

**AGENDA OF SCHOOL DISTRICT REGULAR
SCHOOL BOARD
RED OAK INDEPENDENT SCHOOL DISTRICT
Monday, September 21, 2020**

Notice is hereby given that a Regular of the School Board of the Red Oak Independent School District will be held on Monday, September 21, 2020 beginning at 7:00 PM at Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

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

1. CALL TO ORDER / ESTABLISH QUORUM
2. INVOCATION
3. PLEDGES OF ALLEGIANCE
4. RECOGNITIONS
 - A. 2020 Best Communities for Music Education
Brenda Sanford, Superintendent
 - B. TASB Business Recognition Program
John Anderson, Board President
5. SUPERINTENDENT'S REPORT
 - A. Safety Week Update
Phillip Prasifka, Chief of Police, Red Oak ISD Police Department
 - B. Construction Report
Kevin Freels, Assistant Superintendent of District Operations
 - C. District Update
 1. Residency Requirements
Brenda Sanford, Superintendent
 2. COVID Update
Brenda Sanford, Superintendent
6. OPEN FORUM 4
7. ACTION ITEMS
 - A. Consent Agenda
 1. Minutes from School Board Special Meeting on August 10, 2020 5
 2. Minutes from School Board Regular Meeting on August 17, 2020 8
 3. Payment of Current Bills Over \$50,000 12
 4. Addition of Authorized Representative - First Public / Lone Star Investment Pool Accounts 15
 5. Resolution Amending Authorized Representatives for TexPool 17
 6. Addition of Authorized Representative - TexSTAR Investment Pool Accounts 20
 - B. Consideration and Approval of Assignment of Fund Balance and Resolution for 2020-2021 23
Rebecca Vega, Director of Specialized Learning and Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer
 - C. Consideration and Approval of 2020 Tax Rate and Resolution Setting Tax Rate 25
Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer
 - D. Consideration and Approval of TASB¹ Local Policy Update 115 28

Brenda Sanford, Superintendent

8. INFORMATION ITEMS	
A. Athletic Report	100
B. Campus Reports	
1. Eastridge Elementary School	101
2. Red Oak Elementary School	103
3. Russell P. Schupmann Elementary School	105
4. Donald T. Shields Elementary School	109
5. H. A. Wooden Elementary School	111
6. Red Oak Middle School	114
7. Red Oak High School	118
8. Little Hawks Learning Center	120
C. Enrollment Report	121
D. Finance Report	125
E. Fine Arts Report	132
F. Purchasing Cooperatives - Annual Report	133
9. CLOSED SESSION	
A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.	
B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.	
C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.	
D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee	
1. Personnel Matters	
E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.	
F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.	
G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.	
H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.	
I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.	
J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.	
10. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION	
11. ADJOURNMENT	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will convene in such closed meeting in accordance with the Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the

Act authorizing the closed meeting. All final votes, actions or decisions will be taken in open meeting.

Any person with a disability or special accommodation need should call 972-617-2941 no later than 10:00 a.m. on the scheduled meeting date.

This notice was posted in compliance with the Open Meetings Act on

Brenda Sanford, Superintendent
(For the Board of Trustees)

AUDIENCE PARTICIPATION SIGN-UP SHEET

Any person wishing to address the Board about a topic related to District business during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

1. Each participant will be limited to two (2) minutes to make comments to the Board.
2. Under the Texas Open Meetings Act, the Board is not permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.
3. The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns. Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. For further information on those policies, please contact Kevin Freels, Assistant Superintendent of District Operations, for student issues, and Michelle Ailara, Assistant Superintendent of Human Resources, for employee issues at 972-617-2941. If the subject of your comment involves a pending grievance, please continue to seek resolution through the grievance process and address the Board only at the appropriate stage of that process.
4. Under the Texas Open Meetings Act, the Board may exercise its authority to discuss certain subject matters in closed session, including matters involving individual District staff members and individual students. If your comment concerns one of these subjects, please address your concern through the complaint policies described above.
5. Finally, please be aware that rules of decorum will be enforced during the public comment period. Personal attacks, name-calling, and rude or slanderous remarks will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Please fill in the information requested below if you wish to address the Board during the public comment period:

Name _____

Address _____

ROISD Campus Your Child(ren) attends _____

School District of Residence _____ Telephone _____

Topic/ Agenda Item _____

**MINUTES OF THE
SCHOOL BOARD SPECIAL MEETING
RED OAK INDEPENDENT SCHOOL DISTRICT
Monday, August 10, 2020**

A Special Meeting of the Board of Trustees of Red Oak ISD was held Monday, August 10, 2020, beginning at 6:00 p.m. at the Education Service Center located at 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER

The Special Meeting of the School Board was called to order by John Anderson, President of the School Board, at 6:00 p.m.

The Red Oak ISD School Board met at the Red Oak ISD Education Service Center and the presiding officer, John Anderson, noted that a quorum of Board Members was present; that the meeting was duly called; and that notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.00.

The following Board members were present: John Anderson, President; Melanie Petersen, Vice-President; Penny Story, Secretary; Johnny Knight; Brian Sebring; and Dr. Joy Shaw.

The following Board members were absent: None.

2. INVOCATION

Mr. Knight led the invocation.

3. PLEDGES OF ALLEGIANCE

Ms. Story led the Pledges of Allegiance to the American and Texas flags.

4. SUPERINTENDENT'S REPORT

A. District Update

Presenter: Brenda Sanford, Superintendent

The district has received a portion of our PPE allotment.

On Wednesday, August 12, we will hold our virtual convocation.

B. Return to School Update

Presenter: Brenda Sanford, Superintendent

PK-3 grade students will wear masks transitioning (hallways, etc.)

C. Election Information

Presenter: Brenda Sanford, Superintendent

The district will be encouraging students, who are eligible, to register to vote.

Mrs. Sanford shared school board election dates with the board.

- D. Campus Library Book Catalog
Presenter: Laura Kelly, Instructional Technology Coordinator

Ms. Kelly gave a demonstration on how to look up books in each campus learning commons using the library online catalog.

5. OPEN FORUM

No one spoke in Open Forum.

6. ACTION ITEMS

- A. Consideration and Approval of Return to Learn Plan Presenter: Presenter: Brenda Sanford, Superintendent; Scott Rogers, Executive Director of Curriculum and Instruction; and Lynn Dockery, Director of Curriculum and Instruction

Ms. Petersen made a motion to approve the Return to Learn Plan as presented. Mr. Knight seconded the motion. The motion passed 6 – 0.

7. CLOSED SESSION

The board did not convene into Closed Session.

- A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.
- B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.
- C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.
- D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
- E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.
- F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
- G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.
- H. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.
- I. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.

8. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED

The board did not convene into Closed Session.

9. ADJOURNMENT

As there was no further business or action to be taken, the meeting adjourned at 6:46 p.m.

John Anderson, Board President

Penny Story, Board Secretary

**MINUTES OF THE
SCHOOL BOARD REGULAR MEETING
RED OAK INDEPENDENT SCHOOL DISTRICT
Monday, August 17, 2020**

A Regular Meeting of the Board of Trustees of Red Oak ISD was held Monday, August 17, 2020, beginning at 7:00 p.m. at the Education Service Center located at 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER

The Regular Meeting of the School Board was called to order by John Anderson, President of the School Board, at 7:00 p.m.

The Red Oak ISD School Board met at the Red Oak ISD Education Service Center and the presiding officer, John Anderson, noted that a quorum of Board Members was present; that the meeting was duly called; and that notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.00.

The following Board members were present: John Anderson, President; Melanie Petersen, Vice-President; Penny Story, Secretary; Johnny Knight; Brian Sebring; and Dr. Joy Shaw.

The following Board members were absent: None.

2. INVOCATION

Mr. Sebring led the invocation.

3. PLEDGES OF ALLEGIANCE

Dr. Shaw led the Pledges of Allegiance to the American and Texas flags.

4. SUPERINTENDENT'S REPORT

A. District Update

Presenter: Brenda Sanford, Superintendent

Teachers returned last week and are preparing for the school year.

Campus principals held parent zoom meetings.

Device distribution took place last week. Over 2,000 devices were distributed and there is one more scheduled for tomorrow.

Students come back on Thursday both virtual and face to face. 43% will be in person and 57% will be virtual learners.

Return to Learn page on the website addresses all things regarding back to school information.

Each campus has released their campus safety procedures.

Phillip Prasifka, the new Red Oak ISD police chief, was sworn in this morning.

Rebranding has taken place to introduce the new logo.

The pastoral alliance wore their Hawks Unite shirts to their services yesterday.

B. Character Education Presentation

Presenter: Shondra Jones, Director of School and Family Services

Ms. Jones gave a presentation to introduce the Connect with Kids Network Program.

5. OPEN FORUM

No one spoke in Open Forum.

6. ACTION ITEMS

A. Consent Agenda

1. Minutes from School Board Regular Meeting on July 27, 2020
2. Minutes from School Board Special Meeting on July 31, 2020
3. Payment of Current Bills Over \$50,000

Ms. Petersen made a motion to approve the Consent Agenda with amended minutes. Mr. Sebring seconded the motion. The motion passed 6 – 0.

B. Consideration and Approval of Amended General Election Order for the Red Oak Independent School District Trustee Election on November 3, 2020

Presenter: Brenda Sanford, Superintendent

Ms. Petersen made a motion to approve the Amended General Election Order for the Red Oak Independent School District Trustee Election on November 3, 2020. Mr. Knight seconded the motion. The motion passed 6 – 0.

C. Consideration and Approval of Amended Special Election Order for the Red Oak Independent School District Trustee Election on November 3, 2020

Presenter: Brenda Sanford, Superintendent

Ms. Petersen made a motion to approve the Amended Special Election Order for the Red Oak Independent School District Trustee Election on November 3, 2020. Dr. Shaw seconded the motion. The motion passed 6 – 0.

- D. Consideration and Approval of Joint Election Contract for Election Services with the County of Ellis
Presenter: Brenda Sanford, Superintendent

Ms. Petersen made a motion to approve the Joint Election Contract for Election Services with the County of Ellis. Mr. Sebring seconded the motion. The motion passed 6 – 0.

- E. Consideration and Approval of T-TESS Appraiser List for 2020-2021
Presenter: Brenda Sanford, Superintendent

Mr. Knight made a motion to approve the T-TESS Appraiser List for 2020-2021. Ms. Petersen seconded the motion. The motion passed 6 – 0.

7. INFORMATION ITEMS

- A. Finance Report
- B. UIL "No Pass, No Play" Exemptions

8. CLOSED SESSION

The Board convened into Closed Session at 7:32 p.m.

- A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.
- B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.
- C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.
- D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
- E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.
- F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
- G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.
- H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.
- I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.
- J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.

9. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED

The Board reconvened back into Open Session at 8:54 p.m.

10. ADJOURNMENT

As there was no further business or action to be taken, the meeting adjourned at 8:55 p.m.

John Anderson, Board President

Penny Story, Board Secretary

CHECK NUMBER	CHECK DATE	CHECK VENDOR	ACCOUNT AMOUNT	ACCOUNT NUMBER
207966	08/06/2020	PRINCETON CONSTRUCTI	203,110.54	199 E 81 6629 00 999 0 99 000
		Totals for 207966	203,110.54	
208140	08/20/2020	LONGHORN BUS SALES	199,545.33	199 E 34 6631 00 991 0 99 000
208140	08/20/2020	LONGHORN BUS SALES	95,194.67	199 E 34 6631 00 991 0 23 000
		Totals for 208140	294,740.00	
208164	08/20/2020	MASTERCARD-CITIBANK,	24,377.11	199 E 51 6259 02 001 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	11,337.24	199 E 51 6259 02 041 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	4,963.97	199 E 51 6259 02 101 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	3,925.51	199 E 51 6259 02 102 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	2,930.31	199 E 51 6259 02 103 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	3,707.00	199 E 51 6259 02 105 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	4,695.58	199 E 51 6259 02 999 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	5,697.45	198 E 51 6259 02 999 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	2,213.64	199 E 51 6259 02 049 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	1,562.80	199 E 51 6259 02 870 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	418.44	199 E 51 6259 02 996 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	990.74	199 E 51 6259 02 995 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	2,757.16	199 E 51 6259 02 001 0 22 000
208164	08/20/2020	MASTERCARD-CITIBANK,	0.00	199 E 34 6399 00 991 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	792.60	199 E 34 6399 00 991 0 23 000
208164	08/20/2020	MASTERCARD-CITIBANK,	1,214.99	199 E 34 6399 00 991 0 99 000
208164	08/20/2020	MASTERCARD-CITIBANK,	404.99	199 E 34 6399 00 991 0 23 000
		Totals for 208164	71,989.53	
208289	08/28/2020	MASTERCARD-CITIBANK,	28,114.77	199 E 51 6259 02 001 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	12,633.69	199 E 51 6259 02 041 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	5,443.45	199 E 51 6259 02 101 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	3,702.52	199 E 51 6259 02 102 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	3,745.97	199 E 51 6259 02 103 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	4,443.80	199 E 51 6259 02 105 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	6,270.27	199 E 51 6259 02 999 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	6,601.65	198 E 51 6259 02 999 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	2,465.45	199 E 51 6259 02 049 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	2,017.14	199 E 51 6259 02 870 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	505.83	199 E 51 6259 02 996 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	1,170.26	199 E 51 6259 02 995 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	3,372.57	199 E 51 6259 02 001 0 22 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-1,116.02	199 E 51 6259 02 001 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-621.71	199 E 51 6259 02 041 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-145.59	199 E 51 6259 02 101 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-163.29	199 E 51 6259 02 102 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-106.42	199 E 51 6259 02 103 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-157.13	199 E 51 6259 02 105 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-184.36	199 E 51 6259 02 999 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-149.38	198 E 51 6259 02 999 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-75.17	199 E 51 6259 02 049 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-56.36	199 E 51 6259 02 870 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-27.57	199 E 51 6259 02 996 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-44.92	199 E 51 6259 02 995 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	0.00	199 E 51 6259 02 001 0 22 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-1,098.21	199 E 51 6259 02 001 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-498.75	199 E 51 6259 02 041 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-135.79	199 E 51 6259 02 101 0 99 000
208289	08/28/2020	MASTERCARD-CITIBANK,	-152.50	199 E 51 6259 02 102 0 99 000

CHECK CHECK			ACCOUNT																		
NUMBER	DATE	VENDOR	AMOUNT	NUMBER																	
208289	08/28/2020	MASTERCARD-CITIBANK,	-100.97	199 E 51 6259 02 103 0 99 000																	
208289	08/28/2020	MASTERCARD-CITIBANK,	-116.76	199 E 51 6259 02 105 0 99 000																	
208289	08/28/2020	MASTERCARD-CITIBANK,	-173.12	199 E 51 6259 02 999 0 99 000																	
208289	08/28/2020	MASTERCARD-CITIBANK,	-202.52	198 E 51 6259 02 999 0 99 000																	
208289	08/28/2020	MASTERCARD-CITIBANK,	-69.13	199 E 51 6259 02 049 0 99 000																	
208289	08/28/2020	MASTERCARD-CITIBANK,	-49.94	199 E 51 6259 02 870 0 99 000																	
208289	08/28/2020	MASTERCARD-CITIBANK,	-23.11	199 E 51 6259 02 996 0 99 000																	
208289	08/28/2020	MASTERCARD-CITIBANK,	-37.75	199 E 51 6259 02 995 0 99 000																	
208289	08/28/2020	MASTERCARD-CITIBANK,	0.00	199 E 51 6259 02 001 0 22 000																	
		Totals for 208289	74,980.90																		
		Totals for checks	644,820.97																		

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
198	TSTC-TX STATE TECHNICAL COLLEG	0.00	0.00	11,947.20	11,947.20
199	GENERAL OPERATING FUND	0.00	0.00	632,873.77	632,873.77
***	Fund Summary Totals ***	0.00	0.00	644,820.97	644,820.97

***** End of report *****

Addition of Authorized Representative-First Public/Lone Star Investment Pool Accounts

Presented for:

Board Action X Report/Review Only _____

Supporting documents:

None _____ Attached X Provided Later _____

Contact Person:

William Johnston, Ed.D., CPA, Assistant Superintendent of Business Services/Chief Financial Officer

Background Information:

To add Finance Coordinator, Sandra J. King, as an authorized representative to the First Public/Lone Star Investment Pool accounts

Fiscal Implications:

None

Administrative Recommendation:

Administration recommends that the Board approve the addition of Sandra J. King as an Authorized Representative for First Public/Lone Star Investment Pool accounts.

