

Regular Meeting
Tuesday, February 22, 2022 6:30 PM

Third Floor Training Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

Agenda

1. CALL TO ORDER
FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.
2. CLOSED SESSION
Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney, and
551.072) Deliberation regarding real property
551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.
551.082) Considering discipline of a public school child, or complaint or charge against personnel.

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.
3. PUBLIC SESSION
 - 3.A. Pledge to Flags
 - 3.B. Prayer
4. COMMUNICATIONS/RECOGNITIONS
 - 4.A. Mentoring - Department Efficiency Report

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 22, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Department Efficiency Report - Mentoring Program

Information

BACKGROUND INFORMATION:

Education Code 11.201(d)(5) requires the superintendent to manage the day-to-day operations of the district as its administrative manager, including implementing and monitoring plans, procedures, programs, and systems to achieve clearly defined and desired results in major areas of district operations. One of the ways the superintendent meets that requirement is through the Department Efficiency Report (DER). The Assistant Superintendent of Curriculum and Instruction will present the CHISD Mentoring Program Department Efficiency Report.

RECOMMENDATION: Information Only

BOARD ACTION REQUIRED: None

POLICY AUTHORIZATION: None

CONTACT PERSON: Shemeka Millner- Williams, Asst. Superintendent of C & I

FUNDING SOURCE: None

ENCLOSURES: None



CEDAR HILL ISD

DEPARTMENT EFFICIENCY REPORT

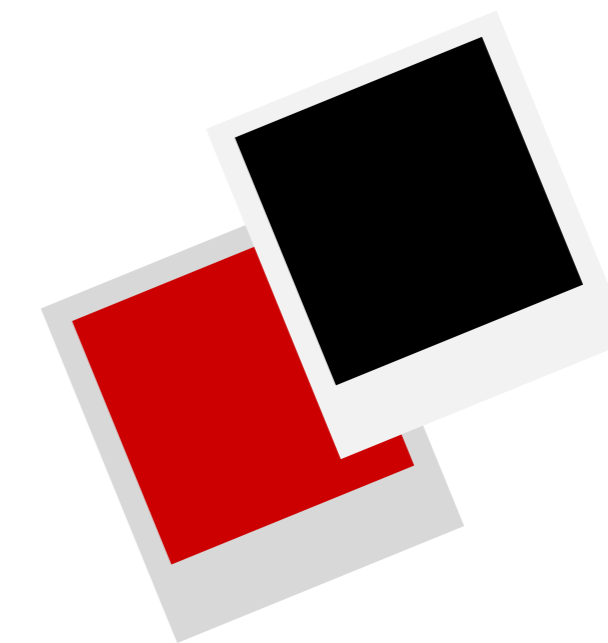
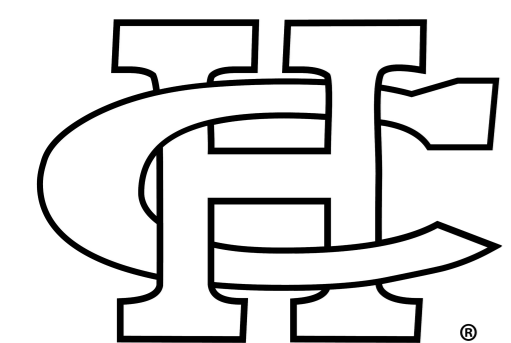


Shemeka Millner-Williams
Asst. Superintendent of Curriculum
& Instruction

Teacher Induction Program for Success (TIPS)

Executive Summary

The TIPS (Teacher Induction Program for Success) Program is a structured program with three major components for teachers with less than two years of teaching experience. A strategic focus on orientation, mentoring, and professional development provide initial induction and ongoing support for new teachers on every campus in the district. The partnership established between mentors and mentees assist induction-year teachers in providing a quality education for students while they transition into our professional learning community.



