowable costs incurred as a direct result of Corporation-funded services provided by the Grantee in accordance with the terms of this Grant Agreement. Allowable costs are defined as those costs which are necessary, reasonable and allowable under applicable federal, state, and local law, including but not limited to those laws referenced in Section XI hereof, for the proper administration and performance of the services to be provided under an agreement. All requested reimbursed costs must be consistent with the terms and provisions of the approved budgeted line items described in Attachment I of this Grant Agreement, unless (a) a subsequent budget revision has been approved and signed by the Chief Executive Officer of the Corporation or designee in cases where the total Grant Agreement Budget remains the same, or (b) a Grant Agreement amendment has been approved and signed by the Chief Executive Officer of the Corporation pursuant to Section 23.1 of this Grant Agreement in cases where there is an increase or decrease to the total Grant Agreement Budget. Approved budget revisions and Grant Agreement amendments modify the Budget attached hereto, and in such cases Grantee's requested reimbursed costs must be consistent with the last revised, approved budget. Approved budget revisions and Grant Agreement amendments supersede prior conflicting or inconsistent agreements with regard to the referenced Project Budget, and all references in the Grant Agreement to the budget shall mean the budget as revised through approved budget revisions or Grant Agreement amendments. In no event shall the Corporation be liable for any cost of Grantee not eligible for reimbursement as defined within the Grant Agreement. Grantee shall remit to Corporation within ten (10) business days after the Corporation makes the request for remittance any funded amounts which were paid pursuant to this Article IV and used to cover disallowed costs. Any such amounts not remitted within ten (10) business days may, at Corporation's option, be subject to offset against future funding obligations by Corporation. For purposes of this Grant Agreement, the term, "business day" shall mean every day of the week except all Saturdays, Sundays and those scheduled holidays officially adopted and approved by the San Antonio City Council or Corporation for Corporation employees.
- 4.2 Grantee shall submit to Corporation no later than the fifteenth (15th) of every month a Request for Payment in the form prescribed by Corporation, which details the specific costs (by category and by program account number) Grantee expensed in the previous month for the services delivered as described in Article I herein, including supporting documentation of such costs as may be required by the Chief Executive Officer of the Corporation. If the 15th day is not a business day, it shall be extended to the next business day. The Chief Executive Officer of the Corporation may require the Grantee's submission of original or certified copies of invoices, cancelled checks, Grantee's general ledger and/or receipts to verify invoiced expenses.
- 4.3 Corporation shall make reimbursement payments of eligible expenses to the Grantee of any undisputed amounts as determined by the Chief Executive Officer of the Corporation in accordance with established procedures, so long as Corporation receives a properly completed and documented Request for Payment. Corporation shall make payment to Grantee within 30 calendar days of receiving a valid and approved Request for Payment.
- 4.4 The Grantee shall submit to Corporation all final requests for payment no later than 45 days from the expiration or early termination date of this Grant Agreement, unless Grantee receives written authorization from the Chief Executive Officer of the Corporation prior to such 45-day period allowing Grantee to submit a request for payment after such 45 day period.
- 4.5 Grantee agrees that the Corporation shall not be obligated to any third parties of Grantee (including any subcontractors or third-party beneficiaries of Grantee) under this Grant Agreement.
- 4.6 Grantee agrees that administrative overhead costs may not exceed twenty percent (20%) of the funding provided pursuant to this Grant Agreement. Grantee shall submit detailed administrative costs by line item with its annual program budget prior to Grant Agreement execution by the deadline established by the Corporation.

- 4.7 Grantee agrees that Grantee costs or earnings claimed under this Grant Agreement may not be claimed under another Grant Agreement or grant from another agency, organization, business entity or governmental entity.

V. REPORTS AND DATA

- 5.1 Grantee shall provide certain deliverables and meet milestones for this Grant as more specifically provided for in Attachments II and III attached hereto. Where indicated, Corporation's payment is contingent upon satisfaction of the listed deliverable and/or milestone. Corporation may authorize changes to the payment and reporting schedules when appropriate. Corporation will confirm any such changes in writing.
- 5.2 The Grantee shall submit to the Corporation such reports as may be required and reasonably relevant by the Corporation. At the start of the Grant Agreement term, Corporation will provide Grantee with the required report templates including, but not limited to monitoring reports containing projected performance measures developed by the Grant Agreement monitoring staff. Grantee shall endeavor to submit completed reports within 30 days of the deadline established by the Grant Agreement monitoring staff. The Grantee ensures that all information contained in all required reports submitted to Corporation is accurate and support documentation shall be maintained. If the 30th day is not a business day, it shall be extended to the next business day.
- 5.3 In addition to the reporting requirements, Corporation may, at its discretion, request Grantee and its subcontractors to participate in additional data gathering including, but not limited to: (i) participate in surveys in accordance with Grantee's policies and procedures; (ii) respond to reasonable requests for information; and (iii) provide certain pertinent data to Corporation or its external partners for additional research and evaluation during the Grant Period and for a period of five (5) years following the Grant Period. Such data may include certain school and/or district data (including classification, demographic, and achievement data), certain aggregate and non-personally identifiable teacher data (including number of years of experience, tenure, valuation, and staffing data). Grantee and its subcontractors agree to reasonably comply with such requests and that Corporation may disseminate such data and research results. Unless otherwise specified in writing, Corporation may only request data related to individuals that is de-identified or aggregated at a level where such data will not be considered "personally identifiable".
- 5.4 Corporation values research and evaluation of the projects it funds. Grantee agrees to inform Corporation of any research or evaluation it conducts or commissions regarding the Project and to provide to Corporation a copy of any report or findings from the research or evaluation. Corporation may also conduct or commission research or evaluation related to this Project. Grantee agrees to (a) allow and reasonably facilitate Corporation and/or its evaluation partner to implement an evaluation plan; (b) identify an on-site evaluation coordinator who will serve as a contact; (c) reasonably facilitate the collection of data; and (d) permit Corporation to disseminate the results of the research or evaluation. Corporation and/or its evaluation partner will provide appropriate privacy and other protections to participants.
- 5.5 Corporation values knowledge capture and dissemination as an important aspect of the projects it funds. This often includes site visits from Corporation staff and partners and convening groups of grantees to share lessons learned and challenges in implementing various initiatives. Grantee agrees to allow Corporation and its partners to make pre-approved site visits and agree to participate in any convening groups, if reasonably requested by Corporation. Corporation agrees to provide reasonable notice to Grantee prior to visiting any sites, and Corporation visitors must comply with any security requirements of Grantee for site visits.

VI. ADMINISTRATION OF GRANT AGREEMENT

- 6.1 In the event that any disagreement or dispute should arise between the parties hereto pertaining to the interpretation or meaning of any part of this Grant Agreement or its governing rules, regulations, laws, codes or ordinances, the Corporation, through its CEO, is the party ultimately responsible for all matters of compliance with Corporation rules and regulations and the Grantor's rules or regulations, if state or federal grant funds are provided through this Grant Agreement, and shall have the final authority to reasonably render or secure legally official interpretation related to the Grant or Grant Agreement.
- 6.2 Grantee shall not use funds awarded from this Grant Agreement as matching funds for any federal, state or

local grant without the prior written approval of the Chief Executive Officer of the Corporation.

- 6.3 The Corporation shall have the authority during Grantee's normal business hours to make reasonable, physical inspections of the operating facility occupied by Grantee for the administration of this Grant Agreement and to require such physical safeguarding devices as locks, alarms, security/surveillance systems, safes, fire extinguishers, sprinkler systems, etc. to safeguard property and/or equipment authorized by this Grant Agreement. Corporation visitors will be required to comply with any applicable security requirements for site visits.

6.4 The Grantee Board of Trustees and/or Administration Management shall adopt and approve an Employee Integrity Policy if not already in place and shall establish if not already in place and use internal project management procedures to preclude theft, embezzlement, improper inducement, obstruction of investigation or other criminal action, and to prevent fraud and program abuse applicable to the Project. These procedures shall specify the consequences to Grantee's employees and vendors involved in such illegal activities to include but not be limited to termination and prosecution where necessary. Said procedures shall be provided to the Corporation upon request by the Corporation.

- 6.5 The use or purchase of gift cards is not allowable and reimbursable under this Grant Agreement.

VII. AUDIT

- 7.1 The Corporation reserves the right to conduct, or cause to be conducted an audit or review of all funds received under this Grant Agreement at any and all reasonable times as reasonably deemed necessary by Corporation. The Corporation Internal Audit Staff, a Certified Public Accounting (CPA) firm, or other personnel as designated by the Corporation, may perform such audit(s) or reviews. The Corporation reserves the right to determine the scope of every audit. In accordance herewith, Grantee agrees to make available to Corporation all relevant accounting and Project records.

Grantee shall during normal Grantee business hours, and as often as reasonably deemed necessary by Corporation and/or the applicable state or federal governing agency or any other auditing entity, make available and shall continue to make available the books, records, documents, reports, and evidence with respect to all matters covered by this Grant Agreement and shall continue to be so available for a minimum period of five (5) years or whatever period is determined necessary based on the Records Retention guidelines established by applicable law for this Grant Agreement. Said records shall be maintained for the required period beginning immediately after Grant Agreement expiration, save and except when there is litigation or if the audit report covering such Grant Agreement has not been accepted, then the Grantee shall retain the records until the resolution of such issues has satisfactorily occurred. The auditing entity shall have the authority to audit, examine and make excerpts, transcripts, and copies from all such books, records, documents and evidence, including all books and records used by Grantee in accounting for expenses incurred under this Grant Agreement, including invoices, materials, payrolls, records of personnel, conditions of employment and other data relating to matters covered by this Grant Agreement.

- 7.2 When an audit or examination determines that the Grantee has expended funds or incurred costs which are questioned by the Corporation and/or the applicable state or federal governing agency, the Grantee shall be notified and provided a reasonable opportunity to address the questioned expenditure or costs reasonably before any adverse ruling is made against Grantee.

Should any expense or charge that has been reimbursed be subsequently disapproved or disallowed as a result of any site review or audit and a reasonable opportunity for Grantee to address such disapproval or disallowance, the Grantee will promptly refund such amount to the Corporation no later than ten (10) days from the date of notification of such disapproval or disallowance by the Corporation or as otherwise legally permissible as a governmental entity. At its sole option, the Corporation may instead deduct such claims from subsequent reimbursements; however, in the absence of prior notice by Corporation of the exercise of such option, Grantee shall provide to Corporation a full refund of such amount no later than ten (10) Grantee business days from the date of notification of such disapproval or disallowance by the Corporation or as otherwise legally permissible as a governmental entity. Should the Corporation, at its sole discretion, deduct such claims from subsequent reimbursements, the Grantee is forbidden from reducing Project expenditures and Grantee must use its own funds to maintain the Project.

Grantee agrees and understands that all expenses associated with the collection of delinquent debts owed by Grantee shall be the sole responsibility of the Grantee and shall not be paid from any Project funds received by the Grantee under this Grant Agreement.

- 7.3 If the Corporation determines, in its sole discretion, that Grantee is in violation of the above requirements, the Corporation shall have the right to dispatch auditors of its choosing to conduct the required audit in accordance with section 7.1 of this Agreement.

VIII. RECORDS AND COPYRIGHTS

- 8.1 The Corporation is assigned monitoring, fiscal control, and evaluation of projects. Therefore, at such times and in such form as may be required by the Corporation, the Grantee shall furnish to the Corporation and the Grantor of the grant funds if state or federal grant funds are provided through this Grant Agreement, such statements, records, data, all policies, procedures, and information reasonably related to the Project and permit the Corporation and Grantor of the state or federal grant funds, if applicable, to have interviews with its personnel, board members and Project participants pertaining to the matters covered by this Grant Agreement. The Corporation shall provide Grantee reasonably adequate notice prior to requesting such documents, and shall work with Grantee on a mutually convenient schedule for any necessary interview. Interviewees may be represented during interviews.
- 8.2 Grantee agrees to maintain in confidence all information pertaining to the Project or other information and materials prepared for, provided by, or obtained from Corporation including, without limitation, reports, information, Project evaluation, Project designs, data, and other related information (collectively, the "Confidential Information") and to use the Confidential Information for the sole purpose of performing its obligations pursuant to this Grant Agreement. Upon expiration or early termination of this Grant Agreement, Grantee shall return to Corporation all copies of materials related to the Project, including the Confidential Information, if legally permitted to do so.
- 8.3 The Public Information Act, Government Code Section 552.021, requires the Corporation to make public information available to the public. Under Government Code Section 552.002(a), public information means information that is written, produced, collected, assembled or maintained under a law or ordinance or in connection with the transaction of official business: 1) by a governmental body; or 2) for a governmental body and the governmental body owns the information, has a right of access to it, or has spent or contributed public money for the purpose of its writing, production, collection, assembly or maintenance. Therefore, if either Party receives inquiries regarding documents within its possession pursuant to this Grant Agreement, Grantee shall within twenty-four (24) hours of receiving the requests (not including weekends/holidays) forward such request to the other Party. If the requested information is considered confidential pursuant to state or federal law, the Parties shall collaborate and determine a proper and timely response to the records requests.
- 8.4 In accordance with Texas law, but subject to the requirements of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g, and its implementing regulations (FERPA), Grantee acknowledges and agrees that all local government records as defined in Chapter 201, Section 201.003 (8) of the Texas Local Government Code created or received in the transaction of official business or the creation or maintenance of which were paid for with public funds are declared to be public property and subject to the provisions of Chapter 201 of the Texas Local Government Code and Subchapter J, Chapter 441 of the Texas Government Code. Thus, Grantee agrees that no such local government records produced by or on the behalf of Grantee pursuant to this Grant Agreement shall be the subject of any copyright or proprietary claim by Grantee.

Grantee acknowledges and agrees that, subject to FERPA, all local government records, as described herein, produced in the course of the work required by this Grant Agreement, shall belong to and is the property of Corporation and shall be made available to the Corporation at any time. Grantee further agrees to turn over to Corporation all such records upon expiration or early termination of this Grant Agreement, if requested by the Corporation. Grantee agrees that it shall not, under any circumstances, release any records created during the course of performance of the Grant Agreement to any entity without the written permission of the Chief Executive Officer of the Corporation, unless required to do so by a court of competent jurisdiction or other applicable law. The Corporation shall be notified of such request as set forth in Article

VIII., section 8.3 of this Grant Agreement.

- 8.5 Ownership of Intellectual Property. Grantee and Corporation agree that all early learning methods, models, resources, tools, documents, and curriculum that Corporation develops and owns as part of its Pre-K 4 SA program (“Corporation’s Pre-K 4 SA Intellectual Property”) are and shall remain the sole and exclusive property of Corporation. Without limiting the foregoing, Corporation hereby grants to the Grantee a royalty-free, non-exclusive, non-sublicensable, and non-transferable license to use, copy, and prepare derivative works from Corporation’s Pre-K 4 SA Intellectual Property solely in furtherance of Grantee’s Project. Grantee shall provide Corporation with the following credit, in all copies made of Corporation’s Pre-K 4 SA Intellectual Property:

© The San Antonio Early Childhood Education Municipal Development Corporation

Other than such credit, Grantee has no right to use Corporation's name or any trademarks, logos, or other intellectual property rights of Corporation. This license shall survive termination of this Agreement; however, Corporation may terminate this license upon written notice to Grantee if Grantee breaches or fails to comply with the license terms provided in this Section 8.5. Upon termination of this license, Grantee shall immediately cause to be erased all electronic copies and destroy all tangible copies of Corporation’s Pre-K 4 SA Intellectual Property. No other license or right is granted or implied hereby. Corporation reserves all rights not expressly granted to Grantee by this Section 8.5.

- 8.6 Within a period not to exceed 90 days from the expiration or early termination date of the Grant Agreement, Grantee shall submit all final client and/or fiscal reports and all required deliverables to Corporation. Grantee understands and agrees that in conjunction with the submission of the final report, the Grantee shall execute and deliver to Corporation a receipt for all sums and a release of all claims against the Project.
- 8.7 Grantee agrees to comply with official records retention schedules in accordance with the Local Government Records Act of 1989 and any amendments thereto, referenced in section 11.2 of this Grant Agreement.

IX. INSURANCE

- 9.1 Grantee represents and agrees that it maintains a self-insurance fund for general liability and worker's compensation claims and causes of action to meet its statutory obligations to its employees.

X. LIABILITY, INDEMNITY, AND IMMUNITY

- 10.1 Grantee acknowledges that as a political subdivision of the State of Texas, it must comply with the applicable provisions of the Texas Tort Claims Act, as set out in the Civil Practice and Remedies Code, Section 101.001, et. seq., and the remedies authorized therein regarding claims or causes of action that may be asserted by third parties for accident, injury or death.**

The indemnity provided for in this paragraph shall not apply to any liability resulting from the negligence of GRANTEE and/or CITY, its officers or employees, in instances where such negligence causes personal injury, death, or property damage. IF GRANTEE AND CORPORATION AND/OR CITY ARE FOUND JOINTLY LIABLE BY A COURT OF COMPETENT JURISDICTION, LIABILITY SHALL BE APPORTIONED COMPARATIVELY IN ACCORDANCE WITH THE LAWS OF THE STATE OF TEXAS, WITHOUT, HOWEVER, WAIVING ANY GOVERNMENTAL IMMUNITY AVAILABLE TO THE PARTIES UNDER TEXAS LAW AND WITHOUT WAIVING ANY DEFENSES OF THE PARTIES UNDER TEXAS LAW.

The provisions of this INDEMNIFICATION are solely for the benefit of the Parties and not intended to create or grant any rights, contractual or otherwise, to any other person or entity.

GRANTEE shall advise the CORPORATION/CITY in writing within 24 hours of any claim or demand against the CORPORATION/CITY or GRANTEE known to GRANTEE related to or arising out of GRANTEE’S activities under this GRANT AGREEMENT and shall see to the investigation and defense of such claim or demand at GRANTEE’S cost. The CORPORATION/CITY shall have the

right, at its option and at its own expense, to participate in such defense without relieving GRANTEE of any of its obligations under this paragraph.

XI. APPLICABLE LAWS

- 11.1 The Grantee certifies that it will provide a drug-free workplace in compliance with the Drug-Free Workplace Act of 1988. Failure to comply with the above-referenced law and regulations could subject the Grantee to suspension of payments, termination of Grant Agreement, and debarment and suspension actions.
- 11.2 All of the work performed under this Grant Agreement by Grantee shall comply with all applicable laws, rules, regulations and codes of the United States and the State of Texas and with the charter, ordinances, bond ordinances, and rules and regulations of the Corporation of San Antonio and County of Bexar. Additionally, Grantee shall comply with the following:
- Local Government Records Act of 1989 official record retention schedules found at <http://www.tsl.state.tx.us/slr/recordspubs/gr.html>
 - Government Code Chapter 552 pertaining to Texas Public Information Act found at <http://www.statutes.legis.state.tx.us/Docs/GV/htm/GV.552.htm>
 - If applicable, Texas Local Government Code Chapter 252 pertaining to purchasing and contracting authority of municipalities or Section 44.031 of the Texas Education Code.
 - If applicable, Texas Government Code Chapter 2254 pertaining to Professional and Consulting Services
 - Texas Local Government Code can be found at <http://www.statutes.legis.state.tx.us/>
- In addition to the applicable laws referenced above, Grantee must also adhere to compliance requirements that are applicable to the specific funding source(s) from which funds paid to Grantee hereunder originated. For example, CDBG Grantees are required to follow applicable CDBG regulations.
- 11.3 The Grantee warrants that any and all taxes that the Grantee may be obligated for, including but not limited to, federal, state, and local taxes, fees, special assessments, federal and state payroll and income taxes, personal property, real estate, sales and franchise taxes, are current, and paid to the fullest extent liable as of the execution date of the Grant Agreement. The Grantee shall comply with all applicable local, state, and federal laws including, but not limited to:
- (A) worker's compensation;
 - (B) unemployment insurance;
 - (C) timely deposits of payroll deductions;
 - (D) filing of Information on Tax Return form 990 or 990T, Quarterly Tax Return Form 941, W-2's Form 1099 on individuals who received compensation other than wages, such as car allowance, Forms 1099 and 1096 for contract or consultant work, non-employee compensation, etc;
 - (E) Occupational Safety and Health Act regulations; and
 - (F) Employee Retirement Income Security Act of 1974, P.L. 93-406.
- 11.4 Grantee agrees to comply with the Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq., and all regulations thereunder.
- 11.5 In compliance with Texas Government Code Section 2264.053, Restrictions on Use of Certain Public Subsidies, if Grantee receives a public subsidy and is found to be in violation of 8 U.S.C. 1324a(f), Grantee shall repay all funds received under this Grant Agreement with interest in the amount of three percent (3%). Such repayment shall, subject to Section 7.2 of this Agreement, be made within 120 days of Grantee receiving notice from the Corporation of the violation. For the purposes of this section, a public subsidy is defined as a public program or public benefit or assistance of any type that is designed to stimulate the economic development of a corporation, industry or sector of the state's economy or to retain or create jobs in this state. This term includes grants, loans, loan guarantees, benefits relating to an enterprise or empowerment zone, fee waivers, land price subsidies, infrastructure development and improvements designed to principally benefit a single business or defined group of businesses, matching funds, tax refunds, tax rebates or tax abatements.
- 11.6 Grantee agrees to abide by any and all future amendments or additions to all laws, rules, regulations, policies and procedures pertinent to this Grant Agreement as they may be promulgated.

XII. NO SOLICITATION/CONFLICT OF INTEREST

- 12.1 The Grantee warrants that no person or selling agency or other organization has been employed or retained to solicit or secure this Grant Agreement upon a contract or understanding for a commission, percentage, brokerage, or contingent fee and further that no such understanding or agreement exists or has existed with any employee of the Grantee or the Corporation. For breach or violation of this warrant, the Corporation shall have the right to terminate this Grant Agreement without liability or, at its discretion, to deduct from the Grant Agreement or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee, or to seek such other remedies as legally may be available.
- 12.2 Grantee covenants that neither it nor any member of its governing body or of its staff presently has any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this Grant Agreement. Grantee further covenants that in the performance of this Grant Agreement, no persons having such interest shall be employed or appointed as a member of its governing body or of its staff.
- 12.3 Grantee further covenants that no member of its governing body or of its staff shall possess any interest in, or use their position for, a purpose that is or gives the appearance of being motivated by desire for private gain for themselves or others, particularly those with which they have family, business, or other ties.
- 12.4 No member of Corporation's governing body or of its staff who exercises any function or responsibility in the review or approval of the undertaking or carrying out of this Grant Agreement shall:
- (A) Participate in any decision relating to this Grant Agreement which may affect his or her personal interest or the interest of any corporation, partnership, or association in which he or she has a direct or indirect interest; or
 - (B) Have any direct or indirect interest in this Grant Agreement or the proceeds thereof.
- 12.5 Grantee acknowledges that it is informed that the Corporation has determined that it will adopt and follow the Charter of the City of San Antonio and its Ethics Code which prohibit a City officer or employee, as those terms are defined in Sec. 2-52 (f) of the Ethics Code, from having a financial interest in any contract with the City or any City agency such as city owned utilities. As such, the above prohibitions apply to Corporation officers and employees.
- An officer or employee has a "prohibited financial interest" in a contract with the Corporation or in the sale to the Corporation of land, materials, supplies or service, if any of the following individual(s) or entities is a party to the contract or sale:
- (A) a City officer or employee; his or her spouse, sibling, parent, child or other family member within the first degree of consanguinity or affinity;
 - (B) an entity in which the officer or employee, or his or her parent, child or spouse directly or indirectly owns (i) 10 percent or more of the voting stock or shares of the entity, or (ii) 10 percent or more of the fair market value of the entity; or
 - (C) an entity in which any individual or entity listed above is (i) a subcontractor on a City contract, (ii) a partner or (iii) a parent or subsidiary entity.
- 12.6 Pursuant to the subsection above, Grantee warrants and certifies, and this Grant Agreement is made in reliance thereon, that by contracting with the Corporation, Grantee does not cause a City employee or officer to have a prohibited financial interest in the Grant Agreement. Grantee further warrants and certifies that it has tendered to the Corporation a Contracts Disclosure Statement in compliance with the City's Ethics Code.

XIII. TERMINATION

- 13.1 Termination for Cause - Should the Grantee fail to fulfill, in a timely and proper manner, obligations under this Grant Agreement to include performance standards established by the Corporation, or if the Grantee

should violate any of the covenants, conditions, or stipulations of the Grant Agreement, the Corporation shall thereupon have the right to terminate this Grant Agreement in whole or in part by sending written notice to the Grantee of such termination and specify the effective date thereof (which date shall not be sooner than the expiration of the referenced cure period). The Grantee shall be afforded ten (10) business days to cure any breach of its obligations under this Agreement. The Grantee shall be entitled to receive just and equitable compensation for any work satisfactorily completed prior to such termination date. The question of satisfactory completion of such work shall be determined by the Corporation alone, and its decision shall be final.

- 13.2 Termination for Convenience - This Grant Agreement may be terminated in whole or in part when the Corporation determines that continuation of the Project would not produce desired results commensurate with the further expenditure of funds or if the Corporation has insufficient revenue to satisfy the Corporation's liabilities hereunder. Such termination by Corporation shall specify the date thereof, which date shall not be sooner than the thirtieth (30th) day following the day on which notice is sent. The Grantee shall also have the right to terminate this Grant Agreement and specify the date thereof, which date shall not be sooner than the end of the thirtieth (30th) day following the day on which notice is sent. The Grantee shall be entitled to receive just and equitable compensation for any work satisfactorily completed prior to such termination date. The question of satisfactory completion of such work shall be determined by the Corporation alone, and its decision shall be final.
- 13.3 Notwithstanding any other remedy contained herein or provided by law, the Corporation may delay, suspend, limit, or cancel funds, rights or privileges herein given the Grantee for failure to comply with the terms and provisions of this Grant Agreement. Specifically, at the sole option of the Corporation, the Grantee may be placed on probation during which time the Corporation may withhold reimbursements in cases where it determines that the Grantee is not in compliance with this Grant Agreement. The Grantee shall not be relieved of liability to the Corporation for damages sustained by the Corporation by virtue of any breach of this Grant Agreement, and the Corporation may withhold funds otherwise due as damages, in addition to retaining and utilizing any other remedies available to the Corporation.
- 13.4 Should the Grantee be debarred by Corporation pursuant to a debarment policy currently existing or hereafter adopted, said debarment may within Corporation's sole and absolute discretion, be grounds for termination for cause.

XIV. PROHIBITION OF POLITICAL ACTIVITIES

- 14.1 Grantee agrees that no funds provided from or through the Corporation shall be contributed or used to conduct political activities for the benefit of any candidate for elective public office, political party, organization or cause, whether partisan or non-partisan, nor shall the personnel involved in the administration of the Project provided for in this Grant Agreement be assigned to work for or on behalf of any partisan or non-partisan political activity.
- 14.2 Grantee agrees that no funds provided under this Grant Agreement may be used in any way to attempt to influence, in any manner, a member of Congress or any other state or local elected or appointed official.
- 14.3 The prohibitions set forth in sections 14.1 and 14.2 of Article XIV of this Grant Agreement include, but are not limited to, the following:
- (A) an activity to further the election or defeat of any candidate for public office or for any activity undertaken to influence the passage, defeat or final content of local, state or federal legislation;
 - (B) working or directing other personnel to work on any political activity during time paid for with Corporation funds, including, but not limited to activities such as taking part in voter registration drives, voter transportation activities, lobbying, collecting contributions, making speeches, organizing or assisting at meetings or rallies, or distributing political literature;

- (C) coercing personnel, whether directly or indirectly, to work on political activities on their personal time, including activities such as taking part in voter registration drives, voter transportation activities, lobbying, collecting contributions, making speeches, organizing or assisting at meetings or rallies, or distributing political literature; and
 - (D) using facilities or equipment paid for, in whole or in part with Corporation funds for political purposes including physical facilities such as office space, office equipment or supplies, such as telephones, computers, fax machines, during and after regular business hours.
- 14.4 To ensure that the above policies are complied with, Grantee shall inform every member of its personnel paid out of Corporation funds of the above prohibitions and have each individual acknowledge his or her understanding of the policy.
- 14.5 Grantee agrees that in any instance where an investigation of the above is ongoing or has been confirmed, reimbursements paid to the Grantee under this Grant Agreement may, at the Corporation's discretion, be withheld until the situation is resolved.
- 14.6 This Article shall not be construed to prohibit any person from exercising his or her right to express his or her opinion or to limit any individual's right to vote. Further, Grantee and staff members are not prohibited from participating in political activities on their own volition, if done during time not paid for with Corporation funds.

XV. PERSONNEL MANAGEMENT

- 15.1 Grantee agrees that the job titles and descriptions set forth in the budget (Attachment I) that affect a salary or range increase may not be changed without justification and prior written approval from the Chief Executive Officer of the Corporation.
- 15.2 Chief Executive Officers (CEOs), directors and other supervisory personnel of Grantee may not supervise a spouse, parents, children, brothers, sisters, and in-laws standing in the same relationship, (hereinafter referred to as "Relatives") who are involved in any capacity with program delivery supported through Corporation funds. Relatives, however, may be co-workers in the same Project in a non-supervisory position. Corporation reserves the right to disallow reimbursement in instances where Corporation finds that the integrity of the Project is compromised due to an inappropriate supervisory relationship in violation of this provision.

XVI. ADVERSARIAL PROCEEDINGS

- 16.1 Grantee agrees to comply with the following special provisions:
- (A) Grantee shall provide the Corporation with reasonable notice and make a good faith effort to resolve any claims or disputes between the parties;
 - (B) Under no circumstances will the funds received under this Grant Agreement be used, either directly or indirectly, to pay costs or attorney fees incurred in any adversarial proceeding against the Corporation or any other public entity and the Corporation may conduct an audit to confirm no such use;
 - (C) Grantee, at the Corporation's option, could be ineligible for consideration to receive any future funding while any adversarial proceedings against the Corporation remains unresolved; and
 - (D) This Grant Agreement may be terminated by Corporation under Article XIII should Grantee have a pending lawsuit against Corporation or file a lawsuit against the Corporation during the term of this Grant Agreement.

XVII. CORPORATION-SUPPORTED PROJECT

- 17.1 Grantee shall publicly acknowledge that this Project is supported by the Corporation. Throughout the term of this Grant Agreement, Grantee agrees to include written acknowledgment of the Corporation's financial support in all Project-related presentations, press releases, flyers, brochures and other informational material prepared and distributed by Grantee. Grantee shall obtain the Corporation's prior approval of the language and logo, as applicable, to be used.

XVIII. EQUIPMENT

- 18.1 Grantee shall retain ownership of all equipment/property purchased with funds received through the Corporation.
- 18.2 Grantee represents that it has a policy governing the maintenance and disposition of equipment (machinery, furniture, fixtures, computers and office machines exceeding specified values) such that the asset is protected, maintained and disposed of in accordance with that policy and for no less than the term of this Grant Agreement. In cases of theft and/or loss of equipment, it is the responsibility of the Grantee to replace it with like equipment. Corporation funds cannot be used to replace equipment in those instances. All replacement equipment will be treated in the same manner as equipment purchased with Corporation funds.
- 18.3 Grantee shall maintain records on all equipment purchased with Grant funds to include:
- (A) A description of the equipment, including the model and serial number, if applicable;
 - (B) The date of acquisition, cost and procurement source, purchase order number, and vendor number;
 - (C) An indication of whether the equipment is new or used;
 - (D) The vendor's name (or transferred from);
 - (E) The location of the property;
 - (F) The property number shown on the property tag; and
 - (G) A list of disposed items and disposition.
- 18.4 The Grantee is fully and solely responsible for the safeguarding, maintaining, insuring and reporting of lost, stolen, missing, damaged, or destroyed equipment/property purchased or leased with Corporation funds. When appropriate, all lost, stolen, missing, damaged and/or destroyed equipment/property shall be reported to the local Police Department and, if applicable, the Federal Bureau of Investigation (FBI). The Grantee shall promptly notify and deliver a copy of the official report to the Corporation. The report submitted by the Grantee to the Corporation shall minimally include:
- (A) A reasonably complete description of the missing, damaged or destroyed articles of property, including the cost and serial number and other pertinent information;
 - (B) A reasonably complete description of the circumstances surrounding the loss, theft, damage or destruction; and
 - (C) A copy of the official written police report or, should the Police not make such copy available, a summary of the report made to the Police.
- 18.5 The Grantee shall provide an annual inventory of assets purchased with funds received through the Corporation to the Corporation.

XIX. TRAVEL

- 19.1 The costs associated with budgeted travel for business, either in-town or out-of-town, are allowable costs provided documentation of expenses is present and approved in the budget.
- 19.2 Grantee agrees that mileage reimbursement paid to Grantee's employees shall be reimbursed at a rate no more liberal than the Corporation's policy for mileage reimbursement, which is consistent with IRS rules. Grantee further agrees that in order for its employees to be eligible for mileage reimbursement, the employees 1) shall be required to possess a valid Texas Driver's License and liability insurance as required by law, and

2) must record, on a daily basis, odometer readings before and after business use, showing total business miles driven each day and must keep such record on file for Corporation inspection, if requested. Mileage records are subject to spot-checks by the Corporation. Grantee shall strongly encourage the participation by its employees in an approved defensive driving course. Evidence of the required driver's license and liability insurance must be kept on file with the Grantee.

- 19.3 Grantee agrees that in order to obtain reimbursement of the costs associated with budgeted out of town travel for business in connection with this Grant Agreement, Grantee shall 1) provide Corporation with detailed documentation of such business travel expense(s), 2) ensure that any and all costs associated with out-of-town travel (including per diem rates) shall not be more liberal than the Corporation's travel policies which conform with the reimbursement rates established by the United States General Services Administration, 3) purchase all business travel at economy class rates and shall document such, and 4) submit support for conferences to include itineraries and documentation certifying conference attendance.

XX. USE OF FUNDS

- 20.1 Grantee agrees that funds may only be used for the Project and that the purpose of this grant is to support the expansion opportunities that increase the number of students served in a high quality early learning program and/or enhancement opportunities that improve the quality of education in an existing early learning program through improved curriculum, assessment, increased professional development opportunities, increased/improved family engagement, decreased class size or classroom teacher/student ratio, or other research-based best practices.
- 20.2 Grantee agrees that none of the performance rendered hereunder shall involve, and no portion of the funds received hereunder shall be used, directly or indirectly, for the construction, operations, maintenance or administration of any sectarian or religious facility or activity, nor shall said performance rendered or funds received be utilized so as to benefit, directly or indirectly, any such sectarian or religious facility or activity.

XXI. DEBARMENT

- 21.1 Grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in any state or federal program.
- 21.2 Grantee shall provide immediate written notice to Corporation, in accordance with the notice requirements of Article XXV herein, if, at any time during the term of the Grant Agreement, including any renewals hereof, Grantee learns that its certification was erroneous when made or have become erroneous by reason of changed circumstances.

XXII. ASSIGNMENT

- 22.1 Grantee shall not assign nor transfer Grantee's interest in this Grant Agreement or any portion thereof without the written consent of the Corporation, and if applicable, the Grantor of the grant source. Any attempt to transfer, pledge or otherwise assign shall be void ab initio and shall confer no rights upon any third person or party.

XXIII. AMENDMENT

- 23.1 Any alterations, additions or deletions to the terms hereof shall be by amendment in writing executed by both Corporation and Grantee. The Chief Executive Officer of the Corporation shall have the authority to execute an amendment of this Grant Agreement without the necessity of seeking any further approval by the Corporation Board of Directors or Grantee's Board of Trustees, if permitted by all applicable local, state and federal laws, and in the following circumstances:

(A) an increase in funding of this Grant Agreement in an amount not exceeding (a) twenty-five percent (25%) of the total amount of this Grant Agreement or (b) \$50,000.00, whichever is the lesser amount; provided, however, that the cumulative total of all amendments increasing funding and executed without

Corporation's Board approval pursuant to this subsection during the term of this Grant Agreement shall not exceed the foregoing amount;

- (B) modifications to the Project set forth in Attachment I hereto due to the adjustment described in subsection (A) of this Section or for any other reason, so long as the terms of the amendment are reasonably within the parameters set forth in the original Project;
- (C) budget shifts of funds, so long as the total dollar amount of the budget set forth in section 3.1 of this Grant Agreement remains unchanged (these modifications may be accomplished through Budget revisions); or
- (D) modifications to the insurance provisions described in Article IX of this Grant Agreement that receive the prior written approval of the City of San Antonio's Risk Manager and the Chief Executive Officer of the Corporation;

XXIV. SUBCONTRACTING

24.1 Grantee has the exclusive right to select subcontractors for the Project. Pre-K 4 SA has not earmarked the use of the grant funds for any specific subcontractor. Grantee is responsible for ensuring that all subcontractors use grant funds consistent with the Grant Agreement and the proposal. Neither Grantee nor subcontractor may make any statements or otherwise imply to donors, investors, media or the general public that Pre-K 4 SA directly funds the activities of any subcontractor. Any agreements with subcontractors engaged to assist with the Project must include the following language: "Your organization has been selected to participate in this Project at our discretion. You may not make any statement or otherwise imply to donors, investors, media or the general public that you are a direct grantee of Pre-K 4 SA. You may state that [insert appropriate term to reference your organization in the contract] is Pre-K 4 SA's grantee and that you are a subcontractor of [insert appropriate term to reference your organization in the contract]."

24.4 Grantee certifies that its subcontractors are not presently debarred, suspended or proposed for debarment, declared ineligible or voluntarily excluded from participation in any city, state or federal program.

XXV. OFFICIAL COMMUNICATIONS

25.1 For purposes of this Grant Agreement, all official communications and notices among the parties shall be deemed sufficient if in writing and delivered in person, mailed by overnight or express service or mailed, registered or certified mail, postage prepaid, to the addresses set forth below:

Corporation:

Sarah Baray, Ph.D., Chief Executive Officer
Pre-K 4 SA
7031 South New Braunfels
San Antonio, Texas 78223

Grantee:

Jaime R. Aquino, Ph.D.
Superintendent
San Antonio Independent School District
514 W. Quincy Street
San Antonio, Texas 78212

Notices of changes of address by either party must be made in writing delivered to the other party's last known address within five (5) business days of the change.

XXVI. VENUE

26.1 Grantee and Corporation agree that this Grant Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and all obligations of the parties created hereunder are performable in Bexar County, Texas. Any action or proceeding brought to enforce the terms of this Grant Agreement or adjudicate any dispute arising out of this Grant Agreement shall be brought in a court of competent jurisdiction in San Antonio, Bexar County, Texas. Venue and jurisdiction arising under or in connection with this Grant Agreement shall lie exclusively in Bexar County, Texas.

XXVII. GENDER

27.1 Words of any gender used in this Grant Agreement shall be held and construed to include any other gender, and words in the singular number shall be held to include the plural, unless the context otherwise requires.

XXVIII. AUTHORITY

28.1 The signer of this Grant Agreement for Grantee represents, warrants, assures and guarantees that he has full legal authority to execute this Grant Agreement on behalf of Grantee and to bind Grantee to all of the terms, conditions, provisions and obligations herein contained.

XXIX. LICENSES AND TRAINING

29.1 Grantee warrants and certifies that Grantee's employees and subcontractors have the requisite training, license or certification to provide the services required under this Grant Agreement, and meet all competence standards promulgated by all other authoritative bodies, as applicable to the services provided hereunder.

XXX. INDEPENDENT CONTRACTOR

30.1 It is expressly understood and agreed that the Grantee is and shall be deemed to be an independent contractor, responsible for its respective acts or omissions and that the Corporation shall in no way be responsible therefor, and that neither party hereto has authority to bind the other nor to hold out to third parties that it has the authority to bind the other.

30.2 Nothing contained herein shall be deemed or construed by the parties hereto or by any third party as creating the relationship of employer-employee, principal-agent, partners, joint venture, or any other similar such relationship, between the parties hereto.

30.3 Any and all of the employees of the Grantee, wherever located, while engaged in the performance of any work required by the Corporation under this Grant Agreement shall be considered employees of the Grantee only, and not of the Corporation, and any and all claims that may arise from the Workers' Compensation Act on behalf of said employees while so engaged shall be the sole obligation and responsibility of the Grantee.

XXXI. SEVERABILITY

31.1 If any clause or provision of this Grant Agreement is held invalid, illegal or unenforceable under present or future federal, state or local laws, including but not limited to the Corporation's governing documents, then and in that event it is the intention of the parties hereto that such invalidity, illegality or unenforceability shall not affect any other clause or provision hereof and that the remainder of this Grant Agreement shall be construed as if such invalid, illegal or unenforceable clause or provision was never contained herein; it is also the intention of the parties hereto that in lieu of each clause or provision of this Grant Agreement that is invalid, illegal or unenforceable, there be added as a part of this Grant Agreement a clause or provision as similar in terms to such invalid, illegal or unenforceable clause or provision as may be possible, legal, valid and enforceable.

XXXII. ENTIRE GRANT AGREEMENT

32.1 This Grant Agreement and its attachments, if any, constitute the entire and integrated Grant Agreement between the parties hereto and contain all of the terms and conditions agreed upon, and supersede all prior negotiations, representations, or Grant Agreements, either oral or written.

In witness of which this Grant Agreement has been executed effective the _____ day of _____, _____.

CORPORATION:

GRANTEE:

San Antonio Independent School District

Sarah Baray, CEO
CITY OF SAN ANTONIO EARLY
CHILDHOOD EDUCATION MUNICIPAL
DEVELOPMENT CORPORATION

Dr. Jaime R. Aquino, Superintendent

ATTACHMENTS

- Attachment I – Project Budget
- Attachment II – Scope of Work
- Attachment III - Performance Metrics

Budget
Grant Agreement – San Antonio Independent School District

1) General Information

1.1 In consideration of Grantee’s performance in a satisfactory and efficient manner, consistent with this Grant Agreement with the San Antonio Early Childhood Education Municipal Development Corporation (“Corporation” or “Pre-K 4 SA”) and Attachment II (Scope of Work), and as determined solely by the Chief Executive Officer (CEO) for the Corporation, Corporation agrees to grant Grantee a total amount consistent with the budget below:

Year 1 & 2 Program Budget

Budget Components	Description	Total Cost
Personnel Services Materials and Equipment Contracted Services Capital Costs	May include items such as salary, classroom materials, outdoor materials, enrichment services, professional learning, etc.	\$ 592,800.00 SAISD FEEDBACK: \$577,800
Total		\$ 592,800.00 SAISD FEEDBACK: \$577,800

1.2 No additional fees or expenses of Grantee shall be charged by Grantee nor be payable by Corporation. The parties hereby agree that all compensable expenses of Grantee have been provided for in the total payment to Grantee as specified above. Total payments to Grantee cannot exceed that amount set forth above.

1.3 The Corporation will utilize the City of San Antonio’s Purchase Order System to provide grant funds to grantees. As such, Grantee agrees to submit statements in accordance with the requirements and standards set out below:

Reimbursement Process

- The Corporation will utilize the City of San Antonio’s (COSA) Purchase Order (PO) system. It is the Grantee’s responsibility to obtain a valid Purchase Order from the Corporation/COSA each time an order is placed.
 - The PO number is required to be included on all invoices and should be included on shipping documents where possible.
 - City PO numbers begin with “45” or “80” and are 10 digits in length.
 - Invoices received without a valid PO number are subject to return for correct billing.
 - Payment date is determined from the later of: date of receipt of goods/service or the date of receipt of a valid invoice by the City plus the number of days/ payment terms agreed to in the contract.
 - PO’s are issued for a specific quantity and/or dollar value. Vendors should fill orders up to that amount and have a method of tracking when the PO value has been met. When the PO is complete, the vendor should contact the ordering City Department for a new PO number before further goods or services are provided.
 - Please ensure your invoice billing is in the same quantity and net price values as the bid. The PO will be set up per the contract and the invoicing must match the detail on the PO.

- It is our policy to not make manual corrections to invoices.
 - Credit memos will be accepted to offset pricing issues.
 - Other erroneous items included may result in rejection of the invoice and will require a new, correct

invoice.

- Original invoices and monthly statements should be submitted directly to Accounts Payable: Please ensure you have rules in place in your system that will prevent unauthorized requests to change the billing address.

By Electronic submission: Submit all invoices electronically; .pdf or .tif format is required. Please ensure each invoice is submitted in a separate file and each file name is a unique identifier (no file should have the same name as another file being submitted).

accounts.payable@sanantonio.gov Original, first time submission invoices only
apteam@sanantonio.gov Statements & status inquiries

Please note: Invoices submitted by electronic submission are only considered “original” when the submission comes directly from the vendor to Accounts Payable using this e-mail address. Copy Prek4sagrants@sanantonio.gov on all invoices, statements, and status inquiries.

- At a minimum, all invoices should include the following fields and information:
 - Vendor name, address and phone number
 - dba name (if applicable)
 - Remit address for payments (if applicable)
 - Ship to name and address
 - Invoice number
 - Invoice date
 - Purchase Order number
 - Payment terms including discounts or retainage terms
 - Line item detail for each item ordered including quantity, unit price, total
 - Total invoice amount.
- The Corporation is sales tax exempt. Please ensure your system is properly maintained to ensure sales tax is not included on your invoices. If you need a Sales Tax exemption form, contact Pre-K 4 SA.
- Change of address or change of remittance address notifications should be submitted in writing to vendors@sanantonio.gov or fax to (210) 207-7270 along with appropriate documentation. An updated W-9 showing the new address is required.
- Each Corporation/COSA vendor is assigned to a specific AP Specialist, ready to answer your inquiries. For the contact name, please call the Accounts Payable section’s main phone number and ask to be directed.

Main phone: 210-207-2064

Scope of Work

Grant Agreement – San Antonio Independent School District

1) ACKNOWLEDGEMENT

- 1.1 Grantee understands and agrees that the obligations, conditions, major tasks, work products, and representations set forth below are required to be fulfilled by Grantee in accordance with the terms of its Grant Agreement with the San Antonio Early Childhood Education Municipal Development Corporation (“Corporation” or “Pre-K 4 SA”).
- 1.2 Grantee shall perform all obligations hereunder to the satisfaction of the Chief Executive Officer (CEO) of the Corporation. The reasonable determination made by the CEO in accordance with the Grant Agreement shall be final, binding and conclusive on all Parties hereto. The Corporation shall be under no obligation to pay for any work, service or obligation performed by Grantee, which is not satisfactory to the CEO. The Corporation shall have the right to terminate the Grant Agreement, in whole or in part, should Grantee’s work not be satisfactory to the CEO; however, the Corporation shall have no obligation to terminate and may withhold payment for any unsatisfactory work, service or obligation, as provided for with the Grant Agreement, even should the Corporation elect not to terminate.

2) SCOPE OF WORK

- 2.1 Serve pre-k four students
 - a) Serve pre-k four students, teachers, and families with the funding provided by the Pre-K 4 SA grant. Funds may not be used for grade levels or age groups other than pre-k four, unless otherwise approved in writing by Corporation. Professional learning and family engagement opportunities may include other grade levels.
- 2.2 Financial reporting and compliance
 - a) Submit appropriate financial documents and appropriate support documentation for reimbursement on a monthly basis.
- 2.3 Performance metrics and evaluation
 - a) Participate in a baseline assessment to be completed no later than October 1, 2022.
 - b) Submit a monthly performance metrics report based on the metrics in Attachment III
 - c) Conduct monthly meetings with Pre-K 4 SA staff.
 - d) Participate in site visits and progress review with Pre-K 4 SA staff, as requested. Pre-K 4 SA may request:
 - 1) To see documentation related to financial records and performance metrics, student enrollment and attendance, personnel audits, and event sign in sheets.
 - 2) To view classrooms and/or request evidence of grant-funded programs, services, and materials.
 - 3) To meet with staff funded through the grant.
 - e) Complete performance reports.
 - f) Corporation will follow the Grantee’s procedures for survey submission and approval prior to distribution. Grantee will distribute surveys to parents, teachers, and staff impacted by grant funding as requested by Corporation. Survey results will be submitted to Corporation along with survey response rate and efforts to promote an increased rate.
- 2.4 Pre-K 4 SA professional development
 - a) Any position that is fully or partially funded by the Corporation grant must participate in at least one Pre-K 4 SA professional development opportunity that may include but is not limited to: Saturday Academies or events, Pre-K 4 SA-developed district-wide sessions, on-campus small group sessions

facilitated by Pre-K 4 SA, individual coaching with a Pre-K 4 SA Coach, or as required by specific programming in the Pre-K 4 SA 2022-24 Request for Proposals.

- b) Demonstrate promotion of Pre-K 4 SA professional learning opportunities and encourage early childhood teachers to participate in opportunities such as Saturday Academies, Pre-K 4 SA-developed district-wide sessions, on-campus small group sessions facilitated by Pre-K 4 SA, or individual coaching with a Pre-K 4 SA Coach.
- c) Track participation for each Pre-K 4 SA district-specific, small group session, and coaching session to include event title, date, start and end time, and attendee name, school, and role (administrator, teacher, instructional assistant).
- d) Participate in Pre-K 4 SA Competitive Grants and District Liaison meetings.
- e) Corporation will follow the Grantee's procedures for survey submission and approval prior to distribution. Use surveys to measure the impact of Pre-K 4 SA professional learning services for staff. Survey response rate must be reported and the response rate for staff should be 60% or higher.
- f) Teachers at grant-funded campuses receive 30 hours of early childhood professional learning:
 - o this will include professional learning specific to grant-funded projects, and teachers, paraprofessionals, and instructional specialists participate in six hours of Pre-K 4 SA professional learning annually (may be included in 30 hours of early childhood professional learning).
- g) Leaders at grant-impacted campuses participate in nine hours of Pre-K 4 SA professional learning annually related to Pre-K through third grade alignment.
- h) Use the CLASS tool to conduct observations in 60% of proposed grant-impacted classrooms.

2.5 Family engagement

- a) Provide meaningful parent engagement opportunities to involve parents at all campuses impacted by the grant.
- b) Develop reporting tools that track the number of events offered in the following categories: training/educational sessions and events/celebrations.
- c) Maintain sign in sheets for all parent engagement events that identifies parents of pre-k four students.
- d) Provide opportunities for families to participate in trainings, events, and have access to resources; implement a plan for children and families to transition between Pre-K and elementary school.

2.6 Promotion of Pre-K 4 SA grant partnership

- a) Co-brand promotion of Pre-K 4 SA Competitive Grants Program with Pre-K 4 SA. Pre-K 4 SA logos are available as a .jpg as well as approved brand color bars, guidelines for usage, and related boiler plate language, all of which can be obtained from Pre-K 4 SA.
- b) Share any public-facing marketing/communications materials regarding the Pre-K 4 SA Competitive Grants Program with Pre-K 4 SA Grants Manager. This includes but is not limited to web pages, brochures, press releases, press events, and other collateral.

2.7 Expansion

- a) Maintain full-day PreK instructional day.

2.8 Data Sharing

- a) Grantee will use a TEA-approved Pre-K student outcomes assessment and a research-based reading level assessment for K-3.
- b) Grantee commits to submitting beginning and end of year Pre-K student outcomes data, K-3 Reading level scores, and individual data for students previously attending Pre-K 4 SA.

2.9 Enhanced educational experience for pre-k four students

- a) Grantee prioritizes and purchases materials, services, and professional learning needed to improve programs based on the High Quality Impact Pyramid.
- b) Grantee works toward implementing National Institute for Early Education Research's 15 Essential Elements for High-Quality Pre-K.
- c) Provide materials, supplies, and services related to the following program enhancements:
 - 1) Curriculum
 - 2) Classroom materials and supplies

- 3) Classroom furniture
 - 4) Professional development
 - a. Submit sign in sheets for each grant-funded professional development opportunity that includes event title, date, start and end time, and attendee name, school, and role
 - 5) Parent engagement
- d) Develop reporting tools that track the use of these items in pre-k four classrooms and report in performance metrics in Attachment III.

ATTACHMENT III

Performance Metrics

Grant Agreement – San Antonio Independent School District

Grantee will submit the following data on or before the 15th of each month or the following business day if the 15th falls on a holiday or weekend.