Authorized Representative Add Form

Name of Participant RED OAK ISD Participant Number 70911

Addition of Authorized Representative

In order to either (i) carry out the role of Investment Officer for the Participant or (ii) aid the Investment Officer of the Participant in the execution of his or her duties pursuant to Texas Government Code, Section 2256.003(c), as the case may be, the following officers, officials, employees, or contractors of the Participant are hereby designated as Authorized Representatives within the meaning of the Investment Agreement (Agreement). These designated Authorized Representatives have full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement, and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

	Rep #1	Rep #2	Rep #3
Printed Name	<u>SAUNDRA J. KING</u>	_____	_____
Title	<u>FINANCE COORDINATOR</u>	_____	_____
E-mail address	<u>saundra.king@redoakisd.org</u>	_____	_____
Signature	_____	_____	_____

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representatives, each Investment Officer of Lone Star appointed by the Lone Star Board of Trustees from time to time is hereby designated as an Investment Officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

PASSED AND APPROVED this 14 day of SEPTEMBER, 2020.

By: _____

JOHN ANDERSON

Printed Name, Board President

By: _____

PENNY STORY

Printed Name, Board Secretary

State of Texas,

County of ELLIS

Before me, DEBBIE TEMPLE, on this day personally appeared JOHN ANDERSON and PENNY STORY, known to me (or proved to me on the oath of _____) or through _____ to be the person(s)

(name of notary)

(name of President and Secretary)

(person providing oath)

(identification item)

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this 14 day of SEPTEMBER, 2020,

(Personalized Seal)

16

Notary Public's Signature

Addition of Authorized Representative-TexPool Investment Pool Accounts

Presented for:

Board Action X Report/Review Only _____

Supporting documents:

None _____ Attached X Provided Later _____

Contact Person:

William Johnston, Ed.D., CPA, Assistant Superintendent of Business Services/Chief Financial Officer

Background Information:

To add Finance Coordinator, Sandra J. King, as an authorized representative to the TexPool Investment Pool accounts

Fiscal Implications:

None

Administrative Recommendation:

Administration recommends that the Board approve the addition of Sandra J. King as an Authorized Representative for TexPool Investment Pool accounts.



Resolution Amending Authorized Representatives

Please complete this form to amend or designate Authorized Representatives. *This document supersedes all prior Authorized Representative forms.*

*** Required Fields**

1. Resolution

WHEREAS,

Red Oak Independent School District

7 8 7 2 0

Participant Name*

Location Number*

("Participant") is a local government of the State of Texas and is empowered to delegate to a public funds investment pool the authority to invest funds and to act as custodian of investments purchased with local investment funds; and

WHEREAS, it is in the best interest of the Participant to invest local funds in investments that provide for the preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act; and

WHEREAS, the Texas Local Government Investment Pool ("TexPool / Texpool Prime"), a public funds investment pool, were created on behalf of entities whose investment objective in order of priority are preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act.

NOW THEREFORE, be it resolved as follows:

- A. That the individuals, whose signatures appear in this Resolution, are Authorized Representatives of the Participant and are each hereby authorized to transmit funds for investment in TexPool / TexPool Prime and are each further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of local funds.
- B. That an Authorized Representative of the Participant may be deleted by a written instrument signed by two remaining Authorized Representatives provided that the deleted Authorized Representative (1) is assigned job duties that no longer require access to the Participant's TexPool / TexPool Prime account or (2) is no longer employed by the Participant; and
- C. That the Participant may by Amending Resolution signed by the Participant add an Authorized Representative provided the additional Authorized Representative is an officer, employee, or agent of the Participant;

List the Authorized Representative(s) of the Participant. Any new individuals will be issued personal identification numbers to transact business with TexPool Participant Services.

1. William Johnston Asst. Superintendent of Business Services/CFO
 Name Title

9 7 2 6 1 7 4 0 0 5 9 7 2 6 1 7 4 3 3 3 bill.johnston@redoakisd.org
 Phone Fax Email

 Signature

2. Sandra J. King Finance Coordinator
 Name Title

9 7 2 6 1 7 4 1 6 3 9 7 2 6 1 7 4 3 3 3 sandra.king@redoakisd.org
 Phone Fax Email

 Signature

3. _____
 Name Title

 Phone Fax Email

 Signature

1. Resolution (continued)

4.
 Name Title

Phone Fax Email

Signature

List the name of the Authorized Representative listed above that will have primary responsibility for performing transactions and receiving confirmations and monthly statements under the Participation Agreement.

Saundra King
Name

In addition and at the option of the Participant, one additional Authorized Representative can be designated to perform only inquiry of selected information. *This limited representative cannot perform transactions.* If the Participant desires to designate a representative with inquiry rights only, complete the following information.

Name Title

Phone Fax Email

D. That this Resolution and its authorization shall continue in full force and effect until amended or revoked by the Participant, and until TexPool Participant Services receives a copy of any such amendment or revocation. This Resolution is hereby introduced and adopted by the Participant at its regular/special meeting held on the 14 day of September, 2020.

Note: Document is to be signed by your Board President, Mayor or County Judge and attested by your Board Secretary, City Secretary or County Clerk.

Red Oak Independent School District
Name of Participant*

SIGNED

Signature*

John Anderson
Printed Name*

Board President
Title*

ATTEST

Signature*

Penny Story
Printed Name*

Board Secretary
Title*

2. Mailing Instructions

The completed Resolution Amending Authorized Representatives can be faxed to TexPool Participant Services at 1-866-839-3291, and mailed to:

TexPool Participant Services
1001 Texas Avenue, Suite 1150
Houston, TX 77002



Addition of Authorized Representative TexSTAR Investment Pool Accounts

Presented for:

Board Action X Report/Review Only _____

Supporting documents:

None _____ Attached X Provided Later _____

Contact Person:

William Johnston, Ed.D., CPA, Assistant Superintendent of Business Services/Chief Financial Officer

Background Information:

To add Finance Coordinator, Sandra J. King, as an authorized representative to the TexSTAR Investment Pool accounts

Fiscal Implications:

None

Administrative Recommendation:

Administration recommends that the Board approve the addition of Sandra J. King as an Authorized Representative for TexSTAR Investment Pool accounts.



AMENDING RESOLUTION

WHEREAS, Red Oak Independent School District

(the "Government Entity") by authority of the Application for Participation in TexSTAR (the "Application") has entered into an Interlocal Agreement (the "Agreement") and has become a participant in the public funds investment pool created there under known as TexSTAR Short Term Asset Reserve Fund ("TexSTAR");

WHEREAS, the Application designated on one or more "Authorized Representatives" within the meaning of the Agreement;

WHEREAS, the Government Entity now wishes to update and designate the following persons as the "Authorized Representatives" within the meaning of the Agreement;

NOW, THEREFORE, BE IT RESOLVED:

SECTION 1. The following officers, officials or employees of the Government Entity specified in this document are hereby designated as "Authorized Representatives" within the meaning of the Agreement, with full power and authority to open accounts, to deposit and withdraw funds, to agree to the terms for use of the website for online transactions, to designate other authorized representatives, and to take all other action required or permitted by Government Entity under the Agreement created by the application, all in the name and on behalf of the Government Entity.

SECTION 2. This document supersedes and replaces the Government Entity's previous designation of officers, officials or employees of the Government Entity as Authorized Representatives under the Agreement

SECTION 3. This resolution will continue in full force and effect until amended or revoked by Government Entity and written notice of the amendment or revocation is delivered to the TexSTAR Board.

SECTION 4. Terms used in this resolution have the meanings given to them by the Application.

Authorized Representatives. Each of the following Participant officials is designated as Participant's Authorized Representative authorized to give notices and instructions to the Board in accordance with the Agreement, the Bylaws, the Investment Policy, and the Operating Procedures:

1. Name: William Johnston Title: Asst. Superintendent/CFO
Signature: _____ Phone: 972.617.4005
Email: bill.johnston@redoakisd.org
2. Name: Saundra J. King Title: Finance Coordinator
Signature: _____ Phone: 972.617.4163
Email: saundra.king@redoakisd.org
3. Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____
4. Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____

{REQUIRED} PRIMARY CONTACT: List the name of the Authorized Representative **listed above** that will be designated as the Primary Contact and will receive all TexSTAR correspondence including transaction confirmations and monthly statements

Name: Saundra J. King

{OPTIONAL} INQUIRY ONLY CONTACT: In addition, the following additional Participant representative (**not listed above**) is designated as an **Inquiry Only** Representative authorized to obtain account information:

Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____

Participant may designate other authorized representatives by written instrument signed by an existing Participant Authorized Representative or Participant's chief executive officer.

REQUIRED
PLACE OFFICIAL SEAL OF ENTITY HERE

DATED _____
Red Oak Independent School District
(NAME OF PARTICIPANT)

SIGNED BY: _____
(Signature of official)
John Anderson, Board President
(Printed name and title)

ATTESTED BY: _____
(Signature of official)
Penny Story, Board Secretary
(Printed name and title)

FOR INTERNAL USE ONLY
APPROVED AND ACCEPTED: TEXAS SHORT TERM ASSET RESERVE FUND
22
.....
AUTHORIZED SIGNER

Resolution to Assign Fund Balance for 2020-2021

Red Oak Independent School District

September 21, 2020

On this date, September 21, 2020, we, the School Board of Red Oak Independent School District, hereby assign \$82,088 as set aside for residential placement.

This amount is solely to be used in the event the District is unable to fulfill the educational needs of a special education student and that student requires residential placement. The source of these funds shall be derived from the General Fund – Fund Balance.

In the event that no residential placement occurs during the 2020-2021 school year, the funds will become unassigned as a part of the fund balance.

IN CERTIFICATION THEREOF:

John Anderson, Board President
Red Oak Independent School District

ATTEST:

Penny Story, Board Secretary
Red Oak Independent School District

2020 Tax Rate and Resolution Setting Tax Rate

Presented for:

Board Action X Report/Review Only

Supporting documents:

None Attached X Provided Later

Contact Person:

Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services/Chief Financial Officer

Background Information:

On June 15, 2020, the District held a Public Hearing on the 2020-2021 Budget and the Proposed Tax Rate. The Board approved the Budget at a separate meeting held on June 15, 2020. Since the M&O tax rate is dependent on certified values not finalized at the time of the Budget adoption, the adoption of the tax rates was not approved in June. At the time, it was shared that the approval of the 2020 tax rates would be delayed to August or September.

As part of the 86th Legislative Session, the Texas Property Tax Reform and Transparency Act of 2019, or Senate Bill 2 was passed that implemented significant changes to the setting of local tax rates. Starting in the 2020 tax year, school districts will be required to reduce the maintenance and operations (M&O) tax rate each year if the growth of property values within the District is greater than the State’s determination of the statewide average growth. For the 2020 tax year, the State is using the average property growth of 4.1% in the calculation. The goal under House Bill 3 (HB 3) is to lower school district property taxes and including any loss of tax revenue in the Foundation School Program funding.

Last year’s Maintenance and Operations (M&O) tax rate was \$1.0683. The prior year the M&O tax rate was \$1.17. The Interest & Sinking tax rate was not impacted by the new law and remained at \$0.37. Districts are supposed to determine their tax revenue and any tax rate adjustments based on the July Certified property values. Unfortunately, due to the pandemic this year, the Ellis County Appraisal District (CAD) only was able to provide an estimated certified property value in July. At the end of July, the District had to submit this estimated value to TEA so they could determine our maximum compressed tax rate, even though it was only an estimate.

This value showed a growth of 11.4% in property values for the M&O component of the tax rate calculation, due to the elimination of the M&O property value limitation for the Chapter 313 Agreement this year. The 2020 taxable value for the Chapter 313 company was below the established threshold resulting in reduction in the M&O taxable value.

Texas Tax Code §26.05 states that a school district’s governing body must adopt a tax rate through official action by the end of September or sixty (60) days after the certified values have been received from the County Appraisal District, whichever is later. The Ellis CAD has now said that we may not have the certified values for the 2020 tax roll until the end of September. TEA has indicated that the tax rate information submitted in ²⁵July will establish the tax rates for 2020.

Based on a proposed growth in the M&O property values of over 11% for this year, the M&O tax rate is being reduced to \$0.9935 (a 7% reduction) and is \$0.0748 cents less than the 2019 M&O tax rate. The estimated growth in the I&S property values is 9.95% and the proposed debt rate is \$0.3653 per \$100 of property value and is \$0.0047 cents less than the prior year. The total tax rate that is being recommended for adoption is \$1.3592 and is \$0.0791 cents or 5.50% less than the total 2019 tax rate.

The proposed rate is slightly higher than the no-new-revenue tax rate of \$1.3347 (previously called effective tax rate) and does not exceed the voter-approval tax rate of \$1.3592 (previously called the rollback tax rate). These tax rates support the 2020-2021 adopted budget.

The no-new-revenue tax rate is the tax rate for the 2020 tax year that will raise the same amount of property tax revenue from the same taxable properties in both the 2019 tax year and the 2020 tax year. If the M&O taxable value of the Chapter 313 company was limited, similar to the past few years, the no-new-revenue tax rate for the M&O tax rate would be higher than the proposed M&O tax rate.

The voter-approved tax rate is the highest tax rate that may be adopted without holding an election to seek voter approval of the rate.

Fiscal Implications:

Fiscal implications for setting a tax rate of \$1.3592 will generate the following estimated tax revenues:

Maintenance & Operations	\$0.9939	\$22,988,303
Interest & Sinking	\$0.3653	\$ 8,449,167

Administrative Recommendation:

Administration recommends adopting the Resolution Setting a Tax Rate establishing the 2020 tax rate of \$1.3592 (\$0.9939 for maintenance and operations and \$0.3653 for interest and sinking) per \$100 of property value.

Resolution Setting the Tax Rate
Red Oak Independent School District
September 21, 2020

On this date, we, the School Board of Red Oak Independent School District, hereby levy or set the annual ad valorem tax rate for the 2020 year on \$100 valuation by setting specific applicable to all real, personal and mixed property situation within the District at a total of \$1.4383, to be assessed and collected by the duly specified assessor and collector as follows:

\$0.9939 for the purpose of maintenance and operation; and
\$0.3653 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 0.63 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY \$6.20.

IN CERTIFICATION THEREOF:

John Anderson, Board President
Red Oak Independent School District

ATTEST:

Penny Story, Board Secretary
Red Oak Independent School District

TASB LOCAL POLICY UPDATE 115

Presented for:

Board Action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

BRENDA SANFORD

Background Information:

Attached you will find the Board Member Vantage Points for TASB Local Update 115. The update includes changes in local policy related to:

BF(LOCAL): Board Policies
DIA(LOCAL): Employee Welfare: Freedom from Discrimination, Harassment, and Retaliation
DMD(LOCAL): Professional Development
EI(LOCAL): Academic Achievement
FB(LOCAL): Equal Education Opportunity
FD(LOCAL): Admissions
FEB(LOCAL): Attendance- Attendance Accounting
FFG(LOCAL): Student Welfare- Child Abuse and Neglect
FFH(LOCAL): Student Welfare- Freedom from Discrimination, Harassment, and Retaliation
FMH(LOCAL): Student Activities-Contests and Competition
FNG(LOCAL): Student Rights and Responsibilities-Student and Parent Complaints/Grievances
GF(LOCAL): Public Complaints

These changes are explained in the attached Explanatory Notes for TASB Localized Policy Manual Update 115

Fiscal Implications: N/A

Administrative Recommendation:

The administration recommends that the Board, add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 115.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Update 115 includes new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment. The final Title IX regulations and related materials are available on the U.S. Department of Education [Office for Civil Rights](#) website.

