

AGENDA OF REGULAR SCHOOL BOARD MEETING

The Board of Trustees Sweetwater Independent School District

The Board of Trustees of the Sweetwater Independent School District will meet in a Regular session on Monday, October 19, 2020 at 5:30 PM at the Administration Building

207 Musgrove St

Sweetwater, TX 79556. At the meeting the Board may deliberate or act on any of the subjects listed below for the convenience of the Board.

1. **Call to Order**
 - A. Announce Quorum Present
 - B. Pledge 2
 2. **Public Comments**
 3. **Superintendent Report -- Monitoring Calendar / Recognitions**
 - A. Recognitions - JPC Graduates
 - B. Recognitions- Lone Star Degree
 - C. Monitoring Reports- GPM 1.2, 1.3, 2.2, 2.3 3
 4. **Action Item: Consent Agenda**
 - A. Approval of board meeting minutes 24
 - B. Approval of board goals, superintendent constraints, board self-constraints, progress measures, and monitoring calendar 28
 - C. Approval of Baseline Quarterly Review 34
 - D. Approval of the Enterprise Security Policy Plan (Senate Bill 820) 35
 - E. Consider approval of bid to sale tax foreclosure property 95
 - F. Approval to withdraw from the Pregnancy Education and Parenting Shared Service Arrangement as a member and the fiscal agent. 103
 - G. Approval to withdraw from the Abstinence Based Coalition Shared Services Arrangement as a member and the fiscal agent. 108
 - H. Approval to offer contract of employment: Director of Student Health
 - I. Approval of budget amendment for lighting project 110
 - J. Approval of Support Letter to participate in the 2021-2023 Grown Your Own Program, Cycle 4 Grant 111
 5. **Announcements - Board Members Announcements**
 - A. Financial Report 112
 - B. COVID Report/Update 119
 6. TACS Legislative Agenda 161
 7. SBOE Board Development Framework Draft 163
 8. **Adjourn**
-

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Supchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

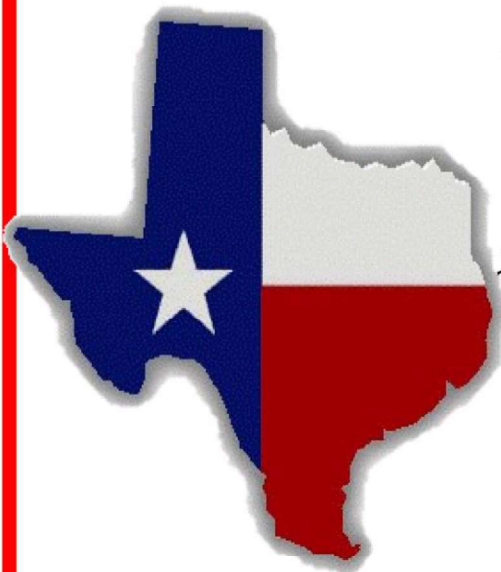
The United States Pledge of Allegiance:

I pledge allegiance to the Flag of the
United States of America, and to the
Republic for which it
stands, one Nation
under God, indivisible,
with liberty and
justice for all.



The Texas Pledge of Allegiance:

Honor the Texas flag;
I pledge allegiance to
thee, Texas, one state
under God, one and
indivisible.



Chapter 5: Determining Norms

Norm-referenced tests are designed so that test administrators have a way of comparing the results of a given test-taker to the hypothetical "average" test taker to determine whether they meet expectations. In the case of the Computerized Adaptive Testing (CAT)-based ISIP Early Reading test, we are interested in comparing students to a national sample of students who have taken the ISIP Early Reading test. We are also interested in knowing what the expected growth of a given student is over time, and in administering our test regularly to students to determine how they are performing relative to this expected growth. By determining and publishing these norms, called Instructional Tier Goals, we enable teachers, parents, and students to know how their scores compare with a representative sample of children in their particular grade for the particular period (month) in which the test is administered. The norming samples were obtained as part of Istation's ongoing research in assessing reading ability. The samples were drawn from enrolled ISIP Early Reading users during the 2014-2015 school year in grades PreK - 3. The state distributions for the sample are found in Table 5-1.

Table 5-1: State Distributions & Demographics For ISIP Early Reading Norming Sample

	Grade				
	Pre-K	K	1 st	2 nd	3 rd
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
Gender					
Female	3,118 (26.1)	39,963 (29.2)	57,305 (31.8)	57,629 (32.9)	7,630 (4.8)
Male	3,233 (27.1)	42,231 (30.8)	61,367 (34.1)	61,388 (35.0)	8,442 (4.7)
Special Education					
No	5,294 (44.3)	63,805 (46.6)	77,061 (42.8)	77,431 (44.2)	8,870 (5.0)
Yes	224 (1.9)	3,719 (2.7)	5,507 (3.1)	6,097 (3.5)	1,485 (0.8)
State					
Alabama	2 (0.1)	1,628 (1.2)	1,898 (1.1)	1,382 (0.8)	1,183 (0.7)
Arizona	15 (0.1)	211 (0.2)	176 (0.1)	151 (0.1)	147 (0.1)
California	52 (0.4)	1,237 (0.9)	1,739 (1.0)	1,669 (1.0)	1,583 (0.9)
Colorado	-	204 (0.1)	360 (0.2)	252 (0.1)	265 (0.1)
District of Columbia	-	41 (0.1)	-	-	-
Florida	111 (0.9)	10,238 (7.5)	14,971 (8.3)	8,310 (4.7)	6,559 (3.7)
Georgia	202 (1.7)	1,970 (1.4)	2,291 (1.3)	2,124 (1.2)	2,117 (1.2)
Illinois	107 (0.9)	365 (0.3)	378 (0.2)	410 (0.2)	482 (0.3)
Indiana	201 (1.7)	437 (0.3)	454 (0.3)	345 (0.2)	289 (0.2)
Iowa	-	95 (0.1)	134 (0.1)	108 (0.1)	23 (0.1)
Maine	-	10 (0.1)	41 (0.1)	34 (0.1)	7 (0.1)
Maryland	28 (0.2)	207 (0.2)	331 (0.2)	395 (0.2)	244 (0.1)

Montana	96 (0.8)	324 (0.2)	1,038 (0.6)	275 (0.2)	299 (0.2)
Massachusetts	-	19 (0.1)	31 (0.1)	7 (0.1)	2 (0.0)
North Carolina	12 (0.1)	630 (0.5)	938 (0.5)	1,157 (0.7)	1,222 (0.7)
North Dakota	29 (0.2)	165 (0.1)	200 (0.1)	178 (0.1)	132 (0.1)
New Jersey	60 (0.5)	346 (0.3)	734 (0.4)	806 (0.5)	672 (0.4)
New Mexico	-	16 (0.1)	37 (0.1)	51 (0.1)	73 (0.1)
New York	61 (0.5)	168 (0.1)	266 (0.1)	160 (0.1)	170 (0.1)
Ohio	-	23 (0.1)	17 (0.1)	51 (0.1)	42 (0.1)
Oregon	-	10 (0.1)	9 (0.1)	-	-
Pennsylvania	56 (0.5)	1,042 (0.8)	703 (0.4)	678 (0.4)	212 (0.1)
Rhode Island	-	37 (0.1)	56 (0.1)	1 (0.0)	2 (0.0)
South Carolina	340 (2.8)	1,455 (1.1)	1,692 (0.9)	1,395 (0.8)	1,114 (0.6)
South Dakota	-	33 (0.1)	59 (0.1)	48 (0.1)	34 (0.1)
Tennessee	43 (0.4)	7,566 (5.5)	7,536 (4.2)	7,252 (4.1)	7,016 (3.9)
Texas	10,285 (86.1)	104,169 (76.1)	138,403 (76.8)	141,829 (80.9)	149,911 (83.8)
Utah	-	388 (0.3)	851 (0.5)	878 (0.5)	494 (0.3)
Virginia	192 (1.6)	2,181 (1.6)	2,979 (1.7)	3,010 (1.7)	2,731 (1.5)
West Virginia	-	62 (0.1)	120 (0.1)	123 (0.1)	113 (0.1)

Sample

We last updated the ISIP Early Reading Instructional Tier Goals in August 2011. Since that time, there has been substantial growth in the number of students using the ISIP Early Reading assessment. Due to this growth in population, it was necessary to establish a new norming sample in order to derive updated expected growth and goals that represent the current population of students using ISIP Early Reading. Students completing three assessments in September (BOY), January (MOY), and May (EOY) during the 2014-2015 school year were sampled from the total population to establish the norming sample. The total population by grade (N) and the sample size (n) by grade are found in Table 5-2. In total, the ISIP Early Reading scores from 683,379 students were considered to establish norms. This sample used in establishing the Instructional Tier Goals for the ISIP Early Reading Overall ability score, as well as all subtests within ISIP Early Reading.

Table 5-2: ISIP Early Reading Population and Norm Sample

ISIP	Size	Pre-K	K	1 st	2 nd	3 rd
ISIP_BOY	N	16,540	174,466	226,624	226,847	264,061
	n	11,951	136,930	180,168	175,352	178,978
ISIP_MOY	N	42,448	247,507	279,285	274,543	327,372
	n	11,951	136,930	180,168	175,352	178,978
ISIP_EOY	N	46,011	244,386	273,065	266,384	280,635
	n	11,951	136,930	180,168	175,352	178,978

Computing Norms

Istation's norms are time-referenced to account for expected growth of students over the course of a semester. The ISIP Early Reading test consists of several subtests and an overall score. Each of these is normed separately so that interested parties can determine performance in various areas independently.

All ISIP Early Reading scores of Overall Reading Ability, Alphabetic Decoding, Comprehension, Letter Knowledge, Phonemic Awareness, Spelling, Text Fluency, and Vocabulary were used to develop the updated Instructional Tier Goals. Table 5-3 shows which ISIP Early Reading subtests by grade level that have associated Instructional Tier Goals. Alphabetic Decoding goals are available for only Grade 1. Comprehension, Spelling, and Text Fluency goals are available for Grades 1–3. Letter Knowledge goals are available for Grades Pre-K – 1. Phonemic Awareness goals are available for Kindergarten and Grade 1, whereas Overall Reading ability and Vocabulary are available for Grades PreK-3.

Table 5-3: Availability of Instructional Tier Goals by ISIP Early Reading Subtests by Grade

Subtest	Pre-K	K	1 st	2 nd	3 rd
Overall Reading Ability	✓	✓	✓	✓	✓
Alphabetic Decoding (AD)	-	-	✓	-	-
Comprehension (CMP)	-	-	✓	✓	✓
Letter Knowledge (LK)	✓	✓	✓	-	-
Phonemic Awareness (PA)	-	✓	✓	-	-
Spelling (SPL)	-	-	✓	✓	✓
Text Fluency (TF)	-	-	✓	✓	✓
Vocabulary (VOC)	✓	✓	✓	✓	✓

To compute these norms, percentiles were computed from the three assessment points collected and then interpolated for the months in between. Because of the test design, including computer-adaptive subtests, retakes of the test will result in different test items for a given student, so it is expected that improved scores on the test reflect actual growth over time. Norms were computed for each time period, so that over time a student's score on ISIP Early Reading is expected to go up. Norming tables for each of the ISIP subtests, as well as Overall Reading, can be found at Istation's website, and these represent the results of norming all subtests and the overall score across all the periods of test-taking. For each time period, these scores were averaged and a standard deviation was computed. Then, to determine expected Tier 2 and Tier 3 scores, the 20th and 40th percentiles on a true normal bell curve were computed, and these numbers are given as norms for those Tier groups.

Instructional Tier Goals

Consistent with other reading assessments, Istation has defined a three-tier normative grouping, based on scores associated with the 20th and 40th percentiles. Students with a score above the 40th percentile for their grade are placed into Tier 1. Students with a score at or below the 20th percentile are placed into Tier 3.

These tiers are used to guide educators in determining the level of instruction for each student. That is, students classified as:

- Tier 1 are performing at grade level.
- Tier 2 are performing moderately below grade level and in need of intervention.
- Tier 3 are performing seriously below grade level and in need of intensive intervention.

References

- Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: The Guilford Press.
- Cao, J. & Stokes, S.L. (2006). Bayesian IRT guessing models for partial guessing behaviors, manuscript submitted for publication.
- Conte, K.L., & Hintz, J. M. (2000). The effect of performance feedback and goal setting on oral reading fluency with CBM. *Diagnostique*, 25, 85-98.
- Cronbach, L.J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334.
- Degraff, A. & Torgesen, J. (2005) Monitoring growth in early reading skills: Validation of a computer adaptive test. Florida State University College of Arts and Sciences. Dissertation, spring 2005.
- Deno, S.L. (1985). Curriculum based measurement: The emerging alternative. *Exceptional Children*.
- Dickinson, D., & Tabors, P. (2001). *Beginning literacy with language*. Baltimore: Paul E. Brookes.
- Ehri, L. (2000). Learning to read and learning to spell: Two sides of a coin. *Topics in Language Disorders*, 20(3), 19-49.
- Espin, C., Deno, S., Maruyama, G. & Cohen, C. (1989). *The basic academic skills samples (BASS): An instrument for the screening and identification of children at-risk for failure in regular education classrooms*. Paper presented at the annual American Educational Research Association Conference, San Francisco, CA.
- Fletcher, J.M., Foorman, B.R., Francis, D.J., & Schatschneider, C. (1997). Prevention of reading failure. *Insight*, 22-23.
- Fletcher, J.M., Foorman, B.R., Boudousquie, A., Barnes, M., Schatschneider, C., & Francis, D.J. (2002). Assessment of reading and learning disabilities: A research-based, treatment-oriented approach. *Journal of School Psychology*, 40, 27-63.
- Foorman, B. R., Anthony, J., Seals, L., & Mouzaki, A, (2002). Language development and emergent literacy in preschool. *Seminars in Pediatric Neurology*, 9, 172-183.
- Foorman, B. R., Santi, K., & Berger, L. (in press). Scaling assessment-driven instruction using the Internet and handheld computers. In B. Schneider & S. McDonald (Eds.), *Scale-up in education, vol. 1: Practice*. Lanham, MD: Rowan & Littlefield Publishers, Inc.

Goal Progress Measure 1.2: Pre-K Reading

Reading Overall		SEEC		SEE	
September 2020	-	September 2020	-	September 2020	64
October 2020	32	October 2020	22	October 2020	65
November 2020		November 2020		November 2020	
December 2020		December 2020		December 2020	
January 2021		January 2021		January 2021	
February 2021		February 2021		February 2021	
March 2021		March 2021		March 2021	
April 2021		April 2021		April 2021	
May 2021		May 2021		May 2021	
Baseline 2021		Baseline 2021		Baseline 2021	
EOY 2022		EOY 2022		EOY 2022	
EOY 2023		EOY 2023		EOY 2023	
EOY 2024		EOY 2024		EOY 2024	
EOY 2025		EOY 2025		EOY 2025	

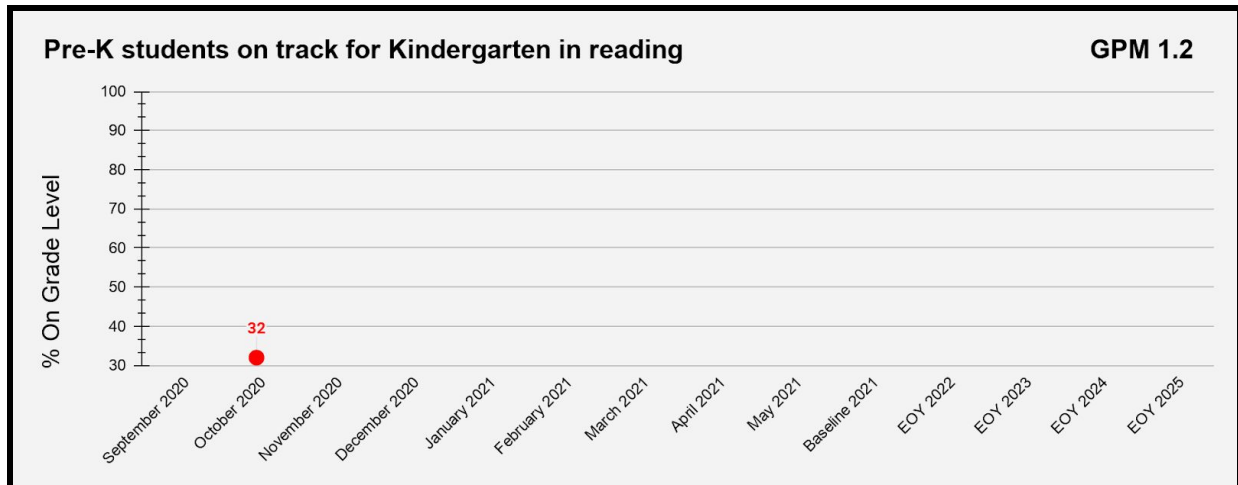
Goal Progress Measure 2.2: Pre-K Math

Reading Overall		SEEC		SEE	
September 2020		September 2020		September 2020	67
October 2020		October 2020		October 2020	82
November 2020		November 2020		November 2020	
December 2020		December 2020		December 2020	
January 2021		January 2021		January 2021	
February 2021		February 2021		February 2021	
March 2021		March 2021		March 2021	
April 2021		April 2021		April 2021	
May 2021		May 2021		May 2021	
Baseline 2021		Baseline 2021		Baseline 2021	
EOY 2022		EOY 2022		EOY 2022	
EOY 2023		EOY 2023		EOY 2023	
EOY 2024		EOY 2024		EOY 2024	
EOY 2025		EOY 2025		EOY 2025	

Board Progress Monitoring Report

10/19/2020

Goal Progress Measure 1.2: The Percentage of Pre-K students that are Kindergarten ready in reading will increase from X% to Y% by June 2025.



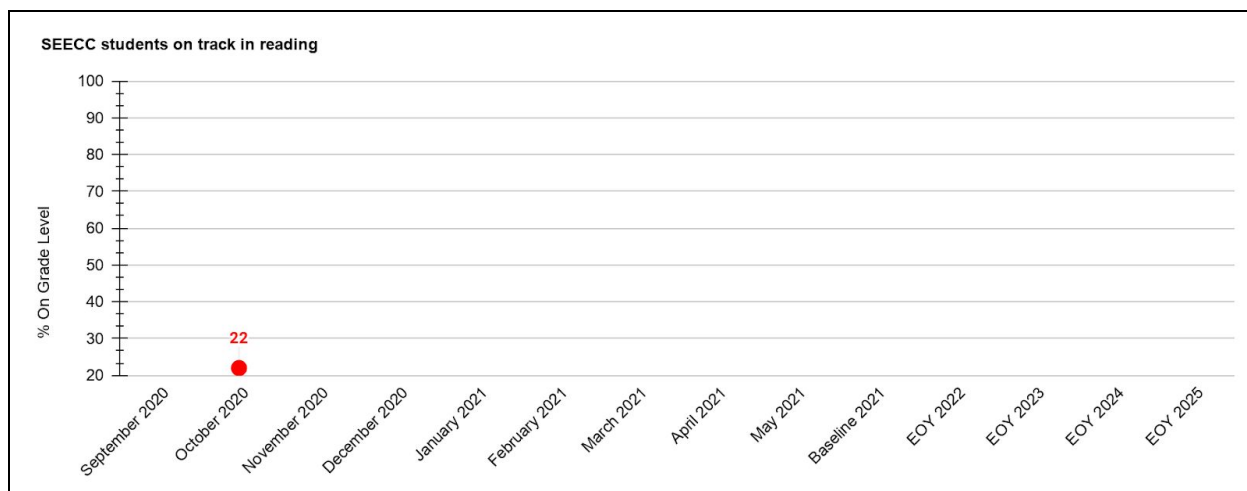
Overall Evaluation:

Principals will lead teachers through the process of evaluating iStation data at the individual student level by looking at each teacher's classroom list of students and identifying those making progress and those that are not. Teachers will use data days, PLCs, and daily planning time to create individualized plans for each student to make progress. Individualized student plans will use data to target identified areas of need to strengthen Tier I Instruction. Teachers will identify teaching materials that target and match the needs identified for their students, and use classroom strategies such as strategic grouping of students during stations and rotations in the classroom, pull out intervention time from the dyslexia and intervention teacher, and tutoring sessions to move every student forward using the Rtl Manual as a guide.

Teachers will plan together utilizing the data day unit planning tool and the team lesson planning tool in Eduphoria to address areas of need across each grade level. This practice will help ensure that teachers are collaborating and pacing each class to follow the planned scope and sequence for the year.

Principals will perform frequent walkthroughs and observations in each classroom to provide support and feedback.

SEEC Plan



Southeast Early Childhood is working with the Region 14 Educational Service Center in establishing Istation reading and math assessments. At the present time, SECC has done the initial assessment in reading only.

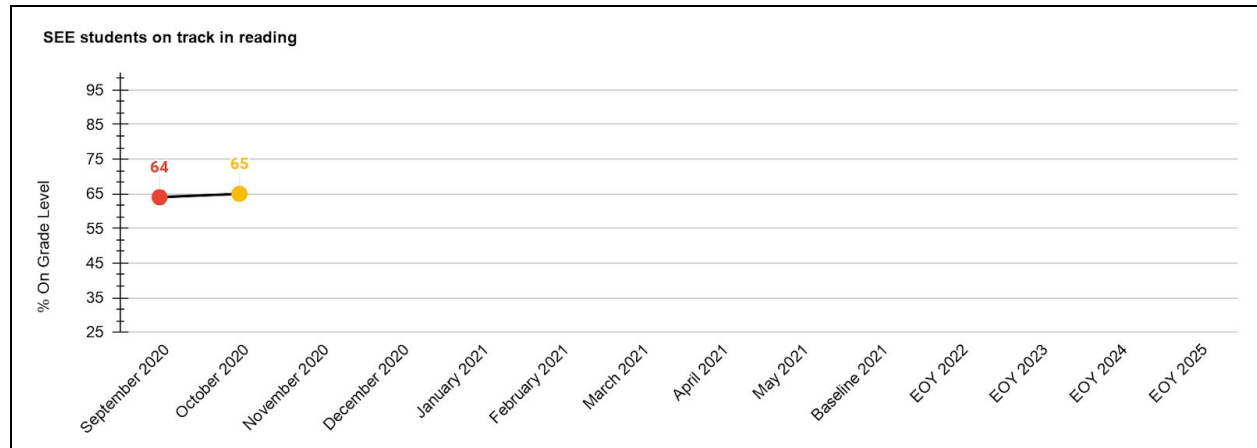
The overall evaluation is showing that Head Start needs to grow in all areas. The goal is to grow students in Tier 1 and lower students in Tier 3. Also grow students in Tier 2 into Tier 1.

On track students will show growth each assessment period in reading.

Walkthroughs are conducted periodically throughout the year. In walkthroughs, it has been observed that the teachers utilize centers to help differentiate student learning. Each Head Start classroom has two personnel--teacher and aide---that work in tandem to create a positive learning environment.

Interventions are triggered by teachers and administration observing the student and then making a recommendation for further evaluation either by the speech pathologist or diagnostician.

SEE Plan



Southeast Elementary PreK

Strengths: Listening Comprehension and Vocabulary

Weaknesses: Letter Knowledge

SEE Teachers will

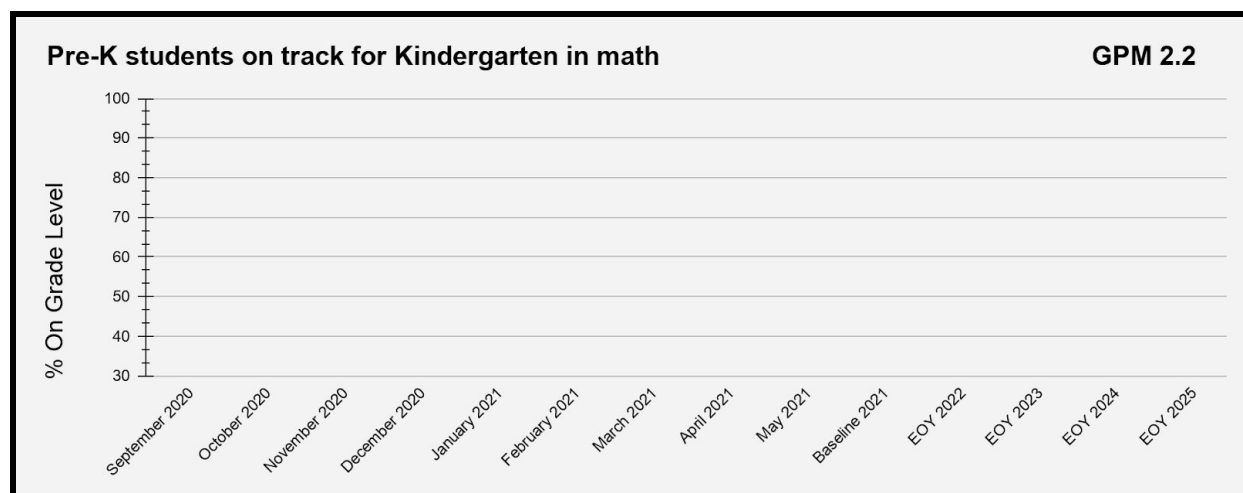
- Provide listening comprehension, conversational speaking, speech production, vocabulary, sentences and structure to all PreK students.
- Provide emergent literacy strategies for Reading and Writing offering motivation to read, alphabet knowledge.
- Increase Tier 1 by providing interventions and differentiated instruction for Tier 2 and Tier 3 students.
- Provide direct, explicit and differentiated instruction of letter knowledge for Tier 2 and Tier 3 students.
- Provide intense instruction and interventions for Tier 3 students.
- Provide reinforcement and spiraling of listening comprehension and vocabulary for Tier 1 students.
- Learning centers provide dramatic play, fine motor development activities, sensory activities, listening technology, art, and writing activities.
- Meet weekly to collaborate and plan lessons and interventions.
- Meet each Data Day to review data and adjust the plan to move Tier 2 and Tier 3 students forward.

*A full time aide is present in the classroom to manage center activities while the teacher provides direct intensive instruction and interventions based on assessment data.

Board Progress Monitoring Report

10/19/2020

Goal Progress Measure 2.2: The Percentage of Pre-K students that are Kindergarten ready in math will increase from X% to Y% by June 2025.



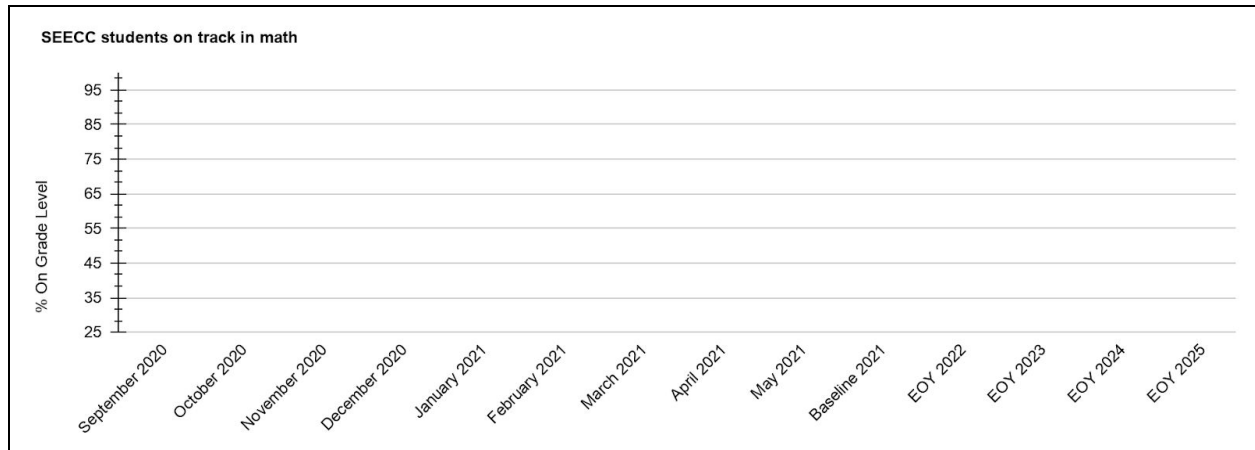
Overall Evaluation:

Principals will lead teachers through the process of evaluating iStation data at the individual student level by looking at each teacher's classroom list of students and identifying those making progress and those that are not. Teachers will use data days, PLCs, and daily planning time to create individualized plans for each student to make progress. Individualized student plans will use data to target identified areas of need to strengthen Tier I Instruction. Teachers will identify teaching materials that target and match the needs identified for their students, and use classroom strategies such as strategic grouping of students during stations and rotations in the classroom, pull out intervention time from the dyslexia and intervention teacher, and tutoring sessions to move every student forward using the Rtl Manual as a guide.

Teachers will plan together utilizing the data day unit planning tool and the team lesson planning tool in Eduphoria to address areas of need across each grade level. This practice will help ensure that teachers are collaborating and pacing each class to follow the planned scope and sequence for the year.

Principals will perform frequent walkthroughs and observations in each classroom to provide support and feedback.

SEEC Plan

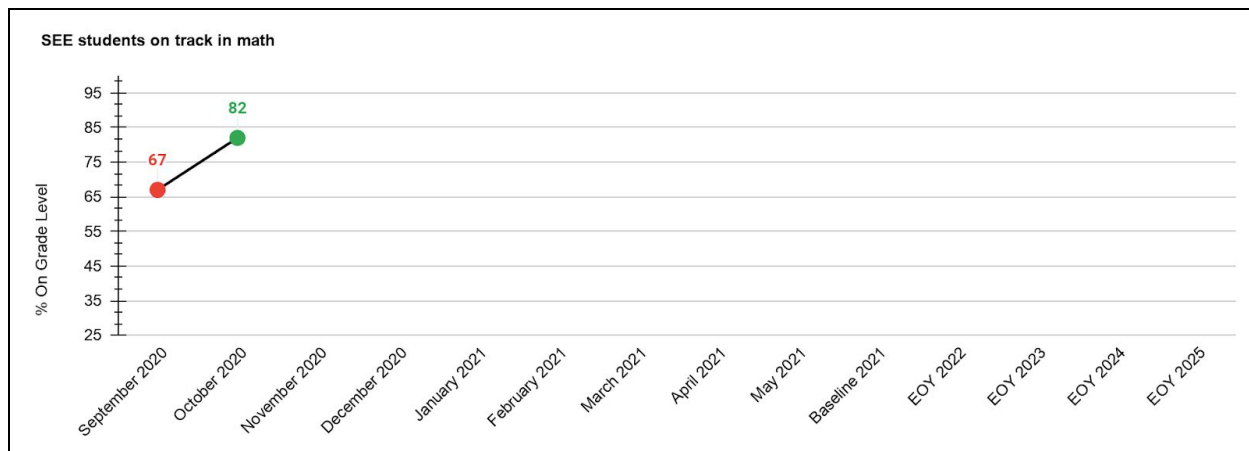


SECC is working with the Region 14 Education Service Center in implementing IStation Math for 20-21. The initial assessment for Math is targeted for November 2020.

Head Start has taken the BOY (Beginning of Year) Assessment in Math and will assess again at the middle of the year and the end of the year.

The CLI Engagement (Circle) assessment shows that there are low areas as well as high areas. Low areas include rote learning (9%), and operations skills (16%). Strengths that are showing include shapes (46%) and shape discrimination (63%).

SEE Plan



Southeast Elementary Pre-K Math

Strengths: Measurement

Weaknesses: Computations, Number Sense

SEE Teachers will

- Provide mathematics concepts in counting, spatial, measurement and pattern recognition.
- Increase Tier 1 by providing interventions and differentiated instruction for Tier 2 and Tier 3 students.
- Provide direct, explicit and differentiated instruction of Computations and Number Sense for Tier 2 and Tier 3 students.
- Provide reinforcement and spiraling of math concepts for Tier 1 students.
- Learning centers provide dramatic play, fine motor development activities, sensory activities, art, writing, blocks, and math manipulatives.
- Math centers include concrete images, patterns, shapes, problem solving activities, counting, measuring, numeral recognition and math tools such as ruler, scales, measuring tools, counting objects, etc.
- Meet weekly to collaborate and plan lessons and interventions.
- Meet each Data Day to review data and adjust the plan to move Tier 2 and Tier 3 students forward.

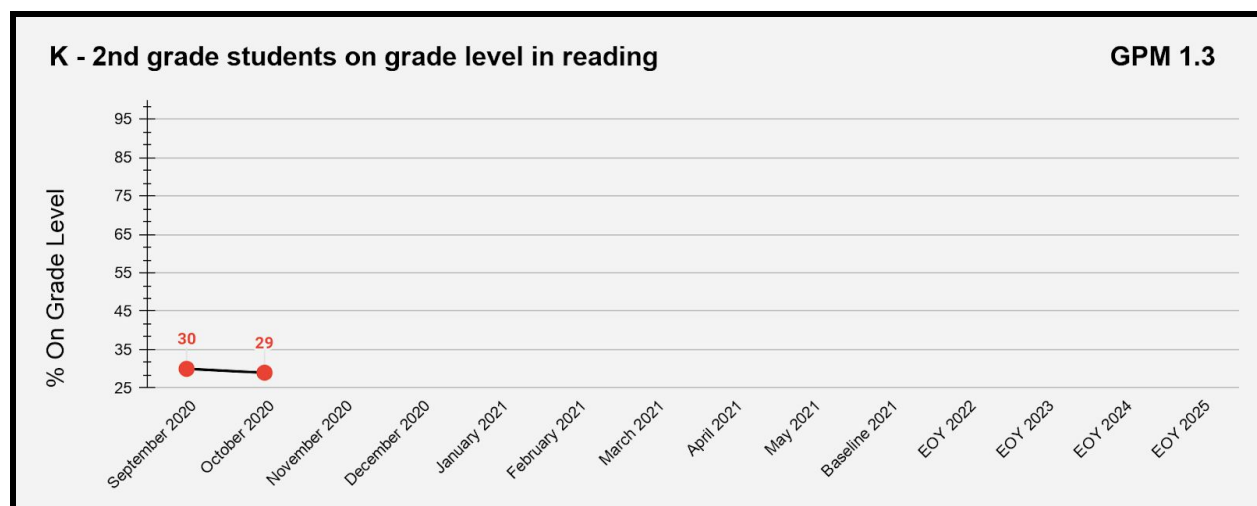
*A full time aide is present in the classroom to manage center activities while the teacher provides direct intensive instruction and interventions based on assessment data.

Goal Progress Measure 1.3: Kindergarten - 2nd grade Reading							
Reading Overall		Kindergarten		1st Grade		2nd Grade	
September 2020	30	September 2020	24	September 2020	21	September 2020	43
October 2020	29	October 2020	28	October 2020	25	October 2020	38
November 2020		November 2020		November 2020		November 2020	
December 2020		December 2020		December 2020		December 2020	
January 2021		January 2021		January 2021		January 2021	
February 2021		February 2021		February 2021		February 2021	
March 2021		March 2021		March 2021		March 2021	
April 2021		April 2021		April 2021		April 2021	
May 2021		May 2021		May 2021		May 2021	
Baseline 2021		Baseline 2021		Baseline 2021		Baseline 2021	
EOY 2022		EOY 2022		EOY 2022		EOY 2022	
EOY 2023		EOY 2023		EOY 2023		EOY 2023	
EOY 2024		EOY 2024		EOY 2024		EOY 2024	
EOY 2025		EOY 2025		EOY 2025		EOY 2025	
Goal Progress Measure 2.3: Kindergarten - 2nd grade Math							
Math Overall		Kindergarten		1st Grade		2nd Grade	
September 2020	33	September 2020	38	September 2020	27	September 2020	34
October 2020	28	October 2020	36	October 2020	28	October 2020	20
November 2020		November 2020		November 2020		November 2020	
December 2020		December 2020		December 2020		December 2020	
January 2021		January 2021		January 2021		January 2021	
February 2021		February 2021		February 2021		February 2021	
March 2021		March 2021		March 2021		March 2021	
April 2021		April 2021		April 2021		April 2021	
May 2021		May 2021		May 2021		May 2021	
Baseline 2021		Baseline 2021		Baseline 2021		Baseline 2021	
EOY 2022		EOY 2022		EOY 2022		EOY 2022	
EOY 2023		EOY 2023		EOY 2023		EOY 2023	
EOY 2024		EOY 2024		EOY 2024		EOY 2024	
EOY 2025		EOY 2025		EOY 2025		EOY 2025	

Board Progress Monitoring Report

10/19/2020

Goal Progress Measure 1.3: The Percentage of Kindergarten thru 2nd grade students that are on grade level in reading will increase from X% to Y% by June 2025.



Overall Evaluation:

Principals will lead teachers through the process of evaluating iStation data at the individual student level by looking at each teacher's classroom list of students and identifying those making progress and those that are not. Teachers will use data days, PLCs, and daily planning time to create individualized plans for each student to make progress. Individualized student plans will use data to target identified areas of need to strengthen Tier I Instruction. Teachers will identify teaching materials that target and match the needs identified for their students, and use classroom strategies such as strategic grouping of students during stations and rotations in the classroom, pull out intervention time from the dyslexia and intervention teacher, and tutoring sessions to move every student forward using the RtI Manual as a guide.

Teachers will plan together utilizing the data day unit planning tool and the team lesson planning tool in Eduphoria to address areas of need across each grade level. This practice will help ensure that teachers are collaborating and pacing each class to follow the planned scope and sequence for the year.

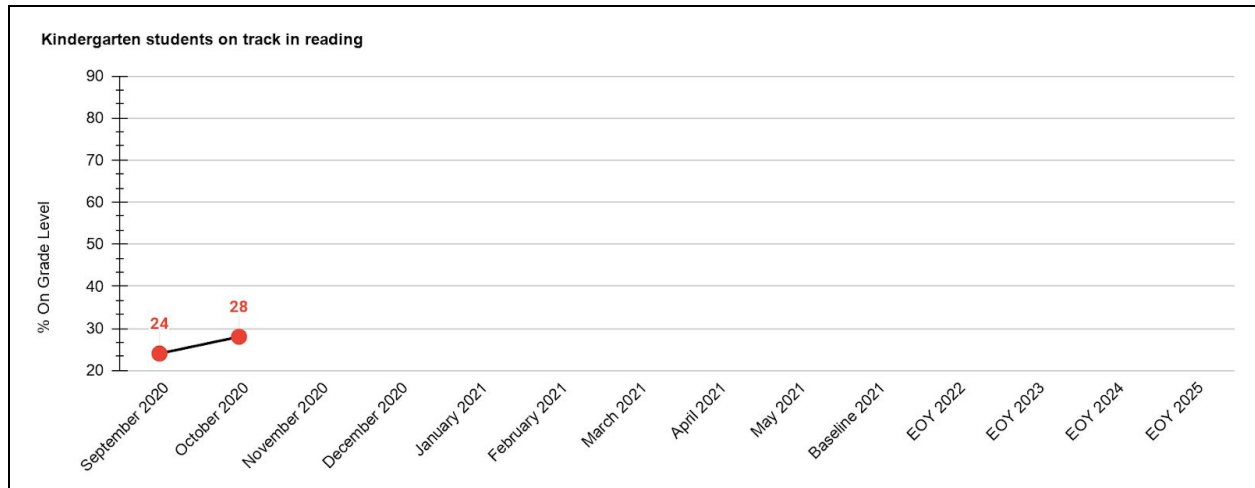
Principals will perform frequent walkthroughs and observations in each classroom to provide support and feedback.

Overall Strength: Listening Comprehension

Overall Weak areas: Letter Knowledge/Blending

- Missing foundational skills of letter knowledge and blending in 2nd grade due to blending skills being taught the last couple of months in the scope and sequence of the school year and missing the opportunity to teach this after spring break last year.