New Teacher Induction Theory of Action

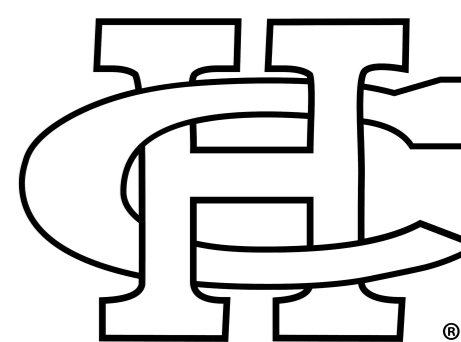
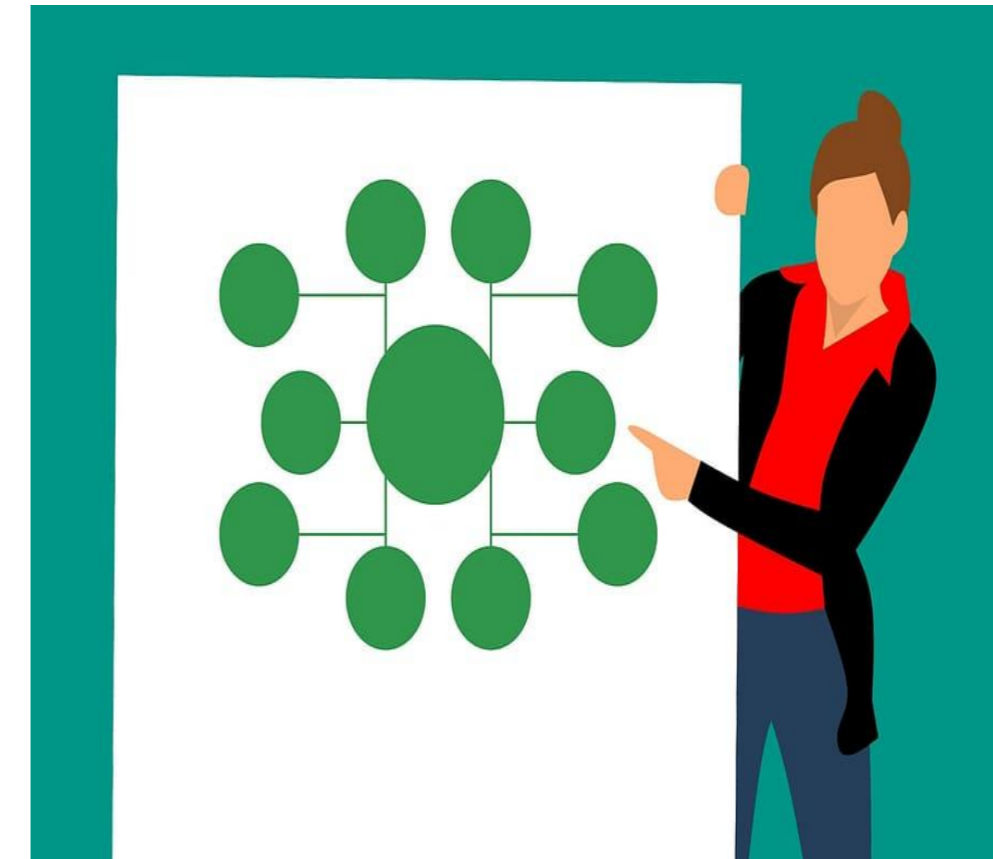
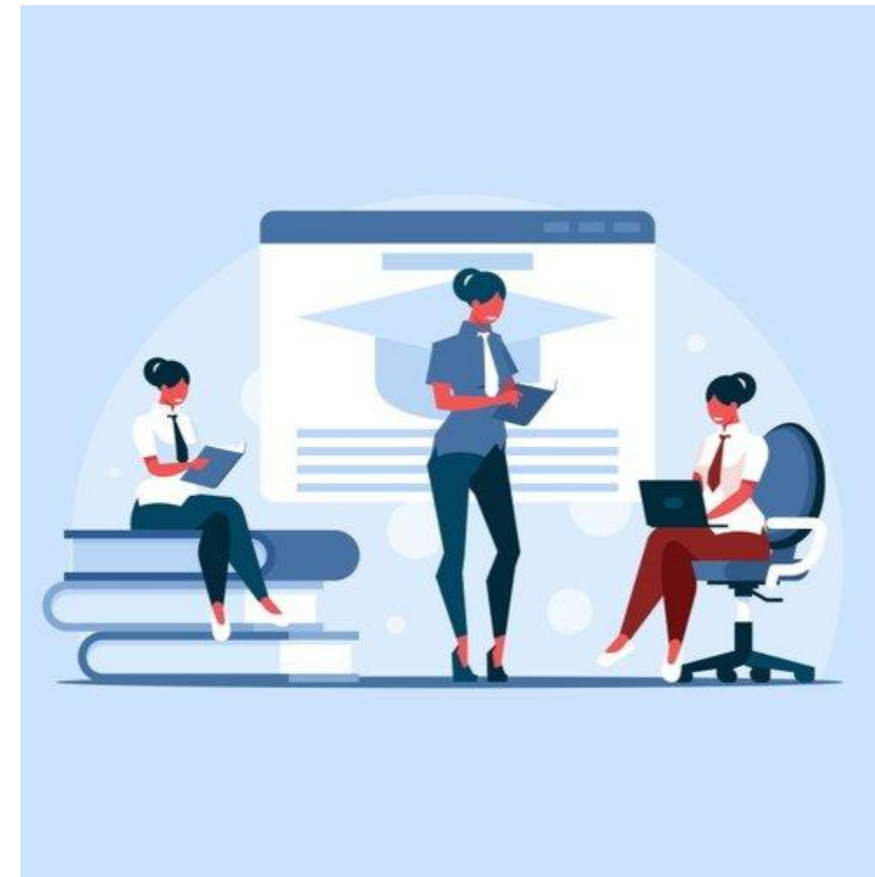
If we provide quality induction and continuing support to incoming teachers focused on research based best practices and job-specific skills and strategies, then we will impact scholar academic growth by increasing teacher effectiveness.