Multiple changes at Update 115 are based on legislation from the Regular Session of the 86th Texas Legislature that impose changes effective with the 2020–21 school year. Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 86th Legislature.

An overview video of the local policy changes is available under Policy Manual Update Resources in the myTASB [Policy Service Resource Library](#). **(LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.**

AF(LEGAL)

INNOVATION DISTRICTS

Revisions to the Administrative Code, effective January 2020:

- Specify that an innovation district may not be exempted from Education Code Chapters 48 (Foundation School Program) and 49 (Options for Local Revenue Levels in Excess of Entitlement); and
- Authorize the commissioner to terminate district of innovation status for a district's failure to comply with the duty to discharge or refuse to hire certain employees or applicants as required by state law.

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Administrative rule changes, effective August 2019, specify that districts with a local accountability system must use the local accountability system rating standards established by the commissioner. These standards will be updated annually and published in the *Local Accountability System Manual*.

Definitions for the various accreditation statuses have also been added.

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

TEA has renamed the Performance-Based Monitoring Analysis System (PBMAS) to the Results Driven Accountability (RDA) system, effective December 3, 2019. This was to align with the Office of Special Education Programs (OSEP) framework.

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Beginning with the 2020–21 school year, HB 4205 creates a new option for campuses that are required to submit campus turnaround plans—an accelerated campus excellence (ACE) turnaround plan. The commissioner is required to approve an ACE turnaround plan if the commissioner determines that the plan meets the statutory requirements.

Other changes are from revised Administrative Code rules, effective March 31, 2020. The rules clarify interventions and sanctions provisions, including campus intervention team membership and participation and campus turnaround plan submission, approval, and implementation processes.

Additional detail has been included about the required notice the campus intervention team must provide regarding the public meeting for soliciting input on development of a targeted improvement plan.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

BBA(LEGAL)

BOARD MEMBERS: ELIGIBILITY/QUALIFICATIONS

This legally referenced policy on eligibility and qualifications for board members has been revised to clarify that a person cannot *run* for the board if the person has a final felony conviction from which the person has not been pardoned or had the disabilities removed (see Eligibility). The provision at Ineligibility indicating that a person cannot *serve* as a member of the board if the person has been convicted of a felony remains unchanged.

BBBB(LEGAL)

ELECTIONS: POST-ELECTION PROCEDURES

HB 2640 deleted the requirement for the presiding officer of the board to prepare a report of precinct results for the secretary of state.

BBD(LEGAL)

BOARD MEMBERS: TRAINING AND ORIENTATION

Extensive changes to this legally referenced policy on board member training and orientation are from revised Administrative Code rules, effective March 24, 2020. See the TASB Board Development Services website for helpful overviews of the [training requirements](#).

BDF(LEGAL)

BOARD INTERNAL ORGANIZATION: CITIZEN ADVISORY COMMITTEES

HB 18 revised the list of persons that a board may appoint to the school health advisory council (SHAC). The bill also added requirements for a district to publish in the student handbook and on the district's website certain information on student physical and mental health resources, policies, and procedures and whether each campus has a full-time nurse or school counselor. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

BF(LOCAL)

BOARD POLICIES

A revision to this local policy clarifies that a district's legally referenced policies are not adopted by the board.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

BQ(LEGAL)

PLANNING AND DECISION-MAKING PROCESS

HB 18 revised the list of strategies for improvement of student performance that must be included in the district improvement plan (DIP) to include positive behavior interventions and support and implementation of a comprehensive school counseling program. In addition, the DIP must include:

- Strategies for providing elementary school students information about higher education; and
- The district's procedures on mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention.

Details about dating violence have been moved to FFH addressing harassment; details about sexual abuse, sex trafficking, and other maltreatment of children have been moved to FFG addressing child abuse and neglect.

BQA(LEGAL)

PLANNING AND DECISION-MAKING PROCESS: DISTRICT-LEVEL

Provisions on the district-level decision-making committee's responsibilities have been revised to better match statute.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

BQB(LLEGAL) PLANNING AND DECISION-MAKING PROCESS: CAMPUS-LEVEL

Provisions on the campus-level decision-making committee's responsibilities have been revised to better match statute.

CBB(LLEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

The Note on page 5 has been adjusted to include a link to a USDA memo addressing micro-purchase and simplified acquisition thresholds for federal child nutrition programs.

CCA(LLEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

TASB Policy Service engaged an outside law firm with expertise in the area of bonds to review the federal securities law provisions in this legally referenced policy, which resulted in revisions throughout that section of the policy.

In addition, we have included two existing statutory provisions on:

- Attorney general review and approval of a public security and the record of proceedings, and
- Authority of the issuer of public securities to contract for certain services.

CCG(LLEGAL) LOCAL REVENUE SOURCES: AD VALOREM TAXES

At Tax Rate Adoption, we have added information on the maximum compressed rate from HB 3 and new Administrative Code rules effective April 10, 2020.

HB 492 repeals existing law regarding reappraisal of property damaged in a disaster area. However, an amendment to the Texas constitution approved by voters in November 2019 authorizes a temporary exemption for property damaged in a disaster. These new provisions have been added to CCGA(LLEGAL) addressing ad valorem tax exemptions.

A board must conduct an efficiency audit before holding an election seeking voter approval to adopt an M&O tax rate. In conducting the audit, the auditor selected by the board must follow the Legislative Budget Board (LBB) guidelines, to which we have included a link.

CCGA(LLEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

HB 492 provides for a temporary exemption for property damaged in a disaster, as authorized in an amendment to the Texas Constitution approved by voters in November 2019.

CCGB(LLEGAL) AD VALOREM TAXES: ECONOMIC DEVELOPMENT

Revisions to this legally referenced policy reflect amended Administrative Code rules, effective February 6, 2020, and include:

- The exclusion of any employee names or other personal identifying information from the definition of *substantive documents* submitted to the comptroller in connection with economic development applications,
- Clarification of the procedures for an applicant to obtain continued eligibility for a limitation on appraised value, and
- Extended timelines for the comptroller to review a written agreement for a limitation on appraised value.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

CCH(LLEGAL)

LOCAL REVENUE SOURCES: APPRAISAL DISTRICT

Effective September 1, 2020, SB 2 requires an appraisal district board in a county with a population of a million or more to increase the size of the appraisal review board (ARB) to an appropriate number of members. The ARB must establish special panels to conduct protest hearings.

CFA(LLEGAL)

ACCOUNTING: FINANCIAL REPORTS AND STATEMENTS

Revisions to the provisions on the Annual Local Debt Report are from amended Administrative Code rules, effective April 5, 2020.

Other revisions are to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CFC(LLEGAL)

ACCOUNTING: AUDITS

This legally referenced policy on audits has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CKA(LLEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: INSPECTIONS

This legally referenced policy on asbestos has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

CKE(LLEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Revisions regarding training are from amended Administrative Code rules, effective February 5, 2020, and require district police officers and school resource officers to receive a school-based law enforcement proficiency certificate within 180 days of commission or placement in the district.

CKEA(LLEGAL)

SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

The addition of provisions regarding reporting on appointment and separation of licensed peace officers was prompted by amended Administrative Code rules, effective February 5, 2020.

CMD(LLEGAL)

EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

Revisions to the provisions prohibiting certain expenditures of funds from the instructional materials allotment are from amended Administrative Code rules, effective February 6, 2020.

CO(LLEGAL)

FOOD AND NUTRITION MANAGEMENT

A Note has been added pointing to the Texas Department of Agriculture's Records Retention List, which can assist districts with retaining documentation to demonstrate program compliance.

CQ(LLEGAL)

TECHNOLOGY RESOURCES

This legally referenced policy has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources. Citations to various laws pertaining to unlawful interception, use, or disclosure of communications have also been added to this policy for reference.

CQA(LLEGAL)

TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Online posting provisions have been updated to:

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

- Clarify that notification by the campus intervention team regarding public input on development of a targeted improvement plan must be published on the district and campus websites,
- Add the requirement to post a completed campus turnaround plan 30 days before the final plan is submitted to the board,
- Add details about posting of the Annual Local Debt Report,
- Add the requirement to post information on designated agents under the Digital Millennium Copyright Act for districts seeking to limit liability, and
- Add the requirement to post the district's family engagement plan.
- Add contact information for the district's Title IX coordinator and the district's policy of nondiscrimination; and
- Add materials used to train the Title IX coordinator and other individuals who are relevant to resolving complaints under Title IX.

CQB(LEGAL)

TECHNOLOGY RESOURCES: CYBERSECURITY

We have removed provisions on the Electronic Communication Privacy Act that address the criminal consequences of the Act. A high-level reference to this information has been added to CQ(LEGAL).

CRE(LEGAL)

INSURANCE AND ANNUITIES MANAGEMENT: WORKERS' COMPENSATION

We have removed case law addressing enforcement of a reasonable absence-control rule because the case is also included in DEC(LEGAL).

CS(LEGAL)

FACILITY STANDARDS

Provisions on termination of LP-gas service have been revised as a result of amended Administrative Code rules, effective January 6, 2020.

CY(LEGAL)

INTELLECTUAL PROPERTY

This legally referenced policy on intellectual property has been revised to add some existing legal provisions, delete nonessential provisions, and better match legal sources.

D(LEGAL)

PERSONNEL

The D Section table of contents has been revised to rename DBAA Pre-Employment Reviews.

DAA(LEGAL)

EMPLOYMENT OBJECTIVES: EQUAL EMPLOYMENT OPPORTUNITY

This legally referenced policy has been revised at Bankruptcy Discrimination to better match statute.

The provisions addressing compliance coordinators for federal nondiscrimination laws have been updated in response to the new Title IX regulations.

DBAA(LEGAL)

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

This legally referenced policy has been retitled and reorganized to include various pre-employment reviews. As a result, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to this policy from DC(LEGAL).

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

Provisions have been added on the U.S. Department of Transportation's (DOT) national commercial driver license drug and alcohol clearinghouse. A district may not employ a driver subject to DOT drug and alcohol testing who will perform a safety-sensitive function without first conducting a pre-employment inquiry through the clearinghouse.

DC(LEGAL) EMPLOYMENT PRACTICES

As mentioned above, provisions on the required pre-employment affidavit and the Do Not Hire Registry have been moved to DBAA(LEGAL), which now addresses pre-employment reviews.

DED(LOCAL) COMPENSATION AND BENEFITS: VACATIONS AND HOLIDAYS

If your district offers paid vacation or holiday benefits to certain district employees, please contact the district's policy consultant for recommended policy language addressing board authorization and development of administrative procedures for consistent application.

TASB HR Services has a [framework](#) to help districts develop administrative procedures on these issues.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DF(LEGAL) TERMINATION OF EMPLOYMENT

Failure to terminate an employee on the Do Not Hire Registry has been added as a reason for which the State Board for Educator Certification may impose sanctions on an educator. This change is from amended Administrative Code rules, effective March 5, 2020.

DHC(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Changes to this legally referenced policy on reports to TEA regarding non-certified employee misconduct are from revised Administrative Code rules, effective December 31, 2019. The rules clarify the information that must be in a report and include several relevant definitions.

DHE(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

Information on postaccident alcohol or controlled substances testing has been incorporated from DHE(EXHIBIT), which is being deleted.

Additional detail has been included regarding required Department of Transportation drug and alcohol testing of commercial vehicle operators.

DHE(EXHIBIT) EMPLOYEE STANDARDS OF CONDUCT: SEARCHES AND ALCOHOL/DRUG TESTING

This exhibit on postaccident alcohol or controlled substances testing is being deleted, as the content has been incorporated into DHE(LEGAL).

DIA(LEGAL) EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The Note pointing to other relevant policies has been updated to reflect Title IX changes. We have added the recent U.S. Supreme Court case, *Bostock v. Clayton County, Georgia*, which held that firing an employee on the basis of homosexuality or transgender status violates Title VII's prohibition against sex discrimination in employment. Margin notes have also been updated.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

DIA(LOCAL)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Recommended revisions to this policy incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.
- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The Title IX regulations provide that a district has actual knowledge of sexual harassment if notice or allegations are made to any employee; therefore, a new provision at Notice of Report requires *any* employee who receives a report of prohibited conduct based on sex to notify the Title IX coordinator.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by students.
- Provisions on retaliation and records retention have been updated.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications and clarification of the provisions on distribution of the policy and any accompanying procedures.

TASB's Title IX model procedures are available in [TASB School Law eSource](#).

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DIA(EXHIBIT)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

Service recommends adding an email address for the ADA/Section 504 coordinator, if applicable to your district.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

HB 18 revises both optional and required training for district staff development. Required training, which must be provided annually, focuses on various aspects of student mental health, as listed in the policy. Suicide prevention training must address the specific components indicated.

Details about required mental health support programs have been updated in accordance with HB 18 and moved to FFEb addressing student mental health.

Provisions addressing required training on child abuse, trafficking, and maltreatment have been updated based on revised Administrative Code rules, effective November 6, 2019.

DMD(LOCAL) PROFESSIONAL DEVELOPMENT: PROFESSIONAL MEETINGS AND VISITATIONS

Policy Service recommends that the administrative details regarding professional meetings be removed from the local policy manual, as board-adopted policy is not required.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

DP(LLEGAL) PERSONNEL POSITIONS

This legally referenced policy on personnel has been revised to include provisions on various physical and mental health professionals, including:

- School nurses,
- Certified school counselors,
- Nonphysician mental health professionals, and
- Licensed specialists in school psychology (LSSPs).

EEL(LLEGAL) INSTRUCTIONAL ARRANGEMENTS: CONTRACTS WITH OUTSIDE AGENCIES

In accordance with new federal provisions, districts that have Junior Reserve Officers' Training Corps programs must permit homeschooled students to participate in the program.

EHAA(LLEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

Provisions on coordinated health programs have been updated based on HB 18.

HB 18 amends the SHAC's duties to include making recommendations about various aspects of student mental health.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

EHB(LLEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

New provisions on dyslexia compliance monitoring are from revised Administrative Code rules, effective December 25, 2019.

SB 2075 requires that a district notify the parent of a student who has or is at risk for dyslexia or a related disorder that the Texas State Library and Archives Commission provides audiobooks free of charge to students with eligible disabilities.

EHBA(LLEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION

Provisions on off-campus programs to provide special education and related services during school hours in a non-district facility are from new Administrative Code rules, effective November 10, 2019. The rules address placement in the programs, notification to and review by TEA, contract requirements, and changes of student residence.

EHBAB(LLEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. For such students who transfer into the district, the rules require the receiving district to:

- Accept a referral done by a previous district for a special education evaluation and complete any written report of a full individual and initial evaluation by the timelines in law, and
- Ensure that the district meets student transfer requirements relating to the ARD committee for a student who is already eligible for services.

EHBE(LLEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

This legally referenced policy on bilingual education has been revised throughout as a result of amended Administrative Code rules, effective April 10, 2020. The rules address requirements for administering the home language survey, parental notice and consent, and assessment options for students in a two-way dual language immersion program.

Other revisions are to better match statute.

EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

Amended Administrative Code rules, effective February 13, 2020, prompted revisions throughout the high-quality prekindergarten program provisions.

EHBJ(LLEGAL) SPECIAL PROGRAMS: INNOVATIVE AND MAGNET PROGRAMS

Changes to the application process for requesting approval from the State Board of Education or the commissioner to offer an innovative course are from amended Administrative Code rules, effective December 25, 2019.

