

Agenda of Special Board Meeting

The Board of Trustees

Marathon ISD

Preparing Each Student for a Successful Future as a Lifelong Learner

A Special Board Meeting of the Board of Trustees of Marathon ISD will be held August 9, 2021, beginning at 5:00 PM in the Marathon High School Library.

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

- I. Call Meeting to Order
- II. Pledge of Allegiance to the American and Texas Flags
- III. Moment of Silence
- IV. Public Comment
- V. Dean of Students job description (board discussion) 2
- VI. Closed Session
In accordance with the Texas Open Meetings Act (Subchapter D and F of Chapter 551 of the Texas Government Code), the board will now enter into a closed meeting to deliberate subjects listed on this agenda authorized by Subchapter D. Any final action, decision, or vote on a subject deliberated in the closed meeting will be taken in an open meeting held in compliance with the Texas Open Meetings Act.
Tex. Gov't Code 551.071, 551.129, 551.074
- a. Consideration of probationary contract for 2021-22 Dean of Students 5
- VII. Open Session
- a. Consideration of probationary contract for 2021-22 Dean of Students
- VIII. Student, Staff, Family, and Community Safety
- a. COVID update 10
- IX. Adjourn

The Marathon ISD seven-member Board of Trustees is focused on student achievement and the overall success of the school district.

Job Title: Dean of Students
Reports to: Superintendent

Primary Purpose:

Direct the overall operations of the student services programs, including counseling, academic advising and testing, college/career readiness and support, and administrative/technology support

Qualifications:**Education/Certification:**

Bachelor's degree from an accredited college or university (Master's preferred)

Special Knowledge/Skills:

Knowledge of overall operations of student services program

Knowledge of federal, state, and local policies

Ability to implement policies and procedures

Ability to interpret data

Excellent public relations, organizational, communication, and interpersonal skills

Ability to speak effectively before groups of students, faculty, community members, and staff

Major Responsibilities and Duties:**Counseling**

1. Support all PreK-12 students with counseling support, through individual, small group, and grade level activities
2. Serve as a point of information for students and respond to students' needs
3. Plan and implement new student orientation and student transition programs
4. Create and implement district-wide character education programs (state mandate)
5. Establish and maintain open lines of communication on vital issues with students, teachers, and parents.
6. Complete all records, progress notes, assessments, and referrals.
7. Ensure continued professional growth and development.

Academic Advising and Testing

1. Establish and implement short- and long-range goals for all students
2. Monitor student grades/progress in their classes/courses
3. Convene meetings with parents
4. Assist with district-wide STAAR/EOC testing
5. Assist with G/T programs

College/Career/Military Readiness and Support

1. Monitor graduation plans for high school students
2. Work closely with 11/12th grade students and parents with entry into college/career/military

Administrative/Technology Support

1. Support students with their technology needs
2. Assist with the development of new digital lab
3. Assist with online learning
4. Assist superintendent with administrative duties

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including computer and peripherals and other instructional equipment

Posture: Frequent prolonged sitting

Motion: Repetitive hand motions; frequent keyboarding and use of mouse

Lifting: Occasional light lifting (less than 15 pounds)

Environment: Infrequent travel

Mental Demands: Maintain emotional control under stress

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Received by _____ Date _____

Mail

1 of 24

Inbox 14

Starred

Snoozed

Sent

Drafts 3

4H

504

Accountability

Activity Funds

Alpine Avalanche

American Airlines

Appliances

Applications

Applications 2021-22

Appraisals

Chat

Rooms

Meet



c_ss_deanstudents.

Joey Moore

to Barbara, me, Victoria

Aug 3, 2021, 10:14 PM (3 days ago)

Yes. A "Dean of Students" does not required any certification issued by SBEC/TEA. A non-chapter 21 contract would be appropriate.

There are few things she cannot do—for example, I do not believe she can be a certified T-TESS appraiser if she is not a certified employee, but we may have to double check that. There may be other duties as an administrator that she cannot do unless she is a certified employee. I'm not sure what those might be, right now. Let me know if you want me to check into the

Is she otherwise certified by TEA, i.e., does she hold a teaching certification? She doesn't have to, but if she is a certified teacher, and you are hoping she becomes a certified administrator you could add a certification addendum.

Let me know if you have any questions.