Kindergarten Plan



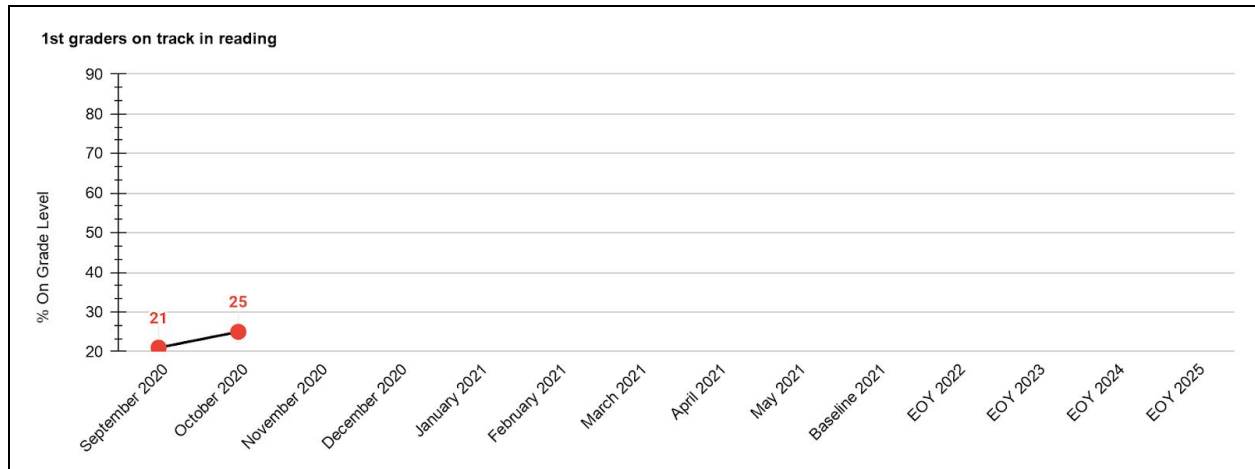
Strengths: Listening Comprehension

Weaknesses: Letter Knowledge, Phonemic Awareness, Vocabulary

Kindergarten Teachers will:

- Utilize Saxon Phonics, Heggerty Phonics supplement and Istation interventions to improve letter knowledge and phonemic awareness.
- Utilize Pearson My View Reading curriculum to improve vocabulary and reading comprehension.
- Provide daily guided practice, student independent practice and progress monitoring.
- Provide the Balanced Literacy small group rotation approach in a 90 minute per day reading block.
- Provide additional support, including supplemental instruction, differentiation and interventions to address Tier 2 emergent and transitional readers
- Provide additional support, intense instruction, and intensive interventions for Tier 3 students.
- Provide acceleration and enrichment opportunities along with the Accelerated Reader program for Tier 1 readers.
- Utilize a leveled reading library to promote literacy development.
- Meet weekly to communicate, collaborate, plan lessons and intervention strategies.

1st Grade Plan



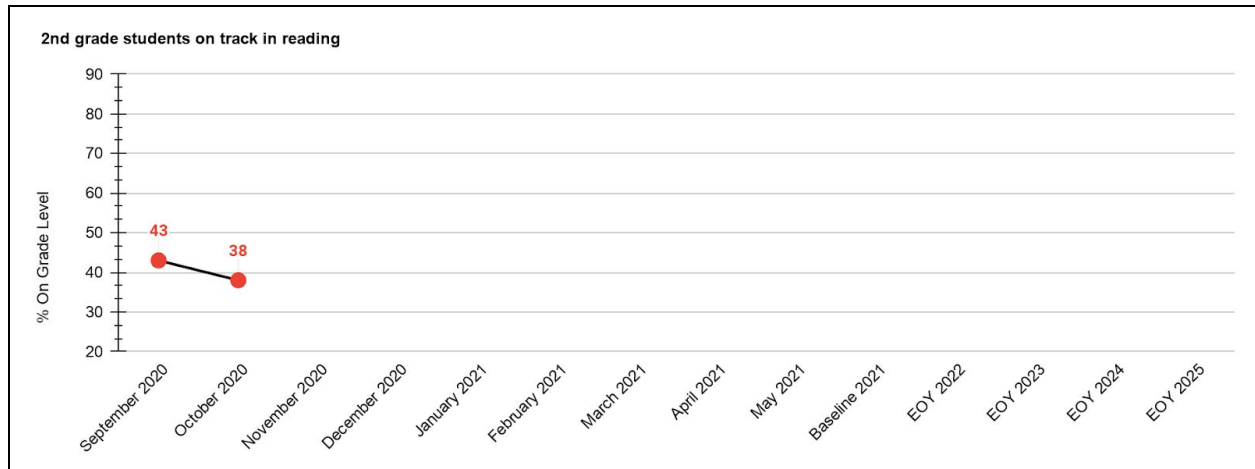
Strengths: Phonemic Awareness

Weaknesses: Letter Knowledge, Alphabet Decoding, Vocabulary, Spelling

1st Grade Teachers will:

- Utilize Saxon Phonics, Heggerty Phonics supplement and Istation interventions to improve letter knowledge and alphabetic decoding.
- Utilize Pearson My View Reading curriculum to improve vocabulary, spelling and reading comprehension.
- Provide daily guided practice, student independent practice and progress monitoring.
- Provide the Balanced Literacy rotation approach in a 90 minute per day reading block.
- Provide additional support, including supplemental instruction, differentiation and interventions to address Tier 2 emergent and transitional readers
- Tier 3 struggling, at risk readers.
- Provide additional support, intense instruction, and intensive interventions for Tier 3 students.
- Provide acceleration and enrichment opportunities along with the Accelerated Reader program for Tier 1 readers.
- Schedule Tier 2 students into the Project Read mentoring program.
- Utilize a leveled reading library to promote literacy development.
- Meet weekly to communicate, collaborate, plan lessons and intervention strategies.

2nd Grade Plan



Strengths: Listening Comprehension

Weaknesses: Graphophonemic Awareness, Blending sounds, Text Fluency, Reading comprehension

Teachers will utilize Saxon Phonics, Fry Sight word lists, decodable readers, and Istation platform and interventions to identify weaknesses in graphophonemic awareness, blending, and text fluency. Explicit instruction will be given in small group rotations and teachers will be using TPRI and Istation interventions according to the student level of need.

In order to promote student growth and awareness, students will observe overall reading scores posted in a common area of the school so that data discussions are relevant. Students will have monthly goals and will chart their own growth monthly after testing. Students who maintain or grow in their tier will receive a prize for that month.

Students continuing to struggle with high frequency words will meet with a small group of volunteers and teachers once per week for 30 minutes to increase their level of proficiency.

Students not meeting grade level standards are receiving 30 minutes of small group reading instruction pull out from intervention teachers.

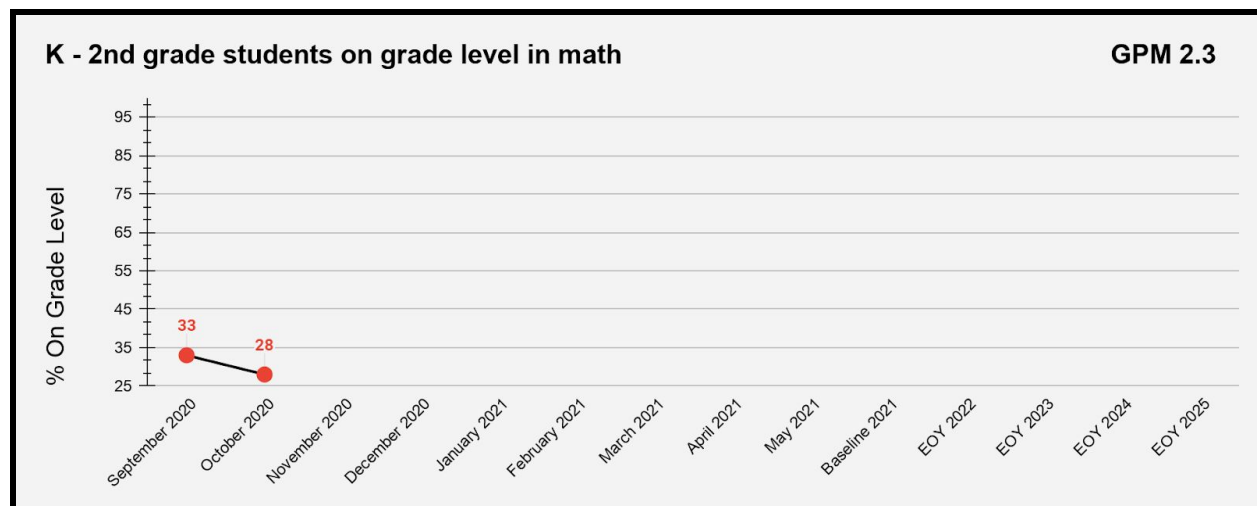
Students have an opportunity to practice reading high frequency words during student transition times.

Teachers meet weekly to plan lessons and determine small group interventions.

Board Progress Monitoring Report

10/19/2020

Goal Progress Measure 2.3: The Percentage of K thru 2nd grade students that are on grade level in math will increase from X% to Y% by June 2025.



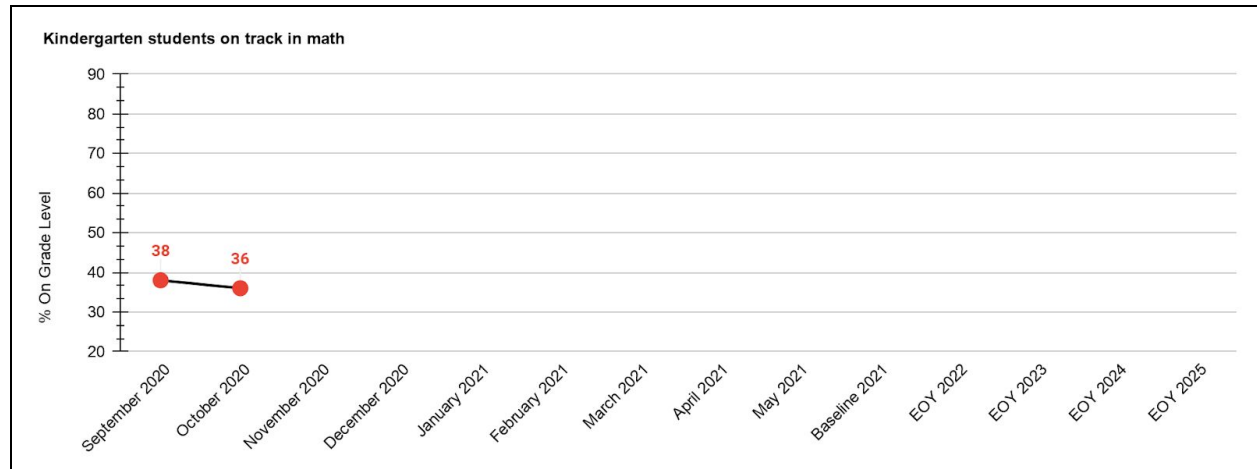
Overall Evaluation:

Principals will lead teachers through the process of evaluating iStation data at the individual student level by looking at each teacher's classroom list of students and identifying those making progress and those that are not. Teachers will use data days, PLCs, and daily planning time to create individualized plans for each student to make progress. Individualized student plans will use data to target identified areas of need to strengthen Tier I Instruction. Teachers will identify teaching materials that target and match the needs identified for their students, and use classroom strategies such as strategic grouping of students during stations and rotations in the classroom, pull out intervention time from the dyslexia and intervention teacher, and tutoring sessions to move every student forward using the RtI Manual as a guide.

Teachers will plan together utilizing the data day unit planning tool and the team lesson planning tool in Eduphoria to address areas of need across each grade level. This practice will help ensure that teachers are collaborating and pacing each class to follow the planned scope and sequence for the year.

Principals will perform frequent walkthroughs and observations in each classroom to provide support and feedback.

Kindergarten Plan

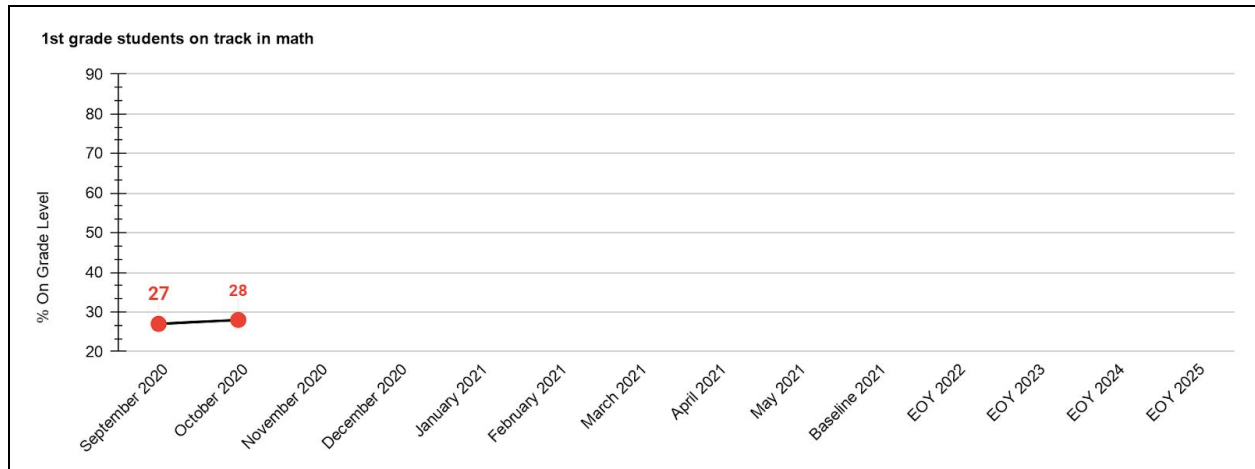


Strengths: Numbers - counting and identifying

Weaknesses: Computation, Geometry, Measurement, Number Sense

- Most weak areas have not been covered in the Texas Go Math curriculum to date and the curriculum is not sequenced the same as Istation.
- Spiraled instruction will be used daily utilizing the Texas Go Math curriculum, supplemental materials and manipulatives.
- Make sure math vocabulary is a focus for understanding of concepts.
- Provide Istation interventions daily during Math RTI small group rotations.
- Provide a daily 90 minute Math instruction block
- Provide additional support, including supplemental instruction, differentiation and interventions to address Tier 2 students.
- Provide additional support, intense instruction, and intensive interventions for Tier 3 students.
- Provide acceleration and enrichment opportunities for Tier 1 readers.
- Teachers meet weekly to collaborate, plan and assign interventions.

1st Grade Plan

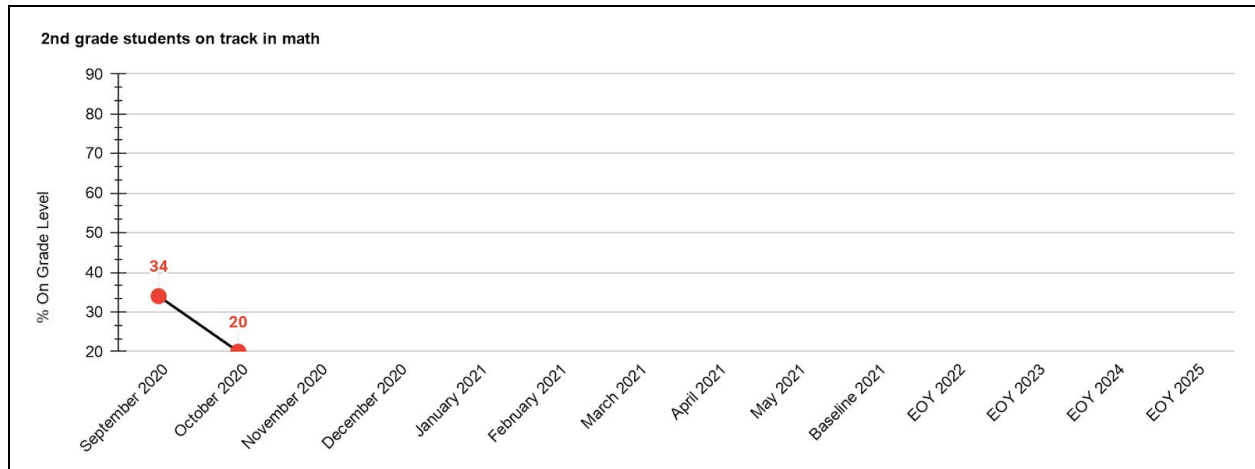


Strengths: Numbers - counting and identifying, Place Value

Weaknesses: Computation, Geometry, Measurement, Number Sense

- Most weak areas have not been covered in the Texas Go Math curriculum to date and the curriculum is not sequenced the same as Istation.
- Provide daily guided practice, student independent practice and progress monitoring.
- Spiraled instruction will be used daily utilizing the Texas Go Math curriculum, supplemental materials and manipulatives.
- Make sure math vocabulary is a focus for understanding of concepts.
- Provide Istation interventions daily during Math RTI small group rotations.
- Provide a daily 90 minute Math instruction block
- Provide additional support, including supplemental instruction, differentiation and interventions to address Tier 2 students.
- Provide additional support, intense instruction, and intensive interventions for Tier 3 students.
- Provide acceleration and enrichment opportunities for Tier 1 readers.
- Teachers meet weekly to collaborate, plan and assign interventions.

2nd Grade Plan



Strengths: Computation

Weaknesses: Geometry, Measurement and Data Analysis, Number Sense

Some difficulties found in math are also due to difficulty reading the math problem. Students will continue to work on word attack, comprehension, and text fluency while reading in math.

Students will continue Istation interventions and use of manipulatives. Concepts not mastered by students will be spiraled back during daily curriculum. Students still struggling with basic computation skills will receive small group instruction a minimum of 30 minutes weekly. Students have an opportunity to practice reading and writing numbers as well as computing basic math facts during student transition times.

Teachers meet weekly to plan lessons and determine small group interventions.

Minutes of Regular School Board Meeting

The Board of Trustees Sweetwater Independent School District

A Regular School Board Meeting of the Board of Trustees of Sweetwater Independent School District was held Monday, September 21, 2020, beginning at 5:30 PM in the Sweetwater High School HUB, 1205 Ragland., Sweetwater, TX.

Members Present: Jeff Allen, Mark Garcia, Brenda Valdez, Dennis Cumbie, Domingo Castillo, Matt Weaver, Tasha Soto, Dr. Drew Howard

Others present: Casey Bills, Jared Duncum, Nick Rutherford, Kenny Border, Ann Allen, Representatives from Georgia-Pacific Gypsum, Underwood Law Firm, McDowell School Finance Consulting

1. **Call to Order** – Jeff Allen called the meeting to order at 5:30 pm and announced that a quorum was present. Board members stood & recited the pledge to the United States & Texas Flags.
2. **Public Comments** – No one was present to address the board.
3. **Superintendent Report** – Dr. Howard reported that the board is continuing to work on their Board goals and that the next and final Lone Star Governance training will be Friday, October 2, 2020.
4. **Action Item: Consent Agenda** – Dennis Cumbie made the motion to accept the Consent Agenda as presented. Domingo Castillo seconded the motion, motion carried 7-0.
 - A. Approval of board meeting minutes, Aug 24, 2020 and Sept 18, 2020.
 - B. Approval of a resolution to allow extracurricular status of the 4-H organization in Sweetwater ISD.
 - C. Approval of Adjunct Faculty Agreement with Texas A & M AgriLife Extension Service, Nolan County.

5. **Public Hearing:** Application of Georgia-Pacific Gypsum LLC for Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the Texas Tax Code.

Dr. Howard lead the Public Hearing by introducing a representative from Georgia-Pacific Gypsum who reported on the plans for the current Georgia-Pacific plant and the plans for the new plant they intend to build. Board members questions were answered concerning the long-range plans for the current plant, number of employees that the new plant would employ.

6. **Action Item:** Discussion and possible action on a Resolution adopting Findings of Fact and approving the Application of Georgia-Pacific Gypsum LLC for Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the Texas Tax Code, and other action incident thereto.

Dr. Howard opened discussion by introducing Mr. Fred Stormer, from the Underwood Law Firm and Mr. Randy McDowell with McDowell School Finance Consulting. Mr. Stormer presented a power point and outlined the Chapter 313 Economic Development and Economic Impact of the agreement will have for Sweetwater ISD and the State of Texas. Mr. Randy McDowell spoke on the Financial Impact the Chapter 313 Agreement will have on Sweetwater ISD over the next fifteen years.

Matt Weaver made the motion that the Board approve the application for the Appraised Value Limitation on Qualified Property, Dennis Cumbie seconded the motion. Motion passed unanimously 7-0.

7. **Action Item:** Discussion and possible action on an Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operation Taxes, pursuant to Chapter 313 of the Texas Tax Code, with Georgia-Pacific Gypsum LLC

Matt Weaver made the motion that the Board approve the Agreement for the Appraised Value Limitation on property for the M & O Taxes with Georgia-Pacific LLC. Domingo Castillo seconded the motion, motion passed unanimously 7-0.

8. **Action Item:** Consider adoption of a resolution to authorize the District's withdraw from the West Central Texas Special Education Shared Services Arrangement effective June 30, 2021 and authorizing the Superintendent to take any and all action related thereto.

Jeff Allen announced to the Board because of possible conflict of interest he would be abstaining from discussion and voting on this agenda item. Dr. Howard gave a brief overview of the different Shared Services agreements SISD participates in.

The Pregnancy Education & Parenting Coop consists of sixteen different school districts, while the Abstinence Coop consists of thirteen school districts. Those coops will be discussed at a future board meeting. Nine different school districts make up the West Central Texas Shared Services Arrangement Cooperative. Dr. Howard gave a presentation and presented a handout with data comparisons for Academic Performance, Services, Services Comparisons, Financial Comparisons, Participation in Board meetings by Coop Districts. Dr. Duncum presented information on the advantages of ownership of the processes of screening, identification procedures, services and transitioning programs. Dr. Howard recommended to the Board that they adopt the Resolution to separate ourselves from WCTSSA and to move forward with operating independently to maximize resources for Sweetwater ISD.

Dennis Cumbie made the motion, seconded by Domingo Castillo to remain in the WCTSSA coop. Board members asked additional questions were asked and answered by Dr. Howard, Mrs. Bills, Dr. Border and Mr. Rutherford. The board voted on the motion to stay in WCTSSA and was defeated by a vote of 2-4. Voting **for** remaining in the WCTSSA Coop were: Dennis Cumbie & Domingo Castillo, voting **against** staying in the Coop were: Brenda Valdez, Tasha Soto, Matt Weaver, Mark Garcia. Jeff Allen abstained from voting.

Matt Weaver made an amended motion accept the superintendent's recommendation to withdraw from the WCTSSA and pursue a free standing Special Services department, this motion was seconded by Mark Garcia, the motion passed by a vote of 4-2. Voting **for** the motion were: Brenda Valdez, Tasha Soto, Matt Weaver, Mark Garcia. Voting **against** the motion were: Dennis Cumbie, Domingo Castillo. Jeff Allen abstained from voting.

9. **Announcements and Updates**

- A. Financial Report – Dr. Howard reminded the Board that financial reports will be on the website for the Board & public to view.

Dr. Howard announced the date for the fourth Lone Star Governance training would be Friday, October 2, 2020 in the HUB.

- 10. **Adjourn** – Jeff Allen made the motion to adjourn the meeting, meeting was adjourned at 7:45 pm.

School Board President

Date Approved

School Board Secretary

Sweetwater ISD's S₃trategic Learning Plan

Specific

Systematic

Sustainable

Greatness is a choice, and Sweetwater ISD is committed to choosing greatness by improving every student every day. Sweetwater ISD's S₃trategic Learning Plan is built upon three S's of being Specific, Systematic, and Sustainable.

How can one be successful in the future even when you do not know what the future will be like? Growing learning agility is the key to being successful in the future. In and through the process to reaching greatness and being successful, we know that we can never be satisfied where we are because we can always improve and, at the same time, we must never be disappointed in how far we have come because we are working as hard as we can to achieve greatness and success. As we journey into the unknown future, we will experience challenges, but we can overcome these challenges together. We overcome these challenges by setting **specific** student outcome goals telling us what students know and what students are able to do, establishing **systematic** processes and procedures to execute a plan, while maintaining our core values, to achieve the student outcome goals, and creating **sustainable** progress to make the student outcome goals a reality by consistently, based on student data, monitoring and adjusting.

Sweetwater ISD Student Outcome Goals

Goal 1: The reading performance score for students on the STAAR will increase.

Student Group	ALL	AA	A	H	TR	W	ED	SE	EL	504	GT
August 2020	27	19	41	23	26	35	22	4	12	13	73
August 2021	30	22	43	26	29	38	25	7	15	16	74
August 2022	33	25	45	29	32	41	28	10	18	19	75
August 2023	37	29	47	33	36	45	32	14	22	23	76
August 2024	41	33	49	37	40	49	36	18	26	27	77
August 2025	46	36	51	41	44	54	40	22	30	31	78

Goal Progress Measure 1.1: The number of monitoring reports given annually to the board on student common assessment reading performance will increase from 0 to 3 by September 2021 and maintain at least 3 per year through September 2023.

20-21	Goal	1 st CA	2 nd CA	3 rd CA	4 th CA	5 th CA
3 rd						
4 th						
5 th						
6 th						
7 th						
8 th						
Eng. I						
Eng. II						

Goal Progress Measure 1.2: The Percentage of Pre-K students that are Kindergarten ready in reading will increase from X% to Y% by June 2025 (establishing baseline in 20-21).

June 2021	June 2022	June 2023	June 2024	June 2025

Goal Progress Measure 1.3: The Number of Kindergarten through 2nd Grade students that are on grade level in reading will increase from X% to Y% by June 2025 (establishing baseline in 20-21).

June 2021	June 2022	June 2023	June 2024	June 2025

Goal 2: The math performance score for students on the STAAR will increase.

Student Group	ALL	AA	A	H	TR	W	ED	SE	EL	504	GT
August 2020	15	9	43	12	8	19	11	3	7	9	56
August 2021	18	12	46	15	11	22	14	6	10	12	59
August 2022	30	24	58	27	23	24	26	15	18	20	61
August 2023	43	37	74	40	41	49	39	20	25	25	64
August 2024	46	40	75	43	44	52	42	24	30	30	67
August 2025	50	44	76	46	47	55	45	27	35	35	70

Goal Progress Measure 2.1: The number of monitoring reports given annually to the board on student common assessment math performance will increase from 0 to 3 by September 2021 and maintain at least 3 per year through September 2023.

20-21	Goal	1 st CA	2 nd CA	3 rd CA	4 th CA	5 th CA
3 rd						
4 th						
5 th						
6 th						
7 th						
8 th						
Alg. I						

Goal Progress Measure 2.2: The Percentage of Pre-K students that are Kindergarten ready in math will increase from X% to Y% by June 2025 (establishing baseline in 20-21).

June 2021	June 2022	June 2023	June 2024	June 2025

Goal Progress Measure 2.3: The Number of Kindergarten through 2nd Grade students that are on grade level in math will increase from X% to Y% by June 2025 (establishing baseline in 20-21).

June 2021	June 2022	June 2023	June 2024	June 2025

Goal 3: The percentage of graduates that are CCMR will increase.

August 2020	August 2021	August 2022	August 2023	August 2024	August 2025
66	76	80	84	88	92

Goal Progress Measure 3.1: The percentage of graduates earning an industry certification will increase from 18% to 30% by August 2025.

August 2020	August 2021	August 2022	August 2023	August 2024	August 2025
18	19	20	23	26	30

Goal Progress Measure 3.2: The percentage of graduates meeting CCMR by earning college credit will increase from 22% to 35% by August 2025.

August 2020	August 2021	August 2022	August 2023	August 2024	August 2025
22	23	24	26	28	30

Goal Progress Measure 3.3: The percentage of special education graduates that meet CCMR will increase from 0% to 90% by August 2025.

August 2020	August 2021	August 2022	August 2023	August 2024	August 2025
0	50	60	70	80	90

Sweetwater ISD Superintendent Constraints

Constraint 1: The Superintendent shall not hire any future Administrators who will not live in the community, without Board approval.

Constraint Progress Measure 1.1: The percent of future administrative employees living outside the community without board approval will not increase from 0.

August 2020	August 2021	August 2022	August 2023	August 2024	August 2025
0					

Constraint Progress Measure 1.2: The number of job recruiting events attended by SISD will increase from 0 to 6 annually.

August 2020	August 2021	August 2022	August 2023	August 2024	August 2025
0	2	3	4	5	6

Constraint Progress Measure 1.3: The percentage of master teachers within SISD will increase from X% to Y% by 2025 (Establish baseline in 2021).

August 2021	August 2022	August 2023	August 2024	August 2025

Constraint 2: Superintendent will not make operational decisions that prevent access of all students to engage in learning.

Constraint Progress Measure 2.1: The number of SISD Social and Emotional Learning (SEL) and wellness checks from counselor and nurse support will increase from 0 to 2000 by August 2025.

August 2020	August 2021	August 2022	August 2023	August 2024	August 2025
0	500	850	1300	1650	2000

Constraint Progress Measure 2.2: The percent of students in attendance during the school day will increase from 94.2% to 96% by 2025.

August 2020	August 2021	August 2022	August 2023	August 2024	August 2025
94.2%	94.5%	95.0%	95.5%	95.75%	96%

Constraint Progress Measure 2.3: The percent of students that participate in extra-curricular or co-curricular activities will increase from x% to 90% by August 2025.

August 2020	August 2021	August 2022	August 2023	August 2024	August 2025
					90%

Constraint 3: Superintendent shall not reduce transparency and communication measuring the impact on student learning.

Constraint Progress Measure 3.1: The number of community meetings annually that communicate the progress towards student outcome goals will increase from 0 to 20 by August 2023.

August 2021	August 2022	August 2023
8	14	20

Constraint Progress Measure 3.2: The number of updates provided annually by the superintendent to the community will be no less than 30 each year through August 2025.

August 2021	August 2022	August 2023	August 2024	August 2025
30	30	30	30	30

Constraint Progress Measure 3.3: The number of centrally documented annual contacts with students and families will increase from 0 to 12,500 by August 2025.

August 2021	August 2022	August 2023	August 2024	August 2025
4,000	6,000	8,000	10,000	12,500

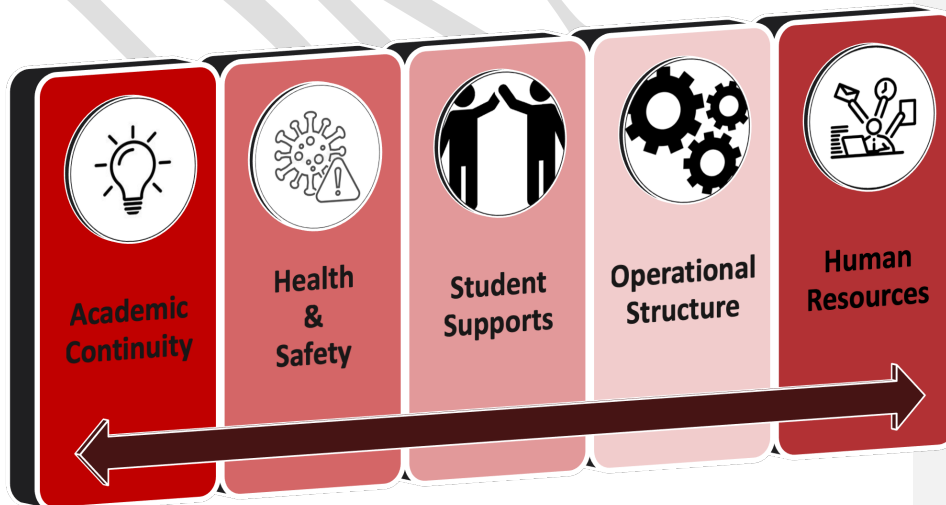
SISD School Board Self-Constraints

BOARD CONSTRAINT 1	Board shall not make any decision that would be perceived as personal gain.
BOARD CONSTRAINT 2	Board shall not overstep boundaries to give administration operational advice or appear to manage.
BOARD CONSTRAINT 3	Board shall not host fewer than one, semi-annual community meeting.
BOARD CONSTRAINT 4	No board member shall criticize publicly, any decisions made by the body corporate or administration.

Monitoring Calendar

Month	Student Outcome Goals GPMs	Constraints CPMs	Leadership Evaluations	Trainings	Other
August	Goal 1 Goal 2 Goal 3	Constraint 1 Constraint 2 Constraint 3	Board Self-Eval		Budget Hearing Tax Rate Hearing
September			Superintendent Evaluation	Team Building	
October	GPM 1.2, 1.3 (BOY) GPM 2.2, 2.3 (BOY)			Human Trafficking	TAPR Hearing
November	GPM 1.1 (1 st and 2 nd) GPM 2.1 (1 st and 2 nd)		Board Self-Eval		
December		CPM 2.1, 2.2, 2.3 CPM 3.1, 3.2, 3.3			Audit FIRST Hearing
January	GPM 3.1, 3.2, 3.3				
February	GPM 1.2, 1.3 (MOY) GPM 2.2, 2.3 (MOY)		Board Self-Eval		Administrator Contracts
March	GPM 1.1 (3 rd & 4 th) GPM 2.1 (3 rd & 4 th)				
April		CPM 1.1, 1.2, 1.3		Local Orientation	Teacher Contracts
May	GPM 1.1 (5 th Benchmark) GPM 2.1 (5 th Benchmark)		Board Self-Eval	OMA PIA	
June	GPM 1.2, 1.3 (EOY) GPM 2.2, 2.3 (EOY)			EISO	
July	GPM 3.1, 3.2, 3.3			Cyber Security	

In order to accomplish the student outcome goals and operate within the specific core values, systems have to be created that keep the district effective and efficient. The Sweetwater ISD's Strategic Learning Plan has identified five systemic pillars that will guide the transition from a traditional school model to one that propels our mission through strategic structures and systems that support staff, students, and parents/guardians to choose the optimum learning environment for every student every day. The five systemic pillars are academic continuity, health and safety, student supports, operational structure, and human resources.



QUARTERLY PROGRESS TRACKER

School Board: Sweetwater ISD				Date: 07/23/2020		Quarter: Baseline
Framework	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Current Quarter	Next Quarter	Total Possible Points
Vision 1				0	4	15
Vision 2				0	4	15
Vision 3				0	9	10
Vision 4				0	4	5
Accountability 1				0	4	15
Accountability 2				0	2	5
Structure				0	4	15
Advocacy				0	1	10
Unity				0	1	10
TOTAL SCORE	0	0	0	0	33	100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

Board Member Signatures:

% Student Outcome Minutes	Vote Count For	Vote Count Against
0 Minutes BASELINE		

EVALUATION NOTES

The Standard of evidence for items where board action is required will be the minutes of the meeting during which the Board voted to take the described action. Where an opinion of the Board is required, a resolution or vote passed by the Board will meet the standard of evidence. Any Board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the Board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to LSG@tea.texas.gov.



Security Control Standards Catalog



Security Control Standards Catalog

Revised Date: September 11, 2020

Table of Contents

<u>Introduction</u>	4
<u>Purpose of these Procedures</u>	4
<u>General Procedures</u>	5
<u>Security Procedure Development and Maintenance</u>	5
<u>Security Procedure Standards</u>	6
<u>Violations and Disciplinary Actions</u>	13
<u>Acceptable Use</u>	14
<u>Account Management</u>	16
<u>Administration/Special Access</u>	17
<u>Backup/Disaster Recovery</u>	18
<u>Change Management</u>	18
<u>Cryptography</u>	20
<u>Data Classification</u>	21
<u>Email Use</u>	22
<u>Exceptions</u>	23
<u>Incident Management</u>	24
<u>Intrusion Detection</u>	26

<u>Malicious Code and Patching</u>	27
<u>Media Protection</u>	32
<u>Network Access</u>	33
<u>Network Configuration</u>	35
<u>Passwords</u>	37
<u>Physical Access Security</u>	39
<u>Portable Computing</u>	40
<u>Privacy</u>	41
<u>Security Awareness</u>	42
<u>Security Monitoring</u>	43
<u>Sensitive Information</u>	44
<u>Software Licensing</u>	45
<u>System Development</u>	46
<u>System Security</u>	47
<u>Vendor Access</u>	49
<u>Beta Testing</u>	51
Penetration Testing	52
Secure Application Development	53
Vulnerability Testing	58
Audit Logging	60
System Currency	61

INTRODUCTION

The possibility that electronic information could be lost, corrupted, diverted, or misused represents a real threat to mission performance for the Sweetwater ISD Education Service Center, hereinafter referred to as Sweetwater ISD, and other government agencies. Today, Sweetwater ISD is more dependent than ever on information technology. Information technology has gone from being important to being essential in the performance of these missions. However, even as Sweetwater ISD's dependence on information technology has grown, so too has the vulnerability of this technology and the range of external threats to it.

Information security is a key aspect of the interaction among many important societal issues—defense, terrorism, commerce, privacy, intellectual property rights, and computer crime. Information technology resources also consume a growing share of the State's budget and are becoming increasingly important to daily life. As a result, a considerable body of applicable policy is in place, consisting of laws, statutes, regulations, Executive Orders, and other directives. Sweetwater ISD's Information Security Program, as well as those of other agencies, must operate within this complex policy landscape to ensure Sweetwater ISD meets its obligations to its customers. Providing for the security of information resources is not only a difficult technical challenge, it is also a human challenge. Ultimately information security is a human endeavor that depends heavily on the behavior of individual people.

PURPOSE OF THESE PROCEDURES

By information security we mean protection of Sweetwater ISD's data, applications, networks, and computer systems from unauthorized access, alteration, or destruction.

The purpose of these information security procedures is:

- To establish an Sweetwater ISD-wide approach to information security.
- To prescribe mechanisms that help identify and prevent the compromise of information security and the misuse of Sweetwater ISD data, applications, networks and computer systems.
- To define mechanisms that protect the reputation of Sweetwater ISD and allow Sweetwater ISD to satisfy its legal and ethical responsibilities with regard to its networks' and computer systems' connectivity to worldwide networks.
- To prescribe an effective mechanism for responding to external complaints and queries about real or perceived non-compliance with these procedures.

GENERAL PROCEDURES

Throughout the document the terms *must* and *should* are used carefully. The term *must* is not negotiable; the term *should* is a goal for Sweetwater ISD.

- Sweetwater ISD will use a layered approach of overlapping controls, monitoring and authentication to ensure overall security of Sweetwater ISD's data, network and system resources.
- Security reviews of servers, firewalls, routers and monitoring platforms must be conducted on a regular basis. These reviews must include monitoring access logs and results of intrusion detection software, where it has been installed.
- Vulnerability and risk assessment tests of external network connections should be conducted on a regular basis. At a minimum, testing should be performed annually, but the sensitivity of the information secured may require that these tests be done more often.
- Education should be implemented to ensure that staff understand data sensitivity issues, levels of confidentiality, and the mechanisms to protect the data. This should be tailored to the role of the individual: superintended, business manager, cybersecurity coordinator and staff.
- Violation of the Information Security Procedures may result in disciplinary actions as authorized by Sweetwater ISD in accordance with Sweetwater ISD and disciplinary policies, procedures, and codes of conduct.

Cybersecurity coordinator

The Information Security Procedures are owned by Sweetwater ISD **cybersecurity coordinator**. The **cybersecurity coordinator** or designate, is the only authority that can approve modifications to the Information Security Procedures.

SECURITY PROCEDURE DEVELOPMENT AND MAINTENANCE

Introduction

Sweetwater ISD Information Security Procedures provides the operational detail required for the successful implementation of the Information Security Program. These security procedures were developed based on, and cross referenced to, the Security Procedure Standards. In addition, these procedures have been developed by interpreting Health Insurance Portability and Accountability Act of 1996 (HIPAA), Family Educational Rights and Privacy Act of 1974 (FERPA), United States Department of Education, Texas Department of Information Resources (DIR), and other legislation and legal requirements, understanding business needs, evaluating existing technical implementations, and by considering the cultural environment.

Purpose

The business, technical, cultural, and legal environment of Sweetwater ISD, as it relates to information resources use and security, is constantly changing. These procedures are technology neutral and apply to all aspects of information resources. Emerging technologies or new legislation, however, will impact these Information Security Procedures over time. The Security Procedures will be revised as needed to comply with changes in federal or state law or rules promulgated thereunder or to enhance its effectiveness.