EHDD(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

Provisions on dual credit agreements have been updated based on amended Administrative Code rules, effective November 24, 2019. We have also added some existing statutory provisions on dual credit programs to address faculty supervision and student transcripts.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

EI(LEGAL) ACADEMIC ACHIEVEMENT

Provisions on partial award of credit have been updated to reflect revised Administrative Code rules, effective March 15, 2020. The rules revised terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to:

- Adopt local policy to assist with awarding credit for a course that was earned prior to the student enrolling in or transferring to the district [see FD(LOCAL) recommendations in Update 115],
- Develop credit recovery plans for students who were denied credits outside the district or if the student's credit deficit would impede on-time promotion or graduation,
- Create course transition plans for students who were denied credit,
- Develop and administer personal graduation plans for junior or middle school students, and
- Comply with existing Education Code provisions regarding awarding of diplomas.

EI(LOCAL) ACADEMIC ACHIEVEMENT

Provisions on partial credit have been updated to reflect revised Administrative Code rules, which changed terminology regarding awarding of credit proportionately when a student receives a passing grade in "half" of a course, rather than per "semester."

To provide flexibility, Policy Service is recommending deletion of the statement that a student shall be required to retake only the portion of the course with a failing grade. The ways a student can earn credit for the failed part of a course can include various methods other than retaking the failed portion, and board policy is not required to specify which particular method may be used.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Beginning with students enrolled in the 12th grade in the 2021–22 school year, HB 3 will require a student to complete and submit a federal or Texas application for financial aid to graduate. The provision has been added to the policy manual now in case the district starts receiving questions about this provision. TEA will be issuing rules with more details.

Details on forming an individual graduation committee, including acceptable alternate members, have been added from amended Administrative Code rules, effective February 10, 2020.

Administrative Code rules effective November 24, 2019, provide that a student who completes the core curriculum of an institution of higher education meets the curriculum requirements for the foundation high school program, earns an endorsement and the distinguished level of achievement, and is entitled to a high school diploma.

Provisions on transitioning to the foundation high school program have been deleted from law.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Changes to this legally referenced policy on assessments include:

- Additional detail on end-of-course assessments, for more complete information;
- Deletion of detailed provisions on use of the TSI as a substitute assessment in lieu of a statutory reference; and
- Revisions to testing requirements for accountability purposes based on amended Administrative Code rules, effective February 23, 2020.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

EKC(LLEGAL)

TESTING PROGRAMS: READING ASSESSMENT

Effective with the 2020–21 school year, HB 3 requires a district to administer the commissioner-adopted reading instrument or the commissioner-approved alternative reading instrument to students at the kindergarten level and report results of reading instruments to parents within 60 calendar days of administration.

ELA(LLEGAL)

CAMPUS OR PROGRAM CHARTERS: PARTNERSHIP CHARTERS

This legally referenced policy on partnership charters has been significantly revised in accordance with amended Administrative Code rules, effective March 31, 2020. The rules:

- State that operating partners have final and sole authority over certain campus decisions;
- Add numerous requirements for performance contracts; and
- Update the TEA approval process.

In accordance with amended Administrative Code rules, effective September 1, 2019, a performance contract for a partnership charter only needs to include assurances that the district has consulted with relevant campus personnel if the partnering entity is an open enrollment charter school and not for other partnering entities approved by TEA.

F(LLEGAL)

STUDENTS

Update 115 includes reorganization of student mental health provisions. As a result:

- FFE has been renamed Counseling and Mental Health;
- FFEA has been renamed Counseling; and
- FFEB has been renamed Mental Health.

FB(LLEGAL)

EQUAL EDUCATIONAL OPPORTUNITY

The provisions on required grievance procedures and retaliation have been updated based on the new Title IX regulations.

FB(LOCAL)

EQUAL EDUCATIONAL OPPORTUNITY

The provision on the Title IX coordinator has been updated in response to the new Title IX regulations. Corresponding wording changes were made to the ADA/Section 504 coordinator text.

FB(EXHIBIT)

EQUAL EDUCATIONAL OPPORTUNITY

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FD(LOCAL)

ADMISSIONS

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care and require districts to adopt local policy to assist with

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

awarding credit to a student who is homeless or in substitute care for a course that was earned prior to the student enrolling in or transferring to the district. See Transition Assistance for recommended text to comply with this local policy requirement.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FDB(LEGAL) ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

Clarification has been added regarding transfer of a student with a disability who receives special education services and who engaged in bullying.

FEA(LEGAL) ATTENDANCE: COMPULSORY ATTENDANCE

From HB 3, we have added a provision, effective September 1, 2020, clarifying that a student is not required to attend school for the additional instructional days for which a district receives a financial incentive under Education Code 48.0051. See FEB(LEGAL) for more information.

FEB(LEGAL) ATTENDANCE: ATTENDANCE ACCOUNTING

Amended Administrative Code rules, effective December 25, 2019, delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be taken at the official attendance-taking time during the campus's instructional day. There is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

From HB 3, we have added a provision, effective September 1, 2020, under which a district may receive a financial incentive for offering an additional 30 days of half-day instruction above the required minimum number of minutes for students in prekindergarten through fifth grade.

FEB(LOCAL) ATTENDANCE: ATTENDANCE ACCOUNTING

Recommended revisions to this local policy on attendance accounting are to address amended Administrative Code rules that delete the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

See FEB in the [TASB Regulations Resource Manual](#).

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Provisions on nursing peer review committees have been moved to DP(LEGAL).

Provisions on psychotropics and psychiatric evaluations have been moved to FFEB(LEGAL).

FFAE(LEGAL) WELLNESS AND HEALTH SERVICES: SCHOOL-BASED HEALTH CENTERS

HB 18 permits the board (in addition to a local health education and health-care advisory council) to initiate the establishment of a school-based health center at a campus. The bill also expands the list of services that may be provided at school-based health centers to include physical health care, treatment of mental health conditions, and treatment for substance abuse.

Other changes from HB 18 address parental consent for referrals, the membership of the advisory council, and coordination with existing providers.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

Provisions on the recommended best practice programs and research-based practices on student mental health have been moved to FFEB(LEGAL).

FFC(LEGAL) STUDENT WELFARE: STUDENT SUPPORT SERVICES

New Administrative Code rules, effective March 30, 2020, address transition assistance for highly mobile students who are homeless or in substitute care. The rules address processes and practices on the following:

- Transferring student records;
- Developing systems to ease transition for students, including welcome packets, introductions, and mechanisms for receiving school nutrition program benefits;
- Convening enrollment conferences;
- Determining appropriate placement in educational programs and courses;
- Facilitating participation in extracurricular programs;
- Promoting postsecondary information; and
- Notifying the educational decision-maker and caseworker of events that significantly impact the student's education.

FFE(LEGAL) STUDENT WELFARE: COUNSELING AND MENTAL HEALTH

Provisions on counseling have been moved to FFEA.

FFEA(LEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING

This legally referenced policy has been reorganized to focus on both behavioral and academic counseling programs. As a result:

- Personnel provisions on school counselors and their duties have been moved to DP(LEGAL), and
- Various provisions regarding consent to counseling services previously at FFE(LEGAL) have been moved to this code.

From HB 18, we have added a provision requiring a school counselor to work with various stakeholders to plan, implement, and evaluate a comprehensive school counseling program.

From HB 114, we have added a provision applicable with the 2020–21 school year requiring a school counselor to provide information regarding availability of college credit for military experience, education, and training obtained during military service.

FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

This legally referenced policy has been added to focus on student mental health programs. As a result, provisions on psychotropics and psychiatric evaluations previously at FFAC(LEGAL) have been moved to this code.

The policy now addresses the various mental health programs, as revised by HB 18, for which the district must develop practices and procedures. The practices and procedures must be included in the student handbook and district improvement plan. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

FFG(LLEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

This legally referenced policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules, effective November 6, 2019. The rules address the required policy on sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement. The rules also revise the elements of the required child abuse and neglect reporting policy.

FFG(LOCAL) has been revised to comply with these rule changes.

FFG(LOCAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

This local policy on child abuse and neglect has been significantly revised based on amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of students that must be included in the district improvement plan and the student handbook. The 2020–21 [TASB Model Student Handbook](#) has been updated to meet this requirement.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from FFG(EXHIBIT) into this local policy and recommend deletion of the exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FFG(EXHIBIT) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

As mentioned at FFG(LLEGAL), Administrative Code rules on child abuse and neglect were recently revised. To ensure that all required policy elements are addressed in board-adopted local policy, we have revised and moved provisions from this exhibit into FFG(LOCAL). This exhibit is recommended for deletion.

FFH(LLEGAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

This legally referenced policy addressing discrimination, harassment, and retaliation against students has been significantly revised to include the new Title IX regulations, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

The final Title IX regulations and related materials are available on the U.S. Department of Education [Office for Civil Rights](#) website.

Provisions on dating violence have been moved from BQ(LLEGAL) to this code on discrimination, harassment, and retaliation.

FFH(LOCAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Based on the new Title IX regulations, recommended revisions include the following.

- The definition of Prohibited Conduct has been revised to include conduct that meets the Title IX definition of sexual harassment, but the policy retains the broader definitions of prohibited conduct in districts' current policies to ensure that all prohibited conduct is addressed.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

- Text at Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX, as the law requires a specific response process for these allegations. Allegations of prohibited conduct not based on sex or that would not meet the definition of sexual harassment under Title IX will follow the district's existing investigation process.
- The provision requiring an employee to report prohibited conduct has been updated to include either direct or indirect reports.
- Text at Response to Sexual Harassment—Title IX addresses legally required actions when the district receives notice or allegations of conduct that would meet the definition of sexual harassment under Title IX.
- New provisions direct the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations, as included in FFH(LEGAL).
- To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. **If the board wishes to instead use the *clear and convincing evidence* standard, which is a higher standard of evidence, please contact the district's policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.
- Provisions on retaliation and false claims have been updated and moved to the end of the policy.

Policy Service also recommends updates to the examples for harassment to include cyberharassment and electronic communications.

TASB's Title IX model procedures are available in [TASB School Law eSource](#).

FFH(EXHIBIT) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

The new Title IX regulations require districts to notify employees, students, parents, and others of the Title IX coordinator's contact information, which now must include an email address. For consistency, Policy Service recommends adding an email address for the district's ADA/Section 504 coordinator.

If you have not already completed the survey from Policy Service regarding coordinator contact information, including providing email addresses for each coordinator, please do so in order for your policy consultant to update this exhibit.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

FM(LEGAL) STUDENT ACTIVITIES

The detailed list of honors classes for purposes of eligibility to participate in extracurricular activities has been deleted in lieu of a reference to the Administrative Code.

Existing statutory provisions on before- and after-school programs for elementary and middle school grades have been added.

FMF(LOCAL) STUDENT ACTIVITIES: CONTESTS AND COMPETITION

This local policy on student contests and competition is recommended for deletion. There is no requirement for board policy on these issues; the district's practices can be included in administrative procedures.

Explanatory Notes

TASB Localized Policy Manual Update 115

Red Oak ISD

FNG(LOCAL)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Policy Service has revised the list of protected characteristics at Other Complaint Processes, item 1, to align with the list at FFH(LOCAL) above.

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See FNG in the [TASB Regulations Resource Manual](#) for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

GBAA(EXHIBIT)

INFORMATION ACCESS: REQUESTS FOR INFORMATION

This exhibit referring to the attorney general's guidelines for charges under the Public Information Act is being deleted. The citation to the Administrative Code where these charges are found has been added to GBAA(LEGAL).

See GBAA in the [TASB Regulations Resource Manual](#) for updated forms related to requests for information.

GF(LOCAL)

PUBLIC COMPLAINTS

A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 "calendar" days. This is an exception to how other timelines are calculated in the policy, which are based on "business" days in accordance with how days are defined.

See GF in the [TASB Regulations Resource Manual](#) for updated complaint forms.

The *Legal Issues in Update 115* memo describes common legal concerns and best practices specific to [this policy topic](#).

GKA(LEGAL)

COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

Provisions on drones have been updated based on changes to federal law and replace previous provisions on model aircraft.

Instruction Sheet

TASB Localized Policy Manual Update 115

Red Oak ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AF	(LEGAL)	Replace policy	Revised policy
AIA	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
BBA	(LEGAL)	Replace policy	Revised policy
BBBB	(LEGAL)	Replace policy	Revised policy
BBD	(LEGAL)	Replace policy	Revised policy
BDF	(LEGAL)	Replace policy	Revised policy
BF	(LOCAL)	Replace policy	Revised policy
BQ	(LEGAL)	Replace policy	Revised policy
BQA	(LEGAL)	Replace policy	Revised policy
BQB	(LEGAL)	Replace policy	Revised policy
CBB	(LEGAL)	Replace policy	Revised policy
CCA	(LEGAL)	Replace policy	Revised policy
CCG	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CCGB	(LEGAL)	Replace policy	Revised policy
CCH	(LEGAL)	Replace policy	Revised policy
CFA	(LEGAL)	Replace policy	Revised policy
CFC	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy
CKE	(LEGAL)	Replace policy	Revised policy
CKEA	(LEGAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CO	(LEGAL)	Replace policy	Revised policy
CQ	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CQB	(LEGAL)	Replace policy	Revised policy
CRE	(LEGAL)	Replace policy	Revised policy
CS	(LEGAL)	Replace policy	Revised policy
CY	(LEGAL)	Replace policy	Revised policy
D	(LEGAL)	Replace table of contents	Revised table of contents
DAA	(LEGAL)	Replace policy	Revised policy

Instruction Sheet

TASB Localized Policy Manual Update 115

Red Oak ISD

Code	Type	Action To Be Taken	Note
DBAA	(LEGAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DED	(LOCAL)	No policy enclosed	See explanatory note
DF	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DHE	(LEGAL)	Replace policy	Revised policy
DHE	(EXHIBIT)	DELETE exhibit	See explanatory note
DIA	(LEGAL)	Replace policy	Revised policy
DIA	(LOCAL)	Replace policy	Revised policy
DIA	(EXHIBIT)	No exhibit enclosed	See explanatory note
DMA	(LEGAL)	Replace policy	Revised policy
DMD	(LOCAL)	DELETE policy	See explanatory note
DP	(LEGAL)	Replace policy	Revised policy
EEL	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy
EHB	(LEGAL)	Replace policy	Revised policy
EHBA	(LEGAL)	Replace policy	Revised policy
EHBAB	(LEGAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHBG	(LEGAL)	Replace policy	Revised policy
EHBJ	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EI	(LEGAL)	Replace policy	Revised policy
EI	(LOCAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EKC	(LEGAL)	Replace policy	Revised policy
ELA	(LEGAL)	Replace policy	Revised policy
F	(LEGAL)	Replace table of contents	Revised table of contents
FB	(LEGAL)	Replace policy	Revised policy
FB	(LOCAL)	Replace policy	Revised policy
FB	(EXHIBIT)	No exhibit enclosed	See explanatory note
FD	(LOCAL)	Replace policy	Revised policy
FDB	(LEGAL)	Replace policy	Revised policy

Instruction Sheet

TASB Localized Policy Manual Update 115

Red Oak ISD

Code	Type	Action To Be Taken	Note
FEA	(LEGAL)	Replace policy	Revised policy
FEB	(LEGAL)	Replace policy	Revised policy
FEB	(LOCAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFAE	(LEGAL)	Replace policy	Revised policy
FFB	(LEGAL)	Replace policy	Revised policy
FFC	(LEGAL)	Replace policy	Revised policy
FFE	(LEGAL)	DELETE policy	See explanatory note
FFEA	(LEGAL)	Replace policy	Revised policy
FFEB	(LEGAL)	ADD policy	See explanatory note
FFG	(LEGAL)	Replace policy	Revised policy
FFG	(LOCAL)	Replace policy	Revised policy
FFG	(EXHIBIT)	DELETE exhibit	See explanatory note
FFH	(LEGAL)	Replace policy	Revised policy
FFH	(LOCAL)	Replace policy	Revised policy
FFH	(EXHIBIT)	No exhibit enclosed	See explanatory note
FM	(LEGAL)	Replace policy	Revised policy
FMF	(LOCAL)	DELETE policy	See explanatory note
FNG	(LOCAL)	Replace policy	Revised policy
GBAA	(EXHIBIT)	DELETE exhibit	See explanatory note
GF	(LOCAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy



(LOCAL) Policy Comparison Packet

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

In this packet, you will find:

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

Annotations are shown as follows.