Student and Staff Overview	
Number of schools	Number of schools offering full-day pre-k four programs funded by Pre-K 4 SA grants
Number of classrooms	Number of classrooms offering full-day pre-k four programs funded by Pre-K 4 SA grants
Enrollment	Enrollment of full-day pre-k four programs funded by Pre-K 4 SA grants
Attendance	Monthly average attendance for full-day pre-k four students
Ratio	Student to staff ratio in full-day pre-k four classrooms funded by Pre-K 4 SA grants
Number of instructional staff	Number of pre-k four teachers assigned to a Pre-K 4 SA-funded school
	Number of pre-k four instructional assistants assigned to a Pre-K 4 SA funded school
Number of grant-funded FTEs	Number of pre-k four teacher FTE funded by Pre-K 4 SA grants
	Number of pre-k four instructional assistant FTE funded by Pre-K 4 SA grants
Support Staff	Number of non-instructional support staff funded by Pre-K 4 SA grants
	Number of schools served by non-instructional support staff funded by Pre-K 4 SA grants
	Number of classrooms served by non-instructional support staff funded by Pre-K 4 SA grants
	Number of students served by non-instructional support staff funded by Pre-K 4 SA grants
Support Staff FTEs	Number of non-instructional support staff FTEs funded by Pre-K 4 SA grants
Child Development Assoc.	Number of paraprofessionals with a Child Development Associate credential at proposed grant-funded campuses; total number of paraprofessionals without a Child Development Associate credential at proposed grant-funded campuses; CDA attainment during grant term
Grant-Funded Professional Development	
PD Sessions (excluding CDA training)	Number of grant-funded pre-k four PD sessions offered
	Number of administrators/central office staff attending
	Number of pre-k four teachers attending
	Number of pre-k four instructional assistants attending
Pre-K 4 SA Professional Development	
Saturday Academies	Number of pre-k four teachers attending Pre-K 4 SA Saturday PD events (total)
	Number of pre-k four instructional assistants attending Pre-K 4 SA Saturday PD events (total)
PD Requirement	Number of staff/leaders participating in PD requirement (see Scope of Work)
District-specific PD	Number of Pre-K 4 SA developed pre-k four district-specific sessions
	Number of pre-k four teachers attending Pre-K 4 SA developed district-specific sessions
	Number of pre-k four instructional assistants attending Pre-K 4 SA developed district-specific sessions
On-campus small group PD	Number of pre-k four small group sessions facilitated by Pre-K 4 SA
	Number of pre-k four teachers participating in Pre-K 4 SA small group sessions

	Number of pre-k four instructional assistants participating in Pre-K 4 SA small group session
Coaching	Number of pre-k four teachers using a Pre-K 4 SA coach
	Number of pre-k four instructional assistants using a Pre-K 4 SA coach
Parent Engagement	
Parent engagement events (full day Prek campuses)	Number of trainings/educational events offered to pre-k four families (full day Prek campuses)
	Number of family events/celebrations offered to pre-k four families (full day Prek campuses)
Grant-funded parent engagement events	Number of trainings/educational events offered to pre-k four families funded through the grant
	Number of family events/celebrations offered to pre-k four families funded through the grant
Enhancement	
Curriculum	Number of curriculum sets purchased by the Pre-K 4 SA grant (total)
	Number of schools using a curriculum set funded by the Pre-K 4 SA grant
	Number of pre-k four classrooms using a curriculum set funded by the Pre-K 4 SA grant
Materials and supplies	Number of pre-k four students using a curriculum set funded by the Pre-K 4 SA grant
	Number of schools using classroom materials and supplies funded by Pre-K 4 SA grants
	Number of pre-k four classrooms using classroom materials and supplies funded by Pre-K 4 SA grants
Furniture	Number of pre-k four students using classroom materials and supplies funded by Pre-K 4 SA grants
	Number of schools using classroom furniture funded by Pre-K 4 SA grants
	Number of pre-k four classrooms using classroom furniture funded by Pre-K 4 SA grants
	Number of pre-k four students using classroom furniture funded by Pre-K 4 SA grants



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Early Childhood Education / Head Start
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the PreK4SA – Public School Grant Agreement Between SAISD and The San Antonio Early Childhood Municipal Development Corporation
Presenter:	Colleen Bohrmann, Executive Director of Early Childhood Education
Cost:	Grant Award of \$592,800.00
Board Goal:	#2: Increase the percent of students kinder ready in Reading & Math
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
3800	292	59	\$0.00 (Grant Award)	\$0.00 (Grant Award)	\$0.00 (Grant Award)

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Annually since the 2016-2017 academic year, SAISD has been the recipient of PreK4SA monies via a competitive grant process funded by the City of San Antonio Early Childhood Municipal Development Corporation.</p> <p>The public purpose of the grant agreement is to support the expansion of opportunities that increase the number of students served in a high-quality early learning program and/or enhancement opportunities that improve the quality of education in an existing program through improved curriculum, increase professional development opportunities, increase/improve parent engagement, decrease class size or classroom teacher/student ratio, or other research-based best practices, as described in Grantee’s proposal and budget.</p> <p>SAISD has been approved for a Scope of Work and Budget in this Agreement to fund the following:</p> <ul style="list-style-type: none"> • PK4SA Early Learning Leadership Overview (Year 1) <ul style="list-style-type: none"> ○ Up to 15 District-wide Campus Administrators and ECE / Head Start
--	--

Dept. Staff

- Early Learning Institute for Elementary Leaders (ELIEL, Year 2 and Year 3)
 - *Up to 12 District-wide Campus Administrators and ECE / Head Start Dept. Staff*
- Outdoor Learning Environments
 - *Kelly ES and Franklin ES*
- Parent Café and PUENTES Family Engagement Curriculum
 - *Franklin ES and Knox ECEC (SY 22-23); Kelly ES and Neal ES (SY 23-24)*
- San Antonio Wolf Trap Residency (Arts Infusion)
 - *Up to 40 ECE classrooms District-wide*

Pre-K 4 SA Competitive Grants

Applicant Name	San Antonio ISD
Enter Date	May 11, 2022
SY22 Approved Budget	\$281,800

TIER 2a: Instructional Quality			
Item	# of Units	SY22 Approved Budget	Notes
Substitute Administrative Principal Cost for PD ELIEL Y3	8	2,800	Knox ECE Center Principal
PK4SA Early Learning Leadership Overview (Year 1)	15	-	
Early Learning Institute for Elementary Leaders (ELIEL, Year 3)	2	3,000	Knox ECE Center Principal and Instructional Coach
Total		5,800	

TIER 2b: Physical Learning Environments			
Item	# of Units	SY22 Approved Budget	Notes
Outdoor Learning Environment	1	200,000	Kelly Elementary
Total		200,000	

TIER 3: Family Engagement & Outreach			
Item	# of Units	SY22 Approved Budget	Notes
Parent Café	2	20,000	Franklin Elementary and Knox ECE Center
PUENTES (Family Engagement Curriculum per school)	2	6,000	Franklin Elementary and Knox ECE Center
Total		26,000	

TIER 4: Innovations			
Item	# of Units	SY22 Approved Budget	Notes
San Antonio Wolf Trap Residency (Arts Infusion)	20	50,000	
Total		50,000	

Pre-K 4 SA Competitive Grants

Applicant Name	San Antonio ISD
Enter Date	May 11, 2022
SY23 Approved Budget	\$311,000

TIER 2a: Instructional Quality			
Item	# of Units	SY22 Approved Budget	Notes
Early Learning Institute for Elementary Leaders (ELIEL, Year 2)	10	20,000	
Early Learning Institute for Elementary Leaders (ELIEL, Year 3)	-	15,000	A cohort will likely not be ready.
Total		35,000	

TIER 2b: Physical Learning Environments			
Item	# of Units	SY22 Approved Budget	Notes
Outdoor Learning Environment	2	200,000	Franklin Elementary (93% Economically-Disadvantaged)
Total		200,000	

TIER 3: Family Engagement & Outreach			
Item	# of Units	SY22 Approved Budget	Notes
Parent Café	2	20,000	Kelly and Neal Elementary
PUENTES (Family Engagement Curriculum per school)	2	6,000	Kelly and Neal Elementary
Total		26,000	

TIER 4: Innovations			
Item	# of Units	SY22 Approved Budget	Notes
San Antonio Wolf Trap Residency (Arts Infusion)	20	50,000	
Total		50,000	

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and Empower House

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Beth Jones, Senior Executive Director, SEAD & Restorative Practices

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Empower House to bring two restorative practices (RP) specialists and after-school programming to the District in support of support of social, emotional, and academic development (SEAD). This MOU will ensure continued RP support at Bowden Elementary School and expand services to include Rhodes Middle School, doubling the value of campus services provided at no cost to the District.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the MOU with Empower House as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	SEAD & Restorative Practices
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Empower House
Presenter:	Beth Jones, Senior Executive Director, SEAD & Restorative Practices
Cost:	N/A
Board Goal:	Increase the percent of on-time, 4-year graduation and drop off rates
This MOU addresses the following:	<input type="checkbox"/> Academics <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
976	67	2	0	0	0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Empower House has worked with Bowden Academy for the last seven years providing after-school programming to empower youth through culturally relevant, social justice curriculum and individualized services, and have had a Restorative Practices (RP) Specialist on campus since 2019-20. The total number of out-of-school suspensions decreased from 67 in 2018-19 to 36 suspensions in 2019-20 and office discipline referrals decreased from 158 in 2018-19 to 93 referrals in 2019-20. Office discipline referrals had a slight increase in 2021-22 to 142 referrals with the transition back to in-person learning. Services were not started for school year 2021-2022 until Jan 22.</p> <p>This MOU expands the service provided by Empower House to include a RP Specialist for Rhodes Middle School as well as opportunities for Rhodes students to participate in out-of-school time programming at no cost to the District, inclusive of</p>
--	---

transportation to and from the school for participating students.
RP specialists placed at the campus will be trained in the same RP approach adopted by the District to ensure alignment of practices.



Memorandum of Understanding

Empower House, Restorative Justice Specialist
 Bowden Academy and Rhodes Middle School, San Antonio ISD
 2022-2023

Context:

Empower House is a longstanding SAISD partner, providing on campus and offsite programming for SAISD youth for the last 15 years. Empower House’s Youth Development program is a daily center-based afterschool program that works to empower youth utilizing a culturally relevant, social justice curriculum and individualized services informed by each student’s needs and goals.

According to the U.S. Department of Education, Office of Civil Rights, looking at trends in discipline on a national level, black, Hispanic male, and American Indian students face harsher discipline than their white counterparts. This trend is also true in San Antonio. Empower House has a 21-year history of working with black and brown populations on the near east and near westsides of the city. Through our Youth Development program, which is infused with restorative justice principles and practices, students have found healing and empowerment to transform their own lives and effect change in their communities.

With funding from the United Way, we’ve begun to imagine innovative ways to have an even greater impact with our program participants. We’ve worked with Bowden Academy afterschool for the last eight years and have had a staff member on campus since the 2019-20 school year. This new MOU extends our work to include a staff member on campus at Rhodes Middle School. Our work on campus aims to reduce discipline incidents in a school in a holistic way. Recognizing that often trauma presents itself in children and youth through discipline issues, we are placing a Restorative Justice specialist on the school campus to support the staff and administration with a restorative justice approach to discipline through workshops, circles and other opportunities for staff development (as requested), and the students, with social emotional tools, circles of support, and regular consultation with parents.

Duties and Expectations

Each party will execute the provisions of the proposal through the following duties:

Empower House:

One staff member (compensated exclusively by Empower House) with skills and resources in Restorative Practices/Restorative Justice on each campus who will-

- Be on the campus

Bowden Academy	
Monday	8:00 a.m. – 4:00 p.m.
Tuesday	8:00 a.m. – 4:00 p.m.
Wednesday	8:00 a.m. – 4:00 p.m.
Thursday	1:30 p.m. – 4:00 p.m.
Friday	8:00 a.m. – 1:30 p.m.

Rhodes Middle School	
Monday	8:00 a.m. – 4:00 p.m.
Tuesday	8:00 a.m. – 4:00 p.m.
Wednesday	8:00 a.m. – 4:00 p.m.
Thursday	1:30 p.m. – 4:00 p.m.
Friday	8:00 a.m. – 4:00 p.m.

- Other times as requested
- Communicate with campus point of contact via email when needing to be off campus.
- Provide support to students through
 - Restorative Justice circles
 - One-on-one SEL development
 - A place to “cool down”
 - Meet with students placed in ISS to build SEL skills
- Submit bi-weekly report on caseload to campus point of contact via Google drive.
- Provide access to and promote EMPOWER HOUSE’s Youth Development afterschool programming

Bowden Academy, Rhodes Middle School/SAISD will :

- Provide a space for EMPOWER HOUSE’s staff to office, hold circles, and meet with students
- Provide access to copy machine and internet
- Provide monthly reports on schoolwide referrals total for reporting to EMPOWER HOUSE’s funding partners (global number) emailed to Jenny Castro (jenny.castro@mswomenscenter.org).
- Provide access (read only) to students' schedules, grades, and discipline data to facilitate reporting to EMPOWER HOUSE funding partners: United Way San Antonio and Bexar County (Successful Students Impact Council), City of San Antonio (Department of Human Services).
- Provide regular monthly meeting with campus point of contact to debrief progress and tweak project (date and time to be established)
- Collaborate with EMPOWER HOUSE staff to create a system for communication, collaboration, and referrals among EMPOWER HOUSE staff and campus admin/counseling/faculty (google, SharePoint)

Primary Contact for agreement

Empower House:

Andrea Figueroa
Executive Director
Empower House
Afigueroa@mswomenscenter.org
210-776-8630

Jenny Castro
Director of Programs
Empower House
Jenny.Castro@mswomenscenter.org
210-952-1660

San Antonio ISD:

Dawn Kulpa
Director
SEAD & RP Department
Dkulpa1@saisd.net
210-354-9565

Venus Davis
School Leader
Bowden Academy
vdavis@saisd.net
210-738-9770

Rick Flores
School Leader
Rhodes Middle School
Rflores3@saisd.net
210-978-7925

Performance Period

The performance period of this agreement will be from August 9, 2022 – June 1, 2023, unless amended by written mutual agreement.

Compliance with Laws

Both parties shall be responsible for compliance with all requirements and obligations relating to the services required under local, state or federal law. Such requirements or obligations include, but are not necessarily limited to, minimum wage, overtime compensation, social security, unemployment insurance, income tax and worker’s compensation.

Liability

SAISD and Empower House mutually agree that each party to this agreement is and will be acting as an independent contractor in the performance of this work, and that each shall be solely responsible for the official acts of its employees or its agents in connection with the performance of this work and will not hold the other party responsible for personal injury, death, property damage or other losses arising out of the official actions of those employees or agents.

**For and on behalf of San Antonio
Independent School District:**

For and on behalf of Empower House:

Dr. Jaime Aquino
SAISD Superintendent

Andrea Figueroa
Executive Director
Empower House

Date

Date

Dawn Kulpa
SAISD Representative

Jenny Castro
Director of Programs
Empower House

Date

Date

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Agreement for Community-Based Work Based Learning Program Between SAISD and Goodwill of San Antonio

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Dr. Kristen Williams, Executive Director, Disability and Learning Support Services

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Agreement for Community-Based Work Based Learning Program (Agreement) between SAISD and Goodwill of San Antonio in support of the Adult Years Vocational Program at the comprehensive high schools.

High school and 18+ students enrolled in work-based learning courses will generalize skills learned in the work-based learning classroom and receive job related experience within the community. This experience will prepare them to enter the workforce in either paid or unpaid employment.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the proposed Agreement as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the District.

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Disability Services
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Agreement for Community-Based Work Based Learning Program Between SAISD and Goodwill of San Antonio
Presenter:	Dr. Kristen Williams, Executive Director, Disability and Learning Support Services
Cost:	\$0
Board Goal:	Increase the percent of College, Career, & Military Ready (CCMR)
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
102	11	8	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Participating students will complete high school coursework under the graduation code 54 – obtained full-time employment or 55 – obtained employability skills, which allows them to be counted under CCMR. Participating students will gain experience in interviewing for jobs as well as maintain employment. By utilizing entities within the community, San Antonio ISD strengthens ties with current and potential stakeholders which affords business leaders opportunities to learn how to work with potential employees with disabilities.</p>
--	--

**SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF DISABILITY SERVICES**

514 W. Quincy Street
San Antonio, Texas 78212
(210) 354-9565

**AGREEMENT FOR
COMMUNITY-BASED WORK BASED LEARNING PROGRAM**

Goodwill San Antonio, hereafter referred to as "business," agrees to provide an extended classroom for orientation training and work experience to approximately 5-10 San Antonio ISD high school students with disabilities, who are in the district's Work Based Learning program (WBL). This training is offered to the students by SAISD as part of the students' Individual Education Plan (IEP). The primary goal of the program is to provide students with disabilities supervised training as a foundation for future employment. The program provides students with opportunities to explore their vocational options in a variety of real work experiences that cannot be duplicated in school or in simulated work settings. The presence of the student in the work place of the business will not create an employer-employee relationship between the business and the student, inasmuch as (1) it is not the intent of the parties here to create such a relationship, (2) the student is not being paid by the business, (3) the work place of the business is an extended classroom for the student, (4) although the student will perform duties similar to those performed by employees of the business, the student will not be used to displace any employee or impair existing contracts for service, (5) there is no expectation or commitment for employment upon completion of the training, and (6) the student's training shall be supervised by SAISD personnel, rather than business personnel. This training is not designed to enable the student to accept an appointment to a position when the work training period is completed but is designed to allow the student to develop job skills in a variety of areas as part of an approved Individual Education Plan. There is no commitment on the part of the business to employ the student at the completion of the work training experience.

This vocational training experience will be used by SAISD high school students with disabilities to develop job, social, and behavioral skills that are necessary to secure and retain a job in a competitive job environment. The business hereby agrees to: (1) work with the Special Education Program to determine days and hours of training, (2) provide access to and the necessary work space for SAISD staff to analyze and train students, (3) provide equipment, safety equipment, and supplies necessary to complete assigned responsibilities, (4) provide feedback on the performance of SAISD staff and students, (5) notify SAISD prior to changes in any placement or schedule, and (6) provide a variety of options for students.

SAISD agrees to: (1) perform job analysis based on the student's needs and assessment results, (2) provide students for the positions, (3) provide comprehensive training at the work site (SAISD staff remains with the students), (4) assure quality control and job completion, (5) collect information on each student's performance, productivity and other job related information, (6) ensure that all activities are educational in nature and conducted for the benefit of the student, (7) ensure that the time in attendance at the school plus the time in attendance at the business does not exceed the time the student would be required to attend school if following a normal academic schedule, (8) inform the student and the student's guardian that there is no entitlement to a job at the conclusion of the training period, (9) inform the student and the student's guardian that the student will not be paid any wages for the time spent at the training site and (10) inform the student they must return to the business any uniforms, safety equipment or anything else that was issued to the student at the end of the training period.

Students participating in this training program at Goodwill San Antonio are students of the San Antonio Independent School District. Students are aged 16-21 and are enrolled in the San Antonio ISD. Students must meet program criteria and guidelines and have an ARD committee determination to remain in the WBL program.

This work experience will take place during the academic school year 2022-2023. The students will train at the business 3-5 days on normal school days for 2-4 hours per day.

If during the term of this agreement, any issue arises that cannot be resolved after reasonable negotiation, neither party shall be bound to continue participation in this program.

IN WITNESS WHEREOF, San Antonio Independent School District and Business have executed this Agreement, effective the date first herein written.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

By (*printed name*): Dr. Jaime Aquino, Superintendent

Signature: _____

Date: _____

BUSINESS/BUSINESS REPRESENTATIVE

By (*printed name*): Janice Bunch – President & COO DGR Operations

Signature: *Janice Bunch*

Date: 6/8/22

Telephone: (210) 924-8581, ext 5230

Signature of SAISD Staff Contact: _____

Kristen Williams

(*printed name*): Dr. Kristen Williams
Executive Director

Department: Department of Disability Services

Phone number: (210) 354-9565

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and Family Service Association of San Antonio, Inc.

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Elsa Valenzuela-Griffin, Director, Office of Family and Community Engagement

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Family Service Association of San Antonio, Inc. to provide the following services to students and families in small groups at up to 15 campuses for the 2022-2023 school year: 1) youth education and career services through youth development programming including STEAM activities, transition camps, and college and career readiness activities funded through United Way, City of San Antonio, the Department of State Health Service, and Best Buy; 2) family strengthening through the Families and Schools Together (FAST) program, Read and Rise curriculum, Raising Highly Capable Kids, and Strengthening Families programs funded through United Way, City of San Antonio, and Department of State Health Services; 3) tutoring for 1st, 2nd, and 3rd graders in reading through trained parent/community volunteers funded through United Way; 4) tutoring for 4th, 5th, 6th, 7th, 8th, and 9th graders in math through trained parent/community volunteers funded through United Way; 5) financial education to families through the provision of individualized financial counseling funded by Methodist Healthcare, United Way, and City of San Antonio.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the proposed MOU with Family Service Association of San Antonio, Inc. to provide youth education and career services, tutoring, and family strengthening programming to students and families.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022-2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.

- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Office of Family and Community Engagement
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Family Service Association of San Antonio, Inc.
Presenter:	Elsa Valenzuela-Griffin, Director, Office of Family and Community Engagement
Cost:	\$0 – No cost to the District
Board Goal:	Increase percent on-time, 4-year graduation and decrease dropout rates Increase the percent of Campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
850+	0	Up to 15	0	0	0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Family Service has been providing services to students and families in SAISD since 1994. For the 2020-2021 school year, Family Service served students and families at seven campuses. For the 2021-2022 school year, Family Service served students and families at 11 schools. Their impact reports for the 2021-2022 school year are attached.</p> <p>This renewal will allow Family Service to continue to provide youth education and career services, tutoring, out of school programming to address absenteeism and behavior issues, and family strengthening programming to students and families at up to 15 schools during the 2022-2023 school year.</p>
--	--

This partnership directly supports SAISD with planning and implementation of programming around child behavior health, as well as youth and family strengthening programs delivered to underserved school aged children and their families in a collaborative effort to foster resiliency, increase academic achievement and student attendance, and enhance the assets of the family.

2021-2022						
Campus	Fall	Spring	Year Round	FAST certified schools	# of Students Served	Outcomes
Tynan ECC	Read & Rise		FASTWORKS	Certified	78	100% Kinder Readiness
Carvajal ECC		Read & Rise	FASTWORKS		81	100% Kinder Readiness
Carroll ECC		FAST	FASTWORKS	Certified	72	90% Parent Engagement Efficacy
Nelson ECC	FAST		FASTWORKS		85	91% Parent Engagement Efficacy
Rodriguez Montessori	FASTWORKS	FASTWORKS	FASTWORKS	Certified	28	100% Parent Engagement Efficacy
Miller Elem	FASTWORKS	FASTWORKS	FASTWORKS	Certified	16	100% Parent Engagement Efficacy
Smith Elem			Students for Life		23	70% Improved Reading
Washington Elem			Students for Life FASTWORKS, STEAM	Certified	382	93% Improved Reading; 100% Parent Engagement Efficacy; 90% Improved Grades; 97% Improved Behavior
Bowden Elem			Students for Life, FASTWORKS		35	91% Improved Reading
Miller Elem			FASTWORKS	Certified	10	100% Parent Engagement Efficacy
Davis MS			STEAM		10	90% Improved Grades; 97% Improved Behavior
Sam Houston			STEAM		10	90% Improved Grades; 97% Improved Behavior
TOTAL					830	

*Read & Rise is an early childhood literacy program

*FAST is Families and Schools Together - 8 week family strengthening model

*FASTWORKS is the monthly follow-up meetings for graduated families of FAST

*Students for Life is tutoring to address third grade reading using parents as tutors

*STEAM is out of school programming to address absenteeism and behavior issues

FAMILY SERVICE ASSOCIATION OF SAN ANTONIO, INC.
Memorandum of Agreement
with
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

PARTIES:

Family Service Association of San Antonio, Inc. (Family Service) and the San Antonio Independent School District (SAISD) enter into this Memorandum of Agreement for the purpose of supporting the planning and implementation of child behavior health, youth and family strengthening programs delivered to underserved school aged children and their families in a collaborative effort to foster resiliency, increase academic achievement and student attendance, and enhance the assets of the family. In addition, Family Service staff recruits middle school and High School aged youth to engage in the Best Buy Teen Tech Center for additional access to STEAM activities located at the Neighborhood Place as well as recruit youth to participate in summer paid internships related to career readiness opportunities. Families are referred to financial empowerment and workforce development services that are provided in community-based locations.

Family Service and community partners are working to address the social determinants of health (SDOH) with a trauma informed lens that affect individuals and families served. SDOH are conditions in environments where people are born, live, learn, work, play, and age that affect a wide range of health and quality of life outcomes and risks, including: poverty, educational barriers, work challenges, economic stability, family conflict, post-traumatic stress disorder, substance abuse, behavioral and mental health disorders, adverse childhood experiences, aging factors, etc.

SERVICES:

Family Service Association of San Antonio, Inc. (Family Service) will provide the following services to SAISD students, families and community members in small groups on campuses and/or in community setting at up to 15 campuses for the 2022-2023 school year:

- Support the planning and implementation of youth education and career services through youth development programming including STEAM activities, transition camps and college and career readiness activities funded through United Way, City of San Antonio, the Department of State Health Service and Best Buy.
- Support the planning and implementation of family strengthening through the Families and Schools Together (FAST) program, Read and Rise curriculum, Raising Highly Capable Kids and Strengthening Families funded through United Way; City of San Antonio; and Department of State Health Services.
- Provide tutoring for 1st, 2nd, and 3rd graders in reading through trained parent/community volunteers funded through United Way.
- Provide tutoring for 4th, 5th, 6th, 7th, 8th, and 9th graders in math through trained parent/community volunteers funded through United Way.

- Provide early childhood behavioral health school consultation and home based behavioral services for children ages 3-8 in designated schools.
- Provide financial education to families through the provision of individualized financial counseling funded by Methodist Healthcare, United Way and City of San Antonio. Seminars will be provided in area community centers.
- Provide professional development and capacity building around family engagement as funding exists.

TERM:

The term of this agreement will commence on July 1, 2022 (or the "Effective Date") and will continue through June 30, 2023 and is subject to annual approval by the SAISD Superintendent and Board of Trustees.

RELATIONSHIP OF THE PARTIES:

This MOU is not intended to create a relationship of principal and agent, employee and employer, or any other such similar relationship between Parties. Further, this MOU is not intended to create a joint venture or enterprise for purposes of determining liability. Each Party is responsible for all costs of its personnel including pay and benefits, supports, and travel. Each Party is responsible for supervision and management of its personnel.

AGREEMENTS:

Family Service hereby contracts with San Antonio ISD to provide, and San Antonio ISD hereby contracts with Family Service to provide the Services, in accordance with this agreement.

NOTICE ADDRESSES:

Family Service Association of San Antonio, Inc.
Mary E Garr, President/CEO
702 San Pedro
San Antonio, Texas 78212

San Antonio Independent School District
Dr. Jaime Aquino, Superintendent
514 W. Quincy St.
San Antonio, Texas 78212

SCOPE OF SERVICES:

To deliver these services, Family Service Association will provide:

1. Administrative oversight and financial management of contracts related to funding sources for services;
2. Planning, implementation, and oversight of all services;
3. Coordination with district and campus staff on identifying and recruiting participants per service for maximizing outcomes and minimizing duplication of services;
4. Assistance in identifying needed space for all services on-campus;
5. All staff assigned to services with training and supervision on mission, values, child abuse and neglect identification and reporting, family strengthening strategies, case management strategies, social and emotional learning strategies, conflict resolution, crisis de-escalation strategies, Social Determinants of Health with a trauma informed lens, contract requirements, stakeholder relationships, documentation and tracking of participants and services and continuous quality improvement.
6. Assistance in identifying school team members to participate on a team that delivers the Families and Schools Together (FAST) model on campus and after school that is trained by a nationally certified curriculum trainer;
7. Identification of staff to facilitate Scholastic's Read and Rise curriculum and have them trained by a Train the Trainer;
8. Consultation and support for teachers, school personnel and families (of children ages 3-8) to coordinate the referral of children exhibiting behavioral health concerns in collaboratively designated schools.
9. Identification of staff to facilitate Raising Highly Capable Children or Strengthening Families that is trained by local certified curriculum trainer;
10. Identification of staff assigned to parent engagement and have them trained on Reading Rocket to support tutoring services, as well as access to the Reading Specialist on assigned campus for guidance on applying applicable strategies;
11. Identification of staff to facilitate after school STEAM services through YAGA and have them trained on curriculum aligned with the Best Buy Teen Tech Center;
12. Parents and/or guardians with information and obtaining consent;
13. Referrals to youth and families for needed community resources, including the Children's Bereavement Center for youth experiencing death and grief;
14. Program supplies and other resources, as budgeted to support program activities;
15. Tracking of required documentation of program activities and families served;
16. Tracking and review of outcomes for future development and growth opportunities;
17. Evaluate services for quality, fidelity, intended outcomes and efficiency and adapt accordingly;
18. Mid-year and end of year reports to the district outlining total campuses and students served in December 2022 and again in June 2023;
19. Development and implement communication and support systems around identification of Youth needs and progress outcomes among service providers, school and parents; and
20. Compliance with Federal and State regulations, program standards, contractual obligations and requirements as required by the Texas Education Agency and community stakeholders.
21. Additionally, ensure all personnel and volunteers providing on-campus support through Family Service complete all required background checks required by the district.

San Antonio Independent School District agrees to support and assist in the following:

1. Assist in identifying school(s) that can best support outcomes and designate space for service provision;
2. Coordination with Family Service staff on identifying participants per service for maximizing outcomes and minimizing duplication of services.
3. Designate a contact person for coordination of services on each identified campus;
4. Assistance in identifying school team members to participate on a team that delivers the Families and Schools Together (FAST) model after school that is trained by a nationally certified curriculum trainer.
5. Provide access to technology for programming, including evenings, on school site(s) as permitted (Technology will be limited to standard equipment that is on site and that schools use for family/student meetings including a laptop, projector, and screen);
6. Provide critical student data (grades, attendance, behavior) for recruitment of students and evaluation purposes through a data sharing agreement;
7. Share appropriate pertinent information with Family Service staff to facilitate the referral and services as authorized by referred client; and
8. Develop and implement communication and support systems around identification of Youth needs and progress outcomes among service providers, school and parents.

INSURANCE:

Family Service, at its own expense, shall provide and maintain in force during the term of this MOU comprehensive general liability and risk insurance covering bodily injury, professional liability, sexual abuse, employee conduct and property damage liability in the amounts of \$1,000,000 per incident, \$5,000,000 per aggregate, with the district named as an additional insured, with one or more insurance companies authorized to transact business in Texas.

GENERAL TERMS AND CONDITIONS:

This agreement shall be consulted under and in accordance with the laws of the State of Texas, and all obligations of the parties created by this agreement, are performable in Bexar County.

This agreement neither documents nor provides for the exchange of funds between the Parties, nor does it make any commitment of funds or resources. No provision in this agreement will be interpreted to require obligation or payment of funds.

This agreement constitutes the sole and only agreement of the parties to the agreement and supersedes any prior understanding or written or oral agreements between the parties respecting the subject matter of this agreement.

This agreement will be reviewed no less often than at the mid-point of its term and around the anniversary of its effective date in its entirety.

No amendment, modification or alteration of this agreement shall be binding unless it is in writing, dated subsequent to this agreement and only executed by the parties to this agreement.

No waiver by the parties here to of any default or breach of any term, condition or covenant of this agreement shall be deemed to be a waiver of any other breach of the same or any other term,

condition or covenant contained herein.

INDEMNITY:

Family Service and SAISD (as for SAISD, only to the extent allowable by law), agree to mutually indemnify and hold harmless each other, and its officers, agents and employees from any and all lawsuits, claims, actions, losses, damages, claims or liability of any character, type of description, including without limitation, all expenses of litigation, including court costs and attorney's fees, resulting from the injury or death of any person, injury to any property, received or sustained by any person or persons or property, arising out of or occasioned by the negligent act or acts (whether that negligence is the sole or contributory cause of the injury death or damage) of family service association, its agents or employees to the extent allowable under Texas law during the term of this agreement.

TERMINATION:

This agreement may be terminated as follows:

If either party commits any breach of or defaults in any terms or conditions of this agreement, including without limitation failing to maintain insurance coverage required by this agreement, either party may terminate this agreement immediately upon written notice of default to the other party,

If at any time either party does not have the necessary current licenses, permits or rights required for the performance of its obligations under this agreement, either party shall have the right to cancel this agreement immediately upon written notice to the other party.

Either party may terminate this agreement, with or without cause, upon sixty (60) days prior written notice to the other party.

The district acknowledges that some services provided by Family Service are contingent upon Family Service's agreement with the stated funders in Section II and if funding is discontinued, Family Service will terminate related services immediately. Family Service will properly notify impacted families, staff and/or campuses.

MISCELLANEOUS PROVISIONS:

The district may not assign its rights or obligations under this agreement to a third party without the express prior written consent of Family Service who may withhold such consent in its sole discretion.

The failure of either party to insist on strict compliance with any of the terms, covenants, or conditions of this agreement by the other party shall not be deemed a waiver of that term, covenant, or condition, nor shall any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for all or any other times. If, for any reason, any provision or portion of any provision of this agreement is held invalid, such invalidity shall not affect any other provision or portion of any provision not held so invalid and each other provision of this agreement shall continue in full force and effect.

If any legal action is commenced or necessary to enforce or interpret the terms of this

agreement, the prevailing party shall be entitled to reasonable attorney's fees, costs, and necessary disbursements in addition to any other relief to which that party may be entitled.

All notices given under this agreement must be in writing and delivered to the respective addresses of the parties set forth in the agreement or to any new address provided by a party in accordance with this notice provision. If notice is given by mail, it must be by certified mail, return receipt requested. Notice may also be by facsimile, by courier or overnight delivery. All notices hereunder shall be effective only on actual receipt (as evidenced by signature or by electronic confirmation of a facsimile), except that if notice is given by facsimile on a day that is not a regular business day of the recipient or after 5:00 p.m. On a regular business day of the recipient, such notice shall be effective on the next regular business day of the recipient.

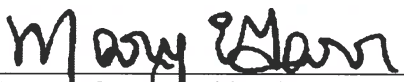
REPRESENTATION:

San Antonio Independent School District represents, warrants and certifies that all information provided to Family Service by the district in connection with this agreement is true and correct in all respects to the best of its knowledge and belief. The execution, delivery and performance of this agreement by the district has been duly authorized, and the person executing this agreement on behalf of San Antonio Independent School District has been duly authorized to do so.

EXECUTION:

This agreement may be executed in multiple counterparts, all of which shall constitute one agreement. A facsimile of an executed counterpart shall have the same effect as the original executed counterpart.

EXECUTED this _____ day of _____, 2022, the **EFFECTIVE DATE**.



Mary E. Garr, President/CEO
Family Service Association of San Antonio, Inc.

Dr. Jaime Aquino, Superintendent
San Antonio Independent School District



Family Service Impact

San Antonio ISD 2021-2022

Adverse Childhood Experiences (ACEs)

16% of our participants identified experiencing 3 or more ACEs

Student IMPACT

90%

Increased parent engagement efficacy

85%

Showed improvement in reading

100%

Are Kindergarten ready

90%

Improved grades

97%

Improved behavior

Top 4 Indicators:

1. Witness violence in their community (13%)
2. Physically abused (12%)
3. Emotionally abused (11%)
4. Lost a parent by death/divorce (9%)

Funding Support

- City of San Antonio (COSA)
- Texas Department of State Health Services (DSHS)
- United Way of San Antonio & Bexar County

Student & Family Resources

Primary referrals for Mental Health Counseling, Financial Empowerment Counseling, Utilities Assistance, Food Bank, Transportation Assistance, etc.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and Snack Pack 4 Kids San Antonio**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Elsa Valenzuela-Griffin, Director, Office of Family and Community Engagement

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Snack Pack 4 Kids San Antonio. Snack Pack 4 Kids San Antonio will provide weekend food supplements to students at up to 20 schools districtwide during the 2022-2023 school year.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the proposed MOU with Snack Pack 4 Kids San Antonio to address the impact hunger has on a child's ability to learn by providing weekend food supplements to students identified as being chronically hungry.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022-2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Office of Family and Community Engagement
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Snack Pack 4 Kids San Antonio
Presenter:	Elsa Valenzuela-Griffin, Director, Office of Family and Community Engagement
Cost:	N/A
Board Goal:	Increase percent on-time, 4-year graduation and decrease dropout rates Increase the percent of Campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
1,420 to 1,840	0	Up to 20	0	0	0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Last year, this program served 1,350 students at 13 schools. Through this agreement, SAISD is able to help families address issues with academics, attendance, behavior, and mental health directly or indirectly caused by food insecurity.</p> <p>This agreement will allow Snack Pack 4 Kids San Antonio to support 14 schools during the 2022-2023 school year (expanding by one school from last year) with the option of adding up to an additional six schools to the program, if Snack Pack 4 Kids San Antonio is able to secure funding to expand. Per Snack Pack 4 Kids San Antonio,</p>
--	---

10-20% economically disadvantaged students at each campus receive a weekly Snack Pack. Snack Pack 4 Kids anticipates they will serve 1,420 to 1,840 students during the 2022-2023 school year.

Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the **San Antonio Independent School District**, a political subdivision of the State of Texas (hereinafter, "DISTRICT"), and **Snack Pack 4 Kids San Antonio SP4KSA** (hereinafter, "SP4KSA"). DISTRICT and SP4KSA are also collectively referred to as "Parties" and singularly as "Party".

I. PURPOSE

The purpose of this MOU is to outline terms and areas of responsibility in order to establish and maintain a cooperative effort between SP4KSA and the DISTRICT that is designed to address the impact hunger has on a child's ability to learn by providing weekend food supplements to students identified by their teachers as being chronically hungry. Snack Pack 4 Kids San Antonio SP4KSA will implement its program at up to 20 schools in the DISTRICT during the 2022-2023 school year.

School	Community Partner Liaison	Other Partners/Funders
Lamar Elementary	Grace Northridge Church	CISSA
Hawthorne Academy	Gathering Midtown Church	CISSA/TND Foundation
Dorie Miller Elementary	Rotary Club of San Antonio	CISSA
Bowden Academy	Dignowity Hill Neighborhood	CISSA/TND Foundation
Jefferson High	Christ Episcopal Church	CISSA/Social Worker/Students
James Madison Elementary	Christ Episcopal Church	
Briscoe Elementary	First Baptist Church	
Green Elementary	First Baptist Church	
Ira Ogden Elementary	No Current Partner/Grant Funding	
M.L. King Academy	Rotary Club of San Antonio	
Rogers Academy	Mission Vineyard Church	TND Foundation
Beacon Hill Academy	No Current Partner or Funding	
Arnold Elementary	No Current Partner	
Woodlawn Hills Elementary	No Current Partner	

II. TERM/CANCELLATION

The term of this MOU will commence on July 1, 2022 (or the "Effective Date") and will continue through June 30, 2023 and is subject to annual approval by the SAISD Superintendent and Board of Trustees. This MOU may be terminated at will by either party with 30 days written notice delivered to either party. This MOU is not transferrable except with the written consent of the parties.

III. UNDERSTANDINGS

Snack Pack 4 Kids San Antonio SP4KSA agrees to the following:

- Identify, cultivate and support reputable Community Partner Liaisons (churches, civic organizations, neighborhoods, businesses, grantors) to both fund and provide volunteer services to support individual schools.
- Maintain communication with and provide support to the Individual campus liaison (Family Engagement Specialist, Counselor, Social Worker, CISSA site Coordinator, School Nurse, etc.) for all aspects of program administration.
- Provide annual Parent Permission Masters (including generic nutritional information representing a typical Snack Pak) in English and Spanish to be used by each school, assuring students with peanut allergies are appropriately identified by the parent/guardian completing the form.
- Provide weekly food supplement Snack Pak for each student identified. Paks will include 12-14 name brand, brand new food items, packed in generic (or HEB) plastic grocery bags.
- Provide peanut-free Paks as needed for each campus to serve students identified by their parents as requiring a peanut-free Pak. Peanut-free Paks will be provided in separately marked totes/bags to clearly distinguish them from standard Snack Paks. Green interlocking bins will contain white HEB bags with regular Snack Paks, orange interlocking bins will contain white HEB bags with Snack Paks including a jar of peanut butter to be distributed monthly, blue interlocking bins will contain blue grocery bags with peanut-free Snack Paks. All Snack Paks are delivered to the classroom in a blue reusable tote.
- Assemble all Paks with the help of volunteers at the SP4KSA warehouse (3559 Belgium Lane, 78219), and store in SP4KSA interlocking totes.
- Deliver all Paks monthly during the academic year, August – June, to individual campuses to allow for weekly distribution to students.
- Provide and maintain Work Order Central database access to individual Campus Liaison, by campus. This software system contains the name, classroom, grade and current teacher for each identified child and prints lists by classroom, so bags can be efficiently delivered to each classroom. Instructions on each classroom list also direct substitute teachers as to the appropriate distribution to individual students (i.e., discreetly placed in the child's own backpack or cubby during lunch or specials when other children are not in the classroom).
- Develop volunteer support and coordination as needed.
- Ensure all personnel and volunteers providing on-campus support complete the DISTRICT volunteer application, pass a background check, and complete the DISTRICT volunteer orientation prior to the start of any activities in the school.
- Coordinate with District personnel to determine data sharing agreement, if necessary, to maintain confidentiality of all student/family information.
- Apply for approval for ongoing operations annually, as well as approval of annual Teacher/Student surveys used for program evaluation during the last quarter of the academic.
- Attend planning meetings, partner orientations, staff training, etc. as requested.
- Maintain (and provide a copy, if requested) of general indemnity insurance policy.
- Provide the DISTRICT with an end of year report of total campuses and students served in December 2022 and again in June 2023.
- Contact the DISTRICT prior to beginning services to any new campuses (included in the 20) or if there are any changes to the existing list of schools being served at any point during the school year.

The DISTRICT agrees to the following:

- Act as a general liaison for communication between schools served and SP4KSA.
- Allow principals to designate a SP4KSA campus liaison (i.e., Family Engagement Specialist, Counselor, Social Worker, CISSA Site Coordinator, School Nurse) for each campus served by SP4KSA.
- Campus liaisons will maintain communication with Community Partner Liaisons/SP4KSA for all aspects of program implementation; (monthly: approximate time – 30 minutes).
- Provide adequate campus space in which to store totes containing monthly supply of Snack Paks and provide assistance to store totes (monthly: approximate time – 15 minutes).
- Provide teachers with information from Feeding America (<https://www.feedingamerica.org>) in order to identify students who may be food insecure and who could benefit from weekend food supplements. Teachers will submit a Referral Form (Referral Form Masters provided each year by SP4KSA) to campus liaison for parental consent.
- Each SP4KSA campus liaison obtains and retains annual Consent form (Parent Permission Masters provided each year by SP4KSA) from parent/guardian for student participants and enters students in the database provided by SP4KSA (Work Order Central software system) to assure correct delivery, inventory, and planning (initially: approximate time – 4 hours; monthly: approximate time – 1 hour).
- Provide SP4KSA representatives approximately ten (10) minutes of time at a school staff meeting to share information about SP4KSA.
- Allow distribution of an online survey to teachers for program evaluation in May of each school year, assuming approval is requested and received from SAISD Administration (annually: teacher time to complete – less than 5 minutes).
- Facilitate allowing students who have received weekly Snack Paks to complete an online or paper Student Survey Monkey evaluation (provided by SP4KSA) relating primarily to products included in Snack Paks, assuming approval is requested and received from SAISD Administration (annually: completion of forms with students – 2 hours).
- Coordinate with SP4KSA to establish appropriate data sharing agreement (data requested includes student name, grade level, classroom teacher name and room number), if necessary.

**IV.
RELATIONSHIP OF THE PARTIES**

This MOU is not intended to create a relationship of principal and agent, employee and employer, or any other such similar relationship between Parties. Further, this MOU is not intended to create a joint venture or enterprise for purposes of determining liability. Each Party is responsible for all costs of its personnel including pay and benefits, supports, and travel. Each Party is responsible for supervision and management of its personnel and volunteers.

**V.
GOVERNING LAW**

Texas law will govern this MOU and all obligations of and performance by the Parties hereunder. DISTRICT does not intend to waive any governmental powers or immunity by entering or performing under this MOU.

**VI.
ENTIRE MOU/AMENDMENT**

This MOU constitutes the entire agreement between the Parties for the purpose stated hereunder and supersedes all prior or contemporaneous agreements between the Parties, whether oral or written. No amendment, modification, or alteration of the terms of this MOU will be binding unless the same be in writing, dated subsequent to the date hereof and duly executed and agreed to by all the Parties hereto.

**VII.
GENERAL PROVISIONS**

A. FUNDS. This MOU neither documents nor provides for the exchange of funds between the Parties, nor does it make any commitment of funds or resources. No provision in this MOU will be interpreted to require obligation or payment of funds.

B. REVIEW OF MOU. This MOU will be reviewed no less often than at the mid-point of its term and around the anniversary of its effective date in its entirety.

C. ENTIRE UNDERSTANDING. It is expressly understood and agreed that this MOU embodies the entire understanding between the Parties regarding the MOU's subject matter, thereby superseding all prior understandings of the Parties with respect to such subject matter.

D. NO THIRD PARTY BENEFICIARIES. Nothing in this MOU, express or implied, is intended to give to, or will be constructed to confer upon, any person not a party any remedy or claim under or by reason of this MOU and this MOU will be for the sole and exclusive benefit of the Parties.

EXECUTED this _____ day of _____, 2022, the **EFFECTIVE DATE**.

Snack Pack 4 Kids San Antonio

San Antonio Independent School District

By: _____
Michelle Young, Executive Director

By: _____
Dr. Jaime Aquino, Superintendent

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Educational Services/Interlocal Agreement Between SAISD and Alamo Community College District on Behalf of San Antonio College – First Responders Academy

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Dr. Johnny Vahalik, Assistant Superintendent of College, Career and Military Readiness
 Christina Mank-Allen, Director of Career and Technical Education

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Educational Services/Interlocal Agreement between SAISD and Alamo Community College District on behalf of San Antonio College – First Responders Academy. This agreement is designed to train Edison High School students as firefighters. Students will be provided the opportunity to receive up to 27 hours of college credit and qualify to test with the Texas Commission on Fire Protection to receive the Basic Structure Fire Suppression Certification qualifying them to become paid firefighters. The cost of services paid to San Antonio College provides access to an instructor, the San Antonio College firefighting facilities, all equipment, supplies, curriculum, and all necessities to complete the program and certification.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the Educational Services/Interlocal Agreement with Alamo Community College District on behalf of San Antonio College - First Responders Academy.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

\$850 per student per semester with a minimum of 20 students per cohort. Currently, 22 students are scheduled for the 2022-23 school year for a total cost of approximately \$37,400. (\$18,700 a semester). Local funding will be used: 198-11-6222-82-003-38-878.

IV. 2022-2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.

- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	College, Career and Military Readiness
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Educational Services/Interlocal Agreement Between SAISD and Alamo Community College District on Behalf of San Antonio College – First Responders Academy
Presenter:	Dr. Johnny Vahalik, Assistant Superintendent for CCMR
Cost:	\$37,400 (\$18,700 per semester)
Board Goal:	Goal 9 – Increase the percent College, Career, and Military Ready
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health


IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
22	1	1	\$850.00 per semester	\$0	\$37,400

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The cost per student increased from \$750 to \$850, but San Antonio College services will include the cost the certification testing which SAISD was covering separately in prior years.</p> <p>2021-22 Cohort</p> <ul style="list-style-type: none"> • Number Started Program: 10 • Number Completed Program: 9 completed 27 hours of college credit, 1 student completed 12 hours of college credit • Number Received Certification: 6 out of 10 <p>2020-21 Cohort</p>
--	--

- 
- Number Started Program: 7
 - Number Completed Program: 7 students completed 27 hours of college credit
 - Number Received Certification: 6

EDUCATIONAL SERVICES/INTERLOCAL AGREEMENT

Between

ALAMO COMMUNITY COLLEGE DISTRICT ON BEHALF OF

SAN ANTONIO COLLEGES – FIRST RESPONDERS ACADEMY
(**CAMPUS / DEPARTMENT**)

And

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT ON BEHALF OF EDISON HIGH SCHOOL
(**INSTITUTION**)

This Educational Services/Interlocal Agreement is made by and between the Alamo Community College District on behalf of San Antonio College – First Responders Academy (hereinafter referred to as “**Alamo Colleges District**”) and San Antonio Independent School District on behalf of its Edison High School (hereinafter referred to as “**INSTITUTION**” and “**HS,**” respectively), collectively referred to herein as “**the Parties.**”

In consideration of the premises and of the mutual covenants and agreements herein contained, the parties hereby enter into this Agreement for the limited purposes and upon the terms, provisions, and conditions set forth.

1. SCOPE OF AGREEMENT AND LIMITATIONS OF AUTHORITY

- 1.1** The purpose of this Agreement is to retain the services of **Alamo Colleges District** to provide educational training to **INSTITUTION** employees and/or students at the San Antonio College First Responders Academy.
- 1.2** In the performance of the work, duties and obligations hereunder, it is mutually understood and agreed that **Alamo Colleges District** shall not be considered an employee or partner of **INSTITUTION**. **INSTITUTION** shall not have control, direction and/or dominion over **Alamo Colleges District** other than the terms of this Agreement.
- 1.3** Neither **Alamo Colleges District** nor **INSTITUTION** has the authority to act for or on behalf of each other except as provided for in this Agreement and no other authority, power or use is granted or implied.
- 1.4** **Alamo Colleges District** may not incur any debt, obligation, expense, or liability of any kind on behalf of **INSTITUTION** without said party’s expressed written permission.

2. TERM AND TERMINATION

- 2.1** The term of this Agreement shall be from July 19, 2022 to June 30, 2024, unless terminated sooner as provided in Section 2.2 herein.
- 2.2** This Agreement may be terminated by either: (1) written agreement of both parties; or (2) by unilateral written notice of termination at least 30 days prior to the beginning of any scheduled course.
- 2.3** Should termination occur, both parties shall be relieved of any further liabilities and rights under this Agreement, except for payment of fees accrued through date of termination.

3. DUTIES AND OBLIGATIONS

3.1 **Alamo Colleges District** agrees to provide **INSTITUTION** with the following services as described:

- a) Customized training as described on **Exhibit No. 1** which is attached hereto and made a part of this Agreement;
- b) Provide classrooms for, and coordination of, all courses;
- c) Development of curriculum and materials, including testing development, administration, and scoring;
- d) Instruction for all courses;
- e) Daily sign-in sheet for each day class is held; and
- f) Certificates of completion for the Fire Academy.

3.2 **Academics/Hands-On Training/TCFP Testing**

- a) Required academics to reach graduation from the Fire Academy.
 - a. The student must maintain a 70% or better through all 7 blocks of the Fire Academy in order to move to the next block and to graduate the Fire Academy.
 - b. The student is allowed academic assistance one time throughout the duration of the Fire Academy. If a student falls below a 70% but is above 60% they are allowed to use their one-time academic assistance .
 - c. Any students that fall below 60% are not allowed academic assistance and will not be allowed to continue in the Fire Academy due to low academics.
- b) Requirements for hands-on training to reach graduation from the Fire Academy.
 - a. The student must be able to perform 100% of all required hands-on skills sets through all 7 blocks of the Fire Academy in order to move to the next block and to graduate the Fire Academy.
 - b. Any students that does not perform any of the required hands-on skills sets will not be allowed to continue in the Fire Academy due to inability to perform hands-on skills.
- c) Requirements for student to be eligible to challenge State Certification (TCFP) tests through the Fire Academy TCFP TPA's.
 - a. The students must maintain an overall average of 80% or better in all four courses of the Fire Academy (Firefighter I, Firefighter II, Haz Mat Awareness & Operations) in order to be eligible to challenge State Certification (TCFP) tests through the Fire Academy TCFP TPA's.

3.3 **Enrollment Requirements:**

- a) For classes combined with other **INSTITUTIONS**
 - a. Minimum number of 10 students must be enrolled in each course. If enrollment in a course falls below 10 students the **INSTITUTE** agrees to continue paying **ALAMO COLLEGES DISTRICT** for 10 students per semester in accordance to the attached Exhibit No. 1.
 - b. Maximum number of 15 students may be enrolled in each course.
- b) For classes NOT combined with another **INSTITUTION**
 - a. Minimum number of 20 students must be enrolled in each course. If enrollment in a course falls below 20 students the **INSTITUTION** agrees to continue paying **ALAMO COLLEGES DISTRICT** for 20 students per semester in accordance to the attached **Exhibit 1**.
 - b. Maximum number of 30 students may be enrolled in each course.

c) Open entry – open exit **is not** permitted. If a student is dropped from a course, that student **may not** be replaced by another student.

3.4 Alamo Colleges District agrees to hold classes as requested by **INSTITUTION** in accordance with Sections 3.1 and 3.2 herein, and if this Agreement is terminated pursuant to Section 2.2 herein classes may be subject to cancellation.

4. PAYMENT TERMS

4.1 Alamo Colleges District shall be paid for the customized training provided to **INSTITUTION** at the rate(s) described in **Exhibit 1** which is attached hereto and made a part of this Agreement.

4.2 The cost of each course, described in **Exhibit 1**, includes facilities, instructional supplies and materials, and administrative/indirect costs.