Security Procedure Development and Maintenance Procedure

A number of factors could result in the need or desire to change the Security Procedures. These factors include, but are not limited to:

- Review schedule
- New federal or state legislation
- Newly discovered security vulnerability
- New technology
- Audit report
- Business requirements
- Cost/benefit analysis
- Cultural change

Updates to Sweetwater ISD Information Security Procedures, which include establishing new procedures, modifying existing procedures, or removing procedures, can result from three different processes:

- At least annually, the **Cybersecurity coordinator**, or designee, will review the Procedures for possible addition, revision, or deletion. An addition, revision, or deletion is created if it is deemed appropriate.
- Every time new information resource technology is introduced into Sweetwater ISD, a security assessment should be completed. The result of the security assessment could necessitate changes to the Security Procedures before the new technology is permitted for use at Sweetwater ISD.

Once a change to the Information Security Procedures has been approved by the **Cybersecurity coordinator**, or designee, the following steps will be taken as appropriate to properly document and communicate the change:

- The appropriate Technology Component Security web pages will be updated with the change
- Training and compliance materials will be updated to reflect the change

The changes will be communicated using standard Sweetwater ISD communications methods such as: emails, web page notification, and staff meetings.

SECURITY PROCEDURES STANDARDS

Introduction

The Information Security Procedure Standards apply to all information obtained, created, or maintained by Sweetwater ISD. These Procedure Standards apply equally to all levels of management and to the personnel they supervise. Further, these Procedure Standards apply to all information generated by Sweetwater ISD's Technology functions, through the time of its transfer to Cybersecurity coordinator external to Sweetwater ISD or its proper disposal/destruction.

Audience

These Procedure Standards apply equally to all personnel including, but not limited to, Sweetwater ISD's employees, agents, consultants, volunteers, and all other authorized staff granted access to information resources.

Definitions

Information: Any and all data, regardless of form, that is created, contained in, or processed by, Technology facilities, communications networks, or storage media.

Information Resources: any and all computer printouts, online display devices, magnetic storage media, and all computer-related activities involving any device capable of receiving email, browsing Websites, or otherwise capable of receiving, storing, managing, or transmitting electronic data including, but not limited to, servers, personal computers, notebook computers, hand-held computers, tablets, pagers, distributed processing systems, network attached and computer controlled equipment (i.e. embedded technology), telecommunication resources, network environments, telephones, fax machines, printers and service bureaus. Additionally, it is the procedures, equipment, facilities, software, and data that are designed, built, operated, and maintained to create, collect, record, process, store, retrieve, display, and transmit information.

Key Roles & Responsibilities

Cybersecurity coordinator: Responsible for Sweetwater ISD for management of Sweetwater ISD's information resources. This designation is intended to establish clear accountability for setting procedures for information resources management activities, provide for greater coordination of Sweetwater ISD's information activities, and ensure greater visibility of such activities within and between Local Education Agencies (LEAs), the Texas Education Agency (TEA), other Texas Education Service Centers (Sweetwater ISDs) and other agencies. The **Cybersecurity coordinator** has been given the authority and the accountability by Sweetwater ISD to implement Security Procedures, Practice Standards, and Guidelines to protect the information resources of Sweetwater ISD. The **Cybersecurity coordinator is also** responsible for administering the information security function within Sweetwater ISD. The **Cybersecurity coordinator** Sweetwater ISD's internal and external point of contact for all information security matters. The **Coordinator** duties include but are not limited to:

- Assuring the information security procedures are updated on a regular basis (at a minimum annually) and published as appropriate.
- Appropriate training is provided to the superintendent, cybersecurity coordinator, business office, and staff.
- Appoints a person, if applicable, to be responsible for security implementation, incident response, periodic staff access reviews, and education of information security procedures including, for example, information about virus infection risks.

Cybersecurity coordinator: Designated as a coordinating group of technology personnel from Sweetwater ISD, chaired by the **Cybersecurity coordinator** and chartered with the task to establish procedures to implement these procedures within their areas of responsibility, and for monitoring compliance. Assigning information resources; providing technical facilities and support services to Cybersecurity coordinator and staff of information. Technology Personnel are charged with executing the monitoring techniques and procedures for detecting, reporting, and investigating breaches in information asset security. Person responsible for the effective

operation and maintenance of information resources, including implementation of standard procedures and controls to enforce an organization's security procedures.

Cybersecurity coordinator: The Coordinator responsible for the function which is supported by the resource, the individual upon whom responsibility rests for carrying out the program that uses the resources. The Cybersecurity coordinator is responsible for establishing the controls that provide the security. The Cybersecurity coordinator of a collection of information is the person responsible for the business results of that system or the use of the information. Where appropriate, Cybersecurity coordinator may be shared by Coordinators of different components.

Cybersecurity coordinator The holder of data, the agent charged with implementing the controls specified by the cybersecurity coordinator. The business office is responsible for the processing and storage of information. For server applications the Technology Component is the business office; for micro and mini applications the cybersecurity coordinator or staff may retain custodial responsibilities. The business office is normally a provider of services.

Staff: Has the responsibility to (1) use the resource only for the purpose specified by the security coordinator, (2) comply with controls established by the cybersecurity coordinator, and (3) prevent disclosure of confidential or sensitive information. The staff is any person who has been authorized to read, enter, or update information by the cybersecurity coordinator of the information. The staff is the single most effective control for providing adequate security.

Technology Component: The name of Sweetwater ISD component responsible for computers, networking, and data management.

Application of Procedure Standards

Sweetwater ISD will protect the information resource assets of Sweetwater ISD and in accordance with Standards and Guidelines as published by local, state and federal regulations.

Specifically, Sweetwater ISD will apply policies, procedures, practice standards, and guidelines to protect its technology functions from internal data or programming errors and from misuse by individuals within or outside Sweetwater ISD. This is to protect Sweetwater ISD from the risk of compromising the integrity of shared data, violating individual rights to privacy and confidentiality, violating criminal law, or potentially endangering the public's safety.

All Sweetwater ISD information security programs will be responsive and adaptable to changing technologies affecting information resources.

**Procedure
Standard**

Detail based on Best Practices

Reference #

- 1** Information Technology Security controls must not be bypassed or disabled.
- 2** Security awareness of personnel must be continually emphasized, reinforced, updated and validated.
- 3** All personnel are responsible for managing their use of information resources and are accountable for their actions relating to information resources security. Personnel are also equally responsible for reporting any suspected or confirmed violations of these procedures to the appropriate management immediately.
- 4** Passwords, Personal Identification Numbers (PIN), Security Tokens (i.e. Smartcard), and other computer systems security procedures and devices shall be protected by the individual staff from use by, or disclosure to, any other individual or organization. All security violations shall be reported to the cybersecurity coordinator or Cybersecurity coordinator department management immediately.
- 5** Access to, change to, and use of information resources must be strictly secured. Information access authority for each staff must be reviewed on a regular basis, as well as at each job status change such as: a transfer, promotion, demotion, or termination of service.
- 6** The use of information resources must be for officially authorized business purposes only. There is no guarantee of personal privacy or access to tools such as, but not limited to, email, Web browsing, and other electronic discussion tools. The use of these electronic communications tools may be monitored to fulfill complaint or investigation requirements. Department responsible for the operation of computers (technology department) shall be responsible for proper authorization of information resources utilization, the establishment of effective use, and reporting of performance to management.

Reference #

- 7** Any data used in an information resources system must be kept confidential and secure by the staff. The fact that the data may be stored electronically does not change the requirement to keep the information confidential and secure. Rather, the type of information or the information itself is the basis for determining whether the data must be kept confidential and secure. Furthermore, if this data is stored in a paper or electronic format, or if the data is copied, printed, or electronically transmitted the data must still be protected as confidential and secured.
- 8** All computer software programs, applications, source code, object code, documentation and data shall be guarded and protected as if it were state property.
- 9** On termination of the relationship with Sweetwater ISD staff must surrender all property and information resources managed by Sweetwater ISD. All security procedures for information resources apply to and remain in force in the event of a terminated relationship until such surrender is made. Further, these procedures survive the terminated relationship.
- 10** The Cybersecurity coordinator must engage at the onset of any project to acquire computer hardware or to purchase or develop computer software. The costs of acquisitions, development and operation of computer hardware and applications must be authorized by appropriate management. Management and the requesting component must act within their delegated approval limits in accordance with Sweetwater ISD authorization policy. A list of standard software and hardware that may be obtained without specific, individual approval will be published.
- 11** The department which requests and authorizes a computer application (the Cybersecurity coordinator) must take the appropriate steps to ensure the integrity and security of all programs and data files created by, or acquired for, computer applications. To ensure a proper segregation of duties, Cybersecurity coordinator responsibilities cannot be delegated.

Reference #

- 12** The information resource network is owned and controlled by the Technology Component. Approval must be obtained from the Technology Component before connecting a device that does not comply with published guidelines to the network. The Technology Component reserves the right to remove any network device that does not comply with standards or is not considered to be adequately secure.
- 13** The sale or release of computer programs or data, including email lists and component telephone directories, to other persons or organizations must comply with all Sweetwater ISD legal and fiscal policies and procedures.
- 14** The integrity of general use software, utilities, operating systems, networks, and respective data files are the responsibility of the technology department. Data for test and research purposes must be de-personalized prior to release to testers unless each individual involved in the testing has authorized access to the data.
- 15** All changes or modifications to information resource systems, networks, programs or data must be approved by the Cybersecurity coordinator that is responsible for their integrity.
- 16** Cybersecurity coordinators must provide adequate access controls in order to monitor systems to protect data and programs from misuse in accordance with the needs defined by the Cybersecurity coordinator. Access must be properly documented, authorized and controlled.
- 17** All departments must carefully assess the risk of unauthorized alteration, unauthorized disclosure, or loss of the data for which they are responsible and ensure, through the use of monitoring systems, that Sweetwater ISD is protected from damage, monetary or otherwise. Superintendent and technology departments must have appropriate backup and contingency plans for disaster recovery based on risk assessment and business requirements.

Reference #

- 18 All computer systems contracts, leases, licenses, consulting arrangements or other agreements must be authorized and signed by an authorized Sweetwater ISD officer and must contain terms approved as to form by the legal counsel.
- 19 Information resources computer systems and/or associated equipment used for Sweetwater ISD business that is conducted and managed outside of Sweetwater ISD control must meet contractual requirements and be subject to monitoring.
- 20 External access to and from information resources must meet appropriate published Sweetwater ISD security guidelines.
- 21 All commercial software used on computer systems must be supported by a software license agreement that specifically describes Sweetwater ISD describes the usage rights and restrictions of the product. Personnel must abide by all license agreements and must not illegally copy licensed software. The **Cybersecurity coordinator** reserves the right to remove any unlicensed software from any computer system.
- 22 The **Cybersecurity coordinator** reserves the right to remove any non-business-related software or files from any system. Examples of non-business-related software or files include, but are not limited to: games, instant messengers, pop email, music files, image files, freeware, and shareware.
- 23 Adherence to all other policies, practice standards, procedures, and guidelines issued in support of these procedure statements is mandatory.

VIOLATIONS AND DISCIPLINARY ACTIONS

Introduction

All Sweetwater ISD information resources are subject to certain rules and conditions concerning official and appropriate use as specified.

Purpose

Any event that results in theft, loss, unauthorized use, unauthorized disclosure, unauthorized modification, unauthorized destruction, or degraded or denied services of information resources constitutes a breach of security.

Violations Procedure

Violations may include, but are not limited to any act that:

- exposes Sweetwater ISD to actual or potential monetary loss through the compromise of information resources security,
- involves the disclosure of sensitive or confidential information or the unauthorized use of Sweetwater ISD data or resources,
- involves the use of information resources for personal gain, unethical, harmful, or illicit purposes, or results in public embarrassment to Sweetwater ISD.
- Violations of these Information Security Procedures may result in immediate disciplinary action that may include, but may not be limited to:

1. **Verbal warning.** Verbal statement to employee that he/she has violated a rule and/or regulation and that such violation may not continue.
2. **Written reprimand.** Formal notification in writing to an employee that he/she has violated a rule and/or regulation.
3. **Suspension.** Loss of work and wages for a specific number of hours or days, but not for more than one work week, depending on the severity of the offense. Notice of suspension is provided to the employee in writing or verbal.
4. **Termination.** Termination of employer/employee comes into play for continuing behavioral problems or outright misconduct, such as violated Stamford ISD policies and procedures. As an alternative, the employer may also issue a "last chance" agreement for the employee to sign.

ACCEPTABLE USE

OVERVIEW

Staff are responsible for their own actions while using Sweetwater ISD Network. All Staffs acknowledge that the inappropriate use of the Network violates Sweetwater ISD Policy, state and federal laws. Violating any provision of this Agreement may lead to adverse personnel action.

NETWORK USE AT Sweetwater ISD

1. Limited Personal Use

Access to Sweetwater ISD's electronic communications system, including the Internet, shall be made available to employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use shall be permitted if the use imposes no undue burden on the computer or Network resources and has no adverse effect on an employee's job performance.

2. Privileges and Responsibilities Connected to Network Use

- a) My assigned account will be used to support the educational goals and objectives of Sweetwater ISD.
- b) I agree that I am responsible for my account and I will take all reasonable precautions to prevent others from being able to use my account. I will not provide my password to another person.
- c) I will not attempt to gain unauthorized access to the Network. I will never use another individual's account. I agree that I can lose my privileges if I am identified as a security risk.
- d) I will respect the legal protection provided by copyright and license to programs, applications, and data.
- e) I will respect the rights of others by complying with all present and future Sweetwater ISD policies regarding sexual, racial, and other forms of harassment.
- f) I will respect the privacy of others by not tampering with their files, passwords, and/or
- g) accounts in any manner.
- h) I will not move, rename, edit, delete, copy, or in any way alter the files that have been created or organized by others.

- i) I will use the Network in a manner which is consistent with the ethical principles set forth by Sweetwater ISD and within accepted community standards.
 - j) I will not install or use any software, or hardware, on my computer unless the item is approved by the Internal Technology Specialist.
 - k) I will not participate in unacceptable conduct including, but not limited to, sending messages that will likely result in loss of damage to any work, data, or the Network.
 - l) I will not forge or read, delete, copy, or modify e-mail of other staff.
 - m) I understand that property rights to any product created or developed at Sweetwater ISD or by
 - n) utilizing Sweetwater ISD's equipment will belong to Sweetwater ISD.
3. Inappropriate Material
- a) I acknowledge that my access will be monitored by a filtering program and by Sweetwater ISD staff.
 - b) I acknowledge that it is not possible to filter all inappropriate materials on the Internet, and if I mistakenly access inappropriate information, I will immediately tell my supervisor or the Internal Technology Specialist.
4. Search and Seizure
- I acknowledge that electronic messages, including email and voicemail, are not guaranteed to be private or unmonitored. I expect no privacy in the contents of my personal files on the Network. I acknowledge that my Network materials and files are subject to inspection and review in the same way that my office files are subject to inspection and review.
5. Cooperation with Outside Officials
- Sweetwater ISD will cooperate fully with local, state, or federal officials in any investigation related to any illegal or inappropriate activities conducted through the Network. EC (Local)

ONLINE PERSONAL OR PROFESSIONAL ACTIVITY

Online social media allow Sweetwater ISD employees to engage in professional and personal conversations.

These procedures apply to employees who identify themselves with Sweetwater ISD and/or use their Sweetwater ISD email address in social media platforms such as professional society blogs, LinkedIn, Facebook, etc. for deliberate professional engagement or casual conversation. These procedures apply to private and password protected social media platforms as well as to open social platforms.

- If employees identify themselves as an Sweetwater ISD employee in any online forum and/or use their Sweetwater ISD email address, employees make it clear that they are not speaking for Sweetwater ISD, and what they say is representative of their individual personal views and opinions and not necessarily the views and opinions of Sweetwater ISD.
- Employees are thoughtful about how they present themselves in online networks. By virtue of self-identifying as part of Sweetwater ISD in such a network, employees connect themselves to, and reflect upon, Sweetwater ISD.
- Remember that all content contributed on all platforms becomes immediately searchable

and can be immediately shared. This content immediately leaves the contributing individual employee's control forever.

- Strive for accuracy in all postings on Sweetwater ISD social media sites. Ensure proper facts have been obtained before posting information to the site. Review content for grammatical and spelling errors and maintain professional language at all times.
- Remember your audience when posting to a site in which you are affiliated with Sweetwater ISD and on all Sweetwater ISD affiliated sites. Be aware that a presence in the social media world is or easily can be made available to the public at large. This includes current and prospective clients, employees, colleagues, and peers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.
- Follow the same Sweetwater ISD, FERPA, Conflict of Interest Policy, Privacy and general civil behavior guidelines cited above including respecting copyrights and disclosures, and not revealing proprietary financial, intellectual property, individual school district or similar sensitive or private content.
- Be mindful of copyright and intellectual property rights of Sweetwater ISD and others when posting to the internet. Sweetwater ISD logos should only be used in the creation of a Sweetwater ISD page and should not be used to endorse personal social media sites.
- If someone or some group offers to pay employees for participating in an online forum in their Sweetwater ISD role, offers advertising for pay and/or for endorsement, this could constitute conflict of interest and Sweetwater ISD policies and guidelines apply.
- If someone from the media or press contacts employees about posts made in online forums that relate to Sweetwater ISD in any way, employees should alert their Senior Specialist or Coordinator for proper handling of the contact.

Inappropriate Conduct:

Violation of any Sweetwater ISD procedures, policies or guidelines is inappropriate and may result in disciplinary action. Any violation of this policy should be immediately reported to Senior Specialist, Coordinators, or Human Resources.

ACCOUNT MANAGEMENT

Introduction

Computer accounts are the means used to grant access to Sweetwater ISD information resources. These accounts provide a means of providing accountability, a key to any computer security program, for Information Technology usage. This means that creating, controlling, and monitoring all computer accounts is extremely important to an overall security program.

Purpose

The purpose of Sweetwater ISD Account Management Security Procedure is to establish the rules for the creation, monitoring, control and removal of staff accounts.

Account Management Procedure

- All accounts created must have an associated request and approval that is appropriate for Sweetwater ISD system or service.
- All staff must sign Sweetwater ISD Acceptable Use Agreement before access is given to an account.

- All accounts must be uniquely identifiable using the assigned staff name.
- All default passwords for accounts must be constructed in accordance with Sweetwater ISD Password Procedure.
- Human Resources is responsible for immediately notifying the Technology Component of individuals that change roles within Sweetwater ISD or are separated from their relationship with Sweetwater ISD
- Technology Team or other designated staff:
 - ❖ are responsible for removing the accounts of individuals that change roles within Sweetwater ISD or are separated from their relationship with Sweetwater ISD
 - ❖ should have a documented process to modify a staff account to accommodate situations such as name changes, accounting changes and permission changes
 - ❖ should have a documented process for periodically reviewing existing accounts for validity
 - ❖ are subject to independent audit review
 - ❖ must provide a list of accounts for the systems they administer when requested by authorized Sweetwater ISD management
 - ❖ must cooperate with authorized Sweetwater ISD management investigating security incidents.

ADMINISTRATION/SPECIAL ACCESS

Introduction

The Technology Component and others may have special access account *privilege* requirements compared to typical or everyday staff. The fact that these administrative and special access accounts have a higher level of access means that granting, controlling and monitoring these accounts is extremely important to an overall security program.

Purpose

The purpose of Sweetwater ISD Administrative/Special Access Practice Standard is to establish the rules for the creation, use, monitoring, control and removal of accounts with special access privilege.

Administrative/ Special Access Procedure

- Sweetwater ISD departments must submit to the Technology component a list of administrative contacts for their systems that are connected to Sweetwater ISD network.
- All staff of Administrative/Special Access accounts must sign Sweetwater ISD Information Security Acknowledgement before access is given to an account.
- All staff of Administrative/Special access accounts must have account management instructions, documentation, training, and authorization.
- Each individual that uses Administrative/Special access accounts must refrain from abuse of privilege and must only do investigations under the direction of the **Cybersecurity coordinator**.
- Each individual that uses Administrative/Special access accounts must use the account privilege most appropriate with work being performed (i.e., staff account vs. administrator

account).

- Each account used for administrative/special access must meet Sweetwater ISD Password Procedure.
- The password for a shared administrator/special access account must change when an individual with the password leaves the department or Sweetwater ISD, or upon a change in the vendor personnel assigned to Sweetwater ISD contract.
- In the case where a system has only one administrator there must be a password Sweetwater ISD row procedure in place so that someone other than the administrator can gain access to the administrator account in an emergency situation.
- When Special Access accounts are needed for Internal or External Audit, software development, software installation, or other defined need, they:
 - ❖ Must be authorized by the **Cybersecurity coordinator**, must be created with a specific expSweetwatertion date and must be removed when work is complete.

BACKUP/DISASTER RECOVERY

Introduction

Electronic backups are a business requirement to enable the recovery of data and applications in the case of events such as natural disasters, system disk drive failures, data entry errors, system operations errors or other data corruption.

Purpose

The purpose of Sweetwater ISD Backup/DR Procedure is to establish the rules for the backup and storage of electronic Sweetwater ISD information.

Backup/Disaster Recovery Procedure

- The frequency and extent of backups must be in accordance with the importance of the information and the acceptable risk as determined by the data Cybersecurity coordinator.
- Sweetwater ISD Information Technology backup and recovery process for each system should be documented and periodically reviewed.
- The vendor(s) providing offsite backup storage for Sweetwater ISD must be cleared to handle the highest level of information stored.
- Physical access controls implemented at offsite backup storage locations must meet or exceed the physical access controls of the source systems. Additionally, backup media must be protected in accordance with the highest Sweetwater ISD sensitivity level of information stored.
- A process should be implemented to verify the success of Sweetwater ISD electronic information backup.

- Backups should be periodically tested to ensure that they are recoverable.
- Procedures must be reviewed at least annually.

CHANGE MANAGEMENT

Introduction

The Information Technology infrastructure at Sweetwater ISD is expanding and becoming more complex. There are more people dependent upon the network, more client machines, upgraded and expanded administrative systems, and more application programs. As the interdependency between Information Technology infrastructures grows, the need for a strong change management process is essential.

Managing these changes is a critical part of providing a robust and valuable Information Technology infrastructure.

Purpose

The purpose of the Change Management Procedure is to manage changes in a rational and predictable manner so that staff and clients can plan accordingly. Changes require serious forethought, careful monitoring, and follow-up evaluation to reduce negative impact to the staff community and to increase the value of information resources.

Definitions

Cybersecurity coordinator: The manager or agent responsible for the function which is supported by the resource, the individual upon whom responsibility rests for carrying out the program that uses the resources. The Cybersecurity coordinator is responsible for establishing the controls that provide the security. The Cybersecurity coordinator of a collection of information is the person responsible for the business results of that system or the use of the information. Where appropriate, Cybersecurity coordinator may be shared by business managers of different departments.

Technology Department: The holder of data, the agent charged with implementing the controls specified by the Cybersecurity coordinator. The security coordinator is responsible for the processing and storage of information. For mainframe applications Information Technology is the security coordinator; for micro and mini applications the Cybersecurity coordinator or staff may retain custodial responsibilities. The security coordinator is normally a provider of services.

Change Management: The process of controlling modifications to hardware, software, firmware, and documentation to ensure that information is protected against improper modification before, during, and after system implementation.

Change:

- any implementation of new functionality
- any interruption of service
- any repair of existing functionality
- any removal of existing functionality

Scheduled Change: Formal notification received, reviewed, and approved by the review process in advance of the change being made.

Unscheduled Change: Failure to present notification to the formal process in advance of the change being made. Unscheduled changes will only be acceptable in the event of a system failure, the discovery of security vulnerability or another emergency.

Emergency Change: When an unauthorized immediate response to imminent critical system failure is needed to prevent widespread service disruption.

Change Management Procedure

- Every change to an Sweetwater ISD Technology Component resource such as: operating systems, computing hardware, networks, and applications is subject to the Change Management Procedure and must follow the Change Management Procedures.
- All changes affecting computing environmental facilities (e.g., air-conditioning, water, heat, plumbing, electricity, and alarms) should be reported to or coordinated with the leader of the change management process.
- The **Cybersecurity Coordinator** will meet regularly to review change requests and to ensure that change reviews and communications are being satisfactorily performed.
- A formal written change notification must be submitted for all changes, both scheduled and unscheduled.
- All scheduled change notifications must be submitted in accordance with change management procedures so there is time to review the request, determine and review potential failures, and make the decision to allow or delay the request.
- The appointed leader of the **Cybersecurity coordinator** may deny a scheduled or unscheduled change for reasons including, but not limited to, inadequate planning, inadequate back out plans, the timing of the change will negatively impact a key business process such as year-end accounting, or if adequate resources cannot be readily available.
- A Change Review shall be completed for each change, whether scheduled or unscheduled, and whether successful or not.
- A Change Management Log must be maintained for all changes. The log must contain, but is not limited to:
 - ❖ Date of submission and date of change
 - ❖ Security Coordinator contact information
 - ❖ Nature of the change
 - ❖ Indication of success or failure

All Sweetwater ISD information systems must comply with the Technology Component change management process that meets the standards outlined above.

CRYPTOGRAPHY

Introduction

Cryptographic controls should be used whenever it is necessary to protect confidential information against unauthorized access.

Purpose

The purpose of Sweetwater ISD Cryptography Procedure is to ensure cryptographic mechanisms are employed to protect the confidentiality and integrity of information stored on digital media during transport outside controlled areas.

Cryptography Procedure

Some examples where we could use cryptographic controls include:

- You have a device with confidential information (external hard drive, flash drive, laptop, etc.) and it goes outside the organization.
- You want to send an email with confidential information.
- You have a file server with a folder to which all employees have access, but one (or more) of the files contain confidential information.
- You have a public website that staff can access by entering staff name/password (in this case, the password is sensitive information which, if not travelling on a secure channel, could be disclosed).
- Your employees connect to the corporate network from home to access corporate resources.

Cryptographic controls and risk assessment

We must not forget that the implementation of security controls, including cryptographic controls, has to be based on the results of the risk analysis. Therefore, the information protection level required should be identified by considering the time, complexity and quality of the required encryption algorithm.

There are many options for the implementation of cryptographic controls:

- Software tools to encrypt the entire contents or parts (files, folders, etc.) of hard disks (it can be used to protect confidential information in information systems). These software tools can also be used to protect confidential information stored on removable devices that can go out of the organization (hard drives, USB flash drives, etc.).
- Software tools to encrypt the information in emails (the original protocol of the email is not secure).
- Encryption for critical web transactions (e-commerce, access to critical information about the business in the website, etc.).
- Encryption for external connections to the corporate network (remote access, etc.).

DATA CLASSIFICATION

Introduction

Agreed information security classification definitions are an essential prerequisite for many information security procedures. They provide a consistent method for assessing and applying a sensitivity level to the important information assets of Sweetwater ISD. These classification

"labels" can then be used as the basis for evaluating the appropriate protective measures (technical and non-technical) needed to ensure the risk to these assets is minimized.

Purpose

It is essential that all Sweetwater ISD data be protected. There are however gradations that require different levels of security. All data should be reviewed on a periodic basis and classified according to its use, sensitivity, and importance. To assure proper protection of Sweetwater ISD's information resources, various levels of classifications will be applied.

EMAIL USE

Introduction

These procedures are established to achieve the following:

- To ensure compliance with applicable statutes, regulations, and mandates regarding the management of information resources.
- To establish prudent and acceptable practices regarding the use of email.
- To educate individuals using email with respect to their responsibilities associated with such use.

Purpose

The purpose of Sweetwater ISD Email Procedure is to establish the rules for the use of Sweetwater ISD email for the sending, receiving, or storing of electronic mail.

Definitions

Electronic mail system: Any computer software application that allows electronic mail to be communicated from one computing system to another.

Electronic mail (email): Any message, image, form, attachment, data, or other communication sent, received, or stored within an electronic mail system.

Email Use Procedure

- The following activities are not acceptable:
 - ❖ Sending email that is intimidating or harassing.
 - ❖ Using email for purposes of political lobbying or campaigning.
 - ❖ Violating copyright laws by inappropriately distributing protected works.
 - ❖ Posing as anyone other than oneself when sending email, except when authorized to send messages for another when serving in an administrative support role.
 - ❖ The use of unauthorized email software.
 - ❖ Excessive personal use. Personal Use of email is a privilege which is revocable at any time.
- The following activities are prohibited because they impede the functioning of network communications and the efficient operations of electronic mail systems:

- ❖ Sending or forwarding chain letters.
- ❖ Sending unsolicited messages to large groups except as required to conduct Sweetwater ISD business.
- ❖ Sending or forwarding email that is likely to contain computer viruses.
- All sensitive Sweetwater ISD material transmitted over the external network should be encrypted.
- All staff activity on Sweetwater ISD information resource assets is subject to logging and review.
- Electronic mail staffs must not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of Sweetwater ISD or any unit of Sweetwater ISD unless appropriately authorized to do so. Where appropriate, an explicit disclaimer will be included unless it is clear from the context that the author is not representing Sweetwater ISD. An example of a simple disclaimer is: "the opinions expressed are my own, and not necessarily those of my employer."
- Individuals must not send, forward or receive confidential or sensitive Sweetwater ISD information through non-Sweetwater ISD email accounts. Examples of non-Sweetwater ISD email accounts include, but are not limited to: Hotmail, Yahoo mail, AOL mail, Gmail, and email provided by other Internet Service Providers (ISP).

Individuals must not send, forward, receive or store confidential or sensitive Sweetwater ISD information utilizing non-Sweetwater ISD accredited mobile devices. Examples of mobile devices include, but are not limited to: Cellular telephones and Tablets.

- Warning tags must be established, as appropriate, on all outgoing email. The approved Sweetwater ISD warning tag is included in Appendix A of these procedures.

Appendix A to the Email Use Procedure

Sweetwater ISD Email Tag

CONFIDENTIALITY NOTICE: This communication and any attachments herein may contain privileged or confidential information, and is intended for the named recipient(s) only. If you are not the intended recipient, please advise the sender by reply e-mail and immediately delete this e-mail and any attachments without saving, reading, copying, forwarding, or otherwise retaining or disclosing any of its contents. Disclosure or use of any part of this message by persons other than the intended recipient is prohibited.

EXCEPTIONS

Introduction

Sweetwater ISD Information Security Procedure provides the techniques and methodology to protect Sweetwater ISD information resource assets. While these procedures are technology independent they are more closely linked to the technology than the Procedure Standards and are hence more likely to be impacted by changing technology, legislation, and business requirements. As with most procedures there may be a need for exception.

Purpose

An exception is a method used to document variations from the rules

Exception Procedure

In certain cases, compliance with specific procedure requirements may not be immediately possible. Reasons include, but are not limited to, the following:

- Required commercial or other software in use is not currently able to support the required features:
 - Legacy systems are in use which do not comply.
 - Costs for reasonable compliance are disproportionate relative to the potential damage.

In such cases, a written explanation of the compliance issue must be developed and a plan for coming into compliance with Sweetwater ISD's Information Security Procedures in a reasonable amount of time. Explanations and plans should be submitted according to the process for approval:

The steps for permitting and documenting an exception are:

- A request for an exception is received by the **Cybersecurity coordinator** along with a business case for justifying the exception
- The **Cybersecurity coordinator** analyzes the request and the business case and determines if the exception should be accepted, denied, or if it requires more investigation
- If more investigation is required the **Cybersecurity coordinator** will determine if there is a cost-effective solution to the problem that does not require an exception
- If there is not an alternate cost-effective solution, and the risk is minimal, the exception may be granted
- Each exception must be re-examined according to its assigned schedule. The schedule can vary from 3 months to 12 months depending on the nature of the exception

Any exception request that is rejected may be appealed to the **Cybersecurity coordinator**.

INCIDENT MANAGEMENT

Introduction

The number of computer security incidents and the resulting cost of business disruption and service restoration continue to Sweetwater ISD alate. Implementing solid security procedures, blocking unnecessary access to networks and computers, improving staff security awareness, and early detection and mitigation of security incidents are some the actions that can be taken to reduce the risk and drive down the cost of security incidents.

Purpose

This document Sweetwater ISD describes the requirements for dealing with computer security incidents. Security incidents include, but are not limited to: virus, worm, and Trojan horse detection, unauthorized use of computer accounts and computer systems, as well as complaints of improper use of information resources, as outlined in the Email Procedure and the Acceptable Use Policy.

Definitions

Technology Component: Personnel responsible for coordinating the response to computer security incidents in an organization

Virus: A program that attaches itself to an executable file or vulnerable application and delivers a payload that ranges from annoying to extremely destructive. A file virus executes when an infected file is accessed. A macro virus infects the executable code embedded in Microsoft Office programs that allow staffs to generate macros.

Worm: A program that makes copies of itself elsewhere in a computing system. These copies may be created on the same computer or may be sent over networks to other computers. The first use of the term Sweetwater ISD described a program that copied itself benignly around a network using otherwise unused resources on networked machines to perform distributed computation. Some worms are security threats, using networks to spread themselves against the wishes of the system Cybersecurity coordinator, and disrupting networks by overloading them. A worm is similar to a virus in that it makes copies of itself, but different in that it need not attach to particular files or sectors at all.

Trojan Horse: Destructive programs—usually viruses or worms—that are hidden in an attractive or innocent-looking piece of software, such as a game or graphics program. Victims may receive a Trojan horse program by e-mail or on a diskette, often from another unknowing victim, or may be urged to download a file from a Web site or bulletin board.

Security Incident: In information operations, an assessed event of attempted entry, unauthorized entry, or an information attack on an automated information system. It includes unauthorized probing and browsing; disruption or denial of service; altered or destroyed input, processing, storage, or output of information; or changes to information system hardware, firmware, or software characteristics with or without the staffs' knowledge, instruction, or intent.

Vendor: someone who exchanges goods or services for money.

Incident Management Practice Standard Procedure

- Sweetwater ISD Cybersecurity coordinator have predefined roles and responsibilities which can take priority over normal duties.

- Whenever a security incident, such as a virus, worm, hoax email, discovery of hacking tools, altered data, etc. is suspected or confirmed, the appropriate Incident Management procedures must be followed.
- The **Cybersecurity coordinators** is responsible for initiating the appropriate incident management action including restoration as defined in the Incident Management Procedures.
- The **Cybersecurity coordinator** is responsible for determining the physical and electronic evidence to be gathered as part of the Incident Investigation.
- The appropriate technical resources from the Cybersecurity coordinator are responsible for monitoring that any damage from a security incident is repaired or mitigated and that the vulnerability is eliminated or minimized where possible.
- The **Cybersecurity coordinator**, working with the Technology Team, will determine if a widespread Sweetwater ISD communication is required, the content of the communication, and how best to distribute the communication.
- The appropriate technical resources from the Cybersecurity coordinator are responsible for communicating new issues or vulnerabilities to the system vendor and working with the vendor to eliminate or mitigate the vulnerability.
- The **Cybersecurity coordinator** is responsible for initiating, completing, and documenting the incident investigation with assistance from the Cybersecurity coordinator.
- Sweetwater ISD **Cybersecurity coordinator** is responsible for reporting the incident to the:
 - ❖ Local, state or federal law officials as required by applicable statutes and/or regulations
- The **Cybersecurity coordinator** is responsible for coordinating communications with outside organizations and law enforcement.
- In the case where law enforcement is not involved, the **Cybersecurity coordinator** will recommend disciplinary actions, if appropriate, to the Administration.
- In the case where law enforcement is involved, the **Cybersecurity coordinator** will act as the liaison between law enforcement and Sweetwater ISD.

INTRUSION DETECTION

Introduction

Intrusion detection plays an important role in implementing and enforcing organizational security procedures. As information technologies grow in complexity, effective security systems must evolve. With the proliferation of the number of vulnerability points introduced by the use of distributed systems some type of assurance is needed that the systems and network are secure. Intrusion detection systems can provide part of that assurance.

Purpose

Intrusion detection provides two important functions in protecting information resources:

- Feedback: information as to the effectiveness of other components of the security system. If a robust and effective intrusion detection system is in place, the lack of detected intrusions is an indication that other defenses are working.
- Trigger: a mechanism that determines when to activate planned responses to an intrusion incident.

Intrusion Detection Procedures

- Intruder detection must be implemented for all servers containing data.
- Operating system and application software logging processes should be enabled on all critical server systems. Where possible, alarm and alert functions, as well as logging and monitoring systems should be enabled.
- Server, firewall, and critical system logs should be reviewed frequently. Where possible, automated review should be enabled and alerts should be transmitted to the administrator when a serious security intrusion is detected.
- Intrusion tools should be installed where appropriate and checked on a regular basis.

MALICIOUS CODE AND PATCHING

Introduction

The number of computer security and malicious code incidents linked with the resulting cost of business disruption and service restoration continue to Sweetwater ISD escalate. Implementing solid security procedures, blocking unnecessary access to networks and computers, improving staff security awareness, and early detection and mitigation of security incidents are some of the actions that can be taken to reduce the risk and drive down the cost of security incidents.

Malware is another name for malicious code and refers to software programs designed to damage, spy or perform other unauthorized actions on a computer system such as viruses, Trojan horses, worms, logic bombs, etc. Malicious code can be defined as "software which interferes with normal operation of a computer system". Another definition might be "software which executes without the express consent of the staff". Malicious code is therefore a threat for the integrity, availability and confidentiality of data. The main concern of this procedure is to implement effective and efficient prevention, detection and correction against malicious code and related security incidents.

Purpose

The purpose of the Malicious Code Procedure is to Sweetwater ISD describe the requirements for dealing with computer virus, spyware, worm and Trojan Horse prevention, detection and cleanup. Given that attackers are now moving away from attacks that are merely a nuisance or destructive towards activity that is motivated by financial gain, malicious code attacks have become more sophisticated and a significant concern to organizations. A large-scale malicious code attack, often referred to as a malicious code outbreak, can cause widespread damage and disruption to an organization, and necessitate extensive recovery time and effort. It is therefore crucial to implement adequate preventive measures, such as deploying protection and detection tools, to safeguard an organization from malicious code attacks.

Malicious Code Procedure

- The willful introduction of computer viruses or disruptive/destructive programs into Sweetwater ISD environment is prohibited, and violators may be subject to prosecution.
- All workstation systems that connect to the network must be protected with an approved, licensed anti-virus software product that is kept updated according to the Technology component's recommendations.

- All servers that connect to the network and that are vulnerable to virus or worm attack must be protected with an approved, licensed anti-virus software product that is kept updated.
- All incoming data including electronic mail must be scanned for viruses. Outgoing electronic mail must be scanned.
- Where feasible, the Technology Component should inform staff when a malicious code threat has been detected.

The scope of this document is limited to protection of information systems against malicious code by means of dedicated software often referred to as “anti-virus software” (also "anti-malware" or "virus protection software").

Issues such as “spam” or mobile code which share common patterns with malicious code have not been considered in this document. These issues will be treated in separate standards.

Other preventive measures that can help to protect against malicious code, such as intrusion detection/prevention systems, patch management, network authentication or firewalls, are also not covered in this standard.

Non-compliance with this standard will result in greater risk of information systems being infected by malicious code that can:

- (1) Result in the loss of information/data and software on Sweetwater ISD systems.
- (2) Increase the cost of computing maintenance and cause network downtime by malicious code outbreaks that will divert processing power and human resources to the task of watching out for and cleaning up after malicious code infections, attacks or outbreaks.
- (3) Result in loss of reliability of systems threatened by malicious code that spread from system to system across networks, and that can cause disclosure of Sweetwater ISD sensitive data or worms that clog memory and storage facilities and slow down the systems.

Typical controls to protect against malicious code use technology, policies, procedures and training, all applied in a multi-layered manner from perimeters inward to hosts and data. The controls are of the preventive and detective/corrective variety. Controls must be applied at the hosts, servers and networks.