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

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

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

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

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

Organization

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

Legally referenced policies are not adopted by the Board.

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

Terms

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

[See AB for District name terminology.]

Harmony with Law

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

Severability

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

Policy Development

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

Official Policy Manual

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

Adoption and Amendment

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

BOARD POLICIES

BF
(LOCAL)

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

TASB Localized
Updates

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

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

Definitions

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

Statement of Nondiscrimination

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

Discrimination

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

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

Prohibited Conduct

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

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

Prohibited Harassment

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

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

Examples

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

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

Sex-Based Harassment

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

Sexual Harassment

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

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

Examples

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

~~Retaliation~~

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

~~Examples~~

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

~~Prohibited Conduct~~

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

Reporting Procedures

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

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

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

Definition of District Officials

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

Title IX Coordinator

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

ADA / Section 504 Coordinator

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

Superintendent

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

Alternative Reporting Procedures

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

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

Timely Reporting

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

Notice of Report

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

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

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

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

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

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

Initial Assessment

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

Interim Action

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

District Investigation

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

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

Concluding the Investigation

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

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

District Action

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

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

Confidentiality

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

Appeal

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

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

Response to Sexual Harassment—Title IX

General Response

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

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

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

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

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

Title IX Formal Complaint Process

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

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

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

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

Standard of
Evidence

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

Retaliation

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

Examples

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

Records Retention

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

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

Access to Policy and Procedures

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

PROFESSIONAL DEVELOPMENT
PROFESSIONAL MEETINGS AND VISITATIONS

DMD
(LOCAL)

**Meetings,
Conferences, and
Workshops**

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

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

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

Release Time

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

ACADEMIC ACHIEVEMENT

EI
(LOCAL)

Certificate of Coursework Completion

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation unless the student fulfills the conditions set forth by the ~~commitment~~ **Commitment** to ~~commencement contract~~ **Commencement Contract**. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only ~~half~~ **one semester** of a ~~two-semester~~ course and the combined grade for ~~both halves~~ **the two semesters** is lower than 70, the District shall award the student credit for the ~~half~~ **semester** with the passing grade.

~~The student shall be required to retake only the semester in which he or she earned the failing grade.~~

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

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

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

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

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

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

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

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

Section 504

Committees

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

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

Referrals

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

Notice and Consent

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

Evaluation and Placement

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

Review and Reevaluation Procedure

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

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

Examining Records

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

Right to Impartial Hearing

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

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

Records Retention

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

Persons Age 21 and Over

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

Registration Forms

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

Proof of Residency
Initial Enrollment

At the time of initial registration, and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency as defined by law. The District shall accept the following types of records as proof of residency: ~~a current water, electric, or gas bill indicating the address and the parent's/guardian's name; the most recent tax receipt indicating home ownership; a current lease or rental agreement; or other timely documents that indicate the location of the residence, as approved by the campus principal~~ a current water, electric, or gas bill indicating the address and the parent's/guardian's name; the most recent tax receipt indicating home ownership; a current lease or rental agreement; or other timely documents that indicate the location of the residence, as approved by the campus principal.

In accordance with law, the District may make reasonable inquiries to determine whether the student is a resident of the District, including when a document submitted for purposes of proving residency is not in the name of the adult who is enrolling the student. Based on an individual's circumstance, the District may grant exceptions to the requirement to produce a document listed above. When required by law, the District shall waive the requirement to prove residency in the District boundaries.

A parent or guardian may be required at any time to produce proof of residency. Proof of residency shall be required each time a student attempts to enroll after moving away and returning or changing schools within the District.

Continued Enrollment

After a student's initial enrollment, the District shall verify residency through the annual registration forms and may investigate stated residency as necessary.

Minor Living Apart

Person Standing in Parental Relation

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

Misconduct

	<p>A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.</p>
Exceptions	<p>Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.</p>
Extracurricular Activities	<p>The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.</p>
Nonresident Student in Grandparent's After-School Care	<p>The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.</p> <p>The Superintendent shall have authority to approve or deny such admissions requests in accordance with this policy.</p>
Substantial After-School Care	<p>For the purpose of admission under this provision, a substantial amount of after-school care shall consist of at least four hours per school day for five days during the regular school week.</p> <p>A student enrolled under this provision may continue in enrollment so long as the grandparent provides this level of care.</p> <p>The Superintendent shall have authority to waive these requirements on the basis of a student's extenuating circumstances.</p>
"Accredited" Defined	<p>For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.</p>
Grade-Level Placement Accredited Schools	<p>The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.</p>
Nonaccredited Schools	<p>A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be</p>

placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

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

Transfer of Credit

Accredited Texas
Public Schools

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

Other Accredited or
Nonaccredited
Schools

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

Transition
Assistance

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

[See EI]

Withdrawal

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

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

**Attendance
Accounting System**

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

Alternative
Attendance-
Taking Recording
Time

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

**Parental Consent to
Leave Campus**

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

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

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

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

Training

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

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

**Reporting Child
Abuse and Neglect**

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

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

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

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

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

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

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

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

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

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

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

Confidentiality

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

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

Immunity

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

Failing to Report Suspected Child Abuse or Neglect

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

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

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

Responsibilities Regarding Investigations

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

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

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

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

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

Statement of Nondiscrimination

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

Discrimination

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

Prohibited Conduct

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

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

Prohibited Harassment

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

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

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

Examples

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

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

Sex-Based Harassment

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

Sexual Harassment
By an Employee

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

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

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

By Others

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

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

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

Examples

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

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

Gender-Based Harassment

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

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

Examples

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

Dating Violence

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

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

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

Examples

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

~~Retaliation~~

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

~~Examples~~

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

~~False Claim~~

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

~~Prohibited Conduct~~

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

**Reporting
Procedures**

Student Report

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

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

and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

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

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

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

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

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

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

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

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

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

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

Notification of Outcome

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

District Action

Prohibited Conduct

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

Corrective Action

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

Bullying

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

Improper Conduct

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

Confidentiality

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

Appeal

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

Response to Sexual Harassment—Title IX

General Response

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

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

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

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

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

Title IX Formal Complaint Process

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

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

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

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

Standard of
Evidence

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

Retaliation

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

Examples

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

False Claim

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

Records Retention

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

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

Access to Policy and Procedures

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

STUDENT ACTIVITIES
CONTESTS AND COMPETITION

FMF
(LOCAL)

UIL Activities

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

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

Athletic Program

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

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

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

Non-UIL Activities

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

Overnight Trips

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

Complaints

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

Other Complaint
Processes

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

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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

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

Notice to Students and Parents

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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

Costs Incurred

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

Complaint and Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

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

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

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

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

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

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following

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

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

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

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

Complaints

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

Other Complaint Processes

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

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

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

Guiding Principles

Informal Process

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

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

Formal Process

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

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

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

Freedom from Retaliation

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

General Provisions

Filing

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

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

Scheduling
Conferences

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

Response

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

Days

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

Representative

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

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

Consolidating
Complaints

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

Untimely Filings

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

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

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

Costs Incurred

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

Complaint and
Appeal Forms

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

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

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

Level One

Complaint forms must be filed:

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

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

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

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

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

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

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

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

The Level One record shall include:

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

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

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

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

Level Three

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

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

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

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

The Level Two record shall include:

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

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

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

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

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

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

Vantage Points

A Board Member's Guide to Update 115

Please note: *Vantage Points* is an executive summary, prepared specifically for board members, of the local policies included in the update. The topic-by-topic outline and brief descriptions focus on key issues to help local officials understand changes found in the policies.

The description of local policy changes in *Vantage Points* is highly summarized. Please pay careful attention to the more detailed, district-specific Explanatory Notes and the policies in your localized update packet.

For questions, contact Policy Service at policy.service@tasb.org, call us at 800-580-7529, or visit our website at policy.tasb.org.

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific fact situations.

© 2020 Texas Association of School Boards, Inc. All rights reserved.



Update 115 focuses on updating and reorganizing several policies in the FFE series of the policy manual addressing student welfare. FFEA continues to focus on counseling, and a new code, FFEB, focuses on mental health provisions.

Several policies have been revised to incorporate the new Title IX regulations, effective August 14, 2020, which define sexual harassment under Title IX and establish detailed procedures for how districts must respond to notice or allegations of sexual harassment.

In addition to these changes, Update 115 includes several other policies affected by legislation from the 86th Legislative Session that were not included in Update 114 and incorporates numerous changes from revised Administrative Code rules.

We strongly encourage you to review the Explanatory Notes contained in your district's update packet for information specific to your local policies and background on changes to the legal policies. Please remember that (LEGAL) policies provide the legal framework for key areas of district operations; they are not adopted by the board.

Section B—Local Governance

Board Policy

A revision to **BF(LOCAL)** addressing board policy adoption clarifies that a district's legally referenced policies are not adopted by the board. The (LEGAL) policies provide information on current law and context for the district's (LOCAL) policies.

Section D—Personnel

Compensation and Benefits

For districts that provide paid vacation and holiday benefits, recommended revisions to **DED(LOCAL)** address the board's authorization of these programs, including which employees are eligible for the benefits. Administrative procedures are recommended to address the details of these programs to promote consistent, effective implementation and prevent conflict between policy and administrative procedures.

Discrimination, Harassment, and Retaliation

Revisions to **DIA(LOCAL)** incorporate the recent United States Supreme Court decision *Bostock v. Clayton County, Georgia*, which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. As a result, the policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Other revisions address the new Title IX regulations and:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;

- Indicate that the district will follow the district’s existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and
- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

**Section E—
Instruction**

**Academic
Achievement**

Revised Administrative Code rules prompted revisions to **EI(LOCAL)** on academic achievement. Provisions on partial credit reflect new terminology from the rules regarding awarding of credit proportionately when a student receives a passing grade in “half” of a course, rather than per “semester.”

To provide flexibility, Policy Service recommends deletion of the statement in most districts’ policies that a student shall be required to retake only the portion of the course with a failing grade. There are various methods for a student to earn credit for the failed part of a course, and board policy is not required to specify which particular method may be used.

For those districts that did not have existing provisions on awarding course credit proportionately to a student who successfully completes only half a course, provisions have been recommended for the district’s consideration. **This is optional text; contact the district’s policy consultant if the district does not wish to include it.**

Some districts’ local policies included provisions on late enrollment or withdrawal of mobile students. To avoid conflict with new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care, which are addressed in **FD(LOCAL)**, below, Policy Service recommends deleting these provisions from **EI(LOCAL)**. Any specific practices in this area will need to align with the new rules and could be included in administrative procedures.

Section F— Students

Admissions

As mentioned above, recommended changes to **FD(LOCAL)** on admissions are based on new Administrative Code rules addressing transition assistance for highly mobile students who are homeless or in substitute care. The rules require districts to adopt local policy to assist with awarding credit to these students for a course that was earned prior to the student enrolling in or transferring to the district.

Attendance Accounting

Recommended revisions to **FEB(LOCAL)** on attendance accounting are to address amended Administrative Code rules. The rules remove the reference to taking attendance during the second or fifth instructional hour and specify that attendance shall be determined at the official attendance-taking time during the campus's instructional day. The recommended policy text assigns to the superintendent the responsibility of designating the district's official attendance-taking time. Note that there is no requirement to include the official attendance-taking time in policy; it may be designated in district procedures.

Child Abuse and Neglect

FFG(LOCAL) on child abuse and neglect has been significantly revised to comply with amended Administrative Code rules.

Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of children that must be included in the district improvement plan and the student handbook.

The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all the policy elements are addressed in board-adopted local policy, we have revised and moved provisions from **FFG(EXHIBIT)** into the local policy and recommend deletion of the exhibit.

Discrimination, Harassment, and Retaliation

Revisions to **FFH(LOCAL)** address the new Title IX regulations and are similar to those made at **DIA(LOCAL)**, above. The **FFH(LOCAL)** revisions:

- Include sexual harassment as defined by Title IX in the definition of prohibited conduct and clarify employee reporting requirements;
- Indicate that the district will follow the district's existing investigation process to address allegations of prohibited conduct that would not meet the Title IX definition of sexual harassment;
- Add specific provisions outlining the legally required district response when the district receives notice or an allegation of conduct that could meet the definition of sexual harassment under Title IX;
- Add a requirement for the superintendent to develop a Title IX formal complaint process that will apply following a formal complaint and that must comply with the elements in the new regulations; and

- Designate the preponderance of the evidence standard to determine responsibility in formal complaints of sexual harassment under Title IX. **If the board wishes to instead use the clear and convincing evidence standard, which is a higher standard of evidence, please contact the district’s policy consultant.** The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees.

Provisions in **FB(LOCAL)** on the district’s Title IX coordinator for students have been updated to include required language from the new Title IX regulations. Corresponding wording changes were also made to the ADA/Section 504 coordinator text.

Student and Parent Complaints

FNG(LOCAL) on grievances by students and parents includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined. In addition, we have reordered the list of protected characteristics at Other Complaint Processes, item 1, to align with revisions at FFH(LOCAL) above.

Section G—Community and Governmental Relations

Public Complaints

As with FNG(LOCAL), above, **GF(LOCAL)** on complaints by members of the public includes a recommended revision to specify that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days unless the complaint is resolved at the administrative level. This is an exception to how other timelines are calculated in the policy, which are based on “business” days in accordance with how days are defined.

Miscellaneous Deletions

Several local policies focusing on administrative details are recommended for deletion for those districts that had them. Board-adopted policy is not required on these topics.

- BDF(LOCAL)—citizen advisory committees
- DMD(LOCAL)—professional meetings
- FMF(LOCAL)—student contests and competitions

A message from TASB Governmental Relations

TASB Advocates for Public Schools

It's a given that state and federal legislation influences school district policy and practice. But did you know that school board members can influence legislation?

- As a private citizen who serves the public, [your voice has weight with legislators](#).¹
- By [engaging with TASB](#)² you can influence the TASB Advocacy Agenda by participating in our grassroots meetings, attending Delegate Assembly, serving on the TASB Legislative Advisory Council, and more.

If you have questions about TASB's advocacy efforts and programs, contact [TASB Governmental Relations](#)³ at 800-580-4885 or Dax.Gonzalez@tasb.org.

¹ Working with Legislators: <https://www.tasb.org/trustees/champion-your-district/working-with-legislators.aspx>

² Engage with TASB: <https://www.tasb.org/trustees/champion-your-district/engage-with-tasb.aspx>

³ TASB Governmental Relations: <https://gr.tasb.org>



MONTHLY BOARD REPORT

ATHLETICS

Date: September 2020

Current Sports:

ROHS volleyball started practice on September 7. Volleyball's first matches will be played during the week of September 14.

ROHS football started practice on September 8. Football will begin playing the week of September 21.

ROHS tennis and cross country begin meets/matches the week of September 7.

Current Projects:

Completing all UIL required trainings for coaches.

Preparing for Homecoming/Senior Night at varsity football games.

Finalizing all winter sport schedules for high school and middle school athletic teams.

Reviewing equipment needs for all athletics teams.

Working with head coaches to set goals and objectives for the 2020-2021 school year.

Working with athletic trainers to ensure all student athletes have complete required UIL paperwork and drug testing requirements.