4.3 Alamo Colleges District will invoice **INSTITUTION** within thirty (30) days of the commencement of the course.

4.4 Alamo Colleges District must receive payment in full within thirty (30) days of receipt of the invoice.

4.5 Alamo Colleges District will send all invoices to **INSTITUTION** at the following address:

Company:	San Antonio ISD
Att'n:	Superintendent
Address:	141 Lavaca St.
City/State:	San Antonio, Texas 78210
Telephone:	(210) 554-2281
Email:	pmartinez1@saisd.net

5. CURRICULUM CONFIDENTIALITY.

In exchange for receiving a copy of the curriculum for the training course provided by **Alamo Colleges District** pursuant to this Agreement, **INSTITUTION** agrees to safeguard the curriculum and to refrain from reproduction, distribution, or other use of the curriculum for any purpose other than internal review (collectively, "Use"), without the written consent of **Alamo Colleges District**. **INSTITUTION** agrees to make a report to **Alamo Colleges District** of any prohibited Use within one business day after learning of same that identifies (i) the nature of the Use; (ii) the curriculum information Used; (iii) to the extent determinable, the persons Using or receiving the curriculum; (iv) **INSTITUTION**'s intended action for mitigating adverse Use consequences; and (v) **INSTITUTION**'s intended corrective action for prevention of future such Use. **INSTITUTION** agrees to provide such written report as **Alamo Colleges District** may request.

6. INSURANCE

Alamo Colleges District maintains insurance coverage for claims or causes of action brought for which immunity has been waived under the provisions of the Texas Tort Claims Act. If services are to be performed on **INSTITUTION'S** premises and as partial consideration for the performance of the services, **INSTITUTION** shall maintain comprehensive general liability insurance in the minimum amount of \$1,000,000 for each claim and \$2,000,000 aggregate, during the period of performance of this Agreement.

7. **CHOICE OF LAW**

This Agreement will be interpreted according to the Constitution and laws of the State of Texas. Venue of any court action brought directly or indirectly by reasons of this agreement shall be in Bexar County, Texas. This Agreement is made and is to be performed in Bexar County, Texas, and is governed by the Constitution and the laws of the State of Texas.

8. **NOTICES**

All notices given pursuant to this Agreement shall be in writing and shall either be mailed by first class mail, postage prepaid, registered or certified with return receipt requested, or delivered in person to the intended addressee, or sent by fax or overnight delivery service. Notice mailed shall be effective on mailing. Notice given in any other manner shall be effective on receipt. For purposes of notice, the addresses of the Parties shall be as stated under their names as set forth herein, provided, however, that each Party shall have the right to change its address for notice hereunder to any other location by the giving of 10 days' notice to the other Party in the manner set forth above. Notices shall be given to the following:

INSTITUTION:

San Antonio ISD

Att'n: Superintendent

141 Lavaca St.

San Antonio, Texas 78210

(210) 554-2281

Email: pmartinez1@saisd.net

ALAMO COLLEGES DISTRICT:

San Antonio College

Att'n: Chair of Protective Services

1819 N. Main Ave.

San Antonio, Texas, 78212

(210) 486-1692

mdavila21@alamo.edu

Authorized signatures below constitute acceptance of the terms and conditions set forth in this Agreement.

INSTITUTION:

**ALAMO COMMUNITY COLLEGE DISTRICT:
(Alamo Colleges District)**

By: _____

By: **Francisco E. Solis**  Digitally signed by Francisco E. Solis
Date: 2022.06.28 17:57:49 -05'00'

Print name: _____

Print name: **Francisco E. Solis**

Title: _____

Title: **Interim College President**

Date: _____

Date: **June 28, 2022**



EDUCATIONAL SERVICES/INTERLOCAL AGREEMENT
Between

ALAMO COMMUNITY COLLEGE DISTRICT ON BEHALF OF
SAN ANTONIO COLLEGES – FIRST RESPONDERS ACADEMY
(**CAMPUS / DEPARTMENT**)

And
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT ON BEHALF OF EDISON HIGH SCHOOL
(**INSTITUTION**)

EXHIBIT 1

COURSE OUTLINE

INSTITUTION and **Alamo Colleges District** - San Antonio College - First Responders Academy (**SAC-FRA**) have an agreement to train HS students as Firefighters. The training is conducted through **INSTITUTION-HS** and SAC Dual Credit Program. **HS** students attend the Fire Academy at the **SAC-FRA** for 2 semesters to accomplish this training.

1. Institution agrees to pay to **SAC** a Special Equipment fee of \$850/student/Semester
 - a. Special Equipment fees – is used to provide, maintain, and certify per National Fire Protection Association NFPA Standards
 - i. Emergency Response Vehicles
 - ii. Personal Protective Clothing/Equipment (PPC or PPE)
 - iii. Self-Contained Breathing Apparatus (SCBA)
 - iv. breathing air supply
 - v. Hazardous Materials equipment
 - vi. Ropes and rigging
 - vii. Power tools and equipment
 - viii. Non-powered tools and equipment
 - ix. Live fire training facilities/equipment
 - b. Special Equipment fee includes
 - i. Student station uniforms
 - ii. NFPA Approved Firefighter Gloves
2. **SAC-FRA** agrees that in exchange for the special equipment fee of \$850 /student/semester **SAC-FRA** will provide to and maintain for the **HS** students, certified per National Fire Protection Association NFPA Standards, the following:
 - i. Emergency Response Vehicles
 1. Fire trucks, Rescue Vehicle, Air supply trailer
 - ii. Personal Protective Clothing (PPC)
 1. Bunker pants and coats -

2. Bunker Boots
 3. Helmets
 4. Flash Hoods
 5. On-site Storage
 6. Structural Firefighting Gloves
 7. Knee Pads
 - iii. Work Gloves / Equipment (PPE)
 1. Self-Contained Breathing Apparatus (SCBA)
 - a. Spare SCBA Bottles
 - b. SCBA Masks
 - c. On-site Storage
 - iv. breathing air supply
 1. Compressors
 - v. Hazardous Materials equipment
 - vi. Ropes and rigging
 - vii. Power tools and equipment
 1. Jaws of life
 2. Generators
 3. Airbags
 4. Saws
 - viii. Non-powered tools and equipment
 - ix. Live fire training facilities/equipment
 - x. All required books to complete the academy. This is a onetime issue, per student, upon entry into the Fire Academy
 1. Limited to one issue per student/year
 - a. Essentials of Fire Fighting, IFSTA 7th edition
 - b. Hazardous Materials for First Responders 5th edition
 - xi. Fire Academy Uniforms as follows
 1. Fall/Spring semester
 - a. 2 Pants
 - b. 2 T-shirts
 - c. 1 Polo
 - d. 1 pr. Station Boots
 - e. 1 Baseball Cap
 - f. 1 Cold Weather Sweatshirt
 - xii. State certification (TCFP) testing will be paid for by the Fire Academy, for those students meeting the eligibility requirements to challenge State Certification (TCFP) tests through the Fire Academy TCFP TPA's
3. Payment schedule per Section No. 4 "PAYMENT TERMS" of this Educational Service / Interlocal Agreement

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and Ed Plus, Inc. Upward Bound Program**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Liz Ozuna, Executive Director, College Readiness/Postsecondary Initiatives

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Ed Plus, Inc. Upward Bound Program.

The Ed Plus Upward Bound (UB) Program serves 65 participants annually between Burbank High School and East Central High School. The Program strives to maintain a caseload of 30 participants from Burbank High School but reserves the right to increase or decrease this number as needed to meet grant requirements. Furthermore, UB is federally mandated to maintain a minimum of 2/3 low-income, first-generation students.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approves the MOU with the Ed Plus Upward Bound Program.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	College, Career, and Military Readiness
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Ed Plus, Inc. Upward Bound Program
Presenter:	Liz Ozuna, Executive Director for College Readiness & Postsecondary Initiatives
Cost:	\$0 – No cost to the District
Board Goal:	Goal 10 – Increase the percent of graduates attending college
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
~30 (65 total in SAISD & ECISD)	0	1	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>For the 2020-2021 reporting period, the ED PLUS Upward Bound program reported the following outcomes for 65 participants of the Upward Bound program including 30 seniors (27 in the target high schools and 3 who moved to other high schools and continued to receive services):</p> <ul style="list-style-type: none"> 39 students/60% (Goal = 50%) achieved a GPA of 2.5 or higher by the end of the school year 46 students/70% (Goal = 40%) met proficiency in a state assessment
--	---

- 63 students/98.46% (Goal = 94%) were promoted to the next grade level or graduated from high school with a regular school diploma
- 39 students/60% (Goal = 55%) of current and prior-year students graduated from high school with a rigorous school program of study
- 23 students/75% (Goal = 60%) of graduating Seniors enrolled in higher education immediately after high school

While the percentage remains a constant goal, this number changes yearly based on the number of Seniors in a graduating class.

- 23 students/32% (Goal = 22%) completed a postsecondary education six years after high school graduation*

*This number and percentage is lower than previous years due to COVID. Percentages in the three years prior were

2019-2020: 56%

2018-2019: 42%

2017-2018: 67%

SAISD has a 26% persistence to degree completion rate currently for Class of 2016; SAISD students who have participated in Upward Bound programs exceed the district average

Upward Bound Participants must:

- Be a US citizen
- Attend Burbank High School or East Central High School at the time of their enrollment
- Be enrolled in the 9th through 12th grade
- Be a first-generation and/or low-income student (as defined by the Department of ED)
- Demonstrate a desire and the potential to pursue a college education.
- Have a demonstrated academic need (low STARR/EOC scores and/or below a grade of 85 in English, Math, and/or Science)

Special consideration will be given to students who are:

- Have a high academic need
- Receiving foster care services
- Classified with documented disabilities
- Of limited English proficiency

Upward Bound is on track for maintaining 65 high school students enrolled in their program and they continue to connect with high school campuses to recruit students for the ED PLUS Upward Bound program. This MOU gives us the added value of defining our shared outcomes and creating systems to ensure effective collaboration with our campus College Bound Advisors, counselors, and other college access partners to minimize redundancy and maximize efforts to achieve shared outcomes.

**Memorandum of Understanding/Articulation Agreement between
the San Antonio Independent School District
and Ed Plus Inc Upward Bound
August, 2022 - July, 2023**

This Memorandum of Understanding (“Memorandum” or “MOU”) is a statement of principles and agreement for collaboration between **ED PLUS Upward Bound (UB) Program and San Antonio ISD for Burbank High School** for:

1. Outlining the purpose of the ED PLUS Upward Bound Program
2. Establishing the criteria for students to be served by UB
3. Outlining the procedures for eligible or interested students to apply for participation
4. Providing copies of recruitment materials
5. Providing documentation of online UB information
6. Providing and establishing an agreement for UB to follow procedures referenced by San Antonio ISD

1. Purpose of Upward Bound is to increase the rate at which program participants graduate high school and enroll in and graduate from postsecondary education institutions. Upward Bound provides fundamental academic support and college preparation services to its participants free of charge.

2. The criteria for students to be served:

The ED PLUS Upward Bound Program serves 65 Participants annually between Burbank High School and East Central High School. The ED PLUS Upward Bound strives to maintain a caseload of 30 Participants from Burbank High School but reserves the right to increase or decrease this number as needed to meet grant requirements. Furthermore, UB is federally mandated to maintain a minimum of 2/3 low-income, first-generation students.

Upward Bound Participants must:

- Be a US citizen
- Attend Burbank High School or East Central High School at the time of their enrollment.
- Be enrolled in the 9th through 12th grade.
- Be a first-generation and/or low-income student (as defined by the Department of ED)

Demonstrate a desire and the potential to pursue a college education.

- Have a demonstrated academic need (low STARR scores, below an 85 in English, Math, or Science)

Special consideration will be given to students who are:

- Have a high academic need.
- Receiving foster care services.
- Classified with documented disabilities.
- Of limited English proficiency.

3. Procedures for interested students to apply for participation:

Students interested in participating in Upward Bound should submit the completed application to the UB Advisor at Burbank High School.

Overview of Application Process

- A. Student submits completed application.
- B. Student completes an interview and the LASSI-HS assessment with the UB Coordinator.
- C. Parent completes phone interview with the UB Coordinator or Director.
- D. If a student is selected, he/she will be placed on a 60-day probationary status to attend Upward Bound events and activities.
- E. At the end of the 60-day probationary period, the UB Coordinator will assess the student's progress and decide if the student will continue in the program.

Recruitment materials and the results of the application and interview process will be made available to the designated Burbank High School point of contact and with the SAISD District point of contact in the Office of College Readiness annually.

5. During the period of this relationship, ED PLUS Inc Upward Bound personnel will:

- a) Complete a volunteer background check and share results with the SAISD District point of contact in the Office of College Readiness. Name of campus UB Advisor should be shared and kept current with the District point of contact in the Office of College Readiness
- b) Use the campus visitors log to sign and sign out each visit during regular school hours.
- c) Provide a current list of participants to campus counselor contact and to the District point of contact in the Office of College Readiness
- d) Complete the SAISD Data Sharing agreement and file with the office of Accountability, Research, Evaluation and Testing and with the District point of contact in the Office of College Readiness
- e) Provide executed Student/Parent Consent Forms that set out school-related information/data to be provided to UB. Examples would include but are not limited to class schedules, progress reports, report cards, transcripts, grades, GPA, achievement test scores, FAFSA applications, and college applications
- f) Work with campus point of contact to schedule all trips that will occur during regular school hours at least one month in advance
- g) Provide parent-signed permission slips for each trip that occurs during regular school hours. Permission slips must be submitted to the Attendance Office before departure
- h) Clearly state on all information/flyers and permission forms for off-campus, after-hour activities that the event is not sponsored or affiliated with the district
- i) Provide campus/district points of contact with a calendar and outline of services, scheduled times UB representatives will be on campus, special events and activities, and criteria for recruiting students at the beginning of the school year
- j) Provide a copy of any information distributed to students/parents to the campus principal or designated assistant principal, campus point of contact and District point of contact in the Office of College Readiness
- k) Provide a semi-annual report on the following:
 - i) student key performance indicators based on UB goals (these should meet or exceed district goals:
 - ii) 9th grade students:
 - a. GPA
 - b. Attendance
 - c. Persistence in rigorous coursework (Honors, IB, AP, DC/DE)
 - iii) 10th grade students:
 - a. GPA

- b. Attendance
- c. Persistence in rigorous coursework (Honors, IB, AP, DC/DE)
- d. PSAT score
- iv) 11th grade students:
 - a. GPA
 - b. Attendance
 - c. Persistence in rigorous coursework (Honors, IB, AP, DC/DE)
 - d. PSAT/ACT/SAT
- v) 12th grade students:
 - a. GPA
 - b. Attendance
 - c. Persistence in rigorous coursework (Honors, IB, AP, DC/DE)
 - d. ACT/SAT
 - e. College Applications completion
 - f. Scholarship Applications completion
 - g. FAFSA completion
 - h. College Acceptance
 - i. College Enrollment (2 year & 4 year)

Longitudinal Data:

- College enrollment within one year of high school graduation
- College persistence

6. As a partner with the ED PLUS Upward Bound, Burbank High School will:

- a. Provide cafeteria table for promotional/advertisement during lunch period as needed
- b. Provide meeting space to work with students/parents during regular school hours
- c. Provide computer access per District technology use policy
- d. Provide student data with parent consent and according to the signed SAISD Data Sharing Agreement
- e. Provide co-curricular absence forms (clears absence for organization related event occurring during regular school hours, should be completed with 3-day advance notice)
- f. Allow use of facilities outside of regular school time may be obtained by completing a Facilities Use Application through the district's business service office. Payment for use will be in advance and calculated according to posted rates

7. The San Antonio Independent School District and Burbank High School will:

- a. Provide space for recruitment and afterschool academic enrichment sessions
- b. Provide student referrals for recruitment into the UB program
- c. Provide access to student data to verify academic progress (with parent/student release forms) and in accordance with the SAISD Data Sharing Agreement
- d. Provide active collaboration to ensure alignment of program service provision with the school curriculum

**SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
HOLD HARMLESS & INDEMNITY AGREEMENT**

The undersigned, ED PLUS Inc Upward Bound Program, agrees to hold harmless and indemnify the San Antonio ISD, its Board members, officials, and their respective employees against any claims and demands or actions which ay hereafter at any time be made or instituted against the San Antonio ISD, its Board members, officials and/or any of their respective employees which may arise out of the use of any school property or facility by the ED PLUS Inc Upward Bound Program.

The undersigned, ED PLUS Inc Upward Bound Program, as a result of this releases and forever

discharges San Antonio ISD, its Board members, officials, and any respective employees who might be claimed to be liable for any claims, demand, damages, actions, causes of action, suits, judgments, or executions because of any losses incurred during the use of a San Antonio ISD property or facility which may arise out of the use of such property or facility by the ED PLUS Inc Upward Bound Program.

ACKNOWLEDGED AND AGREED:

This agreement constitutes the entire agreement. It is understood that the agreement commences no earlier than the date signed by both parties and will be used for the duration of the five-year grant cycle.

Printed Name	Date
Mrs. Sylvia Longoria	
Executive Director	
ED Plus Inc Upward Bound Program	

Printed Name- Dr. Jaime Aquino	Date
SAISD Superintendent	

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and St. Mary's University Upward Bound Program**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Liz Ozuna, Executive Director, College Readiness/Postsecondary Initiatives

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and St. Mary's University Upward Bound Program.

Upward Bound is dedicated to increasing the rate at which low income and first-generation college students' complete both high school and a postsecondary plan.

St. Mary's University Upward Bound participants are provided with academic and personal support in their preparation for college through broad and intensive educational opportunities that include academic instruction, tutorials, SAT/ACT prep, academic advising, and cultural enrichment activities. This partnership will serve 108 students from six SAISD high schools: Brackenridge, Edison, Fox Tech, Sam Houston, Thomas Jefferson, and Lanier.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approves the MOU with the St. Mary's University Upward Bound Program.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	College, Career, and Military Readiness
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and St. Mary's University Upward Bound Program
Presenter:	Liz Ozuna, Executive Director for College Readiness & Postsecondary Initiatives
Cost:	\$0 – No cost to the District.
Board Goal:	Goal 10 – Increase the percent of graduates attending college
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
108	0	6	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>For the 2021-2022 reporting period, St. Mary's University Upward Bound reported the following outcomes for 108 participants of the Upward Bound program:</p> <ul style="list-style-type: none"> 86 students/80% (Goal = 50%) achieved a GPA of 2.5 or higher by the end of the school year 59 students/55% (Goal = 40%) met proficiency in a state assessment 76 students/70% (Goal = 94%) were promoted to the next grade level or graduated from high school with a regular school diploma 102 students/ 94% (Goal = 55%) of current and prior-year students graduated from high school with a rigorous school program of study
--	---

- 57 students/53% (Goal = 60%) enrolled in higher education immediately after high school
- 24 students/22% (Goal = 22%) completed a postsecondary education six years after high school graduation*

*SAISD has a 26% persistence to degree completion rate currently for Class of 2016; SAISD students who have participated in Upward Bound programs exceed the district average and are approaching the state persistence rate of 51%

The St. Mary's Upward Bound Program is grant-funded to serve high school students from low-socioeconomic families and students from families in which neither parent holds a bachelor's degree. The following high schools will be serviced by the Upward Bound grant:

- Fox Tech High School, Brackenridge High School, Sam Houston High School, Thomas Jefferson High School, Lanier High School, Edison High School

St. Mary's University Upward Bound Program will work with campus administration and school district administration to select students who will benefit from participation in the program and be subject to the following measurable outcomes:

- 70% of Upward Bound participants will graduate from high school and complete a rigorous program of study.
- 53 % of Upward Bound participants who graduate from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary education by the Fall term immediately following high school graduation.

Upward Bound is on track for maintaining 108 high school students enrolled in their program and they continue to connect with high school campuses to recruit students for the Upward Bound program. This MOU gives us the added value of defining our shared outcomes and creating systems to ensure effective collaboration with our campus College Bound Advisors, counselors, and other college access partners to minimize redundancy and maximize efforts to achieve shared outcomes.

Memorandum of Understanding
**By and between San Antonio School Independent District and
St. Mary's University Upward Bound Program**

Purpose: This Memorandum of Understanding (“MOU”) is entered into effectively for the 2022-2027 academic years by and between St. Mary’s University Upward Bound Program, a federal TRIO program at St. Mary’s University, and San Antonio Independent School District (“SAISD”).

Whereas, St. Mary’s University Upward Bound and SAISD desire to enter into this agreement to specify the way to accept and implement St. Mary’s Upward Bound Program.

Upward Bound Mission: St. Mary’s University Upward Bound Program aims to provide local disadvantaged students an effective and indispensable assortment of programs and services that will empower local students to maximize their personal and educational potential, while encouraging them to continue to pursue post-secondary educational programs of their choice. Upward Bound participants are provided with academic and personal support in their preparation for college through broad and intensive educational opportunities that include academic instruction, tutorial, academic advising, and cultural enrichment activities. Upward Bound is dedicated to increasing the rate at which low income and first-generation college students complete high school and a college degree.

Recruitment: St. Mary’s University Upward Bound Program will work with campus administration and school district administration to select students who will benefit from participation in the program and be subject to the following measurable outcomes:

- 70% of Upward Bound participants will graduate from high school and complete a rigorous program of study.
- 53 % of Upward Bound participants who graduate from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary education by the Fall term immediately following high school graduation.

Upward Bound is funded to serve 108 high school students from low-socioeconomic families and students from families in which neither parent holds a bachelor’s degree. All participants must be enrolled in the schools listed below:

- Fox Tech High School, Brackenridge High School, Sam Houston High School, Thomas Jefferson High School, Lanier High School, Edison High School

Program Dates: The period of performance for St. Mary’s University Upward Bound Program is from 07/19/2022 -05/31/2027.

Program Components:

As stipulated by the grant, St. Mary’s University Upward Bound will commit to the following:

Academic Advising: In the academic year component, Upward Bound advisors provide weekly academic advising to participants at their respective high schools. Advisors help students to develop individual educational plans and to meet academic, career, and college goals. Upward Bound advisors also help with an in-depth career exploration, scholarship essay writing, resume building, college application and financial aid processes (both participant and parent).

Academic Year Courses: Saturday college preparatory courses are offered at St. Mary's University campus for a total of sixteen sessions annually. Through such Saturday sessions, students attend academic tutorial, two academic classes and a grade-level college-preparation seminar. Upward Bound classes help reinforce the high school curriculum.

Summer Academic Component: Through a six-week academic component, Upward Bound provides a series of academic courses on the St. Mary's University campus. The summer program engages participants in dynamic academic classes including creative writing, literature, mathematics, foreign language and laboratory science. Students also receive daily tutorial, ACT/SAT preparation courses and have an opportunity to enroll in a series of elective courses.

Bridge Component: The summer bridge component is designed to provide students with an academic experience that will ease their transition from high school to college. Following high school graduation, participants can earn up to 6 hours of college credit and receive free tuition, books, and food at no cost to themselves or their families. Academic success and transitioning are the focuses of the bridge component. As such, students are provided with resources to facilitate their achievement including tutoring and academic advising.

Cultural Enrichment Activities: During both the academic and summer components, students have the opportunity to participate in monthly cultural enrichment activities. Enrichment activities are designed to expose participants to the fine arts and postsecondary environments, broaden awareness of history and culture, and engage students in experiential learning. Common enrichment activities include college tours, concerts and musical production, student leadership conferences and community service activities. Admission and transportation to all enrichment activities is free to participants through funding from the U.S. Department of Education.

In response to the COVID-19 pandemic, all services are offered either virtual or in person following CDC, District, and St. Mary's University guidelines.

San Antonio ISD will commit to the following:

- Provide a liaison to act as a primary contact to coordinate campus and project activities
- Assist in recruiting and selecting student participants into the program
- Provide opportunities for Upward Bound to connect with students through presentations, individual conferences and/or workshops
- Provide opportunities for program participants to attend on-campus tutoring, summer programming and other student support services
- Office space at target high school career/college centers on a weekly basis
- Use of counseling department resources including phones and copy machines

- Copies of student records, schedules and transcripts
- Access to SAISD systems to access student grades
- Coordination and venues for presentations to potential Upward Bound participants
- Access to campus academic, college and career resources
- Provide opportunities for training for teachers, counselors, and administrators on St. Mary's University Upward Bound program and services
- Use existing SAISD tools to monitor progress for student outcomes
- Consultation on development of Student Academic Plans

Staffing: St. Mary's University Upward Bound staff will collaborate with San Antonio ISD counselors, teachers, administrators, campus, and district's points of contact.

Assessment: St. Mary's University Upward Bound shall collaborate with and provide SAISD assessments in support of program development and individual student success: student pre/post surveys; mid-term and final report of progress; newsletter to parents and teachers.

Funding: There is no exchange of funds between St. Mary's University and SAISD. All program activities are sponsored by the U.S. Department of Education.

The MOU will follow the program period of performance and expire on program end date of May 31, 2027. The MOU may be terminated by either party by giving thirty (30) days prior written notice to the other party. All amendments must be in writing and signed by both parties.

Each party to this MOU agrees to indemnify and hold harmless the other for and from any claims, causes of action, or any other proceedings of any type or kind that is made against the other where such claim, cause of action or other proceeding arises from the conduct, act, omission, or commission by the other party.

Authorized Officials:

St. Mary's University

San Antonio Independent School District (SAISD)

William Buhrman, PhD *or*
Interim Provost &
Vice President for Academic Affairs

Dr. Jaime Aquino
Superintendent San
Antonio ISD

Date

Date

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the TRiO Agreements Between SAISD and Alamo Community College District on behalf of San Antonio College (SAC) for the Upward Bound Math and Science (UBMS) Program at Burbank HS, Edison HS, and Highlands HS**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Liz Ozuna, Executive Director, College Readiness/Postsecondary Initiatives

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the TriO Agreements with Alamo Community College District on behalf of San Antonio College (SAC) for the Upward Bound Math and Science (UBMS) Program at Burbank HS, Edison HS, and Highlands HS.

The mission of the SAC UBMS Program is to provide students who are historically at risk not to attend college with the information and experiences that will support the student and remove barriers to encourage college attendance, and ultimately to persist to graduation from college. The program aligns to and tracks postsecondary outcomes and its staff collaborates closely with campus leadership, counselors and college bound advisors, and other college access partners.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the TRiO Agreements with Alamo Community College District on behalf of San Antonio College for the Upward Bound Math & Science Program at Burbank HS, Edison HS, and Highlands HS.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	College, Career, and Military Readiness
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the TRiO Agreements Between SAISD and Alamo Community College District on behalf of San Antonio College (SAC) for the Upward Bound Math and Science (UBMS) Program at Burbank HS
Presenter:	Liz Ozuna, Executive Director, College Readiness and Postsecondary Initiatives
Cost:	\$0 – No cost to the District
Board Goal:	#10: increase the percent of graduates who enroll in college
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
56	0	1	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so,</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>For the 2021-2022 reporting period, the SAC Upward Bound Math and Science (UBMS) program reported the following outcomes for 53 participants of the Program. Seventeen of these participants were seniors in the Class of 2022.:</p> <ul style="list-style-type: none"> 51 of 56 of students/91% (Goal = 50%) achieved a GPA of 2.5 or higher by the end of the school year 17 of 17 seniors/100% (Goal = 40%) met proficiency in a state assessment 53 of 56 students/94% (Goal = 94%) were promoted to the next grade level or graduated from high school with a regular school diploma
---	--

why?

- 17 of 17 seniors/100% (Goal = 55%) of current and prior-year students graduated from high school with a rigorous school program of study
- 14 of 17 seniors/82% (Goal = 60%) enrolled in higher education immediately after high school
- 70% (Goal = 22%) completed a postsecondary education six years after high school graduation*

*SAISD has a 26% persistence to degree completion rate currently for Class of 2016; students in this program exceed the district average and are exceeding the state persistence rate of 51%

The mission of UBMS is to provide students who are historically at risk not to attend college with the information and experiences that will support the student and remove barriers to encourage college attendance, and ultimately to persist to graduation from college. The UB team accomplishes this by:

- providing tutoring support for SAISD students who are struggling in core classes such as English, Math, Sciences, and World Languages
- Supporting students in all aspects of college preparation (i.e. TSIA/ACT/SAT preparation, visiting colleges, financial literacy, assist in applying for financial aid to colleges, Information about getting into college, etc.)
- Providing a free, six-week college summer program for SAISD students, providing remedial and/or regular coursework in English, Math, Science, World Languages, and other appropriate subjects
- Providing qualifying PROJECT seniors with up to 6 credits of college coursework the summer following high school graduation and the support to succeed in completing the courses
- Providing selected SAISD students during the academic school year with college preparation activities and information, mentoring, career exploration, financial aid information, academic advising and guidance during lunch, after school, in weekend sessions and weekly in-school visits. Similar activities and services are provided during the six-week summer session.
- Supporting SAISD school counselors in providing college preparation activities for selected SAISD students

UBMS staff work closely with campus leadership, the College Bound Advisors, and other college access partners to align efforts to achieve and monitor common outcomes and to avoid duplication of services.

**TRIO AGREEMENT BETWEEN
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
AND
ALAMO COMMUNITY COLLEGE DISTRICT**

This Agreement made effective August 1, 2022-July 31, 2027 between the San Antonio Independent School District ("SAISD") and the Alamo Community College District on behalf of San Antonio College ("COLLEGE").

WHEREAS, the COLLEGE has received a grant from the United States Department of Education "TRiO" grant intended to promote high school graduation and college entrance; and

WHEREAS the parties wish to cooperate to bring a COLLEGE-based TRiO program to a high school campus of the SAISD, specifically the "Upward Bound Math and Science (UBMS)" high school student mentoring program ("PROJECT"); and

WHEREAS, the parties agree to develop and promote the PROJECT for high school students at the SAISD's Burbank High School ("SCHOOL"); and

WHEREAS the parties wish to arrange for the provision of such services on the terms hereinafter set forth:

NOW, THEREFORE, in consideration of the mutual covenants set forth herein below, and for other good and valuable consideration, the receipt of which is hereby acknowledged, SAISD and COLLEGE hereby agree as follows:

1. COLLEGE Commitment. The COLLEGE agrees to provide goods, services, or work experience to the ISD *and/or* its employee under the terms and conditions specified herein, including any special terms and conditions attached as an Exhibit hereto, as well as any and all other supplies and miscellaneous equipment as may be reasonably necessary to the performance of the PROJECT. COLLEGE agrees to assign an employee to manage the relationship between ISD and COLLEGE who is knowledgeable and experienced in the PROJECT, and such additional staff as may be required to fully perform its obligations hereunder. COLLEGE agrees to assign an appropriate number of properly qualified personnel, to work at appropriate times, to perform the PROJECT obligations hereunder.
2. SAISD Commitment. SAISD agrees to provide COLLEGE with access to its facilities by appropriate COLLEGE persons to perform the requirements of the PROJECT, including, without limitation, the PROJECT director, administrative assistants, student mentors, tutors, instructors, advisors, speakers, work-study students and various part-time staff. SAISD agrees to provide COLLEGE with access to its student database for the sharing of student data relevant to the selection and subsequent monitoring of selected SAISD student candidates for services under the PROJECT, including, without limitation, demographics, grades, transcripts, GPAs, test scores & like data. SAISD will use its best efforts to supply such data in compatible & user-friendly formats.
3. Hours & Participants. The parties agree to confer to establish the hours during which COLLEGE will perform its PROJECT obligations, if such are relevant to the PROJECT, and the identity, qualifications, hours and assignments of any participants.
4. Access. The parties mutually agree to grant reasonable access to appropriate and necessary areas of one another's facilities to the extent reasonably necessary in the performance of the PROJECT.

5. Communication. The parties agree to communicate as often as necessary in furtherance of the PROJECT. Specifically, the parties agree to promptly advise one another of any and all changes in their respective personnel, operations, or policies that may affect the PROJECT.
6. Policies. The parties agree to advise one another, and their respective staff(s) assigned to the PROJECT, of their responsibility for complying with one another's existing rules and regulations, and of the content of same.
7. Records. COLLEGE agrees to keep and maintain records of *any* participants in the PROJECT, including but not limited to their attendance. COLLEGE agrees to maintain and provide a secure system for all records and supporting documentation and safeguard confidential data.
8. COMPLIANCE WITH APPLICABLE LAWS. The Parties agree to comply with all applicable provisions of the Family Educational and Privacy Rights Act (20 USC §1232g, implementing regulations 24 CFR Chapter 99), and all other laws and regulations applicable to the operation of COLLEGE and the PROJECT. The Parties agree to have in place and abide by a policy prohibiting sexual harassment that complies with applicable federal and state standards. The Parties further agree to make no distinction on the basis of race, color, sex, creed, age, disability or national origin. For the purpose of this Agreement, distinctions on the grounds or race, color, sex, creed, age, disability or national origin include but are not limited to the following: Denying a person any service or benefit or availability of a facility; providing any service or benefit to a person which is different, or is provided in a different manner or at a different time, from that provided to other persons under this Agreement; subjecting a person to segregation or separate treatment in any matter related to receipt of any advantage or privilege enjoyed by others receiving any service or benefit; treating a person differently from others in determining whether they satisfy any admission, enrollment, quota, eligibility, membership or any other requirement, or condition which individuals must meet in order to be provided any service or benefit.
9. SAISD Insurance. SAISD agrees to maintain in force for the term of this Agreement a policy of liability insurance for claims by students and faculty against the SCHOOL covering the activities of the PROJECT, with limits of one million dollars (\$1,000,000.00) for each individual occurrence, and of two million dollars (\$2,000,000.00) aggregate damage.
10. COLLEGE Insurance. COLLEGE agrees to maintain in force for the term of this Agreement a policy of liability insurance for claims by faculty, students, staff, and their respective families covering the activities of the PROJECT, with limits of one million dollars (\$1,000,000.00) for each individual occurrence and of two million dollars (\$2,000,000.00) aggregate damage.
11. Payment of COLLEGE. COLLEGE shall obtain revenue from the PROJECT for goods and services provided to the selected ISD students from federal TRIO grant awards.
12. Term & Termination. The term of this Agreement is for a period of five years from the effective date set forth above. This Agreement may be extended thereafter in writing and signed by all parties. If either the ISD or COLLEGE desires to terminate this Agreement, it may do so without any liability therefore by written notice delivered to the other party. Termination shall be effective at the end of the school year during which notice is given.
13. Special Terms and Conditions. The special terms and conditions attached as Exhibit: A hereto are hereby fully incorporated by reference into this Agreement and to the extent of any conflict between any such Exhibit and the main text of this Agreement, such special terms and conditions shall prevail.

14. Miscellaneous.

14.1 Notices: All notices given pursuant to this Agreement shall be in writing and shall either be mailed by first class mail, postage prepaid, registered or certified with return receipt requested, or delivered in person to the intended addressee, or sent by fax or overnight delivery service. The notice mailed shall be effective on mailing. Notice given in any other manner shall be effective on receipt for purposes of notice, the addresses of the Parties shall be as stated under their names as set forth herein, provided, however, that each Party shall have the right to change its address for notice hereunder to any other location by the giving of 10 days' notice to the other Parties in the manner set forth above.

Notices to COLLEGE:

Dr. Tiffany Cox-Hernandez
Vice President of Student Success
1819 N. Main Avenue
San Antonio, Texas
(210) 486-0835

With Copy to:
Mr. Antony Perez
Director, Upward Bound at San Antonio College
1819 N. Main Avenue
San Antonio, Texas 78212-3941
(210) 486-0356

Notices to SAISD:
Liz Ozuna
Executive Director, College Readiness/Postsecondary Initiatives
514 W. Quincy Street
San Antonio, Texas 78212-5147
eozena1@saisd.net
(210) 554-2522

14.2 Law Governing: This Agreement is made and is to be performed in Bexar County, Texas, and will be interpreted and governed by the internal laws of the State of Texas. Venue of any court action brought directly or indirectly by reason of this agreement shall be in Bexar County, Texas.

14.3 Successors and Assigns: This Agreement shall be binding on and shall inure to the benefit of the Parties, and their respective heirs, legal representatives, successors and assigns.

14.4 Entire Agreement: This Agreement, and any exhibits or addenda attached, contain the entire agreement among the Parties relating to the subject matter hereof and all prior agreements relative hereto which are not contained herein are terminated.

14.5 Amendments: Amendments or modifications may be made to this Agreement only by setting the same forth in a written document duly executed by the Parties.

14.6 Force Majeure: Any party shall be temporarily excused from performance otherwise due hereunder only to the extent that, and for so long as, such performance is rendered impossible by reason of factors beyond that party's control and not occasioned by the negligence of the party or its affiliates, including, but not limited to,

acts of God. Any party experiencing or anticipating a force majeure event shall promptly notify the other party in writing thereof.

14.7 Severability: This Agreement shall be performed in accordance with, and only to the extent permitted by, all applicable laws, ordinances, rules and regulations. If any provision of this Agreement or the application thereof to any person or circumstance shall, or any reason and to any extent be invalid or unenforceable, but the extent of such invalidity or unenforceability does not destroy the basis of the bargain among the Parties as expressed herein, the remainder of this Agreement and the application of such provision to other persons or circumstances shall not be affected thereby, but rather shall be enforced to the greatest extent permitted by law.

14.8 Gender and Number: Whenever required by the context, as used in this Agreement, the singular number shall include the plural and the neuter shall include the masculine or feminine gender, and vice versa.

14.9 Exhibits: Any and each Exhibit to this Agreement is incorporated herein for all purposes.

14.10 Captions: The Article and Section headings appearing in this Agreement are for convenience of reference only and are not intended, to any extent or for any purpose, to limit or define the text of any Article or Section.

14.11 Counterparts: This Agreement may be executed in counterparts, each one of which shall be an original, and different parties may sign different counterparts, all of which shall constitute but one document

14.12 Drafters: Each party to this transaction has been afforded the opportunity to negotiate the terms of this Agreement, and to consult legal counsel regarding same; therefore, the parties waive and disclaim the application of any principle of contract interpretation that would construe any ambiguity herein against either party as drafter hereof.

14.10 Annual Review: This Agreement shall be evaluated and reviewed annually by the SAISD and COLLEGE for the purpose of making any agreed revisions that may be deemed advisable or necessary.

14.11 No Third Party Beneficiaries: Nothing in this Agreement, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sale and exclusive benefit of the parties hereto and their successors and permitted assigns.

14.12 Dispute Resolution. In the event of any dispute, claim, question, or disagreement arising out of or relating to this Agreement, the parties agree to do all of the following before commencing legal action. First, the parties shall use their best good-faith efforts to settle such disputes, claims, questions, or disagreement. To this effect they shall first consult and negotiate with each other in good faith, recognizing their mutual interests. and attempt to reach a just and equitable solution satisfactory to both parties. If such consultation and negotiation does not fully resolve the issue, the parties agree to promptly engage in non-binding mediation in Bexar County, Texas. If such mediation does not fully resolve

the issue, then either party may thereafter seek legal recourse in equity and/or at law. Notwithstanding the foregoing, either party may commence litigation for injunctive relief without having complied fully with these dispute resolution procedures, but only to require the other party to mediate, to preserve the status quo pending resolution of an issue, or to protect a vital interest of that party or of an affiliate.

14.13 Release of Information. The parties are governmental entities in the State of Texas. Documents submitted pursuant to this Agreement become a government record. Access by the public to government records is governed by the Texas Public Information Act ("PIA"). In the event a request is made for Information designated as proprietary, the receiving party may determine in its sole discretion whether sufficient legal justification exists for withholding the information and whether an opinion should be requested from the Texas Attorney General. If an opinion is requested from the Texas Attorney General, the receiving party will notify the other party in accordance with PIA to assert any arguments that the other party may have in opposition to release of the information. In the event the other party requests judicial intervention, the party so requesting shall indemnify the receiving party for its costs (Including attorney's fees) associated with the judicial action. Under no circumstances will either party be liable for any costs, damages or claims of any nature related to release or disclosure of any Information contained in documents submitted pursuant to this Agreement

14.14 Independent Contractors. SAISD and COLLEGE understand and agree that each performs tasks, the details of which the other does not have legal right to control and no such control is assumed by this Agreement. This Agreement does not create an employment relationship, partnership, or joint venture between SAISD, its employees, and COLLEGE. Neither party nor its employees shall be deemed employees of the other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by the other. SAISD and COLLEGE further agree that nothing in this Agreement shall be construed to create a borrowed servant status with the employees of the other party.

14.15 Current Revenues. SAISD and COLLEGE commit only their current revenues hereunder, as required by Texas law. Each party's Board retains the continuing right to terminate this Agreement without liability for said termination at the expiration of each budget period during its initial and renewal terms. The respective parties' Boards will make best efforts to obtain and appropriate funds to meet their obligations under the Agreement.

EXECUTED EFFECTIVE ON THE DATE FIRST WRITTEN ABOVE.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT:
By:

Dr. Jaime Aquino, Superintendent of Schools

Date

ALAMO COMMUNITY COLLEGE DISTRICT:
By:

Francisco E. Solis, J.D., Interim President
San Antonio College

Date

EXHIBIT A
SPECIAL TERMS AND CONDITIONS

The mission of Upward Bound ("UBMS") is to provide students that are historically at risk not to attend college with the information and experiences that will support the student, remove barriers, to encourage college attendance, and ultimately to graduate from college.

Students are selected and enrolled into UB or UBMS program based on:

1. US citizenship
2. Either low-income status or first-generation college student status or a combination of both
3. Academic need for support
4. Availability - we are only allowed to enroll a certain number of students into our program (i.e. 56 in the UB program at SAC)

SAISD will:

1. Provide space for our staff to visit privately with our students, individually and in a group.
2. Provide internet access to the internet for COLLEGE PROJECT staff.
3. Provide assistance through a liaison at the high school for obtaining students' grades, GPAs, scores on assessments, and other information needed for our grant requirements to be met.
4. Allow COLLEGE to pull students out of class once a week or on an as-needed basis to meet with them regarding academic advising, college preparation work, tutoring, attendance, good citizenship, leadership, mentoring, financial aid, and scholarships.
5. Assist us in recruiting students into the program.
6. Provide transportation for participating students to and from COLLEGE campuses and to extra-curricular activities in the local area.
7. Provide information on tutoring programs and other support services available at SAISD high schools to ensure that selected SAISD students participate when appropriate.

COLLEGE will provide to selected SAISD students:

1. Tutoring support for SAISD students who are struggling in core classes such as English, Math, Sciences and Foreign languages.
2. Support SAISD students in all aspects of college preparation (i.e., Accuplacer, ACT, SAT preparation, visiting colleges, financial literacy, assist in applying for financial aid to colleges, information about getting into college, etc.)
3. A free, six-week COLLEGE summer program for SAISD students, providing remedial and/or regular coursework in English, Math, Science, Foreign Languages, and other appropriate subjects.
4. Qualifying PROJECT seniors are provided with up to 6 credits of college coursework the summer following high school graduation and the support to succeed.
5. During the academic school year, COLLEGE will provide selected SAISD students with college preparation activities and information, mentoring, career exploration, financial aid information, academic advising and guidance during lunch, after school, in weekend sessions and weekly in-school visits. Similar activities and services are provided during the six-week summer session.
6. Support SAISD school counselors in providing college preparation activities for selected SAISD students.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	College, Career, and Military Readiness
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the TRiO Agreements Between SAISD and Alamo Community College District on behalf of San Antonio College (SAC) for the Upward Bound Math and Science (UBMS) Program at Edison HS
Presenter:	Liz Ozuna, Executive Director, College Readiness and Postsecondary Initiatives
Cost:	\$0 – No cost to the District
Board Goal:	#10: increase the percent of graduates who enroll in college
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
56	0	1	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so,</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>For the 2021-2022 reporting period, the SAC Upward Bound Math and Science Program reported the following outcomes for 56 participants of the Program. Sixteen of these participants were seniors in the Class of 2022:</p> <ul style="list-style-type: none"> • 45 students/79% (Goal = 50%) achieved a GPA of 2.5 or higher by the end of the school year • 23 students/100% (Goal = 40%) met proficiency in a state assessment • 45 students/80% (Goal = 94%) were promoted to the next grade level or graduated from high school with a regular school diploma • 23 students /78% (Goal = 55%) of current and prior-year students
---	--

why?

- graduated from high school with a rigorous school program of study
- 23 students/ 83% (Goal = 60%) enrolled in higher education immediately after high school
- 5 students/ 20% (Goal = 22%) completed a postsecondary education six years after high school graduation*

*SAISD has a 26% persistence to degree completion rate currently for Class of 2016

The mission of Upward Bound Math & Science (UBMS) Program is to provide students who are historically at risk not to attend college with the information and experiences that will support the student and remove barriers to encourage college attendance, and ultimately to persist to graduation from college. The UB team accomplishes this by:

- providing tutoring support for SAISD students who are struggling in core classes such as English, Math, Sciences, and World Languages
- Supporting students in all aspects of college preparation (i.e. TSIA/ACT/SAT preparation, visiting colleges, financial literacy, assist in applying for financial aid to colleges, Information about getting into college, etc.)
- Providing a free, six-week college summer program for SAISD students, providing remedial and/or regular coursework in English, Math, Science, World Languages, and other appropriate subjects
- Providing qualifying PROJECT seniors with up to 6 credits of college coursework the summer following high school graduation and the support to succeed in completing the courses
- Providing selected SAISD students during the academic school year with college preparation activities and information, mentoring, career exploration, financial aid information, academic advising and guidance during lunch, after school, in weekend sessions and weekly in-school visits. Similar activities and services are provided during the six-week summer session.
- Supporting SAISD school counselors in providing college preparation activities for selected SAISD students

UB staff work closely with campus leadership, the College Bound Advisors, and other college access partners to align efforts to achieve and monitor common outcomes and to avoid duplication of services.

**TRIO AGREEMENT BETWEEN
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
AND ALAMO COMMUNITY COLLEGE DISTRICT**

This Agreement made effective August 1, 2022 – July 31, 2027 between the San Antonio Independent School District (“ISD”) and the Alamo Community College District on behalf of San Antonio College (“COLLEGE”).

WHEREAS, the COLLEGE has received a grant from the United States Department of Education “TRiO” grant intended to promote high school graduation and college entrance: and

WHEREAS, the parties wish to cooperate to bring a COLLEGE-based TRiO program to high school campuses of the ISD. Specifically the “Upward Bound Math and Science” high school student mentoring program (“PROJECT”); and

WHEREAS, the parties agree to develop and promote the PROJECT for high school students at the ISD’s **Edison High School** (“SCHOOL”); and

WHEREAS, the parties wish to arrange for the provision of such services on the terms hereinafter set forth:

NOW, THEREFORE, in consideration of the mutual covenants set forth herein below, and for other good and valuable consideration, the receipt of which is hereby acknowledged, ISD and COLLEGE hereby agree as follows.

1. **COLLEGE Commitment.** The COLLEGE agrees to provide goods, services or work experience to the ISD *and/or* its employee under the terms and conditions specified herein, including any special terms and conditions attached as an Exhibit hereto, as well as any and all other supplies and miscellaneous equipment as may be reasonably necessary to the performance of the PROJECT. COLLEGE agrees to assign an employee to manage the relationship between ISD and COLLEGE who is knowledgeable and experienced In the PROJECT, and such additional staff as may be required to fully perform its obligations hereunder. COLLEGE agrees to assign an appropriate number of properly qualified personnel, to work at appropriate times, to perform the PROJECT obligations hereunder.
2. **ISD Commitment.** ISD agrees to provide COLLEGE with access to its facilities by appropriate COLLEGE persons to perform the requirements of the PROJECT, including, without limitation, the PROJECT director, administrative assistants, student mentors, tutors, Instructors, advisors, speakers, work-study students and various part-time staff. ISD agrees to provide COLLEGE with access to its student database for the sharing of student data relevant to the selection and subsequent monitoring of selected ISD student candidates for services under the PROJECT, including, without limitation, demographics, grades, transcripts, GPAs, test scores & like data. ISD will use its best efforts to supply such data in compatible & user-friendly formats.
3. **Hours & Participants.** The parties agree to confer to establish the hours during which COLLEGE will perform Its PROJECT obligations, if such are relevant to the PROJECT, and the identity, qualifications, hours and assignments of any participants.
4. **Access.** The parties mutually agree to grant reasonable access to appropriate and necessary areas of one another’s facilities to the extent reasonably necessary in the

performance of the PROJECT.

5. **Communication.** The parties agree to communicate as often as necessary in furtherance of the PROJECT. Specifically, the parties agree to promptly advise one another of any and all changes in their respective personnel, operations, or policies that may affect the PROJECT.
6. **Policies.** The parties agree to advise one another, and their respective staff(s) assigned to the PROJECT, of their responsibility for complying with one another's existing rules and regulations, and of the content of same.
7. **Records.** COLLEGE agrees to keep and maintain records of *any* participants in the PROJECT, including but not limited to their attendance. COLLEGE agrees to maintain and provide a secure system for all records and supporting documentation and safeguard confidential data.
8. **COMPLIANCE WITH APPLICABLE LAWS.** The Parties agree to comply with all applicable provisions of the Family Educational and Privacy Rights Act 20 (USC §1232g), and all other laws and regulations applicable to the operation of COLLEGE and the Project. The Parties agree to have in place and abide by a policy prohibiting sexual harassment that complies with applicable federal and state standards. The Parties further agree to make no distinction on the basis of race, color, sex, creed, age, disability or national origin. For the purpose of this Agreement, distinctions on the grounds of race, color, sex, creed, age, disability or national origin include but are not limited to the following: Denying a person any service or benefit or availability of a facility; providing any service or benefit to a person which is different, or is provided in a different manner or at a different time, from that provided to other persons under this Agreement; subjecting a person to segregation or separate treatment in any matter related to receipt of any advantage or privilege enjoyed by others receiving any service or benefit; treating a person differently from others in determining whether they satisfy any admission, enrollment, quota, eligibility, membership or any other requirement, or condition which individuals must meet in order to be provided any service or benefit.
9. **ISD Insurance.** ISD agrees to maintain in force for the term of this Agreement a policy of liability insurance for claims by students and faculty against the SCHOOL covering the activities of the PROJECT, with limits of one million dollars (\$1,000,000.00) for each individual occurrence, and of two million dollars (\$2,000,000.00) aggregate damage.
10. **COLLEGE Insurance.** COLLEGE agrees to maintain in force for the term of this Agreement a policy of liability insurance for claims by faculty, students, staff, and their respective families covering the activities of the PROJECT, with limits of one million dollars (\$1,000,000.00) for each individual occurrence and of two million dollars (\$2,000,000.00) aggregate damage.
11. **Payment of COLLEGE.** COLLEGE shall obtain revenue from the PROJECT for goods and services provided to the selected ISD students from federal TRiO grant awards.
12. **Term & Termination.** The term of this Agreement is for a period of five years from the effective date set forth above. This Agreement may be extended thereafter in writing and signed by all parties. If either the ISD or COLLEGE desires to terminate this Agreement, it may do so without any liability therefore by written notice delivered to the other party. Termination shall be effective at the end of the school year during which notice is given.

13. **Special Terms and Conditions.** The special terms and conditions attached as Exhibit: A hereto are hereby fully incorporated by reference into this Agreement and to the extent of any conflict between any such Exhibit and the main text of this Agreement, such special terms and conditions shall prevail.

14. **Miscellaneous.**

14.1 Notices: All notices given pursuant to this Agreement shall be in writing and shall either be mailed by first class mail, postage prepaid, registered or certified with return receipt requested, or delivered in person to the intended addressee, or sent by fax or overnight delivery service. The notice mailed shall be effective on mailing. Notice given in any other manner shall be effective on receipt. For purposes of notice, the addresses of the Parties shall be as stated under their names as set forth herein, provided, however, that each Party shall have the right to change its address for notice hereunder to any other location by the giving of 10 days' notice to the other Parties in the manner set forth above.

Notices to COLLEGE:

Dr. Tiffany Hernandez
Vice President of Student Success
1819 N. Main Avenue
San Antonio, Texas 78212-3941
210-486-0835

With Copy to:

Esmeralda Nandin
Director, Upward Bound Math and Science at San Antonio College
1819 N. Main Avenue
San Antonio, Texas 78212-3941
210-486-0940

Notices to ISD:

Liz Ozuna
Executive Director, College Readiness/Postsecondary Initiatives
514 W. Quincy Ave.
San Antonio, Texas 78212
eozena1@saisd.net
210-554-2522

14.2 Law Governing: This Agreement is made and is to be performed in Bexar County, Texas, and will be interpreted and governed by the internal laws of the State of Texas. Venue of any court action brought directly or indirectly by reason of this agreement shall be in Bexar County, Texas.

14.3 Successors and Assigns: This Agreement shall be binding on and shall inure to the benefit of the Parties, and their respective heirs, legal representatives, successors and assigns.