Configuration

Virus protection software must be configured to:

- (a) scan computer memory, executable files (including macros contained in data files), data files including protected files (e.g. compressed or password protected files,), and removable storage media; all files not scanned for any reason must be logged in the antivirus history logs;
- (b) scan and filter incoming and outgoing traffic (including e-mail and downloads from external networks such as the Internet);
- (c) be active at all times (on-access scanning);
- (d) provide an alert when a suspected virus is identified;
- (e) comply with a standard reference configuration⁵ for the anti-virus software⁶;
- (f) disinfect, delete, rename or quarantine viruses when identified;
- (g) ensure that end staffs cannot disable virus protection features or minimize core functionality;
- (h) update virus recognition files used by virus protection software, virus protection software engines, patches, virus protection software versions, whenever new ones are released;

- (i) have multiple trusted updating sources and mechanisms, internal and external sources (failover mechanisms);
- (j) ensure that virus protection updates are distributed to all servers/computers automatically and within a critical Sweetwater ISD escalate, prioritized by their importance;
- (k) log all alerts regarding the antivirus activity and send them to a central antivirus server (alerts should be monitored);
- (l) regularly run a full scan on all computers to minimize the risk of having virus(es) not yet detected because they were already residing in these computers before the application of the antivirus updates that allow their detection via on-access scanning;
- (m) regularly send reports about the antivirus to the relevant personnel

Installation and procedures

To reduce the risk of virus infection the following controls must be applied:

- (a) evaluating virus protection software prior to purchase;
- (b) installing virus protection software on all computers, e.g. servers, gateways, NAS, mail gateways, and workstations, including laptop computers, notebooks and handheld computing devices;
- (c) traffic which passes through different layers, computers or systems across the information processing environment must be scanned by at least two different software products (e.g. an email message coming in would be scanned by two different products, one on the network periphery layer and the other on the email server; files downloaded from internet would be scanned at the proxy level as well as on the client layer - workstation or server).
- (d) implementing emergency procedures for dealing with virus incidents, so that the virus spread is stopped and adequate measures are applied;
- (e) procedures for sending "virus" samples in case of suspicions must be established and the IT service provider must take every action accordingly and ensure efficient reporting;
- (f) include in the reference configuration recommended security settings which reduce the risk of malicious code infections (e.g. disable autorun or browser configuration).

There must be documented standards/procedures for providing protection against viruses, which should specify:

- (g) methods for configuring virus protection software;
- (h) update mechanisms and frequencies for virus protection software and a process for dealing with virus attacks;
- (i) standard reference configuration for all systems, e.g. desktops, servers, laptops and handheld computing devices.

End staffs must be:

- (j) warned of the dangers posed by computer viruses and cyber-attacks, and trained to be aware of signs of abnormal system behavior (e.g. slow running, new processes);
- (k) notified quickly of significant new virus risks (e.g. by email).

End staffs must:

- (l) report suspected or actual virus attacks to a single point of contact for support (e.g. a help desk) and avoid attempting to remove suspected viruses themselves;
- (m) keep the existing configuration of the virus protection software, and not disable or change the configuration of the virus protection software, or attempt to bypass it.

Checks

Regular checks must be performed to ensure that:

- (a) virus protection software has not been disabled;
- (b) the configuration of virus protection software is still correct;
- (c) all updates have been applied effectively;
- (d) emergency procedures are in place to deal with a virus incident;
- (e) reports are sent to the concerned persons;
- (f) the effectiveness of the virus protection is maintained: monitor the patterns of virus infections, false positives, false negatives etc. and take corrective actions responsibly.

Protection against malicious code at the Network Level

Virus protection software at the Gateway level must be configured to:

- scan and filter the incoming and outgoing network traffic (Email, HTTP, FTP and other messaging) for real-time detection and protection of malicious code;

All machines at Sweetwater ISD, regardless of Operating System or virtualization, must implement a patching application that will help improve the security posture on Sweetwater ISD endpoints wherever supported. The application shall have the ability to remotely apply third party and operating system patches to endpoints. If the Operating System is not supported by the patching application, the Technology Component is responsible for manually applying and documenting application of all relevant security patches.

Approved Patching

Application Endpoint workstations will use an approved patching application that should be configured to query the central server in order to learn the required patches. This application service should not be tampered with or disabled by staff. Staff are prohibited from running other patching applications.

Patching Updates Applied at Scheduled Intervals

The patching application will be configured to download and install required operating system and 3rd party patches at the scheduled intervals. Patches shall be applied and the machine shall be restarted at least once every 31 days. Required patches include but are not limited to Operating Systems, Adobe Suite, Acrobat, Apache, Flash, Java, Office, SQL Server and ALL 3rd party applications for which security patches are available.

PROCEDURES

Prevention and Detection

For each computer connected to Sweetwater ISD network, security updates from the manufacturer of the appropriate operating system, and/or application software, must be kept current (e.g., patched and updated).

Where feasible, personal firewall software or hardware shall be installed to aid in the prevention of malicious code attacks/infections.

Email attachments and shared files of unknown integrity shall be scanned for malicious code before they are opened or accessed.

Storage devices will be scanned for malicious code before accessing any data.

Software to safeguard against malicious code shall be installed and functioning on susceptible information resources that have access to Sweetwater ISD network.

Software safeguarding information resources against malicious code shall not be disabled or bypassed.

The settings for software that protect information resources against malicious code should not be altered in a manner that will reduce the effectiveness of the software.

The automatic update frequency of software that safeguards against malicious code shall not be altered to reduce the frequency of updates.

Response and Recovery

All reasonable efforts shall be made to contain the effects of any system that is infected with a virus or other malicious code. This may include disconnecting systems from the network or disabling email.

If malicious code is discovered, or believed to exist, an attempt should be made to remove or quarantine the malicious code using current anti-virus or other control software.

If malicious code is found, the system shall be disconnected from the network to prevent further possible propagation of the malicious code or other harmful impact until remediation is complete. The presence of the malicious code shall be reported to the **Cybersecurity coordinator** so that the appropriate actions can be taken in removing the malicious code and protecting other systems.

Personnel responding to the incident should have the necessary system access privileges and authority to affect the necessary measures to contain/remove the infection.

If possible, identify the source of the infection and the type of infection to prevent recurrence.

Utilize anti-virus, anti-spyware, etc. software to execute a complete system scan including the boot sector and all physical drives, to eradicate all malicious code that may be identified.

Any removable media (including disks, mass storage cards, etc.) recently used on an infected machine shall be scanned prior to opening and/or executing any files contained therein.

The Technology Component personnel should thoroughly document the incident noting the source of the malicious code (if possible), resources impacted, and damage or disruption to information resources and submit the documentation to the **Cybersecurity coordinator**.

MEDIA PROTECTION

Introduction

Media (e.g., documents, computer media (e.g. tapes, disks), input/output data, and system documentation) can be compromised by unauthorized parties due to ineffective handling procedures.

Purpose

The purpose of Sweetwater ISD Media Protection standard is to ensure the secure storage, transport, and destruction of sensitive information.

Media Protection Procedure

Media Access: Sweetwater ISD should restrict access to digital (e.g., disks, external/removable hard drives, flash drives) and nondigital media (e.g., paper) to authorized personnel using physical access controls and safeguards.

Media Storage: Sweetwater ISD should physically control and securely store digital (e.g., disks, external/removable hard drives, flash drives) and non-digital media (e.g., paper) within secure areas using physical security controls and safeguards. Sweetwater ISD should protect information asset media until the media are destroyed or sanitized using approved equipment, techniques, and procedures.

Media Transport: Sweetwater ISD should protect and control digital (e.g., disks, external/removable hard drives, flash drives) and non-digital media (e.g., paper) during the transport outside of controlled areas using service level agreements. In addition, Sweetwater ISD should restrict access to such media to authorized personnel, and maintain accountability for information asset media during transport outside of controlled areas.

Media Sanitization: Sweetwater ISD should sanitize information asset media, both digital and non-digital, prior to disposal, release out of organizational control, or release for reuse.

Risks Addressed by Policy:

- Without media protection mechanisms, the potential exists for information assets to be exposed to an unnecessarily high level of risk.
- When information is taken out of the information system, it is at a higher risk of being breached without a media protection policy in place.

NETWORK ACCESS

Introduction

Sweetwater ISD network infrastructure is provided as a central utility for all staffs of Sweetwater ISD information resources. It is important that the infrastructure, which includes cabling and the associated 'active equipment', continues to develop with sufficient flexibility to meet Sweetwater ISD demands while at the same time remaining capable of exploiting anticipated developments in high speed networking technology to allow the future provision of enhanced staff services.

Purpose

The purpose of Sweetwater ISD Network Access Procedure is to establish the rules for the access and use of the network infrastructure. These rules are necessary to preserve the integrity, availability and confidentiality of Sweetwater ISD information.

Network Access Procedure

- Staff are permitted to use only those network addresses issued to them by Sweetwater ISD Technology component.
- Remote staff may connect to Sweetwater ISD information resources only through methods and using protocols approved by Sweetwater ISD.
- Staff must not install network hardware or software that provides network services without written approval from the **Cybersecurity coordinator**. This includes wireless access points and remote access software.
- Non-Sweetwater ISD computer systems that require network connectivity must conform to Sweetwater ISD Technology component Standards.
- Staffs must not download, install or run security programs or utilities that reveal weaknesses in the security of a system. For example, Sweetwater ISD staffs must not run password cracking programs, packet sniffers, network mapping tools, or port scanners while connected in any manner to Sweetwater ISD network infrastructure without written approval from the **Cybersecurity coordinator**.
- Staff are not permitted to alter network hardware in any way.
- Guests must utilize the Guest SSID when connecting wirelessly to Sweetwater ISD network. They must accept the *Acceptable Use Policy* that is attached in Appendix A.

Appendix A to the Network Access Procedure

Sweetwater ISD Guest Wireless Access Acceptable Use Policy

ELECTRONIC INFORMATION RESOURCES ACCEPTABLE USE POLICY AGREEMENT

OVERVIEW

Staff are responsible for their own actions while using Sweetwater ISD Education Service Center (“Sweetwater ISD”) Network. All Staffs acknowledge that the inappropriate use of the Network violates Sweetwater ISD Policy, state and federal laws.

NETWORK USE AT Sweetwater ISD

1. Limited Personal Use

Access to Sweetwater ISD's electronic communications system, including the Internet, shall be made available to employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use shall be permitted if the use imposes no undue burden on the computer or Network resources, and has no adverse effect on an employee's job performance.

2. Privileges and Responsibilities Connected to Network Use

- a) My assigned account will be used to support the educational goals and objectives of Sweetwater ISD.
- b) I agree that I am responsible for my account and I will take all reasonable precautions to prevent others from being able to use my account. I will not provide my password to another person.
- c) I will not attempt to gain unauthorized access to the Network. I will never use another individual's account. I agree that I can lose my privileges if I am identified as a security risk.
- d) I will respect the legal protection provided by copyright and license to programs, applications, and data.
- e) I will respect the rights of others by complying with all present and future Sweetwater ISD policies regarding sexual, racial, and other forms of harassment.
- f) I will respect the privacy of others by not tampering with their files, passwords, and/or accounts in any manner.
- g) I will not move, rename, edit, delete, copy, or in any way alter the files that have been created or organized by others.
- h) I will use the Network in a manner which is consistent with the ethical principles set forth by Sweetwater ISD and within accepted community standards.
- i) I will not install or use any software, or hardware, on my computer unless the item is approved by the Internal Technology Specialist.
- j) I will not participate in unacceptable conduct including, but not limited to, sending messages that will likely result in loss of damage to any work, data, or the Network.
- k) I will not forge or read, delete, copy, or modify e-mail of other staff.

3. Inappropriate Material

- a) I acknowledge that my access will be monitored by a filtering program and by Sweetwater ISD staff.
- b) I acknowledge that it is not possible to filter all inappropriate materials on the Internet, and if I mistakenly access inappropriate information, I will immediately tell my supervisor, or the Internal Technology Specialist.

4. Search and Seizure

I acknowledge that electronic messages, including email and voicemail, are not guaranteed to be private or unmonitored. I expect no privacy in the contents of my personal files on the Network. I acknowledge that my Network materials and files are subject to inspection and review in the same way that my office files are subject to inspection and review.

5. Cooperation with Outside Officials

Sweetwater ISD will cooperate fully with local, state, or federal officials in any investigation related to any illegal or inappropriate activities conducted through the Network. *EC (Local)*

The Acceptable Use Policy Agreement (“AUP”) confirms the responsibilities associated with the use of electronic resources at Sweetwater ISD. When accepted by you (“Staff”), it becomes an acknowledgment that you have been notified of the privileges and responsibilities related to electronic information resources use at Sweetwater ISD. *Please be aware that Sweetwater ISD retains the right to withdraw account privileges at any time. Be aware that the Network can and will be monitored at all times. By using Sweetwater ISD technology, including but not limited to e-mail and Web access, you consent to the monitoring of your use of its electronic information resources and acknowledge that you have no expectation of privacy in your use of them. All electronic information resources that are accessed through Sweetwater ISD may be monitored.*

I understand and will abide by the provisions and conditions listed as privileges and responsibilities connected to electronic information resources at Sweetwater ISD. I understand that any violations of the above provisions may result in the revocation of my staff account and appropriate legal action. I agree to report any misuse of the Network to Sweetwater ISD staff. I understand that Sweetwater ISD retains the right to withdraw account privileges at any time for any reason. Sweetwater ISD will direct all staff to avoid inappropriate and illegal interaction and will take appropriate action to uphold and support the acceptable use policy, Sweetwater ISD board policy, and local, state and federal laws. I have no expectation of privacy in my Network account and acknowledge that it may be monitored.

NETWORK CONFIGURATION

Introduction

Sweetwater ISD network infrastructure is provided as a central utility for all staff of Sweetwater ISD information resources. It is important that the infrastructure, which includes cabling and the associated equipment such as routers and switches, continues to develop with sufficient flexibility to meet staff demands while at the same time remaining capable of exploiting anticipated developments in high speed networking technology to allow the future provision of enhanced staff services.

Purpose

The purpose of Sweetwater ISD Network Configuration Security Procedure is to establish the rules for the maintenance, expansion and use of the network infrastructure. These rules are necessary to preserve the integrity, availability, and confidentiality of Sweetwater ISD information.

Network Configuration Procedures

- * Sweetwater ISD Technology component owns and is responsible for Sweetwater ISD network infrastructure and will continue to manage further developments and enhancements to this infrastructure.

- * To provide a consistent Sweetwater ISD network infrastructure capable of exploiting new networking developments, all cabling must be installed by Sweetwater ISD Technology Component or an approved contractor.
- * All network connected equipment must be configured to a specification approved by Sweetwater ISD Technology Component.
- * All hardware connected to Sweetwater ISD network is subject to Sweetwater ISD Technology Component management and monitoring standards.
- * Changes to the configuration of active network management devices must not be made without the approval of Sweetwater ISD Technology Component.
- * Sweetwater ISD network infrastructure supports a well-defined set of approved networking protocols. Any use of non-sanctioned protocols must be approved by Sweetwater ISD Technology Component.
- * The networking addresses for the supported protocols are allocated, registered and managed centrally by Sweetwater ISD Technology Component.
- * All connections of the network infrastructure to external third-party networks are the responsibility of Sweetwater ISD Technology Component. This includes connections to external telephone networks.
- * Sweetwater ISD Technology Component Firewalls must be installed and configured following Sweetwater ISD Firewall Implementation Standard documentation.
- * The use of firewalls within Sweetwater ISD's Network is not permitted without the authorization from Sweetwater ISD Technology Component.
- * Staff must not extend or re-transmit network services in any way. This means you must not install a router, switch, hub, or wireless access point to Sweetwater ISD network without Sweetwater ISD Technology Component's approval.
- * Staff must not install network hardware or software that provides network services without Sweetwater ISD Technology Component approval.
- * Staff are not permitted to alter network hardware in any way.

PASSWORDS

Introduction

Staff authentication is a means to control who has access to an Information Technology system. Controlling the access is necessary for any information resource. Access gained by an unauthorized entity can cause loss of information confidentiality, integrity and availability that may result in loss of revenue, liability, loss of trust, or embarrassment to Sweetwater ISD.

Three factors, or a combination of these factors, can be used to authenticate a staff. Examples are:

- Something you know – password, Personal Identification Number (PIN)
- Something you have – Smartcard, Mobile Device
- Something you are – fingerprint, iris scan, voice

A combination of factors – Smartcard and a PIN

Purpose

The purpose of Sweetwater ISD Password Procedure is to establish the rules for the creation, distribution, safeguarding, termination, and reclamation of Sweetwater ISD staff authentication mechanisms.

Password Procedure

- All passwords, including initial passwords, must be constructed and implemented according to the following Sweetwater ISD Information Technology rules:
 - ❖ it must adhere to a minimum password standard as established by Appendix A of this Procedure
 - ❖ it must be routinely changed to adhere to the password aging standard as established in Appendix A of this Procedure
 - ❖ it must not be anything that can easily tie back to the account Cybersecurity coordinator such as: staff name, social security number, nickname, relative's names, birth date, etc.
 - ❖ it must not be dictionary words or acronyms
 - ❖ password history must be kept to prevent the reuse of a password
- Stored passwords must be encrypted.
- Staff account passwords must not be divulged to anyone. Sweetwater ISD Technology component and Technology Component contractors must not ask for staff account passwords.
- Security tokens (i.e. Smartcard) must be returned on demand or upon termination of the relationship with Sweetwater ISD.
- If the security of a password is in doubt, the password must be changed immediately.
- The Technology Component must not circumvent the Password Procedure for the sake of ease of use.
- Staff must not circumvent password entry with auto logon, application remembering, embedded scripts or hard coded passwords in client software. Exceptions may be made for specific applications (like automated backup) with the approval of Sweetwater ISD **Cybersecurity coordinator**. In order for an exception to be approved there must be a procedure to change the passwords.
- Computing devices must not be left unattended without enabling a password protected screensaver or logging off of the device.
- Computing devices should be configured to lock after a period of inactivity.
- Technology Component Helpdesk password change procedures must include the following:
 - ❖ authenticate the staff to the helpdesk before changing password
 - ❖ change to a strong password
 - ❖ the staff must change password at first login
- In the event passwords are found or discovered, the following steps must be taken:
 - ❖ Take control of the passwords and protect them
 - ❖ Report the discovery to Sweetwater ISD Help Desk
 - ❖ Transfer the passwords to an authorized person as directed by Sweetwater ISD **Cybersecurity coordinator**

Appendix A to the Password Procedure

Sweetwater ISD minimum password recommendations

The following minimum standard for password creation applies to staff of Sweetwater ISD information systems.

Use a minimum of eight characters and a combination of alpha and numeric characters.

Staffs are encouraged to use a more complex password structure including at least one character from the following four classes:

- English upper-case letters
 - English lower-case letters
 - Numerals (0,1, 2,...)
 - Non-alphanumeric (special) characters such as punctuation symbols (!@#%&* _+=~/~`::,<>|\).
- Very important passwords (e.g. password for any privileged or administrative account) should be at least 10 characters long;
 - Do not base PIN or passwords on any of the following details:
 - Months of the year, days of the week or any other aspect of the calendar;
 - Family names, initials or car registration numbers;
 - A proper name or any word in the dictionary without altering it in some way;
 - Can be derived from a dictionary word, e.g. by reversing letters;
 - Department or faculty names, identifiers or references;
 - Telephone numbers or similar all numeric groups;
 - Staff ID, staff name, group ID or other system identifier;
 - More than two consecutive identical characters;
 - All-numeric or all-alphabetic groups;
 - Obvious phrases or sequences such as "Sweetwater ISD123" or "123456";
 - Do not reuse a password: construct a new password each time it is changed.

The following strategies will help staff to generate a password that is easy to remember, is hard to guess and complies with Sweetwater ISD procedure.

- Use a mixture of upper and lower case, numerals and punctuation e.g. **Keep0ut!**
- String several words or parts of words together e.g. **it'sCold**
- Choose a phrase, perhaps a line from a poem or song and form passwords by concatenating words from the phrase along with digits and/or punctuation. e.g. **Tw1nkL3*** (from twinkle, twinkle, little star)
- Invent phrases like car registration plates e.g. **one4you!**

Sweetwater ISD password aging procedure

- Sweetwater ISD Domain passwords must be changed at least every 120 days

PHYSICAL ACCESS SECURITY

Introduction

Technical support staff, security administrators, system administrators, and others may have Information Technology physical facility access requirements as part of their function. The granting, controlling, and monitoring of the physical access to Information Technology facilities is extremely important to an overall security program.

Purpose

The purpose of Sweetwater ISD Physical Access Procedure is to establish the rules for the granting, control, monitoring, and removal of physical access to Information Technology facilities.

Physical Access Procedure

- All physical security systems must comply with all applicable regulations such as, but not limited to, building codes and fire prevention codes.
- Physical access to all Information Technology restricted facilities must be documented and managed.
- All Technology Component facilities must be physically protected in proportion to the criticality or importance of their function at Sweetwater ISD.
- Access to Technology Component facilities must be granted only to Sweetwater ISD support personnel, and contractors, whose job responsibilities require access to that facility.
- The process for granting card and/or key access to Technology Component facilities must include the approval of the person responsible for the facility.
- Requests for access must come from the applicable Sweetwater ISD data/system Cybersecurity coordinator .
- Access cards and/or keys must not be shared or loaned to others.
- Access cards and/or keys that are no longer required must be returned to the person responsible for the Information Technology facility. Cards must not be reallocated to another individual bypassing the return process.
- Lost or stolen access cards and/or keys must be reported to the person responsible for the Technology Component facility immediately.
- All Technology Component facilities that allow access to visitors will track visitor access with a sign in/out log.
- A service charge may be assessed for access cards and/or keys that are lost, stolen or are not returned.

- Card access records and visitor logs for Technology Component facilities must be kept for routine review based upon the criticality of the information resources being protected. The person responsible for the Technology Component facility must remove the card and/or key access rights of individuals that change roles within Sweetwater ISD or are separated from their relationship with Sweetwater ISD.
- Visitors must be Sweetwater ISD escorted in card access controlled areas of Technology Component facilities.
- The person responsible for the Technology Component facility shall review access records and visitor logs for the facility on a periodic basis and investigate any unusual access.
- The person responsible for the Technology Component facility must review card and/or key access rights for the facility on a periodic basis and remove access for individuals that no longer require access.
- Signage for restricted access rooms and locations must be practical, yet minimal discernible evidence of the importance of the location should be displayed.

PORTABLE COMPUTING

Introduction

Portable computing devices are becoming increasingly powerful and affordable. Their small size and functionality are making these devices ever more desirable to replace traditional desktop devices in a wide number of applications. However, the portability offered by these devices may increase the security exposure to groups using the devices.

Purpose

The purpose of Sweetwater ISD Portable Computing Security Procedure is to establish the recommendations for the use of mobile computing devices and their connection to the network. These rules are necessary to preserve the integrity, availability, and confidentiality of Sweetwater ISD information.

Definitions

Portable Computing Devices: Any easily portable device that is capable of receiving and/or transmitting data to and from Sweetwater ISD information resources. These include, but are not limited to, notebook computers, handheld computers, tablets, pagers, and cell phones.

Portable Computing Procedure

- Only Sweetwater ISD approved portable computing devices may be used to access Sweetwater ISD information resources.
- Portable computing devices **should** be password protected.
- Sensitive Sweetwater ISD data should not be stored on portable computing devices. However, in the event that there is no alternative to local storage, all sensitive Sweetwater ISD data should be encrypted using approved encryption techniques.

- Sweetwater ISD data must not be transmitted via wireless to or from a portable computing device unless approved wireless transmission protocols along with approved encryption techniques are utilized.
- All remote access to Sweetwater ISD network must be through an approved method as established in the network access procedure.
- Staff must report lost or stolen mobile devices **IMMEDIATELY**. During normal business hours, the report should be made to Sweetwater ISD Help Desk. After normal business hours and on weekends, lost or stolen devices should be reported to the Coordinator or Technology.

PRIVACY

Introduction

Privacy Procedures are mechanisms used to establish the limits and expectations for the staff of Sweetwater ISD information resources. Internal staff should have no expectation of privacy with respect to information resources.

Purpose

The purpose of Sweetwater ISD Information Privacy Procedure is to clearly communicate Sweetwater ISD Information Technology privacy expectations to information resource staff.

Privacy Procedure

- * Electronic files created, sent, received, or stored on information resources owned, leased, administered, or otherwise under the custody and control of Sweetwater ISD are not private and may be accessed by Sweetwater ISD Technology component employees, for business reasons at any time without knowledge of the information resource staff or Cybersecurity coordinator .
- * To manage systems and enforce security, Sweetwater ISD may log, review, and otherwise utilize any information stored on or passing through its Technology Component systems. For these same purposes, Sweetwater ISD may also capture Staff activity such as IP addresses and web sites visited.
- * A wide variety of third parties have entrusted their information to Sweetwater ISD for business purposes, and all workers at Sweetwater ISD must do their best to safeguard the privacy and security of this information. The most important of these third parties is the individual customer; customer account data is accordingly confidential and access will be strictly limited based on business need for access.
- * Staff must report any weaknesses in Sweetwater ISD computer security, any incidents of possible misuse or violation of this agreement to the proper authorities. An internal email address, nick.rutherford@sweetwaterisd.net, has been established within Sweetwater ISD for reporting information security issues.
- * Staff must not attempt to access any data or programs contained on Sweetwater ISD

systems for which they do not have authorization or explicit consent.

SECURITY AWARENESS

Introduction

Understanding the importance of computer security and individual responsibilities and accountability for computer security are paramount to achieving organization security goals. This can be accomplished with a combination of general computer security awareness training and targeted, product specific training. The philosophy of protection and specific security instructions needs to be taught to, and reinforced with, computer staff. The security awareness and training information needs to be continuously upgraded and reinforced.

Purpose

The purpose of the Security Awareness Procedure is to Sweetwater ISD describe the requirements that will ensure each staff of Sweetwater ISD information resources receives adequate training on information security awareness issues.

Security Awareness Procedure

- All new staff must complete an approved Security Awareness orientation prior to, or at least within 90 days of, being granted access to any Sweetwater ISD information resources.
- All staff must sign an acknowledgement stating they have read and understand Sweetwater ISD requirements regarding computer security policies and procedures.
- All staff (employees, consultants, contractors, temporaries, etc.) must be provided with sufficient training and supporting reference materials to allow them to properly protect Sweetwater ISD information resources.
- The Technology component must prepare, maintain, and distribute one or more information security manuals that concisely Sweetwater ISD describe Sweetwater ISD information security policies and procedures.
- The Technology component must develop and maintain a communications process to be able to communicate new computer security program information, security bulletin information, and security items of interest as approved by the *Cybersecurity coordinator*.

SECURITY MONITORING

Introduction

Security Monitoring is a method used to confirm that the security practices and controls in place are being adhered to and are effective. Monitoring consists of activities such as but not limited to the review of:

- Automated intrusion detection system logs
- Firewall logs
- Staff account logs

- Network scanning logs
- Application logs
- Data backup recovery logs
- Help desk logs
- Other log and error files.

Purpose

The purpose of the Security Monitoring Procedure is to ensure that Information Technology security controls are in place, are effective, and are not being bypassed. One of the benefits of security monitoring is the early identification of wrongdoing or new security vulnerabilities. This early identification can help to block the wrongdoing or vulnerability before harm can be done, or at least to minimize the potential impact. Other benefits include Audit Compliance, Service Level Monitoring, Performance Measurement, Limitation of Liability, and Capacity Planning.

Security Monitoring Procedure

- Automated tools will be used by Sweetwater ISD Technology Component to provide real time notification of detected wrongdoing and vulnerability exploitation. Where possible a security baseline will be developed, and the tools will report exceptions. These tools will be deployed to monitor:
 - ❖ Internet traffic
 - ❖ Electronic mail traffic
 - ❖ LAN traffic, protocols, and device inventory
 - ❖ Operating system security parameters
- The following files will be checked for signs of wrongdoing and vulnerability exploitation at a frequency determined by risk:
 - ❖ Automated intrusion detection system logs
 - ❖ Firewall logs
 - ❖ Staff account logs
 - ❖ Network scanning logs
 - ❖ System error logs
 - ❖ Application logs
 - ❖ Data backup and recovery logs
 - ❖ Help desk trouble tickets
- The following checks will be performed at least quarterly by assigned individuals:
 - ❖ Unauthorized network devices
 - ❖ Operating System and Software Licenses

Any security issues discovered will be reported for follow-up investigation. An internal email address, nick.rutherford@sweetwaterisd.net, has been established within Sweetwater ISD for reporting information security issues.

SENSITIVE INFORMATION*

Students:

FERPA (20 U.S.C. 1232g; 34 C.F.R. 99.3) defines “personally identifiable information” to include the student’s name, the name of the student’s parent or other family members, the address of the student or student’s family, a personal identifier (SSN, student number, biometric record), other indirect identifiers (DOB, place of birth, mother’s maiden name), or other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community to identify the student with reasonable certainty.

FERPA is applicable to personally identifiable information contained in education records. “Education records” means those records, files, documents, and other materials that contain information directly related to a student and are maintained by an educational agency or institution.

FERPA and section 26.013 of the Texas Education Code address “directory information.” A school district is permitted to designate certain information about students as directory information that is publicly available. However, a parent or eligible student must be given the opportunity to opt out of directory information. Directory information may include the student’s name, address, telephone number, email address, photograph, date and place of birth, grade level, enrollment status, dates of attendance, participation in recognized activities and sports, and honors and awards received.

Section 39.030 provides the results of individual student performance on academic skills assessment instruments are confidential and may be released only in accordance with FERPA. However, overall student performance data must be aggregated by ethnicity, sex, grade, subject, campus, and district and made available to the public. This data may not contain the names of individual students or teachers.

Educators/District Employees:

Section 21.0481 of the Education Code provides the results (numerical score and pass/fail) of educator certification examinations are confidential.

Section 21.355 of the Education Code states a document evaluating the performance of a teacher or administrator is confidential.

Section 22.08391 of the Education Code provides criminal history record information must not be disclosed except under certain circumstances.

Section 552.117 of the Government Code provides the home address and phone number, emergency contact information, social security number, or information that reveals whether the individual has family members is excepted from public disclosure if the current or former employee of a government body makes the election to withhold such information under section 552.024 of the Government Code.

Section 552.126 of the Government Code provides the name of an applicant for the position of superintendent of a school district is excepted from public disclosure, except the board of trustees must give public notice of the name(s) of the finalists being considered at least 21 days before the date of the meeting at which final action or vote is to be taken on the employment of the person.

Section 552.135 of the Government Code provides an informer's name or information that would substantially reveal the identity of an informer is excepted from public disclosure. "Informer" is defined as a student or former student or an employee or former employee of a school district who has furnished a report of another person's or persons' possible violation of criminal, civil, or regulatory law to the school district or the proper regulatory enforcement authority.

Section 552.136 of the Government Code provides a credit card, debit card, or access device number (a card, code, account number, etc. used to obtain money, goods, or services) is confidential.

Section 552.137 of the Government Code states a personal email address is confidential (this does not include the work email address of a government employee).

Section 552.147(a-1) of the Government Codes provides the social security number of an employee of a school district in the custody of the district is confidential.

*Compiled by TEA's Privacy Officer

SOFTWARE LICENSING

Introduction

End-staff license agreements are used by software and other information technology companies to protect their valuable intellectual assets and to advise technology staffs of their rights and responsibilities under intellectual property and other applicable laws.

Purpose

The purpose of the Software Licensing Procedure is to establish the rules for licensed software use on Sweetwater ISD information resources.

Software Licensing Procedure

- Sweetwater ISD provides a sufficient number of licensed copies of software such that workers can get their work done in an expedient and effective manner. Management must make appropriate arrangements with the involved vendor(s) for additional licensed copies if and when additional copies are needed for business activities.
- Third party copyrighted information or software, that Sweetwater ISD does not have specific approval to store and/or use, must not be stored on Sweetwater ISD systems or networks. All software on Sweetwater ISD computers will be procured, maintained and installed by the Technology component unless specific written approval is granted. The Technology Component may remove unauthorized material.

- Third party software in the possession of Sweetwater ISD must not be copied unless such copying is consistent with relevant license agreements and prior management approval of such copying has been obtained, or copies are being made for contingency planning purposes.

SYSTEM DEVELOPMENT

Introduction

The development of new systems, applications or major enhancements to existing systems is often the result of significant changes made to the processes they support. Ideally, the efforts to simplify business processes will be done by the functional office in conjunction with the technical staff, so that current technologies can be considered as the processes are reviewed. Ultimately, the most important criteria for development is to create changes that are best for Sweetwater ISD as a whole.

Purpose

The purpose of the System Development Procedure is to describe Sweetwater ISD describe the requirements for developing and/or implementing new software within Sweetwater ISD.

Definitions

System Development Life Cycle (SDLC): a set of procedures to guide the development of production application software and data items. A typical SDLC includes design, development, maintenance, quality assurance and acceptance testing.

Cybersecurity Coordinator: The manager or agent responsible for the function which is supported by the resource, the individual upon whom responsibility rests for carrying out the program that uses the resources. The Cybersecurity coordinator is responsible for establishing the controls that provide the security. The Cybersecurity coordinator of a collection of information is the person responsible for the business results of that system or use of the information. Where appropriate, Cybersecurity coordinator may be shared by managers of different departments

Technology Department: The holder of data, the agent charged with implementing the controls specified by the Cybersecurity coordinator. The cybersecurity coordinator is responsible for the processing and storage of information. For mainframe applications, Information Services is the cybersecurity coordinator; for micro and mini applications, the Cybersecurity coordinator or staff may retain custodial responsibilities. The cybersecurity coordinator is normally a provider of services.

Staff: Has the responsibility to (1) use the resource only for the purpose specified by the Cybersecurity coordinator, (2) comply with controls established by the Cybersecurity coordinator, and (3) prevent disclosure of confidential or sensitive information. The staff is any person who has been authorized to read, enter, or update information by the Cybersecurity coordinator of the information. The staff is the single most effective control for providing adequate security.

Production System: The hardware, software, physical, procedural, and organizational issues that need to be considered when addressing the security of an application, group of applications, organizations, or group of organizations.

System Development Procedure

- The Technology Component is responsible for developing, maintaining, and participating in a System Development Life Cycle (SDLC) for Sweetwater ISD system development projects. All software developed in-house which runs on production systems should be developed according to the SDLC. At a minimum, this plan should address the areas of preliminary analysis or feasibility study; risk identification and mitigation; systems analysis; general design; detail design; development; quality assurance and acceptance testing; implementation; and post-implementation maintenance and review. This methodology ensures that the software will be adequately documented and tested before it is used for critical Sweetwater ISD information.
- All production systems must have a designated cybersecurity coordinator for the critical information they process. The Technology Component must perform periodic risk assessments of production systems to determine whether the controls employed are adequate.
- All production systems must have an access control system to restrict who can access the system as well as restrict the privileges available to these staffs. A designated access control administrator (who is not a regular staff on the system in question) must be assigned for all production systems.
- Where resources permit, there should be a separation between the production, development, and test environments. This will ensure that security is rigorously maintained for the production system, while the development and test environments can maximize productivity with fewer security restrictions. Migration of code between SDLC environments must comply with the Change Management Procedure. All production software testing must utilize sanitized information.
- All application-program-based access paths other than the formal staff access paths must be deleted or disabled before software is moved into production.

SYSTEM SECURITY

Introduction

Servers are depended upon to deliver data in a secure, reliable fashion. There must be assurance that data integrity, confidentiality and availability are maintained. One of the required steps to attain this assurance is to ensure that the servers are installed and maintained in a manner that prevents unauthorized access, unauthorized use, and disruptions in service.

Purpose

The purpose of Sweetwater ISD System Security Procedure document is to Sweetwater ISD describe the requirements for installing a new system in a secure fashion and maintaining the security of the server and application software.

System Security Procedure

All systems introduced on Sweetwater ISD network should be made secure before placing them into production. This is known as “hardening” the systems. This process should be a combination of vendor recommendations, and industry best practices and procedures as deemed appropriate.

- Installing the operating system from a Technology Component approved source.
- All systems connected to Sweetwater ISD network should have a vendor supported version of the operating system installed.
- All systems connected to Sweetwater ISD network should be current with security patches, hot fixes or updates for operating systems and applications. Security patches, hot fixes or updates must be applied in a timely manner, as approved by the Technology Component, to protect Sweetwater ISD information resources.
- Setting security parameters, file protections and enabling audit logging.
- Warning banners must be established, as appropriate, on all system access points. Sweetwater ISD warning banner is included in Appendix A of this procedure.
- All unnecessary services should be disabled.
- Systems in the final stages of hardening may be placed on Sweetwater ISD network in an isolated segment such as a segmented lab environment to minimize exposure.
- System integrity checks of server systems housing high risk Sweetwater ISD data should be performed.

Appendix A to the System Security Procedure

Sweetwater ISD Warning Banner

UNAUTHORIZED USE OF THIS SYSTEM IS STRICTLY PROHIBITED

Individuals using this computer system, with or without proper authority, are subject to having all their activities monitored and recorded by authorized personnel and should have no expectation of privacy.

All unauthorized use will be dealt with by the appropriate law enforcement officials.

VENDOR ACCESS

Introduction

Vendors play an important role in the support of hardware and software management, and operations for customers. Vendors can remotely view, copy and modify data and audit logs, they correct software and operating systems problems; they can monitor and fine tune system performance; they can monitor hardware performance and errors; they can modify environmental systems, and reset alarm thresholds. Setting limits and controls on what can be seen, copied, modified, and controlled by vendors will eliminate or reduce the risk of loss of revenue, liability, loss of trust, and embarrassment to Sweetwater ISD.

Purpose

The purpose of Sweetwater ISD Vendor Access Procedure is to establish the rules for vendor access to Sweetwater ISD information resources and support services (A/C, UPS, PDU, fire suppression, etc.), vendor responsibilities, and the protection of Sweetwater ISD information.

Vendor Access Procedure

- Vendors must comply with all applicable Sweetwater ISD policies, procedures, practice standards and agreements, including, but not limited to:
 - ❖ Safety Procedures
 - ❖ Privacy Procedures
 - ❖ Security Procedures
 - ❖ Auditing Procedures
 - ❖ Software Licensing Procedures
 - ❖ Acceptable Use Procedures
- Vendor agreements and contracts should specify:
 - ❖ Sweetwater ISD information the vendor should have access to
 - ❖ How Sweetwater ISD information is to be protected by the vendor
 - ❖ Acceptable methods for the return, destruction or disposal of Sweetwater ISD information in the vendor's possession at the end of the contract
 - ❖ The Vendor must only use Sweetwater ISD information and information resources for the purpose of the business agreement
 - ❖ Any other Sweetwater ISD information acquired by the vendor in the course of the contract cannot be used for the vendor's own purposes or divulged to others
- Sweetwater ISD will provide a Technology Component point of contact for the Vendor. The point of contact will work with the Vendor to make certain the Vendor is in compliance with these procedures.
- Each vendor must provide Sweetwater ISD with a list of all employees working on the contract. The list must be updated and provided to Sweetwater ISD within 24 hours of staff changes.
- Each on-site vendor employee must acquire a Sweetwater ISD identification badge that will be displayed at all times while on Sweetwater ISD premises. The badge must be returned to Sweetwater ISD when the employee leaves the contract or at the end of the contract.
- Each vendor employee with access to Sweetwater ISD sensitive information must be cleared to handle that information.
- Vendor personnel must report all security incidents directly to the appropriate Sweetwater ISD personnel.
- If vendor management is involved in Sweetwater ISD security incident management, the responsibilities and details must be specified in the contract.
- Vendors must follow all applicable Sweetwater ISD change control processes and procedures.
- Regular work hours and duties will be defined in the contract. Work outside of defined parameters must be approved in writing by appropriate Sweetwater ISD management.