CONFIDENTIALITY NOTICE: This email & attached documents may contain confidential information. All information is intended only for the use of the named recipient. If you are not the named recipient, you are not authorized to read, disclose, copy, distribute or take any action in reliance on the information and any action other than immediate delivery to the named recipient is strictly prohibited. If you have received this email in error, do not read the information and please immediately notify sender by telephone to arrange for a return of the original documents. If you are the named recipient you are not authorized to reveal any of this information to any other unauthorized person. If you did not receive all pages listed or if pages are not legible, please immediately notify sender by phone.



Peter Price <pprice@marathonisd.net>

Resume Attached

1 message

Mary Schwartz-Grisham <maryschwartzegrisham@gmail.com>
To: pprice@marathonisd.net

Sun, Aug 1, 2021 at 8:54 PM

Dear Dr. Price:

I am writing to express my interest in and describe my qualifications for Marathon ISD's Counselor and Assistant Administrator position. As we discussed briefly on the phone, I have been practicing as a Counselor in our area for nine years, starting at The High Frontier as an LPC Intern, working with students ages 13 to 18. Following completion of the two-year internship, I then took a position at Sul Ross as a Mental Health Counselor working with students, faculty, and staff. Six months after my hire date I was promoted as Director of the Counseling and Accessibilities office. My duties then expanded to include both counseling and setting students up with their accommodations, oftentimes reading over High School 504 Plans to ascertain needs. Additionally, I assisted as Adjunct Professor teaching Human Growth and Development, and Ethics, and Legal Issues in Counseling in the School Counselor/LPC graduate program in the Education Department. While enjoying working with students, and to further develop my counseling skills, in January 2020 I took a position with the Texas Workforce Commission as a Vocational Rehabilitation Counselor. With TWC my role, in part, includes going to tri-county schools and meeting with students, teachers, administrators, and parents with the shared goal of successfully transitioning the student from high school to postsecondary education and employment. This process includes compiling information such as students' interests, aptitude, skills/soft skills, ambition, finances, and family values.

All of the four above mentioned positions required an administrative skill set. Through this along with working as the Administrative Assistant at the Bryan Wildenthal Memorial Library at SRSU, I have developed a proficiency in general office skills including MS Office, Google Docs, and a variety of state of Texas internal applications.

I believe my skill set, previous experiences, and unique qualifications make me an ideal candidate for the Marathon ISD position. I particularly look forward to again working with students on a daily basis as well as bringing my administrative talents to bear in Marathon ISD.

Please reach out to me if you have any questions. I look forward to meeting you on Tuesday, August 3rd at 1:00 p.m.

Sincerely,

Mary Schwartz Grisham M.Ed., LPC

 Resume - Mary Schwartz Grisham.pdf
81K

Mary E Schwartze Grisham M.Ed., LPC
1607 N 7th Street
Alpine, Texas 79830
432 294-0678

Objective

Seeking fulltime position as Counselor and Administrative Support at Marathon ISD

Education

Sul Ross State University – Alpine, Texas
Masters in Education, Emphasis Counseling, Graduated June 2011

American Airlines Flight Academy – Arlington, Texas, Graduated July 1995

Missouri State University – Springfield, Missouri
Bachelors of Science – Communications Management, Graduated June 1994

Employment

Texas Workforce Commission - Vocational Rehabilitation Counselor
January 2020 – Current
Supervisor Bertha Torres
bertha.torres@twc.state.tx.us

Sul Ross State University – Director of Counseling and Accessibility
July 2014 – December 2019
Supervisors Leo Dominguez, Dean of Student Life,
Brandy Snyder, Associate Dean of Student Life
leo2309@sbcglobal.net

The High Frontier Residential Treatment Center – Behavioral Health Counseling Intern
June 2012 – June 2014
Supervisor Tom Homrighaus, LPCS
tomh.counsel@gmail.com

Sul Ross State University – Bryan Wildenthal Memorial Library Administrative Assistant
October 2006 – May 2012
Supervisor Don Dowdey Dean of BWM Library
ddowdey@sulross.edu



Peter Price <pprice@marathonisd.net>

Reference for Mary Schwartz Grisham

3 messages

Peter Price <pprice@marathonisd.net>

Tue, Aug 3, 2021 at 9:03 AM

Bcc: bertha.torres@twc.state.tx.us, leo2309@sbcglobal.net, tomh.counsel@gmail.com

Mary is applying for a PreK-12 counseling position, which may include some administrative duties. She's listed you as one of her references. What can you tell me about her? Thanks.