14.4 Entire Agreement: This Agreement, and any exhibits or addenda attached, contain the entire agreement among the Parties relating to the subject matter hereof, and all prior agreements relative hereto which are not contained herein are terminated.

14.5 Amendments: Amendments or modifications may be made to this Agreement only by setting the same forth in a written document duly executed by the Parties.

14.6 Force Majeure: Any party shall be temporarily excused from performance otherwise due hereunder only to the extent that, and for so long as, such performance is rendered impossible by reason of factors beyond that party's control and not occasioned by the negligence of the party or its affiliates, including, but not limited to, acts of God. Any party experiencing or anticipating a force majeure event shall promptly notify the other party in writing thereof.

14.7 Severability: This Agreement shall be performed in accordance with, and only to the extent permitted by, all applicable laws, ordinances, rules and regulations. If any provision of this Agreement or the application thereof to any person or circumstance shall, or any reason and to any extent be invalid or unenforceable, but the extent of such invalidity or unenforceability does not destroy the basis of the bargain among the Parties as expressed herein, the remainder of this Agreement and the application of such provision to other persons or circumstances shall not be affected thereby, but rather shall be enforced to the greatest extent permitted by law.

14.8 Gender and Number: Whenever required by the context, as used in this Agreement, the singular number shall include the plural and the neuter shall include the masculine or feminine gender, and vice versa.

14.9 Exhibits: Any and each Exhibit to this Agreement is incorporated herein for all purposes.

14.10 Captions: The Article and Section headings appearing in this Agreement are for convenience of reference only and are not intended, to any extent or for any purpose, to limit or define the text of any Article or Section.

14.11 Counterparts: This Agreement may be executed in counterparts, each one of which shall be an original, and different parties may sign different counterparts, all of which shall constitute but one document.

14.12 Drafters: Each party to this transaction has been afforded the opportunity to negotiate the terms of this Agreement, and to consult legal counsel regarding same; therefore, the parties waive and disclaim the application of any principle of contract interpretation that would construe any ambiguity herein against either party as drafter hereof.

14.13 Annual Review: This Agreement shall be evaluated and reviewed annually by the ISD and COLLEGE for the purpose of making any agreed revisions that may be deemed advisable or necessary.

14.14 No Third Party Beneficiaries: Nothing in this Agreement, express or implied, is

intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sale and exclusive benefit of the parties hereto and their successors and permitted assigns.

14.15 Dispute Resolution. In the event of any dispute, claim, question, or disagreement arising out of or relating to this Agreement, the parties agree to do all of the following before commencing legal action. First, the parties shall use their best good-faith efforts to settle such disputes, claims, questions, or disagreement. To this effect they shall first consult and negotiate with each other in good faith, recognizing their mutual interests, and attempt to reach a just and equitable solution satisfactory to both parties. If such consultation and negotiation does not fully resolve the issue, the parties agree to promptly engage in non-binding mediation in Bexar County, Texas. If such mediation does not fully resolve the issue, then either party may thereafter seek legal recourse in equity and/or at law. Notwithstanding the foregoing, either party may commence litigation for injunctive relief without having complied fully with these dispute resolution procedures, but only to require the other party to mediate, to preserve the status quo pending resolution of an issue, or to protect a vital interest of that party or of an affiliate.

14.16 Release of Information. The parties are governmental entities in the State of Texas. Documents submitted pursuant to this Agreement become a government record. Access by the public to government records is governed by the Texas Public Information Act ("PIA"). In the event a request is made for Information designated as proprietary, the receiving party may determine in its sole discretion whether sufficient legal justification exists for withholding the information and whether an opinion should be requested from the Texas Attorney General. If an opinion is requested from the Texas Attorney General, the receiving party will notify the other party in accordance with PIA to assert any arguments that the other party may have in opposition to release of the information. In the event the other party requests judicial intervention, the party so requesting shall indemnify the receiving party for its costs (including attorney's fees) associated with the judicial action. Under no circumstances will either party be liable for any costs, damages or claims of any nature related to release or disclosure of any information contained in documents submitted pursuant to this Agreement.

14.17 Independent Contractors. ISD and COLLEGE understand and agree that each performs tasks, the details of which the other does not have legal right to control and no such control is assumed by this Agreement. This Agreement does not create an employment relationship, partnership, or joint venture between ISD, its employees, and COLLEGE. Neither party nor its employees shall be deemed employees of the other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by the other. ISD and COLLEGE further agree that nothing in this Agreement shall be construed to create a borrowed servant status with the employees of the other party.

14.18 Current Revenues. ISD and COLLEGE commit only their current revenues hereunder, as required by Texas law. Each party's Board retains the continuing right to terminate this Agreement without liability for said termination at the expiration of each budget period during its Initial and renewal terms. The respective parties' Boards will make best efforts to obtain and appropriate funds to meet their obligations under the Agreement.

EXECUTED EFFECTIVE ON THE DATE FIRST WRITTEN ABOVE.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT:

By:

Dr. Jaime Aquino, Superintendent

Date

ALAMO COMMUNITY COLLEGE DISTRICT

By:

Dr. Mike Flores, Chancellor

Date

By:

Dr. Francisco E. Solis, Interim President
San Antonio College

Date

EXHIBIT A

AGREEMENT BETWEEN SAN ANTONIO INDEPENDENT SCHOOL DISTRICT AND ALAMO COMMUNITY COLLEGE DISTRICT

SPECIAL TERMS AND CONDITIONS

The mission of Upward Bound Math and Science ("UBMS") is to provide students that are historically at risk not to attend college with the information and experiences that will support the student, remove barriers, to encourage college attendance, and ultimately to graduate from college.

Students are selected and enrolled into UBMS based on:

1. US citizenship
2. Either low-income status or first-generation college student status or a combination of both
3. Academic need for support
4. Availability - we are only allowed to enroll a certain number of students into our program (*i.e.* 56 in Edison's UBMS program at SAC)

ISD will:

1. Provide space for our staff to visit privately with our students, individually and in a group.
2. Access to the Internet for our laptop computers that we need to use onsite.
3. Provide assistance through a liaison at the high school and access to the iDataPortal for obtaining students' grades, GPAs, scores on assessments, and other Information needed for our grant requirements to be met.
4. Allow COLLEGE to pull students out of class once a week or on an as-needed basis to meet with them regarding academic advising, college preparation work, tutoring, attendance, good citizenship, leadership, mentoring, financial aid, and scholarships.
5. Assist us in recruiting students into our program.
6. Provide transportation for participating students to and from COLLEGE campuses and to extra-curricular activities in the local area.
7. Provide information on tutoring programs and other support services available at ISD high schools to ensure that selected ISD students participate when appropriate.

COLLEGE will provide to selected ISD students:

1. Tutoring support for ISD students who are struggling in core classes such as English, Math, Sciences and Foreign Languages.
2. Support ISD students in all aspects of college preparation (*i.e.* Accuplacer, ACT, SAT preparation, visiting colleges, financial literacy, assist in applying for financial aid to colleges, information about getting into college, etc.)
3. A free, six-week COLLEGE summer program for ISD students, providing remedial and/or regular coursework in English, Math, Science, Foreign Languages and other appropriate subjects.
4. Qualifying PROJECT seniors are provided with up to 6 credits of college coursework the summer following high school graduation and the support to succeed.
5. During the academic school year, COLLEGE will provide selected ISD students with

college preparation activities and information, mentoring, career exploration, financial aid Information, academic advising and guidance during lunch, after school, in weekend sessions and weekly in-school visits. Similar activities and services are provided during the six-week summer session.

6. Support ISD school counselors in providing college preparation activities for selected ISD students.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	College, Career, and Military Readiness
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the TRiO Agreements Between SAISD and Alamo Community College District on behalf of San Antonio College (SAC) for the Upward Bound Math and Science (UBMS) Program at Highlands HS
Presenter:	Liz Ozuna, Executive Director, College Readiness and Postsecondary Initiatives
Cost:	\$0 – No cost to the District
Board Goal:	#10: increase the percent of graduates who enroll in college
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
60	0	1	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so,</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>For the 2021-2022 reporting period, the SAC Upward Bound Math and Science Program reported the following outcomes for 45 participants of the Program. Eight of these participants were seniors in the Class of 2022.:</p> <ul style="list-style-type: none"> • 38 students/63% (Goal = 50%) achieved a GPA of 2.5 or higher by the end of the school year • 11 students/100% (Goal = 40%) met proficiency in a state assessment • 43 students/72% (Goal = 94%) were promoted to the next grade level or graduated from high school with a regular school diploma • 10 students/100% (Goal = 55%) of current and prior-year students
---	---

why?

- graduated from high school with a rigorous school program of study
- 8 students/60% (Goal = 60%) enrolled in higher education immediately after high school
- 10 students/56% (Goal = 22%) completed a postsecondary education six years after high school graduation*

*SAISD has a 26% persistence to degree completion rate currently for Class of 2016; students in this program exceed the district average and are exceeding the state persistence rate of 51%.

The mission of Upward Bound Math & Science (UBMS) Program is to provide students who are historically at risk not to attend college with the information and experiences that will support the student and remove barriers to encourage college attendance, and ultimately to persist to graduation from college. The UB team accomplishes this by:

- providing tutoring support for SAISD students who are struggling in core classes such as English, Math, Sciences, and World Languages
- Supporting students in all aspects of college preparation (i.e. TSIA/ACT/SAT preparation, visiting colleges, financial literacy, assist in applying for financial aid to colleges, Information about getting into college, etc.)
- Providing a free, six-week college summer program for SAISD students, providing remedial and/or regular coursework in English, Math, Science, World Languages, and other appropriate subjects
- Providing qualifying PROJECT seniors with up to 6 credits of college coursework the summer following high school graduation and the support to succeed in completing the courses
- Providing selected SAISD students during the academic school year with college preparation activities and information, mentoring, career exploration, financial aid information, academic advising and guidance during lunch, after school, in weekend sessions and weekly in-school visits. Similar activities and services are provided during the six-week summer session.
- Supporting SAISD school counselors in providing college preparation activities for selected SAISD students

UBMS staff work closely with campus leadership, the College Bound Advisors, and other college access partners to align efforts to achieve and monitor common outcomes and to avoid duplication of services.

**TRIO AGREEMENT BETWEEN
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
AND ALAMO COMMUNITY COLLEGE DISTRICT**

This Agreement made effective August 1, 2022 – July 31, 2027 between the San Antonio Independent School District (“ISD”) and the Alamo Community College District on behalf of San Antonio College (“COLLEGE”).

WHEREAS, the COLLEGE has received a grant from the United States Department of Education “TRiO” grant intended to promote high school graduation and college entrance: and

WHEREAS, the parties wish to cooperate to bring a COLLEGE-based TRiO program to high school campuses of the ISD. Specifically the “Upward Bound Math and Science” high school student mentoring program (“PROJECT”); and

WHEREAS, the parties agree to develop and promote the PROJECT for high school students at the ISD’s **Highlands High School** (“SCHOOL”); and

WHEREAS, the parties wish to arrange for the provision of such services on the terms hereinafter set forth:

NOW, THEREFORE, in consideration of the mutual covenants set forth herein below, and for other good and valuable consideration, the receipt of which is hereby acknowledged, ISD and COLLEGE hereby agree as follows.

1. **COLLEGE Commitment.** The COLLEGE agrees to provide goods, services or work experience to the ISD *and/or* its employee under the terms and conditions specified herein, including any special terms and conditions attached as an Exhibit hereto, as well as any and all other supplies and miscellaneous equipment as may be reasonably necessary to the performance of the PROJECT. COLLEGE agrees to assign an employee to manage the relationship between ISD and COLLEGE who is knowledgeable and experienced In the PROJECT, and such additional staff as may be required to fully perform its obligations hereunder. COLLEGE agrees to assign an appropriate number of properly qualified personnel, to work at appropriate times, to perform the PROJECT obligations hereunder.
2. **ISD Commitment.** ISD agrees to provide COLLEGE with access to its facilities by appropriate COLLEGE persons to perform the requirements of the PROJECT, including, without limitation, the PROJECT director, administrative assistants, student mentors, tutors, Instructors, advisors, speakers, work-study students and various part-time staff. ISD agrees to provide COLLEGE with access to its student database for the sharing of student data relevant to the selection and subsequent monitoring of selected ISD student candidates for services under the PROJECT, including, without limitation, demographics, grades, transcripts, GPAs, test scores & like data. ISD will use its best efforts to supply such data in compatible & user-friendly formats.
3. **Hours & Participants.** The parties agree to confer to establish the hours during which COLLEGE will perform Its PROJECT obligations, if such are relevant to the PROJECT, and the identity, qualifications, hours and assignments of any participants.
4. **Access.** The parties mutually agree to grant reasonable access to appropriate and necessary areas of one another’s facilities to the extent reasonably necessary in the

performance of the PROJECT.

5. **Communication.** The parties agree to communicate as often as necessary in furtherance of the PROJECT. Specifically, the parties agree to promptly advise one another of any and all changes in their respective personnel, operations, or policies that may affect the PROJECT.
6. **Policies.** The parties agree to advise one another, and their respective staff(s) assigned to the PROJECT, of their responsibility for complying with one another's existing rules and regulations, and of the content of same.
7. **Records.** COLLEGE agrees to keep and maintain records of *any* participants in the PROJECT, including but not limited to their attendance. COLLEGE agrees to maintain and provide a secure system for all records and supporting documentation and safeguard confidential data.
8. **COMPLIANCE WITH APPLICABLE LAWS.** The Parties agree to comply with all applicable provisions of the Family Educational and Privacy Rights Act 20 (USC §1232g), and all other laws and regulations applicable to the operation of COLLEGE and the Project. The Parties agree to have in place and abide by a policy prohibiting sexual harassment that complies with applicable federal and state standards. The Parties further agree to make no distinction on the basis of race, color, sex, creed, age, disability or national origin. For the purpose of this Agreement, distinctions on the grounds of race, color, sex, creed, age, disability or national origin include but are not limited to the following: Denying a person any service or benefit or availability of a facility; providing any service or benefit to a person which is different, or is provided in a different manner or at a different time, from that provided to other persons under this Agreement; subjecting a person to segregation or separate treatment in any matter related to receipt of any advantage or privilege enjoyed by others receiving any service or benefit; treating a person differently from others in determining whether they satisfy any admission, enrollment, quota, eligibility, membership or any other requirement, or condition which individuals must meet in order to be provided any service or benefit.
9. **ISD Insurance.** ISD agrees to maintain in force for the term of this Agreement a policy of liability insurance for claims by students and faculty against the SCHOOL covering the activities of the PROJECT, with limits of one million dollars (\$1,000,000.00) for each individual occurrence, and of two million dollars (\$2,000,000.00) aggregate damage.
10. **COLLEGE Insurance.** COLLEGE agrees to maintain in force for the term of this Agreement a policy of liability insurance for claims by faculty, students, staff, and their respective families covering the activities of the PROJECT, with limits of one million dollars (\$1,000,000.00) for each individual occurrence and of two million dollars (\$2,000,000.00) aggregate damage.
11. **Payment of COLLEGE.** COLLEGE shall obtain revenue from the PROJECT for goods and services provided to the selected ISD students from federal TRiO grant awards.
12. **Term & Termination.** The term of this Agreement is for a period of five years from the effective date set forth above. This Agreement may be extended thereafter in writing and signed by all parties. If either the ISD or COLLEGE desires to terminate this Agreement, it may do so without any liability therefore by written notice delivered to the other party. Termination shall be effective at the end of the school year during which notice is given.

13. **Special Terms and Conditions.** The special terms and conditions attached as Exhibit: A hereto are hereby fully incorporated by reference into this Agreement and to the extent of any conflict between any such Exhibit and the main text of this Agreement, such special terms and conditions shall prevail.

14. **Miscellaneous.**

14.1 Notices: All notices given pursuant to this Agreement shall be in writing and shall either be mailed by first class mail, postage prepaid, registered or certified with return receipt requested, or delivered in person to the intended addressee, or sent by fax or overnight delivery service. The notice mailed shall be effective on mailing. Notice given in any other manner shall be effective on receipt. For purposes of notice, the addresses of the Parties shall be as stated under their names as set forth herein, provided, however, that each Party shall have the right to change its address for notice hereunder to any other location by the giving of 10 days' notice to the other Parties in the manner set forth above.

Notices to COLLEGE:

Dr. Tiffany Hernandez
Vice President of Student Success
1819 N. Main Avenue
San Antonio, Texas 78212-3941
210-486-0835

With Copy to:

Esmeralda Nandin
Director, Upward Bound Math and Science at San Antonio College
1819 N. Main Avenue
San Antonio, Texas 78212-3941
210-486-0940

Notices to ISD:

Liz Ozuna
Executive Director, College Readiness/Postsecondary Initiatives
514 W. Quincy
San Antonio, Texas 78212
eozena1@saisd.net
210-554-2522

14.2 Law Governing: This Agreement is made and is to be performed in Bexar County, Texas, and will be interpreted and governed by the internal laws of the State of Texas. Venue of any court action brought directly or indirectly by reason of this agreement shall be in Bexar County, Texas.

14.3 Successors and Assigns: This Agreement shall be binding on and shall inure to the benefit of the Parties, and their respective heirs, legal representatives, successors and assigns.

14.4 Entire Agreement: This Agreement, and any exhibits or addenda attached, contain the entire agreement among the Parties relating to the subject matter hereof, and all prior agreements relative hereto which are not contained herein are terminated.

14.5 Amendments: Amendments or modifications may be made to this Agreement only by setting the same forth in a written document duly executed by the Parties.

14.6 Force Majeure: Any party shall be temporarily excused from performance otherwise due hereunder only to the extent that, and for so long as, such performance is rendered impossible by reason of factors beyond that party's control and not occasioned by the negligence of the party or its affiliates, including, but not limited to, acts of God. Any party experiencing or anticipating a force majeure event shall promptly notify the other party in writing thereof.

14.7 Severability: This Agreement shall be performed in accordance with, and only to the extent permitted by, all applicable laws, ordinances, rules and regulations. If any provision of this Agreement or the application thereof to any person or circumstance shall, or any reason and to any extent be invalid or unenforceable, but the extent of such invalidity or unenforceability does not destroy the basis of the bargain among the Parties as expressed herein, the remainder of this Agreement and the application of such provision to other persons or circumstances shall not be affected thereby, but rather shall be enforced to the greatest extent permitted by law.

14.8 Gender and Number: Whenever required by the context, as used in this Agreement, the singular number shall include the plural and the neuter shall include the masculine or feminine gender, and vice versa.

14.9 Exhibits: Any and each Exhibit to this Agreement is incorporated herein for all purposes.

14.10 Captions: The Article and Section headings appearing in this Agreement are for convenience of reference only and are not intended, to any extent or for any purpose, to limit or define the text of any Article or Section.

14.11 Counterparts: This Agreement may be executed in counterparts, each one of which shall be an original, and different parties may sign different counterparts, all of which shall constitute but one document.

14.12 Drafters: Each party to this transaction has been afforded the opportunity to negotiate the terms of this Agreement, and to consult legal counsel regarding same; therefore, the parties waive and disclaim the application of any principle of contract interpretation that would construe any ambiguity herein against either party as drafter hereof.

14.13 Annual Review: This Agreement shall be evaluated and reviewed annually by the ISD and COLLEGE for the purpose of making any agreed revisions that may be deemed advisable or necessary.

14.14 No Third Party Beneficiaries: Nothing in this Agreement, express or implied, is

intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sale and exclusive benefit of the parties hereto and their successors and permitted assigns.

14.15 Dispute Resolution. In the event of any dispute, claim, question, or disagreement arising out of or relating to this Agreement, the parties agree to do all of the following before commencing legal action. First, the parties shall use their best good-faith efforts to settle such disputes, claims, questions, or disagreement. To this effect they shall first consult and negotiate with each other in good faith, recognizing their mutual interests, and attempt to reach a just and equitable solution satisfactory to both parties. If such consultation and negotiation does not fully resolve the issue, the parties agree to promptly engage in non-binding mediation in Bexar County, Texas. If such mediation does not fully resolve the issue, then either party may thereafter seek legal recourse in equity and/or at law. Notwithstanding the foregoing, either party may commence litigation for injunctive relief without having complied fully with these dispute resolution procedures, but only to require the other party to mediate, to preserve the status quo pending resolution of an issue, or to protect a vital interest of that party or of an affiliate.

14.16 Release of Information. The parties are governmental entities in the State of Texas. Documents submitted pursuant to this Agreement become a government record. Access by the public to government records is governed by the Texas Public Information Act ("PIA"). In the event a request is made for Information designated as proprietary, the receiving party may determine in its sole discretion whether sufficient legal justification exists for withholding the information and whether an opinion should be requested from the Texas Attorney General. If an opinion is requested from the Texas Attorney General, the receiving party will notify the other party in accordance with PIA to assert any arguments that the other party may have in opposition to release of the information. In the event the other party requests judicial intervention, the party so requesting shall indemnify the receiving party for its costs (including attorney's fees) associated with the judicial action. Under no circumstances will either party be liable for any costs, damages or claims of any nature related to release or disclosure of any information contained in documents submitted pursuant to this Agreement.

14.17 Independent Contractors. ISD and COLLEGE understand and agree that each performs tasks, the details of which the other does not have legal right to control and no such control is assumed by this Agreement. This Agreement does not create an employment relationship, partnership, or joint venture between ISD, its employees, and COLLEGE. Neither party nor its employees shall be deemed employees of the other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by the other. ISD and COLLEGE further agree that nothing in this Agreement shall be construed to create a borrowed servant status with the employees of the other party.

14.18 Current Revenues. ISD and COLLEGE commit only their current revenues hereunder, as required by Texas law. Each party's Board retains the continuing right to terminate this Agreement without liability for said termination at the expiration of each budget period during its Initial and renewal terms. The respective parties' Boards will make best efforts to obtain and appropriate funds to meet their obligations under the Agreement.

EXECUTED EFFECTIVE ON THE DATE FIRST WRITTEN ABOVE.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT:

By:

Dr. Jaime Aquino, Superintendent

Date

ALAMO COMMUNITY COLLEGE DISTRICT

By:

Dr. Mike Flores, Chancellor

Date

By:

Dr. Francisco E. Solis, Interim President
San Antonio College

Date

EXHIBIT A

AGREEMENT BETWEEN SAN ANTONIO INDEPENDENT SCHOOL DISTRICT AND ALAMO COMMUNITY COLLEGE DISTRICT

SPECIAL TERMS AND CONDITIONS

The mission of Upward Bound Math and Science ("UBMS") is to provide students that are historically at risk not to attend college with the information and experiences that will support the student, remove barriers, to encourage college attendance, and ultimately to graduate from college.

Students are selected and enrolled into UBMS based on:

1. US citizenship
2. Either low-income status or first-generation college student status or a combination of both
3. Academic need for support
4. Availability - we are only allowed to enroll a certain number of students into our program (*i.e.* 56 in Edison's UBMS program at SAC)

ISD will:

1. Provide space for our staff to visit privately with our students, individually and in a group.
2. Access to the Internet for our laptop computers that we need to use onsite.
3. Provide assistance through a liaison at the high school and access to the iDataPortal for obtaining students' grades, GPAs, scores on assessments, and other information needed for our grant requirements to be met.
4. Allow COLLEGE to pull students out of class once a week or on an as-needed basis to meet with them regarding academic advising, college preparation work, tutoring, attendance, good citizenship, leadership, mentoring, financial aid, and scholarships.
5. Assist us in recruiting students into our program.
6. Provide transportation for participating students to and from COLLEGE campuses and to extra-curricular activities in the local area.
7. Provide information on tutoring programs and other support services available at ISD high schools to ensure that selected ISD students participate when appropriate.

COLLEGE will provide to selected ISD students:

1. Tutoring support for ISD students who are struggling in core classes such as English, Math, Sciences and Foreign Languages.
2. Support ISD students in all aspects of college preparation (*i.e.* Accuplacer, ACT, SAT preparation, visiting colleges, financial literacy, assist in applying for financial aid to colleges, information about getting into college, etc.)
3. A free, six-week COLLEGE summer program for ISD students, providing remedial and/or regular coursework in English, Math, Science, Foreign Languages and other appropriate subjects.
4. Qualifying PROJECT seniors are provided with up to 6 credits of college coursework the summer following high school graduation and the support to succeed.
5. During the academic school year, COLLEGE will provide selected ISD students with

college preparation activities and information, mentoring, career exploration, financial aid Information, academic advising and guidance during lunch, after school, in weekend sessions and weekly in-school visits. Similar activities and services are provided during the six-week summer session.

6. Support ISD school counselors in providing college preparation activities for selected ISD students.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Service Delivery Agreement Between SAISD and Communities in Schools of San Antonio

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director of Student and Academic Support Services

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Service Delivery Agreement between SAISD and Communities in Schools of San Antonio (CIS-SA) for the 2022-2023 school year.

The CIS-SA project will provide traditional site-based services in a total of 80 SAISD campuses that will be served through CIS, as illustrated in Schedule C. As part of the District's high school intensive plan, CIS will place two Master's Level Senior Site Coordinators at Sam Houston, Jefferson, Edison, Burbank, Lanier, Brackenridge, and Highlands High Schools.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the Service Delivery Agreement between SAISD and CIS-SA as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

ESSER funds will be used to fund this project costing approximately \$4,318,180
Budget code is: 281-32-6299-60-xxx-30-S20

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Student and Academic Support Services
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Service Delivery Agreement Between SAISD and Communities in Schools of San Antonio
Presenter:	Victoria Bustos, Executive Director, Student & Academic Support Services
Cost:	\$4,318,180.00
Board Goal:	Increase the percent of on-time, 4-year Graduation and decrease dropout rates.
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
N/A	0	80	N/A	0	N/A

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>In the 2021-22 school year, CIS served 88,075 Tier 1 services and 3,896 students received Tier 2 case managed support. According to the CIS Summary data set, CIS provided site coordinators at 55 SAISD schools.</p> <p>As part of leveraging social and emotional support, and to fulfill the Office of Academics high school intensive plan, SAISD will continue the partnership agreement with Communities in Schools of San Antonio at 80 campuses for the 2022-2023 school year.</p> <p>Communities in Schools of San Antonio provides services which include Supportive Guidance, Academic Assistance, Enrichment Activities, Basic Need Acquisition, and College and Career Awareness.</p>
--	---

SERVICE DELIVERY AGREEMENT

This Service Delivery Agreement (“Agreement”) for the period indicated herein during school year 2022-2023, by and between the **San Antonio Independent School District** (hereinafter referred to as “SAISD”), and **Communities In Schools of San Antonio** (hereinafter referred to as “CIS-SA”), a nonprofit corporation located at 1616 E. Commerce St., Bldg. 1, San Antonio, Texas 78205, sets out to establish the relationships and responsibilities of both parties in the implementation of a CIS-SA Project on eighty **SAISD** campuses, as per Schedule C, and collectively referred to as “CIS-SA Projects.” Dr. Jaime Aquino, Superintendent of Schools, ratifies and affirms the provisions, relationships and responsibilities set out herein on behalf of the SAISD Board of Trustees by his execution of this Agreement.

WHEREAS it is the intent of all parties hereto to bring the CIS-SA approved services and resources into the identified campus settings to attempt to facilitate the academic and personal success of students experiencing the effects of at-risk environments by providing the full range of services to those students; and

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

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

- A. All parties hereto mutually agree as follows:
 1. The term of this Service Delivery Agreement shall be from August 1, 2022 through July 31, 2023. This Service Delivery Agreement may be terminated by either party by providing thirty days written notice of termination to the other party. If SAISD terminates the contract, compensation and services shall cease; except, however, CIS-SA shall be entitled to receive compensation for work completed, satisfactory to SAISD, to the date of termination. If termination occurs in the middle of the payment period, compensation shall be prorated against the monthly payment next due in relation to the services actually performed.
 2. CIS-SA shall follow national, state and local CIS policies and ethical standards for service provision, applicable state and local laws, as well as written SAISD policies and regulations, with the condition that more restrictive SAISD policies and regulations (Legal and Local) have priority application under the terms of this agreement. CIS-SA services shall not conflict with SAISD policies. In order to promote awareness and presence of CIS-SA services on campus, SAISD will permit CIS-SA staff to wear collared CIS-SA branded or co-branded articles outside of spirit days and/or “casual” Friday.
 3. The CIS-SA site staff, the school Principal, and the school’s site-based decision-

making committee shall proceed in a joint collaboration of services between the SAISD program and CIS-SA Project. Communication between these entities will be ongoing to address case management and other programmatic issues.

B. CIS-SA agrees to undertake the following:

1. CIS-SA, under its Standards and this Agreement, shall provide to identified students a program of services which includes: a. Counseling and/or Supportive Guidance; b. Education and Academic Enhancement Activities; c. Parental and Family Involvement Activities; d. Health and Social Service Referrals; e. Pre-Employment Skills Training and Career Awareness Activities; and f. Educational and Cultural Enrichment Opportunities. CIS-SA staff cannot fulfill duties that are normally assigned to school personnel (administrative, clerical or otherwise). During state mandated testing CIS-SA services will be available to support the school with any student and family issues that may arise.
2. CIS-SA Project may provide to the school additional staff and resources for the benefit of students. The staff and resources, as approved by both SAISD and CIS-SA, will offer a multi-disciplinary approach to serve a manageable number of students.
3. CIS-SA will provide, on a per-semester basis, a Service Delivery Plan to the school Principal for review, discussion and approval. This Service Delivery Plan will provide all parties with an outline of Project activities that are aligned to the individual campus needs, to be undertaken in the upcoming semester.
4. CIS-SA maintains and retains case files on each assigned student containing all relevant data requisite to the case and to Project criteria. Case records will only be released in accordance with the Confidentiality of Mental Health Information statutes under Texas Civil Law, and other applicable state and federal law.
5. CIS-SA agrees to provide management, administrative, logistical and technical support to each Project to ensure the success of the Project's service delivery initiatives. The CIS-SA Site Coordinator (bachelor's or master's level degreed professional) or Senior Site Coordinator (Master's Level Social Worker or Counselor), under the supervision of the CIS-SA Field Manager and in cooperation with the CIS-SA Management Team (under the direction of the CIS-SA President/CEO and Board of Directors), is responsible for oversight of CIS-SA Project activities. All 7 Comprehensive SAISD High Schools will have at least 2 staff with a Master's of Social Work degree.
6. CIS-SA staff shall follow procedures for disciplinary action and grievance outlined in the CIS-SA personnel policies and consistent with state law and SAISD district policy. CIS-SA personnel remain employees of CIS-SA while assigned to each Project and are under the direct supervision of the assigned CIS-SA Field Manager. Agency repositioned staff assigned to the Projects remain the

employees of the assigning agency. The actions of all CIS-SA employees and repositioned staff are carried out under the auspices of CIS-SA supervisors and Campus Principal in accordance with the mutually agreed Service Delivery Plan. Any agency repositioned staff will be approved by SAISD and CIS-SA before the assignment to a designated Project. CISSA will not be entitled to file grievances under SAISD's Board policies

7. CIS-SA shall notify the school Principal, Counselor, and appropriate legal authorities, as per state and local policies and procedures, cases presented to CIS-SA staff that involve the following issues: a) Suicide threats; b) Violent behavior; c) Child abuse or neglect; d) Sexual abuse or harassment; e) Legal custody; f) Drugs or weapons. CIS-SA shall assist in the resolution of any collateral issues when requested by the Principal, and/or Counselor, as appropriate.
8. CIS-SA may gather data on and provide services to students without written parent consent when acting at the request and on the behalf of the school and/or district. CIS-SA will ensure written consent has been obtained from the student's parent, guardian or managing conservator as required by Section 38.010 of the Texas Education Code, before **on-going** services are rendered.
9. CIS-SA agrees to conduct criminal history background investigations for all agency staff. Pursuant to Senate Bill 9, CIS-SA will obtain fingerprint-based background searches on all agency staff. All volunteers (excluding one-time event volunteers) will also undergo a criminal history check prior to being assigned to a CIS-SA campus. CIS-SA has established an account with the DPS FACT Clearinghouse for such services. Results of these background checks are available to SAISD upon request. CISSA staff will be subject to any other internal security procedures used by SAISD.

C. SAISD agrees to undertake the following:

1. SAISD will provide \$4,318,180 in service delivery fees to CIS-SA, with payments of \$479,797 to be made on a monthly basis, over 8 months, from September 1, 2022 to May 1, 2023, and one payment of \$479,804 on June 1, 2023 for the term of this Agreement to Communities In Schools of San Antonio, 1616 E. Commerce St., Bldg. 1, San Antonio, Texas 78205. Invoices are due and payable within 30 days. In the event of early termination of this contract, the last monthly payment shall be prorated in relation to services actually rendered. The SAISD authorized point of contact for all billing and invoicing needs is:

NAME: _____
TITLE: _____
ADDRESS: _____
EMAIL: _____

2. SAISD will provide office space with telephone service, access to copy and

fax machines, a designated computer, access to available intranet and/or internet capabilities, necessary office furniture, and equipment sufficient to facilitate the efficient delivery of services to students within the CIS-SA Project. In addition, SAISD will provide a secure office space conducive to accommodate confidential services.

3. Approval of the CIS-SA Fall, Spring & Summer Service Delivery Plan will be made within two weeks of submittal to the Principal.
4. Each Principal shall provide the CIS-SA Site Coordinator/Senior Site Coordinator with the names and responsibilities of the Campus Crisis Management Team and update that information continually.
5. In accordance with state law and SAISD policy, SAISD will investigate and, if required, report to the appropriate authorities any cases presented to SAISD by CIS-SA under paragraph B(7) above. SAISD and CIS-SA agree that nothing contained in this Agreement will create (1) any additional responsibilities to or liabilities for any third party on the part of SAISD or CIS-SA; or (2) a contractual relationship or a cause of action in favor of a third party against either SAISD or CIS-SA.
6. SAISD will notify CIS-SA Chief Executive Officer of any incident or allegation involving CIS-SA personnel, in addition to any actions taken as required by law or district policy.
7. The Campus counselor and/or designee will conduct Coordination of Services meetings to include the CIS-SA Site Coordinator/Senior Site Coordinators and campus-based entities that provide counseling and social services.
8. Pursuant to the TEC, §33.154(a)(7)(B), each school district that participates in a CIS program shall provide to the local CIS or developing program necessary student information and data for each student whose parent or legal guardian has authorized in writing that educational records be shared with the CIS program and the TEA. Such information and data may include records on a student's academic achievement, promotion, attendance, disciplinary referrals, free/reduced-price lunch status, at-risk status, or health-related information in accordance with the written authorization obtained by the local CIS program from the student's parent or legal guardian.
9. Pursuant to FERPA implementing regulations at 34 CFR 99.7(a)(3)(iii) and 99.31(a)(1)(i), each school district that participates in a CIS program shall designate CIS as a School Official/Agent of the School so that CIS-SA staff may gather data on and provide services to students without written parent consent when acting at the request and on the behalf of the school and/or district. A local CIS program or developing program may provide this

information and data to the TEA in accordance with the grant application.

10. Using a pretest/posttest measure, as well as other data that CIS-SA typically collects, CIS-SA will be able to evaluate the CIS-SA Project on these campuses. The evaluation tool will include but is not limited to teacher, guardian, or student self-reports on social and emotional development and behavioral health. The evaluation tool will be administered by the student's CIS-SA Site Coordinator/Senior Site Coordinator at the beginning of the semester, prior to case management services, and then after the school year is completed. Parents or guardians will be asked to review and sign a consent form that gives permission for participation in the CIS-SA Program and for their child to complete the evaluation tool.
11. The school Principal and/or designee shall inform the CIS-SA Site Coordinator/Senior Site Coordinator in writing of any and all developments, policy changes or other issues arising within SAISD or the school that directly affect or have the potential to affect the provisions of this Agreement or the operation of the CIS-SA Project. In addition, CIS-SA Site Coordinator/Senior Site Coordinators will be trained on all Campus Emergency Response Plans.
12. SAISD may request, and CIS-SA will provide as soon as is practical, overall CIS-SA Project service delivery data for specified periods of time which has been maintained by CIS-SA in formats consistent with its organizational requirements.
13. The CIS-SA Projects will be included in the Campus Improvement Plan.

Nothing herein shall prohibit SAISD from providing information to CIS-SA without parental permission when not otherwise prohibited under state or federal law or regulation.

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

No party to this Agreement waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this Agreement and the performance of the covenants contained herein.

In the event any term, covenant, or condition herein contained shall be held to be invalid by any court of competent jurisdiction, such invalidity shall not affect any other term, covenant, or condition herein contained, provided that such invalidity does not materially prejudice either the SAISD or CIS-SA in their respective rights and obligations contained in the valid terms, covenants, or conditions hereof.

This Agreement is and will be governed by and construed in accordance with the laws of the State of Texas, without regard to its choice of law principles. The parties consent to exclusive jurisdiction and venue of state court sitting in Bexar County, Texas.

IN WITNESS WHEREOF, this Agreement is effective on the last Date of Approval shown below.

COMMUNITIES IN SCHOOLS OF SAN ANTONIO

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

By _____
President/CEO

By _____
Superintendent

Date of Approval: _____

Date of Approval: _____

Schedule C: SAISD agrees to undertake the following:

SAISD will provide \$4,318,180 in service delivery fees to CIS-SA, with payments of \$479,797 to be made on a monthly basis, over 8 months, from September 1, 2022 to May 1, 2023, and one payment of \$479,804 on June 1, 2023 for the term of this Agreement to Communities In Schools of San Antonio, 1616 E. Commerce St., Bldg. 1, San Antonio, Texas 78205. Invoices are due and payable within 30 days. In the event of early termination of this contract, the last monthly payment shall be prorated in relation to services actually rendered.

CIS-SA services have been designated for the following schools 2022-23 school year:

	FY21 (2021-2022)	FY22 (2022-2023)
# of FTEs from Local Funds	78	78.5 (Incl 5.5 from CIS-SA funds)
Schools with # FTEs	ALA (.5) Arnold (1) Barkley-Ruiz (1) Baskin (1) Ball (1) Beacon Hill (1) Bowden (1) Brackenridge (1) Briscoe (1) Burbank (2) Cameron (1) Carvajal (1)* CAST Med (1)* CAST Tech (.5) Collins Garden (1) Crockett (1) Davis (1) DeZavala (1) Douglass (1) Edison (2) Fenwick Academy (1) Forbes Academy (1) Foster Academy (1) Fox Tech (1) Franklin (1) Gates (1) Graebner (1) Green Elementary (.5) Hawthorne (1) Harris (1) Herff (1) Highlands (2)** Highland Hills (1) Highland Park Elementary (1) Hillcrest (1) Hirsch (1) Hot Wells (1) Huppertz (.5) Irving DL (.5) Japhet (1) Jefferson (2)	ALA (.5) Arnold (1) Barkley-Ruiz (.5) Baskin (.5) Ball (1) Beacon Hill (1) Bowden (1) Brackenridge (2) (LMSW/MSW) Briscoe (1) Burbank (2) (LMSW/MSW) Cameron (1) Carrol (.5) Carvajal (1)* CAST Med (1)# CAST Tech (.5) Collins Garden (1) Cotton (1) Crockett (1) Davis (1) DeZavala (1) Douglass (.5) Edison (2) (LMSW/MSW) Fenwick Academy (1) Forbes Academy (.5) Foster Academy (.5) Fox Tech (1) Franklin (1) Gates (.5) Graebner (1) Green Elementary (.5) Hawthorne (1) Harris (1) Herff (1) Highlands (3) (LMSW/MSW)** Highland Hills (1) Highland Park Elementary (1) Hillcrest (1) Hirsch (1) Hot Wells (1) Huppertz (.5) Irving DL (.5)

	JT Brackenridge (1) Kelly (.5) Lamar (1) Lanier (2)* Longfellow (1) Lowell (1) Madison (1) Margil (1) Maverick (1) Miller (1) Mission Academy (1) MLK Academy (1) Neal (1) Ogden (.5) Pershing (1) Phoenix MC (.5) Poe (1) Rhodes (1) Rodriguez Montessori (.5) Rogers Academy (1) Rogers (1) Sam Houston (2)* Sarah King (1) Schenck (1) Smith (.5) Steele Montessori (.5) Stewart (1) Storm (.5) Tafolla (1) Travis ECHS (.5) Twain DL (.5) Washington (1) Wilson (1) Whittier (1) Woodlawn Academy (1) Woodlawn Hills ES (1) YMLA (1) YWLA Primary (.5) YWLA Secondary (.5)	Japhet (1) Jefferson (2) (LMSW/MSW) JT Brackenridge (1) Kelly (.5) Lamar (1) Lanier (3) (LMSW/MSW)* Longfellow (1) Madison (1) Margil (1) Maverick (1) Miller (1) Mission Academy (1) MLK Academy (.5) Neal (1) Ogden (.5) Pershing (1) Poe (1) Rhodes (1) Rodriguez Montessori (.5) Rogers Academy (1) Rogers (1) Sam Houston (3) (LMSW/MSW)* Sarah King (1) Schenck (1) Smith (.5) Steele Montessori (.5) Stewart (1) Storm (.5) Tafolla (1) Travis ECHS (.5) Twain DL (.5) Washington (1) Wilson (1) Whittier (1) Woodlawn Academy (1) Woodlawn Hills ES (1) YMLA (1) YWLA Primary (.5) YWLA Secondary (.5)
Local Fund Investment	\$4,343,180	\$4,318,180

* indicates 1 FTE funded by CIS-SA.

indicates .5 FTE funded by CIS-SA & .5 FTE funded by SAISD.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and Good Samaritan Community Services (GSCS)

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director of Student and Academic Support Services

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Good Samaritan Community Services (GSCS). GSCS will provide postsecondary workshops to various high schools and college and career advising services to Lanier High School. They will also deliver Asset Building Curriculum (ABC), a juvenile justice prevention program, to students in the 78207 zip code.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the proposed MOU with Good Samaritan Community Services as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academic Board Agenda Items involving a MOU.

Department:	Student and Academic Support Services
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Good Samaritan Community Services (GSCS)
Presenter:	Victoria Bustos, Executive Director Student and Academic Support Services
Cost:	\$0
Board Goal:	Targeted Focus on Post-Secondary Success
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
Students in the 78207-zip code	Not applicable	All campuses for workshops, Lanier for postsecondary advising, and 6 Lanier Feeder pattern campuses for Asset Building for Clients (ABC Curriculum)	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

Questions to consider: Is this a renewal? What data supports this renewal? Is this an expansion of the program? If so, why?	Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No In the 2021-2022 school year, GSCS serviced 164 SAISD students through their College and Career Readiness Program and were able to assist students in earning \$333,225 in scholarship awards.
--	--

**Good Samaritan Community Services
Youth and Teen Services Department**

Memorandum of Understanding with
San Antonio Independent School District

It is proposed that Good Samaritan Community Services (GCSC) and San Antonio Independent School District enter into the following memorandum of understanding ("MOU"):

Purpose: The purpose of this MOU is to provide supportive services to SAISD students that would lead to further academic and personal success, specifically through focused retention and post-secondary initiatives, and other services agreed to by the parties.

Both parties agree to maintain a cooperative, interactive, and supportive relationship for the 2022-2023 school year. Either party may terminate this MOU at any time, with thirty (30) days written notice.

Good Samaritan Community Services agrees to:

- Support SAISD students and aid SAISD in achieving its strategic student academic goals.
- Provide college workshops to students at various district high schools. This includes providing College and Career Advising to high school students, but not limited to the monitoring of grades, attendance, and school performance.
- Deliver the Asset Building for Clients (ABC) program, a juvenile justice prevention program, to select students attending schools in 78207 or serving students that reside in 78207, and attend SAISD schools.

As part of the Asset Building for Clients program, GSCS will:

1. Begin recruitment and outreach in August by attending Principal's coffees, meeting with school counselors and administrators and Parent Liaisons and attending other outreach activities to which it is invited and/or that arise. All program Services will begin in September.
2. Target students at the high school in 9th grade, but can serve students in 10th-12th grade should they be interested in the program.
3. Target students at the middle schools in 6th grade, but serve students in 7th and 8th grade should they be interested in the program.
4. Target students at the elementary schools in 5th grade.
5. Provide weekly class lessons for the duration of the school year.
6. Provide at least one, full-time trained instructor to deliver the ABC curriculum instruction using the 40 Developmental Assets derived by Search Institute. Instruction may also be provided virtually using Zoom or the platform the school uses.
7. Provide all instructional and support materials needed for the successful delivery of program services.
8. Provide opportunities for students to volunteer and develop leadership skills during out of school hours, in which participants can develop a sense of civic responsibility.
9. Provide case management services to select students. GSCS will work with school staff to identify youth in need of such services.
10. Extend ABC services to surrounding middle and elementary schools, as needed and agreed upon by GSCS and school liaisons.
11. Extend ABC services to extended care programs in and surrounding SAISD schools.
12. Provide students the opportunity to do service learning projects in the community, after school or/and on weekends.

As part of the College and Career Readiness program, GSCS will:

13. Provide college advising services to students at high schools through one-on-one meetings in the college center.
14. Provide opportunities for students to engage in college access workshops, including supervised trips to Café College.
15. Collaborate with other college access and success organizations providing services to SAISD students.
16. Support and participate in district and school sponsored events, in regards to college and career readiness and family engagement.
17. Assist students and families in the college planning and preparation process (e.g. the college entrance essay).
18. Provide enrichment opportunities for students during out of school time hours that include exposure to different college and career institutions and postsecondary opportunities via college tours, field trips and camps, and skill building workshops that support academic and career success.
19. Provide opportunities for students to volunteer and develop leadership skills during out-of-school hours, in which participants can develop a sense of civic responsibility.
20. Provide opportunities for students to engage in learning during out-of-school hours and offer support services that ensure students remain on track academically.
21. Conduct individual meetings with students and/or school staff to ensure students remain on track academically and are receiving services they need.
22. Maintain the security of all confidential student records, including transcripts, grades, attendance and financial aid records in accordance with regulations of the school district, FERPA, state and local laws.
22. Conduct annual background checks for all staff, interns and volunteers involved with direct service delivery per SAISD protocols and make results available to SAISD, upon request.
24. Provide the school district with program reports, upon request.

S.A. I.S.D. agrees to:

1. Provide adequate workspace for GSCS staff to meet and work with students, including classrooms (ABC program), a classroom or workspace (College and Career Readiness), internet access, copiers and other services requested and agreed upon.
2. Provide GSCS staff login access to virtual platforms necessary to provide program services.
3. Provide GSCS staff with SAISD email accounts to provide program services.
4. Provide SAISD staff as support to GSCS staff during ABC instruction in the classroom.
5. Identify and offer classes for students to participate in the Asset Building for Clients program.
6. Share general information regarding school course offerings, class schedules, and course requirements with GSCS staff. In addition, the district will provide access to individual students during the school day at times determined appropriate by the district/school for participants to meet with GSCS staff.
7. Provide GSCS staff access to individual student information that would assist in designing an individualized program for students. This includes, but not limited to, grades, attendance, rank, GPA, state test scores, unofficial transcripts, testing schedules, postsecondary planning records and other information that would support student achievement.
8. Provide information to GSCS staff regarding college and career readiness activities (e.g. College Night and Financial Aid Night)
9. Identify prospective participants with GSCS program contact information so that they can learn more about the program.
10. Provide opportunities for GSCS staff to deliver recruitment activities (e.g. present program to different classes) during school hours. 289
11. Assist with the recruitment of students for afterschool and summer programs offered by GSCS.

12. SAISD transportation will add GSCS (1600 Saltillo, S.A., Tx., 78207) as a bus drop-off site for elementary, middle and high school students.
13. Do all other things necessary, agreed to by the school district, to fulfill its obligations under this MOU.

FERPA Compliance:

Both parties agree and understand that this MOU is intended to comply with FERPA at all times. At a minimum, the following terms and conditions will apply to all FERPA data disclosed by SAISD to GSCS:

1. Data will be collected and managed by GSCS staff and administrators.
2. Data to be collected will include but not be limited to student attendance records, grades, test scores, and transcripts, including personally identifying information on students that will allow us to evaluate the program's success.
3. GSCS shall ensure that FERPA data is accessed by GSCS staff only for the purposes of conducting GSCS work related to services discussed in this MOU.
4. GSCS shall ensure that GSCS staff obtain access only to student records for which a School Records Release Form has been secured.

GSCS shall securely destroy all FERPA data, in paper or electronic format, once the FERPA data is no longer needed for the staff's work and program evaluation, based on appropriate federal guidelines.

Please note that to the extent necessary to comply with local or state health and safety directives, services may be provided via a virtual and/or digital platform. Good Samaritan Community Services provides virtual services via a video conferencing platform that is certified to be FERPA and HIPPA compliant.

Note: Program enrollment and participation are the responsibilities of the parent and participant, not the school district. Students must receive parental approval to participate in the program.

Goal: Our goals are to increase the number of SAISD students who complete high school and successfully pursue postsecondary personal objectives that are positive, fulfilling, and contribute to personal growth and the growth of academic and social well-being in the local community and society.

Accepted by:

By: _____ Date _____
Dr. Jaime Aquino
Superintendent - S.A.I.S.D.

By: Simon G. Salas Date 5-12-2022
Simon G. Salas
CEO - Good Samaritan Community Services

**San Antonio Independent School District
Vendor Data Confidentiality Agreement Form**

Good Samaritan Community Services (hereinafter referred to as "Vendor"), has requested data from the District database (hereinafter referred to as "District data" or "data") maintained by San Antonio Independent School District (hereinafter referred to as "SAISD" or "District"). Vendor has an approved contract to provide services to SAISD. Vendor has requested access to data for the purpose of providing the services specified in the contract. SAISD has agreed to provide the requested data, provided that Vendor agrees to comply with the terms and conditions set forth in this Confidentiality Agreement.

This agreement applies to Student data, Financial data, Payroll data, Demographic data, and any or all other data that Vendor has accessed or received from the District. Vendor hereby agrees that it will use the District data solely for the purpose of providing the services specified in the Vendor's contract with SAISD.

Student Data

SAISD will provide student data to Vendor pursuant to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g (b)(1)(F), and regulations issued under FERPA, 34 C.F.R. § 99.31 (a)(6). Vendor agrees that it will maintain the confidentiality of the data in accordance with 20 U.S.C. § 1232g(b)(1)(F), 34 C.F.R. §99.31(a)(6), and the terms of this Confidentiality Agreement.

For purposes of this Confidentiality Agreement, the term "personally identifiable student records" includes, but is not limited to: (a) the student's name; (b) the name of the student's parent or other family member; (c) the address of the student or the student's family; (d) a personal identifier such as the student's social security number or other student number; (e) information about a group of students that contains five (5) or fewer students; (e) a list of personal characteristics that would make the student's identity easily traceable; and (f) other information that would make the student's identity easily traceable.

Vendor agrees that it will maintain the confidentiality of personally identifiable student records contained in the District data at all times and will keep the District data in a secure location. Vendor shall restrict access to personally identifiable student records contained in the District data to only those employees who are participating in the contract.

Vendor understands and agrees that failure to adhere to the terms of this Confidentiality Agreement may violate federal law, could result in sanctions imposed by the federal government, and/or cause litigation by students or parents of students whose records are allegedly misused. Should vendor not comply with the terms of this agreement, District has the right to withhold further release of student data to Vendor.

Financial, Payroll, Employee, Vendor, Demographic, or other District Data

For purposes of this Confidentiality Agreement, the terms "Financial, Payroll, Employee, Vendor, Demographic, or other District data", includes but is not limited to, data that includes employee or vendor names; employee identification numbers; federal identification numbers; social security numbers; and/or vendor or employee home or work addresses, phone numbers, birthdates, job titles, pay amounts, email addresses, bank account numbers, bank routing numbers, and/or check numbers. Vendor agrees that he/she will maintain the confidentiality of all District data contained in the District records Vendor receives or obtains access to at all times and will keep the District data in a secure location. Vendor shall restrict access to all data contained in the District records to those employees who are participating in the contract.

Vendor understands and agrees that failure to adhere to the terms of this Confidentiality Agreement may violate federal law, could result in sanctions imposed by the federal government, and/or cause litigation by affected employees and/or vendors whose records are allegedly misused. Should vendor not comply with the terms of this agreement, District has the right to withhold further release of any or all data including employee, vendor or any other District data previously made accessible to Vendor.

Other Terms and Conditions

Vendor agrees to keep secret any District system information, including all documentation, database or table descriptions, data schema, diagrams, and other materials containing any portion of the District data structures or other District system specifications.

PROFESSIONAL SERVICES AGREEMENT/TIMELINE

employee attendance data, or other data) to the Office of Technology and Management Information Services in a mutually agreeable format using secure file transfer protocols. Vendor agrees that it will not release or disclose any of the District data in any manner except as expressly described in this Confidentiality Agreement, unless Vendor has received prior written authorization from the District.