NEW TEACHER INDUCTION PROJECT VISION

We Believe

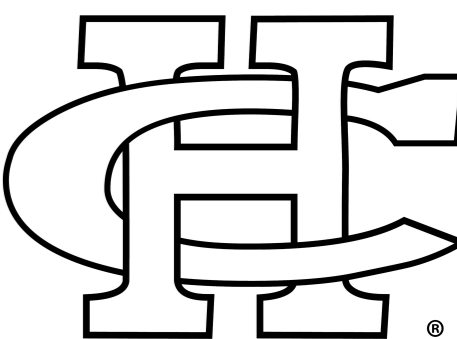
Teacher Preparation + Effective Instruction =
Improved Scholar Outcomes

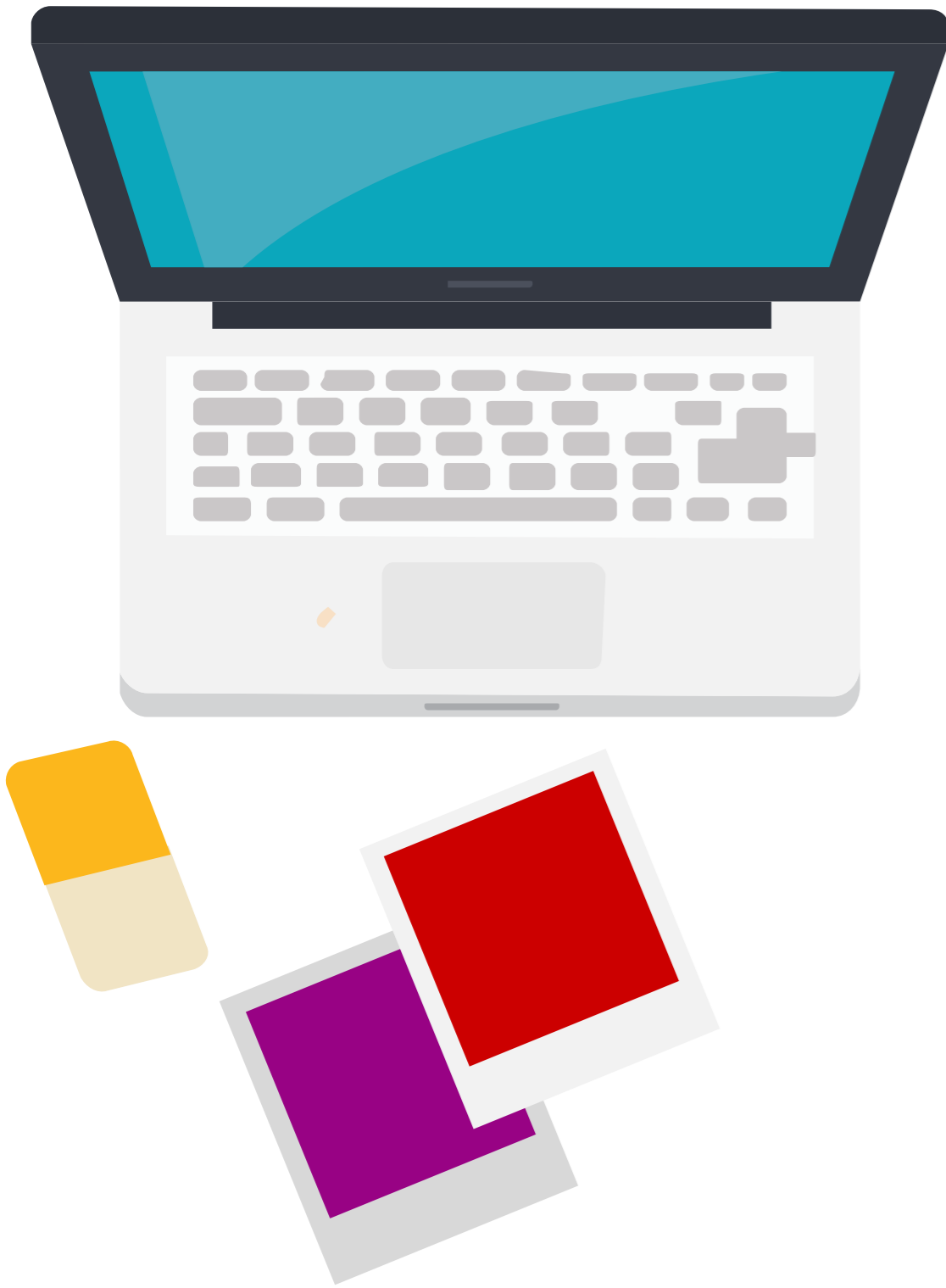


PROGRAM GOALS

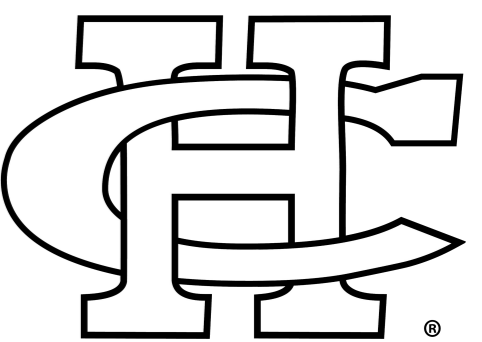
The specific program goals are:

- To provide new teachers with the opportunity to become familiar with the district's employees, resources, and support service
- To provide new teachers with professional support and guidance that will enhance teaching performance and student achievement
- To provide personal and professional growth of experienced teachers through collaboration with new teachers and other mentor teachers
- To provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities within the school district.





The focus during the 2021-2022 school year are instructional techniques outlined in *Get Better Faster* by Paul Bambrick-Santoyo. This developed Scope and Sequence of learning provides focus areas for the professional development and observation rounds that will be conducted throughout the year.