Important Upcoming Dates:

- September 25 - First Home Volleyball Match vs Brewer and Centennial
- September 25 - Home Football Game vs Ennis at Goodloe Stadium
- September 29 - First District 14-5A Volleyball Match
- October 2 - Homecoming Football Game vs Timberview at Goodloe Stadium
- October 21 - First Day of Girls Basketball Practice
- October 28 - 14-5A District Cross Country Meet in Midlothian
- October 28 - First Day of Boys Basketball Practice
- October 30 - Home Football Game vs Richland Royals





BOARD REPORT
EASTRIDGE ELEMENTARY SCHOOL

Date: September 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	13	9
KINDERGARTEN	69	-3
1 ST GRADE	61	27
2 ND GRADE	71	17
3 RD GRADE	76	12
4 TH GRADE	59	7
5 TH GRADE	79	9



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- All staff pulled together to create a great start to our school year. Despite new procedures, all staff and students seamlessly created a great first month of school.

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- The curriculum department planned with teachers prior to the start of school to ensure aligned curriculum for our lessons.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- Students recognized the importance of learning about other cultures by learning about Hispanic Heritage month. Students created works of art and learned a traditional Spanish song in Fine Arts.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- On September 11th, classrooms in 3rd – 5th grade recognized First Responder's Day and the Remembrance of 9/11. Students watched a district video of the importance of this historical event.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- Our virtual teachers have done a great job providing live ZOOMs, prerecorded lessons, assignments, and assessments to our virtual learners. Our families have been logging on and working with their students to complete lessons.



BOARD REPORT
RED OAK ELEMENTARY SCHOOL

Date: September 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	14	30
KINDERGARTEN	73	15
1 ST GRADE	74	14
2 ND GRADE	88	0
3 RD GRADE	72	16
4 TH GRADE	103	7
5 TH GRADE	107	18
TLC	16	
ECSE	24	



MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- ROE 1st graders are completing the Texas Primary Reading Inventory to set a baseline of performance and allow teachers to set goals for the school year.
- ROE students are using MAP assessments to set beginning of the year scores to use for student growth goals. Students are completing math and reading assessments.

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- ROE teachers have started celebrating our students through talon tickets and positive office referrals.
- ROE teachers have celebrated the hard work and dedication of virtual and face to face instruction through campus staff celebrations.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- ROE teachers have received several encouraging emails from parents regarding all the hard work and dedication during virtual learning.
- ROE staff is taking time to showcase one another and highlight the various accomplishments and contributions of each and every member of the staff member.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- ROE celebrated Celebrate Freedom Week by highlighting important elements such as the Declaration of Independence, the Constitution and the Bill of Rights. Every grade level took time to celebrate and discuss the freedom and rights within our country.



**BOARD REPORT
RUSSELL P. SCHUPMANN ELEMENTARY SCHOOL**

Date: September 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS	BIL TOTAL STUDENTS	BIL REMAINING SPOTS
PK	21	1	7	15
KINDERGARTEN	59	7	14	8
1 ST GRADE	62	4	21	1
2 ND GRADE	71	-5	8	14
3 RD GRADE	67	21	11	11
4 TH GRADE	69	19	9	13
5 TH GRADE	78	-3	8	17



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- In the 2020-2021 school year, we are continuing the data analysis process to target individual students with teacher data profile boxes. The data profile boxes include teacher profile sheets that provide a snapshot of student progress. During our summer planning and data/assessment committee meeting, a campus overview was created. Goals were established based on academic needs of the campus.
- The staff worked together to create an environment that is productive for both virtual and in person learners.
- We are overcoming obstacles due to the pandemic and other contributing factors for the 2020-2021 school year.
- Teachers and staff are learning new ways to engage students with technology and instructional strategies.
- Counselor implements morning announcements with a focus on character traits such as caring, acceptance, and truthfulness that teach us how to treat others

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- We will continue our use of authentic assessments that allow students to demonstrate their learning with use of FUN 5 high yield strategies.
- Our CIP emphasizes the use of small group instruction, ongoing professional development, Leveled Literacy System (LLI), Talon Time and additional support and intervention as needed.
- Tight and Loose guidelines are emphasized in lessons and instructional delivery in academic areas.
- We are being intentional, whenever possible, to pull for specials services, such as Dyslexia and GT, during Target Time in order to maximize our students' academic time/Tier 1 instruction in the classroom.

MY CAMPUS SHOWED GROWTH BY:

- The staff showed GRIT while learning a new platform for online learning and overcoming the challenges of teaching both virtual and in person learners.
- B.O.Y. screeners and assessments are in progress to determine individual student levels (DRA and MAP). An upcoming training and implementation of TPRI for grades K-2 will be administered during the window.

- Talon Time is scheduled throughout the day to implement interventions with students.
- Professional development opportunities are centered around campus needs and teacher needs.

MY CAMPUS SHOWED RESILIENCE BY:

- The staff and students transitioned to Seesaw (K-2) and Google Classroom for (3-5).
- Our Professional Learning Communities (PLC) are focusing on the four critical questions centered around student learning.

MY CAMPUS SHOWED INTEGRITY BY:

- Staff members completed annual compliance and campus compliance courses to increase awareness of protocols and guidelines for the 2020-2021 school year.

MY CAMPUS SHOWED TENACITY BY:

- Teachers are able to manage student engagement for in person and virtual learners.
- Beginning of the year assessments are being administered to determine the needs of the students.

MY CAMPUS SHOWED RESPECT FOR OTHERS BY:

- Following the school-wide discipline program that focuses on the concept of REACH (Respect, Encourage, Appreciate, Communicate, Honor) to provide our students with structure and awareness.
- Following district guidelines for Personal Protective Equipment throughout the campus.

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- Mutual accountability and respect are practices that we continue to emphasize at Schupmann Elementary School.
- Students and staff members are able to give shout outs through anchored and excellence moments. We also encourage each other through positive bombardments of appreciation messages.
- The House System has been established to promote a positive culture and climate for all students and staff. Points are given through DOJO to help encourage students academically and behaviorally.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- A virtual assembly will be conducted each six weeks to highlight our students.
- Positive referrals for students and other incentives to promote positive behavior across the campus are implemented at RPS.

MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF COMMUNICATION BY:

- Campus-wide DOJO is used to communicate with parents, provide classroom incentives, collect data for RTI and campus review.
- LMS platforms are used for communication of activities, assignments, assessments, and messaging information (Seesaw and Google Classroom).
- The Campus has utilized Facebook, Twitter, Dojo, phone blasts, and email blasts to communicate school-wide information to parents.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- The campus will choose a Heart of the Teacher for the month of September.
- A teacher and student of the month will also be chosen to honor individuals that go over and beyond each day.

MY CAMPUS DEMONSTRATED LEGACY THROUGH SERVICE BY:

- The campus will continue highlighting acts of service demonstrated by teachers and students on our social media page and through our campus newsletter.
- Communicating with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher websites, DOJO and positive phone calls.



BOARD REPORT
DONALD T. SHIELDS ELEMENTARY SCHOOL

Date: September 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	16	3 morning, 3 afternoon (currently only 1 teacher, PreK teacher on medical leave)
KINDERGARTEN	62	4
1 ST GRADE	70	18
2 ND GRADE	69	19
3 RD GRADE	86	24
4 TH GRADE	84	4
5 TH GRADE	87	N/A (21-22 per class at this time, no cap)



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Coming together to fill in the gaps caused by COVID 19. Teachers and staff have worked tirelessly, reaching far beyond what is required, to create a love of learning for our students.

MY CAMPUS SHOWED GROWTH BY:

- Jumping into a new process for our weekly PLC Tuesday meetings to ensure TEK alignment and growth for all students.

MY CAMPUS SHOWED RESILIENCE BY:

- Coming into a new school year with: A new principal, new AP, new COVID regulations, and new styles of teaching (virtual and face to face). In spite of all the “new,” Shields staff members have been helpful, encouraging, and resilient to the pressure of change.

MY CAMPUS SHOWED HOW TO COMMUNICATE / THE IMPORTANCE OF COMMUNICATION BY:

- Starting daily video announcements so all learners, both virtual and face to face, feel connected with the campus. Video announcements feature different staff and classes each morning, communicate school news, and participate in the pledges with the school community.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- Positivity! The atmosphere of Shields Elementary is cheerful and the energy is buzzing through the halls of our school. Our students and staff have a positive outlook.

OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:

- The engagement levels on our campus have been impressive. Every time I visit a classroom, students are actively engaged and present in the learning. Our teachers have used innovative and interactive lessons to create relevance to our students’ learning.



BOARD REPORT
H. A. WOODEN ELEMENTARY

Date: September 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	AM-14 PM-10	AM-8 PM-12
KINDERGARTEN	41 Bilingual-12	25 Bilingual-10
1 ST GRADE	66 Bilingual-20	22 Bilingual-2
2 ND GRADE	60 Bilingual-15	6 Bilingual-7
3 RD GRADE	53 Bilingual-17	13 Bilingual-5
4 TH GRADE	64 Bilingual-17	24 Bilingual-5
5 TH GRADE	65 Bilingual-18	1 Bilingual-4



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Wooden Elementary held house-sorting day the first Friday of school. Throughout the week each house: House of Grit, House of Honor, House of Legacy, and House of Reach were recognized. New students to Wooden spun a wheel to determine which house they would be in while the remainder of the school cheered them on. This was done on campus with virtual learners participating by Zoom. Our house system brings our campus together as a community and encourages each student to be a positive contributor to their housemates and campus.

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- Multiple grade levels across the campus had a book tasting day to explore the various reading genres that learners will explore this year. Students were welcomed into a restaurant type atmosphere.

MY CAMPUS SHOWED GROWTH BY:

- In ELAR/SLAR teachers transformed their rooms into restaurants where students participated in a book tasting of the various reading genres they will be learning from throughout the year.
- Teams are holding their PLC meetings weekly to review formative assessment data. The teams then determine how to enrich our learners that have mastered the skill and how to provide intervention for those that need additional assistance.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- Teachers and students have been giving out Wooden Warrior tickets for going above and beyond. These tickets are handed out to students to show appreciation for having exemplary behavior, assisting someone else that needs help, or for encouraging others.

MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF COMMUNICATION BY:

- Students are creating morning announcements for our virtual learners so they can stay involved.

MY CAMPUS DEMONSTRATED LEGACY THROUGH SERVICE BY:

- Participating in the Ellis County Can Challenge. Students from Wooden Elementary collected items and donated to food pantries in Red Oak.

MY CAMPUS DEMONSTRATED “WE BEFORE ME” BY:

- Campus teachers along with the librarian provided trainings on the Learning Management Systems being used in PK-2 and 3-5. Teachers are working together to support each other.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- Our staff and students have worked hard to implement our new normal. Staff members have welcomed all students and our students are excited and happy to be at Wooden. Staff members are going above and beyond as many of them are teaching students in person and virtually.

OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:

- 1st and 2nd grade teachers are hard at work completing TPRI inventories with all students.
- Teachers have set student learning goals and personal goals for the upcoming year.
- Our campus is working together to support each other with the implementation of new technology and a new learning management system, SeeSaw.



BOARD REPORT
RED OAK MIDDLE SCHOOL

Date: September 2020
Enrollment: 1,518

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS
6 TH GRADE	6th- Virtual-273, Total 483
7 TH GRADE	7th- Virtual-320, Total 530
8 TH GRADE	8th -Virtual- 298, Total 505



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Weekly Newsletter “*The Principal’s Pinnacle of the Week*” shares important information and dates, resources for teachers, and staff appreciation.
- Announcements: On Diversity and 1 of 4 talons and 1 reach.

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- The Talon Time schedule using data to deliver 40 minutes of intervention and enrichment for each student.
- A stand-alone dedicated PLC time period honing in with TEKS, Online Tutoring, and real-time student data.
- Getting 1% better, teachers are conceptualizing and differentiating lesson plans to students' needs.
- Staff members providing One-on-One tech support.

MY CAMPUS SHOWED GROWTH BY:

- Every day, our teachers are improving and streamlining asynchronous instruction and technology.

MY CAMPUS SHOWED RESILIENCE BY:

- Our School Counselors have created a Master Schedule Program that promotes academic excellence for all students; Asynchronous and In-person.
- Learning to capture all attendance for our asynchronous learners.
- Working patiently with parents and students through the frustrations and learning the intricacies of asynchronous learning.

MY CAMPUS SHOWED INTEGRITY BY:

- ROMS has overcome tremendous milestones with Zoom and all the technical difficulties and challenges to engage our asynchronous learners. Teachers are continuing to build relationships and rapport with In-Person learners.

MY CAMPUS SHOWED TENACITY BY:

- ROMS has shown tenacity with determination for a smooth transition with new COVID-19 safety protocols and by striving for excellence in working out the bugs for Asynchronous and In-Person instruction.

MY CAMPUS SHOWED RESPECT FOR OTHERS BY:

- For our In-Person learners, teachers are building stronger relationships with our students due to the smaller class sizes.

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- At the early dawn of every instruction day, Mr. Garcia check-ins with every single teacher at ROMS to see how they are adjusting to the new normal and how he can be of support.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- We have established a Campus Culture Committee with School Counselor Alzada Benton as the committee chair. The first meeting was held Wednesday, September 2nd via Zoom. The objective of the ROMS Campus Culture is to create a support group at ROMS where students and staff feel safe, loved, and successful.
- Thankful Thursday for all staff bi-monthly. Assistant Principals delivering treats to Staff during 6th period on 08/27/2020 and 09/10/2020.

MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF COMMUNICATION BY:

- Weekly Principal's Pinnacle of the Week newsletter to Teachers and Staff
- Monthly Newsletter to Parents: 8/17/2020
- Daily 6th Center Newsletter for staff
- Daily announcements by Student Council

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- Mr. Garcia acknowledged Legacy Years of Service to Team ROMS: August 10, 2020.

MY CAMPUS DEMONSTRATED LEGACY THROUGH SERVICE BY:

- LT. C. SMALLEY individually wrapped cookies to staff and delivered to Main Campus Teachers.

MY CAMPUS DEMONSTRATED “WE BEFORE ME” BY:

- Capturing Kids Hearts is one of the cornerstones of our School Program. This is exhibited by teachers incorporating following into their day-to-day lessons: Greeting students at the door (following social distancing guidelines), Good Things, and Classroom Social Contracts created with students.
- Campus is working as a Team with a unified front.
- Counselors and Administrators covering classes for elective teachers.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- GRIT, nobody is giving up on a student who may have difficulties with Asynchronous Instruction.
- Getting kids to interact with teachers through Zoom and completing assignments on canvas.

MY CAMPUS SHOULD BE RECOGNIZED FOR:

- Perseverance for the new normal of teaching
- Commitment to help staff and students
- Care for staff and students

OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:

- We have procedures in place to encourage the importance of social distancing with our students.

COLLEGE DAY (every Wednesday - staff only)

To promote Higher Education to our students at ROMS, we will have College “polo” every Wednesday. Show off your College Alma Mater, School colors and pride. Participation is optional, but District has requested staff to not wear t-shirts.

ROMS Student Council is on the move!

The ROMS Student Council convened before the start of the school year on a Zoom meeting with their families and StuCo (lead) adviser Ms.Griffith. The group of 20-plus students agreed to move full speed ahead with StuCo President Ryan Smith and Vice President Josiah Cagle at the helm.

Student Council Advisers (2020-2021)

Myia Griffith, Smalley, Winn, Landry, Moten

Student Council (*Officers) 2020-2021

*Ryan Smith.	President (in-person)
*Josiah Cagle.	Vice President (virtual)
*Jaeda Jefferson	Secretary (virtual)
* Nathan McKnight.	Secretary (in-person)
*Amiah Starkes.	Treasurer (in-person)
*Briessa Stover.	Parliamentarian (in-person)
*Zachary Spearman.	Student store manager (in-person)
*Isabella (Izzy) Wilson	Historian (in-person)

Tayler Pruitt

Jade Edwards

Serenity Hughes

Ebonie Zackery

Karis Mallard

London Bunton

Morgynn Maines

Jasmine Morgan

Addyson Upshaw

Kiersten Hicks

Jayden Fitzgerald

Rylan Gonzalez

Sadie Carrell

Colton Blakely



BOARD REPORT
RED OAK HIGH SCHOOL

Date: September 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS
9 TH GRADE	483
10 TH GRADE	546
11 TH GRADE	497
12 TH GRADE	439



MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- Trained all teaching staff to be TCEA Remote Learning Certified Educator.
- An example of feedback from staff:
 - “Being able to have time to do this at our own pace and providing us with that time during in-service was amazing. I can truly say it was probably some of the best time I’ve spent so far. I was really able to pause it and click on the resources and then go in and practice on my own. Truly made it relevant.”