Should there be a breach of confidentiality by Vendor and a release of District data occurs to any third party not a party to this agreement, Vendor hereby agrees to provide immediate notification services to the appropriate parties at its sole expense, including but not limited to, providing notice to the District, the affected student, the parents of the affected student, the affected employee, and/or the affected vendor regarding the release of confidential data that has occurred. Furthermore, Vendor will promptly indemnify, defend, and hold harmless District, its present and future officers, employees and agents, from and against all claims, suits, demands, damages, losses, judgments, fines and costs, including reasonable attorney's fees and court costs, made against District or its officers, employees or agents to the extent they arise from Vendor's negligent acts or omissions, or willful misconduct or violation of law in the performance of services for District that lead to a breach of this Confidentiality Agreement.

Vendor agrees that it will promptly return the District data and system information to SAISD upon written request by SAISD or when the Vendor contract ends. Vendor further agrees that it will delete and not retain the District data or system Information when it is no longer needed for the purposes described in this Confidentiality Agreement and the Vendor contract.

Nothing in this agreement shall affect in any way Vendor's use of personally identifiable information received from any person other than SAISD, its employees or agents.

By signing below, Vendor accepts and agrees to the terms and conditions set forth in this Confidentiality Agreement.

(Name & Title of Vendor)

Title: Simon Salas Chief Executive Officer

By: *Simon D. Salas*
(Signature of Vendor)

Dated: 5-18-2022

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Title: _____

By: _____
(Signature Chief Information Officer)

Dated: _____

If document does not apply, you must still sign and mark N/A.

Provider Initials: *SS*
SAISD Initials: _____
Date: 5-12-2022

Criminal History Record Certification

Section 22.0834 of the Texas Education Code requires an entity contracting with the District and/or a subcontractor of the entity to obtain criminal history record information regarding covered employees and to certify to the District that it has done so. Covered employees with disqualifying criminal history are prohibited from providing services at the District.

The Following Definitions Apply to these Certifications:

“*Criminal history record information*” means, in accordance with the Texas Government Code, §411.082(2), information collected about a person by the Texas Department of Public Safety, a law enforcement or a criminal justice agency, or a private entity governed by the Fair Credit Reporting Act (15 U.S.C. Section 1681 et seq.) that consists of identifiable descriptions and notations of arrests, detentions, indictments, information, and other formal criminal charges and their dispositions. As may be required by Section 22.0834 of the Education Code, criminal history record information includes national criminal history record information from the Fingerprint-based Applicant Clearinghouse of Texas.

“*Continuing duties*” means work duties that are performed pursuant to a contract to provide services to the District on a regular, repeated basis.

“*Contractor*” means an entity, including a government entity and an individual independent contractor, which contracts or agrees with the District by written agreement or verbal understanding to provide services through individuals who receive compensation. However, when conducting an investigation or intervention regarding an alleged crime or act of child abuse on a school campus, a law enforcement agency or the Department of Family and Protective Services is not a *Contractor*, and the investigator or intervener is not a *covered employee*.

“*Covered employees*” means employees, agents, or subcontractors of *Contractor* or *Subcontractor* who has or will have: (a) *continuing duties* related to the contracted services, and (b) *direct contact with students*. However, a student of the District is not a *covered employee*.

“*Direct contact with students*” means the contact that results from activities that provide substantial opportunity for verbal or physical interaction with students that is not supervised by a certified educator or other professional District employee. Contact with students that results from services that do not provide substantial opportunity for unsupervised interaction with a student or students, such as addressing an assembly, officiating a sports contest, or judging an extracurricular event, is not, by itself, direct contact with students. However, direct contact with students does result from any activity that provides substantial opportunity for unsupervised contact with students, which might include, without limitation, the provision of coaching, tutoring, or other services to students. The District will be the final arbiter of what constitutes *direct contact with students*.

“*Disqualifying criminal history*” means one of the following offenses, if at the time of the offense, the victim was under 18 years of age or enrolled in a public school: (a) a felony offense under Texas Penal Code Title 5, Offenses Against Persons; (b) an offense for which a defendant is required to register as a sex offender under Texas Code of Criminal Procedure Chapter 62; (c) an equivalent offense under federal law or the laws of another state; or (d) any conviction or other criminal history information of a felony or misdemeanor that would disqualify a person from obtaining certification as an educator under section 21.060 of the Texas Education Code.

“*Subcontractor*” means an entity, including a government entity and an individual independent contractor, which contracts or agrees with *Contractor* by written agreement or verbal understanding to provide services through individuals who receive compensation.

The Undersigned Contractor Agrees to Comply with the Following Obligations:

1. *Contractor* shall obtain all *criminal history record information* required by Texas Education Code Chapter 22 regarding its *covered employees*. *Contractor* shall obtain such information before performance under the agreement with District, at least annually thereafter during the term of the agreement, and at any time new *covered employees* are to be assigned to perform under the agreement.
2. Before beginning performance under the agreement with District, *Contractor* shall provide written certification to the District that *Contractor* has received all *criminal history record information* related to *covered employees*.
3. *Contractor* shall obtain or shall otherwise require its *Subcontractors* to obtain all *criminal history record information* required by Texas Education Code Chapter 22 regarding *Subcontractor's covered employees*. *Contractor* complies with this requirement if *Contractor* obtains a written statement from each *Subcontractor* certifying that *Subcontractor* has obtained the required *criminal history record information* for *Subcontractor's covered employees* and *Subcontractor* has obtained certification from each and any of the *Subcontractor's* subcontractors. *Subcontractor* shall obtain such information before performance under the agreement between *Contractor* and District, at least annually thereafter during the term of the agreement, and at any time new *covered employees* are to be assigned to perform under the agreement.
4. *Contractor* shall not permit or assign any *covered employee* with a *disqualifying criminal history* to perform under the agreement at a District school or wherever District students are present. If *Contractor* receives information that a *covered employee* has a reported *disqualifying criminal history*, *Contractor* will immediately remove the *covered employee* from performing under the agreement and notify the District of such removal in writing within three calendar days. If the District objects to the assignment of any *covered employee* on the basis of the covered employee's *criminal history record information*, *Contractor* agrees to discontinue using that *covered employee* to provide services under the agreement.

**Instructions to School District Contractors
Regarding Criminal History Background Searches
Under Senate Bill 9**

Senate Bill 9 directs school district contractors (i.e., Company) to obtain state and national criminal history background searches on their employees who will have direct contact with students, and to receive those results through the DPS criminal history clearinghouse (Fingerprint-based Applicant Clearinghouse of Texas – FACT). In order for contractors to receive the information through FACT, they must first establish an account with the DPS for FACT clearinghouse access. The Company owner must sign a user agreement with the DPS. To obtain the user agreement and more information, Company must contact:

Access and Dissemination Bureau
Texas Department of Public Safety
Crime Records Service
P. O. Box 149322
Austin, Texas 78714-9322

Email: FACT@txdps.state.tx.us
Phone: (512) 424-2365

For fastest service, please email or call. State in the message that Company is a school district contractor and needs to have an account established for DPS FACT clearinghouse access. Please include:

Company Name
Company Address
Company Phone
Name of Company point of contact
Phone of Company point of contact
Company email to be used for notification of FACT records and messages

The information in the DPS FACT Clearinghouse is confidential, and access must be restricted to the least number of persons needed to review the records. The account must include at least one designated supervisor to make necessary changes and to monitor the site's security and the access to the criminal history data retrieved. Additional users must be limited to those who need to request, retrieve, or evaluate data regarding the individual applicants.

PLEASE NOTE: After the Company signs the DPS User Agreement for FACT, DPS will provide the Company with a revised *FAST Fingerprint Pass* that Company will have to provide to its employees and applicants. Company's employees and applicants will use that *FAST Fingerprint Pass* when scheduling their FAST fingerprinting.

Subcontractor Certification

Contractor: Good Samaritan Community Services

Service to be provided: _____

Section 22.0834 of the Texas Education requires an entity contracting with the District and/or a subcontractor of the entity to obtain criminal history record information regarding covered employees and to certify to the District that it has done so. Covered employees with disqualifying criminal history are prohibited from providing services at the District. Relative to the Contractor and service identified above, Subcontractor certifies as follows (check the applicable box):

On behalf of _____ (“Subcontractor”), the undersigned certifies that none of *Subcontractor’s* employees are *covered employees*. The undersigned further certifies that *Subcontractor* shall continue throughout the term of the agreement between *Contractor* and the San Antonio ISD the precautions or imposed conditions to ensure that *Subcontractor’s* employees do not become *covered employees*.

On behalf of _____ (“Subcontractor”), the undersigned certifies that all *criminal history record information* required by Texas Education Code Chapter 22 regarding *Subcontractor’s covered employees* and *covered employees* of its subcontractors has been obtained and that none of *Subcontractor’s* or its subcontractor’s *covered employees* have a *disqualifying criminal history*. The undersigned further certifies that *Subcontractor* shall continue throughout the term of the agreement between *Contractor* and the San Antonio ISD the precautions or imposed conditions to ensure that *Subcontractor’s* other employees do not become *covered employees*.

Noncompliance by Subcontractor with the foregoing obligations or certifications is grounds for disqualifying the Contractor from an award or termination of the agreement between Contractor and District.

Subcontractor’s Name: _____ Authorized Representative’s Name/Title: _____

Address: _____ City, State and Zip Code: _____

Email: _____ Telephone No. (800 # if available) _____ Fax No. _____

Authorized Representative’s Signature: _____ Date: _____

The Following Definitions Apply to these Certifications:

“*Criminal history record information*” means, in accordance with the Texas Government Code, §411.082(2), information collected about a person by the Texas Department of Public Safety, a law enforcement or a criminal justice agency, or a private entity governed by the Fair Credit Reporting Act (15 U.S.C. Section 1681 et seq.) that consists of identifiable descriptions and notations of arrests, detentions, indictments, information, and other formal criminal charges and their dispositions. As may be required by Section 22.0834 of the Education Code, criminal history record information includes national criminal history record information from the Fingerprint-based Applicant Clearinghouse of Texas.

“*Continuing duties*” means work duties that are performed pursuant to a contract to provide services to the District on a regular, repeated basis.

“*Contractor*” means an entity, including a government entity and an individual independent contractor, which contracts or agrees with the District by written agreement or verbal understanding to provide services through individuals who receive compensation. However, when conducting an investigation or intervention regarding an alleged crime or act of child abuse on a school campus, a law enforcement agency or the Department of Family and Protective Services is not a *Contractor*, and the investigator or intervener is not a *covered employee*.

“*Covered employees*” means employees, agents, or subcontractors of *Contractor* or *Subcontractor* who has or will have: (a) *continuing duties* related to the contracted services, and (b) *direct contact with students*. However, a student of the District is not a *covered employee*.

“*Direct contact with students*” means the contact that results from activities that provide substantial opportunity for verbal or physical interaction with students that is not supervised by a certified educator or other professional District employee. Contact with students that results from services that do not provide substantial opportunity for unsupervised interaction with a student or students, such as addressing an assembly, officiating a sports contest, or judging an extracurricular

event, is not, by itself, direct contact with students. However, direct contact with students does result from any activity that provides substantial opportunity for unsupervised contact with students, which might include, without limitation, the provision of coaching, tutoring, or other services to students. The District will be the final arbiter of what constitutes *direct contact with students*.

“*Disqualifying criminal history*” means one of the following offenses, if at the time of the offense, the victim was under 18 years of age or enrolled in a public school: (a) a felony offense under Texas Penal Code Title 5, Offenses Against Persons; (b) an offense for which a defendant is required to register as a sex offender under Texas Code of Criminal Procedure Chapter 62; (c) an equivalent offense under federal law or the laws of another state; or (d) any conviction or other criminal history information of a felony or misdemeanor that would disqualify a person from obtaining certification as an educator under section 21.060 of the Texas Education Code.

“*Subcontractor*” means an entity, including a government entity and an individual independent contractor, which contracts or agrees with *Contractor* by written agreement or verbal understanding to provide services through individuals who receive compensation.

Revised: February 17, 201

5. If *Contractor* or *Subcontractor* has taken precautions or imposed conditions to ensure that the employees of *Contractor* or of any *Subcontractor* do not become *covered employees*, *Contractor* shall ensure that these precautions or conditions continue throughout the term of the agreement.
6. *Contractor* shall assume all expenses associated with obtaining *criminal history record information*.
7. Upon request by District, *Contractor* shall provide, in writing, updated certifications and the names and any other requested information regarding *covered employees* so that the District may inspect or obtain the *criminal history record information* on the *covered employees*.

Contractor's Certifications (check applicable box)

On behalf of _____ ("*Contractor*"), the undersigned certifies that none of *Contractor's* or *Subcontractor's* employees are *covered employees*. The undersigned further certifies that *Contractor* shall continue throughout the term of the agreement its or *Subcontractor's* precautions or imposed conditions to ensure that employees do not become *covered employees* (attach each *Subcontractor's* written certification).

On behalf of Good Samaritan Community Services ("*Contractor*"), the undersigned certifies that all *criminal history record information* required by Texas Education Code Chapter 22 regarding *Contractor's* *covered employees* and *covered employees* of its *Subcontractors* has been obtained and that none of *Contractor's* or *Subcontractor's* *covered employees* have a *disqualifying criminal history*. The undersigned further certifies that *Contractor* shall continue throughout the term of the agreement its or *Subcontractor's* precautions or imposed conditions to ensure that other employees do not become *covered employees*. In support hereof, *Contractor* further certifies to the following (check applicable box):

For each and any *Subcontractor* providing services under the agreement (see *Subcontractor* Identification Information form(s)), *Contractor* obtained the *criminal history record information* for all of *Subcontractor's* *covered employees*.

Or


Contractor obtained each *Subcontractor's* written statement in which *Subcontractor* certifies that it has obtained the required *criminal history record information* for *Subcontractor's* *covered employees* and that *Subcontractor* obtained certification from each and any of the *Subcontractor's* subcontractors (attach each *Subcontractor's* written certification).

Noncompliance by *Contractor* or a *Subcontractor* with the foregoing obligations or certifications is grounds for disqualifying the *Contractor* from an award or termination of the agreement between *Contractor* and District.

Company Name: Good Samaritan Community Services Authorized Representative's Name/Title: Simon Salas / CEO

Address: 1600 Saltillo St. City, State and Zip Code: San Antonio, TX 78207

Email (PLEASE TYPE EMAIL ADDRESS): simon.salas@goodsamtx.org

Authorized Representative's Signature:  Date: 5-22-2022

Telephone No. (800 # if available) (210)434-5531 Fax No. _____

Revised: February 17, 2015

Subcontractor Identification Information Form

The undersigned Contractor intends to utilize, subject to the District's approval, the services of the following subcontractor(s). Contractor must identify all subcontractors to provide services under the agreement between Contractor and the District. The Contractor shall bear the responsibility for the satisfactory performance of services to be performed by the subcontractor(s) listed below.

Service to be provided by subcontractor: _____

Name of Subcontractor: _____

Address: _____ City/State/Zip: _____

Telephone: _____ Fax Number: _____

E-Mail Address: _____

Point of Contact: _____

Business Days/Hours: _____

No. Years in Business under Name Above: _____

No. Years at Location Above: _____

No. Personnel Employed: _____

Service to be provided by subcontractor: _____

Name of Subcontractor: _____

Address: _____ City/State/Zip: _____

Telephone: _____ Fax Number: _____

E-Mail Address: _____

Point of Contact: _____

Business Days/Hours: _____

No. Years in Business under Name Above: _____

No. Years at Location Above: _____

No. Personnel Employed: _____

Service to be provided by subcontractor: _____

Name of Subcontractor: _____

Address: _____ City/State/Zip: _____

Telephone: _____ Fax Number: _____

E-Mail Address: _____

Point of Contact: _____

Business Days/Hours: _____

No. Years in Business under Name Above: _____

No. Years at Location Above: _____

No. Personnel Employed: _____

Contractor's Name: Good Samaritan Community Services Authorized Representative's Name/Title: Simon Salas / CEO

Address: 1600 Saltillo St. City, State and Zip Code: San Antonio, TX 78207

Email (PLEASE TYPE EMAIL): simon.salas@goodsamtx.org

Authorized Representative's Signature: *Simon G. Salas* Date: 5-12-2022

Telephone No. (800 # if available) (210)434-5531 Fax No. _____

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Donation Partnership Between SAISD and Undies for Everyone

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director, Student and Academic Support Services

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Donation Partnership between SAISD and Undies for Everyone (UFE). UFE is a nonprofit organization headquartered in Houston, Texas and has been providing undergarments to students in need since 2012. UFE will provide an estimated 6,000 pair of undergarments to students who qualify.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the Partnership between SAISD and Undies for Everyone as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

No cost to the District.

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Family & Student Support Services
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Donation Partnership Between SAISD and Undies for Everyone
Presenter:	Victoria Bustos, Executive Director of Student and Academic Support Services
Cost:	\$0
Board Goal:	Goal 1: Ensuring Proficiency - Increase the percent of on-time, 4-year Graduation and decrease Drop-out rates.
This MOU addresses the following:	<input type="checkbox"/> Academics <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
<5,900	<5,000	All	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Undies for Everyone (UFE) provided over 5,900 students living in poverty with new underwear during the 2021-2022 school year. UFE recognizes the importance of this small basic need as part of a child’s long-term success and wishes to continue their donations to SAISD students.</p>
--	--

UNDIES EVERYONE

PROVIDING CHILDREN LIVING IN POVERTY OR CRISIS WITH NEW UNDERWEAR, RECOGNIZING THE IMPORTANCE OF THIS SMALL BASIC NEED AS A PART OF A CHILD'S INCREASED CHANCES OF LONG-TERM SUCCESS.

UFE TERMS AND EXPECTATIONS OF DONATION PARTNERSHIP WITH SAN ANTONIO ISD FAMILY & STUDENT SUPPORT SERVICES

UNDIES FOR EVERYONE

- UFE agrees to provide an in-kind donation of 23,632 pairs of boys and girls underwear by December 31, of this donation year. This donation will consist of brand-new underwear direct from the manufacturer.
- UFE will pay for this donation to be dropped shipped to the location stated in the Contact Confirmation form from your organization's personalized web page.
- UFE will post images provided by your organization on social media accounts, the UFE website and promotional materials for use in public relations, marketing, and development efforts.

PARTNER ORGANIZATION

San Antonio ISD Family & Student Support Services

- will confirm the association between Undies for Everyone by signing this Terms of Donation Partnership form.
- will complete the attached Contact Confirmation form. UFE will not be responsible for costs incurred due to inaccurate information on the Contact Confirmation form.
- may not, at any time, sell or charge for any part of the donations received from Undies for Everyone.
- partner will use reasonable efforts, whenever possible, to highlight Undies for Everyone as a program partner.
- will use reasonable efforts, whenever possible, to highlight Undies for Everyone as a program partner.

AGREEMENT

This document outlines our mutual understanding of the collaboration between our two organizations with common goals and deliverables for this donation partnership. This is not a contract but a communication to the accepted expectations of all the parties involved. No records, or personal information of those receiving the donations will be exchanged. Any changes in this donation agreement will be mutually agreed upon in writing.

ACCEPTED AND AGREED TO BY:

Andrea Pogach DDP 1/18/2022
(Sign/Title /Date) Undies for Everyone

(Sign/Title/ Date) San Antonio ISD Family & Student Support Services

PARTNERSHIP UNDIES

CONTACT CONFIRMATION 2022

ORGANIZATION CONTACT DETAILS

ORGANIZATION NAME San Antonio ISD

PROGRAM NAME San Antonio ISD Family & Student Support Services

TAX ID NUMBER 74-6002167

ADDRESS 514 W Quincy, San Antonio, Texas 78212

CONTACT PERSON M. Estella Garza

TITLE Director

EMAIL egarza@saisd.net

PHONE NUMBER(S) 210-554-2635

DELIVERY CONTACT DETAILS

DELIVERY ADDRESS 514 W. Quincy, San Antonio, Texas 78212

CONTACT PERSON Monica Duran

TITLE Administrative Secretary

EMAIL mduran@saisd.net

PHONE NUMBER(S) 210-554-2635

DELIVERY AVAILABILITY M T W Th F S Su

AVAILABLE HOURS 8:30am-4pm

HAVE A LOADING DOCK Yes No

SPECIFIC DATES (I.E BLACK OUT,EVENT DATES) _____

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Affiliation Agreement Between SAISD and The University of Louisville

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director, Student and Academic Support Services

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Affiliation Agreement between SAISD and the University of Louisville in support of social work interns. The partnership will provide critical, professional experience and learning opportunities for direct practice in individual, family, group work, and macro level skill building. The partnership is designed to expand family and student support services districtwide.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the Affiliation Agreement with the University of Louisville as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A – No cost to the District.

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Family & Student Support Services
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Affiliation Agreement Between SAISD and The University of Louisville
Presenter:	Victoria Bustos, Executive Director, Student and Academic Support Services
Cost:	\$0
Board Goal:	Goal 1: Ensuring Proficiency
This MOU addresses the following:	<input type="checkbox"/> Academics <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Behavior <input checked="" type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
Approx. 120	10	2	\$0	\$0	\$0

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Since the University began its partnership with SAISD, two master social work interns have completed their placements with the District. This year, two master social worker interns are seeking their placements to begin this August. Through this partnership SAISD will continue to be a location where interns will provide direct practice services and current Licensed Master Social Workers will provide supervision resulting in diversified experiences in social work practices.</p>
--	---

AFFILIATION AGREEMENT

BETWEEN

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

AND

THE UNIVERSITY OF LOUISVILLE

This Affiliation Agreement (hereinafter referred to as “Agreement”) effective this 01ST day of August, 2022, by and between **San Antonio Independent School District** (hereinafter referred to as “Facility”) and the **University of Louisville**, a Kentucky higher education institution, on behalf of its **Kent School of Social Work** (hereinafter referred to as “University”).

WITNESSETH:

WHEREAS, University offers a **Social Work** Program (“Program”) at its campus located in Louisville, Kentucky and;

WHEREAS, Facility operates facilities which can provide a setting for practical learning and social work experiences, and;

WHEREAS, University requires that the students enrolled in the Program complete a social work practicum rotation under the supervision of a qualified professional and Facility desires to cooperate with the University by making its facilities available to students upon the conditions set forth in this agreement;

NOW, THEREFORE, in consideration of the premises and mutual covenants contained herein, the parties hereto agree as follows:

I. STUDENT ASSIGNMENT AND RESPONSIBILITIES

Facility agrees to provide students of the University with an opportunity to obtain practical learning and social work experiences in its facility, and the University agrees to assign students to Facility to obtain such learning and experiences on the terms and conditions hereinafter described.

- A. Placement of students will be jointly agreed upon by Facility and the University after consultation with and consideration of the students’ needs and qualifications.
- B. The number of students assigned to, and accepted by, Facility at any given time shall be agreed upon by representatives of both the University and Facility.
- C. Representatives of Facility and the University shall cooperate in developing the methods of instruction, objectives and other details of the field experience.
- D. Students shall comply with all Facility policies, regulations and procedures. If problems arise, students acknowledge that the field education coordinator of the

University shall be notified and representatives from the University and Facility shall mutually handle such problems.

- E. Students will be responsible for providing their own transportation and living arrangements (if applicable) during the social work practicum.

II. FACILITY RESPONSIBILITIES

- A. Facility agrees to provide practical learning and social work experiences to students assigned to Facility, which includes providing appropriate facilities and settings for the students' learning experiences.
- B. Facility will arrange and conduct an appropriate on-site orientation program for students promptly upon students' arrival at the Facility. This orientation program shall include information concerning any legal requirements imposed on students as part of their placement. Facility's policies and regulations will be explained to the students at the orientation session and all applicable Facility policies and regulations will be provided to the students in writing.
- C. Facility will retain responsibility for patients and/or clients of Facility and will maintain administrative and professional supervision of students insofar as the students' presence affects the operation of Facility and/or the direct or indirect provision of services to patients and/or clients of Facility. The Facility supervisor will provide written evaluation(s) of student as requested by University. Verbal feedback to the University may be appropriate at times.
- D. Facility will inform the University, through the field education coordinator, of any new procedures and/or policies or any changes in procedures and/or policies which may affect the experiences described hereunder.
- E. The participation in the learning and work experiences at the Facility is considered an integral part of the student's formal education, and University credit is earned through the experience. Monetary gain is not the objective of the social work placement or internship, and Facility is not required to provide monetary compensation to the student during the social work practicum.
- F. All students participating in this Program must comply with the rules and regulations of Facility. Violation of any such rules and regulations may result in immediate suspension and possible termination and withdrawal of the student from the social work practicum at Facility. Upon the suspension of any student, Facility agrees to immediately notify the University in writing of the circumstances of the suspension. While every reasonable effort will be made by Facility to mutually agree with University concerning the termination of any student from the placement at the Facility, Facility has the right to make the final decision when Facility and University cannot reach mutual agreement.

III. UNIVERSITY RESPONSIBILITIES

- A. The University shall assign an appropriately qualified faculty member who shall coordinate student social work experiences and assist Facility in monitoring the quality of care provided by students.
- B. If requested, the University prior to assigning students to the Facility, shall submit a copy of the curriculum and course content to Facility for review.
- C. The University shall recommend for social work experiences only those students who have successfully completed all necessary requirements of the University's program.
- D. The University shall inform students of the policies and procedures provided by Facility to the University.
- E. The University shall advise Facility of any change in the accreditation status of the University.
- F. Any use by facility of any University marks, logos, or trademarks must be approved in writing by the University's Office of Communications and Marketing prior to use, and such use shall immediately cease upon expiration or termination of the Agreement.

IV. INSURANCE /LIABILITY

- A. Any student injured on Facility premises during scheduled practicum experience will be assessed/rendered emergency care as appropriate through the Facility's available resources. Students are not afforded protection under Facility's workers' compensation or health insurance programs. Any expenses for emergency examination or treatment shall also be borne by the student. It is further understood that all students must possess health insurance satisfactory to meet any Facility requirements and shall show proof of all vaccinations/inoculations required by the Facility, which may include, but shall not be limited to, tuberculosis, rubeola, and rubella.
- B. It is understood that assigned students are not Facility employees and therefore, are not entitled to any Facility employee benefits, including but not limited to Social Security, employment compensation, or workers' compensation.
- C. Facility shall not furnish nor assume responsibility for insurance of any type, including liability, accident, sickness or health, for any student or faculty member of the University.
- D. If requested by Facility, the University will provide a current certificate of insurance describing professional and general liability coverage maintained by University, covering University students and faculty while at Facility, with limits of liability coverage not less than \$1,000,000 per occurrence, and which meets the requirements of any applicable state law.

V. CONFIDENTIAL INFORMATION

- A. Students and faculty shall maintain confidentiality regarding all patient/staff information gained during practicum experience, in accordance with state and federal laws and Facility policies.
- B. University and Facility acknowledge that if the Facility is a covered entity as defined in the privacy regulations promulgated pursuant to the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), to the extent that student or University personnel have access to protected health information (“PHI”), as such is defined under HIPAA, due to their participation in student’s assignment at Facility, it is agreed that for HIPAA purposes only such student and University personnel are deemed to be part of Facility’s “workforce” and involved in the Facilities’ “healthcare operation”, as such terms are defined under HIPAA. Student and University personnel shall be subject to Facility’s policies and procedures governing the use and disclosure of PHI. The parties further agree that the affiliation established by this Agreement does not constitute a business associate relationship under HIPAA. Notwithstanding the foregoing, nothing herein shall create or be construed as creating an employer-employee relationship between the Facility and Student or between the Facility and the University personnel. University will provide in-service training to Student on HIPAA as needed.
- C. Facility reserves the right to review any material intended for publication by University faculty or affiliates if such material makes any direct reference to personnel, patients/clients, or operations of Facility.
- D. Facility acknowledges that certain documents, such as the competency development plans, monthly reports, mid-term and final evaluations, and action plans, may constitute student records within the meaning of University policies and/or the Family Educational Rights and Privacy Act (“FERPA”). Facility agrees to work with University and the faculty/staff advisor(s) to review for the inclusion of any Facility proprietary and/or confidential information in such documents. Should any of Facility’s proprietary and/or confidential information be found, Facility will work with University to appropriately redact the materials or separate them in a way to permit University access to student records without the need to prevent access to entire sets or groups of student records associated with the practicum courses. Facility agrees to protect student records to the same extent that FERPA applies to the University, to not disclose student records to any third party without the permission of the respective student, to limit access to student records to only those employees or agents with a need to know, and to protect the identity of the respective students with regard to such records. For the purposes of this Agreement, pursuant to FERPA, University hereby designates Facility as a school official with a legitimate educational interest in the educational records of students to the extent that access to the University’s records is required by Affiliate to carry out the clinical training experience.
- E. Facility agrees to secure and protect any data that University shares with Facility (and to require the same of any other entity with whom Facility shares or gives access to that data) from unauthorized access, use, modification, disclosure,

manipulation, or destruction, and will use processes that meet industry standard practices for protecting such information (which processes must be at least as stringent as Facility would use for protecting its own confidential information).

- F. University and Facility agree that University will not supply University-issued student identification numbers or other governmental issued identifiers (including, but not limited to, social security numbers) directly to Facility. Students, at their own discretion, may supply such information directly to Facility or to a third party who in turn makes such information available to Facility.

VI. TERM AND TERMINATION

- A. This Agreement shall commence on 01 August 2022 and continue for an initial term of one (1) year. At the end of the initial term, this agreement shall automatically renew for additional one (1)-year terms, up to a total of five (5) one (1)-year terms, unless earlier terminated by the parties as provided in this Agreement.
- B. Either party may terminate this agreement without cause at any time during a term by giving ninety (90) days prior written notice; provided that students assigned to Facility shall be given an opportunity to complete their affiliation, if reasonably practicable.

VII. CLAIMS

If either party becomes aware of a legal claim or threatened claim involving the other party in connection with the Program, the party with knowledge of the claim or threatened claim shall inform the other party in writing within ten (10) days of receiving knowledge of the claim or threatened claim.

VIII. MISCELLANEOUS

- A. No individual will be discriminated against on the basis of race, sex, gender, age, creed, national origin, disability, sexual orientation, marital status, pregnancy, veteran status, or any other status protected by applicable law.
- B. Individuals executing this Agreement on behalf of the parties represent that they have been appropriate authority to do so.
- C. Any amendment to this Agreement must be in writing and executed by both parties hereto.
- D. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this Agreement to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

IX. NOTICES

All notices given pursuant to this Agreement shall be in writing and delivered or sent to:

University:

University of Louisville
Kent School of Social Work
2301 South Third Street
Louisville, KY 40292
Attn: Director of Field Education

Facility:

San Antonio Independent School District
514 Quincy #3814
San Antonio, TX 78212
Attn: Estella Garza

[Signature page follows]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the dates below, but this Agreement shall be effective as of the date first set forth above.

SAN ANTONIO INDEPENENT
SCHOOL DISTRICT
at San Antonio, Texas

UNIVERSITY OF LOUISVILLE
at Louisville, Kentucky

By: _____

By: _____

Name: Dr. Jaime Aquino

University Provost

Title: Superintendent

Date: _____

Date: _____

9/2021

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and Children’s Bereavement Center of South Texas for School Based Grief Support Program**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director, Student and Academic Support

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Children’s Bereavement Center of South Texas for a school-based grief support program for the 2022-2023 school year. The program will provide psychotherapeutic support to students and family members, and grief activities consistent with best practices.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the MOU with Children’s Bereavement Center of South Texas as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Student & Academic Support Services
Board Meeting Date:	July 18, 2022
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Children’s Bereavement Center of South Texas (CBCST) for School Based Grief Support Program
Presenter:	Victoria Bustos, Executive Director, Student and Academic Support
Cost:	N/A
Board Goal:	Ensure Proficiency – Increase the percent of on-time, 4-year Graduation and decrease dropout rates
This MOU addresses the following:	<input type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input checked="" type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
80	N/A	ALL	N/A	N/A	N/A

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Last year, SAISD made over 80 referrals to CBCST and had grief support groups at the seven comprehensive high schools. CBCST provides individual and group sessions throughout the District. The program gives students and their caregivers an understanding of grief, social, emotional, stabilization of the family unit, and development of healthy coping skills because of a death of a loved one. According to the CDC regarding grief with children, the emotional impact on a child varies on social, emotional, and trauma experiences. Some children need additional assistance to support their emotional state and understanding of a significant loss. With this program, our District social workers, counselors, and Community In Schools staff will be able to refer students and their families to the CBCST.</p> <p><small>Grief and Loss. (2020, June 11). Retrieved September 24, 2020 from https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/grief-loss.html</small></p>
--	---



Children's Bereavement Center OF SOUTH TEXAS

Memorandum of Understanding for School Based Grief Support Programs Between CBCST and SAISD

The Children's Bereavement Center of South Texas is a non-profit provider of grief support programs in South Texas. The mission of CBCST is to foster healing for grieving children and youth, their families, and the community.

This Memorandum of Understanding is in response to a request from SAISD for grief support services for students and is written to outline the roles and relationships of these two entities related to working together to provide support of SAISD students and their families.

PRINCIPAL PARTICIPANTS

SAISD Point of Contact: Carmen G. Thatcher, LCSW

Director, Student Support Student and Academic Support Services

CBCST Program Director: Tami Logsdon, LPC-S

CBCST School-Program Manager: Cecilia Segura-Paz, LPC-S

TERMS OF AGREEMENT

SAISD agrees to:

- Obtain written parental or guardian consent for participation for each child before student can join the grief support group to include on site and virtual support platforms as indicated.
- Arrange for adequate space to provide confidential grief support groups for students.
- Provide a central point of contact for coordinating services and dates to staff, students and their families. Additionally, district counselors, social workers, and other district staff agree to provide support if needed to obtain consent for services




Children's Bereavement Center OF SOUTH TEXAS

CBCST agrees to:

- Provide a licensed professional counselor or supervised graduate-level student counselor with qualification and experience necessary to provide psychotherapeutic support to students and family members as requested.
- Provide grief activities (including curriculum and supplies) that are age-appropriate and consistent with best practice.
- Maintain confidentiality of referred students and information according to HIPAA and other applicable privacy laws.
- Maintain effective working relationships with campus staff, CISSA (Communities In Schools), and Family Support Association (FSA) staff to provide appropriate treatment referrals for clients to the CBCST and other community providers.
- Provide appropriate information to authorized school personnel regarding referral and placement of students.
- Act in concert with campus staff to properly report and develop action or care plans related to students reporting abuse or intent to harm self or others in accordance with state reporting guidelines and campus protocols.

To the furthest extent of the Law both parties agree to hold harmless each agency, its Board members, staff, volunteers and agents from any liability, loss or damage they may suffer as a result of claims, demands, costs of judgements against them or arising out of the activities to be carried out pursuant to the obligations of the agreement. CBCST and SAISD acknowledge that any said loss or damage resulting from negligence or willful malfeasance is excluded from this agreement to hold harmless.

This MOU is valid through the 2022-2023 school year. This MOU will be reviewed annually and may be terminated by either party by providing written notice to the other party of a decision to terminate.



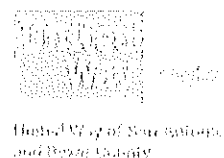
 Signature
 Marian Sokol, Ph.D., Executive Director
 Children's Bereavement Center of South Texas

6/20/2022

 Date

 Signature
 Dr. Jaime Aquino
 Superintendent

 Date



SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval to Submit the Texas Education Agency (TEA) Waiver for the Renewal of the General Pregnancy Related Services On-Campus Compensatory Education Home Instruction (CEHI)

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patty Salzmann, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director, Student and Academic Support

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the submittal of the Texas Education Agency (TEA) waiver for the renewal of Texas Administrative Code 9 TAC 129.1025 to provide Compensatory Education Home Instruction (CEHI) at a centralized location to pregnant and post-partum students from SAISD traditional, non-traditional and satellite schools. The program's intended outcomes are: 1) improve attendance; 2) seamless transition from CEHI to home campus with academic requirements; 3) improve attendance and reduce dropout rates; 4) improve graduation rate among program participants; 5) reduction in subsequent pregnancies; and 6) improve enrollment rates among program participants in college and/or university.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approve the submittal of the TEA waiver for the renewal of General Pregnancy Related Services On-Campus Waiver for the following school years:

- 2022-2023
- 2023-2024
- 2024-2025

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Rental Agreement Between SAISD Athletic Office and The San Antonio A&M Club Foundation**

PURPOSE: **PRESENTATION/DISCUSSION**
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Brian Clancy, Director, Athletics

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the rental agreement between the SAISD Athletic Office and The San Antonio A&M Club Foundation. The said agreement is for the security deposit and rental fees to rent the premises, known as the Aggie Park Event Center, for the Athletic Coordinators' Annual Summer Retreat. Under Board Policy, Board approval is necessary because the agreement contains an indemnification clause.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the rental agreement between the SAISD Athletic Office and The San Antonio A&M Club Foundation.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Local funds 199-36-6269-00-889-91-000 \$2,500.00.

\$1,250.00 was previously paid to secure the venue. The remaining balance of \$1,250.00 is owed.

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership, or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff, and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU

Department:	Athletics
Board Meeting Date:	July 27, 2022
Agenda Title:	Approval of Rental Agreement Between SAISD Athletic Office and The San Antonio A&M Club Foundation
Presenter:	Brian Clancy, Athletic Director
Cost:	\$2,500.00 (\$1,000.00 for Deposit, \$1,500 for Rent)
Board Goal:	Increase the percent of on-time, 4-year Graduation and decrease Dropout Rates.
This MOU addresses the following:	<input checked="" type="checkbox"/> Academics <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
0	50	9	0	N/A	N/A

HISTORICAL DATA

Include Pertinent Data and Information (Year, Value Added & Results/Findings)

<p>Questions to consider:</p> <p>If a renewal, include data that supports this renewal</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Is this a renewal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>The Texas A&M Aggie Park Event Center offers an off campus retreat setting that is conducive to successful professional development for the High School Athletic Coordinators.</p>
--	---

**AGGIE PARK EVENT CENTER
RENTAL APPLICATION**

Application Date: 5-10-22

A. APPLICATION IDENTIFICATION:

Name of Individual/Organization: SALSA Athletics
Chairman/Person Responsible (for corporate events): Todd Howey / Shauna Salinas
Address: 110 Tuleta City: San Antonio, TX Zip Code: 78212
Email: ssalinas@salsad.net Phone Number: 210-554-2655

B. TYPE OF EVENT: Business Meeting Will alcohol be served? Yes No

C. RESERVATION REQUESTED:

1. Event Date(s): 7-27-22
2. Arrival Time (including setup): 8:30 am (8:00am is the earliest time to get in)
3. Departure Time (including breakdown): 5:00 pm (no later than 1:00am)
4. Start time of event (when guests arrive): 10:00 am
5. End time of event (when guests leave): 5:00 pm

D. NUMBER OF ATTENDEES EXPECTED:

Adults: 50 Children (17 & under): - Number of Vehicles: 50
(Maximum number of 500 people indoors and maximum number of 150 vehicles)

Adjacent overflow parking is available next door at Castle Hills Christian Church for \$50.
A separate check payable to Castle Hills Christian Church must accompany Rental Payment.

E. FACILITIES REQUESTED: (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> AV System | <input type="checkbox"/> American / Texas Flags |
| <input checked="" type="checkbox"/> Podium | <input type="checkbox"/> Bridal Suite/Changing Room |
| <input checked="" type="checkbox"/> Tables | <input checked="" type="checkbox"/> BBQ Pits |
| <input checked="" type="checkbox"/> Chairs | <input checked="" type="checkbox"/> Ice Storage Machine |
| <input type="checkbox"/> Dance Floor | <input checked="" type="checkbox"/> Ovens, Microwave, Refrigerator |

F. HOW DID YOU HEAR ABOUT US?

- | | |
|---|---|
| <input type="checkbox"/> Internet Search (Google, Bing, etc.) | <input type="checkbox"/> Drive-By, Sign |
| <input type="checkbox"/> aggieparkevents.com | <input type="checkbox"/> Facebook |
| <input type="checkbox"/> sanantonioquinceanera.com | <input checked="" type="checkbox"/> Attended an event at Aggie Park |
| <input type="checkbox"/> Yelp.com | <input type="checkbox"/> Friend or Family member |
| <input type="checkbox"/> Club Member | <input type="checkbox"/> Wedding Wire |
| <input type="checkbox"/> Bridal Show | Other: _____ |

**AGGIE PARK EVENT CENTER
RENTAL AGREEMENT**

Short Term Rental Agreement for Rental of Aggie Park Facilities

1. The San Antonio A&M Club Foundation (hereinafter called the A&M Club) hereby agrees to rent the premises known as Aggie Park Event Center, located at 6205 West Avenue in San Antonio, Texas, to:

LESSEE: SALSD Athletics
Name of Individual / Organization

For the period: 7.27.22 | 8:30am to 7.27.22 5:00pm ("Event")
Date / Time to Date / Time

2. **RENTAL FEE AND EXPENSES CHARGED:**

SECURITY DEPOSIT: \$ 1000 - 500.00 (Must be paid in full to reserve date)

DATE PAID: _____ PAYMENT METHOD: _____

The Security Deposit is NOT part of the rental payment and is refundable after the event if no damages or additional charges are incurred. The security deposit will be returned to the person who made it – no exceptions. Customer will incur a \$50 stop payment fee if a security deposit check is lost and a new one has to be reissued.

RENTAL FEE: \$ 1500 - 750.00 (Due in full no later than 60 days before event)

DATE PAID: _____ PAYMENT METHOD: _____

Event Porter: \$20.00/hour per porter (4-hour minimum). Will assist with clean up and maintenance of event. Not required if lessee's vendors provide this service separately.

Security: \$40.00/hour per officer (4hr minimum). Holiday Rate: \$45.00/hour per officer (4-hour minimum)
1 security officer required for every 150 people in attendance. Minimum 2 security officers required at events in which alcohol is served. To be paid to security officers the day of event.

PAYMENTS: All payments including security deposit, rental fees and security fees, are required to be paid by check or cash. Returned checks will be charged a \$50 fee and lessee will be required to make payment with cashier's check, money order or cash. The A&M Club acknowledges receipt of all payments.

Checks payable to the San Antonio A&M Club Foundation.

3. **CANCELLATION**

If the Lessee chooses to cancel this Agreement, the A&M Club has the right to retain all deposits made. If the rental fee is not made per the terms outlined in this agreement, the A&M Club has the right to terminate this agreement and retain all deposits made.

If cancellation occurs within 90 days of the Event, Lessee is responsible for 100% of the agreed Rental Fee. Lessee understands that these sums are not penalties, but represent a reasonable endeavor by the parties to estimate a fair compensation for the foreseeable losses that may result to the A&M Club from the cancellation of Lessee's Event. Cancellations must be in writing.

The A&M Club reserves the right to cancel any rental agreement for any reason, with full refund of rental fees and deposits paid to Lessee.

AGGIE PARK EVENT CENTER – RENTAL AGREEMENT (cont'd)

4. **Application** Lessee and Sponsor hereby assert that the facts listed on the application submitted for this function are true, and that actual count of attendees or vehicles shall not exceed the numbers submitted on the Application by more than 10%. Violation of this provision or holdover past the rental period will make Lessee liable for additional charges in accord with the then-current schedule of rent and costs (clean-up, security or others) plus a penalty which may be determined by the A&M Club, which penalty shall not exceed the sum of rental and cost on deposit.
5. **Damages** The Lessee shall be primarily liable to the A&M Club for any property damage to the premises. Any damages will cause the Security Deposit to be non-refundable.

Clean-Up: Basic clean-up is included. Any excessive cleaning that is required will cause Security Deposit to be non-refundable. See General Rules & Policies under section 11.

There shall be no alterations of any permanent facilities, and Lessee shall utilize electrical, mechanical and sanitary facilities in the condition, and configuration in which they are provided.

6. **Possession Time** Lessee may only be allowed possession of the premises during the time period set forth in this Agreement. No holdover possession past the reserved time shall be allowed unless previously agreed to in writing.
7. **Security** Appropriate security shall be provided by the A&M Club and charged to Lessee. The number of security guards and the length of duty shall be determined by the A&M Club, and charged to Lessee accordingly. The Lessee will be responsible to pay the officer(s) at the end of the event for the entire time security was on premises. 1 security officer required for every 150 people in attendance. Security will be responsible for securing the facility at the end of an event. Two security officers may be required at an event in which alcohol is served.
8. **Catering** In the event a third-party caterer(s) is to be used by Lessee to provide food, drink, or other services for the Event, at least fourteen (14) days in advance of the Event, said caterer is required to execute the Catering Agreement provided by Aggie Park. In the event Lessee supplies its own food for the event, Lessee shall execute and be bound by the terms of the Release and Acknowledgement of Risk Agreement provided by Aggie Park.
9. ~~**Alcoholic Beverages** Lessee shall abide by all applicable laws. A TABC licensed bartender is required to store and serve all alcoholic beverages. Alcoholic Beverages may be brought to Event but are the sole responsibility of Lessee. All alcohol, including alcoholic beverage dispensing machines, and coolers containing alcohol, must be kept inside the designated bar area, inside the kitchen, or within the outdoor pavilion. Proof of TABC certification by servicing bartender(s) must be provided at least fourteen (14) days prior to the event date. All TABC licensed bartenders must be approved by the A&M Club. The Lessee or any guests of the event, are not allowed to serve alcohol. Lessee agrees that the TABC certified bartenders may in their sole discretion refuse to serve alcohol to anyone appearing intoxicated. Alcohol may not be served to minors. If minors are found to be consuming intoxicating beverages of any kind, the bar will be shut down for the remainder of the event and the entire event may be shut down. The lessee will not receive a refund of any kind and the security deposit may be forfeited. It is the policy of the A&M Club that no shots be served and all liquor drinks must have equal parts mixer used. In accordance with the "Indemnity" provision below, upon signing this Agreement, Lessee agrees to indemnify and hold harmless the A&M Club and staff from any damages, costs or expenses, including reasonable attorney fees, which may arise as a result of consumption of alcoholic beverages by Lessee and any of Lessee's guests.~~
NO Alcohol will be allowed or consumed
10. **The A&M Club** shall provide the facilities requested in Lessee's application for the time and dates entered herein, and Lessee agrees that use of the premises shall be in accord with the Rules and Operating Regulations set forth. Receipt of a copy of the See General Rules & Policies covered in section 11 of this agreement is hereby acknowledged by Lessee.

AGGIE PARK EVENT CENTER – RENTAL CONTRACT (cont'd)

11. General Rules & Policies

Lessee agrees to uphold the following rules and policies, which includes all event coordinators, vendors, and event planners who are involved in the planning and execution of an Event on the Premises:

CONDUCT OF EVENT: Lessee agrees to conduct Event in an orderly manner in full compliance with applicable laws of the state of Texas and the General Rules and Policies of the A&M Club as set forth herein. Lessee hereby assumes full responsibility for the character, acts and conduct of all persons admitted to Premises, or to any portion or building or property within the consent and authorization of Lessee's guest agents, or invitees, or any persons acting for or on behalf of Lessee. No Loud music outdoors is permitted after 10:00PM without prior approval from the City of Castle Hills.

PARKING & AUTOMOBILES: No vehicles are allowed on the grass. All vehicles shall use marked parking spaces only. The lessee is responsible for informing guests including third party vendors that he/she *MAY NOT* drive a vehicle on the front patio for any reason. No parking in the church parking lot without prior consent from the church and the A&M Club. **TOWING IS ENFORCED.** The lessee is responsible for informing all guests including third party vendors of these parking rules.

SMOKING: There is absolutely **NO SMOKING** allowed inside the building. Smoking inside the building or near any open doors causing activation of the sprinkler system or leaving a detectable odor will cause forfeit of the security deposit, plus any additional costs to remedy the damage.

ANIMALS: With the exception of assistance or seeing-eye dogs, animals are not permitted on premises without prior written approval from the A&M Club. Under no circumstance will birds or animals be allowed to be released onto the premises.

DECORATIONS: The following items **ARE NOT ALLOWED WITHOUT WRITTEN APPROVAL FROM THE AGGIE PARK EVENT CENTER STAFF:**

- a. Glitter or confetti (no loose glitter or confetti); fog or smoke machines; floor preparations to aid dancing.
- b. No strings, any type of tape, wire brads, staples, nails or the like on walls, floors, drapes, drapery poles, stage, podium, ceiling or ceiling panels.

REMOVAL OF DECORATIONS AND PERSONAL BELONGINGS: All personal items shall be removed from the premises immediately following the indicated closing hour of Event. Any items left behind will be disposed of at the discretion of the A&M Club. Cleanup and/or disposal of these items may be subject to a charge against the security deposit.

TRASH REMOVAL AND CLEANUP: All tables, countertops, floors and outside space must be cleared of trash by the Lessee, prior to vacating the premises. Kitchen appliances including the refrigerator, microwave and ovens ***MUST BE CLEANED*** of any messes or spills. Failure to do so will result in additional cleaning fees taken out of the security deposit.

AIR CONDITIONING The air conditioner/heating units ***MUST NOT BE TAMPERED WITH.*** If the temperature is uncomfortable, contact the Aggie Park Event Staff or notify the security officer(s).

FIREARMS: No firearms or other weapons are allowed on the Aggie Park premises.

IMPROVEMENTS TO PROPERTY: The A&M Club maintains the right to make improvements and/or changes to the property at any time.

Aggie Park Event Center

Rental Rates & Information

Monday – Thursday

- Rental Fee
 - \$1,500 up to 250 people
 - \$2,000 for 250+ people

Saturday

- Rental Fee
 - \$4,000 up to 250 people
 - \$4,500 for 250+ people

Friday

- Rental Fee
 - \$3,000 up to 250 people
 - \$3,500 for 250+ people

Sunday

- Rental Fee
 - \$3,000 up to 250 people
 - \$3,500 for 250+ people

Rental Rates are subject to change without notice.

Security Deposit:

- \$1,000 refundable security deposit.
- The security deposit (cash or check) is due in full with the signed rental contract to reserve the venue.
- The security deposit is not part of the rental payment and is refundable, typically within 7-14 days after the event, if there is no damage or additional cleaning charges incurred.
- The security deposit will be refunded and returned to the person who makes the deposit – no exceptions.

Rental payment is due in full 60 days prior to event (cash or check)

~~**B.Y.O.B. Friendly:** Rental customers are welcome to bring in the alcohol of their choice to serve, but an approved TABC licensed bartender is required to store and serve all alcoholic beverages.~~ No Alcohol allowed

Catering Restrictions: Outside catering companies are welcome as long as they adhere to Aggie Park policies and sign a catering contract.

Rental Includes:

- Exclusive Rental of Aggie Park Event Center from 8:00am to 12:00 midnight. (Property must be vacated no later than 1:00am)
- Table options include:
 - 8-ft, 6-ft, 5-ft Rectangular Tables
 - 60-in, 72-in. Round Tables
 - 60-in, 72-in Half Round Tables
 - 30-in Round Cocktail Tables
- Tables & banquet chairs, including set-up and breakdown

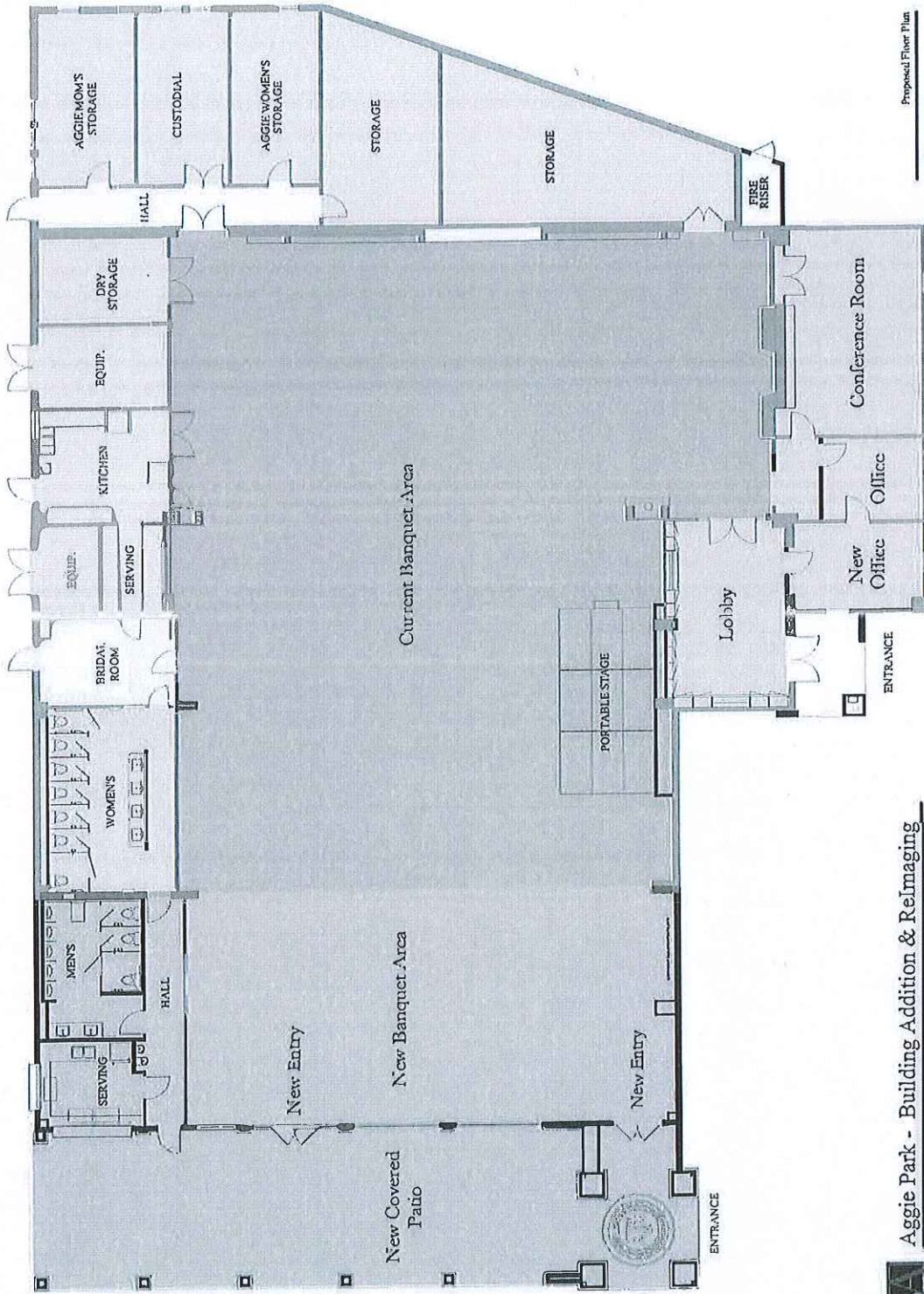
Other Fees:

Audio/Visual (optional)

- \$300 - A/V system including projector, TV's and other equipment. No fee for microphone only uses. No charges for DJ or band setups.