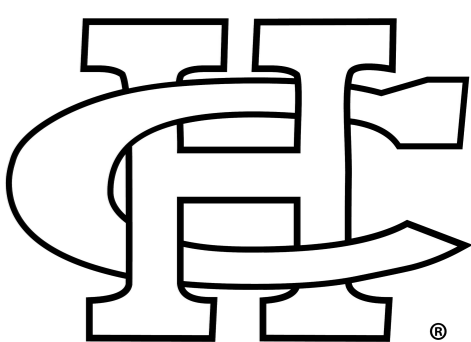


TIPS PROFESSIONAL LEARNING OUTLINE

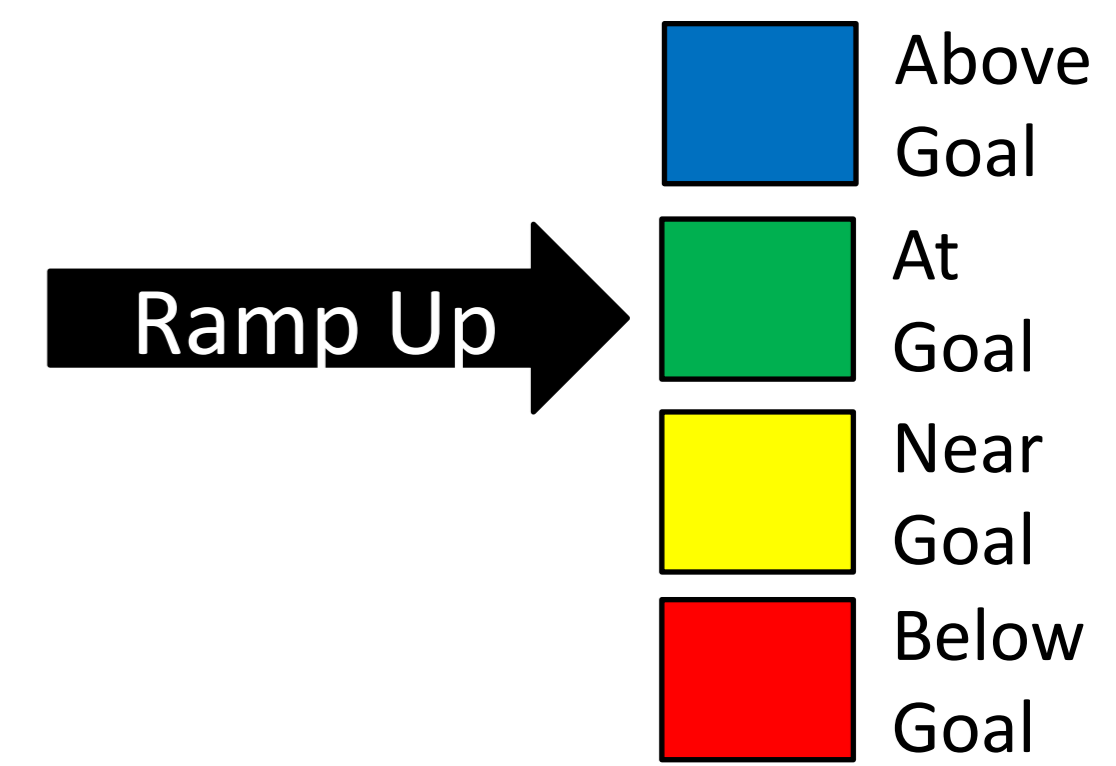
2021-2022



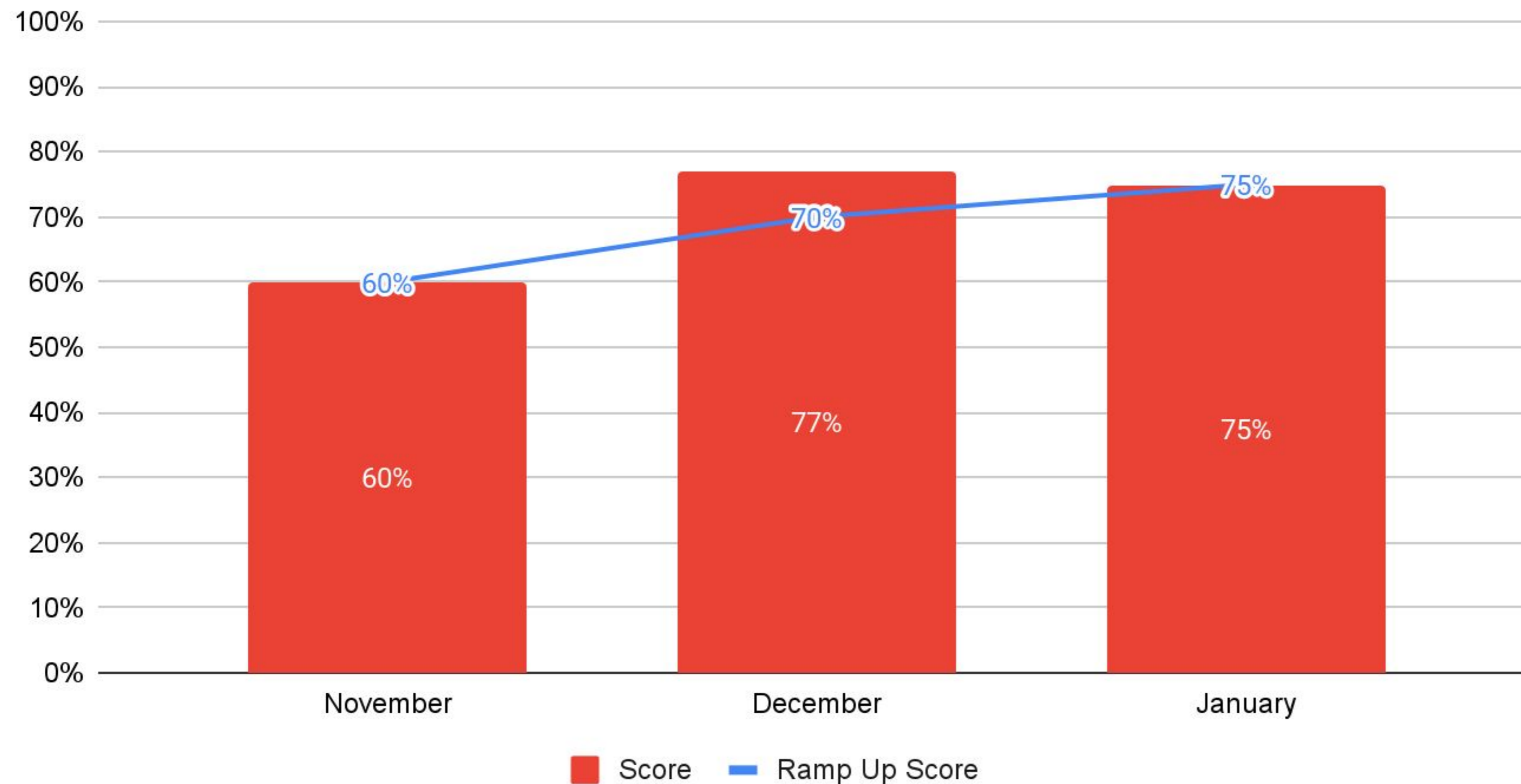
FALL AND SPRING 2021-2022					
Rounds	Mentor Training	Observations & Feedback (Mentor)	Observations Team Walks begin	Data Collection Reporting	Reteach (Staff Development)
Audience	PD Trainers Mentors	Mentor Mentee	Administrator PD Trainers Mentees	Administrator PD Trainers	PD Trainers Mentor Mentee
Round 1 Rules and Procedures	November 1 4:00-5:00	November 8-12	November 15-18	November 17-18 Report due November 18	Completed by November 29
Round 2 Teacher Radar and Whole Class Reset	November 29 4:00-5:00	November 29 - December 10	December 6-10	December 14-15 Report due December 15	Completed by January 11
Round 3 Exemplar Lesson Delivery	January 10 4:00-5:00	January 17-21	January 24-27	January 27-28 Report due January 28	Completed by February 8
Round 4 Aggressive Monitoring	February 8 4:00-5:00	February 14-18	February 21-24	February 24-25 Report due February 25	Completed by February 23
Round 5 Check for Understanding & Engagement	February 23 4:00-5:00	February 28-March 4	March 7-10	March 10-11 Report due March 11	Completed by March 29
All sessions will be held at the Professional Development Center (or virtually if needed). Rounds are based on the research and best practices of Paul Bambrick's book <i>Get Better Faster</i> .					