--

Pete Price, Ph.D.
Superintendent, Marathon ISD
109 North 5th St.--P.O. Box 416
Marathon, TX 79842
Office: 432-386-4431 x102

Cell: 512-657-6934

Home of the Marathon Mustangs

Tom Homrighaus <tomh.counsel@gmail.com>

Tue, Aug 3, 2021 at 1:44 PM

To: Peter Price <pprice@marathonisd.net>

Hello Dr. Price,

Mary completed her supervision and worked with intensive troubled teens and their families at High Frontier. I was her LPC and work supervisor and had extensive opportunities to observe, train, and collaborate with Mary across many circumstances in our residential treatment setting. In my experience, Mary is a skilled, dedicated, and empathetic counselor. I also found her to be a cooperative and engaged supervisee and employee, as well as a effective team-worker. Mary's duties at High Frontier ultimately included, group-individual-and family counseling, crisis intervention, extensive treatment planning and documentation, clinical supervision of clients and team members, and regular case consultation with psychiatrists, psychologists, social workers, family members, and placing agencies and advocates. Mary's client experience at High Frontier included a broad spectrum of diagnosis and treatment needs including; trauma, substance abuse, attachment, violent behavior, self harm and suicide behavior, attention deficit, executive dysfunction, learning disabilities, autism spectrum, mood disorders, grief, adjustment, family dysfunction, and emerging psychotic and personality disordered behaviors. I strongly recommend Mary for a counseling position with your school program. If there is anymore I can offer about Mary, feel free to contact me by phone @432-294-1764 or at this email address.

Cordially,

Tom Homrighaus
tomh.counsel@gmail.com

This correspondence may be confidential .If you are not the intended recipient, please destroy and inform the sender.

[Quoted text hidden]

Peter Price <pprice@marathonisd.net>

Tue, Aug 3, 2021 at 1:46 PM

To: Tom Homrighaus <tomh.counsel@gmail.com>

Thanks so much, Tom, for this very thorough recommendation. Really appreciate it!

[Quoted text hidden]

- Online learning?
- Teaching robotics/drone classes?
- Digital lab creation/maintenance?
- Adult education courses?

9. What's your philosophy of technology usage for students?

10. Tell us about your organizational skills.

11. How do you make decisions?

12. How do you build relationships with students? Staff? Families?

13. What activities and interests do you have outside of school?

14. Other question

15. What questions do you have for us?



COVID-19 School Readmission Criteria

COVID-19 Home

Subscribe



Coronavirus disease 2019 commonly referred to as COVID-19 is a disease requiring exclusion from school under 25 Tex. Admin. Code § 97.7.

A school administrator shall exclude from attendance any child having or suspected of having COVID-19. Exclusion shall continue until the readmission criteria for the conditions are met. The readmission criteria for COVID-19 is as follows:

If symptomatic, exclude until at least 10 days have passed since symptom onset, and fever free*, and other symptoms have improved. Children who test positive for COVID-19 but do not have any symptoms must stay home until at least 10 days after the day they were tested.

*Fever free for 24 hours without the use of fever suppressing medications. Fever is a temperature of 100° Fahrenheit (37.8° Celsius) or higher.

For a complete list of all disease requiring exclusion from school and the readmission criteria, please visit [DSHS School Health Recommendations for the Prevention and Control of Communicable Diseases in a Group-Care Setting](#).

INFORMATION FOR:

- Public
- Businesses & Employers
- Travelers
- Hospitals & Healthcare Professionals
- Laboratories
- Public Health
- First Responders
- Communities & Other Specific Groups
- News Media

MORE RESOURCES

- Vaccine Information
- FAQs
- Testing Information
- Mental Health Support
- Communication Tools
- Executive Orders & Disaster Declarations
- DSHS Office Closures
- DSHS-Related Waivers
- Volunteer, Donate, or Sell to Texas
- Contact Us



Public Health Guidance

August 5, 2021

The guidance in this document is authorized by Executive Order GA-38, which has the effect of state law under Section 418.012 of the Texas Government Code. Executive Order GA-38 provides TEA with the legal authority to publish requirements for the operation of public school systems during the COVID-19 pandemic. This document takes effect immediately, replacing all prior guidance. TEA recommends that public school systems consult with their local public health authorities and local legal counsel before making final decisions regarding the implementation of this guidance.

This guidance addresses:

- On-campus instruction
- Non-UIL extracurricular sports and activities
- Any other activities that students must complete

For guidance on matters related to school system staff, please refer [here](#). Additionally, as a reference for practices recommended by the CDC, see [here](#).