Security:

- \$40 per hour / per Officer.(4-hour min.). \$45 per hour / per Officer (holiday rate) (4-hour min.)
- 1 Officer required for every 150 people
- Minimum 2 Officers required at events in which alcohol is served
- Payment (cash or check) paid to Officer(s) the day of event



Proposed Floor Plan
 N
 San Antonio, Texas

Aggie Park - Building Addition & Reimagining
 Scale: 3/16" = 1'-0"
 0 5' 10' 20'
 06.04.19



San Antonio A&M Club Foundation

AGGIE PARK COVID-19 ASSUMPTION OF RISK AND WAIVER OF LIABILITY AND INDEMNIFICATION

The novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. COVID-19 is very contagious and is believed to spread mainly from person-to-person contact but may spread by other means. As a result, federal, state, and local governments and federal and state health agencies recommend social distancing and have passed guidance to the public to minimize the spread of the virus. The San Antonio A&M Club Foundation (hereafter referred to as the name of our facility, Aggie Park) highly recommends and encourages you to heed the recommendations of government and health organizations.

Aggie Park has put in place preventative measures to attempt to reduce the spread of COVID-19, however those measures may or may not be successful. Aggie Park cannot warrant, represent, promise or guarantee that you or your guests will not become infected with COVID-19 as a result of your use of Aggie Park. Further, attending an event at Aggie Park could increase your risk and your guests' risk of contracting COVID-19.

1. By signing this agreement, I acknowledge the contagious nature of COVID-19 and voluntarily assume the risk that my guests and I may be exposed to or infected by COVID-19 by attending an event at Aggie Park and that such exposure of infection may result in personal injury, illness, permanent disability, and death. I understand that the risk of becoming exposed to or infected by COVID-19 at Aggie Park may result from the actions, omissions, or negligence of myself and others, including but not limited to, Aggie Park employees, volunteers, and other program participants.

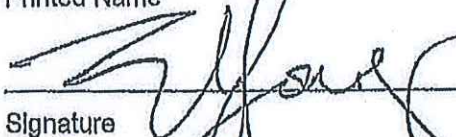
2. I agree that I am personally responsible for my safety and actions while using Aggie Park. I agree to comply with all Aggie Park policies and rules, including but not limited to all Aggie Park policies, guidelines, signage, and instructions. Because Aggie Park is open for use by other individuals and parties, I recognize that I am at higher risk of contracting COVID-19. WITH FULL AWARENESS AND APPRECIATION OF THE RISKS INVOLVED, I, FOR MYSELF AND ON BEHALF OF MY COMPANY, FAMILY, SPOUSE, ESTATE, HEIRS, EXECUTORS, ADMINISTRATORS, ASSIGNS, AND PERSONAL REPRESENTATIVES, HEREBY FOREVER RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE AGGIE PARK, ITS BOARD MEMBERS, OFFICERS, AGENTS, SERVANTS, INDEPENDENT CONTRACTORS, AFFILIATES, EMPLOYEES, SUCCESSORS, AND ASSIGNS (COLLECTIVELY THE "RELEASED PARTIES") FROM ANY AND ALL LIABILITY, CLAIMS, DEMANDS, ACTIONS, AND CAUSES OF ACTION WHATSOEVER, DIRECTLY OR INDIRECTLY ARISING OUT OF OR RELATED TO ANY LOSS, DAMAGE, OR INJURY, INCLUDING DEATH, THAT MAY BE SUSTAINED BY ME RELATED TO COVID-19 WHETHER CAUSED BY THE NEGLIGENCE OF THE RELEASED PARTIES, ANY THIRD-PARTY USING AGGIE PARK, OR OTHERWISE, WHILE PARTICIPATING IN ANY ACTIVITY WHILE IN, ON, OR AROUND AGGIE PARK AND/OR WHILE USING ANY AGGIE PARK FACILITIES, EQUIPMENT, OR SUPPLIES.

~~3. I AGREE TO INDEMNIFY, DEFEND, AND HOLD HARMLESS THE RELEASED PARTIES FROM AND AGAINST ANY AND ALL COSTS, EXPENSES, DAMAGES, CLAIMS, LAWSUITS, JUDGMENTS, LOSSES, AND/OR LIABILITIES (INCLUDING ATTORNEY FEES) ARISING EITHER DIRECTLY OR INDIRECTLY FROM OR RELATED TO ANY AND ALL CLAIMS MADE BY OR AGAINST ANY OF THE RELEASED PARTIES DUE TO BODILY INJURY, DEATH, LOSS OF USE, MONETARY LOSS, OR ANY OTHER INJURY, ILLNESS, OR DAMAGE FROM OR RELATED TO MY OR MY GUESTS USE OF THE AGGIE PARK FACILITIES, EQUIPMENT, OR SUPPLIES, WHETHER CAUSED BY THE NEGLIGENCE OF THE RELEASED PARTIES OR OTHERWISE SPECIFICALLY RELATED TO COVID-19.~~

~~4. By signing below I acknowledge and represent that I have read the foregoing Assumption of Risk and Waiver of Liability and Indemnification, understand it and sign it voluntarily as my own free act and deed, including without limitation the Release of Liability and Indemnification requirements contained in this document; I represent and warrant to Aggie Park that I am sufficiently informed about the risks involved in using Aggie Park to decide whether to sign this document; that no oral representations, statements, or inducements, apart from the foregoing written agreement, have been made to me or my guests; that I am at least eighteen (18) years of age and fully competent; and that I execute this document for full, adequate, and complete consideration fully intending to be bound by the same. I agree that this Waiver of Liability shall be governed by and construed in accordance with Texas law, and that if any of the provisions hereof are found to be unenforceable, the remainder shall be enforced as fully as possible and any unenforceable provision(s) shall be deemed modified to the limited extent required to permit enforcement of the Assumption of Risk and Waiver of Liability and Indemnification as a whole to the fullest extent possible, being liberally construed.~~

TODD HOOPER
Printed Name

6.9.20
Date


Signature


Aggie Park Representative

6/16/20
Date

San Antonio A&M Club Foundation – Aggie Park
6205 West Ave, San Antonio, TX 78213
Phone: 210-341-1393

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Commitment Forms for ESC Region 20 Services for 2022-2023

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Dottie Carreon, Interim Chief Financial Officer

PRESENTER: Dottie Carreon

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Education Service Center Region 20 provides services and support through Cooperatives such as, Business Management, Procurement, Education Resources, School Counselors, Gifted & Talented, Student Health, Bus Driver Exams, and other support services.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the commitment forms at the estimated cost of \$188,153.50 (Local and Federal Funds) for ESC Region 20 services for 2022-2023 as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Local and Federal Funds

IV. 2022-2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

Region 20 Commitments for 2022-2023

Exhibit 1

Person Responsible	Commitment Name	Budget Code	2021-22 Commitment Amount	2022-23 Commitment Amount	Increase/ (Decrease)
Edward Romero	2013 Purchasing Cooperative - Option I Gen. Supplies	199-41-6239-00-743-99-000	\$876.00	\$875.00	(\$1.00)
Edward Romero	2013 Purchasing Cooperative Option II	199-41-6239-00-743-99-000	\$772.00	\$772.00	\$0.00
Nathan Graf	Bus Driver Physical Exam	162-34-6219-00-885-99-000	\$26,000.00	\$26,000.00	\$0.00
Nathan Graf	Drug & Alcohol Cooperative	162-34-6239-01-885-99-000	\$15,000.00	\$15,000.00	\$0.00
Dottie Carreon	Business Management Cooperative - (Finance Dept.)	199-53-6239-00-995-99-000	\$3,200.00	\$3,600.00	\$400.00
Kenneth Thompson	Zoom EDU License (\$15./license)	197-11-6239-65-950-11-ZOM 199-XX-6239-65-XXX-99-ZOM	\$63,000.00	\$78,000.00	\$15,000.00
Patti Salzman	TEKSBank Test Generator	164-13-6399-65-XXX-30-875	\$38,248.75	\$43,006.50	\$4,757.75
Patti Salzman	Related Services Cooperative, Special Education	224-21-6239-91-886-23-000	\$100.00	\$100.00	\$0.00
Patti Salzman	College Prep Course Partnership	165-13-6239-00-878-21-000	\$1,250.00	\$1,000.00	(\$250.00)
Patti Salzman	Educational Resources Cooperative - Living Science Materials	N/A	\$67,457.55	\$0.00	(\$67,457.55)
Patti Salzman	G/T Services Cooperative	165-13-6239-00-849-21-000	\$9,700.00	\$11,000.00	\$1,300.00
Patti Salzman	Counselor Cooperative	199-31-6239-95-860-99-803	\$4,000.00	\$4,800.00	\$800.00
Gloria Davis	Student Health Cooperative	199-33-6239-00-890-99-000	\$4,000.00	\$4,000.00	\$0.00
LOCAL OPERATING EXPENSE TOTALS			\$233,604.30	\$188,153.50	-\$45,450.80

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Quarterly Investment Report, January 2022 – March 2022

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Dottie Carreon, Interim Chief Financial Officer

PRESENTER: Dottie Carreon

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Quarterly Investment Report for the period January 1, 2022 to March 31, 2022. In accordance with the Public Funds Investment Act (PFIA), The District shall prepare a written report of investment transactions for all funds for the preceding report period. This investment report has been prepared and is being submitted for approval on a quarterly basis.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the attached Quarterly Investment Report for the period January 1, 2022 to March 31, 2022.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 - 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



QUARTERLY INVESTMENT REPORT

San Antonio ISD

MARCH 31, 2022



M E E D E R

PUBLIC FUNDS
PATTERSON GROUP

330

San Antonio Independent School District, Texas

Quarterly Investment Report **January 2022 – March 2022**

The following reports are submitted in accordance with the Public Funds Investment Act (Chapter 2256). The report also offers supplemental information not required by the Act to fully inform the Board of Trustees of the position and activity within the District's portfolio of investments. The reports include a management summary overview, detailed inventory report for the end of the period, and a transaction report as well as graphic representations of the portfolio to provide full disclosure to the Board of Trustees.

Issuer Legend

JPMGOV – JPMorgan US Gov Cap Money Market (Money Market Mutual Fund)
LONE STAR- Local Government Investment Pool, managed by American Beacon Advisors of Fort Worth & BNY Mellon Cash Investment Strategies
TEXPOOL- Local Government Investment Pool, managed by Federated Investors
TEXSTAR- Local Government Investment Pool, managed by JP Morgan Chase
TEXAS TERM - Local Government Investment Pool, managed by PFM Asset Management LLC
FROST BANK - Frost Bank Public Checking Account
DEUTSCHE BANK FLEX- Deutsche Bank Flex Repo Account

San Antonio Independent School District

Quarterly Investment Report

January 2022 – March 2022

Portfolio Summary Management Report

This quarterly report is prepared in compliance with the Investment Policy and Strategy of the District and the Public Funds Investment Act (Chapter 2256, Texas Government Code).

<u><i>Portfolio as of December 31, 2021</i></u>		<u><i>Portfolio as of March 31, 2022</i></u>	
Beginning Book Value	\$ 515,787,102	Ending Book Value	\$ 511,037,224
Beginning Market Value	\$ 515,787,102	Ending Market Value	\$ 511,037,224
Unrealized Gain/Loss	\$ 0	Investment Income for the quarter	\$ 373,925
		Unrealized Gain/Loss	\$ 0
		Change in Unrealized Gain/Loss	\$ 0
WAM at Beginning Period Date ¹	153 days	WAM at Ending Period Date ¹	151 days
		Change in Market Value ²	\$ (4,749,878)
		Average Yield to Maturity for quarter	0.277%
		Average Yield 3-month Treasury Bill for quarter	0.310%
		Average Yield 6-month Treasury Bill for quarter	0.610%
		Average Yield 1 year Treasury Bill for quarter	0.970%

Authorized by:



Sean Mullen, Director, Cash & Treasury Management
San Antonio Independent School District



Dorothy Carreon, Assoc. Supt., CFO Fin. Services & Bus. Oper.
San Antonio Independent School District

¹ WAM, represents weighted average maturity.

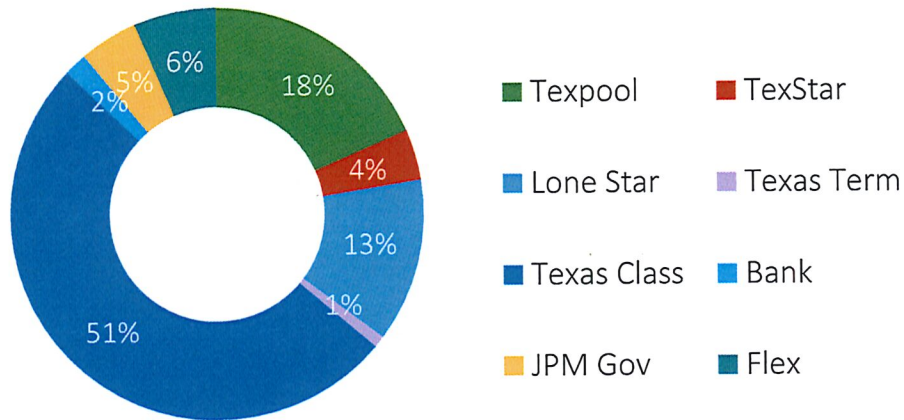
² “Change in Market Value” is required data, but will primarily reflect the receipt and expenditure of the District’s funds from quarter to quarter.

Portfolio Overview

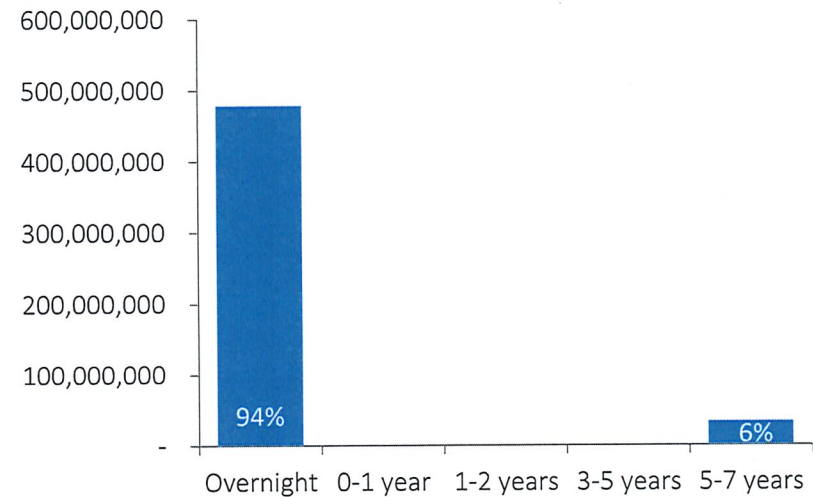
As of December 31, 2021

- These graphs show the diversification of the portfolio from two angles.
- The left graph illustrates diversification by market sector and will change over time as value changes in those sectors. Diversification by market sector reduces market risk in any one sector.
- The right graph illustrates diversification by maturity. The portfolio structure will correspond to the cash needs of the District throughout the year.

Your Asset Allocation



Your Maturity Distribution



San Antonio I.S.D.
Portfolio Management
Portfolio Summary
March 31, 2022

Patterson & Associates
 901 S. MoPac
 Suite 195
 Austin, TX 78746
 -

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 365 Equiv.
Frost Bank	9,282,284.63	9,282,284.63	9,282,284.63	1.82	1	1	0.000
Investment Pools	445,460,561.91	445,460,561.91	445,460,561.91	87.17	1	1	0.222
Money Market Funds	23,424,565.17	23,424,565.17	23,424,565.17	4.58	1	1	0.130
Deutsche Bank Flex	32,869,811.97	32,869,811.97	32,869,811.97	6.43	5,844	2,328	2.800
	511,037,223.68	511,037,223.68	511,037,223.68	100.00%	377	151	0.380

Total Earnings	March 31 Period Ending
Current Year	373,925.16

The following reports are submitted in accordance with the Public Funds Investment Act (the "Act", Texas Gov't Code 2256) and the District's Investment Policy. The reports also offer supplemental information not required by the Act in order to fully inform the governing body of the San Antonio Independent School District of the position and activity within the District's portfolio of investment. The reports include a management summary overview, a detailed inventory report for the end of the period, a transaction report, as well as graphic representations of the portfolio to provide full disclosure to the governing body. The portfolio is in compliance with the Public Funds Investment Act and the investment strategies expressed in the District's adopted Investment Policy.


 Sean Mullen, Director of Cash & Treas Management

7/1/22



MEEDER

PUBLIC FUNDS | PATTERSON GROUP

**San Antonio I.S.D.
Summary by Fund
March 31, 2022
Grouped by Fund**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746

Security Type	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days
Fund: Building Fund - QSCB						
Money Market Funds	1	5,301.48	5,301.48	0.00	0.130	1
Subtotal	1	5,301.48	5,301.48	0.00	0.130	1
Fund: Building Fund-2018						
Investment Pools	1	720,993.01	720,993.01	0.14	0.140	1
Subtotal	1	720,993.01	720,993.01	0.14	0.140	1
Fund: Building Fund-2019						
Investment Pools	1	9,783,691.10	9,783,691.10	1.91	0.107	1
Subtotal	1	9,783,691.10	9,783,691.10	1.91	0.107	1
Fund: Building Fund-2020						
Investment Pools	1	45,841,552.78	45,841,552.78	8.97	0.154	1
Subtotal	1	45,841,552.78	45,841,552.78	8.97	0.154	1
Fund: Building Fund-2021						
Investment Pools	1	240,313,586.60	240,313,586.60	47.02	0.286	1
Subtotal	1	240,313,586.60	240,313,586.60	47.02	0.286	1
Fund: Child Nutrition						
Frost Bank	1	117,340.71	117,340.71	0.02	0.000	1
Investment Pools	1	13,699,721.66	13,699,721.66	2.68	0.110	1
Subtotal	2	13,817,062.37	13,817,062.37	2.70	0.109	1
Fund: Debt Service						
Deutsche Bank Flex	1	32,869,811.97	32,869,811.97	6.43	2.800	2,328
Money Market Funds	1	10,510,929.41	10,510,929.41	2.06	0.130	1
Investment Pools	2	77,194,809.15	77,194,809.15	15.11	0.132	1
Subtotal	4	120,575,550.53	120,575,550.53	23.60	0.859	635
Fund: General Disbursement						
Frost Bank	1	8,364,943.92	8,364,943.92	1.64	0.000	1

Summary by Fund
 March 31, 2022
 Grouped by Fund

Security Type	Number of Investments	Par Value	Book Value	% of Portfolio	Average YTM 365	Average Days
Fund: General Disbursement						
Money Market Funds	1	11,018,118.07	11,018,118.07	2.16	0.130	1
Investment Pools	6	40,352,250.83	40,352,250.83	7.90	0.162	1
Subtotal	8	59,735,312.82	59,735,312.82	11.70	0.133	1
Fund: Historic Preservation Corp						
Frost Bank	1	0.00	0.00	0.00	0.000	
Subtotal	1	0.00	0.00	0.00	0.000	
Fund: Self-Funded Insurance						
Frost Bank	1	800,000.00	800,000.00	0.16	0.000	1
Investment Pools	1	4,102,547.55	4,102,547.55	0.80	0.110	1
Subtotal	2	4,902,547.55	4,902,547.55	0.96	0.092	1
Fund: Student Activity						
Investment Pools	1	2,719,751.41	2,719,751.41	0.53	0.154	1
Subtotal	1	2,719,751.41	2,719,751.41	0.53	0.154	1
Fund: Technology Fund-2021						
Investment Pools	1	10,731,657.82	10,731,657.82	2.10	0.286	1
Subtotal	1	10,731,657.82	10,731,657.82	2.10	0.286	1
Fund: Wallace Foundation Grant						
Money Market Funds	1	1,890,216.21	1,890,216.21	0.37	0.130	1
Subtotal	1	1,890,216.21	1,890,216.21	0.37	0.130	1
Total and Average	25	511,037,223.68	511,037,223.68	100.00	0.380	151



**San Antonio I.S.D.
Fund BFQSCB - Building Fund - QSCB
Investments by Fund
March 31, 2022**

Patterson & Associates
901 S. MoPac
Suite 195
Austin, TX 78746
-

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Money Market Funds										
XXXX9324C	10131	JPMorgan US Gov Cap (OGVXX)	09/16/2016	5,301.48	5,301.48	5,301.48	0.130	0.128	0.130	1
		Subtotal and Average		5,301.48	5,301.48	5,301.48		0.128	0.130	1
		Total Investments and Average		5,301.48	5,301.48	5,301.48		0.128	0.130	1

Fund BLD18 - Building Fund-2018
Investments by Fund
March 31, 2022

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Investment Pools										
1285-02	10143	Texas Term TexasDAILY	07/25/2018	720,993.01	720,993.01	720,993.01	0.140	0.138	0.140	1
Subtotal and Average				720,993.01	720,993.01	720,993.01		0.138	0.140	1
Total Investments and Average				720,993.01	720,993.01	720,993.01		0.138	0.140	1

Fund BLD19 - Building Fund-2019
Investments by Fund
March 31, 2022

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Investment Pools										
888888882	10146	TexSTAR Investment Pool	08/20/2019	9,783,691.10	9,783,691.10	9,783,691.10	0.107	0.105	0.107	1
			Subtotal and Average	9,783,691.10	9,783,691.10	9,783,691.10		0.106	0.107	1
			Total Investments and Average	9,783,691.10	9,783,691.10	9,783,691.10		0.106	0.107	1

Fund BLD20 - Building Fund-2020
Investments by Fund
March 31, 2022

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Investment Pools										
888888883	10147	TexPool Investment Pool	08/20/2020	45,841,552.78	45,841,552.78	45,841,552.78	0.154	0.151	0.153	1
Subtotal and Average				45,841,552.78	45,841,552.78	45,841,552.78		0.151	0.154	1
Total Investments and Average				45,841,552.78	45,841,552.78	45,841,552.78		0.151	0.154	1

Fund BLD21 - Building Fund-2021
 Investments by Fund
 March 31, 2022

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Investment Pools										
XXXX-0001	10155	Texas Class	11/09/2021	240,313,586.60	240,313,586.60	240,313,586.60	0.286	0.281	0.285	1
			Subtotal and Average	240,313,586.60	240,313,586.60	240,313,586.60		0.282	0.286	1
			Total Investments and Average	240,313,586.60	240,313,586.60	240,313,586.60		0.282	0.286	1

**Fund CN - Child Nutrition
Investments by Fund
March 31, 2022**

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Frost Bank										
5769	10141	Frost Bk Public Fund Checking	07/01/2021	117,340.71	117,340.71	117,340.71				1
Subtotal and Average				117,340.71	117,340.71	117,340.71	0.000	0.000		1
Investment Pools										
88888881	10145	Government Overnight Fund	08/02/2019	13,699,721.66	13,699,721.66	13,699,721.66	0.110	0.108	0.110	1
Subtotal and Average				13,699,721.66	13,699,721.66	13,699,721.66	0.108	0.110		1
Total Investments and Average				13,817,062.37	13,817,062.37	13,817,062.37	0.108	0.109		1

**Fund DEBTSVC - Debt Service
Investments by Fund
March 31, 2022**

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Date	Days To Maturity
Investment Pools											
888888881	10008	Government Overnight Fund	09/01/2008	38,923,551.47	38,923,551.47	38,923,551.47	0.110	0.108	0.110		1
888888883	10115	TexPool Investment Pool	12/04/2012	38,271,257.68	38,271,257.68	38,271,257.68	0.154	0.151	0.153		1
Subtotal and Average				77,194,809.15	77,194,809.15	77,194,809.15		0.130	0.132		1
Money Market Funds											
XXXX8048G	10132	JPMorgan US Gov Cap (OGVXX)	09/16/2016	10,510,929.41	10,510,929.41	10,510,929.41	0.130	0.128	0.130		1
Subtotal and Average				10,510,929.41	10,510,929.41	10,510,929.41		0.128	0.130		1
Deutsche Bank Flex											
7290A	10135	Deutsche Bank Flex	08/15/2012	32,869,811.97	32,869,811.97	32,869,811.97	2.800	2.761	2.800	08/15/2028	2,328
Subtotal and Average				32,869,811.97	32,869,811.97	32,869,811.97		2.762	2.800		2,328
Total Investments and Average				120,575,550.53	120,575,550.53	120,575,550.53		0.847	0.859		635

**Fund GENERAL - General Disbursement
Investments by Fund
March 31, 2022**

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Frost Bank										
5777	10137	Frost Bk Public Fund Checking	07/01/2021	8,364,943.92	8,364,943.92	8,364,943.92				1
Subtotal and Average				8,364,943.92	8,364,943.92	8,364,943.92		0.000	0.000	1
Investment Pools										
888888886	10157	Corporate Overnight Plus	12/30/2021	0.00	0.00	0.00				1
888888881	10009	Government Overnight Fund	09/01/2008	8,710,131.33	8,710,131.33	8,710,131.33	0.110	0.108	0.110	1
XXXX-0003	10156	Texas Class	11/09/2021	9,510,459.82	9,510,459.82	9,510,459.82	0.286	0.281	0.285	1
1285-03	10149	Texas Terrm TexasDAILY	04/05/2021	4,004,135.86	4,004,135.86	4,004,135.86	0.140	0.138	0.140	1
888888883	10019	TexPool Investment Pool	09/01/2008	7,531,216.70	7,531,216.70	7,531,216.70	0.154	0.151	0.153	1
888888882	10012	TexSTAR Investment Pool	09/01/2008	10,596,307.12	10,596,307.12	10,596,307.12	0.107	0.105	0.107	1
Subtotal and Average				40,352,250.83	40,352,250.83	40,352,250.83		0.160	0.162	1
Money Market Funds										
XXXX80901	10133	JPMorgan US Gov Cap (OGVXX)	09/16/2016	11,018,118.07	11,018,118.07	11,018,118.07	0.130	0.128	0.130	1
Subtotal and Average				11,018,118.07	11,018,118.07	11,018,118.07		0.128	0.130	1
Total Investments and Average				59,735,312.82	59,735,312.82	59,735,312.82		0.131	0.133	1

Fund HPC - Historic Preservation Corp
Investments by Fund
March 31, 2022

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Frost Bank 9808	10148	Frost Bk Public Fund Checking	07/01/2021	0.00	0.00	0.00				1
		Subtotal and Average		0.00	0.00	0.00		0.000	0.000	0
		Total Investments and Average		0.00	0.00	0.00		0.000	0.000	0

**Fund SFI - Self-Funded Insurance
Investments by Fund
March 31, 2022**

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Frost Bank										
5742	10142	Frost Bk Public Fund Checking	07/01/2021	800,000.00	800,000.00	800,000.00				1
Subtotal and Average				800,000.00	800,000.00	800,000.00		0.000	0.000	1
Investment Pools										
888888881	10144	Government Overnight Fund	10/24/2018	4,102,547.55	4,102,547.55	4,102,547.55	0.110	0.108	0.110	1
Subtotal and Average				4,102,547.55	4,102,547.55	4,102,547.55		0.108	0.110	1
Total Investments and Average				4,902,547.55	4,902,547.55	4,902,547.55		0.091	0.092	1

Fund STUDENT - Student Activity
Investments by Fund
March 31, 2022

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Investment Pools										
888888883	10114	TexPool Investment Pool	11/30/2012	2,719,751.41	2,719,751.41	2,719,751.41	0.154	0.151	0.153	1
			Subtotal and Average	2,719,751.41	2,719,751.41	2,719,751.41		0.151	0.154	1
		Total Investments and Average		2,719,751.41	2,719,751.41	2,719,751.41		0.151	0.154	1

Fund TECH21 - Technology Fund-2021
Investments by Fund
March 31, 2022

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Investment Pools										
XXXX-0002	10154	Texas Class	11/09/2021	10,731,657.82	10,731,657.82	10,731,657.82	0.286	0.281	0.285	1
			Subtotal and Average	10,731,657.82	10,731,657.82	10,731,657.82		0.282	0.286	1
			Total Investments and Average	10,731,657.82	10,731,657.82	10,731,657.82		0.282	0.286	1

Fund WFG - Wallace Foundation Grant
Investments by Fund
March 31, 2022

CUSIP	Investment #	Issuer	Purchase Date	Book Value	Par Value	Market Value	Current Rate	YTM 360	YTM 365	Maturity Days To Date Maturity
Money Market Funds										
XXXX6546	10153	JPMorgan US Gov Cap (OGVXX)	09/17/2021	1,890,216.21	1,890,216.21	1,890,216.21	0.130	0.128	0.130	1
Subtotal and Average				1,890,216.21	1,890,216.21	1,890,216.21		0.128	0.130	1
Total Investments and Average				1,890,216.21	1,890,216.21	1,890,216.21		0.128	0.130	1



San Antonio I.S.D.
Texas Compliance Change in Val Report
Sorted by Fund
January 1, 2022 - March 31, 2022

Inv #	Issuer	Fund	Purch Date	Interest Accrual	Beginning Book Value				Ending Book Value
Cusip	Par Value	YTM	Mat Date	Interest Received	Beginning Market Value	Purchases/ Additions	Redemptions	Change in Value	Ending Market Value
Fund: Building Fund - QSCB									
10131	JPMGOV	BFQSCB	09/16/2016	0.38	5,301.13	0.35	0.00	0.35	5,301.48
XXXX9324C	5,301.48	0.130	//	0.35	5,301.13	0.35	0.00	0.35	5,301.48
Sub Totals For: Fund: Building Fund - QSCB				0.38	5,301.13	0.35	0.00	0.35	5,301.48
				0.35	5,301.13	0.35	0.00	0.35	5,301.48
Fund: Building Fund-2000									
10015	TXSTAR	BLD00	09/01/2008	0.00	0.00	0.00	0.00	0.00	0.00
888888882	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
Sub Totals For: Fund: Building Fund-2000				0.00	0.00	0.00	0.00	0.00	0.00
				0.00	0.00	0.00	0.00	0.00	0.00
Fund: Building Fund-2001									
10011	LSGO	BLD01	09/01/2008	0.00	0.00	0.00	0.00	0.00	0.00
888888881	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
Sub Totals For: Fund: Building Fund-2001				0.00	0.00	0.00	0.00	0.00	0.00
				0.00	0.00	0.00	0.00	0.00	0.00
Fund: Building Fund-2018									
10143	TXDALY	BLD18	07/25/2018	103.80	720,889.21	103.80	0.00	103.80	720,993.01
1285-02	720,993.01	0.140	//	103.80	720,889.21	103.80	0.00	103.80	720,993.01
Sub Totals For: Fund: Building Fund-2018				103.80	720,889.21	103.80	0.00	103.80	720,993.01
				103.80	720,889.21	103.80	0.00	103.80	720,993.01
Fund: Building Fund-2019									
10146	TXSTAR	BLD19	08/20/2019	1,449.66	17,531,531.11	1,449.66	7,749,289.67	-7,747,840.01	9,783,691.10
888888882	9,783,691.10	0.107	//	1,449.66	17,531,531.11	1,449.66	7,749,289.67	-7,747,840.01	9,783,691.10

Portfolio SASD

San Antonio I.S.D.
Texas Compliance Change in Val Report
January 1, 2022 - March 31, 2022

Inv #	Issuer	Fund	Purch Date	Interest Accrual	Beginning Book Value				Ending Book Value
Cusip	Par Value	YTM	Mat Date	Interest Received	Beginning Market Value	Purchases/ Additions	Redemptions	Change in Value	Ending Market Value
Sub Totals For: Fund: Building Fund-2019				1,449.66	17,531,531.11	1,449.66	7,749,289.67	-7,747,840.01	9,783,691.10
				1,449.66	17,531,531.11	1,449.66	7,749,289.67	-7,747,840.01	9,783,691.10
Fund: Building Fund-2020									
10147	TXPOOL	BLD20	08/20/2020	9,665.33	45,831,887.45	9,665.33	0.00	9,665.33	45,841,552.78
888888883	45,841,552.78	0.153	//	9,665.33	45,831,887.45	9,665.33	0.00	9,665.33	45,841,552.78
Sub Totals For: Fund: Building Fund-2020				9,665.33	45,831,887.45	9,665.33	0.00	9,665.33	45,841,552.78
				9,665.33	45,831,887.45	9,665.33	0.00	9,665.33	45,841,552.78
Fund: Building Fund-2021									
10150	TXCLSS	BLD21	06/01/2021	0.00	0.00	0.00	0.00	0.00	0.00
XXXX-8001	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
10155	TXCLSS	BLD21	11/09/2021	101,928.77	244,119,189.28	101,928.77	3,907,531.45	-3,805,602.68	240,313,586.60
XXXX-0001	240,313,586.60	0.285	//	101,928.77	244,119,189.28	101,928.77	3,907,531.45	-3,805,602.68	240,313,586.60
Sub Totals For: Fund: Building Fund-2021				101,928.77	244,119,189.28	101,928.77	3,907,531.45	-3,805,602.68	240,313,586.60
				101,928.77	244,119,189.28	101,928.77	3,907,531.45	-3,805,602.68	240,313,586.60
Fund: Building Fund-1997									
10010	LSGO	BLD97	09/01/2008	0.00	0.00	0.00	0.00	0.00	0.00
888888881	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
Sub Totals For: Fund: Building Fund-1997				0.00	0.00	0.00	0.00	0.00	0.00
				0.00	0.00	0.00	0.00	0.00	0.00
Fund: Building Fund-1999									
10122	TXPOOL	BLD99	01/29/2014	0.00	0.00	0.00	0.00	0.00	0.00
888888883	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
Sub Totals For: Fund: Building Fund-1999				0.00	0.00	0.00	0.00	0.00	0.00
				0.00	0.00	0.00	0.00	0.00	0.00

Fund: Child Nutrition

Portfolio SASD

San Antonio I.S.D.
Texas Compliance Change in Val Report
January 1, 2022 - March 31, 2022

Inv #	Issuer	Fund	Purch Date	Interest Accrual	Beginning Book Value				Ending Book Value
Cusip	Par Value	YTM	Mat Date	Interest Received	Beginning Market Value	Purchases/ Additions	Redemptions	Change in Value	Ending Market Value
10141	FBPFC	CN	07/01/2021	0.00	81,951.12	8,983,738.09	8,948,348.50	35,389.59	117,340.71
5769	117,340.71	0.000	//	0.00	81,951.12	8,983,738.09	8,948,348.50	35,389.59	117,340.71
10145	LSGO	CN	08/02/2019	1,509.43	4,750,374.60	8,949,347.06	0.00	8,949,347.06	13,699,721.66
888888881	13,699,721.66	0.110	//	1,509.43	4,750,374.60	8,949,347.06	0.00	8,949,347.06	13,699,721.66
Sub Totals For: Fund: Child Nutrition				1,509.43	4,832,325.72	17,933,085.15	8,948,348.50	8,984,736.65	13,817,062.37
				1,509.43	4,832,325.72	17,933,085.15	8,948,348.50	8,984,736.65	13,817,062.37
Fund: Debt Service									
10008	LSGO	DEBTSVC	09/01/2008	4,602.22	41,964,343.01	38,753,208.46	41,794,000.00	-3,040,791.54	38,923,551.47
888888881	38,923,551.47	0.110	//	4,602.22	41,964,343.01	38,753,208.46	41,794,000.00	-3,040,791.54	38,923,551.47
10115	TXPOOL	DEBTSVC	12/04/2012	8,279.69	29,978,555.22	19,598,303.72	11,305,601.26	8,292,702.46	38,271,257.68
888888883	38,271,257.68	0.153	//	8,279.69	29,978,555.22	19,598,303.72	11,305,601.26	8,292,702.46	38,271,257.68
10132	JPMGOV	DEBTSVC	09/16/2016	738.23	10,510,255.68	673.73	0.00	673.73	10,510,929.41
XXXX8048G	10,510,929.41	0.130	//	673.73	10,510,255.68	673.73	0.00	673.73	10,510,929.41
10135	DBF	DEBTSVC	08/15/2012	224,423.46	32,418,474.76	451,337.21	0.00	451,337.21	32,869,811.97
7290A	32,869,811.97	2.800	08/15/2028	451,337.21	32,418,474.76	451,337.21	0.00	451,337.21	32,869,811.97
Sub Totals For: Fund: Debt Service				238,043.60	114,871,628.67	58,803,523.12	53,099,601.26	5,703,921.86	120,575,550.53
				464,892.85	114,871,628.67	58,803,523.12	53,099,601.26	5,703,921.86	120,575,550.53
Fund: Edison Endowment									
10023	TXPOOL	EDITR	09/01/2008	0.00	0.00	0.00	0.00	0.00	0.00
888888883	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
Sub Totals For: Fund: Edison Endowment				0.00	0.00	0.00	0.00	0.00	0.00
				0.00	0.00	0.00	0.00	0.00	0.00
Fund: General Disbursement									
10009	LSGO	GENERAL	09/01/2008	1,343.93	18,208,787.40	28,501,343.93	38,000,000.00	-9,498,656.07	8,710,131.33
888888881	8,710,131.33	0.110	//	1,343.93	18,208,787.40	28,501,343.93	38,000,000.00	-9,498,656.07	8,710,131.33

San Antonio I.S.D.
Texas Compliance Change in Val Report
January 1, 2022 - March 31, 2022

Inv #	Issuer	Fund	Purch Date	Interest Accrual	Beginning Book Value				Ending Book Value
Cusip	Par Value	YTM	Mat Date	Interest Received	Beginning Market Value	Purchases/ Additions	Redemptions	Change in Value	Ending Market Value
10012	TXSTAR	GENERAL	09/01/2008	1,199.09	5,595,108.03	17,001,199.09	12,000,000.00	5,001,199.09	10,596,307.12
888888882	10,596,307.12	0.107	//	1,199.09	5,595,108.03	17,001,199.09	12,000,000.00	5,001,199.09	10,596,307.12
10019	TXPOOL	GENERAL	09/01/2008	2,449.70	4,528,767.00	22,002,449.70	19,000,000.00	3,002,449.70	7,531,216.70
888888883	7,531,216.70	0.153	//	2,449.70	4,528,767.00	22,002,449.70	19,000,000.00	3,002,449.70	7,531,216.70
10133	JPMGOV	GENERAL	09/16/2016	773.86	11,017,411.82	706.25	0.00	706.25	11,018,118.07
XXXX80901	11,018,118.07	0.130	//	706.25	11,017,411.82	706.25	0.00	706.25	11,018,118.07
10137	FBPFC	GENERAL	07/01/2021	0.00	9,368,073.48	360,002,827.34	361,005,956.90	-1,003,129.56	8,364,943.92
5777	8,364,943.92	0.000	//	0.00	9,368,073.48	360,002,827.34	361,005,956.90	-1,003,129.56	8,364,943.92
10149	TXDALY	GENERAL	04/05/2021	1,345.29	5,002,790.57	12,001,345.29	13,000,000.00	-998,654.71	4,004,135.86
1285-03	4,004,135.86	0.140	//	1,345.29	5,002,790.57	12,001,345.29	13,000,000.00	-998,654.71	4,004,135.86
10152	TXCLSS	GENERAL	06/30/2021	0.00	0.00	0.00	0.00	0.00	0.00
XXXX-8003	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
10156	TXCLSS	GENERAL	11/09/2021	7,551.40	11,002,908.42	44,507,551.40	46,000,000.00	-1,492,448.60	9,510,459.82
XXXX-0003	9,510,459.82	0.285	//	7,551.40	11,002,908.42	44,507,551.40	46,000,000.00	-1,492,448.60	9,510,459.82
10157	LSCO+	GENERAL	12/30/2021	0.00	0.00	0.00	0.00	0.00	0.00
888888886	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
Sub Totals For: Fund: General Disbursement				14,663.27	64,723,846.72	484,017,423.00	489,005,956.90	-4,988,533.90	59,735,312.82
				14,595.66	64,723,846.72	484,017,423.00	489,005,956.90	-4,988,533.90	59,735,312.82
Fund: Historic Preservatio									
10148	FBPFC	HPC	07/01/2021	0.00	0.00	0.00	0.00	0.00	0.00
9808	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
Sub Totals For: Fund: Historic Preservatio				0.00	0.00	0.00	0.00	0.00	0.00
				0.00	0.00	0.00	0.00	0.00	0.00
Fund: Self-Funded Insuranc									
10138	LSCO	SFI	11/16/2017	0.00	0.00	0.00	0.00	0.00	0.00
888888885	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00

San Antonio I.S.D.
Texas Compliance Change in Val Report
January 1, 2022 - March 31, 2022

Inv #	Issuer	Fund	Purch Date	Interest Accrual	Beginning Book Value				Ending Book Value
Cusip	Par Value	YTM	Mat Date	Interest Received	Beginning Market Value	Purchases/ Additions	Redemptions	Change in Value	Ending Market Value
10142	FBPFC	SFI	07/01/2021	0.00	516,306.72	26,968,656.06	26,684,962.78	283,693.28	800,000.00
5742	800,000.00	0.000	//	0.00	516,306.72	26,968,656.06	26,684,962.78	283,693.28	800,000.00
10144	LSGO	SFI	10/24/2018	366.76	4,114,745.64	13,120,117.91	13,132,316.00	-12,198.09	4,102,547.55
888888881	4,102,547.55	0.110	//	366.76	4,114,745.64	13,120,117.91	13,132,316.00	-12,198.09	4,102,547.55
Sub Totals For: Fund: Self-Funded Insuranc				366.76	4,631,052.36	40,088,773.97	39,817,278.78	271,495.19	4,902,547.55
				366.76	4,631,052.36	40,088,773.97	39,817,278.78	271,495.19	4,902,547.55
Fund: Slayden Trust									
10020	TXPOOL	SLATR	09/01/2008	0.00	0.00	0.00	0.00	0.00	0.00
888888883	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
Sub Totals For: Fund: Slayden Trust				0.00	0.00	0.00	0.00	0.00	0.00
				0.00	0.00	0.00	0.00	0.00	0.00
Fund: Student Activity									
10114	TXPOOL	STUDENT	11/30/2012	573.47	2,719,177.94	573.47	0.00	573.47	2,719,751.41
888888883	2,719,751.41	0.153	//	573.47	2,719,177.94	573.47	0.00	573.47	2,719,751.41
Sub Totals For: Fund: Student Activity				573.47	2,719,177.94	573.47	0.00	573.47	2,719,751.41
				573.47	2,719,177.94	573.47	0.00	573.47	2,719,751.41
Fund: Technology Fund-2021									
10151	TXCLSS	TECH21	06/01/2021	0.00	0.00	0.00	0.00	0.00	0.00
XXXX-8002	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00
10154	TXCLSS	TECH21	11/09/2021	5,487.93	13,930,176.83	5,487.93	3,204,006.94	-3,198,519.01	10,731,657.82
XXXX-0002	10,731,657.82	0.285	//	5,487.93	13,930,176.83	5,487.93	3,204,006.94	-3,198,519.01	10,731,657.82
Sub Totals For: Fund: Technology Fund-2021				5,487.93	13,930,176.83	5,487.93	3,204,006.94	-3,198,519.01	10,731,657.82
				5,487.93	13,930,176.83	5,487.93	3,204,006.94	-3,198,519.01	10,731,657.82
Fund: TECP									
10134	JPMGOV	TECP	09/16/2016	0.00	0.00	0.00	0.00	0.00	0.00
XXXX3389B	0.00	0.000	//	0.00	0.00	0.00	0.00	0.00	0.00

San Antonio I.S.D.
Texas Compliance Change in Val Report
January 1, 2022 - March 31, 2022

Inv #	Issuer	Fund	Purch Date	Interest Accrual	Beginning Book Value				Ending Book Value
Cusip	Par Value	YTM	Mat Date	Interest Received	Beginning Market Value	Purchases/ Additions	Redemptions	Change in Value	Ending Market Value
Sub Totals For: Fund: TECP				0.00	0.00	0.00	0.00	0.00	0.00
				0.00	0.00	0.00	0.00	0.00	0.00
Fund: Wallace Foundation G									
10153	JPMGOV	WFG	09/17/2021	132.76	1,890,095.62	120.59	0.00	120.59	1,890,216.21
XXXX6546	1,890,216.21	0.130	/ /	120.59	1,890,095.62	120.59	0.00	120.59	1,890,216.21
Sub Totals For: Fund: Wallace Foundation G				132.76	1,890,095.62	120.59	0.00	120.59	1,890,216.21
				120.59	1,890,095.62	120.59	0.00	120.59	1,890,216.21
Report Grand Totals:				373,925.16	515,807,102.04	600,962,135.14	605,732,013.50	-4,769,878.36	511,037,223.68
				600,694.60	515,807,102.04	600,962,135.14	605,732,013.50	-4,769,878.36	511,037,223.68

Disclosures



Meeder Public Funds, Inc., is a registered investment adviser with the Securities and Exchange Commission (SEC) under the Investment Advisers Act of 1940. Registration with the SEC does not imply a certain level of skill or training. The opinions expressed in this presentation are those of Meeder Public Funds, Inc. The material presented has been derived from sources considered to be reliable, but the accuracy and completeness cannot be guaranteed.

Meeder provides monthly statements for its investment management clients to provide information about the investment portfolio. The information should not be used for audit or confirmation purposes. Please review your custodial statements and report any inaccuracies or discrepancies.

Certain information and data have been supplied by unaffiliated third parties. Although Meeder believes the information is reliable, it cannot warrant the accuracy of information offered by third parties. Market value may reflect prices received from pricing vendors when current market quotations are not available. Prices may not reflect firm bids or offers and may differ from the value at which the security can be sold.

Statements may include positions from unmanaged accounts provided for reporting purposes. Unmanaged accounts are managed directly by the client and are not included in the accounts managed by the investment adviser. This information is provided as a client convenience and the investment adviser assumes no responsibility for performance of these accounts or the accuracy of the data reported.

Investing involves risk. Past performance is no guarantee of future results. Debt and fixed income securities are subject to credit and interest rate risk. The investment return and principal value of an investment will fluctuate so that an investors shares, when redeemed, may be worth more or less than their original cost. Current performance may be lower or higher than the performance data quoted.

Investment advisory services are provided through Meeder Public Funds, Inc. Please contact us if you would like to receive a copy of our current ADV disclosure brochure or privacy policy.

**Meeder Public Funds
Patterson Group**

Barton Oaks Plaza II
901 S. MoPac Expy
Suite 195
Austin, Texas
78746

800.817.2442

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Request for Waiver of Penalty and Interest

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Dottie Carreon, Interim Chief Financial Officer

PRESENTER: Dottie Carreon

MEETING DATE: July 18, 2022

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the waiver of penalty and interest for the real property accounts.

The San Antonio Independent School District received letters from Albert Uresti, Tax Assessor Collector for Bexar County, recommending SAISD Board approval to waive penalty and interest for the real property to the individuals listed in the table below. Texas Property Tax Code-Section 33.011 provides for the governing body to waive penalty and interest due to “an act or omission by an employee of the tax office or the Appraisal District”. The Bexar County Tax Assessor Collector has confirmed that such an error did occur on these accounts.

	John Sturm	Gilbert & Gloria Hinojosa	Cayetano & Elsie Morales	Michael & Pamela A C Blanchette
Penalty	\$474.97	\$62.65	\$403.00	\$176.98
Interest	\$135.71	\$17.90	\$115.14	\$29.50
33.07 Penalty	0.00	0.00	0.00	0.00
Total	\$610.68	\$80.55	\$518.14	\$206.48

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approve the waiver of penalty and interest for the real property accounts.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2022 – 2023 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.

- [] SAISD will facilitate a successful Bond initiative and its implementation.
- [] SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



Albert Uresti, MPA, PCC
Office of the Tax Assessor - Collector

April 21, 2022

San Antonio ISD
Larry Garza
Chief Financial Officer
514 W, Quincy St.
San Antonio, Texas 78212

Re: Waiver of Penalty and Interest on Tax account: 03097-001-0120
Year(s): 2021
Owner(s): John Sturm
Amount of Penalty Paid: \$474.97
Amount of Interest Paid: \$135.71
Amount of 33.07 Penalty Paid: \$0.00

Dear Mr. Garza:

The above referenced property owner has requested for the waiver of penalty and interest under Section 33.011 of the Texas Property Tax Code.

The governing body of a taxing unit shall waive penalties and may provide for the waiver of interest if an act or omission of an act by an employee of the Bexar Appraisal District resulted in the taxpayer's failure to pay the tax before delinquency.

The attached letter confirms such an error did occur. The taxes have been paid and the request for waiver was made within 180 days of the delinquency date. This office recommends penalty and interest to be refunded unless we receive notice otherwise from the governing body.

Please notify our office within fifteen days of the receipt of this letter if the governing body of the San Antonio ISD agrees with this recommendation. If you have any questions or concerns, please call our office at (210) 335-6623.

Sincerely,

Albert Uresti, MPA, PCAC
Tax Assessor-Collector
Bexar County

AU:CG/kl/rk
Attachment: a/s

FORM: TASL7
REV 04/13

359



Albert Uresti, MPA, PCC
Office of the Tax Assessor - Collector

April 29, 2022

San Antonio ISD
Larry Garza
Chief Financial Officer
514 W. Quincy St.
San Antonio, Texas 78212

Re: Waiver of Penalty and Interest on Tax account: 06829-000-0480
Year(s): 2021
Owner(s): Gilbert M & Gloria C Hinojosa
Amount of Penalty Paid: \$62.65
Amount of Interest Paid: \$17.90
Amount of 33.07 Penalty Paid: \$0.00

Dear Mr. Garza

The above referenced property owner has requested for the waiver of penalty and interest under Section 33.011 of the Texas Property Tax Code.

The governing body of a taxing unit shall waive penalties and may provide for the waiver of interest if an act or omission of an act by an employee of the Bexar Appraisal District resulted in the taxpayer's failure to pay the tax before delinquency.

The attached letter confirms such an error did occur. The taxes have been paid and the request for waiver was made within 180 days of the delinquency date. This office recommends penalty and interest to be refunded unless we receive notice otherwise from the governing body.

Please notify our office within fifteen days of the receipt of this letter if the governing body of the San Antonio ISD agrees with this recommendation. If you have any questions or concerns, please call our office at (210) 335-6623.

Sincerely,

Albert Uresti, MPA, PCAC
Tax Assessor-Collector
Bexar County

AU:CG/KJ/rk
Attachment: a/s

FORM: TASL7
REV 04/13

360



Albert Uresti, MPA, PCC
Office of the Tax Assessor - Collector

April 11, 2022

San Antonio ISD
Larry Garza
Chief Financial Officer
514 W. Quincy St.
San Antonio, Texas 78212

Re: Waiver of Penalty and Interest on Tax account: 01261-029-0290
Year(s): 2021
Owner(s): Cayetano and Elsie Morales
Amount of Penalty Paid: \$403.00
Amount of Interest Paid: \$115.14
Amount of 33.07 Penalty Paid: \$0.00

Dear Mr. Garza

The above referenced property owner has requested for the waiver of penalty and interest under Section 33.011 of the Texas Property Tax Code.

The governing body of a taxing unit shall waive penalties and may provide for the waiver of interest if an act or omission of an act by an employee of the Bexar Appraisal District resulted in the taxpayer's failure to pay the tax before delinquency.