SC(T) 1.4.4 The % of teachers with 0-1 years of experience engaging with their mentor teacher 2-3 times a week (including email, text, phone).



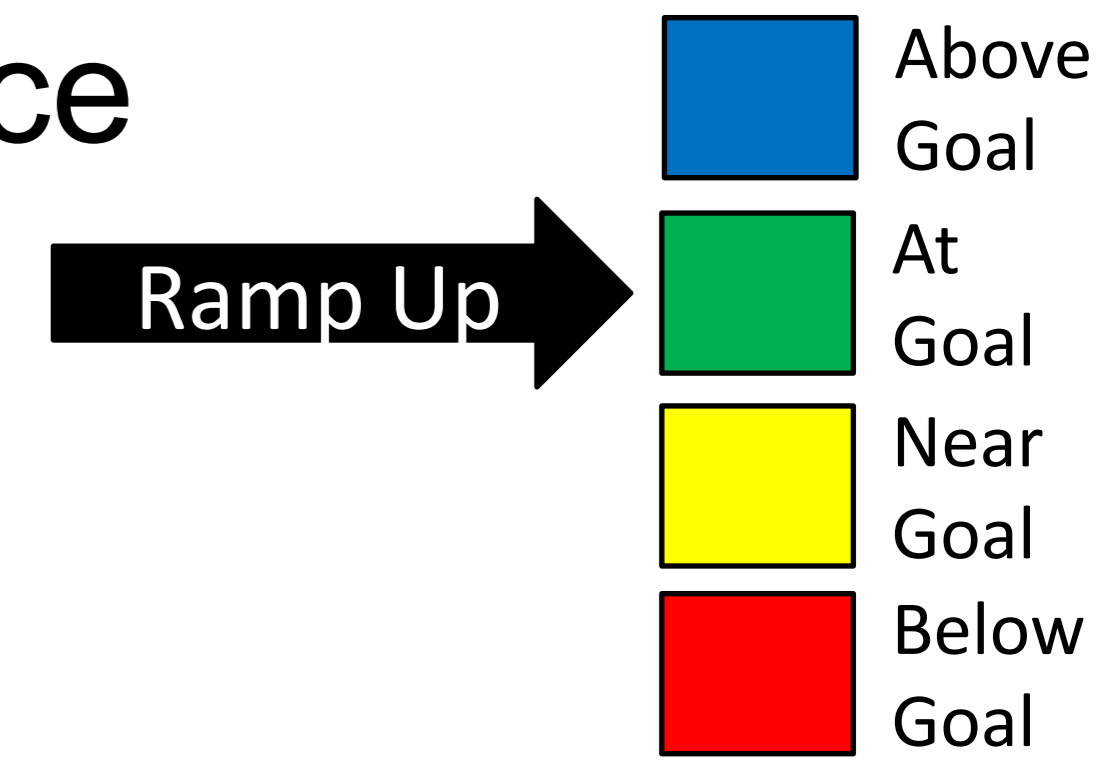
% of teachers with 0-1 years of experience engaging with their mentor teacher 2-3 times a week (including email, text, phone) DISTRICT