Beta Testing

Introduction

Beta testing also referred to as staff acceptance testing (UAT) or end staff testing is the process of none employees testing out Sweetwater ISD applications. Beta test place applications into other end staffs' hands for them to discover any flaws or issues from their perspective.

Purpose

The purpose of the beta test for Sweetwater ISD is to have the viewpoint of a non employee staff to test applications.

Beta Testing Procedure

The aim of the beta policy is to deliver the following tangible benefits to Sweetwater ISD:

- To plan testing early in the project so that testing activity may be started as soon as possible in the project accordingly.
- To identify and engage key end staff in the testing process so that testing priorities and risks may be understood from all aspects.
- To adopt a risk-based approach to testing to help target, focus and priorities testing with added benefit of making efficient use of resources.
- To focus on ensuring defect discovery (be they code defects, requirements defects etc.) takes place as soon as possible to prevent escalating costs of identifying and fixing bugs later on in the project/software lifecycles.
- Ensuring full traceability of testing coverage back to original business requirements to ensure key business requirements are covered by testing.
- To document all testing activities to an agreed, and appropriate level.

Penetration Testing

Introduction

Pen testing is the process of identifying security vulnerabilities in an application by evaluating the system or network with various malicious methods. The vulnerabilities within a system are exploited in this process through an authorized simulated attack.

Purpose

The purpose of the pen test for Sweetwater ISD is to secure important information from outside attackers like hackers who can have unauthorized access to the system.

Penetration Testing Procedure

Penetration testing is a key tool that is used to identify threats to the computer systems, network, and web application. To ensure that test techniques and tools meet an acceptable level of assessment, the following standards are used to define an acceptable level of testing:

- NIST Technical Guide to IS Testing and Assessment (Special Publication 800-115). Referenced at <http://csrc.nist.gov/publications/nistpubs/800-115/SP800-115.pdf> .
- Application vulnerabilities as detailed in Open Web Application Security Project (OWASP). Specific reference to attack references found at: <https://www.owasp.org/index.php/Category:Attack> .

4.1 Overall responsibility: The person with overall responsibility for Penetration Testing at Sweetwater ISD is the Information Security Consultant. Responsibilities will include:

- Selection of testers.
- Scheduling tests.
- Identifying test targets.
- Primary point of contact during test exercises.
- Receipt and dissemination of test results and reports.
- Scheduling re-tests as required.

4.2 Testing Coverage

Sweetwater ISD has two categories of penetration testing.

Internal Testing. To assess the security of the internal network and the internal interfaces to the computer systems. This will also include assessing any segmentation configuration that supports the reduction of scope of the computer systems. Testing performed from within 's Sweetwater ISD internal network. Testing to be performed against the internal system network boundary.

External Testing. To assess the security of the external (Internet) interfaces to the computer system. Testing performed against the external facing interfaces into the computer system. All tests to be performed from the public Internet to determine whether 's external protection mechanisms are secure.

4.3 Frequency of Testing

The date for penetration testing and the associated preparation and execution tasks are detailed in Network Testing. Specific network tests are detailed in Penetration Testing-Procedure.

New applications, networks or significant changes to existing system components must undergo penetration testing at the time of the change being promoted to the 'live' or Production environment. In these cases, testing of all new or changed components will be performed in:

- A Pre-production test environment that accurately reflects the existing live systems.

- On go-live in the production systems. In these cases, testing must be completed and all high-level vulnerabilities fixed right away.

4.4 Review and Process of Results

All penetration test results will be detailed in a comprehensive report. The results will be rated, clearly showing all high, medium and low severity vulnerabilities.

All high-level vulnerabilities identified during test exercises will be immediately communicated to IT security vendors. Sweetwater ISD Information Security Consultant will communicate all penetration test report results to the following teams.

- All high-level vulnerabilities identified during testing will be addressed as soon as possible. Once the vulnerability has been fixed a further retest will be commissioned to confirm the fix has been successful.
- Further re-tests will be commissioned until any high vulnerabilities are confirmed as fixed.

Secure Application Development

Introduction

Software development requires a consistent process for designing and implementing applications. Implementing consistent approach methodology, change management, security policies, testing procedures, delivery, and maintenance strategies is key to managing expectations and costs associated with custom application development.

Purpose

This policy describes the requirements for developing, implementing, acquiring, and managing a software development life cycle. Application development methodologies ensure that software will be adequately documented and tested before it is used for critical business processes and storing of information. Doing this requires a standardized set of activities and tasks that staff use to assure process and deliverable quality.

Secure Application Development Procedure

GENERAL

Regardless of the software development methodology used (waterfall or agile), all methodologies have similar activities associated with successful execution. Information Security Consultant shall be responsible for developing, maintaining, and managing a Software Development Life Cycle (SDLC) for their organization. All software developed in-house which runs on production systems shall be developed according to the established processes and procedures of Sweetwater ISD SDLC. At a minimum, SDLC activities and tasks should address the following ten activity areas:

1. Project Initiation/Definition

2. Risk Assessment
3. Functional Staff Requirements
4. Technical and Architectural Systems Design
5. System Programming or Customized Off the Shelf (COTS) Software Development/Acquisition
6. Quality Assurance
7. Documentation and Training
8. Systems Testing and Acceptance
9. Installation
10. Maintenance / Application Sunset

Sweetwater ISD Information Security Consultant shall have the flexibility to determine the means and details of methodology implementation with the proviso that whatever development and delivery mechanism chosen addresses each of the major project elements listed above, is consistent, and is applied across Sweetwater ISD.

ROLE BASED ACCESS CONTROLS

All Custom off the Shelf (“COTS”) and custom application production systems must have a role-based access control system to restrict system access privileges to staff. Systems shall have designated access control administrators who manage system wide privileges for staff roles. Should the access control administrator also be a regular staff of the system, they shall have two role-based accounts – one for administrative access and one for staff-based access.

THREE TIER DEVELOPMENT ENVIRONMENTS

There shall be a separation between non-production and production application environments to reduce the risks of unauthorized access or changes and aid in supporting methodology execution. The three operational environments are as follows:

Development – The development environment is predominantly accessed by application programmers creating and testing new functionality, functional enhancements, and bug fixes. Developers have full control over this environment and it is not considered to be a “stable” code platform as active development is occurring within the logical instance. Once enhancements have been unit tested and certified for quality assurance, they are moved in a stable testing environment. The following policy and procedure apply to the development environment:

- Software development staff shall not be permitted to have access to production systems and related data unless they are triaging a production outage
- Development systems must not contain sensitive or confidential information and shall be populated with test or dummy data
- Access to program source code shall be restricted to authorized personnel and managed using enterprise configuration management and versioning software

Test – This environment more closely mimics the production environment. Quality assurance and staff acceptance test personnel operate in this environment to test enhancements and bug fixes scheduled for release into production. The environment is continually refreshed with test data and new functionality until such point the release is deemed stable and ready for promotion into production.

The following policy and procedure apply to the test environment prior to applications being promoted to production:

- Application-program-based access paths other than the production access paths must be deleted or disabled
- Software debugging code must be removed
- Test Staff IDs and passwords must be removed
- All pre-production code shall be reviewed and certified prior to release to identify any potential coding vulnerability. The following procedures shall be followed:
 - Code changes shall be reviewed by individuals other than the originating code author and by individuals knowledgeable about code-review techniques and secure coding practices
 - Results of testing are reviewed and approved by the [Insert Applicable Department] management prior to release
 - The requirement for code reviews applies to all custom code (both internal and public facing), as part of the change management promotion process
 - Code reviews and use-case tests shall be conducted by knowledgeable internal personnel or third parties
 - Public facing web applications are also subject to additional controls to address on-going threats and vulnerabilities after implementation
 - Development and systems staff will move programs from development into production on a structured release schedule communicated to staffs and approved by Sweetwater ISD management

- Software developers shall not be permitted to move programs into the production environment directly unless expressly authorized by the Information Security Consultant or their designee

Production – This is the operational environment for the current release of the application. The production environment is subject to stringent change management processes and procedures to limit risk and functional downtime to systems.

This system architecture and infrastructure ensures that security and stability is rigorously maintained for the production system while development and test environments maximize software development productivity.

PROGRAM DATA CYBERSECURITY COORDINATOR

All production systems must have designated program Data Cybersecurity coordinator and Data Cybersecurity coordinators/Stewards for the critical information they process and act on. Program Cybersecurity coordinator ultimately controls the release of new software into production based on testing results. The following applies to program Data Cybersecurity coordinator:

- Acceptance signoff is required to promote pre-release test code into production
- Test results shall be reviewed and provide prior written approval prior to moving new software or software updates into production
- Data Cybersecurity coordinator shall also review and approve data migrations or system integrations from one application system to another

QUALITY ASSURANCE AND PRODUCTION DELIVERY

Managing the quality of the delivery methodology is key to the success of application development execution. The following procedures shall be implemented related to software delivery:

- The development of all software shall be supervised and monitored by Sweetwater ISD management and shall include security requirements, periodic independent security review of the environment, certified security training for software developers, and ad-hoc code reviews
- Applications shall be securely designed, coded, and maintained in accordance with industry accepted security standards and comply with applicable statutory, regulatory, legal and business requirements
- Data input and output integrity routines (i.e., reconciliation and edit checks) shall be implemented for application interfaces and databases to prevent manual or systematic processing errors or corruption of data
- Quality assurance procedures shall include systematic monitoring and evaluation of software developed, outsourced, or acquired by Sweetwater ISD.

- Quality evaluation and acceptance criteria for information systems, upgrades, and new versions shall be established and documented
- Tests of the system(s) shall be carried out both during development and prior to acceptance to maintain security
- Test data shall be carefully selected, protected, and controlled
- Management shall have a clear oversight capacity in the quality testing process with the final product being certified as fit for its desired purpose
- Procedures shall control the risks related to production software and hardware changes that may include applications, systems, databases and network devices requiring patches, service packs, and other updates and modifications. This includes the following:
 - Separate three-tiered operational environments shall exist with enforced accesses controls
 - Discrete separation of responsibilities shall exist between development, test, and production environments
 - Production data shall not be used for testing or development purposes
 - Processes shall exist for the removal of test data and accounts before production systems become active (where appropriate)
 - Change control procedures shall exist for security patches and software modifications including:
 - Change Impact Documentation
 - Authorized Change Approvals
 - Pre-Release functional testing to verify that the change does not adversely impact system security
 - Roll-back procedures

Vulnerability Testing

Introduction

Vulnerability management is an essential component of information security. The process of vulnerability testing is vital to effective vulnerability management. vulnerability testing consists of scanning to identify deployed in the network. vulnerability testing consists of scanning to identify networked assets, to determine potential vulnerability within the network.

Purpose

This policy purpose is to permit authorized Sweetwater ISD personnel to perform information security vulnerability testing for the purpose of determining areas vulnerabilities.

Vulnerability Testing Procedure

The policy development and implementation of a vulnerability test process is the responsibility of Sweetwater ISD IT staff.

Constant vulnerability testing scans will be performed on all networks within Sweetwater ISD.

Sweetwater ISD personnel are expected to cooperate with the Sweetwater ISD IT Director in development of the remediation plan. Any vulnerability scans ran outside of the centrally managed vulnerability testing tool. Required to assess vulnerabilities must be approved, in writing, by Cybersecurity Coordinator.

Audit Logging

Introduction

Logging from critical systems, applications and services can provide key information and potential indicators of compromise. Although logging information may not be viewed on a daily basis, it is critical to have from a forensics standpoint.

Purpose

The purpose of this document attempts to address this issue by identifying specific requirements that information systems must meet in order to generate appropriate audit logs and integrate with an enterprise's log management function.

Audit Logging Procedure

4.1 General Requirements

All systems that handle confidential information, accept network connections, or make access control (authentication and authorization) decisions shall record and retain audit-logging information sufficient to answer the following questions:

1. What activity was performed?
2. Who or what performed the activity, including where or on what system the activity was performed from (subject)?
3. What was the activity performed on (object)?
4. When was the activity performed?
5. What tool(s) was the activity performed with?
6. What was the status (such as success vs. failure), outcome, or result of the activity?

4.2 Activities to be Logged Therefore, logs shall be created whenever any of the following activities are requested to be performed by the system:

1. Create, read, update, or delete confidential information, including confidential authentication information such as passwords;
2. Create, update, or delete information not covered in #1;
3. Initiate a network connection;
4. Accept a network connection;
5. Staff authentication and authorization for activities covered in #1 or #2 such as staff login and logout;
6. Grant, modify, or revoke access rights, including adding a new staff or group, changing staff privilege levels, changing file permissions, changing database object permissions, changing firewall rules, and staff password changes;
7. System, network, or services configuration changes, including installation of software patches and updates, or other installed software changes;
8. Application process startup, shutdown, or restart;
9. Application process abort, failure, or abnormal end, especially due to resource exhaustion or reaching a resource limit or threshold (such as for CPU, memory, network connections, network bandwidth, disk space, or other resources), the failure of network services such as DHCP or DNS, or hardware fault; and
10. Detection of suspicious/malicious activity such as from an Intrusion Detection or Prevention System (IDS/IPS), anti-virus system, or anti-spyware system.

4.3 Elements of the Log Such logs shall identify or contain at least the following elements, directly or indirectly. In this context, the term “indirectly” means unambiguously inferred.

1. Type of action – examples include authorize, create, read, update, delete, and accept network connection.
2. Subsystem performing the action – examples include process or transaction name, process or transaction identifier.
3. Identifiers (as many as available) for the subject requesting the action – examples include staff name, computer name, IP address, and MAC address. Note that such identifiers should be standardized in order to facilitate log correlation.
4. Identifiers (as many as available) for the object the action was performed on – examples include file names accessed, unique identifiers of records accessed in a database, query parameters used to determine records accessed in a database, computer name, IP address, and MAC address. Note that such identifiers should be standardized in order to facilitate log correlation.
5. Before and after values when action involves updating a data element, if feasible.
6. Date and time the action was performed, including relevant time-zone information if not in Coordinated Universal Time.
7. Whether the action was allowed or denied by access-control mechanisms.
8. Description and/or reason-codes of why the action was denied by the access-control mechanism, if applicable.

4.4 Formatting and Storage The system shall support the formatting and storage of audit logs in such a way as to ensure the integrity of the logs and to support enterprise-level analysis and reporting. Note that the construction of an actual enterprise-level log management mechanism is

outside the scope of this document. Mechanisms known to support these goals include but are not limited to the following:

1. Microsoft Windows Event Logs collected by a centralized log management system;
2. Logs in a well-documented format sent via syslog, syslog-ng, or syslog-reliable network protocols to a centralized log management system;
3. Logs stored in an ANSI-SQL database that itself generates audit logs in compliance with the requirements of this document; and
4. Other open logging mechanisms supporting the above requirements including those based on CheckPoint OpSec, ArcSight CEF, and IDMEF.
5. Before and after values when action involves updating a data element, if feasible.
6. Date and time the action was performed, including relevant time-zone information if not in Coordinated Universal Time.
7. Whether the action was allowed or denied by access-control mechanisms.
8. Description and/or reason-codes of why the action was denied by the access-control mechanism, if applicable.

4.4 Formatting and Storage The system shall support the formatting and storage of audit logs in such a way as to ensure the integrity of the logs and to support enterprise-level analysis and reporting. Note that the construction of an actual enterprise-level log management mechanism is outside the scope of this document. Mechanisms known to support these goals include but are not limited to the following:

1. Microsoft Windows Event Logs collected by a centralized log management system;
2. Logs in a well-documented format sent via syslog, syslog-ng, or syslog-reliable network protocols to a centralized log management system;
3. Logs stored in an ANSI-SQL database that itself generates audit logs in compliance with the requirements of this document; and
4. Other open logging mechanisms supporting the above requirements include those based on CheckPoint OpSec, ArcSight CEF, and IDMEF.

Systems Currency

Introduction

To establish a policy under the authority of Sweetwater ISD to define the computer hardware, software, and technology standards for Sweetwater ISD environment to support the achievement of Sweetwater ISD systems.

Purpose

The purpose of the system currency is for Sweetwater ISD to enable leverage modern technology at a reasonable cost.

System Currency Procedure

Internal controls over cash management are needed at all levels of the organization that

handle cash and/or cash equivalents, i.e., coupons, credit card slips, etc. Both IT Director and financial manager are accountable for cash under their control. However, the organization unit finance officers must provide guidance to all employees who have cash management responsibilities; he/she also bears ultimate responsibility for internal controls over cash collections, disbursements, and holdings which are accounted for by his/her operations.

Therefore, responsibilities of cash management officers, cashiers, certifying officers, and other accountable officers to establish and maintain controls should be formally delegated by organization unit finance officers.

1. Cash funds must not be left unattended. Cash funds must be stored in a cash box within a register, safe or locked cabinet, to which access is restricted to preferably the cashier or person in a department acting as a cashier.
2. Delivery of bank deposits from Sweetwater ISD to the bank must be done by the security firm contracted to provide the service.
3. Departments that wish to be named as a cash collection point may make a request to the Director, Financial Services and demonstrate the ability to follow appropriate cash handling procedures.
4. Other departments or units that occasionally handle cash receipts are also required to follow procedures and guidelines that apply to cash collection points.



FISHER COUNTY APPRAISAL DISTRICT

107 E. NORTH 1ST STREET • PO BOX 516 • ROBY, TEXAS 79543
(325) 776-2733 • FAX (325) 776-2636

To: Taxing Unit
From: Fisher CAD

Dear Administrator:

The following bid has been approved by the Trustee. Please list "Consider/Approve Bid of Tax Foreclosure Property" on your agenda with a formal motion of approval in the minutes. We will obtain the deed signatures at a later date upon receipt of the prepared deed from the tax attorneys.

If possible, consider maintaining a standard line item, "Consider/Approve Bid of Tax Foreclosure Property" on your agenda each month to assist in timely bid approval.

If you have any questions, please give me a call. Thank you for your assistance.

Sincerely,

A handwritten signature in cursive script that reads "Laura Carrion".

Laura Carrion, RTC
Fisher County Appraisal District



FISHER COUNTY APPRAISAL DISTRICT

107 E. NORTH 1ST STREET • PO BOX 516 • ROBY, TEXAS 79543
(325) 776-2733 • FAX (325) 776-2636

Sealed Bid to Purchase Tax Foreclosure Property

SURFACE ESTATE ONLY

Account Number (s)

5-11-400 Block 11 Lots

Legal Description:

Lot/Blk 5-11-400 4-9
Addn/Town Lots 4-9
EsKOTA

Date of Sheriff's Sale

Total Cost of Sheriff's Sale

Proposed Minimum Bid
at time of Sheriff's Sale

750.00

Do you currently owe delinquent taxes in Texas?

No

Your Sealed Bid

\$ 1551.50/100

Name:

Billy Utley

Address:

837 CR 170

City/State/Zip:

Trent TX 79561

Signature:

Billy A. Utley

Signed, this the 5th Day of

October 2020

Bid is to be paid in full, in cash, cashier's check or money order within thirty (30) days of notification of acceptance of Bid.

You will also be required to pay filing fees for the new deed (approximately \$40)

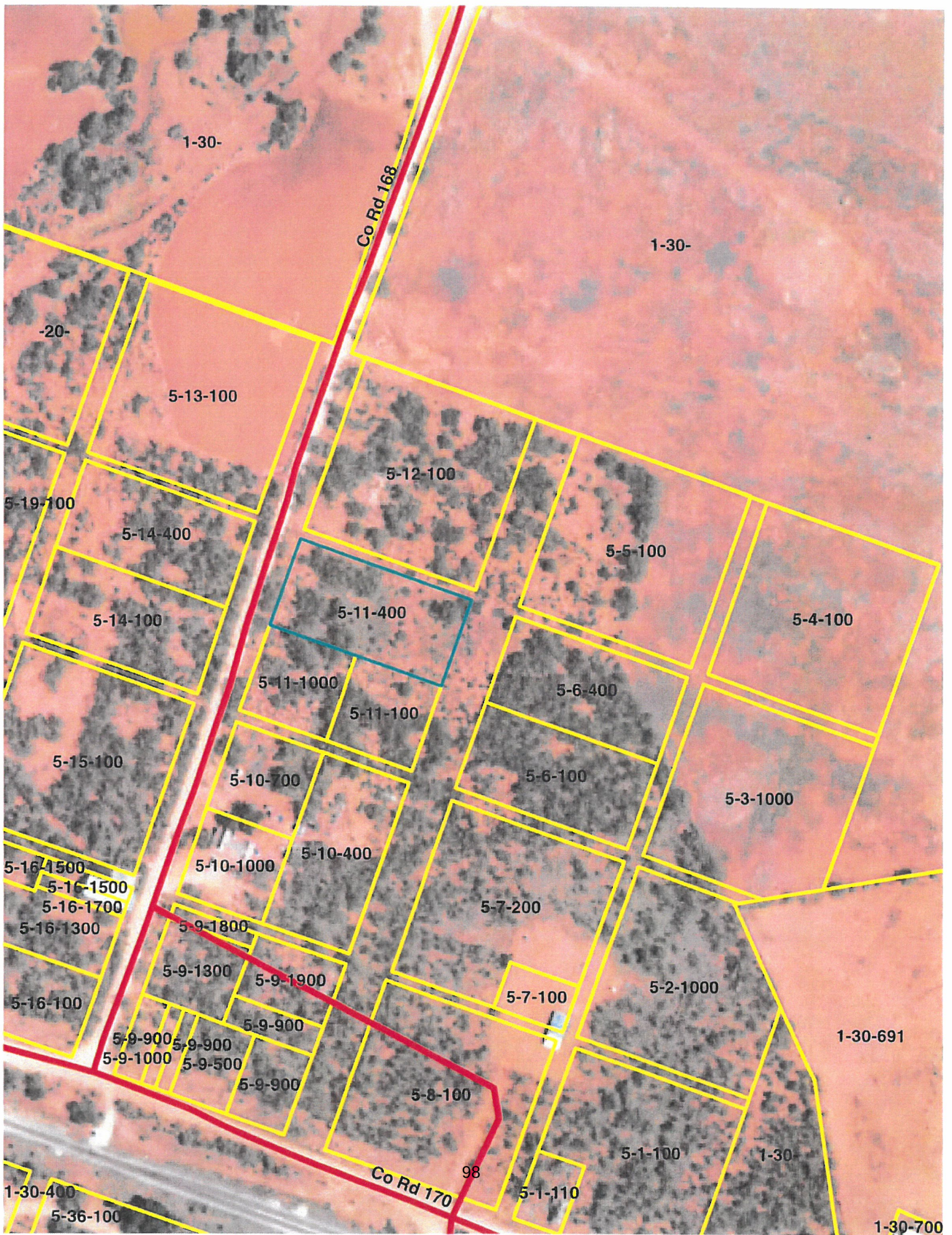
Account Number(s) and the Legal Address should be marked clearly on the outside of the sealed envelope.

Any property purchased may be subject to the right of redemption.

ACCT: 00005-00011-00400-000000	EXEMPT	PARCEL/TYPE: 4982 / R	LOG CODE: 47	JUR CODE: 00	01	50	93	61
OWNER R22948	OWNER/SEQ: R22948/1	DISABLED VET: 1.000000	LEGAL 1 4 THRU 9.	LEGAL 2 ESKOTA TRACT 11	LEGAL 3 TRACT 11	LEGAL 4	CAT CODE: XV	AGENT: MAP: MAN/ GPS:
FISHER COUNTY APPRAISAL DIST	OWNER INT: 1.000000	HS CODE: CEILING YEAR: CEILING TAX:	Prop Addr:	UTIL TYPE: ZONING: NEIGHBOR: RD TYPE: ROUTE CODE/ORDER: 0/0 MTG: SEC ACCT:	APPR YEAR: 2020	APPR DATE: 01/27/2020	APPR NAME: CA	
PO BOX 516								
ROBY TX 79543								

User Code 1: User Code 2: User Code 3: User Code 4: User Code 5: User Code 6:

LAND													REAL										AG									
SEQ	ACRES	SQ FT	FRNT FT	REAR FT	FRNT FT AVG	DEPTH	DEP %	CLASS	COST	EXTRA COST	% RD	% GD	EXTRA ADJUS	EXTRA VALUE	MKT VAL	CLASS/CD	COST	EXTRA COST	TYPE	% GD	EXTRA ADJUS	EXTRA VALUE	VALUE	CAT								
1	1.1020	48000.00	300.00	300.00	300.00	160.00	1.00	FFRR	2.50	0.00	1.00	1.00	1.00	0	750	/	0.00	0		1.00	1.00	0	0	C								
ACRES:		1.1020		OWNERS ACRES:		1.1020		LARGER TRACT:		0.0000		LAND NHS:		750		0		TOTAL MKT:		750												
ABST/SUBDV:								SIC CODE:		0.00		PROD MKT:		0		0		TOTAL TAXABLE:		750												
TRACT/LOT:								IRR WELLS:		0.00		PROD (AGTIM):		0		0		OWNER INT:		1.000000												
BLOCK:								CAPACITY:		0.00		TOTAL LAND MKT:		750		0		OWNER VALUE:		750												
								USE INCOME VALUE:		N		IS VALUE OVERRIDEN:		N				TOTAL EXEMPT														
PREVIOUS OWNER																																
SEQ	PREVIOUS OWNER					DEED DATE					VOLUME					PAGE					FILE #											
1	UNKNOWN					03/23/2020															200590											



1-30-

Co Rd 168

1-30-

-20-

5-13-100

5-12-100

5-19-100

5-14-400

5-5-100

5-14-100

5-11-400

5-4-100

5-11-1000

5-11-100

5-6-400

5-3-1000

5-15-100

5-10-700

5-6-100

5-10-1000

5-10-400

5-7-200

5-16-1500

5-16-1500

5-16-1700

5-16-1300

5-9-1800

5-9-1300

5-9-1900

5-2-1000

5-16-100

5-7-100

5-9-900

5-9-1000

5-9-900

5-9-500

5-9-900

5-8-100

1-30-691

Co Rd 170

98

5-1-100

1-30-

1-30-400

5-36-100

5-1-110

1-30-700



FISHER COUNTY APPRAISAL DISTRICT

107 E. NORTH 1ST STREET ♦ PO BOX 516 ♦ ROBY, TEXAS 79543
(325) 776-2733 ♦ FAX (325) 776-2636

To: Taxing Unit
From: Fisher CAD

Dear Administrator:

The following bid has been approved by the Trustee. Please list "Consider/Approve Bid of Tax Foreclosure Property" on your agenda with a formal motion of approval in the minutes. We will obtain the deed signatures at a later date upon receipt of the prepared deed from the tax attorneys.

If possible, consider maintaining a standard line item, "Consider/Approve Bid of Tax Foreclosure Property" on your agenda each month to assist in timely bid approval.

If you have any questions, please give me a call. Thank you for your assistance.

Sincerely,

A handwritten signature in cursive script that reads "Laura Carrion".

Laura Carrion, RTC
Fisher County Appraisal District



FISHER COUNTY APPRAISAL DISTRICT

107 E. NORTH 1ST STREET • PO BOX 516 • ROBY, TEXAS 79543
(325) 776-2733 • FAX (325) 776-2636

Sealed Bid to Purchase Tax Foreclosure Property

SURFACE ESTATE ONLY

Account Number (s)

5-6-400

Legal Description:

Lot/Blk

Block 6 lots 4-9

Addn/Town

Eskota

Date of Sheriff's Sale

Total Cost of Sheriff's Sale

Proposed Minimum Bid

at time of Sheriff's Sale

\$1400.23

Do you currently owe delinquent taxes in Texas?

NO

Your Sealed Bid

\$2851.50
100

Name:

Billy A. Utley

Address:

837 CR 170

City/State/Zip:

Trent, TX 79561

Signature:

Signed, this the 5th Day of

October 2020

Bid is to be paid in full, in cash, cashier's check or money order within thirty (30) days of notification of acceptance of Bid.

You will also be required to pay filing fees for the new deed (approximately \$40)

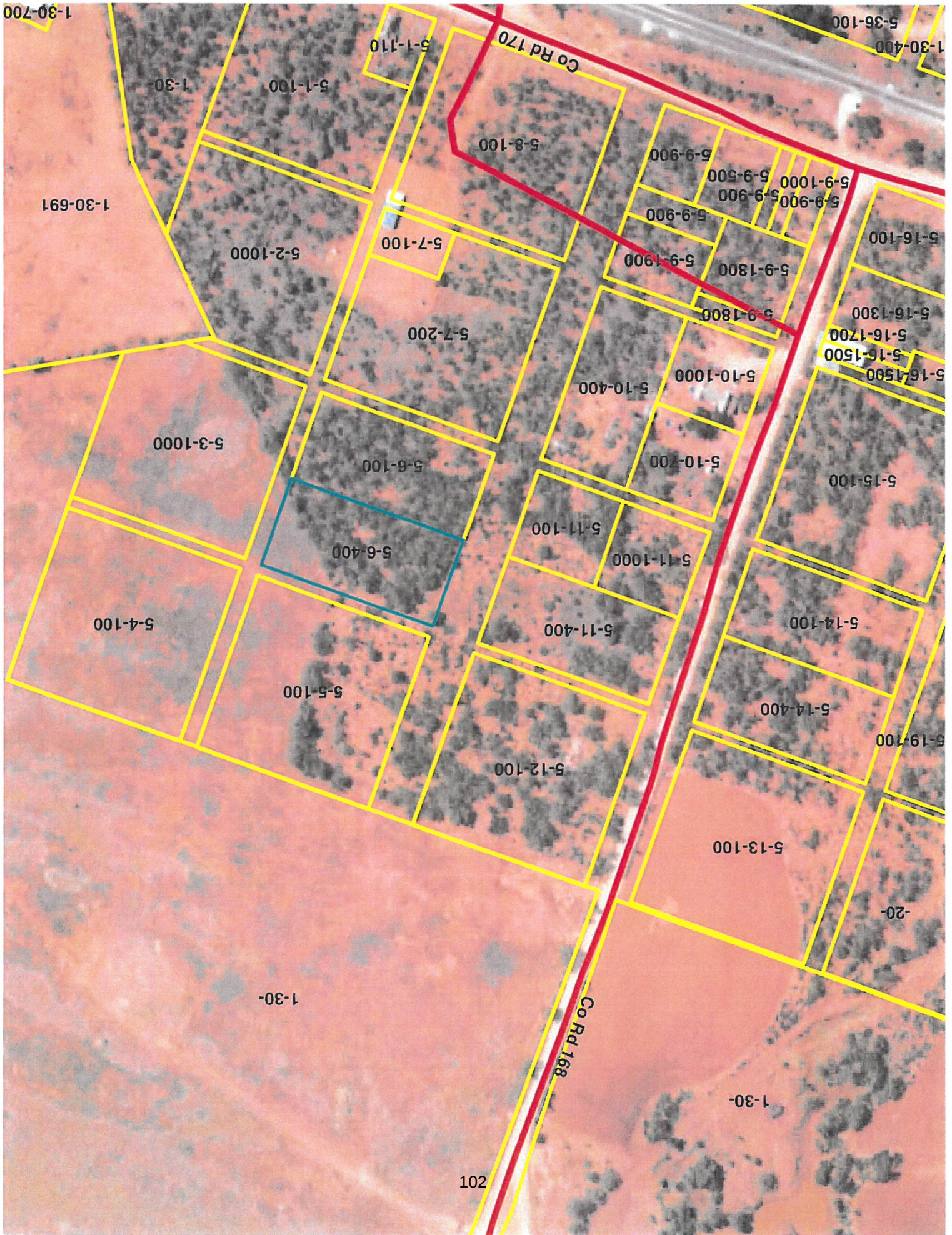
Account Number(s) and the Legal Address should be marked clearly on the outside of the sealed envelope.

Any property purchased may be subject to the right of redemption.

ACCT: 00005-00006-00400-000000	EXEMPT	PARCEL TYPE: 4963 J R	LOG CODE: 4/	JUR CODE: 00	01	50	93	61
OWNER R22948	OWNER/SEQ: R22948/1	DISABLED VET:	LEGAL 1 4 THRU 9.	LEGAL 2 ESKOTA	LEGAL 3 TRACT 6	LEGAL 4	CAT CODE: XV	AGENT: MAP: MAIN
FISHER COUNTY APPRAISAL DIST	OWNER INT: 1.000000	HS CODE:	UTL TYPE:	ZONING:	NEIGHBOR:	RD TYPE:	ROUTE CODE/ORDER: 0/0	GPS: APPR YEAR: 2020
PO BOX 516	CEILING TAX:	Prop Addr:	MTG:	SEC ACCT:	APPR DATE: 01/27/2020	APPR NAME: CA		
ROBY TX 79543								

User Code 1 User Code 2 User Code 3 User Code 4 User Code 5 User Code 6

LAND										REAL										AG									
SEQ	ACRES	SQ FT	FRNT FT	REAR FT	FRNT FT AVG	DEPTH	DEP %	CLASS	COST	EXTRA PRCY	% RD	% GD	EXTRA ATNVE	EXTRA VALUE	MKT VAL	CLASS/CD	COST	EXTRA PROCT	TYPE	% GD	EXTRA ATNVE	EXTRA VALUE	VALUE	CAT					
1	0.4820	21000.00	150.00	150.00	150.00	140.00	1.00	FFRR	2.50	0.00	1.00	1.00	1.00	0	380	/	0.00	0		1.00	1.00	0	0	C					
2	0.5510	24000.00	150.00	150.00	150.00	160.00	1.00	FFR1	8.00	0.00	1.00	1.00	1.00	0	1,200	/	0.00	0		1.00	1.00	0	0	C					
ACRES:		1.0330		OWNERS ACRES:		1.0330		LARGER TRACT:		0.0000		LAND NMS:		1.580		0		TOTAL MKT:		1.580									
ABST NUM:								SIC CODE:		0.00		LAND NMS:		1.580		0		TOTAL TAXABLE:		1.580									
ABST/SUBDIV:								IRR WELLS:		0.00		PROD MKT:		0		0		OWNER INT:		1.000000									
TRACT/LOT:								IRR ACRES:		0.00		PROD (AG/TIM):		0		0		OWNER VALUE:		1.580									
BLOCK:								CAPACITY:		0.00		TOTAL LAND MKT:		1.580		0		TOTAL EXEMPT											
								USE INCOME VALUE:		N		IS VALUE OVERRIDDEN:		N															
PREVIOUS OWNER																													
SEQ	PREVIOUS OWNER					DEED DATE	VOLUME	PAGE	FILE #																				
1	UNKNOWN					03/23/2020			200590																				



Pregnancy, Education & Parenting SSA

207 Musgrove
Sweetwater, TX 79556
(325) 235-8601

Invoice

2020-2021 PEPSSA Revenue

Pregnancy, Education and Parenting Program SSA

207 Musgrove
Sweetwater, TX 79556
325) 235-8601
Fax: (325) 235-1794

Member Districts

Sweetwater ISD
(Fiscal Agent)

Anson ISD

Blackwell CISD

Colorado ISD

Hamlin ISD

Hermleigh ISD

Highland ISD

Ira ISD

Loraine ISD

Roby ISD

Roscoe ISD

Rotan ISD

Stamford ISD

Westbrook ISD

School District: **Sweetwater ISD** Annual Total: \$ **55,219.34**

SSA Contract Date: **August 10, 2020 through May 29, 2021**

Payment Schedule: Per Year: \$ 55,219.34

Annual Total: \$ 55,219.34

Paid to Date: -0-

Balance Due: \$ 55,219.34

Amount Due: \$55,219.34

Please remit to: SISD/PEPSSA

Attention: Janis Inman

207 Musgrove
Sweetwater, TX 79556

*For questions concerning this billing, please call Janis Inman
325-235-8601 ext 227*

Email: janis.inman@sweetwaterisd.net

2020-2021
PEPSSA Invoice

P E P S S A
&
A B C S S A

- Financial Impact
- Services

○ Data – PEP & ABC Numbers

PEPSSA Districts	PEP SSA %	Cost
Sweetwater	49.59	\$55,219.34
Colorado	12.40	13,804.83
Roscoe	5.37	5,982.10
Ira	0.41	500.00
Westbrook	0.00	500.00
Hermleigh	2.48	2,760.97
Highland	0.41	500.00
Blackwell	1.24	1380.48
Loraine	1.24	1,380.48
Anson	8.26	9,203.22
Hamlin	3.72	4,141.45
Roby	0.41	500.00
Rotan	2.07	2,300.81
Stamford	10.33	11,504.03
Lueders	2.07	2,300.81
Trent	0.00	500.00
TOTAL	100.41	112,478.52

ABCSSA Districts	\$45 per student
Sweetwater	\$29,070
Roby	4,590
Roscoe	8,865
Loraine	2,070
Blackwell	1,215
Colorado	12,105
Rotan	3,240
Trent	2,340
Lueders	1,485
Westbrook	7,740
Ira	3,915
Highland	3,015
Hermleigh	3,780



○ PEP & ABC Services

PEP

Home Bound Services for Pregnant Students

(SISD Provides the 504 Meeting)

(SISD Provides the Homebound Teacher)

We do the work and pay \$55,219.34. With this money we can hire our own staff.

ABC

Abstinence Program for 6th – 9th Graders

(SISD Counselors can oversee this during guidance lessons)

We can integrate this and save \$29,070.00



INVOICE

ABSTINENCE BASED COALITION SHARED SERVICE ARRANGEMENT

207 Musgrove
Sweetwater, TX 79556
(325) 235-8601
Fax: (325) 235-1794

School District: **Sweetwater ISD 2020-2021** Annual Total: **\$ 29,070.00**

SSA Contract Date: August 10, 2020 through May 29, 2021

Abstinence Education for: Sweetwater ISD

Annual Total:	\$ 29,070.00
Amount Paid to Date:	-0-
Balance Due:	\$ 29,070.00

Amount Due:	\$ 29,070.00
--------------------	---------------------

Please remit to: SISD/ABCSSA
Attention: Janis Inman
207 Musgrove
Sweetwater, TX 79556

For questions concerning this billing, please call 325-235-8601 ext 227

Member Districts:

Blackwell CISD	Colorado ISD	Hermleigh ISD	Highland ISD	Ira ISD
Loraine ISD	Lueders Avoca CISD	Roby CISD	Roscoe ISD	Rotan ISD
Trent ISD	Sweetwater ISD (Fiscal Agent)		Westbrook ISD	

ABSTINENCE DISTRICT FUNDING 2020-2021

DISTRICT	Total # 6,7,8,9	Per Student	TOTAL 2020-2021
Blackwell	27	\$45.00	\$1,215.00
Hermleigh	84	\$45.00	\$3,780.00
Highland	67	\$45.00	\$3,015.00
Ira	87	\$45.00	\$3,915.00
Loraine	46	\$45.00	\$2,070.00
Roby	102	\$45.00	\$4,590.00
Roscoe	197	\$45.00	\$8,865.00
Sweetwater	646	\$45.00	\$29,070.00
Westbrook	172	\$45.00	\$7,740.00
Colorado City	269	\$45.00	\$12,105.00
Rotan	72	\$45.00	\$3,240.00
Trent	52	\$45.00	\$2,340.00
Lueders	33	\$45.00	\$1,485.00
TOTAL	1854	\$45.00	\$83,430.00
			\$83,430.00

**SWEETWATER ISD
2020-2021 BUDGET AMENDMENT
BOARD MEETING: 10/19/21**

Category	2020-21 Budget	Increase/ Decrease	Amended Budget
1 Fund 199 General Operating			
199.00.7914.00.000.1.00 - LOAN PROCEEDS	\$0	\$776,860	\$776,860
199.81.6629.01.999.1.99 - LIGHTING PROJECT	\$0	\$776,860	\$776,860

Explanation

1 Create revenue and expenditure codes pertaining to lighting project



Every Student Every Day

Sweetwater Independent School District

*The Mission of the Sweetwater ISD is to ensure that every student
is successful in all aspects of their learning.*

Monday, October 19, 2020

TO WHOM IT MAY CONCERN:

Sweetwater ISD agrees to participate in the 2021-2023 Grow Your Own Program, Cycle 4 grant. As a participant, Sweetwater ISD agrees to continue to employ one presently hired, experienced teacher to continue to serve as the Education and Training teacher who will teach both Principles of Education and Training and Instructional Practices courses in the 2021-2022 school year and both Instructional Practices and Practicum in Education and Training courses in the 2022-2023 school year. Additionally, Sweetwater ISD agrees to send the high school principal, counselor and the Education and Training teacher to the June 2021 required TEA training supported by the grant, with the principal and counselor required to attend 1.5 days of the conference and the teacher required to attend all three days, understanding that the training could only be offered virtually this year. Furthermore, Sweetwater ISD agrees to complete all surveys and other required reports on deadline as required by the grant.