The attached letter confirms such an error did occur. The taxes have been paid and the request for waiver was made within 180 days of the delinquency date. This office recommends penalty and interest to be refunded unless we receive notice otherwise from the governing body.

Please notify our office within fifteen days of the receipt of this letter if the governing body of the San Antonio ISD agrees with this recommendation. If you have any questions or concerns, please call our office at (210) 335-6623.

Sincerely,

A handwritten signature in black ink, appearing to read "A. Uresti", written over a faint circular stamp.

Albert Uresti, MPA, PCC
Tax Assessor-Collector
Bexar County

AU:CG/ark
Attachment: a/s

959

FORM: TASL7
REV 04/13



Albert Uresti, MPA, PCC
Office of the Tax Assessor - Collector

April 14, 2022

San Antonio ISD
Larry Garza
Chief Financial Officer
514 W. Quincy St.
San Antonio, Texas 78212

Re: Waiver of Penalty and Interest on Tax account: 00985-101-1201
Year(s): 2021
Owner(s): Michael & Pamela A C Blanchette
Amount of Penalty Paid: \$176.98
Amount of Interest Paid: \$29.50
Amount of 33.07 Penalty Paid: \$0.00

Dear Mr. Garza:

The above referenced property owner has requested for the waiver of penalty and interest under Section 33.011 of the Texas Property Tax Code.

The governing body of a taxing unit shall waive penalties and may provide for the waiver of interest if an act or omission of an act by an employee of the Bexar Appraisal District resulted in the taxpayer's failure to pay the tax before delinquency.

The attached letter confirms such an error did occur. The taxes have been paid and the request for waiver was made within 180 days of the delinquency date. This office recommends penalty and interest to be refunded unless we receive notice otherwise from the governing body.

Please notify our office within fifteen days of the receipt of this letter if the governing body of the San Antonio ISD agrees with this recommendation. If you have any questions or concerns, please call our office at (210) 335-6623.

Sincerely,

Albert Uresti, MPA, PCC
Tax Assessor-Collector
Bexar County

AU:CG/kl/rk
Attachment: a/s

FORM: TASL7
REV 04/13

362

VENDOR

Frost Insurance

AWARD AMOUNT

\$1,160,000 approximately
(Per 25 month policy)

3. The Board is requested to approve the purchase of Fire Alarm and Fire Sprinkler System Annual Inspections and Repairs. This purchase will provide inspecting systems, testing, servicing and certifying of all Fire Alarm and Fire Sprinkler Systems at campuses and other District-wide SAISD designated property on an “as needed” basis. Resolved that the Board approve the contract and, further, that the Board authorize the Superintendent or his designee to exercise any renewals or extensions of the contract term pursuant to the contract’s provisions.

- Recommended by: Facilities Services
- Submitted by: Fred Padilla
- Selection Method: Request for Proposal – RFP #22-037(RC)
- Contract Term: Period covering July 19, 2022 through July 18, 2024 with the option to renew for three (3) additional one (1) year periods
- Funding Source: Various Funding
(Subject to availability of funding for the 2022-2023 school year)

VENDORS

Advanced Detection Security Services, Inc.

Allied Fire Protection SA LP

Automatic Fire Protection, Inc.

Firetrol Protection Systems

AWARD AMOUNT

\$900,000 approximately

(\$450,000/yr.)

4. The Board is requested to approve the purchase of Ciena Fiber Cards and Modules Bridges, the two District’s Data Centers together in turn providing a more robust and resilient service infrastructure. This added capability provides students and staff greater reliability and access to online resource.

- Recommended by: Information Technology
- Submitted by: Kenneth Thompson
- Selection Method: The Interlocal Purchasing System (TIPS) - #200105
- Contract Term: Period covering July 19, 2022 through May 31, 2023
- Funding Source: Bond – 671-53-6***-XX-950-99-H52

VENDOR

CDW Government

AWARD AMOUNT

\$81,845 approximately

5. The Board is requested to approve the purchase of Carbon Black Endpoint Protection. This purchase is a vital part of cybersecurity for staff and student devices. Staff and student device protection enables a safe, secure and reliable learning environment.

- Recommended by: Information Technology
- Submitted by: Kenneth Thompson
- Selection Method: Department of Information Resources (DIR) – DIR-TSO-3763
- Contract Term: Period covering July 19, 2022 through July 18, 2023
- Funding Source: Local – 199-53-6399-65-950-99-080 – up to \$122,256

Local – 197-53-6399-65-950-99-080 – will use Bond funds for portion of this purchase

VENDOR

Dell Technologies

AWARD AMOUNT

\$236,624 approximately

6. The Board is requested to approve the purchase of Multi-Platform Device Management Software for centralized management for all the District devices. This purchase will support all students, staff and departments for District-wide use.

- Recommended by: Information Technology
- Submitted by: Kenneth Thompson
- Selection Method: Harris County Department of Education/Choice Partners, Contract #1/031KN-24
- Contract Term: Period covering July 19, 2022 through July 18, 2024
- Funding Source: Local – 197-53-6399-65-950-99-004

VENDOR

Filewave Headquarters

AWARD AMOUNT

\$318,313 – (2 yrs.) approximately
\$180,000 for yr. 1 – 2022-2023

7. The Board is requested to approve the purchase of Interactive Flat Panels and items associated with installation products. This purchase will be used in the classrooms for teaching and student learning for District-wide use.

- Recommended by: Information Technology
- Submitted by: Kenneth Thompson
- Selection Method: The Interlocal Purchasing System (TIPS) - #200904, #200105, Department of Information Resources (DIR) – DIR-TSO-4754,4389, Region 20 #20022
- Contract Term: Period covering July 19, 2022 through July 15, 2023
- Funding Source: Bond – 671-11-6399-00-XXX-11-L21

VENDORS

Data Optics Cable, Inc.
GAIN Innovation, LLC
GTS Technology Solutions
Piraino Consulting, Inc.

AWARD AMOUNT

\$5,000,000 approximately

8. The Board is requested to approve the purchase of STEMscopes, a supplemental instructional resource for kindergarten through high school science courses. This resource is accessed digitally with each teacher and student having a unique login. Provides teachers with TEKS aligned and research based lessons using the 5E Instructional Model. Includes interventions for at-risk students and integrated reading passages.

- Recommended by: Technology & Instructional Materials Allotment
- Submitted by: Dr. Carol Bielke
- Selection Method: Harris County Department of Education/Choice Partners, Contract #19/038kc01
- Contract Term: Period covering July 19, 2022 through June 30, 2023
- Funding Source: Federal – 281-11-6321-00-999-11-R-98
ESSER II funding will be available July 1, upon approval of the 2022-2023 school

year budget

VENDOR

Accelerate Learning, Inc.

AWARD AMOUNT

\$202,093 approximately

- 9. The Board is requested to approve the purchase of Actively Learn an online tool with a library of texts and TEKS-aligned lessons that both teachers and students can interact within real-time. This purchase will support High School ELAR and Middle School ESOL students to interact with the text by digitally highlighting, annotating, responding to embedded questions/content and leaving feedback/comments.

- Recommended by: Technology & Instructional Materials Allotment
 - Submitted by: Dr. Carol Bielke
 - Selection Method: Education Service Center 20 #18030
 - Contract Term: Period covering July 19, 2022 through October 31, 2022
 - Funding Source: Federal – 281-11-6321-00-999-11-R-98
- ESSER II funding will be available July 1, upon approval of the 2022-2023 school year budget

VENDOR

Achieve 3000

AWARD AMOUNT

\$256,755 approximately

- 10. The Board is requested to approve the purchase of Canvas, a web-based system that allows students and teachers to access online course materials, videos and assessments. The Canvas Learning Management System integrates into our digital ecosystems such as Classlink, Google and other SAISD digital tools.

- Recommended by: Technology & Instructional Materials Allotment
 - Submitted by: Dr. Carol Bielke
 - Selection Method: Education Service Center 20 #98147
 - Contract Term: Period covering July 1, 2022 through June 30, 2023
 - Funding Source: Federal – 281-11-6321-00-999-R-98
- ESSER II funding will be available July 1, upon approval of the 2022-2023 school year budget

VENDOR

Education Service Center Region 20

AWARD AMOUNT

\$240,930 approximately

- 11. The Board is requested to approve the purchase of Certiport, provides students with online learning materials and practice tests to prepare for Career and Technical Education Certification testing. By having CTE students pass certification tests, this allows the District to meet TEA State Accountability.

- Recommended by: Technology & Instructional Materials Allotment
 - Submitted by: Dr. Carol Bielke
 - Selection Method: Northeast ISD – RFP #03-18
 - Contract Term: Period covering July 19, 2022 through October 31, 2022
 - Funding Source: Federal – 281-11-6321-00-999-11-R-98
- ESSER II funding will be available July 1, upon approval of the 2022-2023 school year budget

VENDOR

NCS Pearson, Inc. (Certiport)

AWARD AMOUNT

\$173,158 approximately

12. The Board is requested to approve the purchase of a Digital Portfolio Platform used for student engagement, collaboration and parent communication. This purchase will support remote and in-person learning for grades PK-2 in all subject areas by allowing teachers to give feedback on student assignments for District-wide use.

- Recommended by: Technology & Instructional Materials Allotment
- Submitted by: Dr. Carol Bielke
- Selection Method: Northeast ISD - #119-18
- Contract Term: Period covering July 19, 2022 through May 21, 2023
- Funding Source: Federal – 281-11-6321-00-999-11-R-98
ESSER II funding will be available July 1, upon approval of the 2022-2023 school year budget

VENDOR

Seesaw Learning, Inc.

AWARD AMOUNT

\$78,892 approximately

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A


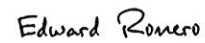
IV. 2021 - 2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
- SAISD will become a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.



12. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

1) C & I (Goods, Materials, Services)	\$ 0
2) Facilities (Additional Space, Infrastructure, Utilities)	\$ 0
3) Transportation (Additional Routes)	\$ 0
4) HR (Additional Staff)	\$ 0
5) Technology (Cabling/Equipment, etc.)	\$ 0
6) Vehicle Insurance (<i>Director, Employee Benefits signs below</i>)	\$ 0

	Patti Salzmann	6/16/2022
Requestor Signature	Type Name	Date
_____	_____	_____
Sr. Executive Director/Executive Director Signature	Type Name	Date
_____	_____	_____
Associate Superintendent/Assistant Superintendent Signature	Type Name	Date
_____	_____	_____
Deputy Superintendent Signature	Type Name	Date
	Edward M. Romero	6/17/2022
Executive Director of Operations, Business Services Signature	Type Name	Date

COORDINATION CONDUCTED WITH (if required):

	Larry Garza	6/17/2022
Chief Financial Officer, Financial Services Signature	Type Name	Date
	Dr. Kenneth Thompson	6/17/2022
Chief Information Technology & Accountability Officer, Information Technology & MIS Signature	Type Name	Date
_____	Toni Thompson	_____
Associate Superintendent, Human Capital Management Signature	Type Name	Date
_____	Kedrick Wright	_____
Deputy Chief Operations Officer, Construction Services Signature	Type Name	Date
_____	Lorena Rios	_____
Director, Employee Benefits, Risk Management & Safety Signature	Type Name	Date

Revised: May 2, 2022

Reviewed By: RC



Qualtrics at Carahsoft

11493 SUNSET HILLS ROAD | RESTON, VIRGINIA 20190
 PHONE (703) 871-8500 | FAX (703) 871-8505 | TOLL FREE (888) 66CARAH
 WWW.CARAHSOFT.COM | QUALTRICS@CARAHSOFT.COM



TO: Patti Salzmann
 Deputy Superintendent
 San Antonio Independent School District
 514 W Quincy St
 San Antonio, TX 78212 USA

FROM: Michelle Gomez-Colon
 Qualtrics at Carahsoft
 11493 Sunset Hills Road
 Reston, Virginia 20190

EMAIL: psalzmnn1@saisd.net
PHONE: (210) 554-2620

EMAIL: Michelle.Gomez-Colon@carahsoft.com
PHONE: (571) 662-3354 **FAX:** (703) 871-8505

TERMS: DIR Contract No. DIR-TSO-4288
 Expiration Date: February 21, 2025
 FTIN: 52-2189693
 Shipping Point: FOB Destination
 Credit Cards: VISA/MasterCard/AMEX
 Remit To: Same as Above
 Payment Terms: Net 30 (On Approved Credit)
 Texas VID#: 1522189693700
 Sales Tax May Apply

QUOTE NO: 34222168
QUOTE DATE: 06/06/2022
QUOTE EXPIRES: 07/31/2022
RFQ NO:
SHIPPING: ESD
TOTAL PRICE: \$201,787.31

TOTAL QUOTE: \$201,787.31

LINE NO.	PART NO.	DESCRIPTION	QUOTE PRICE	QTY	EXTENDED PRICE
1	251-CX5-250000	Customer Experience 5 Response Tier-250000 Foundation - Responses : up to 250000 Qualtrics, LLC - CX5-250000	\$156,684.21 OM	1	\$156,684.21
2	251-CX5-Imp-Training/Demo	Customer Experience 5-Implementation- Training/Demo Implementation and Consulation Qualtrics, LLC - CX5-Imp-Training/Demo	\$313.2160 OM	144	\$45,103.10
SUBTOTAL:					\$201,787.31
TOTAL PRICE:					\$201,787.31
TOTAL QUOTE:					\$201,787.31

*** Please reference Carahsoft Quote Number 34222168 on a resulting purchase order.

Includes:
 Foundation - User : Includes up to 250 Foundation - Responses : up to 250000

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase: Builders Risk Insurance

2. How will goods and/or services be used? (List Campus/Grades impacted): Contract with Frost Insurance to provide Builders Risk insurance services for the Districts 2020 Bond initiative

3. Submitted by: Matthew Nielsen Employee Benefits, Risk Mgmt and Safety 06/20/2022
Printed Name Department Date

4. Recommended Vendor(s): Company Name: Frost Insurance
Address: 111 W. Houston St.
City/State/Zip: San Antonio, Texas 78205
Phone No: 210-220-6420
Point of Contact: Tim Killeen
E-mail Address: Tim.Killeen@FrostInsurance.com
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
 Competitive Purchase (RFP, RFQ, IFB), Contract #: 22-034(RC)
 Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: _____
 Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #: _____
 Professional Services
 Sole Source Contract Expiration Date: 08/09/2025
 Other

6. Purchase valid from: 08/10/2022 through: 08/09/2025

7. For Competitive Purchases Only: Renewals: Yes No
No. of Renewals: 2 one-year renewals

8. Type of Request: (check one)
 One-Time Purchase
 Purchase throughout the school year or on an "as needed" basis
 Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$ 1,160,000
Approximately

10. Funding Source(s) – check all that apply: Federal State Local Bond
Provide Budget Codes & Descriptions: 661-81-6429-00-995-99-0-00
Approximately \$1,160,000 per 25 month policy.

11. Provide a copy of General Ledger Inquiry showing corresponding balances.



PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase: Fire Alarm and Fire Sprinkler System Annual Inspections and Repairs.

2. How will goods and/or services be used? (List Campus/Grades impacted): Inspecting systems, testing, servicing, and certifying of all Fire Alarm and Fire Sprinkler systems at campuses and other District-wide SAISD designated property on an "As Needed" basis.

3. Submitted by: Fred Padilla Facilities Services 06/14/2022
Printed Name Department Date

4. Recommended Vendor(s): Company Name: See attached list
Address: See attached list
City/State/Zip: See attached list
Phone No: See attached list
Point of Contact: See attached list
E-mail Address: See attached list
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
 Competitive Purchase (RFP, RFQ, IFB), Contract #: RFP #22-037(RC)
 Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: _____
 Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #: _____
 Professional Services
 Sole Source Contract Expiration Date: 07/24/2024
 Other

6. Purchase valid from: 07/19/2022 through: 07/18/2024

7. For Competitive Purchases Only: Renewals: Yes No
No. of Renewals: 3 add'l one yr.

8. Type of Request: (check one)
 One-Time Purchase
 Purchase throughout the school year or on an "as needed" basis
 Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$ 900,000.00
Approximately

10. Funding Source(s) – check all that apply: Federal State Local Bond

Provide Budget Codes & Descriptions: _____
(\$450,000/yr)
(Subject to the availability of funding for the 2022-2023 school year)

11. Provide a copy of General Ledger Inquiry showing corresponding balances.



12. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

1) C & I (Goods, Materials, Services)	\$ 0
2) Facilities (Additional Space, Infrastructure, Utilities)	\$ 0
3) Transportation (Additional Routes)	\$ 0
4) HR (Additional Staff)	\$ 0
5) Technology (Cabling/Equipment, etc.)	\$ 0
6) Vehicle Insurance (<i>Director, Employee Benefits signs below</i>)	\$ 0

<u>Fred Padilla</u>	Fred Padilla	6/16/2022
Requestor Signature	Type Name	Date

<u>Chris E. Salley</u>	Chris Salley	6/16/2022
Sr. Executive Director/Executive Director Signature	Type Name	Date

<hr/>	Type Name	Date
Associate Superintendent/Assistant Superintendent Signature		

<hr/>	Type Name	Date
Deputy Superintendent Signature		

<u>Edward Romero</u>	Edward M. Romero	6/16/2022
Executive Director of Operations, Business Services Signature	Type Name	Date

COORDINATION CONDUCTED WITH (if required):

<u>Larry Garza</u>	Larry Garza	6/18/2022
Chief Financial Officer, Financial Services Signature	Type Name	Date

<hr/>	Dr. Kenneth Thompson	Date
Chief Information Technology & Accountability Officer, Information Technology & MIS Signature	Type Name	

<hr/>	Toni Thompson	Date
Associate Superintendent, Human Capital Management Signature	Type Name	

<hr/>	Kedrick Wright	Date
Deputy Chief Operations Officer, Construction Services Signature	Type Name	

<hr/>	Lorena Rios	Date
Director, Employee Benefits, Risk Management & Safety Signature	Type Name	

Revised: May 2, 2022

Reviewed By: RC

Recommended Vendor(s):

Advanced Detection Security Services, Inc.
P.O. Box 732
Helotes, TX 78023
210-677-0040
Diane Sullaway
dsullaway@advanceddetectionsecurity.com

Allied Fire Protection SA LP
2110 Mannix
San Antonio, TX 78217
Odette Castillo
210-646-6716
odette@alliedfireprotection.com

Automatic Fire Protection, Inc.
18275 Goll Street
San Antonio, TX 78266
Gus Villanueva
210-653-2121
arivera@automaticfireprotection.com

Firetrol Protection Systems
105 Windy Meadows Dr, Bldg. 1
Schertz, TX 78154
Justin Raymond
210-322-1061
jraymnd@firetrol.net

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase: _____
This purchase of Ciena fiber cards and modules bridges the two district's data centers together in
turn providing a more robust and resilient service infrastructure. This added capability
~~provides students and staff greater reliability and access to online resource~~

2. How will goods and/or services be used? (List Campus/Grades impacted): _____
THIS PURCHASE WILL BE BENEFITIAL FOR EVERYONE IN THE DISTRICT, INCLUDING STUDENT, STAFF AND
DEPARTMENTS.

3. Submitted by: _____
Printed Name Department Date
KENNETH THOMPSON INFORMATION TECHNOLOGY 06/23/2022

4. Recommended Vendor(s): Company Name: CDW GOVERNMENT
Address: 75 REMITTANCE DRIVE SUITE 1515
City/State/Zip: CHICAGO, IL 60675-1515
Phone No: 312-705-8788
Point of Contact: MIKE SMITH
E-mail Address: MIKSMIT@CDWG.COM
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
 Competitive Purchase (RFP, RFQ, IFB), Contract #: _____
 Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: TIPS 200105
 Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #: _____
 Professional Services
 Sole Source Contract Expiration Date: 05/31/2023
 Other

6. Purchase valid from: 07/19/2022 through: 05/31/2023

7. For Competitive Purchases Only: Renewals: Yes _____ No X
No. of Renewals: _____

8. Type of Request: (check one)
 One-Time Purchase
 Purchase throughout the school year or on an "as needed" basis
 Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$ 81,845.86
Approximately

10. Funding Source(s) – check all that apply: Federal _____ State _____ Local _____ Bond X

Provide Budget Codes & Descriptions: _____
671-53-6***-XX-950-99-H52

11. Provide a copy of General Ledger Inquiry showing corresponding balances.



12. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

- | | |
|--|------|
| 1) C & I (Goods, Materials, Services) | \$ 0 |
| 2) Facilities (Additional Space, Infrastructure, Utilities) | \$ 0 |
| 3) Transportation (Additional Routes) | \$ 0 |
| 4) HR (Additional Staff) | \$ 0 |
| 5) Technology (Cabling/Equipment, etc.) | \$ 0 |
| 6) Vehicle Insurance (Director, Employee Benefits signs below) | \$ 0 |

Requestor Signature	Type Name	Date
Sr. Executive Director/Executive Director Signature	Type Name	Date
Associate Superintendent/Assistant Superintendent Signature	Type Name	Date
Deputy Superintendent Signature	Type Name	Date
<u>Edward Romero</u>	<u>Edward M. Romero</u>	<u>6/23/2022</u>
Executive Director of Operations, Business Services Signature	Type Name	Date

COORDINATION CONDUCTED WITH (if required):

<u>Larry Garza</u>	<u>Larry Garza</u>	<u>6/24/2022</u>
Chief Financial Officer, Financial Services Signature	Type Name	Date
<u>Kenneth Thompson (Jun 24, 2022 08:23 CDT)</u>	<u>Dr. Kenneth Thompson</u>	<u>Jun 24, 2022</u>
Chief Information Technology & Accountability Officer, Information Technology & MIS Signature	Type Name	Date
Associate Superintendent, Human Capital Management Signature	<u>Toni Thompson</u> Type Name	Date
Deputy Chief Operations Officer, Construction Services Signature	<u>Kedrick Wright</u> Type Name	Date
Director, Employee Benefits, Risk Management & Safety Signature	<u>Lorena Rios</u> Type Name	Date

Revised: May 2, 2022

Reviewed By: RC

QUOTE CONFIRMATION**DEAR HECTOR SANDOVAL,**

Thank you for considering CDW•G LLC for your computing needs. The details of your quote are below.
[Click here](#) to convert your quote to an order.


QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
MVNS700	6/23/2022	CIENA	0467234	\$81,845.86

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
<u>Ciena Multirate 850nm Multi-mode Fiber SFP+ Transceiver</u> Mfg. Part#: 160-9116-900 Contract: TIPS Technology Solutions Products and Services (200105)	20	5529920	\$86.84	\$1,736.80
<u>CIENA 100G MOTR WL3N BASIC CBAND 10X</u> Mfg. Part#: NTK538BM Contract: TIPS Technology Solutions Products and Services (200105)	2	4100216	\$27,394.31	\$54,788.62
<u>CIENA PREM USA INSERV 6500 W ADDTL</u> Mfg. Part#: 8N0-PRMU-ACI Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	2	5292814	\$4,962.48	\$9,924.96
<u>CIENA ADV USA UPLIFT DEPLOY SVCS</u> Mfg. Part#: 8N0-ULFT-BER1 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	1	5165165	\$1,767.21	\$1,767.21
<u>CIENA UPLIFT FOR INCREMENTAL FBR RUN</u> Mfg. Part#: 8N0-ULFT-LC20 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	2	5292830	\$1,798.63	\$3,597.26
<u>CIENA UPLIFT FOR EXTERNAL 10G</u> Mfg. Part#: 8N0-ULFT-TEQ1 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	1	5397930	\$1,053.17	\$1,053.17
<u>CIENA CIRCUIT PROVISIONING LAYER1</u> Mfg. Part#: 8NP-ULFT-CP02 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	1	5343715	\$242.71	\$242.71
<u>Ciena Maintenance Services Repair - extended service agreement</u> Mfg. Part#: 80M-6500-HWM Contract: TIPS Technology Solutions Products and Services (200105)	1	3254703	\$1,781.66	\$1,781.66
<u>CIENA 1YR GLOBAL 6500 NBD MGD SPARES</u> Mfg. Part#: 80M-6500-NBS Contract: TIPS Technology Solutions Products and Services (200105)	1	3321085	\$2,713.25	\$2,713.25
<u>Ciena Select Support - technical support</u>	378			
	1	5165169	\$4,240.22	\$4,240.22

QUOTE DETAILS (CONT.)	
Mfg. Part#: 80M-6500-SSP-SEL	
Electronic distribution - NO MEDIA	
Contract: TIPS Technology Solutions Products and Services (200105)	

PURCHASER BILLING INFO		SUBTOTAL	\$81,845.86
Billing Address: SAN ANTONIO INDEPENDENT SCHOOL DIST ACCOUNTS PAYABLE 514 W. QUINCY AVE. SAN ANTONIO, TX 78212 Phone: (210) 554-2200 Payment Terms: NET 30 Days-Govt/Ed		SHIPPING	\$0.00
		SALES TAX	\$0.00
		GRAND TOTAL	\$81,845.86
DELIVER TO		Please remit payments to:	
Shipping Address: SAN ANTONIO INDEPENDENT SCHOOL DIST SAN ANTONIO ISD 514 W. QUINCY AVE. SAN ANTONIO, TX 78212 Phone: (210) 554-2200 Shipping Method: DROP SHIP-GROUND		CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	

Need Assistance? CDW•G LLC SALES CONTACT INFORMATION

	Mike Smith		(866) 691-7123		miksmi@cdwg.com
---	------------	--	----------------	--	-----------------

LEASE OPTIONS			
FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$81,845.86	\$2,194.29/Month	\$81,845.86	\$2,534.77/Month

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

Why finance?

- Lower Upfront Costs. Get the products you need without impacting cash flow. Preserve your working capital and existing credit line.
- Flexible Payment Terms. 100% financing with no money down, payment deferrals and payment schedules that match your company's business cycles.
- Predictable, Low Monthly Payments. Pay over time. Lease payments are fixed and can be tailored to your budget levels or revenue streams.
- Technology Refresh. Keep current technology with minimal financial impact or risk. Add-on or upgrade during the lease term and choose to return or purchase the equipment at end of lease.
- Bundle Costs. You can combine hardware, software, and services into a single transaction and pay for your software licenses over time! We know your challenges and understand the need for flexibility.

General Terms and Conditions:

This quote is not legally binding and is for discussion purposes only. The rates are estimate only and are based on a collection of industry data from numerous sources. All rates and financial quotes are subject to final review, approval, and documentation by our leasing partners. Payments above exclude all applicable taxes. Financing is subject to credit approval and review of final equipment and services configuration. Fair Market Value leases are structured with the assumption that the equipment has a residual value at the end of the lease term.

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdw.com/content/terms-conditions/product-sales.aspx>
 For more information, contact a CDW account manager
 © 2022 CDW•G LLC 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase: _____
The Board is requested to approve the purchase of Carbon Black Endpoint protection.

2. How will goods and/or services be used? (List Campus/Grades impacted): _____
Carbon Black Endpoint protection is a vital part of cybersecurity for staff and student devices.
staff and student device protection enables a safe, secure, and reliable learning environment.

INFORMATION TECHNOLOGY

06/02/2022

3. Submitted by: Dr. Kenneth Thompson _____
Printed Name Department Date

4. Recommended Vendor(s): Company Name: Dell Technologies
Address: One Dell Way, Mail Stop 8129
City/State/Zip: Round Rock, TX 78682
Phone No: (800) 456-3355, 6180541
Point of Contact: Chelsea Carlino
E-mail Address: Chelsea_Carlino@Dell.com
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
 Competitive Purchase (RFP, RFQ, IFB), Contract #: _____
 Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: DIR-TSO-3763
 Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #: _____
 Professional Services
 Sole Source Contract Expiration Date: 01/10/2024
 Other

6. Purchase valid from: 07/19/2022 through: 07/18/2023

7. For Competitive Purchases Only: Renewals: Yes No
No. of Renewals: 2

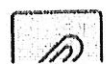
8. Type of Request: (check one)
 One-Time Purchase
 Purchase throughout the school year or on an "as needed" basis
 Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$ 236,624.25
Approximately

10. Funding Source(s) -- check all that apply: Federal State Local Bond

Provide Budget Codes & Descriptions: _____
199-53-6399-65-950--99-080* to be used for up to \$122,256.
197-53-6399-65-950-99-080* to be used for the remaining cost. If possible,
we will use Bond funds for a portion of this purchase.

11. Provide a copy of General Ledger Inquiry showing corresponding balances.



12. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

1) C & I (Goods, Materials, Services)	\$ 0
2) Facilities (Additional Space, Infrastructure, Utilities)	\$ 0
3) Transportation (Additional Routes)	\$ 0
4) HR (Additional Staff)	\$ 0
5) Technology (Cabling/Equipment, etc.)	\$ 0
6) Vehicle Insurance (Director, Employee Benefits signs below)	\$ 0

Requestor Signature	Type Name	Date
Sr. Executive Director/Executive Director Signature	Type Name	Date
Associate Superintendent/Assistant Superintendent Signature	Type Name	Date
Deputy Superintendent Signature <i>Edward Romero</i>	Type Name <u>Edward M. Romero</u>	Date 6/20/2022
Executive Director of Operations, Business Services Signature	Type Name	Date

COORDINATION CONDUCTED WITH (if required):

<i>Larry A Garza</i>	Larry Garza	6/24/2022
Chief Financial Officer, Financial Services Signature <i>[Signature]</i>	Type Name	Date
	<u>Dr. Kenneth Thompson</u>	6/20/2022
Chief Information Technology & Accountability Officer, Information Technology & MIS Signature	Type Name	Date
	<u>Toni Thompson</u>	
Associate Superintendent, Human Capital Management Signature	Type Name	Date
	<u>Kedrick Wright</u>	
Deputy Chief Operations Officer, Construction Services Signature	Type Name	Date
	<u>Lorena Rios</u>	
Director, Employee Benefits, Risk Management & Safety Signature	Type Name	Date

Revised: May 2, 2022

Reviewed By: RC



A quote for your consideration

Based on your business needs, we put the following quote together to help with your purchase decision. Below is a detailed summary of the quote we've created to help you with your purchase decision.

To proceed with this quote, you may respond to this email, order online through your **Premier page**, or, if you do not have Premier, use this **Quote to Order**.

Quote No.	3000121792337.1	Sales Rep	Chelsea Carlino
Total	\$236,624.25	Phone	(800) 456-3355, 6180541
Customer #	43696128	Email	Chelsea_Carlino@Dell.com
Quoted On	Jun. 01, 2022	Billing To	ACCOUNTS PAYABLE
Expires by	Jul. 29, 2022		SAN ANTONIO ISD
Contract Name	Texas Department of Information Resources (TX DIR)		514 W QUINCY AVE
Contract Code	C000000006841		SAN ANTONIO, TX 78212
Customer Agreement #	TX DIR-TSO-3763		

Message from your Sales Rep

Please contact your Dell sales representative if you have any questions or when you're ready to place an order. Thank you for shopping with Dell!

Regards,
Chelsea Carlino

Shipping Group

Shipping To	Shipping Method
EUGENE GONZALEZ SAN ANTONIO ISD 514 W QUINCY ST SAN ANTONIO, TX 78212-5163 (210) 244-2900	Standard Delivery

Product	Unit Price	Quantity	Subtotal
DTA VMWR ACADEMIC CARBON BLACK WKLD MNGD DETEC RESP P/ CPU SUB 1YR	\$108.71	25	\$2,717.75
DTA VMWARE ACAD CARBON BLACK MNGD DETEC RESP P/EDPT PROD SUP SUB 1YR	\$5.00	16000	\$80,000.00
DTA VMWR ACAD CARBON BLACK CLD STD PER EDPT WIN SYS PROD SUB 1YR	\$8.46	16000	\$135,360.00

DTA VMWR ACADEMIC CARBON BLACK CLD WORKLOAD ADV PER CPU PROD SUP SUB 1YR	\$741.86	20	\$14,837.20
DTA VMWR ACADEMIC CARBON BLACK CLD WORKLOAD ADV PER CPU PROD SUP SUB 1YR	\$741.86	5	\$3,709.30

Installation Instructions

Subtotal:	\$236,624.25
Shipping:	\$0.00
Environmental Fee:	\$0.00
Non-Taxable Amount:	\$236,624.25
Taxable Amount:	\$0.00
Estimated Tax:	\$0.00
Total:	\$236,624.25

Special pricing may be available for qualified customers. Please contact your DFS Sales Representative for details.

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase: MULTI-PLAT FORM DEVICE MANAGEMENT SOFTWARE FOR CENTRALIZED MANAGEMENT FOR ALL THE DISTRICT DEVICES

2. How will goods and/or services be used? (List Campus/Grades impacted): ALL STUDENTS, STAFF AND DEPARTMENT IN SAISD.

3. Submitted by: KENNETH THOMPSON INFORMATION TECHNOLOGY 06/23/2022
Printed Name Department Date

4. Recommended Vendor(s): Company Name: FILEWAVE HEADQUARTERS
Address: 12125 E. 65TH STREET 36144
City/State/Zip: INDIANAPOLIS, IN 46256
Phone No: 888-345-9286
Point of Contact: SUSAN BOYD
E-mail Address: SUSANB@FILEWAVE.COM
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
Competitive Purchase (RFP, RFQ, IFB), Contract #:
X Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: CHOICE PARTNER 1/031KN-24
Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #:
Professional Services
Sole Source Contract Expiration Date: 06/15/2025
Other

6. Purchase valid from: 07/19/2022 through: 07/18/2024

7. For Competitive Purchases Only: Renewals: Yes No X
No. of Renewals:

8. Type of Request: (check one)
X One-Time Purchase
Purchase throughout the school year or on an "as needed" basis
Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$318,313.84-(2 yrs)
\$ 180,000 for yr 1-2022-2023
Approximately

10. Funding Source(s) - check all that apply: Federal State Local X Bond

Provide Budget Codes & Descriptions: 197-53-6399-65-950-99-004

11. Provide a copy of General Ledger Inquiry showing corresponding balances.



12. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

- 1) C & I (Goods, Materials, Services) \$ 0
- 2) Facilities (Additional Space, Infrastructure, Utilities) \$ 0
- 3) Transportation (Additional Routes) \$ 0
- 4) HR (Additional Staff) \$ 0
- 5) Technology (Cabling/Equipment, etc.) \$ 0
- 6) Vehicle Insurance (*Director, Employee Benefits signs below*) \$ 0

Requestor Signature	Type Name	Date
Sr. Executive Director/Executive Director Signature	Type Name	Date
Associate Superintendent/Assistant Superintendent Signature	Type Name	Date
Deputy Superintendent Signature	Type Name	Date
<i>Edward Romero</i>	Edward M. Romero	6/23/2022
Executive Director of Operations, Business Services Signature	Type Name	Date

COORDINATION CONDUCTED WITH (if required):

<i>Dorothy Carreon</i>	Larry Garza <i>Dorothy Carreon</i>	6-27-2022
Chief Financial Officer, Financial Services Signature	Type Name	Date
<i>K</i>	Dr. Kenneth Thompson	6/24/2022
Chief Information Technology & Accountability Officer, Information Technology & MIS Signature	Type Name	Date
Associate Superintendent, Human Capital Management Signature	Toni Thompson Type Name	Date
Deputy Chief Operations Officer, Construction Services Signature	Kedrick Wright Type Name	Date
Director, Employee Benefits, Risk Management & Safety Signature	Lorena Rios Type Name	Date

Revised: May 2, 2022

Reviewed By: RC

Quote for 9/1/22 San Antonio ISD 24 Month Renewal

San Antonio ISD

514 W. Quincy
 San Antonio, TX 78212
 US

ntrevino3@saisd.net

Israel De Leon

ideleon1@saisd.net
 (210) 244-2900

Reference: 20220602-160853076
 Quote created: June 2, 2022
 Quote expires: August 31, 2022



FileWave

12125 E 65th St
 #361445
 Indianapolis IN 46236
 United States

Prepared by: Susan Boyd

susanb@filewave.com

Billing Address

San Antonio ISD

514 W. Quincy
 San Antonio TX 78212
 US

Shipping Address

San Antonio ISD

514 W. Quincy
 San Antonio TX 78212
 US

Total **\$318,313.84**

PRODUCTS & SERVICES	SKU	QUANTITY	TERM	PRICE	TOTAL
District Site License EDU	Americas Site License EDU	44707	24M	\$7.12	\$318,313.84

Total	\$318,313.84
--------------	---------------------

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase: INTERACTIVE FLAT PANELS AND ITEMS associated WITH INSTALLATION PRODUCTS (ALSO KNOWN AS SMART BOARDS) WILL BE USED IN THE CLASSROOMS FOR TEACHING AND STUDENT LEARNING.

2. How will goods and/or services be used? (List Campus/Grades impacted): THIS PRODUCTS WILL BE USED BY TEACHER FOR THE ENTIRE DISTRICT IN THE CLASSROOM TO ALLOW FOR BETTER TEACHING FOR THE STUDENT LEARNING.

3. Submitted by: KENNETH THOMPSON INFORMATION TECHNOLOGY 06/23/2022
Printed Name Department Date

4. Recommended Vendor(s): Company Name: SEE ATTACHEMENT
Address: SEE ATTACHEMENT
City/State/Zip: SEE ATTACHEMENT
Phone No: SEE ATTACHEMENT
Point of Contact: SEE ATTACHEMENT
E-mail Address: SEE ATTACHEMENT
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
 Competitive Purchase (RFP, RFQ, IFB), Contract #: _____
 Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: SEE ATTACHEMENT
 Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #: _____
 Professional Services
 Sole Source Contract Expiration Date: 07/15/2023
 Other

6. Purchase valid from: 07/19/2022 through: 07/15/2023

7. For Competitive Purchases Only: Renewals: Yes _____ No
No. of Renewals: _____

8. Type of Request: (check one)
 One-Time Purchase
 Purchase throughout the school year or on an "as needed" basis
 Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$ 5,000,000
Approximately

10. Funding Source(s) – check all that apply: Federal _____ State _____ Local _____ Bond

Provide Budget Codes & Descriptions: _____
671-11-6399-00-XXX-11-L21

11. Provide a copy of General Ledger Inquiry showing corresponding balances.



12. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

1) C & I (Goods, Materials, Services)	\$ 0
2) Facilities (Additional Space, Infrastructure, Utilities)	\$ 0
3) Transportation (Additional Routes)	\$ 0
4) HR (Additional Staff)	\$ 0
5) Technology (Cabling/Equipment, etc.)	\$ 0
6) Vehicle Insurance (<i>Director, Employee Benefits signs below</i>)	\$ 0

Requestor Signature	Type Name	Date
Sr. Executive Director/Executive Director Signature	Type Name	Date
Associate Superintendent/Assistant Superintendent Signature	Type Name	Date
Deputy Superintendent Signature	Type Name	Date
<i>Edward Romero</i>	Edward M. Romero	6/23/2022
Executive Director of Operations, Business Services Signature	Type Name	Date

COORDINATION CONDUCTED WITH (if required):

<i>Larry Garza</i>	Larry Garza	6/24/2022
Chief Financial Officer, Financial Services Signature	Type Name	Date
<i>Kenneth Thompson</i>	Dr. Kenneth Thompson	6/23/2022
Chief Information Technology & Accountability Officer, Information Technology & MIS Signature	Type Name	Date
	Toni Thompson	
Associate Superintendent, Human Capital Management Signature	Type Name	Date
	Kedrick Wright	
Deputy Chief Operations Officer, Construction Services Signature	Type Name	Date
	Lorena Rios	
Director, Employee Benefits, Risk Management & Safety Signature	Type Name	Date

Revised: May 2, 2022

Reviewed By: RC

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Company Name: Piraino Consulting Inc.
Address: 980 Runway Drive
City/State/Zip Conway, AR 72032
Phone No: (855) 635-9325 x1021
Point of Contact: Ryan Slater
E-mail Address: ryan@pirainoconsulting.com
Contract Number: TIPS 200904 – Minimum 5% Discount

Company Name: GTS Technology Solutions
Address: 9211 Waterford Centre Blvd. Ste. 275
City/State/Zip Austin TX, 78758
Phone No: (281)-323-1482
Point of Contact: Brooke Bingham
E-mail Address: Brooke.Bingham@gts-ts.com
Contract Number: DIR 4754 & TIPS 200105

Company Name: Data Optics Cable Inc.
Address: 250 E Ramsey Rd
City/State/Zip San Antonio TX, 78216
Phone No: (210)-296-7892
Point of Contact: Jerry Martin
E-mail Address: jmartin@dataoptics.net
Contract Number: Region 20 # 20022

Company Name: GAIN Innovation, LLC
Address: 1320 Arrow Point Dr. Suite 501 #TW104
City/State/Zip: Cedar Park, TX 78613
Phone No: (512)-658-7160
Point of Contact: Michael Hieber
Email Address: mhieber@gain-i.com
Contract Number: DIR-TSO-4389

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase: STEMscopes is a supplemental instructional resource for kindergarten through high school science courses. This resource is accessed digitally, with each teacher and student having a unique login. STEMscopes provides teachers with TEKS-aligned and research-based lessons using the 5E-Instructional Model. STEMscopes includes interventions for at-risk students and integrated reading passages.

2. How will goods and/or services be used? (List Campus/Grades impacted): Teachers will use STEMscopes to create lessons and assessments aligned to Science Texas Essential Knowledge and Skills. Students will engage with STEMscopes interactive, hands-on lessons to reinforce science concepts and vocabulary.

3. Submitted by: Dr. Carol A. Bielke Technology Instructional Materials 06/13/2022
Printed Name Department Date

4. Recommended Vendor(s): Company Name: Accelerate Learning Inc.
Address: PO Box 732464
City/State/Zip: Dallas, Texas 75373
Phone No: 800-531-0864
Point of Contact: Kaz Kuzminski
E-mail Address: stemscopes@acceleratelearning.com
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
 Competitive Purchase (RFP, RFQ, IFB), Contract #: _____
 Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: ChoicePartners #19/038KC01
 Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #: _____
 Professional Services
 Sole Source Contract Expiration Date: 07/26/2023
 Other

6. Purchase valid from: 07/19/2022 through: 06/30/2023

7. For Competitive Purchases Only: Renewals: Yes _____ No
No. of Renewals: _____

8. Type of Request: (check one)
 One-Time Purchase
 Purchase throughout the school year or on an "as needed" basis
 Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$ 202,093.30
Approximately

10. Funding Source(s) – check all that apply: Federal State _____ Local _____ Bond _____

Provide Budget Codes & Descriptions: _____
281-11-6321-00-999-11-R-98 Instructional Materials
ESSER II Funding will be available July 1, upon approval of the 2022-2023 SY Budget

11. Provide a copy of General Ledger Inquiry showing corresponding balances.





Accelerate Learning Inc.

STEMscopes Quote

Quote/Invoice Number 00078356
 Account Name San Antonio Independent School District
 Shipping Address 141 Lavaca St
 San Antonio, Texas 78210-1099
 United States
 Contact Name Carol Bielke
 Email cbielke1@saisd.net

MAIL PAYMENTS TO:

Division Accelerate Learning Inc.
 Company Address PO BOX 732464
 Dallas, 75373-2464

Created Date 6/16/2022
 Prepared By Kaz Kuzminski

Description STEMscopes one year online quote for grades K-12 based on student counts provided by Carol Bielke.
 Choice Partners Contract # 19/038KC-01 supersedes all terms and conditions

The quantity below represents the total number of students for each grade level.

Product Name	ISBN	Grade	Quantity	Years	List Price	Sales Price	Total Price
TX Grade 1 Online	978-1-93662-096-2	K-5	3,006.00	1 Year	\$5.25	\$5.25	\$15,781.50
TX Grade 2 Online	978-1-93662-097-5	K-5	3,172.00	1 Year	\$5.25	\$5.25	\$16,653.00
TX Grade 3 Online	978-1-93662-096-8	K-5	3,073.00	1 Year	\$5.25	\$5.25	\$16,133.25
TX Grade 4 Online	978-1-93662-095-1	K-5	2,952.00	1 Year	\$5.25	\$5.25	\$15,498.00
TX Grade 5 Online	978-1-93662-094-4	K-5	2,976.00	1 Year	\$5.25	\$5.25	\$15,624.00
TX Grade 6 Online	978-1-93662-093-7	MS	2,937.00	1 Year	\$5.95	\$5.95	\$17,475.15
TX Grade 7 Online	978-1-93662-092-0	MS	2,962.00	1 Year	\$5.95	\$5.95	\$17,623.90
TX Grade 8 Online	978-1-93662-091-3	MS	3,278.00	1 Year	\$5.95	\$5.95	\$19,504.10
TX Grade K Online	978-1-93662-099-9	K-5	3,088.00	1 Year	\$5.25	\$5.25	\$16,212.00
TX HS Biology Online	978-1-93662-090-6	HS	2,972.00	1 Year	\$5.95	\$5.95	\$17,683.40
TX HS Chemistry Online	978-1-93662-089-0	HS	2,741.00	1 Year	\$5.95	\$5.95	\$16,308.95
TX HS Physics Online	978-1-93662-088-3	HS	1,959.00	1 Year	\$5.95	\$5.95	\$11,656.05
TX ReTEKS Grade 5 Online	978-1-63037-071-8	K-5	38.00	1 Year	\$495.00	\$0.00	\$0.00
TX ReTEKS Grade 8 Online	978-1-63037-073-2	MS	27.00	1 Year	\$695.00	\$0.00	\$0.00
TX ReTEKS HS Biology (<465 Enrollment) Online	978-1-63037-313-9D	HS	12.00	1 Year	\$495.00	\$495.00	\$5,940.00

Subtotal \$202,093.30
 Shipping \$0.00
 Order Total \$202,093.30

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase: Actively Learn is an online tool with a library of texts and TEKS-aligned lessons that both teachers and students can interact with in real-time. Actively Learn embeds and scaffolds content aligned to student learning and engagement.

2. How will goods and/or services be used? (List Campus/Grades impacted): Actively Learn is a supplemental resource for High School ELAR and MS ESOL students to interact with the text by digitally highlighting, annotating, responding to embedded questions/content, and leaving feedback/comments.

3. Submitted by: Dr. Carol Bielke Technology & Instructional Materials Allotment 06/13/2022
Printed Name Department Date

4. Recommended Vendor(s): Company Name: Achieve 3000
Address: 8787 Orion Place
City/State/Zip: Columbus, Ohio 43240
Phone No: 512-680-4377
Point of Contact: Mitzi Brenner
E-mail Address: mitzi.brenner@mheducation.com
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
 Competitive Purchase (RFP, RFQ, IFB), Contract #: _____
 Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: ESC 20 # 18030
 Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #: _____
 Professional Services
 Sole Source Contract Expiration Date: 10/31/2022
 Other

6. Purchase valid from: 07/19/2022 through: 10/31/2022

7. For Competitive Purchases Only: Renewals: Yes _____ No
No. of Renewals: _____

8. Type of Request: (check one)
 One-Time Purchase
 Purchase throughout the school year or on an "as needed" basis
 Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$ 256,755.00
Approximately

10. Funding Source(s) – check all that apply: Federal State _____ Local _____ Bond _____

Provide Budget Codes & Descriptions: _____
281-11-6321-00-999-11-R-98 Instructional Materials
ESSER II Funding will be available July 1, upon approval of the 2022-2023 SY Budget

11. Provide a copy of General Ledger Inquiry showing corresponding balances.



12. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

1) C & I (Goods, Materials, Services)	\$ 0
2) Facilities (Additional Space, Infrastructure, Utilities)	\$ 0
3) Transportation (Additional Routes)	\$ 0
4) HR (Additional Staff)	\$ 0
5) Technology (Cabling/Equipment, etc.)	\$ 0
6) Vehicle Insurance (<i>Director, Employee Benefits signs below</i>)	\$ 0

<u>Dr. Carol Bielke</u>	Dr. Carol Bielke	6/17/2022
Requestor Signature	Type Name	Date
<u>Becky Landa</u>	Becky Landa	6/17/2022
Sr. Executive Director/Executive Director Signature	Type Name	Date
_____ Associate Superintendent/Assistant Superintendent Signature	Type Name	Date
<u>Patti Salzmnn</u>	Patti Salzmnn	6/17/2022
Deputy Superintendent Signature	Type Name	Date
<u>Edward Romero</u>	Edward M. Romero	6/17/2022
Executive Director of Operations, Business Services Signature	Type Name	Date

COORDINATION CONDUCTED WITH (if required):

<u>Larry Garza</u>	Larry Garza	6/17/2022
Chief Financial Officer, Financial Services Signature	Type Name	Date
<u>Dr. Kenneth Thompson</u>	Dr. Kenneth Thompson	6/17/2022
Chief Information Technology & Accountability Officer, Information Technology & MIS Signature	Type Name	Date
_____ Associate Superintendent, Human Capital Management Signature	Toni Thompson Type Name	Date
_____ Deputy Chief Operations Officer, Construction Services Signature	Kedrick Wright Type Name	Date
_____ Director, Employee Benefits, Risk Management & Safety Signature	Lorena Rios Type Name	Date

Revised: May 2, 2022

Reviewed By: RC



Date: June 4, 2022

Investment Summary

We are honored to continue our strategic partnership with San Antonio ISD and look forward to working with you to meet your learning goals for the 2022-2023 school year and beyond.

Participating High Schools	
Advanced Learning Academy (PK-12)	
Brackenridge High School	
Burbank High School	
Cast Med (9-11)	
CAST Tech	
Edison High School	
Fox Technical High School	
Highlands High School	
Jefferson High School	
Lanier High School	
Phoenix Middle College (11-12)	
Sam Houston High School	
St. Phillip's Early College High School	
Travis Early College High School	
Young Men's Leadership Academy (4-12)	
Young Women's Leadership Academy (6-12)	
Actively Learn Solutions	
Actively Learn ELA Plan plus Unlimited Copyrighted Texts for 16 Schools - 11,375 Student Licenses	
Nine Actively Learn Online Professional Learning Services Sessions (90-Minute Virtual Session for up to 25 attendees)	
Achieve3000 Site Setup - Deployment and ongoing support, including rostering, integrations, and customer support.	
Order Total	\$240,195.00



Date: June 4, 2022

Participating Middle Schools	
Beacon Hill (PreK-8)	
Bonham (K-8)	
Bowden (PreK-8)	
Crockett (PreK-8)	
Davis Middle School	
Democracy Prep at Stewart (PreK-8)	
Fenwick (PreK-8)	
Harris Middle School	
Hawthorne (K-8)	
Hot Wells Middle School	
Irving Dual Language (PreK-8)	
Japhet (PreK-8)	
Longfellow Middle School	
Lowell Middle School	
Poe Middle School	
Rhodes Middle School	
Rogers Elementary School	
Tafolla Middle School	
Twain Middle School	
Whittier Middle School	
Woodlawn Elementary	
Actively Learn Solutions	
Actively Learn ELA Plan plus Unlimited Copyrighted Texts for 21 Schools - 255 Student Licenses	
Six Actively Learn Online Professional Learning Services Sessions (90-Minute Virtual Session for up to 25 attendees)	
Achieve3000 Site Setup - Deployment and ongoing support, including rostering, integrations, and customer support.	
Order Total	\$16,560.00

This proposal is valid until July 31, 2022

Please see below for acceptance of your Investment Proposal.

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase: Canvas is a web-based system that allows students and teachers to access online course materials, videos, and assessments. The Canvas Learning Management System (LMS) integrates into our digital ecosystems such as Classlink, Google and other SAISD digital tools. Canvas LMS includes a variety of tools to customize course content to be accessible for all learners anytime, anywhere.

2. How will goods and/or services be used? (List Campus/Grades impacted): Canvas will serve as the district's learning management system to support course content and communication. It includes the use of assistive technology such as immersive reader, closed caption, video annotations, video recordings (both audio & visual) and language translators.

3. Submitted by: Dr. Carol Bielke Technology & Instructional Materials Allotment 06/13/2022
Printed Name Department Date

4. Recommended Vendor(s): Company Name: Education Service Center Region 20
Address: 1314 Hines
City/State/Zip: San Antonio, Tx 78206
Phone No: 210-370-5407
Point of Contact: Cyndi Zaragoza
E-mail Address: Cyndi.zaragoza@esc20.net
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
 Competitive Purchase (RFP, RFQ, IFB), Contract #: _____
 Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: ESC 20# 98147
 Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #: _____
 Professional Services
 Sole Source Contract Expiration Date: 06/30/2023
 Other

6. Purchase valid from: 07/01/2022 through: 06/30/2023

7. For Competitive Purchases Only: Renewals: Yes _____ No
No. of Renewals: _____

8. Type of Request: (check one)
 One-Time Purchase
 Purchase throughout the school year or on an "as needed" basis
 Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$ 240,930.00
Approximately

10. Funding Source(s) – check all that apply: Federal State _____ Local _____ Bond _____

Provide Budget Codes & Descriptions: _____
281-11-6321-00-999-R-98 Instructional Materials
ESSER II Funding will be available July 1, upon approval of the 2022-2023 SY Budget.