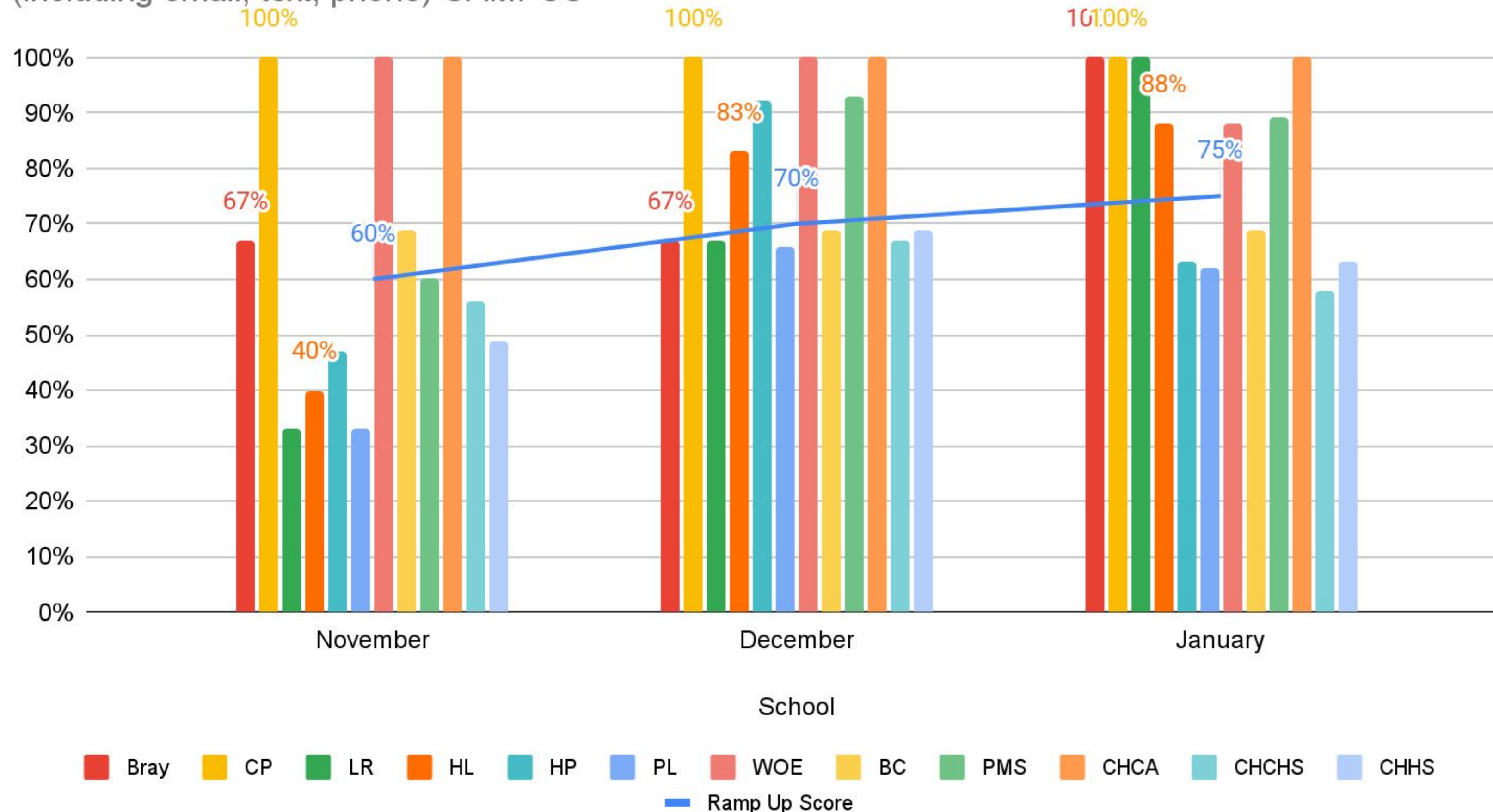
Final Status for this Measure	
Blue	≥ 95%
Green	90% - 94%
Yellow	80% - 89%
Red	≤ 79%

Annual Target: 92%

SC(T) 1.4.4 The % of teachers with 0-1 years of experience engaging with their mentor teacher 2-3 times a week (including email, text, phone). CAMPUS



% of teachers with 0-1 years of experience engaging with their mentor teacher 2-3 times a week (including email, text, phone) CAMPUS