Sincerely,

Jeff Allen, Board President

Dr. Drew Howard, Superintendent

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - REVENUE					
5700 - REVENUE FROM LOCAL SOURCES					
5710 - TAX REVENUE	8,497,228.00	.00	.00	8,497,228.00	.00%
5730 - TUITION	12,000.00	-800.00	-800.00	11,200.00	6.67%
5740 - MISCELLANEOUS REVENUE	206,069.00	-7,025.60	-7,025.60	199,043.40	3.41%
5750 - LOCAL REVENUE	60,000.00	-11,958.24	-11,958.24	48,041.76	19.93%
Total REVENUE FROM LOCAL SOURCES	8,775,297.00	-19,783.84	-19,783.84	8,755,513.16	.23%
5800 - STATE REVENUES					
5810 - PER CAP/FOUNDATION REVENUE	11,555,282.00	-2,245,366.00	-2,245,366.00	9,309,916.00	19.43%
5830 - REVENUE FROM OTHER STATE AGENC	1,178,547.00	-78,098.67	-78,098.67	1,100,448.33	6.63%
Total STATE REVENUES	12,733,829.00	-2,323,464.67	-2,323,464.67	10,410,364.33	18.25%
5900 - FEDERAL PROGRAM REV.					
5930 - FEDERAL REVENUE FROM STATE GOV	500,000.00	-369.97	-369.97	499,630.03	.07%
5940 - FEDERAL PROGRAM REVENUES	40,000.00	.00	.00	40,000.00	.00%
Total FEDERAL PROGRAM REV.	540,000.00	-369.97	-369.97	539,630.03	.07%
7000 - FLOWIN					
7900 - OTHER RESOURCES					
7910 - FLOW IN	400,000.00	-776,860.00	-776,860.00	-376,860.00	194.22%
Total OTHER RESOURCES	400,000.00	-776,860.00	-776,860.00	-376,860.00	194.22%
Total Revenue Local-State-Federal	22,449,126.00	-3,120,478.48	-3,120,478.48	19,328,647.52	13.90%

SWEETWATER ISD

Fund 199 / 1 GENERAL FUND

As of September

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL	-10,281,515.00	.00	1,082,657.99	1,082,657.99	-9,198,857.01	10.53%
6200 - PURCHASED OR CONTRACTED SERVIC	-293,700.00	15,081.93	24,775.21	24,775.21	-253,842.86	8.44%
6300 - SUPPLIES AND MATERIALS	-751,526.00	82,589.98	279,631.31	279,631.31	-389,304.71	37.21%
6400 - TRAVEL AND INSURANCE	-6,700.00	.00	.00	.00	-6,700.00	-.00%
6600 - CAPITAL OUTLAY	-17,000.00	17,000.00	.00	.00	.00	-.00%
Total Function11 INSTRUCTION	-11,350,441.00	114,671.91	1,387,064.51	1,387,064.51	-9,848,704.58	12.22%
12 - LIBRARY SERVICES						
6100 - PAYROLL	-208,686.00	.00	22,580.21	22,580.21	-186,105.79	10.82%
6200 - PURCHASED OR CONTRACTED SERVIC	-10,000.00	.00	.00	.00	-10,000.00	-.00%
6300 - SUPPLIES AND MATERIALS	-36,150.00	555.74	497.50	497.50	-35,096.76	1.38%
6400 - TRAVEL AND INSURANCE	-3,000.00	.00	.00	.00	-3,000.00	-.00%
Total Function12 LIBRARY SERVICES	-257,836.00	555.74	23,077.71	23,077.71	-234,202.55	8.95%
13 - CURRICULUM & STAFF DEV						
6100 - PAYROLL	-157,389.00	.00	9,195.36	9,195.36	-148,193.64	5.84%
6200 - PURCHASED OR CONTRACTED SERVIC	-21,000.00	.00	.00	.00	-21,000.00	-.00%
6400 - TRAVEL AND INSURANCE	-83,500.00	350.00	.00	.00	-83,150.00	-.00%
Total Function13 CURRICULUM & STAFF DEV	-261,889.00	350.00	9,195.36	9,195.36	-252,343.64	3.51%
21 - INSTRUCTIONAL LEADERSHIP						
6100 - PAYROLL	-73,992.00	.00	6,184.27	6,184.27	-67,807.73	8.36%
Total Function21 INSTRUCTIONAL	-73,992.00	.00	6,184.27	6,184.27	-67,807.73	8.36%
23 - SCHOOL LEADERSHIP PRINCIPAL						
6100 - PAYROLL	-1,411,587.00	.00	123,281.49	123,281.49	-1,288,305.51	8.73%
6200 - PURCHASED OR CONTRACTED SERVIC	-650.00	.00	.00	.00	-650.00	-.00%
6300 - SUPPLIES AND MATERIALS	-22,000.00	910.55	1,985.67	1,985.67	-19,103.78	9.03%
6400 - TRAVEL AND INSURANCE	-21,250.00	210.00	2,203.02	2,203.02	-18,836.98	10.37%
Total Function23 SCHOOL LEADERSHIP	-1,455,487.00	1,120.55	127,470.18	127,470.18	-1,326,896.27	8.76%
31 - GUIDANCE & COUNSELING						
6100 - PAYROLL	-427,925.00	.00	36,087.85	36,087.85	-391,837.15	8.43%
6200 - PURCHASED OR CONTRACTED SERVIC	-3,500.00	.00	.00	.00	-3,500.00	-.00%
6300 - SUPPLIES AND MATERIALS	-16,200.00	260.64	1,146.01	1,146.01	-14,793.35	7.07%
6400 - TRAVEL AND INSURANCE	-5,000.00	700.00	11.36	11.36	-4,288.64	.23%
Total Function31 GUIDANCE & COUNSELING	-452,625.00	960.64	37,245.22	37,245.22	-414,419.14	8.23%
32 - SOCIAL WORK SERVICES						
6100 - PAYROLL	-43,733.00	.00	4,684.00	4,684.00	-39,049.00	10.71%
6400 - TRAVEL AND INSURANCE	-1,000.00	.00	.00	.00	-1,000.00	-.00%
Total Function32 SOCIAL WORK SERVICES	-44,733.00	.00	4,684.00	4,684.00	-40,049.00	10.47%
33 - HEALTH SERVICES / NURSE						
6100 - PAYROLL	-159,553.00	.00	19,222.81	19,222.81	-140,330.19	12.05%
6300 - SUPPLIES AND MATERIALS	-22,500.00	1,992.73	1,186.28	1,186.28	-19,320.99	5.27%
6400 - TRAVEL AND INSURANCE	-3,000.00	.00	.00	.00	-3,000.00	-.00%
Total Function33 HEALTH SERVICES / NURSE	-185,053.00	1,992.73	20,409.09	20,409.09	-162,651.18	11.03%
34 - STUDENT TRANSPORTATION						
6100 - PAYROLL	-329,854.00	.00	24,919.03	24,919.03	-304,934.97	7.55%
6200 - PURCHASED OR CONTRACTED SERVIC	-74,000.00	.00	1,366.40	1,366.40	-72,633.60	1.85%
6300 - SUPPLIES AND MATERIALS	-167,000.00	.00	13,490.80	13,490.80	-153,509.20	8.08%
6400 - TRAVEL AND INSURANCE	-22,393.00	113	22,393.00	22,393.00	.00	100.00%
6600 - CAPITAL OUTLAY	-460,000.00	.00	.00	.00	-460,000.00	-.00%

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000 - EXPENDITURES						
34 - STUDENT TRANSPORTATION						
Total Function34 STUDENT TRANSPORTATION	-1,053,247.00	.00	62,169.23	62,169.23	-991,077.77	5.90%
35 - FOOD SERVICE						
6100 - PAYROLL	-33,604.00	.00	.00	.00	-33,604.00	-.00%
Total Function35 FOOD SERVICE	-33,604.00	.00	.00	.00	-33,604.00	-.00%
36 - EXTRA-CURRICULAR						
6100 - PAYROLL	-655,181.00	.00	60,033.81	60,033.81	-595,147.19	9.16%
6200 - PURCHASED OR CONTRACTED SERVIC	-119,400.00	.00	15,773.01	15,773.01	-103,626.99	13.21%
6300 - SUPPLIES AND MATERIALS	-156,940.00	15,686.33	4,763.10	4,763.10	-136,490.57	3.03%
6400 - TRAVEL AND INSURANCE	-290,330.00	210.44	21,620.71	21,620.71	-268,498.85	7.45%
Total Function36 EXTRA-CURRICULAR	-1,221,851.00	15,896.77	102,190.63	102,190.63	-1,103,763.60	8.36%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL	-533,588.00	.00	43,037.17	43,037.17	-490,550.83	8.07%
6200 - PURCHASED OR CONTRACTED SERVIC	-232,500.00	.00	22,326.98	22,326.98	-210,173.02	9.60%
6300 - SUPPLIES AND MATERIALS	-38,500.00	.00	2,251.04	2,251.04	-36,248.96	5.85%
6400 - TRAVEL AND INSURANCE	-85,000.00	.00	14,430.14	14,430.14	-70,569.86	16.98%
Total Function41 GENERAL ADMINISTRATION	-889,588.00	.00	82,045.33	82,045.33	-807,542.67	9.22%
51 - PLANT MAINTENANCE & OPERATIONS						
6100 - PAYROLL	-1,549,411.00	.00	127,443.71	127,443.71	-1,421,967.29	8.23%
6200 - PURCHASED OR CONTRACTED SERVIC	-1,156,800.00	.00	35,153.26	35,153.26	-1,121,646.74	3.04%
6300 - SUPPLIES AND MATERIALS	-345,000.00	5,150.00	14,680.72	14,680.72	-325,169.28	4.26%
6400 - TRAVEL AND INSURANCE	-220,394.00	.00	207,280.00	207,280.00	-13,114.00	94.05%
6600 - CAPITAL OUTLAY	-85,000.00	.00	.00	.00	-85,000.00	-.00%
Total Function51 PLANT MAINTENANCE &	-3,356,605.00	5,150.00	384,557.69	384,557.69	-2,966,897.31	11.46%
52 - SECURITY & MONITORING SERVICES						
6200 - PURCHASED OR CONTRACTED SERVIC	-127,500.00	.00	.00	.00	-127,500.00	-.00%
6300 - SUPPLIES AND MATERIALS	-4,000.00	.00	.00	.00	-4,000.00	-.00%
6400 - TRAVEL AND INSURANCE	-500.00	.00	.00	.00	-500.00	-.00%
Total Function52 SECURITY & MONITORING	-132,000.00	.00	.00	.00	-132,000.00	-.00%
53 - DATA PROCESSING SERVICES						
6100 - PAYROLL	-385,637.00	.00	37,956.71	37,956.71	-347,680.29	9.84%
6200 - PURCHASED OR CONTRACTED SERVIC	-101,000.00	.00	39,101.58	39,101.58	-61,898.42	38.71%
6300 - SUPPLIES AND MATERIALS	-17,500.00	1,229.00	611.46	611.46	-15,659.54	3.49%
6400 - TRAVEL AND INSURANCE	-2,000.00	.00	.00	.00	-2,000.00	-.00%
Total Function53 DATA PROCESSING	-506,137.00	1,229.00	77,669.75	77,669.75	-427,238.25	15.35%
61 - COMMUNITY SERVICES						
6300 - SUPPLIES AND MATERIALS	-1,000.00	.00	.00	.00	-1,000.00	-.00%
6400 - TRAVEL AND INSURANCE	-4,000.00	.00	395.00	395.00	-3,605.00	9.88%
Total Function61 COMMUNITY SERVICES	-5,000.00	.00	395.00	395.00	-4,605.00	7.90%
71 - DEBT SERVICES						
6500 - DEBT SERVICE	-445,038.00	.00	.00	.00	-445,038.00	-.00%
Total Function71 DEBT SERVICES	-445,038.00	.00	.00	.00	-445,038.00	-.00%
81 - FACILITIES ACQ. & CONSTRUCTION						
6600 - CAPITAL OUTLAY	-130,000.00	.00	.00	.00	-130,000.00	-.00%
Total Function81 FACILITIES ACQ. &	-130,000.00	.00	.00	.00	-130,000.00	-.00%
93 - PMTS TO SSA MEMBER DISTRICTS						
6400 - TRAVEL AND INSURANCE	-459,000.00	114 .00	458,003.97	458,003.97	-996.03	99.78%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
93 - PMTS TO SSA MEMBER DISTRICTS						
Total Function93 PMTS TO SSA MEMBER	-459,000.00	.00	458,003.97	458,003.97	-996.03	99.78%
99 - PAYMENTS TO GOVERNMENT ENTITY						
6200 - PURCHASED OR CONTRACTED SERVIC	-135,000.00	.00	34,289.13	34,289.13	-100,710.87	25.40%
Total Function99 PAYMENTS TO	-135,000.00	.00	34,289.13	34,289.13	-100,710.87	25.40%
Total Expenditures	-22,449,126.00	141,927.34	2,816,651.07	2,816,651.07	-19,490,547.59	12.55%

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - REVENUE					
5700 - REVENUE FROM LOCAL SOURCES					
5750 - LOCAL REVENUE	288,024.00	-6,627.64	-6,627.64	281,396.36	2.30%
Total REVENUE FROM LOCAL SOURCES	288,024.00	-6,627.64	-6,627.64	281,396.36	2.30%
5800 - STATE REVENUES					
5820 - STATE MONEY DIST. BY TEA	7,266.00	-7,318.55	-7,318.55	-52.55	100.72%
5830 - REVENUE FROM OTHER STATE AGENC	.00	-3,044.04	-3,044.04	-3,044.04	.00%
Total STATE REVENUES	7,266.00	-10,362.59	-10,362.59	-3,096.59	142.62%
5900 - FEDERAL PROGRAM REV.					
5920 - FEDERAL REVENUE DIST. BY TEA	1,175,243.00	.00	.00	1,175,243.00	.00%
Total FEDERAL PROGRAM REV.	1,175,243.00	.00	.00	1,175,243.00	.00%
Total Revenue Local-State-Federal	1,470,533.00	-16,990.23	-16,990.23	1,453,542.77	1.16%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICE						
6100 - PAYROLL	-701,945.00	.00	47,813.57	47,813.57	-654,131.43	6.81%
6200 - PURCHASED OR CONTRACTED SERVIC	-66,000.00	.00	6,300.00	6,300.00	-59,700.00	9.55%
6300 - SUPPLIES AND MATERIALS	-702,588.00	.00	.00	.00	-702,588.00	-.00%
Total Function35 FOOD SERVICE	-1,470,533.00	.00	54,113.57	54,113.57	-1,416,419.43	3.68%
Total Expenditures	-1,470,533.00	.00	54,113.57	54,113.57	-1,416,419.43	3.68%

**INVESTMENT REPORT
SEPTEMBER 2020**

FIRST FINANCIAL BANK

	INTEREST RATE	INTEREST EARNED	ENDING BALANCE
GENERAL OPERATING	0.15%	\$ 238.99	\$ 2,642,177.78
GENERAL OPERATING MMA	0.15%	\$ 126.48	\$ 1,031,405.68
PAYROLL CLEARING	0.15%	\$ 56.03	\$ 308,430.04
SISD DEBT SERVICE FUND	0.15%	\$ 94.28	\$ 767,161.30
SISD ACTIVITY FUND	0.15%	\$ 36.07	\$ 299,797.52
SISD SCHOLARSHIP FUND	0.15%	\$ 0.38	\$ 3,051.05

LONE STAR INVESTMENT POOL

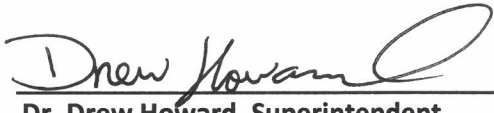
	INTEREST EARNED	ENDING BALANCE
GENERAL FUND	\$ 619.32	\$ 3,615,041.89
DEBT SERVICE FUND	\$ 5.41	\$ 31,551.07

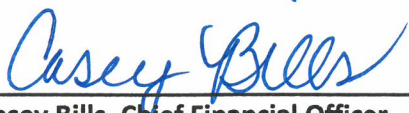
SECURITIES PLEDGED

	FACE VALUE	BOOK VALUE	MARKET VALUE
FIRST FINANCIAL BANK	\$ 10,900,000.00	\$ 11,566,715.27	\$ 12,089,477.90

The investments of the district are in compliance with the investment policy and the public funds investment act.

INVESTMENT OFFICERS:


Dr. Drew Howard, Superintendent


Casey Bills, Chief Financial Officer

Covid Case Numbers Update

Total Cases Year-to-Date	Students	Staff
37	27	10
Current Active Cases	Students	Staff
8	6	2

Notes:

- 4 students were from same family
- Fewer cases of close contact within the school
- 18 of the total student cases were from SHS

Updated: October 15, 2020

Attendance and Enrollment FAQ: Section Topics

Click on the links below to go directly to that section of the FAQ.

- [Definitions](#)
- [Attendance Methods](#)
- [On-Campus Attendance Requirements](#)
 - [General Attendance Policies](#)
 - [Back-to-School Transition Period](#)
 - [Hybrid Attendance Requirements](#)
 - [Closure](#)
 - [Electives and Extracurriculars](#)
- [Remote Attendance Requirements](#)
 - [General Attendance Policies](#)
 - [Asynchronous Instruction](#)
 - [Synchronous Instruction](#)
- [Class Size Exceptions](#)
- [Calendars and Minutes Requirements](#)
- [Attestations](#)
- [Enrollment](#)
- [Prekindergarten](#)
- [PEIMS Attendance Reporting](#)
- [State Funding](#)

Definitions

Remote Synchronous Instruction – Two-way, real-time/live, virtual instruction between teachers and students when students are not on campus. In this method, the required amount of instructional time is scheduled each day, and funding is generated when attendance is recorded daily at a locally selected snapshot time. Synchronous instruction is provided through a computer or other electronic device or over the phone. The instructional method must address the required curriculum, per TEC, §28.002.

Remote Asynchronous Instruction – Instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various

forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper. The instructional method must address the required curriculum, per TEC, §28.002.

Attendance Methods

Remote Synchronous Instruction

This method replicates the current on-campus method of taking daily attendance in a remote synchronous instructional setting. In a remote synchronous teaching and learning method, students who are logged in at the teacher's documented official attendance time are marked remote synchronous present for that day, and students who are not logged in at the teacher's documented official attendance time are marked absent. An LEA will post on its website and submit to TEA a signed attestation that outlines what the LEA will provide in order to serve students through the remote synchronous instruction method. The attestation must include a summary of training and support for teachers and LEA staff, instructional framework, the platform and technology the district will utilize, grading and progress monitoring, and student access.

How Is Remote Synchronous Attendance Measured?

Teachers will take and post attendance as if the student were physically present in the on-campus classroom. In this type of environment, the LEA would need to provide students a minimum number of daily instructional minutes for students to earn full-day funding, as follows:

- *Pre-K through 2nd grade* – ADA for Foundation School Program (FSP) funding purposes is not available in a remote synchronous method.
- *3rd through 5th grade* – 180 instructional minutes (not necessarily consecutive)
- *6th through 12th grade* – 240 instructional minutes (not necessarily consecutive)

Just as with traditional on-campus attendance, official attendance will be taken at a certain time determined by the LEA's policy. For remote synchronous instruction, time spent for in-class breakfast and recess has been excluded from the calculation of daily instructional minutes listed above and should not be included in the instructional minutes. If the student is not participating remotely, the student would be marked absent under this option and would generate zero funding for the day.

The daily instructional minutes need not be consecutive. A program would meet the remote synchronous method requirements if the daily instructional minute minimums above are met, even if part of the day includes asynchronous activities. For example, a high school program that scheduled synchronous instruction for 120 minutes in the morning, then released students to work independently for several hours before a second scheduled synchronous session totaling 120 minutes in the afternoon would meet the daily instructional minute requirement detailed above.

Time students spend participating in work-based learning opportunities can continue to be included in the daily instructional minute calculation. Work-based learning opportunities could include internships, externships, apprenticeships, and mentorships.

This method also allows students who are taking career and technical education (CTE) courses to continue teacher-led instruction and would generate CTE funding. Special education students who are coded mainstream can receive their regular instruction and special education services through this remote synchronous instruction method, as well, unless their individualized education programs (IEPs) reflect that the services must be provided on campus.

Local education agencies (LEAs) are required to maintain daily schedules that document the amount of instruction a student or group of students is scheduled to receive on a given day. The schedule should detail the amount and type of instruction being provided and should also include the official attendance time the LEA has chosen for the purpose of taking attendance for funding purposes. Additionally, the LEA is required to attest to what an LEA will provide in order to serve students in remote synchronous instruction.

Remote Asynchronous Instruction

This method allows LEAs the flexibility to earn daily attendance through an approved plan for providing high-quality instructional practices with daily engagement measures. LEAs can earn ADA through primarily asynchronous instructional methods OR through a combination of asynchronous and synchronous instruction together. The LEA's approved instructional plan determines the daily engagement, instructional materials, progress monitoring, and teacher supports the students receive in order to earn daily attendance.

For students who typically attend school on campus but may periodically generate daily attendance via a remote asynchronous instructional method, they should be coded full-day or half-day based on their on-campus schedule. For students who generate daily attendance via remote asynchronous instructional methods throughout the year:

- All students in grades kindergarten through 5th grade will be coded for full-day attendance.
- Prekindergarten students will be coded as half-day students.
- Middle school and high school students can be coded as half-day or full-day students, depending on their daily class schedules.

How Is Remote Asynchronous Attendance Measured?

Measurement frequency is daily. Under an approved learning plan, students earn daily attendance through daily engagement measure(s). The approved engagement methods are listed below:

- Daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or
- Daily progress via teacher-student interactions, as defined in the approved learning plan; or
- Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, or mail).

Student engagement with the LMS or other instructional avenues and/or any daily contact by the teacher with a student focused on supporting or monitoring student academic progress, as defined by the approved asynchronous instructional plan, will establish daily attendance. A student will be considered absent if the student does not have documented engagement with the LMS and/or daily

contact with the teacher, and/or documentation of completion/turn in of daily assignments. A teacher or campus representative will input the student's daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student's daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent on that day.

If the LEA has an approved remote asynchronous plan with students participating in both synchronous and asynchronous classes, the student's attendance recorded by the teacher in the synchronous class can count for official attendance for funding purposes. A student who misses the synchronous class can still be counted remote asynchronous present for the day by engaging with the teacher or progressing in the LMS during that same day.

Remote Course Completion (Existing full-time TXVSN)

Full-time virtual campuses are currently funded under the remote course completion method. Students must have completed the Texas Virtual School Network (TXVSN) education program and demonstrated academic proficiency with passing grades equivalent to 70% or above on a 100-point scale.

How Is Remote Course Completion Attendance Measured?

As with the regular, on-campus attendance calculation, the equivalent of 2 hours of course completion is worth half-day attendance, and 4 hours count towards full-day attendance. For single semester courses, completion-based attendance is calculated for each semester, meaning a student can generate between $\frac{1}{4}$ of an ADA (completion of 2 hours of courses for one semester) to a full ADA for completing 4 hours in each semester.

Students in elementary grades (for example, 4th grade) would either receive full attendance if the grade-level coursework is completed and the student is promoted to the next grade level or zero attendance if the course is not successfully completed.

On-Campus Instruction

When schools are open and operating normally, students are scheduled to attend school on campus each day. Student schedules determine whether they will generate full- or half-day funding, and students generate funding when attendance is recorded for students who are physically present at school at a locally selected snapshot time. Traditional on-campus instruction will continue to be funded as it was before the COVID-19 pandemic.

Subject to certain exceptions listed below, **on-campus instruction must be offered for all grades served by the campus every day for every student** whose parents want them to access on-campus instruction for each day a campus is providing instruction given its instructional calendar. Exceptions, as more fully described in this FAQ below, include:

- Remote only instruction provided by a full-time virtual campus operating under the TXVSN.
- Remote only instruction provided because on-campus instruction is prohibited by an order issued by an entity, other than an LEA, authorized to issue such an order under state law.
- Remote only instruction provided any day a LEA closes a campus as a result of a confirmed COVID-19 case on campus, subject to the limits described in this FAQ below.

- Remote only instruction provided during a **start-of-school transition period**. This period can occur up through the **first four weeks of the school year**, with the option of **extending four additional weeks** by vote of the school board (as defined more fully below). During this transition period, LEAs can, if they choose to do so locally, limit access to on-campus instruction to facilitate a **safe, effective** return to on-campus instruction for students, teachers, and staff. Students who cannot participate in remote learning at home because of lack of broadband internet access or devices must still have access to on-campus instruction during this time.
- Remote instruction as the only option for a subset of students as part of a high school hybrid plan. Specifically, for students in grades 9-12, school systems may establish a less-than-daily on campus attendance option to reduce the number of individuals on a campus at any one time and increasing the total number of students served in an on-campus setting in the LEA, subject to the requirements described in this FAQ below.

On-Campus Attendance Requirements

General Attendance Policies

1. **If my school re-opens in the fall and provides on-campus instruction but large numbers of students remain at home, what should my approach to documentation and instructional support be?** *Posted June 25, 2020*

The LEA has the option to choose one of the remote methods described above to ensure that students who remain at home continue to receive a high-quality education. If the LEA chooses the remote asynchronous instruction method, it must receive approval of its instructional plan from TEA. If the LEA chooses the remote synchronous instruction method, it must submit a signed attestation to TEA. Please be aware that, in order for an LEA to receive funding for remote instruction, the LEA's grading policies for remote instruction must be consistent with the LEA's grading policies for on campus assignments.

2. **What are the requirements for taking attendance when students are on campus, but instruction is being provided by a teacher who is not in the classroom with the students?** *Posted July 28, 2020*

On-campus attendance must be taken by a school official who is physically in the classroom with the students at the official attendance time. The school official must meet the requirements in the *Student Attendance Accounting Handbook* as someone who is eligible to record attendance for funding purposes.

3. **I want to increase social distancing on campuses, and as such believe I need to reduce the total number of students on campuses. Does my LEA have the ability to limit the number of students allowed on a campus?** *Posted July 30, 2020*

For specific campuses, yes, subject to some limitations for the LEA as a whole. As noted elsewhere in this document, in order to generate funding for remote instruction, on-campus instruction must be offered to all students whose parents wish them to attend on campus, subject to several caveats, including, but not limited to, the start-of-school transition period and the less-than-daily attendance only waiver option for high school. However, the daily on-campus attendance option, as described above in questions on hybrid instructional settings, does not

necessarily need to be offered at every campus, as long as parents have access to a campus that provides on-campus attendance nearby.

School systems control, locally, their enrollment and attendance zone policies. Subject to any applicable local ordinances and requirements, school systems also determine which buildings in their local communities are used to provide on-campus instruction and determine the enrollment capacity of those buildings. (Open-enrollment charter schools are additionally subject to some capacity limitations arising from TEA's approval of campus locations.) During the pandemic, many families will opt to receive remote instruction, which will have the effect of reducing the number of students who attend school on campus, but this will vary from campus to campus. While it will require several logistical adjustments, LEAs can balance this capacity reduction by altering enrollment and attendance zone policies during the pandemic, subject to equitable access requirements. To provide a specific example: Assume two elementary campuses, both with a capacity as determined by the LEA of 800 students. If elementary school A has 75% of students opting for remote instruction, and elementary school B has 25% of students opting for remote instruction, the district could restrict on-campus access to elementary school B at 50% of capacity, giving families the option of attending on campus at school A. In this way, on-campus instruction is still provided daily to all families that wish to attend on campus, while on-campus capacity is limited to maximize social distancing. LEAs similarly could temporarily expand the amount of space made available for on-campus instruction by temporarily acquiring other suitable classroom space in the community, which has sometimes been done by Texas LEAs as a crisis response.

4. **Given the fact that we have over 150 of our employees' children on our campuses with their parents, does that meet the definition of "some on-campus instruction"?** *Posted August 13, 2020*

It depends. Students who are on campus must, for at least part of the day, receive in-person instruction or instructional support from a teacher or instructional aide assigned to the student's classroom and who has the capacity and expertise to provide academic support and feedback specific to the student's grade level and content area. An example that would not count for on-campus instruction would be a 3rd grade student of a high school teacher who remains with the high school teacher throughout the day; the teacher is providing high school instruction, so the 3rd grader is not receiving on-campus instruction. An example that would count for on-campus instruction would be that same third 3rd grader present in the classroom with his or her 3rd grade teacher.

5. **Can high school students who are served fully on-campus or through a hybrid on-campus plan receive full-day funding if they attend school for 240 minutes each day?** *Posted August 13, 2020*

This could be possible if a high school campus were to run morning and afternoon sessions. There are two requirements for LEAs to generate full-day ADA funding: students are provided 240 minutes of instruction per day, and campuses are open for operation for 75,600 minutes annually (this translates to 420 minutes of operation per day in a 180-day instructional calendar). The on-campus calendar determines the LEA's compliance with the 75,600 operational minute requirement. In addition, the hybrid high school on-campus model requires students to be on campus for at least 40% of the days in each grading cycle (typically 6- or 9-week periods). A campus that only runs a single 240-minute daily instructional session would need to operate a 315-day instructional calendar to meet the annual minute requirement; however, if a campus ran

two 240-minute sessions and supplemented the half day of on-campus instruction with a half day of remote instruction, they could include both sessions in their daily operational minute calculation. To meet the 40% requirement of the hybrid high school on-campus model, students would need to attend school on campus at least 4 days per week using the AM/PM model. As detailed in this document, on-campus instruction drives the minute reporting for the 75,600 operational minute requirement so if a LEA chooses to only provide on-campus instruction 4 days per week they would only generate operational minutes on the days they provide on-campus instruction.

6. If students are allowed on campus but are still engaging in remote instruction with the teacher of record without a qualified teacher or aide present in the classroom who is assigned to support the students, does this count as on-campus attendance? *Posted September 24, 2020*

No. In order to count as on-campus attendance, students must receive instructional support from staff who have the capacity and expertise to provide academic support specific to the student's grade level and content area. Some of the instruction may still be remotely delivered to on-campus students, but those students must also receive instructional support on-campus for it to be considered on-campus attendance.

If students are on-campus and engaging in remote instruction with no on-campus instructional support specific to their grade level and content areas, then that would be considered remote instruction and would need to follow all remote instruction requirements, including marking the students as RA-Present or RS-Present for funding purposes.

[Back-to-School Transition](#)

7. Can I establish a phased return to on-campus instruction to ensure my public health procedures are fully up and running? *Posted September 24, 2020*

As part of a start-of-year transition period, for up to the first four weeks of your instructional calendar, and with board approval, for an additional four weeks, you may limit the number of students who otherwise access on campus instruction. This could be done by capacity limit by classroom across all grades, a limited number of grades starting by day, or some similar means, and could include being fully remote during this period. To the extent an LEA chooses to implement this transition period, school systems should still begin on-campus instruction as soon as possible while keeping staff and students safe and should continue to monitor the local public health situation accordingly.

If a school system believes it is best for the health and safety of students and staff to continue to restrict access to on-campus instruction beyond the first four weeks of their instructional calendar, they must submit a board approved waiver request to TEA to access the second four-week transition window. The board must take action to authorize this waiver by specific vote and cannot otherwise delegate the waiver application to the superintendent. The waiver application must include an indication as to the local public health conditions that the LEA believes would warrant a faster end to the transition period (e.g., the most recent weekly count of COVID-19 cases is lower than the prior week in the county, and test positivity rate in the county is under 10%). Teachers, staff, and parents should be consulted about the transition plan before the waiver is submitted. All waivers are approved upon receipt.

During this transition period, LEAs are still required to allow all students to access on campus instruction who come from households without internet access or appropriate remote learning devices. In the event a board extends the initial four-week transition, at least some on campus instruction must be provided each day during the extended transition period. All parents who want on campus instruction must be provided that on campus attendance for their students at the immediate conclusion of the transition period (as opposed to the end of the first grading period, when parents otherwise choose remote instruction).

The procedures used by the LEA to limit access to on campus attendance during this period should be clearly communicated to families in advance. Beyond access provided to those students without internet access or appropriate remote learning devices, LEAs are encouraged to prioritize on campus access during the transition window for students most academically or otherwise at risk who will benefit the most from an on campus instructional experience.

School systems that need more than the additional four-week extended transition window should email waivers@tea.texas.gov for information on requesting additional transition days. Any additional transition window will require board approval after preliminary TEA plan feedback has been received. Any transition window extension plan would have to include increasing levels of allowed on campus instruction. Note: Governor Abbott's Executive Order 30 describes certain areas of the state where certain business occupancy levels are raised to 75% and others that remain at 50%. The agency will take into consideration whether school systems are located in whole or in part in areas that remain at the 50% threshold when determining additional transition day waiver approval.

- 8. I am concerned that if I shorten my daily operational schedule during the transition period that my LEA will not meet the 75,600 operational minute requirement. What flexibility do LEAs have when it comes to setting the daily operational schedule during the transition period?** *Posted August 4, 2020*

During the transition period and transition extension, LEAs can claim the number of operational minutes they would have claimed had school been operating normally even if they decide to provide less than a full day of on-campus instruction. This will allow LEAs to prioritize which students receive on-campus instruction during the transition period and allow LEAs to create daily on-campus schedules that provide the most benefit to both students and campuses as they prepare for larger scale on-campus instruction at the conclusion of the transition period.

- 9. If you can accommodate all students with connectivity and devices but parents want to send their students to school, do you have to have in-person setting during the transition period?** *Posted August 13, 2020*

Districts that provide remote, online instructional access to all of their students are not required to offer on-campus instruction for the first four weeks of the transition period. As indicated above, during the transition period, LEAs must allow students to access on campus instruction who come from households without internet access or appropriate remote learning devices. However, if all students have been provided the necessary devices and have connectivity to access those devices, then an in-person setting is not required during this time. LEAs can provide

paper packets to students without internet or devices during the transition period; however, while paper packets can satisfy the requirements in the LEA's asynchronous learning plan, these students must still be allowed to access on-campus instruction if they choose to do so.

Hybrid Attendance Requirements

10. Can districts develop a hybrid instructional model that intentionally blends on campus, remote asynchronous, and remote synchronous experiences? *Posted July 17, 2020*

Yes. With limited exceptions, as described more fully below, LEAs must offer schooling that is fully on-campus. In addition, they may also offer the option for students to receive instruction that is fully remote, or a hybrid model that is designed to have some on-campus attendance days and some remote attendance days. When delivering instruction remotely, a district can choose to offer any grade/subject synchronously, asynchronously, or a mix of both.

Assuming the options are available from the school, students can generate attendance that varies by day, on campus, or remote (synchronous or asynchronous). For intentionally designed hybrid experiences, this will vary by design. But for some students, it will vary because they want to change their instructional setting as circumstances change over the course of the year.

11. My LEA wants to offer a hybrid on-campus and remote instructional model (on and off campus on varying days/weeks) for different groups of students in several grades. Can I require students to participate in this hybrid model? *Posted August 4, 2020*

Except for students in high school grades, as described in the paragraph below, LEAs cannot offer *only* an intermittent on-campus attendance option for any given grade. Students may choose to opt in to receive hybrid instruction, but, in order for the LEA to be eligible to receive funding for remote instruction for any student for any day, the LEA must offer sufficient on-campus instruction in every grade PK-8 so that every parent has an on-campus attendance option every day for their student in the LEA, excluding COVID-19 closures (described below) or the start-of-year transition period (described below). A campus (or portion of a campus) may establish hybrid instruction as long as another nearby campus (or portion of the same campus) in the LEA is available to provide on-campus only instruction to students whose parents request such instruction.

For students in grades 9-12, school systems may establish a less-than-daily on campus attendance schedule as the sole offering for students in one or more high school campuses of the LEA in order to reduce the number of individuals on a campus at any one time and increase the total number of students served in an on-campus setting in the LEA. In the event there is not a daily on-campus attendance option in one or more of these grade levels, the LEA must ensure that on-campus attendance is offered as part of the hybrid schedule at least 40% of the days in each grading cycle (typically 6- or 9-weeks periods). **Campuses must be open and providing on-campus instruction to a subset of students each day the LEA is planning to claim minutes towards the 75,600 operational minute requirement.** Any LEA that pursues this hybrid option while not providing a daily on-campus offering for students who otherwise wish to attend on campus may do so after submitting a waiver request to TEA and should do so no later than two

weeks prior to the first day of on-campus instruction. All waivers will be conditionally approved upon receipt but may be subject to further review by TEA.

Note: in the event an LEA does not offer a daily on-campus instructional experience at a given campus and as a result some students would not attend on campus at their typical campus, LEAs must continue meeting the individual needs of all affected students.

Closure

12. If one of my campuses (or my entire LEA) closes because of a confirmed positive case of COVID-19, can my LEA decide to simply switch over to 100% remote instruction for the rest of the school year for that campus (or for my entire LEA)? *Posted July 7, 2020*

No. For any day an LEA closes a campus as a result of a confirmed COVID-19 case on campus, remote instruction will be funded. However, to allow sufficient time to resolve the public health concerns while minimizing academic disruption, campuses may only remain closed to on-campus instruction for up to five consecutive days (including the original closure) day, while drawing funding for all students participating in remote instruction. A closure period does not end until the campus has reopened for on-campus instruction for at least one instructional day.

13. If an LEA closes one of its campuses (or the entire LEA) for a reason other than a confirmed case of COVID-19 on one of its campuses, can the LEA provide remote instruction during the closure and, therefore, receive funding? *Posted July 17, 2020*

An LEA may request a waiver from the agency to receive funding while providing remote instruction during an LEA-determined closure that does not involve a confirmed case of COVID-19 on one of its campuses. Such waiver requests will be considered on a case by case basis.

14. If a district/campus is ordered closed, how does that impact funding for the district? *Posted July 17, 2020*

If the district/campus is ordered closed and does NOT provide remote instruction, then the district will need to make up the days later in the year or forego funding for the closed days. If a district is ordered closed and DOES provide qualifying remote instruction, then the district may claim attendance for remote instruction for those days even though they are fully remote during those day(s). See also the related question under Calendars and Minutes Requirements.

Electives and Extracurriculars

15. Can LEAs prevent a student from attending an on-campus lesson that is required for course credit if the student has chosen a remote instructional method? *Posted July 7, 2020*

If an LEA offers virtual instruction, they must offer all **core** (foundation) courses in an entirely virtual format and must ensure that a student is able to meet all statutory requirements, including the requirement that 40% of instructional time includes laboratory and field investigations for full course credit. For these required courses, LEAs are not obligated to allow a student to optionally participate in on-campus components of the course if they are able to meet all course requirements virtually. For example, an LEA must offer a fully virtual version of biology for students who are learning virtually. The LEA must ensure all labs can be conducted virtually or that students are provided with certain supplies and/or equipment to conduct the labs at home. If a student's parent wanted him to participate in on-campus biology labs while taking the rest of

the course virtually, an LEA *may* allow the student to do that but is *not obligated to do so if the same labs can be conducted virtually*. Please note: TXVSN catalog courses are likely available to support fully remote instruction for these courses.

If an LEA partners with an institute of higher education (IHE) to offer a **dual credit** foundation course, it may not be possible to offer the course in an entirely virtual format. LEAs should consult with their IHE partners to determine whether or not a course may be offered virtually.