11. Provide a copy of General Ledger Inquiry showing corresponding balances.



12. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

1) C & I (Goods, Materials, Services)	\$ 0
2) Facilities (Additional Space, Infrastructure, Utilities)	\$ 0
3) Transportation (Additional Routes)	\$ 0
4) HR (Additional Staff)	\$ 0
5) Technology (Cabling/Equipment, etc.)	\$ 0
6) Vehicle Insurance (<i>Director, Employee Benefits signs below</i>)	\$ 0

<u>Dr. Carol Bielke</u>	Dr. Carol Bielke	6/17/2022
Requestor Signature	Type Name	Date
<u>Becky Landa</u>	Becky Landa	6/17/2022
Sr. Executive Director/Executive Director Signature	Type Name	Date
_____ Associate Superintendent/Assistant Superintendent Signature	Type Name	Date
<u>Patti Salzmann</u>	Patti Salzmann	6/17/2022
Deputy Superintendent Signature	Type Name	Date
<u>Edward Romero</u>	Edward M. Romero	6/17/2022
Executive Director of Operations, Business Services Signature	Type Name	Date

COORDINATION CONDUCTED WITH (if required):

<u>Larry Garza</u>	Larry Garza	6/17/2022
Chief Financial Officer, Financial Services Signature	Type Name	Date
<u>Dr. Kenneth Thompson</u>	Dr. Kenneth Thompson	6/17/2022
Chief Information Technology & Accountability Officer, Information Technology & MIS Signature	Type Name	Date
_____ Associate Superintendent, Human Capital Management Signature	Toni Thompson Type Name	Date
_____ Deputy Chief Operations Officer, Construction Services Signature	Kedrick Wright Type Name	Date
_____ Director, Employee Benefits, Risk Management & Safety Signature	Lorena Rios Type Name	Date

Revised: May 2, 2022

Reviewed By: RC



Services Order Form

Order #: Q-233743-4
 Date: 2022-05-18
 Offer Valid Through: 2022-09-30

6330 South 3000 East, Suite 700, Salt Lake City, UT 84121, United States

Order Form For San Antonio Independent School District

Address: 141 Lavaca St.
 City: San Antonio
 State/Province: Texas
 Zip/Postal Code: 78210
 Country: United States

Order Information

Billing Frequency: Annual Upfront
 Payment Terms: Net 30

Billing Contact

Primary Contact

Name: Cyndi Zaragoza
 Email: cyndi.zaragoza@esc20.net
 Phone: 210-370-5407

Name: Becky Landa
 Email: blanda@saisd.net
 Phone: +1 210 554 2625

Education Service Center Region 20
 1314 Hines Avenue
 San Antonio TX 78208
 Region 20 Contract # 92970

Billing Frequency Term:

Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

Year 1						
Description	Start Date	End Date	Metric	Qty	Price	Amount
Canvas Cloud Subscription	2022-07-01	2023-06-30	User	45,000	USD 3.67	USD 165,150.00
Studio Cloud Subscription	2022-07-01	2023-06-30	User	45,000	USD 0.95	USD 42,750.00
24x7 Support	2022-07-01	2023-06-30	20% of Subscription (Minimums Apply)	1	USD 33,030.00	USD 33,030.00
Recurring Sub-Total						USD 240,930.00
Year 1 Total						USD 240,930.00
Grand Total:						USD 240,930.00

Deliverable	Description	Expiration
24x7 Support	24x7 support per year (20% of subscription - minimums apply)	N/A

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase: certiport provides students with online learning materials and practice tests to prepare for career and technical education certification testing.

2. How will goods and/or services be used? (List Campus/Grades impacted): certiport offers high school students, who are taking certification tests, the opportunity to have online instructional materials and practice tests. By having CTE students pass certification tests, this allows the district to meet TEA State Accountability.

3. Submitted by: Dr. Carol A. Bielke Technology & Instructional Materials Allotment 06/13/2022
Printed Name Department Date

4. Recommended Vendor(s): Company Name: NCS Pearson, Inc. (Certiport)
Address: 1276 South 820 East, Suite 200
City/State/Zip: American Fork, UT, 84003
Phone No: (888)222-7890
Point of Contact: Clay Hagblom
E-mail Address: clay.hagblom@pearson.com
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
 Competitive Purchase (RFP, RFQ, IFB), Contract #: _____
 Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: _____
 Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #: NEISD RFP 03-18
 Professional Services
 Sole Source Contract Expiration Date: 10/31/2022
 Other

6. Purchase valid from: 07/19/2022 through: 10/31/2022

7. For Competitive Purchases Only: Renewals: Yes _____ No X
No. of Renewals: _____

8. Type of Request: (check one)
 One-Time Purchase
 Purchase throughout the school year or on an "as needed" basis
 Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$ 173,158.00
Approximately

10. Funding Source(s) – check all that apply: Federal X State _____ Local _____ Bond _____

Provide Budget Codes & Descriptions: _____
281-11-6321-00-999-11-R-98 Instructional Materials
ESSER II Funding will be available July 1, upon approval of the 2022-2023 SY

11. Provide a copy of General Ledger Inquiry showing corresponding balances.



CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 4/28/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00109538
Certiport ID 90085163

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Advanced Learning Academy
Bill To 514 West Quincy Street
San Antonio, TX 78212
USA

Ship To Name Advanced Learning Academy
Ship To 514 West Quincy Street
San Antonio, TX 78212
USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Product ID	Product	Quantity	Sales Price	Total Price
1102103	ACU Campus License with Site License Practice Test - K12 (NOAM)	1.00	\$4,992.00	\$4,992.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$4,992.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 4/21/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00109166
Certiport ID 90052007

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name G. W. Brackenridge High School
Bill To San Antonio ISD
Attn: Accounts Payable
141 Lavaca Street
San Antonio, TX 78210
USA

Ship To Name G. W. Brackenridge High School
Ship To 400 Eagleland Dr
San Antonio, TX 78210
USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Product ID	Product	Quantity	Sales Price	Total Price
1104541	(LearnKey) Adobe Pro Site License - 500 User K12/WFD (GMetrix Platform)	1.00	\$2,250.00	\$2,250.00
1102126	Adobe Pro - Certification and Practice Test License Bundle - Campus - Full Suite - K12	1.00	\$5,928.00	\$5,928.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$8,178.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
 Email clay.hagblom@pearson.com
 Phone (801) 847-3180
 Created Date 3/29/2022
 Expiration This quote is valid until 07/31/2022
 Quote Number 00108080
 Certiport ID 90052640

Mailing Address

Certiport, a business of NCS Pearson, Inc.
 1633 W. Innovation Way, 5th Floor
 Lehi, UT 84043
 USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
 Bloomington, MN 55437
 USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
 13036 COLLECTION CENTER DRIVE
 CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
 ACH: # 071-000-039 WIRE: # 0260-0959-3
 Account No: 81881-05388 SWIFT: BOFAUS3N
 (Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Burbank High School - San Antonio ISD
 Bill To 141 Lavaca Street
 San Antonio, TX 78210
 San Antonio, TX 210-299-55
 USA

Ship To Name Burbank High School - San Antonio ISD
 Ship To 1002 Edwards
 1002 Edwards, TX 78204
 USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Product ID	Product	Quantity	Sales Price	Total Price
1102735	(CertPREP) MOS Practice Test Site License (Full Suite) - K12/WFD (GMetrix Platform)	1.00	\$2,236.00	\$2,236.00
1105108	ESB Site License Bundle: Exams, Practice Tests, Mindset Index, and Educator Resource Guide K12/WFD	1.00	\$3,450.00	\$3,450.00
1101634	MOS License - US K-12	1.00	\$3,744.00	\$3,744.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$9,430.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
 Email clay.hagblom@pearson.com
 Phone (801) 847-3180
 Created Date 3/29/2022
 Expiration This quote is valid until 07/31/2022
 Quote Number 00108091
 Certiport ID 90083331

Mailing Address

Certiport, a business of NCS Pearson, Inc.
 1633 W. Innovation Way, 5th Floor
 Lehi, UT 84043
 USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
 Bloomington, MN 55437
 USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
 13036 COLLECTION CENTER DRIVE
 CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
 ACH: # 071-000-039 WIRE: # 0260-0959-3
 Account No: 81881-05388 SWIFT: BOFAUS3N
 (Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name CAST Med - SAISD
 Bill To 2601 Louis Bauer Drive
 San Antonio, TX 78235
 USA

Ship To Name CAST Med - SAISD
 Ship To 2601 Louis Bauer Drive
 San Antonio, TX 78235
 USA

Prepared For

Christina Mank-Allen

cmank1@salsd.net

Product ID	Product	Quantity	Sales Price	Total Price
1102735	(CertPREP) MOS Practice Test Site License (Full Suite) - K12/WFD (GMetrix Platform)	1.00	\$2,236.00	\$2,236.00
1101634	MOS License - US K-12	1.00	\$3,744.00	\$3,744.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$5,980.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18



A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/29/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00108087
Certiport ID 90075004

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name CAST Tech High School
Bill To 637 N. Main
San Antonio, TX 78205
USA

Ship To Name CAST Tech High School
Ship To 637 N. Main
San Antonio, TX 78205
USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Table with 5 columns: Product ID, Product, Quantity, Sales Price, Total Price. Rows include (CertPREP) MOS Practice Test Site License, ESB Site License Bundle, and MOS License - US K-12.

** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.

Grand Total \$9,430.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
 Email clay.hagblom@pearson.com
 Phone (801) 847-3180
 Created Date 4/19/2022
 Expiration This quote is valid until 07/31/2022
 Quote Number 00109036
 Certiport ID 90075004

Mailing Address

Certiport, a business of NCS Pearson, Inc.
 1633 W. Innovation Way, 5th Floor
 Lehi, UT 84043
 USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
 Bloomington, MN 55437
 USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
 13036 COLLECTION CENTER DRIVE
 CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
 ACH: # 071-000-039 WIRE: # 0260-0959-3
 Account No: 81881-05388 SWIFT: BOFAUS3N
 (Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name CAST Tech High School
 Bill To 637 N. Main
 San Antonio, TX 78205
 USA

Ship To Name CAST Tech High School
 Shp To 637 N. Main
 San Antonio, TX 78205
 USA

Prepared For

Christina Mank-Allen

cmank1@salsd.net

Product ID	Product	Quantity	Sales Price	Total Price
1105294	(LearnKey) Intuit Courseware Site License - 500 user K12/WFD (GMetrix platform)	1.00	\$1,800.00	\$1,800.00
1105095	Intuit Certifications License with CertPREP Practice Tests - K12	1.00	\$3,536.00	\$3,536.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$5,336.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18



A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 4/21/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00109168
Certiport ID 90075004

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name CAST Tech High School
Bill To 637 N. Main
San Antonio, TX 78205
USA

Ship To Name CAST Tech High School
Ship To 637 N. Main
San Antonio, TX 78205
USA

Prepared For
Christina Mank-Allen cmank1@salsd.net

Table with 4 columns: Product ID, Product, Quantity, Sales Price, Total Price. Rows include LearnKey Adobe Pro Site License and Adobe Pro - Certification and Practice Test License Bundle.

** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.

Grand Total \$8,178.00
Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18



A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/29/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00108081
Certiport ID 90051759

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Thomas Edison High School-San Antonio ISD
Bill To 141 Lavaca street
San Antonio, TX 78210
USA

Ship To Name Thomas Edison High School-San Antonio ISD
Ship To 701 Santa Monica
San Antonio, TX 78247
USA

Prepared For
Christina Mank-Allen cmank1@salsd.net

Table with 5 columns: Product ID, Product, Quantity, Sales Price, Total Price. Rows include MOS Practice Test Site License, ESB Site License Bundle, and MOS License - US K-12.

** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.

Grand Total \$9,430.00
Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18



A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/29/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00108082
Certiport ID 90003756

Mailing Address
Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address
5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:
NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:
Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Highlands High School
Bill To Accounts Payable
141 Lavaca Street
San Antonio, TX 78210
USA

Ship To Name Highlands High School
Ship To 3118 Elgin Ave.
San Antonio, TX 78210
San Antonio, TX 78210
USA

Prepared For
Christina Mank-Allen cmank1@saisd.net

Table with 5 columns: Product ID, Product, Quantity, Sales Price, Total Price. Rows include (CertPREP) MOS Practice Test Site License, ESB Site License Bundle, and MOS License - US K-12.

** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.

Grand Total \$9,430.00
Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18



A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/23/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00107839
Certiport ID 90003756

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Highlands High School
Bill To Accounts Payable
141 Lavaca Street
San Antonio, TX 78210
USA

Ship To Name Highlands High School
Ship To 3118 Elgin Ave.
San Antonio, TX 78210
San Antonio, TX 78210
USA

Prepared For

Christina Mank-Allen

cmank1@salsd.net

Table with 4 columns: Product ID, Product, Quantity, Sales Price, Total Price. Row 1: 1102103, ACU Campus License with Site License Practlce Test - K12 (NOAM), 1.00, \$4,992.00, \$4,992.00

** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.

Grand Total \$4,992.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18



A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 4/21/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00109165
Certiport ID 90051886

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Thomas Jefferson High School-San Antonio ISD
Bill To 141 Lavaca street
San Antonio, TX 78210
USA

Ship To Name Thomas Jefferson High School-San Antonio ISD
Ship To 723 Donaldson Ave.
San Antonio, TX 78201
USA

Prepared For

Christina Mank-Allen

cmank1@salsd.net

Table with 5 columns: Product ID, Product, Quantity, Sales Price, Total Price. Rows include (LearnKey) Adobe Pro Site License and Adobe Pro - Certification and Practice Test License Bundle.

** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.

Grand Total \$8,178.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
 Email clay.hagblom@pearson.com
 Phone (801) 847-3180
 Created Date 3/29/2022
 Expiration This quote is valid until 07/31/2022
 Quote Number 00108084
 Certiport ID 90051886

Mailing Address

Certiport, a business of NCS Pearson, Inc.
 1633 W. Innovation Way, 5th Floor
 Lehi, UT 84043
 USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
 Bloomington, MN 55437
 USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
 13036 COLLECTION CENTER DRIVE
 CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
 ACH: # 071-000-039 WIRE: # 0260-0959-3
 Account No: 81881-05388 SWIFT: BOFAUS3N
 (Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Thomas Jefferson High School-San Antonio ISD
 Bill To 141 Lavaca street
 San Antonio, TX 78210
 USA

Ship To Name Thomas Jefferson High School-San Antonio ISD
 Ship To 723 Donaldson Ave.
 San Antonio, TX 78201
 USA

Prepared For
 Christina Mank-Allen cmank1@salsd.net

Product ID	Product	Quantity	Sales Price	Total Price
1102735	(CertPREP) MOS Practice Test Site License (Full Suite) - K12/WFD (GMetrix Platform)	1.00	\$2,236.00	\$2,236.00
1105108	ESB Site License Bundle; Exams, Practice Tests, Mindset Index, and Educator Resource Guide K12/WFD	1.00	\$3,450.00	\$3,450.00
1101634	MOS License - US K-12	1.00	\$3,744.00	\$3,744.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$9,430.00
 Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/23/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00107843
Certiport ID 90051886

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Thomas Jefferson High School-San Antonio ISD
Bill To 141 Lavaca street
San Antonio, TX 78210
USA

Ship To Name Thomas Jefferson High School-San Antonio ISD
Ship To 723 Donaldson Ave.
San Antonio, TX 78201
USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Product ID	Product	Quantity	Sales Price	Total Price
1104416	(CADLearning) ACU E-learning Unlimited Campus License	1.00	\$1,800.00	\$1,800.00
1102103	ACU Campus License with Site License Practice Test - K12 (NOAM)	1.00	\$4,992.00	\$4,992.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$6,792.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18



A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 4/21/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00109163
Certport ID 90051662

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Sam Houston High School
Bill To 141 lavaca street
San Antonio, TX 78210
USA

Ship To Name Sam Houston High School
Ship To 4635 E. Houston
San Antonio, TX 78220
USA

Prepared For

Christlna Mank-Allen

cmank1@salsd.net

Table with 4 columns: Product ID, Product, Quantity, Sales Price, Total Price. Rows include (LearnKey) Adobe Pro Site License and Adobe Pro - Certification and Practice Test License Bundle.

** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.

Grand Total \$8,178.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/23/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00107840
Certiport ID 90051662

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Sam Houston High School
Bill To 141 lavaca street
San Antonio, TX 78210
USA

Ship To Name Sam Houston High School
Ship To 4635 E. Houston
San Antonio, TX 78220
USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Product ID	Product	Quantity	Sales Price	Total Price
1102103	ACU Campus License with Site License Practice Test - K12 (NOAM)	1.00	\$4,992.00	\$4,992.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$4,992.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
 Email clay.hagblom@pearson.com
 Phone (801) 847-3180
 Created Date 3/29/2022
 Expiration This quote is valid until 07/31/2022
 Quote Number 00108083
 Certiport ID 90051662

Mailing Address

Certiport, a business of NCS Pearson, Inc.
 1633 W. Innovation Way, 5th Floor
 Lehi, UT 84043
 USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
 Bloomington, MN 55437
 USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
 13036 COLLECTION CENTER DRIVE
 CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
 ACH: # 071-000-039 WIRE: # 0260-0959-3
 Account No: 81881-05388 SWIFT: BOFAUS3N
 (Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Sam Houston High School
 Bill To 141 lavaca street
 San Antonio, TX 78210
 USA

Ship To Name Sam Houston High School
 Ship To 4635 E. Houston
 San Antonio, TX 78220
 USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Product ID	Product	Quantity	Sales Price	Total Price
1102735	(CertPREP) MOS Practice Test Site License (Full Suite) - K12/WFD (GMetrix Platform)	1.00	\$2,236.00	\$2,236.00
1105108	ESB Site License Bundle: Exams, Practice Tests, Mindset Index, and Educator Resource Guide K12/WFD	1.00	\$3,450.00	\$3,450.00
1101634	MOS License - US K-12	1.00	\$3,744.00	\$3,744.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$9,430.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18



A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 4/21/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00109161
Certiport ID 84005842

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5801 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Lanier High School
Bill To 141 Lavaca Street
San Antonio, TX 78210
USA

Ship To Name Lanier High School
Ship To 1514 W Durango
ATTN: Christina Morrow, Certiport Testing Dept.
San Antonio, TX 78207
USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Table with 5 columns: Product ID, Product, Quantity, Sales Price, Total Price. Rows include (LearnKey) Adobe Pro Site License and Adobe Pro - Certification and Practlce Test License Bundle.

** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.

Grand Total \$8,178.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/23/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00107842
Certiport ID 84005842

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Lanier High School
Bill To 141 Lavaca Street
San Antonio, TX 78210
USA

Ship To Name Lanier High School
Ship To 1514 W Durango
ATTN: Christina Morrow, Certiport Testing Dept.
San Antonio, TX 78207
USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Product ID	Product	Quantity	Sales Price	Total Price
1104416	(CADLearning) ACU E-learning Unlimited Campus License	1.00	\$1,800.00	\$1,800.00
1102103	ACU Campus License with Site License Practice Test - K12 (NOAM)	1.00	\$4,992.00	\$4,992.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$6,792.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18



A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/29/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00108085
Certiport ID 84005842

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Lanier High School
Bill To 141 Lavaca Street
San Antonio, TX 78210
USA

Ship To Name Lanier High School
Ship To 1514 W Durango
ATTN: Christina Morrow, Certiport Testing Dept.
San Antonio, TX 78207
USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Table with 5 columns: Product ID, Product, Quantity, Sales Price, Total Price. Rows include (CertPREP) MOS Practice Test Site License, ESB Site License Bundle, and MOS License - US K-12.

** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.

Grand Total \$9,430.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/23/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00107841
Certiport ID 90083332

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Young Women's Leadership Academy- SAISD
Bill To 2601 Louis Bauer Dr.
San Antonio, TX 78235
USA

Ship To Name Young Women's Leadership Academy- SAISD
Ship To 2601 Louis Bauer Dr.
San Antonio, TX 78235
USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Product ID	Product	Quantity	Sales Price	Total Price
1102103	ACU Campus License with Site License Practice Test - K12 (NOAM)	1.00	\$4,992.00	\$4,992.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$4,992.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

CERTIPORT®

A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/29/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00108093
Certiport ID 90083333

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Cooper Academy at Navarro- SAISD
Bill To 2601 Louis Bauer Dr.
San Antonio, TX 78235
USA

Ship To Name Cooper Academy at Navarro- SAISD
Ship To 2601 Louis Bauer Dr.
San Antonio, TX 78235
USA

Prepared For

Christina Mank-Allen

cmank1@salsd.net

Product ID	Product	Quantity	Sales Price	Total Price
1102735	(CertPREP) MOS Practice Test Site License (Full Suite) - K12/WFD (GMetrix Platform)	1.00	\$2,236.00	\$2,236.00
1101634	MOS License - US K-12	1.00	\$3,744.00	\$3,744.00

**** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.**

Grand Total \$5,980.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18



A PEARSON VUE BUSINESS

Prepared By Clay Hagblom
Email clay.hagblom@pearson.com
Phone (801) 847-3180
Created Date 3/29/2022
Expiration This quote is valid until 07/31/2022
Quote Number 00108092
Certiport ID 90084304

Mailing Address

Certiport, a business of NCS Pearson, Inc.
1633 W. Innovation Way, 5th Floor
Lehi, UT 84043
USA

Please email POs if possible. Otherwise send them to the mailing address above.

Corporate Address

5601 Green Valley Drive
Bloomington, MN 55437
USA

Sales (888) 222-7890 Fax (801) 492-4118

Remit by Check to:

NCS PEARSON, INC.
13036 COLLECTION CENTER DRIVE
CHICAGO, IL 60693

Remit by Wire or ACH to:

Bank of America - Account Name: NCS Pearson Inc.
ACH: # 071-000-039 WIRE: # 0260-0959-3
Account No: 81881-05388 SWIFT: BOFAUS3N
(Include invoice number in transmission)

Federal Tax ID Number: 41-0850527

Bill To Name Healy-Murphy Center
Bill To 2601 Louis Bauer Drive
San Antonio, TX 78235
USA

Ship To Name Healy-Murphy Center
Ship To 2601 Louis Bauer Drive
San Antonio, TX 78235
USA

Prepared For

Christina Mank-Allen

cmank1@saisd.net

Table with 4 columns: Product ID, Product, Quantity, Sales Price, Total Price. Rows include (CertPREP) MOS Practice Test Site License and MOS License - US K-12.

** All Certification exams and licenses expire one year from purchase date, or as agreed upon by the parties, at time of purchase, if the purchase is for a future start date. No extensions, no refunds or exchanges.

Grand Total \$5,980.00

Grand Total does not include applicable taxes which may be charged.

North East ISD RFP 03-18

PROCUREMENT SERVICES CONSENT AGENDA FORM

- Description of goods, services and/or contract recommended for purchase: Seesaw is a digital portfolio platform for parent communication and student engagement. Seesaw allows students to use creative online tools to demonstrate their learning by capturing pictures, drawings, and recording videos, and sharing them with parents. This digital platform allows students the ability to receive teacher feedback and empowers students to share, create, collaborate, and reflect
- How will goods and/or services be used? (List Campus/Grades impacted): Seesaw will support learning for grades PK-2 in all subject areas by allowing teachers to give feedback on student assignments.

3. Submitted by: Dr. Carol A. Bielke Technology and Instructional Materials Allotment 06/13/2022
 Printed Name Department Date

4. Recommended Vendor(s): Company Name: Seesaw Learning, Inc.
 Address: 180 Montgomery, Suite 750
 City/State/Zip: San Francisco, CA 94104
 Phone No: 415-329-1412
 Point of Contact: Steve Taylor
 E-mail Address: steve@seesaw.me
(Use a separate sheet to identify multiple vendors)

5. Selection Method Used: (check one)
 Competitive Purchase (RFP, RFQ, IFB), Contract #: _____
 Purchasing Coop (i.e. ESC 20, DIR, BuyBoard), Coop Name / Contract #: _____
 Interlocal (i.e. NISD, Judson ISD, NEISD), Contract #: NEISD # 119-18
 Professional Services
 Sole Source Contract Expiration Date: 5/21/2023
 Other

6. Purchase valid from: 07/19/2022 through: 05/21/2023

7. For Competitive Purchases Only: Renewals: Yes _____ No
 No. of Renewals: _____

8. Type of Request: (check one)
 One-Time Purchase
 Purchase throughout the school year or on an "as needed" basis
 Expenditure

9. Total Cost for Goods and/or Services to be Purchased: \$ 78,892.80
Approximately

10. Funding Source(s) – check all that apply: Federal State _____ Local _____ Bond _____

Provide Budget Codes & Descriptions: _____
281-11-6321-00-999-11-R-98 Instructional Materials
ESSER II Funding will be available July 1, upon approval of the 2022-2023 SY

11. Provide a copy of General Ledger Inquiry showing corresponding balances.



12. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

1) C & I (Goods, Materials, Services)	\$ 0
2) Facilities (Additional Space, Infrastructure, Utilities)	\$ 0
3) Transportation (Additional Routes)	\$ 0
4) HR (Additional Staff)	\$ 0
5) Technology (Cabling/Equipment, etc.)	\$ 0
6) Vehicle Insurance (<i>Director, Employee Benefits signs below</i>)	\$ 0

<u>Dr. Carol Bielke</u> Requestor Signature	<u>Dr. Carol Bielke</u> Type Name	<u>6/17/2022</u> Date
<u>Becky Landa</u> Sr. Executive Director/Executive Director Signature	<u>Becky Landa</u> Type Name	<u>6/17/2022</u> Date
_____ Associate Superintendent/Assistant Superintendent Signature	_____ Type Name	_____ Date
<u>[Signature]</u> Deputy Superintendent Signature	<u>Patti Salzmann</u> Type Name	<u>6/17/2022</u> Date
<u>Edward Romero</u> Executive Director of Operations, Business Services Signature	<u>Edward M. Romero</u> Type Name	<u>6/17/2022</u> Date

COORDINATION CONDUCTED WITH (if required):

<u>Larry Garza</u> Chief Financial Officer, Financial Services Signature	<u>Larry Garza</u> Type Name	<u>6/17/2022</u> Date
<u>Dr. Kenneth Thompson</u> Chief Information Technology & Accountability Officer, Information Technology & MIS Signature	<u>Dr. Kenneth Thompson</u> Type Name	<u>6/17/2022</u> Date
_____ Associate Superintendent, Human Capital Management Signature	<u>Toni Thompson</u> Type Name	_____ Date
_____ Deputy Chief Operations Officer, Construction Services Signature	<u>Kedrick Wright</u> Type Name	_____ Date
_____ Director, Employee Benefits, Risk Management & Safety Signature	<u>Lorena Rios</u> Type Name	_____ Date

Revised: May 2, 2022

Reviewed By: RC



Company Address 180 Montgomery St.
Suite 750
San Francisco, CA 94104
United States

Bill To Name San Antonio Independent School District
Created Date 6/7/2022
Expiration Date 6/30/2022
Quote Number 00046958

Please send any billing questions to ar@séesaw.me

Contract Summary

Contract Start Date 7/1/2022 Contract End Date 6/30/2023
of Students 16,436.00 Contract Notes COOP Information – NEISD # 119-18
Total Price USD 78,892.80
Tax USD 0.00
Grand Total USD 78,892.80

Contract Details

Product	Quantity	Sales Price	Total Price	Invoice Date
Seesaw for Schools	16,436.00	USD 6.00	USD 98,616.00	7/1/2022
Volume Discount (10,000 - 19,999)	16,436.00	USD -1.20	USD -19,723.20	7/1/2022

Admin Sponsor (e.g. Principal, Director of Instructional Tech, etc.)

Decided to purchase (or renew) Seesaw. Will be included in conversations about our partnership progress.

Name: _____ Email: _____
Title: _____ Phone: _____

Seesaw Lead

Responsible for Seesaw training and adoption. Main Seesaw point of contact throughout the contract.

Name: _____ Email: _____
Title: _____ Phone: _____

Tech Lead (Who can help set up your school?)

Lead for Seesaw's technical implementation. Point of contact for technical issues or updates.

Name: _____ Email: _____
Title: _____ Phone: _____

Billing Contact - Accounts Payable (Who will pay the invoice?)

Receives invoices. Point of contact on payment-related matters.

Name: _____ Email: _____
Title: _____ Phone: _____
426

School Address

**Minutes of Special Board Meeting
San Antonio Independent School District Board of Trustees
Saturday, June 4, 2022**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Special Board Meeting of the Board of Trustees of the San Antonio ISD was held on Saturday, June 4, 2022, beginning at 9:04 a.m., Board Room, 514 W. Quincy Street, San Antonio, TX 78212.

1. Meeting Called to Order

A. Roll Call of Board Members Present and Declaration of Quorum Present 7 Absent 0

1. Mrs. Christina Martinez
2. Ms. Alicia Sebastian – joined virtually and logged off at 1:18 p.m.
3. Mr. Arthur Valdez
4. Mr. Ed Garza – arrived at 9:05 a.m.
5. Ms. Leticia Ozuna
6. Mrs. Patti Radle
7. Mrs. Sarah Sorensen

B. Recording of Superintendent Present

1. Dr. Jaime Aquino

C. Pledge of Allegiance to the U. S. Flag

D. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

E. Citizens' Presentations - 30-minute total time limit for this item (*Please note: Public comments are limited to items on the posted agenda.*)

For details regarding their comments, please refer to the video recording for this meeting located at www.saisd.net on the SAISD Board Page.

1. Marie Marks, SAISD teacher

2. Approval of the Contract Between SAISD and the City of San Antonio Parks and Recreation Department

Motion by Mr. Valdez; second by Ms. Ozuna; approved by a vote of 7-0 with all board members present.

3. Approval of the Memorandum of Understanding (MOU) Between SAISD and Culturingua

Motion by Mrs. Radle; second by Mr. Garza; approved by a vote of 7-0 with all board members present.

4. Approval of the Recommendation for an Increased Bilingual Stipend

Motion by Mrs. Radle; second by Mrs. Sorensen; approved by a vote of 7-0 with all board members present.

5. Approval of the Recommendation for Increased Special Education Stipends

Motion by Mrs. Radle; second by Mrs. Sorensen; approved by a vote of 7-0 with all board members present.

6. Discussion and Possible Amendment to the Approved Pay Increase for All Full Time Staff

Motion by Mr. Valdez to amend the action taken at the May 16, 2022 Board Meeting where the Board approved a compensation plan of a 3% increase for all campus based personnel, a 2% increase for all campus principals, associate principals and assistant principals and a 1% increase for all department based personnel with a base annual salary of over \$100,000.00, to a 3% general pay increase for all full-

time staff based on their current rate of pay. Second by Mr. Garza. This item was approved by a vote of 5-1 with Mrs. Sorensen voting no and Ms. Sebastian not being present during the vote.

7. Update and Discussion Regarding the Proposed SAISD 2022-2023 Budget

This was a discussion-only item. No action was required.

8. Closed Session

- A. Mrs. Martinez convened the Board in Closed Session at 10:04 a.m. as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071, TGC 551.072 and TGC 551.074) to discuss and/or receive information about the items under this section listed as 8A1, 8A2, 8A3, and 8A4.
- B. Mrs. Martinez reconvened the Board in Open Session at 12:28 p.m. and took appropriate action on items discussed in Closed Session. Items 8A1 through 8A4 are listed as follows:
 - 1. Deliberation regarding the purchase, exchange, lease or value of real estate, including legal issues on the acquisition process. (TGC 551.071 and TGC 551.072)
No action taken.
 - 2. Deliberation regarding personnel matters, including but not limited to employment, duties, discipline, reassignment, resignation, retirement, reclassification, and dismissal of an employee. (TGC 551.071 and TGC 551.074)
No action taken.
 - 3. Deliberation and consideration of the Superintendent's recommendation for hiring for the position of Principal at James Bonham Academy. (TGC 551.074)
No action taken.
 - 4. Consultation with legal counsel on legal issues related to the audit plan and related audit matters. (TGC 551.071)
No action taken.

9. Adjournment

- A. Mrs. Martinez adjourned the meeting at 3:34 p.m.

MINUTES APPROVED

The foregoing minutes of the Special Board Meeting of the Board of Education of the San Antonio Independent School District held on Saturday, June 4, 2022 were duly approved at a meeting held on July 18, 2022.

ATTEST:

Christina Martinez
President, Board of Education
San Antonio Independent School District

Arthur Valdez
Secretary, Board of Education
San Antonio Independent School District

**Minutes of Internal Audit Subcommittee Meeting
San Antonio Independent School District Board of Trustees
Wednesday, June 8, 2022**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Internal Audit Subcommittee Meeting of the Board of Trustees of the San Antonio ISD was held on Wednesday, June 8, 2022, beginning at 12:04 p.m., Rm 3306, 514 W. Quincy Street, San Antonio, TX 78212.

1. Meeting Called to Order

- a. Mr. Ed Garza, Board Member and Subcommittee Chair
- b. Ms. Alicia Sebastian, Board Vice President – joined virtually and logged off at 1:00 p.m.
- c. Ms. Leticia Ozuna, Board Member
- d. Mr. Pablo Escamilla, Legal Counsel, Escamilla & Poneck – joined virtually
- e. Mrs. Nicole Franco, Chief of Staff
- f. Mrs. Lourdes Martinez, Chief Internal Auditor
- g. Ms. Rosalia Vielma, Manager, Internal Audit
- h. Mrs. Theresa Mendoza, Board Coordinator

2. Internal Audit Update

Staff provided an Internal Audit update during the subcommittee meeting. This was a discussion-only item. No action was required.

3. Adjournment

Mr. Garza adjourned the meeting at 1:59 p.m.

MINUTES APPROVED

The foregoing minutes of the Internal Audit Subcommittee Meeting of the Board of Education of the San Antonio Independent School District held on Wednesday, June 8, 2022 were duly approved at a meeting held on July 18, 2022.

ATTEST:

Christina Martinez
President, Board of Education
San Antonio Independent School District

Arthur Valdez
Secretary, Board of Education
San Antonio Independent School District

**Minutes of Public Hearing
San Antonio Independent School District Board of Trustees
Monday, June 20, 2022**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Public Hearing of the Board of Trustees of the San Antonio ISD was held on Monday, June 20, 2022, beginning at 5:34 p.m., Board Room, 514 W. Quincy Street, San Antonio, TX 78212.

1. Meeting Called to Order

A. Roll Call of Board Members Present and Declaration of Quorum Present_7_Absent_0_

1. Mrs. Christina Martinez
2. Ms. Alicia Sebastian
3. Mr. Arthur Valdez
4. Mr. Ed Garza
5. Ms. Leticia Ozuna – Joined virtually
6. Mrs. Patti Radle – Joined virtually
7. Mrs. Sarah Sorensen

B. Recording of Superintendent Present

1. Dr. Jaime Aquino

C. Pledge of Allegiance to the U. S. Flag

D. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

E. Citizens' Presentations - 30-minute total time limit for this item (*Please note: Public comments are limited to items on the posted agenda.*)

For details regarding their comments, please refer to the video recording for this meeting located at www.saisd.net on the SAISD Board Page.

1. Jason Mims, community member
2. Steffanie Balog, SAISD teacher
3. Dr. Robert Trevino, physician

2. Public Hearing to Discuss the 2022-2023 Budget and Proposed Tax Rate

The Trustees received information related to the 2022-2023 Budget and Proposed Tax Rate. This was a discussion-only item. No action was required.

3. Adjournment

- A. Mrs. Martinez adjourned the meeting at 6:14 p.m.

MINUTES APPROVED

The foregoing minutes of the Public Hearing of the Board of Education of the San Antonio Independent School District held on Monday, June 20, 2022 were duly approved at a meeting held on July 18, 2022.

ATTEST:

Christina Martinez
President, Board of Education
San Antonio Independent School District

Arthur Valdez
Secretary, Board of Education
San Antonio Independent School District

**Minutes of Board Business Meeting
San Antonio Independent School District Board of Trustees
Monday, June 20, 2022**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Board Business Meeting of the Board of Trustees of the San Antonio ISD was held on Monday, June 20, 2022, beginning at 6:14 p.m., Board Room, 514 W. Quincy Street, San Antonio, TX 78212.

1. Meeting Called to Order

A. Roll Call of Board Members Present and Declaration of Quorum Present 7 Absent 0

1. Mrs. Christina Martinez
2. Ms. Alicia Sebastian
3. Mr. Arthur Valdez
4. Mr. Ed Garza
5. Ms. Leticia Ozuna – Joined virtually and logged off at 11:15 p.m.
6. Mrs. Patti Radle – Joined virtually and logged off at 10:07 p.m.
7. Mrs. Sarah Sorensen

B. Recording of Superintendent Present

1. Dr. Jaime Aquino

C. Pledge of Allegiance to the U. S. Flag

D. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

E. Citizens' Presentations - 60-minute total time limit for this item

For details regarding their comments, please refer to the video recording for this meeting located at www.saisd.net on the SAISD Board Page.

1. Jason Mims, community member
2. Henrietta LaGrange, community member
3. Alejandra Lopez, SA Alliance

2. Recognitions

A. Recognition of Advanced Learning Academy (ALA) Students for Participation in the Do the Write Thing Challenge

This was a discussion-only item. No action was required.

B. Recognition of District Science Fair Winners

This was a discussion-only item. No action was required.

C. Recognition of Young Women's Leadership Academy (YWLA) Students for Placing at the San Antonio Regional History Day Contest and Competing at the Texas State History Day Contest

This was a discussion-only item. No action was required.

D. Recognition of College Board Scholar, Honors, and Awards Winners

This was a discussion-only item. No action was required.

3. Governance

A. Approval of Final Amended Budget for Fiscal Year 2021-2022

Motion by Mr. Valdez; second by Ms. Sebastian; approved by a vote of 7-0 with all Board Members present.

- B. Adoption of the 2022-2023 San Antonio Independent School District Budget
Motion by Ms. Sebastian; second by Mrs. Radle; approved by a vote of 7-0 with all Board Members present.
- C. SAISD Foundation Update
This was a discussion-only item. No action was required.
- D. Update on SAISD's Response to the Ongoing COVID-19 Crisis and Associated Expenditures
This was a discussion-only item. No action was required.
- E. Approval of Discontinuation of the Wellness and Leave Program
Motion by Ms. Sebastian to table the Discontinuation of the Wellness and Leave Program at a later date. Second by Mrs. Sorensen. This item was tabled by a vote of 7-0 with all Board Members present.
- F. Presentation on the Technology Student Device Care Administrative Regulation
This was a discussion-only item. No action was required.
- G. Approval of the Selected Firm to Provide Redistricting Services Based on the 2020 Census
Motion by Mr. Valdez; second by Mr. Garza; approved by a vote of 7-0 with all Board Members present. The Board approved the Superintendent's recommendation to retain Walsh, Gallegos, Trevino, Kyle & Robinson, P.C. to provide 2020 Census redistricting services to the district subject to the development of a contract for services that meet the requirements of the request for proposals and review by the district's legal counsel and further authorized the Superintendent of schools to execute all necessary documents related to such services.
- H. Approval of a Contract with William Jupp for Consultative Services
Motion by Mr. Valdez that the following resolution be adopted and approved by the Board of Trustees: The Board hereby finds that it is in the best interest of the District to authorize the Superintendent of schools to acquire, on a one-time basis, the professional services of William Jupp without the use of an otherwise required procurement process under Local Policy, and, further, be it resolved that the Board hereby approved the contract presented hereunder for such services and authorized the Superintendent of schools to sign such contract on behalf of the district. Second by Mr. Garza. This item was approved by a vote of 7-0 with all Board Members present.
- I. Approval of the Interlocal Agreement Between SAISD and Uvalde Consolidated Independent School District for the Sale of Four (4) Unused Portable Buildings
Motion by Ms. Sebastian; second by Mrs. Sorensen; approved by a vote of 7-0 with all Board Members present.
- J. Review and Approval of the Corrective Action Plan From the Texas Education Agency (TEA)
Motion by Mr. Valdez; second by Mrs. Sorensen; approved by a vote of 7-0 with all Board Members present.

4. Consent Agenda

Motion by Ms. Sebastian; second by Mrs. Sorensen; approved by a vote of 7-0 with all Board members present. Consent items included 4A, 4B, 4D, 4E, 4G, 4H, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 4S and 4U. Items 4C, 4F, 4I, 4R, 4S.1, 4S.2, 4S.28, 4S.34 and 4T were pulled from the Consent Agenda for separate discussion.

- A. Approval to Submit Application to the Texas Education Agency (TEA) for Attendance Waivers for Low Attendance Days for the 2021-2022 School Year
- B. Approval to Adopt or Revise LOCAL Board Policies
- C. Approval of the Purchase of Firewall and Internet Content Filter Services
Motion by Ms. Ozuna; second by Mr. Valdez; approved by a vote of 7-0 with all Board members present.
- D. Approval of General Contractors for Japhet Academy Expansive Soil Repairs
- E. Approval of the Memorandum of Understanding (MOU) Between SAISD and City of San Antonio (COSA) for School Park Improvements at Eloise Japhet Academy

- F. Approval of Award for Installation of Remaining Permanent Door Hardware Cores for 2016 Bond Program
Motion by Mr. Garza; second by Mrs. Sorensen; approved by a vote of 7-0 with all Board members present.
- G. Approval of Award for Chiller Replacement for CAST Med High School Gymnasium
- H. Approval of Shared Services Agreement (SSA) – Innovative Services to Students with Autism Grant Award Program
- I. Approval of the Agreements for Community-Based Work Based Learning Program Between SAISD and Various Businesses
Motion by Mrs. Sorensen; second by Mr. Valdez; approved by a vote of 7-0 with all Board members present.
- J. Approval of the Memorandum of Understanding (MOU) Between SAISD and Rawson Saunders Institute (RSI)
- K. Approval of the Office Lease Agreement Between SAISD and Avenida Guadalupe Association (AGA)
- L. Approval of the Memorandum of Understanding (MOU) Between SAISD and South Texas Electrical J.A.T.C.
- M. Approval of the Institutional Agreement Between SAISD and the UP Partnership for a Future Ready Bexar County
- N. Approval of Optional Flexible School Day Program (OFSDP)
- O. Approval of the Affiliate Agreement Between SAISD and the San Angelo State University Department of Social Work and Sociology
- P. Approval of the Renewal of the Memorandum of Understanding (MOU) for a Dual Credit Partnership Between SAISD and Texas A&M University San Antonio (TAMUSA)
- Q. Approval of the Renewal of the Interlocal Agreement Between SAISD and UT Youth Engagement Center (UTYEC)
- R. Approval of the Renewal of the District Service Agreement between SAISD and City Year San Antonio for the 2022 – 2023 School Year
Motion by Mr. Garza; second by Ms. Sebastian; approved by a vote of 7-0 with all Board members present.
- S. Approval of Procurement Services' Recommendations for Bids, Proposals, and Awards
Item 4S.1 - Motion by Mrs. Sorensen; second by Ms. Sebastian; approved by a vote of 7-0 with all Board members present. The Board approved the purchase of consultants, speakers and program presenters for professional development, district/campus support and student/staff programs. This purchase will provide professional development training, consulting, speeches at conferences or programs, developing educational assessments to SAISD staff including related purchases of materials and supplies for District-wide use on an "as needed" basis.

VENDORS

AWARD AMOUNT

95 Percent Group, LLC	\$4,000,000 approximately
Agile Designs and Services, LLC	
American Reading Company	
Amplify Education, Inc.	
Anissa Moore Educational Consulting	
AVID Center	
Be GLAD, LLC	
Bookelicious, LLC	
Changing Hearts and Minds, LLC	
College Board	
Corwin Press, Inc.	
Discovery Education, Inc.	
Dual Language de Tejas	
Education Service Center, Region 20	

Eduphoria! Inc.
 Engage! Learning, Inc., dba engage2learn
 Executive Evolutions Coaching & Consulting Services, LLC
 Family Service
 Forde-Ferrier, LLC
 friEdTechnology, LLC
 Healthy Innovative Processes
 Heather's Behavior Support Services
 HighScope Educational Research Foundation
 Holistic Fluency, LLC
 Houghton Mifflin Harcourt
 Houston Education Leadership Partners
 IDE Corp
 Kish Russell Grants & Compliance
 KOI Education
 Lakeshore Learning Materials
 Luz Roth Global Vida Consultant
 Magik Theatre
 Magnet Schools of America, Inc.
 Marzano Resources, LLC
 My Tutor Helps Me Educational Services, LLC
 New Teacher Center
 NewRoot Learning Institute
 Newsela, Inc.
 Peay & Associates Consultant Group, LLC
 Pencil Ladies, LLC
 Project ARC, LLC
 Really Great Reading Company, LLC
 Rivera Educational Consulting, LLC
 Scholastic, Inc.
 Social Studies School Service / Nystrom Education
 Solution Tree, Inc.
 Stephen Ventura Consulting dba Advanced Collaborative Solutions
 Teacher Created Materials
 Teaching Strategies, LLC
 TEZ JONES Training Solutions, LLC
 The DoSeum
 The Dynamic Leader, LLC
 The Tobin Center for the Performing Arts
 The Writing Academy, LLC
 VB Educator Consulting, LLC

Item 4S.2 - Motion by Mrs. Sorensen; second by Ms. Sebastian; approved by a vote of 7-0 with all Board members present. The Board approved the purchase of general student learning materials and software. This purchase will provide general materials and software for students in grades PreK-12 District-wide use on an "as needed" basis.

VENDORS

ABDO Publishing Co.
 ACT, Inc.
 Advanced Technologies Consultants
 Agile Mind Educational Holdings, Inc.

AWARD AMOUNT

\$6,000,000 approximately

Alamo Classroom Solutions
Amplify Education, Inc.
Axiom Learning
B.E. Publishing
Bamboo Learning
BESPREP
BlueStreak Education, Inc.
Brain Hive
Brain POP, LLC
BRBM Publishing LLC dba Sweet Pipes
Breakthrough Technologies
BrightThinker, Inc.
Building Wings, LLC
Cambridge Educational Services
CareerSafe,
Cengage Learning, Inc.
Children's Plus, Inc.
Classwork Co. dba Classkick
CodeStream Studios, Inc.
College Board
Complete Book and Media Supply, LLC
Cosenza & Associates, LLC
Coughlan Companies, LLC dba Capstone
Crabtree Publishing Company
Curriculum Associates, LLC
Data Classroom
Data Makes the Difference, LLC
Delaney Educational Enterprises
Different Roads to Learning
Digital Theater (USA) LLC
Discovery Education, Inc.
Don Johnston, Incorporated
DreamBox Learning
EAI Education
ECS Learning Systems
Edgenuity
Editorial Edinumen/Edinumen USA
eDynamic Holdings, LP
Escape Classrooms LLC dba Escape Rooms 4 Schools
Etahand2mind
Explore Learning, LLC
Express Booksellers
Findaway World, LLC
Flinn Scientific, Inc.
Follett Content Solutions, Inc.
Formative
Frog Publications
GBCSTORIES.COM, LLC
GF Educators, Inc.
GL Group Inc., dba Booksource
Goodheart-Wilcox Publisher

Happy Numbers, Inc.
Hiperware Labs
Houghton Mifflin Harcourt
Immersed Games, Inc.
Integral Mathematics, Inc.
IXL Learning
KAMICO Instructional Media, Inc.
Keystone Books and Media
Knowsys Educational Services, LLC
Lakeshore Learning Materials
Learning A-Z, LLC
LECTORUM PUBLICATIONS, INC.
Legends of Learning, Inc.
Mackin Educational Resources
Macmillan Holdings LLC, dba MPS, c/o Bedford, Freeman & Worth Publishing Group
Marco Products, Inc.
MobyMax
MYVRSPOT, LLC
Nasco Education, LLC
National Educational Systems, Inc.
National School Products
NewRoot Learning Institute
Newsela, Inc.
NoRedInk
Northwest Evaluation Association
Okapi Educational Publishing, Inc.
PASCO Scientific
Pencil Ladies, LLC
Perfection Learning
Pitsco Education, LLC
Press4Kids, Inc.
ProLiteracy Worldwide dba New Readers Press
Rainbow Book Company
Reading Horizons
Rethink Autism, Inc.
Richard C. Owen Publishers, Inc.
Riverside Assessments, LLC dba Riverside Insights
Scenario Learning dba Vector Solutions
Scholastic, Inc.
School Specialty, Inc.
Smarty Ears, LLC
Smarty Symbols, LLC
Supporting Science, Inc.
Teachers Discovery, Inc.
Teaching Strategies, LLC
Technical Laboratory Systems, Inc.
TestOut Corporation
Textbook Warehouse
The Writing Academy, LLC
Thimble.io
Thinking Nation

ThinkLaw
Tobi Dynavox, LLC
TouchMath Acquisition, LLC
Vista Higher Learning, Inc.
Voyager Sopris Learning, Inc.
Writing by Design
Zearn

Item 4S.28 - Motion by Mr. Garza; second by Ms. Sebastian; approved by a vote of 7-0 with all Board members present. The Board approved the purchase of Fine Arts Color Guard Instructors. This purchase will design color guard programs to include the visual and musical component, work with marching band director and teach students color guard material across the SAISD High Schools on an "as needed" basis for District-wide use. The Board approved the contract and, further, the Board authorized the Superintendent or his designee to exercise any renewals or extensions of the contract term pursuant to the contract's provisions.

VENDORS

AWARD AMOUNT

Performer's Academy, LLC	\$238,000 approximately
Generation NEXT, LLC the education Initiative of The Tobin Center for the Performing Arts	

Item 4S.34 - Motion by Mr. Garza; second by Ms. Sebastian; approved by a vote of 7-0 with all Board members present. The Board approved the purchase of High School Clinical Counseling. This purchase will provide clinical counseling services to students registered in the 8 high schools on an "as needed" basis for District-wide use. The Board approved the contract and, further, the Board authorized the Superintendent or his designee to exercise any renewals or extensions of the contract term pursuant to the contract's provisions.

VENDOR

AWARD AMOUNT

The Meadows Mental Health Policy Institute	\$543,000 (annually) approximately
--	------------------------------------

- T. Approval of the Proposed 2022-2023 Board Meeting Schedule
Motion by Mr. Garza; second by Ms. Ozuna; approved by a vote of 7-0 with all Board members present. The Board approved the 2022-2023 Board Schedule with the following changes: move December 12, 2022 to December 13, 2022 as Board Meeting B; move January 17, 2023 to January 23, 2023 as Board Meeting B; and move February 21, 2023 to February 27, 2023 as Board Meeting B.
- U. Approval of Minutes for the following meetings:
1. May 2, 2022 Special Board Meeting
 2. May 3, 2022 Special Board Meeting
 3. May 11, 2022 Internal Audit Subcommittee Meeting
 4. May 14, 2022 Special Board Meeting
 5. May 16, 2022 Board Business Meeting

5. Closed Session

- A. Mrs. Martinez convened the Board in Closed Session at 9:04 p.m. as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071, TGC 551.072 and TGC 551.074) to discuss and/or receive informatin about the items under this section listed as 5A1, 5A2, 5A3, 5A4, 5A5, and 5A6.
- B. Mrs. Martinez reconvened the Board Open Session at 11:16 p.m. and took appropriate action on items discussed in Closed Session. Items 5A1 through 5A6 are listed as follows:
1. Deliberation regarding the purchase, exchange, lease or value of real estate, including legal issues on the acquisition process. (TGC 551.071 and TGC 551.072)
No action taken.

2. Deliberation regarding personnel matters, including but not limited to employment, duties, discipline, reassignment, resignation, retirement, reclassification, and dismissal of an employee. (TGC 551.071 and TGC 551.074)
No action taken.
3. Consultation with legal counsel regarding pending litigation related to face covering and vaccination requirements. (TGC 551.071)
No action taken.
4. Consultation with legal counsel on legal issues related to the audit plan and related audit matters. (TGC 551.071)
No action taken.
5. Consultation with Superintendent and discussion regarding the hiring of the candidate for the position of Senior Executive Director of Athletics. (TGC 551.074)
Motion by Mr. Valdez; second by Mr. Garza; approved by a vote of 5-0 with Ms. Radle and Ms. Ozuna not present during the vote. The Board approved the hiring of Alfred Anthony for the position of Senior Executive Director of Athletics subject to the Superintendent's authority to reassign.
6. Consultation with legal counsel on legal issues regarding Bond 2020 update and legal matters related thereto. (TGC 551.071)
No action taken.

6. Adjournment

- A. Mrs. Martinez adjourned the meeting at 11:17 p.m.

MINUTES APPROVED

The foregoing minutes of the Board Business Meeting of the Board of Education of the San Antonio Independent School District held on Monday, June 20, 2022 were duly approved at a meeting held on July 18, 2022.

ATTEST:

Christina Martinez
President, Board of Education
San Antonio Independent School District

Arthur Valdez
Secretary, Board of Education
San Antonio Independent School District