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- Implementing the weekly Lifesaver Award Program which recognizes our most positive staff member.
- Celebrated staff birthdays with cake and perfect attendance with certificates! Our goal is to celebrate those small victories which will lead to bigger ones.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- NJROTC conducted a morning flag raising ceremony to recognize 9/11.

MY CAMPUS DEMONSTRATED LEGACY THROUGH SERVICE BY:

- Our College and Career Readiness Coordinator Melissa Fisher has served as the spearhead on campus to register several students to work the election polls for Ellis and Dallas County.

MY CAMPUS SHOULD BE RECOGNIZED FOR:

- Implementing the Capturing Kid’s Hearts Program in order to create positive relationships between staff and students. A few of the highlights of the program are:
 - To build meaningful, productive relationships with every student and every colleague.
 - Use the EXCEL Model of Teaching to create a safe, effective environment for learning.
 - To develop self-managing, high-performing classrooms using team-building skills and a social contract.
 - High payoff techniques for dealing with conflict, negative behavior, and disrespect issues

OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:

- We are implementing the Texas College Bridge Program which offers an alternative to support students with self-paced, competency based, online college preparatory courses. Texas College Bridge Program is an adaptive learning platform that employs a knowledge inventory to personalize a student’s path to college math and/or English readiness. It also offers the ability to demonstrate empirical equivalencies to Texas CCMR indicators, including the SAT, ACT and TSIA.



BOARD REPORT
LITTLE HAWKS LEARNING CENTER

Date: September 2020

CURRENT PROJECTS, EVENTS, AND BRAGS:

Students and parents have done a wonderful job accepting the new protocols we have in place. The biggest change is drop off and pick up occurring outside the building, and while it is hard on parents to not walk the kids to class everyone is supportive and understanding.

IMPORTANT UPCOMING DATES:

BOY Assessment of Developmental Milestones Sept 1-15.

STAFFING:

LHLC is fully staffed.

ATB is interviewing for 1 site supervisor and 1 caregiver.



RED OAK ISD

Daily Enrollment & Attendance Analysis for the Day Ending: 8-28-20

RED OAK HIGH SCHOOL - 001					
	CY	EOY 2019-20	EOY 2018-19	EOY 2017-18	EOY 2016-17
12th Grade	437	468	444	455	436
11th Grade	493	432	458	439	450
10th Grade	539	511	438	458	461
9th Grade	496	540	511	456	467
Total Enrollment	1965	1951	1851	1808	1814

RED OAK MIDDLE SCHOOL - 041					
	CY	EOY 2019-20	EOY 2018-19	EOY 2017-18	EOY 2016-17
8th Grade	495	470	503	478	434
7th Grade	527	514	447	480	455
6th Grade	477	529	487	433	481
Total Enrollment	1499	1513	1437	1391	1370

RED OAK ELEMENTARY - 102					
	CY	EOY 2019-20	EOY 2018-19	EOY 2017-18	EOY 2016-17
5th Grade	109	98	113	113	98
4th Grade	107	116	100	106	108
3rd Grade	73	103	101	91	88
2nd Grade	94	78	94	101	94
1st Grade	75	94	81	90	92
Kinder	81	72	79	71	70
Pre-K	19	46	36	34	35
EE	10	15	15	14	19
Total Enrollment	568	622	619	620	604

Total Absences:	138
Daily ADA	% of Attendance
1827.00	92.98
Yearly ADA	% of Attendance
1873.14	96.11

Total Absences:	28
Daily ADA	% of Attendance
1471.00	98.13
Yearly ADA	% of Attendance
1465.86	98.86

Total Absences:	14
Daily ADA	% of Attendance
545.00	97.50
Yearly ADA	% of Attendance
536.07	97.27

1ST SW ADA Percentage		
ROHS	8-28 Only	08-20 THRU 9-25
12th Grade	90.97	97.21
11th Grade	90.87	95.87
10th Grade	92.85	95.74
9th Grade	93.35	95.77

1ST SW ADA Percentage		
ROMS	8-28 Only	08-20 THRU 9-25
8th Grade	97.57	98.84
7th Grade	98.67	99.2
6th Grade	98.11	98.51

1ST SW ADA Percentage		
ROE	8-28 Only	08-20 THRU 9-25
PK-5		97.27

WOODEN ELEMENTARY - 102					
		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	84	118	97	93	84
4th Grade	84	97	112	94	84
3rd Grade	70	96	96	100	89
2nd Grade	76	83	98	91	91
1st Grade	89	85	78	91	85
Kinder	52	98	73	67	84
Pre-K	24	0	29	17	17
EE	1	1	3	4	3
Total Enrollment	480	578	586	557	537

Total Absences:	15
Daily ADA	% of Attendance
452.00	96.79
Yearly ADA	% of Attendance
452.64	98.43

1ST SW ADA Percentage		
HAW	8-28 Only	08-20 THRU 9-25
PK-5	98.43	96.79

EASTRIDGE ELEMENTARY - 103					
		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	79	67	89	80	86
4th Grade	59	75	61	91	78
3rd Grade	76	56	79	67	89
2nd Grade	70	70	62	73	66
1st Grade	61	78	76	65	67
Kinder	67	64	64	63	57
Pre-K	13	32	14	21	14
EE	1	2	1	3	2
Total Enrollment	426	444	446	463	459

Total Absences:	16
Daily ADA	% of Attendance
403.00	96.18
Yearly ADA	% of Attendance
412.36	98.48

1ST SW ADA Percentage		
EES	8-28 Only	08-20 THRU 9-25
PK-5	96.18	98.48

SHIELDS ELEMENTARY - 105					
		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	87	104	116	106	88
4th Grade	82	91	95	111	103
3rd Grade	85	85	88	90	103
2nd Grade	69	93	75	84	87
1st Grade	72	73	89	70	74
Kinder	61	78	70	83	66
Pre-K	15	35	25	16	21
EE	7	10	15	11	2
Total Enrollment	478	569	573	571	544

Total Absences:	7.5
Daily ADA	% of Attendance
458.50	98.39
Yearly ADA	% of Attendance
452.08	98.11

1ST SW ADA Percentage		
DTS	8-28 Only	08-20 THRU 9-25
PK-5	98.39	98.11

SCHUPMANN - 107					
		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	84	74	75	82	62
4th Grade	77	75	60	69	73
3rd Grade	78	68	71	61	67
2nd Grade	77	69	63	63	68
1st Grade	83	62	65	63	65
Kinder	69	68	49	61	62
Pre-K	29	22	11	19	17
EE	3	3	2	5	3
Total Enrollment	500	441	396	423	417

Total Absences:	17.5
Daily ADA	% of Attendance
464.50	96.37
Yearly ADA	% of Attendance
457.93	97.48

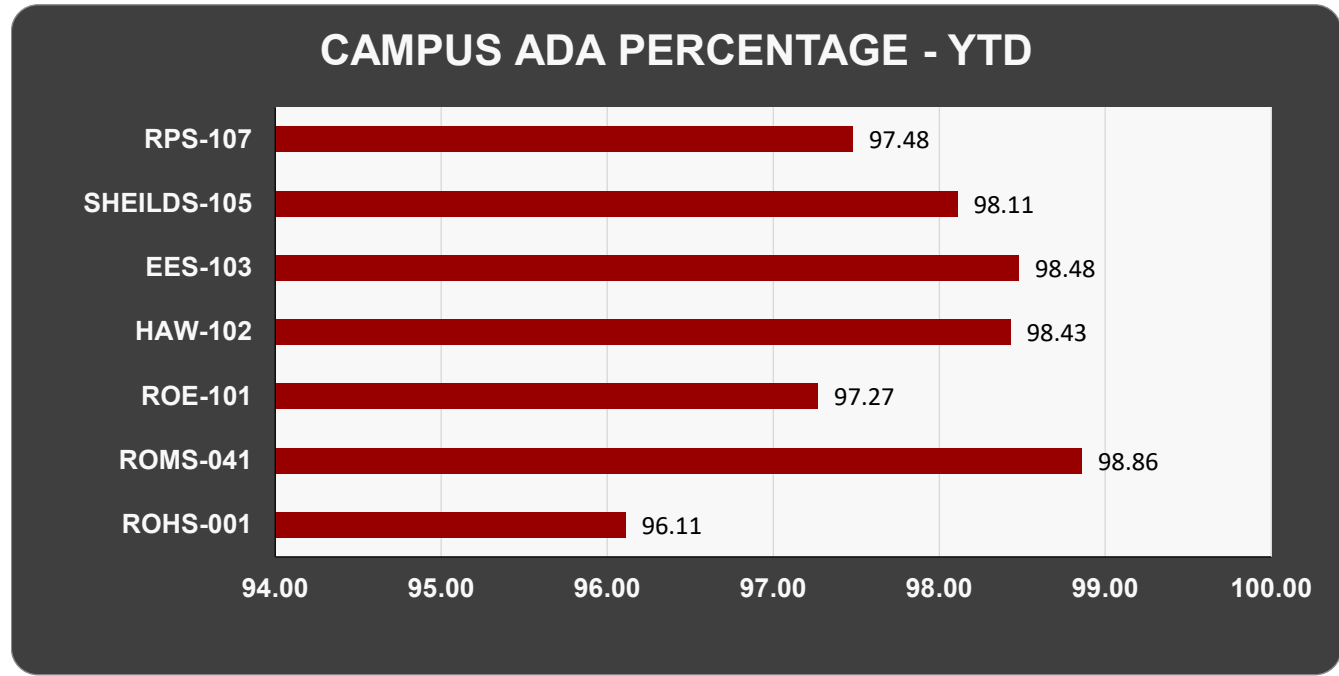
1ST SW ADA Percentage		
RPS	8-28 Only	08-20 THRU 9-25
PK-5	96.37	97.48

ROISD Enrollment/Grade Level					
		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
12th Grade	437	468	444	455	436
11th Grade	493	432	458	439	450
10th Grade	539	511	438	458	461
9th Grade	496	540	511	456	467
8th Grade	495	470	503	478	434
7th Grade	527	514	447	480	455
6th Grade	477	529	487	433	481
5th Grade	443	461	490	474	418
4th Grade	409	454	428	471	446
3rd Grade	382	408	435	409	436
2nd Grade	386	393	392	412	406
1st Grade	380	392	389	379	383
Kinder	330	380	335	345	339
Pre-K	100	135	115	107	104
EE	22	31	36	37	29
Total Enrollment	5916	6118	5908	5833	5745

Total Absences:	236
------------------------	------------

Daily ADA	% of Attendance
5621.00	95.97
Yearly ADA	% of Attendance
5650.08	97.55

ROISD Campus YRLY SUM					
	CY	EOY	EOY	EOY	EOY
		2018-19	2018-19	2017-18	2016-2017
ROHS-001	1965	1951	1851	1808	1814
ROMS-041	1499	1513	1437	1391	1370
ROE-101	568	622	619	620	604
HAW-102	480	578	586	557	537
EES-103	426	444	446	463	459
DTS-105	478	569	573	571	544
RPS-107	500	441	396	423	417
Total Enrollment	5916	6118	5908	5833	5745



RPS-107	97.48
SHEILDS-105	98.11
EES-103	98.48
HAW-102	98.43
ROE-101	97.27
ROMS-041	98.86
ROHS-001	96.11



Monthly Financial Report

HAWKS *Unite*
2020-21

2020

Red Oak ISD - General Fund
Revenue/Expenditure Detail
August 31, 2020

	Original Budget	2020-2021 YTD Actuals (Unaudited)	Outstanding Encumbrances	Balance	% Expended to Budget	2019-2020 YTD Actuals (Unaudited)	YTD Actuals Variance
Revenues							
57xx Local	\$ 23,697,814	\$ 346,553	\$ -	\$ 23,351,261	1.46%	\$ 402,033	\$ (55,480)
58xx State	38,173,562	241,407	-	37,932,155	0.63%	512,824	(271,418)
59xx Federal	950,000	711	-	949,289	0.07%	25,323	(24,612)
TOTAL	\$ 62,821,376	\$ 588,671	\$ -	\$ 62,232,705	1%	\$ 940,180	\$ (351,509)
Expenditures							
11 Instruction	\$ 31,569,702	\$ 784,662	\$ 500,173	\$ 30,284,867	4.07%	\$ 926,439	\$ (141,777)
12 Instr. Resources & Media Services	886,065	32,067	66,773	787,224	11.16%	33,636	(1,568)
13 Curriculum & Staff Development	1,583,564	118,173	37,789	1,427,601	9.85%	189,637	(71,464)
21 Instructional Leadership	838,392	126,535	983	710,874	15.21%	177,863	(51,328)
23 School Leadership	3,460,137	456,221	10,390	2,993,526	13.49%	462,459	(6,238)
31 Guidance, Counseling & Evaluation	2,552,797	247,187	78,172	2,227,438	12.75%	253,503	(6,316)
32 Social Work Services	102,820	16,243	4,158	82,419	19.84%	16,096	147
33 Health Services	738,027	21,518	2,034	714,475	3.19%	25,603	(4,084)
34 Student Transportation	3,014,290	470,866	139,051	2,404,373	20.23%	147,741	323,125
36 Co-Curricular/Extracurricular Activities	2,285,182	242,709	204,507	1,837,966	19.57%	342,391	(99,682)
41 General Administration	2,678,885	407,816	64,642	2,206,427	17.64%	468,640	(60,824)
51 Plant Maintenance & Operation	6,961,516	1,518,958	1,489,439	3,953,119	43.21%	619,996	898,962
52 Security & Monitoring Services	1,162,999	115,776	31,475	1,015,748	12.66%	225,298	(109,522)
53 Data Processing Services	1,503,028	514,801	792,593	195,635	86.98%	667,158	(152,358)
61 Community Services	1,938,972	155,971	13,556	1,769,445	8.74%	208,835	(52,864)
71 Debt Service	475,000	94,743	-	380,257	19.95%	-	94,743
81 Facilities Acquisition & Construction	850,000	211,566	8,220	630,213	25.86%	631,013	(419,447)
99 Other Intergovernmental	220,000	-	214,000	6,000	97.27%	-	-
TOTAL	\$ 62,821,376	\$ 5,535,813	\$ 3,657,956	\$ 53,627,607	15%	\$ 5,396,307	\$ 139,506
Other Resources/(Uses)							
Sale of Property	\$ 0	\$ -	\$ -	\$ -	0.00%	\$ 2,816,434	\$ (2,816,434)
	\$ 0	\$ -	\$ -	\$ 0	0%	\$ 2,816,434	\$ (2,816,434)
Revenue Over (Under) Expenditures	\$ 0	\$ (4,947,142)	\$ (3,657,956)	\$ 8,605,098		\$ (1,639,693)	\$ (3,307,449)