Required Actions if Individuals with Test-Confirmed Cases Have Been in a School

1. If an individual who has been in a school is test-confirmed to have COVID-19, the school must notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
2. Upon receipt of information that any teacher, staff member, student, or visitor at a school is test-confirmed to have COVID-19, the school must submit a report to the Texas Department of State Health Services via an online form. The report must be submitted each Monday for the prior seven days (Monday-Sunday).

Masks

Per GA-38, school systems cannot require students or staff to wear a mask. GA-38 addresses government-mandated face coverings in response to the COVID-19 pandemic. Other authority to require protective equipment, including masks, in an employment setting is not necessarily affected by GA-38.

School systems must allow individuals to wear a mask if they choose to do so.

Students Who Have COVID-19


As provided in this [Department of State Health Services \(DSHS\) Rule](#), school systems must exclude students from attending school in person who are actively sick with COVID-19 or who have received a positive test result for COVID-19. Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or is test-confirmed with COVID-19,

until the conditions for re-entry are met. See the DSHS rule for more details, including the conditions for ending the exclusion period and returning to school.

During the exclusion period, the school system may deliver remote instruction consistent with the practice of remote conferencing outlined in the proposed *Student Attendance Accounting Handbook* (SAAH) rules, as described [here](#).

To help mitigate the risk of asymptomatic individuals being on campuses, school systems may provide and/or conduct recurring COVID-19 testing using rapid tests provided by the state or other sources. Testing can be conducted with staff. With prior written permission of parents, testing can be conducted with students.

Students Who Are Close Contacts

 As a reference, close contact determinations are generally based on guidance outlined by the CDC, which notes that individuals who are vaccinated are not considered close contacts. Given the data from 2020-21 showing very low COVID-19 transmission rates in a classroom setting and data demonstrating lower transmission rates among children than adults, school systems are not required to conduct COVID-19 contact tracing. If school systems are made aware that a student is a close contact, the school system should notify the student's parents.

Parents of students who are determined to be close contacts of an individual with COVID-19 may opt to keep their students at home during the recommended stay-at-home period.

For individuals who are determined to be close contacts, a 14-day stay-at-home period was previously advised by the CDC based on the incubation period of the virus. CDC has since updated their guidance, and the stay-at-home period can end for students experiencing no symptoms on Day 10 after close contact exposure, if no subsequent COVID-19 testing is performed.

 Alternately, students can end the stay-at-home period if they receive a negative result from a PCR acute infection test after the close contact exposure ends.

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During the stay-at-home period, the school system may deliver remote instruction consistent with the practice of remote conferencing outlined in the proposed *Student Attendance Accounting Handbook* (SAAH) rules, as described [here](#)

CLOSE CONTACT

Close Contact through [Proximity and Duration of Exposure](#): Someone who was within [6 feet of an infected person](#) for a cumulative total of 15 minutes or more over a 24-hour period (for example, *three individual 5-minute exposures for a total of 15 minutes*). An infected person can spread SARS-CoV-2 starting from 2 days before they have any symptoms (or, for asymptomatic patients, 2 days before the positive specimen collection date), until they meet criteria for [discontinuing home isolation](#).

- **Exception:** In the **K-12 indoor classroom** setting, the close contact definition excludes students who were within 3 to 6 feet of an infected student if both the infected student and the exposed student(s) [correctly and consistently](#) wore well-fitting [masks](#) the entire time.

This exception does not apply to teachers, staff, or other adults in the indoor classroom setting.

Public Health Recommendations:

Except in certain circumstances, people who have been in close contact with someone who has COVID-19 should [quarantine](#). However, the following people with recent exposure may NOT need to quarantine:

- People who have been [fully vaccinated](#)
- People who were [previously diagnosed with COVID-19](#) within the last three months

Additional Information:

A number of factors can influence a person's risk of exposure to COVID-19, including the [type, proximity, and duration of their exposure](#), environmental factors (such as [crowding](#) and ventilation), [vaccination status](#), [prior COVID-19 infection](#), and [mask use](#).

[Correct](#) and consistent [mask use](#) is a critical step that people can take to protect themselves and others from COVID-19. However, the [type of masks used](#) and whether they are used consistently and correctly varies throughout the general population. Except in K-12 indoor classroom settings as described above, mask use is not considered when defining a close contact during case investigation and contact tracing, regardless of whether the person diagnosed with COVID-19 or the person exposed to SARS-CoV-2 was wearing a mask. (Note: Exposure risk in the healthcare setting is determined separately and outlined in CDC [guidance](#)).