For **electives**, as noted above, LEAs cannot prevent students from participating in on-campus activities required for courses, even if the student has elected to receive most of their instruction through one of the remote instructional methods. However, as noted above, LEAs are encouraged to organize these on-campus course activities in ways that reduce on-campus visits by students who otherwise have chosen remote instruction.

16. Can LEAs require a student to come on campus to complete assignments or exams for certain electives while the student is being served through one of the remote instruction methods?

Posted August 27, 2020

Some elective courses may have coursework or exams that can only reasonably be completed in person, even if some components of the course could be taught virtually (e.g., welding). These courses (with one exception, noted below) must be made available to students who are otherwise learning virtually, although the LEA can require a student to come to campus to complete a required assignment, project, or exam for an elective course if the course requires assignments or exams that cannot be reasonably completed remotely. Some courses may require a student to obtain equipment from campus in order to complete coursework virtually. For an illustrative list of courses that might require on-campus experiences or for students to obtain equipment from campus, see [this link for CTE courses](#) and this [link for non CTE courses](#).

There is an exception made for elective courses that are only open to students participating in a particular UIL activity (e.g., an athletics class or band class). For these electives, LEAs may follow their local policy.

LEAs must communicate which courses have on-campus requirements and notify parents and students before the start of the course that failure to complete the required on-campus assignments or exams could cause the student to not be awarded course credit. This notification ensures students have an option to select courses that can be completed remotely if desired. In this case, it is appropriate to encourage students whose parents wish for them to remain fully remote to choose different electives that can be satisfied in a fully remote setting. Failure to appear on campus to complete on-campus assignments or exams could also result in absences that could subject the student to the 90/10 minimum attendance for class credit requirement.

Schools should consider organizing on-campus curricular requirements in groupings specific to students who are remote, so they come to campus separately and on a schedule that allows for travel from home. These students would need to be screened for COVID-19 and follow any other school requirements and practices consistent with practices for other students.

17. Is it allowable for an LEA to decide that certain CTE courses must be taught 100% on-campus?

Posted July 9, 2020

Yes, LEAs may create a list of CTE courses that require students to be on-campus to receive instruction.

18. Can LEAs prohibit students who have chosen to receive all their instruction through a remote instruction method from participating in extracurricular activities? [Posted July 9, 2020](#)

LEAs may develop a local policy that would exclude students who are learning remotely from all extracurricular activities if they choose to do so. The policy can apply to all remote students or solely to non-resident remote students (who transfer in from outside of the LEA's geographic boundaries). If the LEA decides to allow non-resident remote students to participate in extracurricular activities, the residency requirements for UIL activities still apply. Any exclusion policy must be applied equally to all students and equally to all extracurricular activities. These students may also be excluded from participation in elective courses open only to students participating in a particular UIL activity (e.g., an athletics class or band class), as noted in question 15 above.

19. Are CTE courses still required to meet an average of 45 minutes per day in order to receive a V code needed to generate CTE weighted funding? Can you combine the minutes from multiple instructional models in order to meet the 45 minutes per day minimum requirement? For an example, can a hybrid model be used where a course is taught for 25 minutes per day using the synchronous remote learning model and 20 minutes per day using the asynchronous remote learning model for a total of 45 minutes? [Posted July 28, 2020](#)

Yes, an average of 45 minutes per day or 450 minutes over a two-week period is still required in order for a CTE course to receive a V1 code needed to generate weighted CTE funding. You may combine minutes across multiple instructional models in order to meet the minimum number of minutes required for CTE funding. In-person instruction, synchronous remote learning instruction, and asynchronous remote learning instruction minutes may be combined.

Remote Attendance Requirements

General Attendance Policies

1. Has TEA guidance regarding grading for remote instruction changed for the 2020–2021 school year? [Posted June 23, 2020](#)

While LEAs have the authority to determine local grading policies annually, in order for LEAs to receive funding for remote instruction, grading policies that apply to student work done in either remote synchronous or remote asynchronous instructional methods in the 2020–2021 school year must be consistent with the LEA's grading policies for on-campus assignments.

2. Will truancy laws be in effect during the 2020–2021 school year for students receiving remote instruction due to COVID-19 related closure or health concerns? [Posted June 23, 2020](#)

Truancy laws will apply to students who fail to attend school, but remote attendance satisfies attendance requirements.

3. How should we take attendance for our special education students when COVID-19 prevents teachers from providing in-person instruction? [Posted June 23, 2020](#)

Attendance taking for special education students should track as closely as possible to the requirements for non-special education students.

4. Can we use remote instruction for students who are absent for ANY reason, (even something other than COVID-19 absences) and receive funding? [Posted June 30, 2020](#)

Yes, one of the two methods of remote instruction is an acceptable way to provide instruction to students for 20-21 school year and continue to receive funding for those students. Documented attendance/engagement must occur on the day of the absence.

5. Will at-home parent-led instruction count towards our instructional minute requirements as part of either remote instruction method? [Posted June 30, 2020](#)

No, at-home, parent-led instructional time will not count towards meeting daily attendance or engagement requirements under either remote instruction method. Teachers must be the primary provider of instruction in any remote setting.

6. Can I require my parents to commit to remote or on-campus instruction? [Posted July 7, 2020](#)

LEAs may ask their parents to commit to either on-campus or remote instruction for their students no earlier than two weeks before the start of the school year. LEAs may survey parents prior to that period, but parents cannot be bound to the choice prior to two weeks before the start of the school year. In the event a parent chooses remote instruction for their child, an LEA may, if the LEA believes it is in the student's educational interest, choose to limit the student's return to an on-campus setting to occur only at the end of a grading period (e.g. 6-week or 9-week). **However, LEAs cannot require a student to remain in remote instruction for more than a single grading period.** Note: students who begin receiving remote instruction as a result of staying at home to isolate from COVID-19 exposure should be permitted to return to campus at the end of their isolation period, as opposed to the end of a grading period.

7. How will students who are receiving virtual instruction be included in the accountability system? [Posted July 7, 2020](#)

Many districts are thinking of organizing teachers to deliver remote instruction to full-time remote students via a district-wide "virtual school," regardless of the student's home campus. For accountability purposes, students who elect to participate in a district-provided remote learning option will be coded to the physical campus that they would have been assigned to.

For students who have transferred into a school district, such students must be assigned to a physical campus for accountability purposes, and the campus assignment process must comply with the requirements of TEC, Chapter 25, Subchapter B.

8. If one of my teachers or principals believes that a student would be better served via one of the remote instructional methods instead of via on-campus instruction, can my LEA require that student to stay home to receive remote instruction? [Posted July 7, 2020](#)

No. Unless a student is lab-confirmed to have COVID-19, is symptomatic for COVID-19, or is determined to be a close contact to an individual lab-confirmed to have COVID-19, the student must be allowed to receive on-campus instruction, if that instructional setting is desired by the parent. Except as may occur during the start-of-year transition period described below, students receive remote instruction solely at the discretion of their parents or legal guardians.

As noted elsewhere in this FAQ, in the event a parent chooses remote instruction for their child, an LEA may, if the LEA believes it is in the student's educational interest, choose to limit the student's return to an on-campus setting to occur only at the end of a grading period (e.g. 6-week

or 9-week). However, LEAs cannot require a student to remain in remote instruction for the entirety of a semester. Parents are not required to make this commitment more than two weeks prior to the beginning of any grading period.

9. Can my LEA decide to only offer remote instruction for a campus, or for all of my campuses?

Posted July 7, 2020

No. Campuses cannot be solely remote (excluding full-time TXVSN campuses), except during COVID-19 closures (as described below) or during the start-of-school transition (as described below). On-campus instruction *must* be offered for all students who want to attend on campus in order to be eligible to receive funding for remote instruction.

10. How do we record attendance if we are delivering a mix of synchronous and asynchronous remote instruction on the same day for a student? *Posted July 7, 2020*

When generating remote attendance, whether a given day is remote synchronous or remote asynchronous will depend both on what the district offers (from the submitted attestation and/or plan) and the nature of the daily remote experience for students, as follows:

- If the students receiving remote instruction on a given day are in grades 3-12 and receive at least 180 minutes of synchronous (grades 3-5) or 240 minutes of synchronous (grades 6-12) instruction during off-campus days and are in attendance at the designated synchronous attendance time, then they generate funds through the synchronous method (and would be marked as Present-Synchronous).
- If the students receiving remote instruction on a given day are in grades 3-12 and do not meet minute/attendance time thresholds above, then they can generate funds through the asynchronous method, assuming they meet the daily asynchronous progress requirements as defined in the asynchronous instruction plan (and would be marked Present-Asynchronous).
- If the students receiving remote instruction on a given day are in grades PK-2, then they can only generate funds through the asynchronous method, even if their instruction does include synchronous delivery, assuming they meet the daily asynchronous progress requirements as defined in the asynchronous instruction plan (and would be marked Present-Asynchronous).

11. How will LEAs take attendance for students who are receiving instruction at home? *Posted September 24, 2020*

The instructional method chosen will dictate how attendance is taken.

If the remote synchronous instructional method is utilized, then the LEA will use an official attendance time documented in the teacher's daily schedule, and the teacher will take attendance from students in virtual attendance to mark students as remote synchronous present or absent. This will typically be taken in real time and/or the same day, marked in an LEA's local student information system, in a way that is similar to how attendance is taken in real time with students on campus. Additionally, attendance clerks would follow up with attendance taken for remote synchronous instruction in ways that are similar to follow up actions taken for on-campus instruction.

If the remote asynchronous instructional method is utilized, students would be marked remote asynchronous present or absent based on whether the student was engaged through one of the approved asynchronous engagement methods on that day. The entry of this attendance into local student information systems does not need to occur daily and typically would not happen the

same day, as the information as to whether engagement occurred might not be available until the following day. For example, if engagement occurs via interaction with an LMS, a report could be pulled **once weekly** from the LMS to document asynchronous attendance only once a week, rather than each day. Even if it were documented daily, the information as to whether a student was engaged could potentially include student activity up to 11:59 pm, and so it would not be available until the following day. LEAs should adjust their procedures so that remote asynchronous attendance is entered into their local student information system periodically. Additionally, TEA is working to ensure LMS tooling is available that can automatically enter asynchronous attendance into local student information systems. Note: LEAs are free to develop procedures where campus attendance clerks enter remote asynchronous attendance data into the LEA's SIS in an effort to save teacher time.

12. Will the 90/10 minimum student attendance for class credit rule be in effect for the 2020–2021 school year? *Posted July 17, 2020*

Yes. The minimum attendance for class credit rule of TEC, §25.092, will be in effect for the 2020–2021 school year, and TEA will not be issuing waivers for LEAs to exempt themselves from the rule. Students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted. Determination that a student has met the minimum attendance for course credit requirement is made locally.

Tracking of attendance for course credit may differ from the method used to track attendance for funding purposes. More specifically, engagement, as defined for asynchronous remote attendance purposes, would not need to be recorded daily in each class for the purposes of the 90/10 minimum student attendance for class credit rule.

13. Will students who were enrolled in private school, including a home school, the prior year in Texas be eligible for funding through the remote synchronous or asynchronous instructional methods? *Posted July 28, 2020*

Students who attended a private school, including a home school, in Texas the prior year will be eligible to earn funding under the traditional on-campus method. But remote instruction is treated differently. Consistent with the laws governing the Texas Virtual School Network, school systems may not submit for funding educational delivery through either a remote synchronous or asynchronous method for students who attended a private school, including a home school, in Texas the prior year, with certain exceptions:

- (a) students who transition from early education programs, where no entitlement to enroll in the public school existed, to public school;
- (b) students who transfer in from outside the state;
- (c) students whose prior year private school does not offer the appropriate grade level (e.g., a private school ends at 6th grade so students moving on to 7th grade would no longer be able to attend the private school);
- (d) students whose private schools are either no longer in operation or are not offering remote instruction for the 2020–2021 school year;
- (e) students who were enrolled in a public school in Texas for a portion of the 2019-20 school year, even though they were also enrolled in a private school, including a home school, for a portion of the 2019-20 school year; or

(f) students who receive remote instruction for a portion of the 2020-21 school year, but not the entire year. Specifically, students who attended a private school, including a home school, in Texas the prior year will ultimately be eligible to earn funding for remote instruction during the school transition period or during a school closure ordered by an entity authorized to do so as long as a student ultimately receives on-campus instruction. If, prior to enrollment in the LEA, the parents of such students sign an agreement that communicates that their students will attend on campus at some point during the school year, that signed agreement will ensure that the LEA will be entitled to the funding the student generates throughout the entire school year, even if the parent of the student does not ultimately send the student to participate in on-campus instruction at the LEA at any time.

Students who attended a private school, including a home school, in Texas the prior year, that do not receive on-campus instruction (or otherwise do not agree to receive on-campus instruction) as noted above will not be eligible to have remote attendance during those previous periods count for funding purposes. In that circumstance, in the event they were in remote attendance and none of the above (a)-(f) exceptions apply, LEAs should code these students with an ineligible ADA code (ADA 4 or 5). Hybrid instructional settings (where students participate in both on-campus and remote instruction) will qualify students for purposes of determining on-campus eligibility for funding purposes.

14. Can my LEA charge tuition for students who previously attended a private school, including homeschool, in Texas the prior year to participate in remote instruction? [Posted July 28, 2020](#)

No. LEAs cannot charge tuition to students who previously attended a private school, including homeschool, in Texas the prior year, except as is normally authorized under Texas law (see Texas Education Code, Section 11.158).

Prior to enrollment, an LEA can require a parent of a student who was enrolled in a private school or a home school in the previous school year to agree in writing that the student will participate in on-campus instruction at some point during the school year after enrollment in the LEA occurs.

15. If students make academic progress at night, are we able to adjust the attendance for that day if they were initially marked absent? [Posted July 30, 2020](#)

If the asynchronous method is utilized then as long as the student is providing daily engagement through completion of daily assignments, making daily progress in the LMS, or has made daily contact with the teacher regarding the student's progress then the student would be considered remote asynchronous present. For synchronous remote instruction, attendance must be taken as designated in your attendance policy, and it would not be appropriate to adjust after the fact unless the student made progress that day via the asynchronous method as part of the approved asynchronous plan for that grade/subject. For clarity, your asynchronous attendance plan could designate that any progress made over the course of a 24-hour day (from 12:00 am to 11:59 pm) be counted as daily engagement.

16. Do we need a new attendance taking policy? [Posted August 4, 2020](#)

Yes, the LEA will need to update or amend its attendance policy to include the remote instruction methods for taking attendance. In addition, the LEA is required to submit a signed attestation to the TEA if it is utilizing remote synchronous instruction method. If the LEA is utilizing the remote asynchronous method, then the LEA is required to submit and obtain approval from the agency

on its instructional plan. If the LEA is utilizing both remote methods, then the LEA must complete both the attestation and the instructional plan.

17. Can we use new campus numbers to track students engaged in remote learning? Can we use new campus numbers to track teachers delivering virtual instruction? Can we use new campus numbers for budgeting for virtual instruction? *Posted August 4, 2020*

No, districts should *not* set up temporary virtual campuses for the 2020-21 school year in response to the COVID-19 pandemic. New campus numbers are assigned only to instructional campuses, which must have enrolled students, instructional staff, and assigned administrators. Students should be enrolled in their usual home campuses, whether they are receiving virtual or in-person instruction. For accountability purposes, students participating in district-provided remote learning will be coded to their home campuses. Please visit the agency website for more information about [requesting a new campus number](#), or [contact the agency AskTED administrator](#).

18. May our LEA offer fully remote instruction on Election Day since some schools serve as polling sites? *NEW October 8, 2020*

School systems locally control their instructional calendar. As a result, school systems can choose locally to schedule a day to be closed for instruction or open for instruction. School systems can locally choose to close for Election Day, just as for any other day. However, schools must continue to ensure they have an instructional calendar that meets the 75,600-minute requirement.

School systems must offer on-campus instruction for those families that wish their students to attend on campus consistent with the requirements and exceptions listed in this document. In one exception example, if a school system is still operating within an approved start-of-school transition period, the school system could choose to restrict most (but not all) students from attending on campus on a given day while the remaining students receive remote instruction.

If no exceptions apply, and a school system chooses to offer only remote instruction for a given day rather than to close for the day as a whole, the school system would still be required to ensure sufficient instructional minutes are offered in the year, excluding that day, to reach the 75,600-minute requirement for the year.

Related Question: Can my LEA require masks for voters on Election Day? *NEW October 8, 2020*

While the Governor's Executive Order does not permit mask requirements in a polling place, schools can and should continue to enforce mask requirements for individuals who are in the school for any purpose other than voting on Election Day.

19. Is my school system required to offer remote instruction? *NEW October 15, 2020*

No, school systems are not required to offer remote instruction to the general student population. Please note, however, that remote instruction may be required for individual students, if a particular student's individualized education program (IEP) or Americans with Disabilities Act accommodation requires remote instruction. (For more information about considerations for students receiving special services, please see the SY 20-21 Special Education

FAQ on the [TEA COVID-19 Support and Guidance site](#).) Providing remote instruction to the general student population is a local decision and one that can be modified by the LEA during the school year. As indicated in the guidance provided within this FAQ, any parent may request that their student be offered virtual instruction from any school system that offers such instruction. However, this does not mean that school systems are required to provide remote instruction throughout the school year. If a parent requests virtual instruction and the school does not offer it, the **parent may enroll in another school system** that does offer it for transfer students.

20. Are there specific requirements LEAs must follow to discontinue providing remote instruction as an instructional model? *NEW October 15, 2020*

NEW
10/15/2020

Yes. If an LEA decides to discontinue providing remote instruction, they must give a 14-day notice to parents and notify parents of the option to transfer to another district for remote instruction. Those school systems that have discontinued remote instruction prior to the date of this clarification, even if remote instruction were discontinued without adequate advance notice, must still ensure parents are aware of their options to continue remote instruction by transferring to another school system.

21. Can my LEA provide remote instruction to certain categories of students or only under certain circumstances? *NEW October 15, 2020*

NEW
10/15/2020

An LEA may offer remote instruction to all of their students, or may target remote instruction to only certain students under the following circumstances:

- **Only for students who are sick or quarantining.** A LEA may provide remote instruction to students who are self-isolating or staying at home because of a positive COVID-19 test, COVID-19 diagnosis, COVID-19 symptoms, or close contact with a positive COVID-19 individual. LEAS can also during this school year provide remote instruction to students who are sick with other illnesses but still able to participate in instruction.
- **Only for specific grade bands.** A LEA may provide remote instruction to certain grade bands, i.e.
 - All grade 3 students
 - All grades 5 and 6 students
 - All middle school students
 - Etc.
- **On a case by case basis for certain special education students and students with Section 504 accommodations.** Please see the SY 20-21 Special Education FAQ on the TEA COVID-19 Support and Guidance site for more information.

Additionally, certain non-core courses in secondary may only be offered in an on-campus setting, limiting student access to some remote instruction courses. For more information, see the Electives and Extracurricular section of this document.

22. If a student receiving remote instruction is struggling academically, with attendance, or in any other way, can a district require the individual student to come on campus? *NEW October 15, 2020*

NEW
10/15/2020

Given certain parent concerns about the health and safety of their family during the COVID-19 crisis, LEAs who choose to offer remote instruction consistent with the requirements and exceptions of this document, including the exceptions listed in the preceding question, must ensure those families have access to remote instruction. As a result, discontinuing remote instruction in a way that only targets struggling students is not permitted.

While a transition to on campus for targeted students can't be required, parents can choose for their students to transition to on campus instruction at any time (subject to a local restriction, if implemented, to align with grading periods, as described elsewhere in this document). When students are struggling academically in the remote setting, teachers and principals should talk to families about their options.

Certainly, health and safety of the student and their family should remain the primary consideration. Assuming those considerations are addressed, there are a few issues that should be considered when discussing with families the educational benefit for a student to return to campus. First, with a few exceptions, TEC, §25.092, requires students to attend at least 90% of the course in order to obtain credit. This applies to individual course subjects at the secondary level, and to all grade levels at the primary level. Students who cannot meet this requirement while enrolled in public school may be required to repeat the grade and/or subject the following year. Second, truancy laws still apply to students enrolled in public school but who are not attending (either remotely or in person), although school systems have flexibility in their approach to truancy enforcement. Third, course grades may still be an issue. Semester grades are issued based on local policy, but in the event local policy supports it, students who ultimately fail to earn a passing grade for a course (or an entire grade level) could be required to repeat the course (or grade level).

23. Can my LEA require students that are currently receiving remote instruction to come on campus periodically for some academic purpose? *NEW October 15, 2020*

NEW
10/15/2020

Yes. LEAs can require students to come on campus to complete a required assignment, project, or exam for an elective course if the course requires assignments or exams that cannot be reasonably completed remotely. This is discussed in more detail in the Electives and Extracurriculars section of this document.

For other courses, LEAs can require students to come on campus to complete a required assessment that plays a significant role in determining class rank or is required for graduation/grade level promotion and cannot be reasonably or equitably administered remotely.

In any case a student is required to come on campus, effort should be made to ensure the student is given an opportunity to make the visit with a maximum of social distancing and in compliance with other public health mitigation steps in place, including any mask requirements consistent with Executive Order GA-29.

24. How does my LEA report attendance under the remote asynchronous instruction method?

Posted June 23, 2020

LEAs that choose to serve students through a remote asynchronous instruction method must submit a learning plan to TEA that includes details on how student engagement will be tracked daily. Students who are engaged on a given day will be marked remote asynchronous present and generate funding on that day. Students who are not engaged would be marked absent for the day and the attendance cannot be changed based on the student completing an assignment or participating in some other asynchronous engagement at a later date. Approved engagement methods are listed below:

- Daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or
- Daily progress via teacher-student interactions, as defined in the approved learning plan; or
- Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, or mail).

25. Under the remote asynchronous instruction method, can individual campuses within an LEA have different monitoring/engagement tracking systems if the LEA would like to use different systems at the primary and secondary levels? *Posted June 23, 2020*

Yes. Plans can vary by campus. However, an LEA must submit only one plan for the whole school system (and that plan can incorporate differentiation by grade or campus).

26. Can my LEA opt to move students from a letter grading system to a pass/fail basis because they are participating in remote asynchronous learning? *Posted June 23, 2020*

No, in order for an LEA to receive funding for remote instruction, the LEA's grading policies for remote instruction must be consistent with the LEA's grading policies for on-campus assignments.

27. What happens if my LEA's remote asynchronous instruction plan is disapproved by the agency? Will my LEA's funding be negatively impacted? *Posted June 23, 2020*

Your LEA's FSP funding will not be negatively impacted for initially disapproved plans, as long as your plan is ultimately approved and implemented with fidelity beginning with your LEA's 4th six-week attendance reporting period. This means that there is a "grace period" for attendance generated through the remote asynchronous instructional method through the end of the 3rd six-week attendance reporting period. If your plan is not initially approved, the LEA will receive feedback on the plan and have 30 days to resubmit the revised plan to the agency. TEA will review revised plans within 15-30 days of submission and will then communicate a final decision about plan approval.

Any remote asynchronous attendance taken during the contingent approval grace period will be fully funded. Beyond the grace period, funding is only provided for remote asynchronous attendance for LEAs with approved plans.

28. What is the process for submitting and approving remote asynchronous instruction plans?

Posted June 30, 2020

In order to receive contingent approval to record attendance via the asynchronous instruction method, LEAs must submit a letter of intent via a Qualtrics survey that will be opened on July 15th. As soon as the letter of intent is received by TEA, the LEA will have contingent approval to record attendance for students using the remote asynchronous instruction method. The district will be fully funded for attendance recorded via the remote asynchronous instructional method throughout the contingent approval period. Contingent approval will remain in place through a grace period, which ends at the end of the LEA's third six-week attendance reporting period (for the purposes of PEIMS attendance reporting).

In order to continue to be funded for remote asynchronous instruction beyond the grace period, the LEA must submit a plan that meets of the requirements as verified by a TEA approval process. TEA will publish a plan template, requirements for plan approval, exemplar plan responses, and training for how to develop and submit plans beginning July 2, 2020.

The application window to submit plans will open on July 20, 2020, and plans can be submitted on a rolling basis.

TEA will review and either confirm final approval for plans that meet all requirements or share feedback on plans that do not meet all plan requirements within 45 days of submission. If the plan does not receive final approval, the LEA will have 30 days to respond to feedback and resubmit plans, and TEA will have an additional 30 days to review and provide final approval or disapproval. If the LEA's plan does not receive final approval by the end of the grace period, the LEA will no longer be able to record attendance using the remote asynchronous instruction method.

29. What is the deadline for submitting the letter of intent and the plan for remote asynchronous instruction? *Posted June 30, 2020*

LEAs must submit a letter of intent prior to the first day of remote asynchronous instruction in order to receive contingent approval for providing the remote asynchronous instruction method. In order to receive contingent approval prior to the beginning of the school year, the letter of intent must be received by TEA prior to the first day of instruction.

TEA will accept and review asynchronous instruction plans on a rolling basis beginning on July 20, 2020. In order to ensure the timeline necessary for review, revision, and resubmission of plans that do not initially meet plan requirements prior to the end of the grace period, LEAs should submit plans by October 1, 2020.

30. How are high school teachers supposed to track daily student engagement as required for asynchronous instruction when they have 150+ students every day? *Posted September 24, 2020*

Student engagement must be tracked for two different purposes, funding and course credit. Tracking ADA requires one measure of student engagement per day, not one measure of student engagement per day per course.

In order for students taking high school credit courses to be awarded course credit, a district will need to be able to determine that the student was in attendance for at least 90% of the days each course is offered. Determination that a student has met the minimum attendance for course

credit requirement is made locally and engagement for this purpose does not need to be recorded daily.

Engagement can be tracked in many different ways. For example, a teacher might document engagement at the end of each week or the end of the grading period. Another option is for educators to use an LMS to track daily student engagement in each course. A third option is to have one teacher track engagement for a smaller group of students each day, such as a homeroom/advisory teacher who calls the students and checks in on their progress across assignments/courses, ensuring students have made progress in each course each day. That “homeroom teacher” could also make sure students go to the weekly office hours/synchronous lesson/small group tutoring session for each of their courses where they need help. The documentation gathered from the examples listed here could then be provided to the campus attendance clerk and the clerk could enter the remote asynchronous attendance.

31. Are teachers required to post remote asynchronous attendance each day or can campus clerks assist in posting attendance for students who engage through the remote asynchronous instruction method? *Posted September 24, 2020*

LEAs are free to develop a process for recording asynchronous attendance that lessens the load of asynchronous attendance-taking on teachers as much as possible. This can be done by allowing campus clerks to post remote asynchronous attendance after reviewing the asynchronous engagement data. There is no requirement that remote asynchronous attendance must be posted in the SIS on the same day the engagement occurs. LEA’s are free to develop policies and procedures that work best on their campuses. For example, a campus could choose to run a report from the LMS every Friday and have the campus attendance clerk enter the remote asynchronous attendance for that week based on the daily engagement documented in the LMS report. Creating automated processes where the LMS communicates with the LEA’s SIS and records attendance based on student engagement in the LMS is also allowable and encouraged to the extent it is technically feasible with LMS and SIS vendors.

32. Under the remote asynchronous instructional method, if a student fails to complete Monday’s measure of engagement on Monday but completes the assignment later in the week, can the student’s attendance coding be changed to remote asynchronous present for Monday? *Posted August 13, 2020*

No. In the remote asynchronous instructional method, student engagement is measured daily, and attendance is assigned based on the student’s completion of that day’s engagement measure. Students who do not complete the daily measure of engagement are to be counted absent for that day, and that absence cannot be changed to remote asynchronous present if the student completes the engagement measure on a later date. In the example above, the student would be counted absent on Monday.

Please note: During the first 12 weeks of school, an ADA hold harmless is available (as described above). This means that any missed daily attendance that occurs due to students completing asynchronous assignments on less than each day of the week does not necessarily result in any funding loss during this period.

33. Under the remote asynchronous instructional method, if a student decides to complete the entire week’s worth of work on Monday, can the student’s attendance be coded to show perfect attendance for the week? *Posted August 13, 2020*

No. In the remote asynchronous instructional method, student engagement is measured daily, and attendance is assigned based on the student's completion of that day's engagement measure. Students who do not complete the daily measure of engagement are to be counted absent for that day, and that absence cannot be changed to remote asynchronous present if the student completes the engagement measure on a later date. In the example above, the student would be counted absent Tuesday-Friday.

Please note: During the first 12 weeks of school, an ADA hold harmless is available (as described above). This means that any missed daily attendance that occurs due to students completing asynchronous assignments on less than each day of the week does not necessarily result in any funding loss during this period.

34. If a student who is originally scheduled to receive instruction through the on-campus or synchronous instructional method is not present at the designated official attendance time, could the student still be marked present for the day by engaging through the remote asynchronous method? *Posted August 13, 2020*

A student who is scheduled to receive instruction through the LEA's on-campus or remote synchronous method but is not present at the official attendance time can still be marked present if the student is engaged through the LEA's remote asynchronous method that same day. In this scenario, the teacher should mark the student absent when attendance is taken at the official attendance time and the absence could later be changed to remote asynchronous present with documented engagement through one of the approved remote asynchronous engagement methods that occurred the same day. However, the LEA's approved asynchronous plan would need to include the relevant grade/subject as being eligible for asynchronous instruction, and that on-campus or synchronous instruction would be provided concurrently.

Synchronous Instruction

35. Under the remote synchronous instruction method, can my LEA use a more flexible minute requirement for providing instruction to students? Instead of providing 180 minutes of instruction daily to students in grades 3-5, may we break up the minute requirement across multiple days? For example, can the school engage a group of 3rd grade students for 150 minutes on Monday and then add the remaining 30 minutes to Tuesday thereby lengthening Tuesday's instruction to 210 minutes? *Posted June 23, 2020*

No. Under the remote synchronous instruction method, the minute requirements associated with the student grade level must be provided each day for an LEA to earn full-day ADA for those students. Minutes can be broken up throughout the day; however, the overall minute requirement must be earned in the same day credited.

36. What if our LEA is unable to provide all daily instructional minutes required under the remote synchronous instruction method for all grade levels? Can we generate half-day funding if we provide instruction but do not meet the full-day minute requirements outlined in the guidance? *Posted June 23, 2020*

Yes, half-day funding is possible under the remote synchronous instruction method. To determine the instructional requirements for half-day funding, divide the minute requirements in half, based on the grade level you are considering for half-day instruction. The LEA could also consider offering remote asynchronous instruction as an alternative in order to receive full-day funding.

37. Do in-class breakfast and recess count as part of the overall daily minute requirements in the remote synchronous instruction method? [Posted June 23, 2020](#)

No. The grade-based minute requirements exclude in-class breakfast and recess. LEAs are still encouraged to provide time for these activities in the students' daily schedules; however, the time will not count as instructional time toward earning full-day ADA for purposes of attendance and funding.

38. Does an LEA need to submit anything to TEA to provide remote synchronous instruction? [Posted June 23, 2020](#)

Yes, LEAs are required to submit a signed attestation that outlines the LEA's plans for providing instruction to students through the remote synchronous instruction method. The attestation must be submitted to TEA before the LEA begins serving students remotely, and the signed attestation must be posted on the LEA's website.

39. Do the required minutes under the remote synchronous instruction method need to be fulfilled with continuous, teacher-led instruction? [Posted June 23, 2020](#)

No, the required minutes do not need to be provided as one continuous block of teacher-led instruction. Students should have age-appropriate opportunities for breaks during the instructional day, and blocks of instructional time should consist of teacher-guided, but student driven, learning time. The instructional time could include students applying the lesson taught by the teacher through various avenues as if the student was in a classroom setting. An example of this would be the teacher leading a lesson in Zoom for 20 minutes and then the students logging into an online learning application to work on an activity with the teacher actively monitoring progress and providing real-time feedback to the students.

Class Size Exceptions

1. When are LEAs required to submit a class size waiver? [Posted September 17, 2020](#)

A district must submit a request for a class size exception for any class in kindergarten - fourth grade that exceeds the 22 students class size limit ([Texas Education Code, §25.112](#)) during the course of the school year. This requirement applies to remote instruction in addition to on-campus instruction. TEC, §25.112, requires a district seeking an exemption to notify the commissioner and apply for the exemption not later than the later of: 1) October 1; or 2) the 30th day after the first school day the district exceeds the limit. (Regarding flexibility for the October 1 deadline, please see question 2 below.) Districts requesting this exception will need to apply by selecting the "Maximum Class Size Exception" waiver type using the TEAL waiver application that is currently used to apply for state waivers. An exemption expires at the end of the school year for which it is granted. For additional information please see the [Maximum Class Size Exceptions](#) section of the State Waivers website.

2. With class sizes fluctuating in both remote and in-person settings during the 2020-2021 school year because of COVID-19, will LEAs have any flexibility in submitting class size waivers after the October 1 deadline set by TEC, §25.112? [Posted September 17, 2020](#)

The agency will take the late submission of class size waivers, up until December 1, 2020, into consideration when determining historical compliance under TEC, §25.112, due to the effects of COVID-19 on remote and in-person instruction during the 2020-2021 school year.

Calendars and Minutes Requirements

1. **If my LEA experiences a COVID-19 closure during the school year and we continue to educate our students through the remote instructional methods, will I continue to earn minutes toward my 75,600 operational minute requirement while we are closed?** *Posted July 17, 2020*

If your LEA continues to educate students by providing daily instructional minutes at the level necessary to earn full-day funding through one of the remote methods, you may claim the number of operational minutes that you would have claimed had school been operating normally. However, additional considerations may impact this issue depending on whether the closure is ordered (please see related question under State Funding above), is part of the start-of-year transition or initiated by the school (please see related questions under Attendance above).

2. **Should I submit low attendance waivers if I experienced low attendance due to parent decisions to not send their children to school?** *Posted June 25, 2020*

Not necessarily. LEAs should make every effort to support student instructional needs through the remote methods of instruction detailed in this document. LEAs should plan for students who are not on campus due to COVID-19 to receive instruction through a remote instruction method. The use of a remote instruction method for such students would result in engaged students being counted as remote synchronous present or remote asynchronous present, and those engaged students would not negatively affect LEAs' attendance rates. Low attendance waivers are generally only granted if enrolled students are absent due to health/safety/weather issues, and TEA currently has no plans to grant low attendance waivers for COVID-19 reasons unless:

- An LEA's school calendar continues to meet the 75,600 operational minute requirement without including the granted low attendance waiver minutes in the operational minutes calculation; and
- The LEA can provide a suitable reason as to why it could not educate students through one of the remote instruction methods on the day(s) for which the LEAs is requesting a waiver.

3. **Will TEA be granting missed school day waivers if my schools are closed for on-campus instruction due to COVID-19?** *Posted June 25, 2020*

The agency has no plans to issue missed school day waivers due to COVID-19 during the 2020–2021 school year to LEAs that do not offer remote instruction when campuses are closed. LEAs should plan for school closures during the upcoming school year and either build extra minutes into their calendar or be prepared to educate students through a remote instruction method during periods that on-campus instruction cannot be provided. LEAs that do not provide instruction to students through a remote instruction method when campuses are closed due to COVID-19 may need to add additional instructional days to their calendar to meet the 75,600 operational minute requirement.

4. **How do I report my operational minute calendar when my LEA could potentially be educating students through both on-campus and remote instruction methods?** *Posted July 2, 2020*

LEAs should already have a board-approved calendar in place for on-campus instruction that meets at least the 75,600 operational minute requirement. On-campus students and remote students can be reported on this calendar track and LEAs must ensure that days present are

properly reported using the new PEIMS data elements that have been created to document how students are receiving instruction each day. All other calendar tracks (pre-kindergarten, alternative education, etc.) must also meet the minimum minute requirements of those tracks.

5. Can an LEA claim the operational minutes that a campus operates for the students who receive remote instruction to meet the 75,600-minute requirement? [Posted July 7, 2020](#)

Because campuses are required to be open for on-campus instruction, LEAs will be accumulating daily operational minutes towards the minutes requirement even while some students are participating remotely. Campus daily operational minutes will be submitted as part of the LEA's summer PEIMS submission through the calendar track reporting process. All students who would normally be reported on a 75,600-minute calendar track can continue to be reported on this track even if they are provided instruction through a remote method during the week. The instructional minute requirements that are mandated as part of the synchronous learning model and detailed in the LEA's asynchronous learning plan are meant to ensure that student instructional needs are met during remote instruction and do not have an impact on the operational minute reporting requirement.

6. If I want to have a block of time each day where teachers are on campus but not providing on-campus instruction, can I include that time in my 75,600 operational minute calculation? For example, if I want to hold on-campus classes from 8:00AM-2:00PM and send students home so that teachers can receive staff development and/or provide asynchronous instruction from 2:00PM-4:00PM, can the time from 2:00PM-4:00PM be included in the 75,600 operational minute calculation? [Posted July 28, 2020](#)

No, that time cannot be included in your 75,600 operational minute calculation because on-campus instruction is not occurring between 2:00PM-4:00PM. In this example, for the two hours to be included in the 75,600-minute calculation, the campus would need to remain open and available to all students who wish to continue to receive on-campus instruction and instruction must be provided to the students who remain on campus. Also, to the extent you provide transportation to the campus, you would need to ensure transportation was provided at the end of the school day – in this example, at 4:00PM. Planning extra-curricular activities (including athletics) during this time is discouraged as it would restrict access to the two hours of instructional time for those participants.

7. Would a schedule where my LEA provides on-campus instruction Monday-Thursday and is fully remote every Friday meet the 75,600-minute requirement? [Posted August 4, 2020](#)

Daily operational minutes are only included in the 75,600 operational minute calculation when on-campus instruction is being offered to **all** students who wish to attend school. The exception to this would be a high school campus operating under the hybrid high school waiver that is detailed in this document. The hybrid high school model gives LEAs the flexibility to decide which students are allowed on campus on a given day so a high school campus would still earn operational minutes on days where on-campus instruction is provided even though all students aren't allowed on campus. In this example, no operational minutes would be earned on Friday because no on-campus instruction is taking place. Unless the LEA has extended the length of its school days on Monday-Thursday or extended the school year so that 75,600 minutes of operation are accumulated when school is in session Monday-Thursday, this schedule would probably not meet the 75,600 operational minute requirement.

8. Given significant levels of community spread, we believe it is best to delay the start of the school year – both on campus and remote. Can I change my school calendar to delay the start of the school year? *Posted July 17, 2020*

Yes. Local school boards control the local instructional calendar. Many LEAs in areas with high levels of community spread have begun discussions of a possible delayed start to school. While the uniform start date of the 4th week of August establishes the earliest date that some school systems may begin instruction, no state law or rule precludes school systems from delaying the start of school to a date later in the year school year—the week following labor day, for example. This may also prove advantageous if school systems are continuing to prepare to deliver highly effective remote instruction and/or continuing to work to distribute devices as needed.

Similarly, even after the school year starts, if a school system decides it is prudent to make additional adjustments to the instructional calendar, local school systems have that authority.

Please note that any instructional calendar must still satisfy the appropriate 75,600 operational minutes requirement for the entirety of the school year and there may be contractual issues that need to be considered.

9. How is the prior year average determined for low attendance waivers during the 20-21 SY? *Posted September 10, 2020*

Generally, for a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for your district or the applicable campus for the prior year because of inclement weather-related or health or safety issues, your district may apply for a waiver to have the day excluded from ADA and FSP funding calculations. Due to the school closures during the 5th and 6th six weeks of the 2019-2020 SY, the overall average for the prior year will be calculated using the average of the first four six-week attendance reporting periods. Please see the TSDS PEIMS Superintendent Report 19-20 Summer Collection (report PDM3-13-001) for the prior year attendance rate.

Note that due to the ADA hold harmless for the 20-21 school year for the first two six-week attendance reporting periods (see question #1 in the State Funding Section of the hold SY 20-21 Attendance and Enrollment FAQ), the low attendance waivers application will be closed until November 16, 2020.