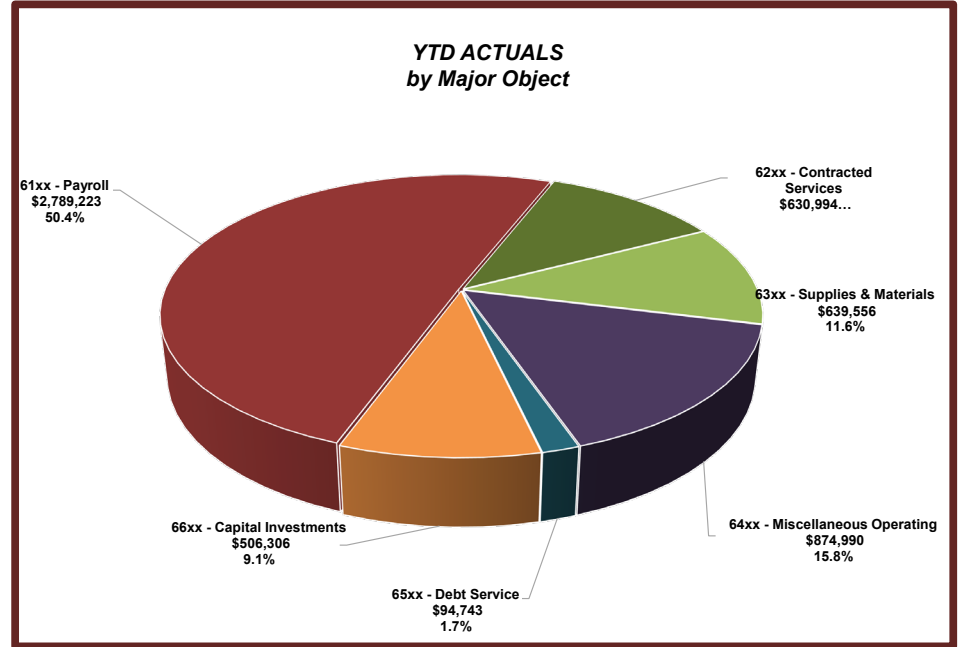
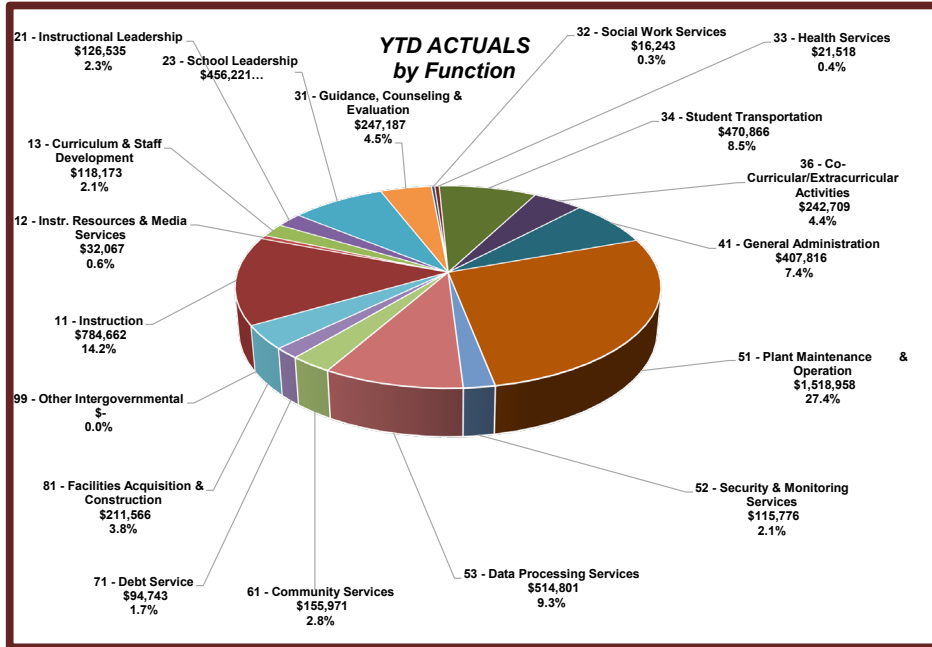
*The District reports on the modified accrual basis.

At year end, revenues are recognized when earned, not when received. Therefore, state revenue and local taxes received in July and August were earned and recorded as of June 30, 2020.

At year end, expenditures are recognized when incurred, not when paid. Therefore, teacher salaries paid in July & August were incurred and reported as of June 30, 2020.

This is strictly an accounting transaction which will clear by August 31, 2020 and does not affect actual cash flow.

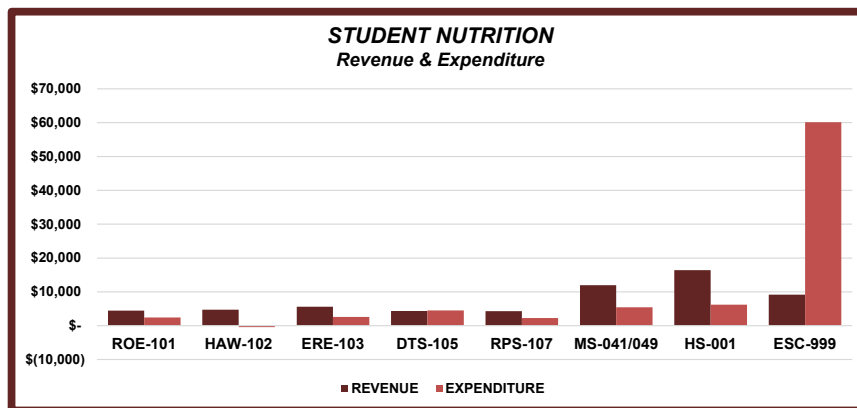
Red Oak ISD - General Fund
Revenue / Expenditure Detail
August 31, 2020



Red Oak ISD - Student Nutrition
Revenue / Expenditure Detail
 August 31, 2020

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041/049	HS-001	ESC-999	TOTAL
Average Daily Participation (ADP):									
Breakfast	0	0	0	0	0	0	0	0	0
Lunch	0	0	0	0	0	0	0	0	0
Afterschool	0	0	0	0	0	0	0	0	0

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041/049	HS-001	ESC-999	TOTAL	ORIGINAL BUDGET	% EXP TO BUDGET
57xx Local Revenue	\$ 1,267	\$ 1,315	\$ 2,384	\$ 1,493	\$ 984	\$ 4,419	\$ 10,564	\$ 4,497	\$ 26,923	\$ 1,297,500	2%
58xx State Matching	-	-	-	-	-	-	-	4,676	\$ 4,676	45,341	10%
5921 Federal - Breakfast	684	603	856	769	910	1,093	722	-	\$ 5,637	210,000	3%
5922 Federal - Lunch	2,515	2,786	2,382	2,074	2,390	6,435	5,121	-	\$ 23,703	880,000	3%
5923 USDA Commodities	-	-	-	-	-	-	-	-	\$ -	120,000	0%
TOTAL REVENUE	\$ 4,466	\$ 4,704	\$ 5,623	\$ 4,335	\$ 4,284	\$ 11,946	\$ 16,408	\$ 9,173	\$ 60,938	\$ 2,552,841	2%
61xx Payroll	\$ 1,727	\$ (1,029)	\$ 1,450	\$ 2,172	\$ 1,578	\$ 2,532	\$ 4,110	\$ 49,073	\$ 61,613	\$ 1,298,803	5%
62xx Contracted Services	680	602	1,120	1,525	670	2,492	1,759	1,537	\$ 10,385	46,193	22%
63xx Supplies	-	12	12	815	-	385	360	9,449	\$ 11,032	1,196,780	1%
64xx Travel / Miscellaneous	-	-	-	-	-	-	-	90	\$ 90	11,065	1%
66xx Capital Outlay	-	-	-	-	-	-	-	-	\$ -	0	0%
TOTAL EXPENDITURES	\$ 2,407	\$ (416)	\$ 2,582	\$ 4,512	\$ 2,248	\$ 5,409	\$ 6,229	\$ 60,149	\$ 83,121	\$ 2,552,841	3%
Other Sources (Uses)											
Operating Transfers In											
Revenue Over (Under) Expenditures	\$ 2,059	\$ 5,120	\$ 3,041	\$ (177)	\$ 2,036	\$ 6,537	\$ 10,179	\$ (50,976)	\$ (22,182)	\$ (0)	



*Not included in above totals--COVID19 Family Meal Distribution--YTD Revenue \$67,226 and YTD Expenses \$46,931

*The District reports on the modified accrual basis.

At year end, revenues are recognized when earned, not when received. Therefore, state revenue and local taxes received in July and August were earned and recorded as of June 30, 2020.

At year end, expenditures are recognized when incurred, not when paid. Therefore, teacher salaries paid in July & August were incurred and reported as of June 30, 2020.

This is strictly an accounting transaction which will clear by August 31, 2020 and does not affect actual cash flow.

Red Oak ISD - Debt Service Fund
Revenue / Expenditure Detail
 August 31, 2020

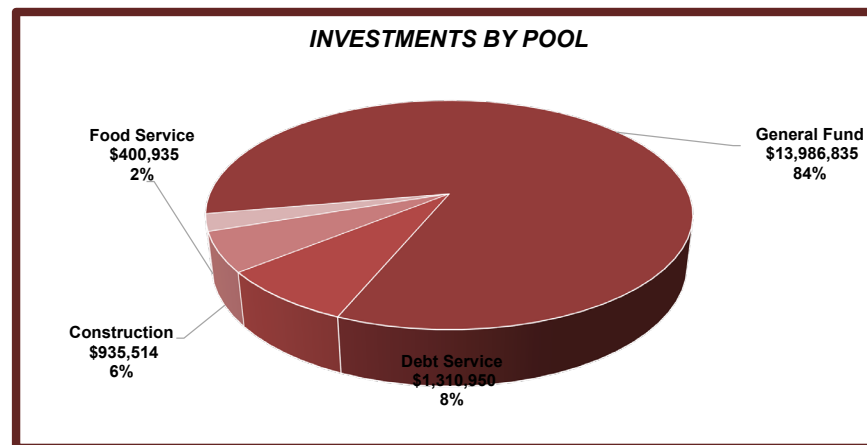
	Original Budget	YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget
Revenues					
57xx Local	\$ 8,155,382	\$ 77,139	\$ -	\$ 8,078,243	0.95%
58xx State	239,183	-	-	239,183	0.00%
TOTAL	\$ 8,394,565	\$ 77,139	\$ -	\$ 8,317,426	0.92%
Expenditures					
71 Debt Service	\$ 7,757,479	5,300,064	\$ -	\$ 2,457,415	68.32%
TOTAL	\$ 7,757,479	\$ 5,300,064	\$ -	\$ 2,457,415	68.32%
Other Resources/(Uses)					
Issuance of Bonds	\$ -	\$ -	\$ -	\$ -	0.00%
Premium/Discount	-	-	-	-	0.00%
Escrow	-	-	-	-	0.00%
TOTAL	\$ -	\$ -	\$ -	\$ -	0.00%
Revenue Over					
(Under) Expenditures	\$ 637,086	\$ (5,222,925)	\$ -	\$ 5,860,011	

Red Oak Independent School District
Investment Summary Report
As of August 31, 2020

INVESTMENT POOL ACCOUNTS	BEGINNING BALANCE 08/01/20	DEPOSITS	WITHDRAWALS	INTEREST FOR MONTH	ENDING BALANCE 08/31/20	INTEREST RATE	INTEREST YEAR TO DATE
TEXSTAR							
General Fund	\$ 9,724.69	\$ -	\$ -	\$ 1.34	\$ 9,726.03	0.1645%	\$ 2.94
TEXPOOL							
General Fund	2,461.14	-	-	0.31	2,461.45	0.1768%	0.62
Money Market	1,419.72	-	-	0.31	1,420.03	0.1768%	0.62
FIRST PUBLIC-GOV.OVERNIGHT							
General Fund	13,508,652.59	8,221,274.68	7,758,030.25	1,330.36	13,973,227.38	0.1200%	3,192.28
Debt Service	6,592,045.05	18,618.20	5,300,064.38	351.08	1,310,949.95	0.1200%	1,191.40
Construction	1,306,406.18	-	371,000.00	107.72	935,513.90	0.1200%	284.56
Food Service	400,894.91	-	-	39.69	400,934.60	0.1200%	94.61
TOTAL INVESTMENT POOLS	\$ 21,821,604	\$ 8,239,893	\$ 13,429,095	\$ 1,831	\$ 16,634,233		4,767.03

We, the approved Investment Officers of Red Oak ISD, hereby certify the Investment Report represents the investment portion of the District as of the above date in compliance with the Texas Public Funds Investment Act and Red Oak ISD Policy CDA

_____ (signature on file) William Johnston, Ed.D., CPA Assistant Superintendent of Business Services/CFO	_____ (signature on file) TBA Alternate Investment Officer
---	---



Questions



Bill Johnston

Chief Financial Officer

972-617-4005

bill.johnston@redoakisd.org



MONTHLY BOARD REPORT
FINE ARTS

Date: September 2020

CURRENT EVENTS/CELEBRATIONS:

High School

Band: Our Marching show is Here’s Johnny (all John Williams Music).

The band is excelling! At-home students are getting ready to work on their solos for an on-line solo contest.

Choir: Choir students are working on All State music and teaming up with at-home learners.

Theater: Theatre is doing Shape of the Grave to a zoom audience and Doubt. Both the actors and the audience will be on a zoom Table Read Presentation.

Art: Art students (virtual and face-to-face) were provided with art kits this week to minimize the use of shared materials and to provide students at home resources so they can continue to complete assignments and make beautiful art.

Drill Team: Kids are excited for the first performance and looking great!

Cheer: Building relationships with the student body and preparing for football games.



Purchasing Cooperatives-Annual Report to the School Board

In order to remain compliant with Federal, State and District procurement policies, Campus and Department staff are encouraged to purchase from vendors that are covered under the following purchasing cooperatives, especially when making larger purchases or purchases that might add up to over \$50,000 in the aggregate in a certain commodity category (i.e. technology equipment).



<https://www.buyboard.com/Texas/Resources.aspx>

COST: \$0

Examples of Vendors : Barcelona Sporting Goods, Barefoot Athletics, Barnes and Noble, BSN Sports, CoachComm, LLC, Discount School Supply, Follett School Solutions, Four Brothers Outdoor Power, John Deere, Lakeshore Learning, Kubota, Positive Promotions, RBC Music Company, Really Good Stuff, Romeo Music LLC, School Specialty, and many more



<http://programs.esc20.net/default.aspx?name=pace>

COST: \$0

Examples of Vendors: Sam's Club, HEB, Parson's Roofing, Lakeshore Learning Materials



<https://www.omniapartners.com/publicsector>

COST: \$0

Examples of Vendors: Office Depot, Amazon Business, Home Depot, US Games, Lowes, CDW-G, Fisher Science Education, and many more

Examples of Vendors:



<https://www.tips-usa.com/reports.cfm>

COST: \$0

Examples of Vendors: A/C Supply Company, Ellis County Music Center, Gatekeeper Systems, Gulf Coast Sports, K&S Music, Lakeshore Learning Materials, Music in

Motion, Positive Promotions, Really Good Stuff, Riddell, Scholastic, Southern Tire Mart, and many more



COST: \$0

Examples of Vendors: Blick Art Materials, BSN Sports, Batteries + Bulbs, Texserve, 4imprint, Accelerate Learning, Inc., School Health Corp, Discount School Supply, Curriculum Associates, and many more

<http://www.choicepartners.org/>



COST: \$100

Vendors obtained through interlocal contracts with North Texas school district members

<http://www.epcnt.com/>



COST: \$100

Texas Comptroller of Public Accounts contracts

<http://www.cpa.state.tx.us/>



<https://www.sourcewell-mn.gov/>

COST: \$0

Examples of Vendors: Staples, CDW-G, CVS Pharmacy, Inc., John Deere, Neopost USA, Grainger, O'Reilly Auto Parts, Pasco Foodservice Equipment & Supplies



<http://www.alliedstatescooperative.com>

COST: \$0

Examples of Vendors: Skyward, Inc., Frey Scientific, Santillana USA, The Science Lab



<http://www.ncpa.us/>

COST: \$0

Examples of Vendors: IBM, Best Buy, Newegg, ETA hand2mind, O'Reilly Auto Parts, Canvas



www.1GPA.org

COST: \$0

Examples of Vendors: DreamBox Learning, Inc., Imagine Learning, Mentoring Minds, Transfinder Corp., Follett School Solutions



COST: \$0

<https://equalisgroup.org/>

Ellis County

COST: \$0

Region 10

COST: \$0

Region 4 (Operation Connectivity)

COST: \$0