Attestations

1. What plans or attestations does a district need to submit? *Posted July 2, 2020*

The type of plan or attestation to be submitted will depend on the instructional experience offered, as described as follows:

- If your district plans remote (for student who choose remote 100% of the time, for students who become remote briefly because of COVID, or as part of an intentional hybrid schedule) for grades K-2, then you must submit an asynchronous plan for approval. Any asynchronous plan could (and should) include some synchronous instruction, but it would not have a minimum daily minute requirement.
- If your district plans remote (for student who choose remote 100% of the time, for students who become remote briefly because of COVID, or as part of an intentional hybrid schedule) for grades 3-12, and you will not meet the 180-minute and 240-minute thresholds each day,

then you must submit an asynchronous plan for approval in order to be able to mark a student as “Present-Asynchronous” for any given day

- If your district plans remote (for student who choose remote 100% of the time, for students who become remote briefly because of COVID, or as part of an intentional hybrid schedule) for grades 3-12, and you will meet the 180-minute and 240-minute thresholds any day to claim students as “Present-Synchronous”, then you must submit an attestation that you are capable of delivering that level of synchronous remote instruction

2. Does the board need to meet to approve the synchronous instruction attestation/ asynchronous plan or can board members just sign the documents individually? *Posted July 9, 2020*

Yes. Board action is only valid if authorized in a public meeting through a vote of the board. However, the board can vote in advance of the final attestation/plan submission to authorize the superintendent to submit the attestation/plan once the attestation/plan is finalized by the superintendent.

Enrollment

1. For parents who wish to enroll or reenroll their homeschooled students, must they come from an accredited program? *Posted June 30, 2020*

Students who meet age and residency requirements must be enrolled, and LEAs should follow their local policies to determine grade level placement for all new enrollees. Homeschooled students who were not enrolled in a Texas public school during the 2019–2020 school year may not generate funding if the students will only be attending school through a remote synchronous or asynchronous method. Please see the question above in the Attendance section above for additional information.

2. When is a student considered to be enrolled in my LEA for purposes of determining the daily enrollment count? *Posted June 30, 2020*

Students who are on campus receiving instruction are considered enrolled when they are physically present for the first time during the official attendance period. Except for students who attended a private school, including a home school, in Texas the prior year, students who are receiving remote synchronous or asynchronous instruction are considered enrolled on the first day the student participates through one of the engagement methods listed in this document.

3. When considering students receiving instruction via remote synchronous or remote asynchronous methods, can my school system accept an out-of-district transfer student in school year 2020-21? *Posted July 17, 2020*

	School District	Open-Enrollment Charter School
--	-----------------	--------------------------------

Allowability	Yes, just as in any year, as long as the district complies with the applicable transfer requirements of TEC, Chapter 25, Subchapter B.	For the 2020-2021 school year only, open-enrollment charter schools with final academic ratings of A or B issued in the fall of 2019 are eligible to serve students in a fully remote instructional setting (synchronous or asynchronous) who transfer from an attendance boundary the charter school is not currently approved for.
Limits	There are no limits to the number of transfer students an ISDs can accept.	Transfers will be allowed, as long as the enrollment of students: 1) does not exceed the charter school's approved maximum enrollment; 2) does not fall outside the approved grade spans the charter school may serve; and 3) is in compliance with all other applicable admission requirements of TEC, Chapter 12, Subchapter D.
Student Assignment	Transfer students must be assigned to a physical campus for accountability purposes, and the campus assignment process must be done in a manner consistent with the assignment-specific parameters of TEC, Chapter 25, Subchapter B.	Students accepted under this one-year provision must be assigned to a physical campus with an existing county-district campus number (CDCN) for accountability purposes.
PEIMS Reporting and Student Coding	No change in data reporting is required for districts that accept out-of-district transfers under this provision.	Eligible open-enrollment charter schools enrolling students outside an approved attendance/geographic boundary will be required to submit an attribution code for their students in PEIMS that informs the agency as to whether the student resides within or outside of the charter's approved attendance/geographic boundaries.
Instructional Setting Considerations	School districts may require students they admit from outside their geographical boundaries to be served fully remotely for the entire year. Provisions for English learners, students with Section 504 plans, and students with Individual Education	Open-enrollment charter schools may require students they admit from outside their approved attendance/geographic boundaries to be served fully remotely for the entire year. Provisions for English learners, students with Section 504 plans, and students with Individual

	Plans will not be waived in the all-remote instructional setting. Note: This is an exception to the grading period virtual requirement that school districts have for students residing within their boundaries.	Education Plans will not be waived in the all-remote instructional setting. Note: This is an exception to the grading period virtual requirement for students residing within approved attendance/geographic boundaries.
Funding Considerations	Districts will be fully funded for these transfer students, as normal.	Open-enrollment charter schools will not receive the small and mid-size average charter school allotment for any students enrolled under this provision that reside outside the charter school's approved geographic boundaries.
Waiver Submission	Remote attestation/plan requirements must be met. Students attending on campus who are bused from out-of-district will require an interlocal agreement, per TEC, 34.007(a)(2), or a waiver as described here . No additional waiver is required to accept out-of-district transfers.	Remote attestation/plan requirements must be met. Additionally, eligible open-enrollment charter schools enrolling students outside an approved attendance/geographic boundary will be required to submit a waiver through the waiver submission process.

4. My charter school currently has a waitlist. Can I accept all students on my waitlist if they agree to fully remote instruction for the entire year? *Posted July 17, 2020*

Charter schools are subject to an enrollment limit based on their charter school agreement with the agency and are only authorized to enroll up to the number of students allowed by that limit. Many charter schools admit a smaller number of students than legally authorized, given space constraints on their campuses, and manage a waitlist accordingly. Per statute, charter schools may enroll as many students as they are legally authorized to serve.

As noted above, LEAs, including charter schools, cannot require students in their geographic service area eligible to attend the school to remain remote for the entire year. Parents can choose on-campus or remote instruction, and, if they choose remote instruction at some point but then choose to receive instruction on campus, an LEA can only require them to remain remote through the end of a grading period. Charter schools should consider this requirement when evaluating physical capacity and self-imposed enrollment limits.

Prekindergarten

1. **If we provide synchronous instruction for PK - 2nd grade students, would we not receive funding for this in the fall?** *Posted June 30, 2020*

Synchronous instruction can be provided as part of a LEA's asynchronous learning plan. The LEA will define progress in its asynchronous plan and confirm all other asynchronous requirements in the plan as well. It is assumed that there will be many instances of synchronous remote instruction provided to students who are participating through the remote asynchronous instruction method. These synchronous experiences wouldn't need to meet the daily instructional minute minimums for a remote synchronous instruction method but would need to meet the definition of progress in the LEA's approved asynchronous plan.

2. **Why is synchronous instruction for PK – 2 prohibited?** *Posted June 30, 2020*

As noted in the question above, synchronous instruction is not prohibited for PK-2, just the synchronous method for recording attendance. The synchronous method for attendance requires a minimum of 180 minutes be completed per day through a synchronous virtual method (e.g., a Zoom call), which after extensive stakeholder engagement with educators and district leaders, was determined to be neither developmentally appropriate nor good instructional practice as a 5-day-a-week practice for PK-2 students. Using Asynchronous Remote for these students would allow districts, for example, to provide synchronous instruction for these students in shorter time increments in areas such as foundational literacy practices mixed with asynchronous learning activities that build in opportunities for student practice, interactions, exercise, and play-based activities.

3. **What if my district will not be able to serve prekindergarten students in a full-day program during the 2020-2021 school year?** *Posted August 13, 2020*

Districts that will reopen for school year 2020-2021 with a shortened **on-campus** instructional day for any eligible prekindergarten student and that does not meet the full-day requirement (75,600 operational minutes/year) will need to request an exemption from full-day prekindergarten. Districts can access the process for the [Full-day Prekindergarten Waiver](#) on the [State Waivers page](#) of the TEA website.

When completing the *Full-day Prekindergarten Waiver* application for reopening with a modified **on-campus** daily schedule, districts should choose the exemption condition that states: *Implementation would result in fewer eligible children being enrolled in prekindergarten.*

4. **How do I know if my district should request an exemption from full-day prekindergarten?** *Posted August 13, 2020*

The full-day prekindergarten requirement of 75,600 operational minutes is required for **on-campus** instruction only. LEAs who are not able to meet this requirement for all eligible four-year-old prekindergarten students who request **on-campus** instruction should request an exemption from full-day prekindergarten.

5. **I am planning to submit an asynchronous plan and my district will offer remote asynchronous learning for prekindergarten. Do we need to request an exemption from full-day prekindergarten?** *Posted August 13, 2020*

The full-day requirement is based on **on-campus** instruction minutes only and not the remote asynchronous instruction model. The remote asynchronous instruction model follows a unique set of guidelines for funding purposes. As long as an LEA is meeting the 75,600 operational minutes for all eligible four-year-olds who request **on-campus** instruction, the LEA would not need to request an exemption from full-day prekindergarten. If an LEA does NOT offer the 75,600 minutes to all eligible four-year-olds who request **on-campus** instruction, the LEA would need to request an exemption from full-day prekindergarten.

Example A: The LEA offers both on-campus instruction and remote asynchronous instruction for prekindergarten. The LEA is able to accommodate all eligible four-year-olds in a full-day program who request **on-campus** instruction at any time during the year. In this case, since the LEA is able to meet the full-day prekindergarten requirement for the entire school year for all eligible four-year-olds who request **on-campus** instruction, the LEA does NOT need to request an exemption from full-day prekindergarten.

Example B: The LEA offers both on-campus and remote asynchronous instruction for prekindergarten. In an effort to support smaller class sizes, an LEA decides to split the eligible four-year-old prekindergarten students who attend **on-campus** classes into two half-day sessions (Group A attends in the AM, Group B attends in the PM). In this scenario, the LEA is NOT meeting the 75,600 minutes of **on-campus** instruction for prekindergarten students and will need to request an exemption from full-day prekindergarten.

6. **Am I required to include 180 instructional minutes in my asynchronous plan for prekindergarten?** *Posted August 13, 2020*

The asynchronous attestation includes agreement that a district will include in its plan direct work with academic content that matches or exceeds approximately 90 minutes of academic work per day for half-day prekindergarten and approximately 180 minutes of academic work per day for full-day prekindergarten for any remote instruction days. While a district must meet these minute requirements for approval of their asynchronous plan, fewer than 180 instructional minutes would not trigger a need for a full-day prekindergarten waiver if the LEA is meeting the 75,600 operational minutes for all eligible four-year-olds who request **on-campus** instruction.

PEIMS Attendance Reporting

1. **How will my LEA report days present and absent for the remote synchronous and remote asynchronous instruction methods?** *Posted June 30, 2020*

New PEIMS data elements will be created to report Remote Synchronous (RS) Eligible Days Present and Remote Asynchronous (RA) Eligible Days Present. The LEA will need to track the instructional method in which the student is participating each school day. Days Present will need

to be identified as days present in the RS method or days present in the RA method. Absences will not need to be distinguished between instructional methods.

There are no changes to the way on-campus Days Present and Days Absent will be reported.

- The teacher will identify the student as present on-campus, remote synchronous present, or remote asynchronous present or identify the student as absent. For both on-campus present and remote synchronous present, the student must be in attendance at the official attendance time, either in the class or online remotely to be counted present. To be counted as remote asynchronous present, the student does not have to be present at a designated official attendance time but must be engaged in one of the following ways during that day:
- Shown daily progress in the Learning Management System (LMS), as defined in the approved learning plan; or
- Daily progress via teacher-student interactions, as defined in the approved learning plan; or
- Completed/Turned-in assignments to the teacher (potentially via email, on-line, or mail).

The following table provides an example of how the attendance could be identified for a hypothetical student:

8/17/2020	Present
8/18/2020	Present
8/19/2020	Present
8/20/2020	Present
8/21/2020	Absent
And so on until 11/2/2020	
11/2/2020	RS Present
11/3/2020	RS Present
11/4/2020	Absent
11/5/2020	RS Present
11/6/2020	RS Present
And so on until 2/15/2021	
2/15/2021	Present
2/16/2021	Present
2/17/2021	Absent
2/18/2021	Present
And so on until 3/1/2021	
3/1/2021	RA Present
3/2/2021	Absent
3/3/2021	RA Present
3/4/2021	RA Present
3/5/2021	Absent

RS = Remote Synchronous RA= Remote Asynchronous

2. Will there be new data elements to report days present for ineligible students receiving remote instruction? [Posted June 23, 2020](#)

There will not be new data elements to report days present for ineligible students. Days Present for ineligible students will still be reported through the Ineligible Days Present data element.

3. Will my LEA be allowed to report perfect attendance for students on any of the remote instruction methods? [Posted June 23, 2020](#)

LEAs should report the appropriate days present and absent depending on the requirements listed throughout this document.

4. Will my LEA be able to report special program instructional settings (i.e. bilingual/ESL, special education, CTE, etc.) via the remote methods? [Posted June 23, 2020](#)

Yes, as long as those services are provided to students. LEAs will need to make decisions locally to account for the individual needs of special education students. New PEIMS data elements will be created to report remote synchronous and remote asynchronous days present in the special program areas (for example: **RS** Total Elig Bilingual/ESL Days Present, **RA** Total Elig Bilingual/ESL Days Present, **RS** Total Elig Residential Facility Days Present, **RA** Total Elig Residential Facility Days Present, **RS** Total Elig Preg Rel Svs Days Present **RA** Total Elig Preg Rel Svs Days Present).

5. How should I code OFSDP students who are served through the remote synchronous or asynchronous instructional methods? [Posted June 30, 2020](#)

ADA eligibility codes for Optional Flexible School Day Program (OFSDP) students must be changed to a regular ADA eligibility code (ADA 1-6) when instruction is no longer provided on campus and their instruction changes to one of the remote methods. Once the coding is changed, these students will generate funding based on daily attendance, as detailed in this document, instead of accumulating daily minutes. Once a student resumes on-campus instruction, their ADA eligibility code can be changed back to the OFSDP code, and they will resume accumulating daily minutes to generate funding.

6. When there are students from the same physical school receiving remote synchronous and asynchronous instruction, should the students in each of the instructional methods be reported on different tracks? [Posted June 23, 2020](#)

There is no reporting reason to separate students receiving instruction through different methods onto separate tracks. Students educated via the remote synchronous instruction method can be placed on the same calendar track as students being educated through the remote asynchronous instruction method.

7. Will the Summer PEIMS due date be changed (pushed back) for LEAs who choose to run an intersessional calendar, even though they may not be designated as a year-round LEA? [Posted June 23, 2020](#)

TEA will consider intersessional calendars the same as year-round calendars. LEAs registered with TEA with year-round tracks ending later than June 17, 2021, may delay PEIMS Summer resubmission until two weeks following completion of the latest year-round track or August 12, 2021, whichever comes first. However, the initial data delivery for submission 3 must still be made by June 17, 2021, for all LEAs. This initial submission of data will not necessarily include data through the end of the school year. In no case will any resubmission be processed after

August 12, 2021. Data corrections made after August 12, 2021, will be processed by the State Funding Division.

8. Will crisis coding be required? *Posted August 20, 2020*

Yes, LEAs will need to submit a crisis code indicator on all students attending school in the 2020-2021 school year. Crisis Code data will be submitted through the TSDS PEIMS Fall 1 Collection by close of business on October 5, 2020 and again on November 6, 2020. The data reported in these two collections will be published externally in summary format at the LEA and State level. More information on the SY 2020-2021 COVID-19 Crisis Code reporting can be found in the [To The Administrator Addressed \(TAA\) Correspondence dated August 13, 2020](#).

9. For PEIMS purposes, will only one attendance type per day be reported? *Posted June 30, 2020*

Eligible Days Present will be reported by instructional method. Days present indicates the total number of days the student was present and eligible for Foundation School Program based on attendance taken during the official attendance period.

State Funding

1. Will there be an ADA hold harmless for the 2020-2021 school year? *Updated October 15, 2020*

UPDATED
10/15/2020

Yes, TEA will institute the ADA hold harmless for the first two six-week attendance reporting periods as follows: if an LEA's Refined ADA counts during those first two six-week reporting periods are less than the ADA hold harmless projections (described in the paragraph below), the first two six-week attendance reporting periods for 2020–2021 will be excluded from the calculation of ADA and student FTEs for FSP funding purposes and will be replaced with the ADA hold harmless projections. For purposes of the hold harmless calculation, TEA will not consider each six weeks attendance period independent of each other.

TEA will replace attendance numbers for each eligible LEA's 2020-2021 first two six-week attendance periods with projected ADA and student FTE numbers calculating using a three-year average trend of final numbers from the 2017-2018 through the 2019-2020 school years, unless this projection is both 15% higher and 100 ADA higher than the 2020-2021 LPE projections. In the latter case, 2020-2021 LPE counts will be used. Note: this trend methodology is the same hold harmless methodology used during Hurricane Harvey.

The calculation for each LEA's projected ADA number will be posted the week of July 20, 2020. For purposes of the 2020-2021 ADA hold harmless calculation, the 2017-2018 attendance counts used will be the counts adjusted for the Hurricane Harvey ADA hold harmless. In addition, the 2019-2020 attendance counts used will be the counts currently in the District Planning Estimate (DPE) column of the 2019-2020 Summary of Finances report as of July 15, 2020. For school districts, TEA calculated the 2019-2020 ADA and FTEs using LEA enrollment counts from the Fall 2019 PEIMS Snapshot, based on attendance rates from the 2018-2019 school year. For open-enrollment charter schools the 2019-2020 ADA and FTEs are from charter submitted attendance data as of March 2020.

This adjustment should mitigate any negative financial impact that the inclusion of the first two six-weeks periods would otherwise have had on an LEA. This “ADA hold harmless” methodology will only apply to attendance-based counts and will not apply to enrollment-based FSP allotments such as the state compensatory education allotment and the dyslexia allotment.

Open-enrollment charter schools that are operating for the first time in 2020–2021 will have a different calculation for the ADA hold harmless projections. For these charter schools newly operating in 2020–2021, TEA will calculate their ADA hold harmless projections by multiplying the state average attendance rate from the 2018–2019 school year against their October 2020 PEIMS Fall Snapshot enrollment. For open-enrollment charter schools that were not in operation during the 2017-2018 school year, but were in operation in either 2018-2019 or 2019-2020, TEA will use 2019-2020 ADA and FTE counts for the purposes of the ADA hold harmless calculation. In addition, open-enrollment charter schools will continue to submit current year attendance to the State Funding Division per normal processes. If these processes result in cash flow issues for a charter school, then the charter school should contact the State Funding Division prior to submission of the six-weeks attendance data.

In addition, please note that for state funding purposes, the aggregate attendance rate for eligible students at the LEA for the 2020–2021 school year will be capped at the level of the aggregate attendance rate for the LEA from the 2018–2019 school year. LEAs that were not in operation during the 2018–2019 school year will have their aggregate attendance rate capped at the aggregate attendance rate for the LEA for the 2019–2020 school year. LEAs that were not in operation in either the 2018–2019 or 2019–2020 school years will have their aggregate attendance rate capped at the state average attendance rate from the 2018–2019 school year.

This cap could result in a reduction of ADA generated via the two remote instructional methods allowed under the commissioner’s waiver. ADA generated via any on-campus instruction that occurs, individually, is not subject to the applicable cap variation.

2. Can the ADA hold harmless be extended beyond the first two six weeks attendance reporting periods? *Posted October 1, 2020*

Yes. TEA will make available an ADA hold harmless for the third six weeks attendance reporting period, on the condition that LEAs allow on-campus instruction throughout the entire third six weeks period, as further described below. The ADA hold harmless methodology will be identical to the methodology used for the first two six weeks attendance reporting periods, except that the third six weeks will be examined independent of the first two six weeks attendance reporting periods. Specifically, if an LEA’s refined ADA counts during the third six-weeks attendance reporting period is less than the ADA hold harmless projections (described in the prior question and available online), the third six-weeks attendance reporting period for 2020–2021 will be excluded from the calculation of ADA and student FTEs for FSP funding purposes and will be replaced with the ADA hold harmless projections. As noted above, this ADA hold harmless methodology will only apply to attendance-based counts and will not apply to enrollment-based FSP allotments such as the state compensatory education allotment and the dyslexia allotment. The same variations apply to open-enrollment charter schools for this third six-weeks attendance reporting period as noted above. Furthermore, the aggregate attendance rate caps noted in the answer above will still apply to funding for the school year as a whole.

School systems are eligible for this hold harmless on the condition that all families who want their children to attend on campus within the LEA have the ability to do so each day that instruction is offered, subject to two exceptions. One exception is for students attending high school less than daily in districts that have been approved to offer a hybrid-only high school instructional setting, per the requirements described in question 11 in the Hybrid Attendance Requirements section above. The other exception is for school systems that choose to temporarily limit on-campus access for up to 5 days, due to a confirmed COVID-19 case on campus, per the requirements described in questions 12-14 in the Closure section of this document. On-campus instruction must meet the requirements described in this document, including those described in the On-Campus Attendance Requirements - General Attendance Policies section of this document.

School systems that wish to receive this hold harmless must submit an attestation indicating that they will meet these on-campus instruction requirements for the entirety of the third six weeks attendance reporting period. School systems that cannot meet these conditions will not be eligible for the hold harmless. Note: School systems' extended waiver applications for fully funded remote instruction for additional transition time must be filed *separately* and are distinct from this attestation. Approval for one does not guarantee approval for the other.

In certain extenuating circumstances, when school systems are located in areas of the state that remain at the 50% open threshold per Governor Abbott's Executive Order GA-30 for example, the agency may consider granting eligibility for the hold harmless to school systems that offer on-campus instruction to most but not necessarily all families who wish for their students to attend on campus.

3. When comparing ADA to the prior year, how do you accommodate a growing LEA? What if a LEA is projecting additional students but the attendance rate is lower? [Posted June 30, 2020](#)

The comparison will be based on actual ADA, not projections. If actual ADA is down from the prior year, an adjustment will be made, even if initial projections showed an increase in student membership.

4. Given the unpredictability of ADA because of the COVID-19 virus, will TEA exclude certain indicators from the 2021–2022 FIRST ratings (normally released August 2022) given that those ratings rely on data from the 2020–2021 school year? [Posted June 23, 2020](#)

Yes, there are certain indicators that are impacted by the uncertainty of ADA and the adjustments being made to FSP funds that will be excluded from the 2021–2022 FIRST ratings. The indicators being excluded are listed below:

- Indicator #10 - Did the school district average less than a 10 percent variance (90%-110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years? (All LEAs)
- Indicator #15 - Was the school district's actual ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? (school districts)
- Indicator #16 - Was the charter school's actual average daily attendance (ADA) within 10 percent of the charter school's annual estimated ADA? (open-enrollment charter schools)

5. How will CTE classes be funded if asynchronous instruction is long term? [Posted June 30, 2020](#)

CTE classes earn full funding through both remote methods so long as instruction is provided.

6. What about SPED funding? *Posted June 30, 2020*

Funding for students receiving special education will continue to flow so long as LEAs are serving students as required by their IEPs.

7. How can we be funded under asynchronous instruction for students who do not have Internet access at home? *Posted September 3, 2020*

Remote instruction for students without internet or computer access at home can be provided via an approved asynchronous plan. To be approved, the plan will need to include descriptions around the same requirements for asynchronous instruction for students that have internet and computer access and those who do not. If you are planning to support asynchronous remote instruction for students without access to internet or devices, your asynchronous plan should include:

- Instructional schedule- to ensure the student is engaging with approximately the same amount of academic content as in a regular, on-campus school day.
- Material design- to ensure instructional materials are designed specifically for an asynchronous learning environment (which could include paper packets as an alternative to online work).
- Student progress- to ensure student engagement and progress must be monitored daily (which could include regularly turning in, grading, and providing feedback on paper packets and phone calls with students to discuss daily progress). Please note, this is likely the hardest component to complete remotely without access to technology, but in order to be approved, it still must include a plan for tracking daily student engagement with a focus on monitoring academic progress and giving academic feedback to students.
- Implementation support for educators and families- to ensure support for teachers in implementing the asynchronous plan for students without technology and for communicating expectations to families and students.

If the LEA is not meeting remote asynchronous plan requirements, then the LEA will not be able to receive attendance funding for students engaging in remote instruction after the end of the grace period (end of third 6 weeks grading period).

8. My LEA was subject to a blanket closure order issued by my local health authority. Will solely remote instruction be funded for the time period of the order? *Posted July 28, 2020*

No. The Texas Attorney General issued [a guidance letter](#) on July 28, 2020, that stated that "... local health authorities may not issue blanket orders closing all schools in their jurisdiction on a purely prophylactic basis." The guidance letter further provides that health authority orders may not conflict with executive orders of the governor and must apply control measures required by statute. Consequently, a blanket order closing schools does not constitute a legally issued closure order for purposes of funding solely remote instruction as described in this document. However, another valid funding exception may apply, such as a start-of-year transition period as described further below, that would be available to the LEA if it did not offer on-campus instruction. Also,

the guidance letter implies that other kinds of public health authority orders could be lawful. Any lawful order closing a school building will continue to enable an LEA to generate funding for solely remote instruction.

9. What are the requirements to earn full-day funding for general ed homebound and PRS CEHI students and how should attendance be reported? [Posted June 23, 2020](#)

When in-home instruction cannot be provided due to COVID-19, students who had been receiving instruction at home should be served through the LEA's remote synchronous or asynchronous instructional methods. While students are served through one of these methods, attendance should be reported in accordance with the rules for each method described in this document. Pregnancy related services (PRS) students who receive Compensatory Education Home Instruction (CEHI) services through a remote synchronous or asynchronous method can continue to earn CTE contact hours, as long as CTE instruction continues while remote instruction is provided.

10. How will the agency calculate the prior law Regular Transportation Program allotment for the 2020-2021 school year given that we did not operate a full-school year in 2019-2020 and that linear density rates are based on prior year mileage? [Posted September 10, 2020](#)

HB 3 amended Section TEC §48.151 to provide Regular Transportation Program funding based on a rate per mile set by the Legislature in the General Appropriations Act (GAA) and not on a linear density rate. However, to determine if the district is eligible for the Formula Transition Grant, TEA must calculate the Regular Transportation Program allotment under both current law and prior law. The prior law 2020-2021 Regular Program allotment will be calculated using the same linear density rate that was used to calculate the 2019-2020 prior law Regular Program allotment which was calculated using 2018-2019 miles.

11. My district's May 2020 Bond elections have been postponed. This delay may impact my district's ability to set its interest and sinking fund (I&S) tax rate to include tax effort for new bonds by the second year of the current biennium (school year 2020-2021). To consider these bonds eligible for Existing Debt Allotment (EDA) state assistance for the 2022-2023 biennium, will the TEA waive the statutory requirement that taxes levied to pay the principal of and interest on the bonds be included in the district's audited debt service collections for that school year (in this case, 2020-2021)? Alternatively, will the agency allow my district to set its tax rate in 2020-2021 instead of 2019-2020 to include the required tax effort for considering the new bonds eligible for EDA state aid assistance in the 2022-2023 biennium? [Posted September 10, 2020](#)

No. The agency will not consider alternative methods to consider bonds that would otherwise be ineligible for EDA assistance in the coming biennium. The amount of state aid on eligible bonds during a biennium is limited by the interest and sinking fund tax collections from the second year of the previous biennium. If a district's tax rate does not include tax effort for newly eligible bonds, it is possible the district may not receive EDA funding for those bonds until the next school year.

12. My district is experiencing significant difficulties in obtaining income eligibility verification forms for the National School Lunch Program, and we are concerned that this will have a

negative impact on the counts of educationally disadvantaged students reported to the agency during the PEIMS Fall submission for purposes of generating the state compensatory education allotment. What options does my district have to help mitigate these difficulties? *Posted October 1, 2020*

For the 2020-2021 school year, the agency is allowing LEAs to update the students' Economically Disadvantaged indicator until the PEIMS Fall Resubmission closes on January 14, 2021. Therefore, LEAs can continue to try to obtain income eligibility verification forms (or other means of verifying eligibility, including the use of locally developed income verification surveys or other categorical sources of eligibility) for students past the PEIMS Fall snapshot date. For the 2020-2021 school year *only*, LEAs will be able to submit students as economically disadvantaged even if the forms (or other means of verification) are dated after October 30, 2020. Please remember that, although the agency is providing this extension, LEAs cannot count students as economically disadvantaged for purposes of the PEIMS Fall submission if those students were not enrolled as of the snapshot date. Also, this extension only applies to the collection of forms or other eligibility documentation associated with the Economically Disadvantaged indicator; the extension does not apply to any other PEIMS Fall data elements.

If an LEA is planning to update its Title I, Part A campus rankings or campus allocations from the original data submitted to TEA in SC5000 of the 2020-2021 ESSA Consolidated Federal Grant Application, the LEA should wait until after the PEIMS Fall Resubmission closes on January 14, 2021.

Learning Environment Transition Procedures

Students may transition between learning environments at the end of a grade cycle. Transition meetings will be scheduled following the last week of a grade cycle and parents/guardians will be invited to attend. If a parent or guardian cannot attend the meeting in person, they will be contacted by phone for the opportunity to participate. During the transition meeting administrators, parents, and students will evaluate the students' academic progress and make recommendations using the *Maintenance of Optimum Learning Environment Rubric* and individual student needs to determine the best learning environment for the following grade cycle. Additional factors considered at the transition meeting may also include consideration of individual student needs and circumstances. Certainly, health and safety of the student and their family should remain the primary consideration. Assuming those considerations are addressed, there are a few issues that should be considered when discussing with families the educational benefit for a student to return to campus. First, with a few exceptions, TEC, §25.092, requires students to attend at least 90% of the course in order to obtain credit. This applies to individual course subjects at the secondary level, and to all grade levels at the primary level. Students who cannot meet this requirement while enrolled in public school may be required to repeat the grade and/or subject the following year. Second, truancy laws still apply to students enrolled in public school but who are not attending. Third, course grades may still be an issue. Semester grades are issued based on local policy, but in the event local policy supports it, students who ultimately fail to earn a passing grade for a course (or an entire grade level) could be required to repeat the course (or grade level). At the conclusion of the transition meeting the decision made by the Administrator(s), Parent/guardian, and student will be final for a minimum period of one grade cycle and their parent/guardian will be required to sign the learning expectation document as acknowledgement of the learning environment expectations for online or hybrid models. There are two pathways to initiate the transition process:

1. The *Maintenance of Optimum Learning Environment Rubric* will be analyzed by district teachers and administrators to ensure students are successful in their current learning environment and make recommendations.
2. A parent/guardian may request a transition meeting as the student's needs and circumstances may change over the course of their academic career.

Maintenance of Optimum Learning Environment Rubric

SISD Recommended Optimum Learning Environment <i>Maintenance of Optimum Learning Environment Rubric</i>				
	0 Points	1 Points	2 Points	3 Points
Attendance	Student has 3 or more unexcused absences in any class.	Student has no more than 2 unexcused absences in any class.	Student has no more than 1 unexcused absences in any class.	Student has no unexcused absences in any class.
Grades	Student's grades or percent of skills at a grade appropriate level in any class is below 70 percent.	Student's grades or percent of skills at a grade appropriate level in all classes are 70 percent and above.	Student's grades or percent of skills at a grade appropriate level in all classes are 75 percent and above.	Student's grades or percent of skills at a grade appropriate level in all classes are 80 percent and above.

Overall score of 4 – 6: Recommended to continue with learning environment.

Overall score of 2 – 3: Recommended academic probation period for one grading cycle. If at the end of the following grade cycle the student rubric score has not increased to an overall score of 4-6 the recommendation is for the student to transition to a face-to-face or hybrid learning environment.

Overall score of 0 – 1: Recommended to transition to a face-to-face or hybrid learning environment.



Proposed TACS 2020 LEGISLATIVE AGENDA

The Texas Association of Community Schools is proud to represent at least two-thirds of the small and mid-sized schools in Texas and the 5.4 million Texans enrolled in our public schools. ***Where does TACS fall on the issues affecting our students today?***

SCHOOL FINANCE

We Support:

- ✓ Sustainable state funding for HB 3 (86th Legislature), all day pre-K, safety, security, and mental health, with local discretion to meet the needs of students.
- ✓ The State of Texas expanding affordable broadband access - with an immediate effort to assist rural areas in receiving broadband access and having a plan to ensure infrastructure be funded for all areas of the state within the next five years. Any future requirement of remote learning or promotion of electronic materials must wait until such infrastructure has been funded.
- ✓ Tying charter school “small and mid-size allotment” to the same 5,000 student cap as the district small and midsize adjustment.
- ✓ Increased funding for the technology and instructional materials allotment (TIMA) so districts may provide adequate technology and instructional materials to meet higher standards for students.
- ✓ Continuing to incentivize career and technology pathways by remedying issues with current formulas.
- ✓ Continuing to invest in teacher compensation programs using local districts’ discretion to recognize outstanding achievement and instructional practices.

We Oppose:

- × The diversion of public funds for vouchers, tax credits, education saving accounts, or any other funding mechanism that funnels state funds to private schools, homeschooled students, or parents with no academic or financial accountability or transparency to the state, taxpayers, or communities.
- × Forced consolidation of school districts.
- × Further expansion of publicly-funded charter schools.
- × Legislation or other measures that seek to limit or restrict school districts’ or administrators’ ability to be represented before the Texas Legislature, state agencies, and/or the executive branch.
- × Virtual education without accountability and education standards used for all public schools districts across Texas.
- × Carveouts from TIMA that will cut or reduce funds to school districts.

ASSESSMENT & ACCOUNTABILITY

We Support:

- ✓ A comprehensive school accountability system, not one based on high-stakes standardized tests.
- ✓ An assessment system that provides meaningful opportunity for each Texas student, campus, and school district to meet all local, state, and federal performance expectations.
- ✓ Local determination of appropriate industry certifications for state accountability purposes.
- ✓ Continuation of the dual credit program, and greater recognition of its value in the state accountability system.
- ✓ A moratorium **on accountability tied to** state testing for 2020-2021 to enable districts to remediate the effects of learning loss caused by the COVID-19 school closures.

We Oppose:

- × The A-F system for campus and district ratings.
- × Legislation that would remove local control and Districts of Innovation.

TEXAS TEACHER RETIREMENT SYSTEM

We Support:

- ✓ The continuation of the state retirement system as a defined benefit system with the vigorous support of state monies.
- ✓ Increased contributions by the state for TRS ActiveCare and TRS Care health insurance to reduce participants' out-of-pocket costs.

EDUCATION SERVICE CENTERS

We Support:

- ✓ The regional Education Service Centers. The ESCs are critical to the success of our state's school children, are a cost effective delivery system for services that are needed by Texas schools, and serve as a link to the Texas Education Agency.

We Oppose:

- × Any required or expected regulatory oversight of local school districts by Education Service Centers.

UNIVERSITY INTERSCHOLASTIC LEAGUE

We Support:

- ✓ The UIL as a voluntary and independent association governed by rules and regulations adopted by its member schools.

**Connect
with us!**



(512) 440-8227 · www.TACSnet.org

Barry Haenisch, Executive Director: bhaenisch@tacsnet.org

Crystal Dockery, Deputy Executive Director: cdockery@tacsnet.org

Melanie Zumm, External Affairs Coordinator: mzumm@tacsnet.org



Recommended Revisions to School Board Member Training—Framework for School Board Development

Preamble

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation (Texas Education Code, §4.001).

The board of trustees is the governing body for Texas public schools. To effectively meet the challenges of public education, school boards and superintendents must function together as a governance leadership team. Each team will focus on the improvement of locally developed student outcomes through vision and goals, systems and processes, progress and accountability, advocacy and engagement, and team synergy. Teams ensure that their districts provide equitable and effective educational programs and services for all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

Framework

- I. Vision and Goals—The board ensures creation of a shared vision and measurable goals that improve student outcomes, opportunities, and experiences. The board:
 - Keeps the district focus on the well-being of all children.
 - Adopts a shared vision that incorporates input from the community to reflect local aspirations and needs for all children.
 - Ensures that the vision aligns with the state’s mission, objectives, and goals for education established by law or rule.
 - Adopts a reasonable number of specific, quantifiable, research-based, and time-bound goals that align with the vision to improve student outcomes.
 - Embraces, supports, and fulfills the vision that all students receive what they need to learn, thrive, and grow, including resources, opportunities, and experiences.
 - Uses the vision and goals to drive all deliberations, decisions, and actions.
- II. Systems and Processes—The board ensures systems and processes are in place to accomplish the vision and goals. The board:
 - Regularly develops, reviews, and adopts board policies for effective support of the district’s vision and goals.
 - Approves a budget that aligns with and maximizes resources to fulfill the district’s vision and goals.
 - Monitors student progress throughout the year.
 - Incorporates equity when making decisions and evaluating systems and processes.
 - Focuses its actions on providing oversight of management, district-wide policy making, planning, goal setting, progress monitoring, and evaluation and refrains from involvement in daily operations and management.
 - Approves goals, policies, and programs that ensure a safe and secure learning environment.
 - Ensures the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools.

- Ensures that the district’s planning and decision-making process enables all segments of the community, families, and staff to meaningfully contribute to achieving the district’s vision.
 - Welcomes and values all people and cultures as important stakeholders in the process for student success.
 - Ensures the district has a system that monitors for sound business and fiscal practices.
 - Fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees.
- III. Progress and Accountability—The board sets clear goals, provides resources and support, evaluates goal attainment, and engages in ongoing objective feedback on progress and commitments. The board:
- Holds itself accountable to its adopted vision, goals, commitments, and operating procedures.
 - Ensures progress toward achievement of district goals through a systemic, timely, and comprehensive review of reports and data that are predictive of locally developed student outcomes.
 - Ensures equity throughout the system by regularly identifying inequities, updating policies, and appropriately distributing resources.
 - Differentiates among inputs, outputs, and outcomes, especially when focusing on student outcomes.
 - Monitors and evaluates the allocation of resources in support of the district’s vision and goals and sustainability.
 - Reviews the efficiency and effectiveness of district operations and use of resources in supporting the district’s vision and goals.
 - Employs and annually evaluates the superintendent on the achievement of district goals, primarily on progress toward or achievement of board-adopted student outcome goals.
- IV. Advocacy and Engagement—The board promotes the vision and engages the community in developing and fulfilling the vision. The board advocates on behalf of all Texas public schoolchildren. The board:
- Demonstrates its commitment to, and advocates on behalf of, the shared vision and goals by clearly communicating them to the superintendent, staff, and community.
 - Regularly reports district progress to families and the community.
 - Ensures multiple forms of two-way communication will be used to engage, empower, and connect students, families, staff, media, and community with the district.
 - Builds collaborative relationships and partnerships with families and community, business, non-profit, higher-education, and governmental leaders to influence and expand educational opportunities and experiences to meet the needs of students.
 - Recognizes the respective roles of and provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency to ensure maximum effectiveness and benefit to Texas schoolchildren.
 - Promotes school board service by educating the community about the role of a school board and encouraging leadership opportunities within the community.

- V. Team Synergy—The board works effectively as a collaborative unit and as a team with the superintendent to lead the district in fulfilling the vision and goals. The board:
- Remains focused on its goals and priorities, as opposed to individual agendas separate and apart from the shared vision.
 - Annually evaluates its performance as a team, with attention given to the district’s vision and goals; fulfilling the board’s duties, responsibilities, and commitments; and the board’s working relationship with the superintendent.
 - Makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters.
 - Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority.
 - Develops teamwork, problem-solving, and decision-making skills as a team with its superintendent.
 - Understands and adheres to laws and local policies and respects the superintendent’s responsibility to manage the school district and to direct employees in district and campus matters.
 - Adopts and adheres to established policies and procedures for welcoming and addressing ideas and concerns from students, families, staff, and the community.
 - Establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board.
 - Understands the leadership role of the board president and adheres to local policies and procedures about the duties and responsibilities of the board officers.