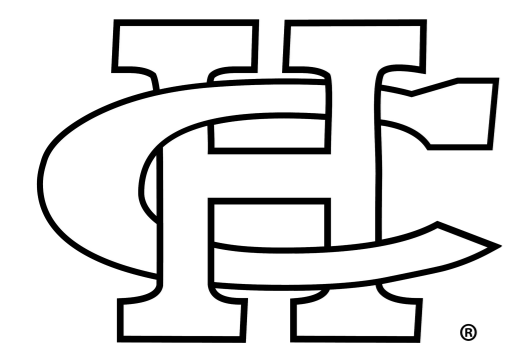
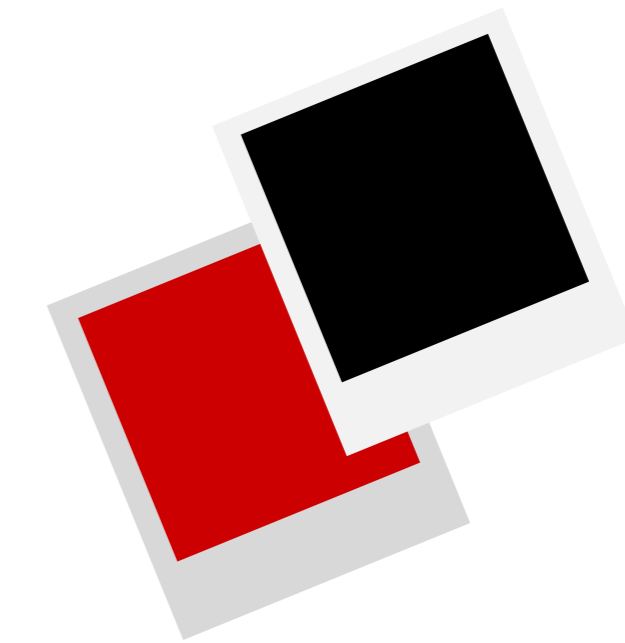


Final Status for this Measure	
Blue	≥ 95%
Green	90% - 94%
Yellow	80% - 89%
Red	≤ 79%

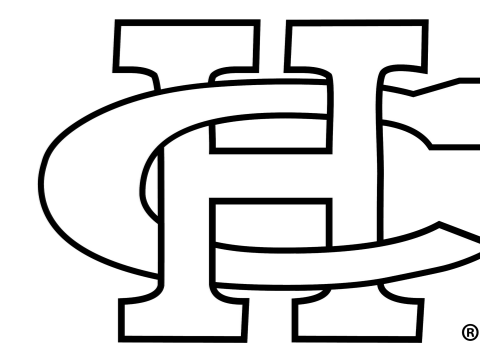
Annual Target: 92%

NEXT STEPS

- Round 5: Checking for Understanding Completion
- Impact and Program Improvement Survey (April 2022)
- Program Review (May 2022)
- Planning for 2022-23 (June- July 2022)



QUESTIONS



5. CITIZENS FORUM: The Board will now hear those who wish to make comments and who have completed and returned the Public Forum Citizen Participation Form. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Speakers must limit comments to issues that can be presented in a public forum. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels.
6. LONE STAR GOVERNANCE
Founded on research, Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.
 - 6.A. Campus Spotlight
 - 6.A.1. Cedar Hill High School

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 22, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Cedar Hill HS Spotlight Update

Information

BACKGROUND INFORMATION:

RECOMMENDATION: Information Only

BOARD ACTION REQUIRED: None

POLICY AUTHORIZATION: None

CONTACT PERSON: Dr. Kisha McDonald

FUNDING SOURCE: None

ENCLOSURES: None

**EDUCATE.
EMPOWER.
INSPIRE.**



A red bull with long white horns is depicted inside a circular frame. The bull is facing right. The background of the circle is white. Below the text and logo, there are two horizontal bars: a red one on top and a white one below it, both slanted upwards from left to right.

Cedar Hill High School
Spotlight
February 2022

VISION

Unlocking every Longhorn's potential

MISSION

To develop resilient scholars who excel academically and are empowered to serve.

MOTTO

Educate. Empower. Inspire.



Who are we?

Mission Statement

To prepare scholars to excel at life beyond
high school

Vision Statement

To see all scholars reach their full potential

Motto

Excellence Everywhere Every Day

Who are we?

Spotlight:

At Cedar Hill High School, we are cultivating a **FLAGSHIP** mentality!



Commitments

- ✓ Consider referencing the learning continuum while addressing gaps with Algebra I scholars.

Our Focus

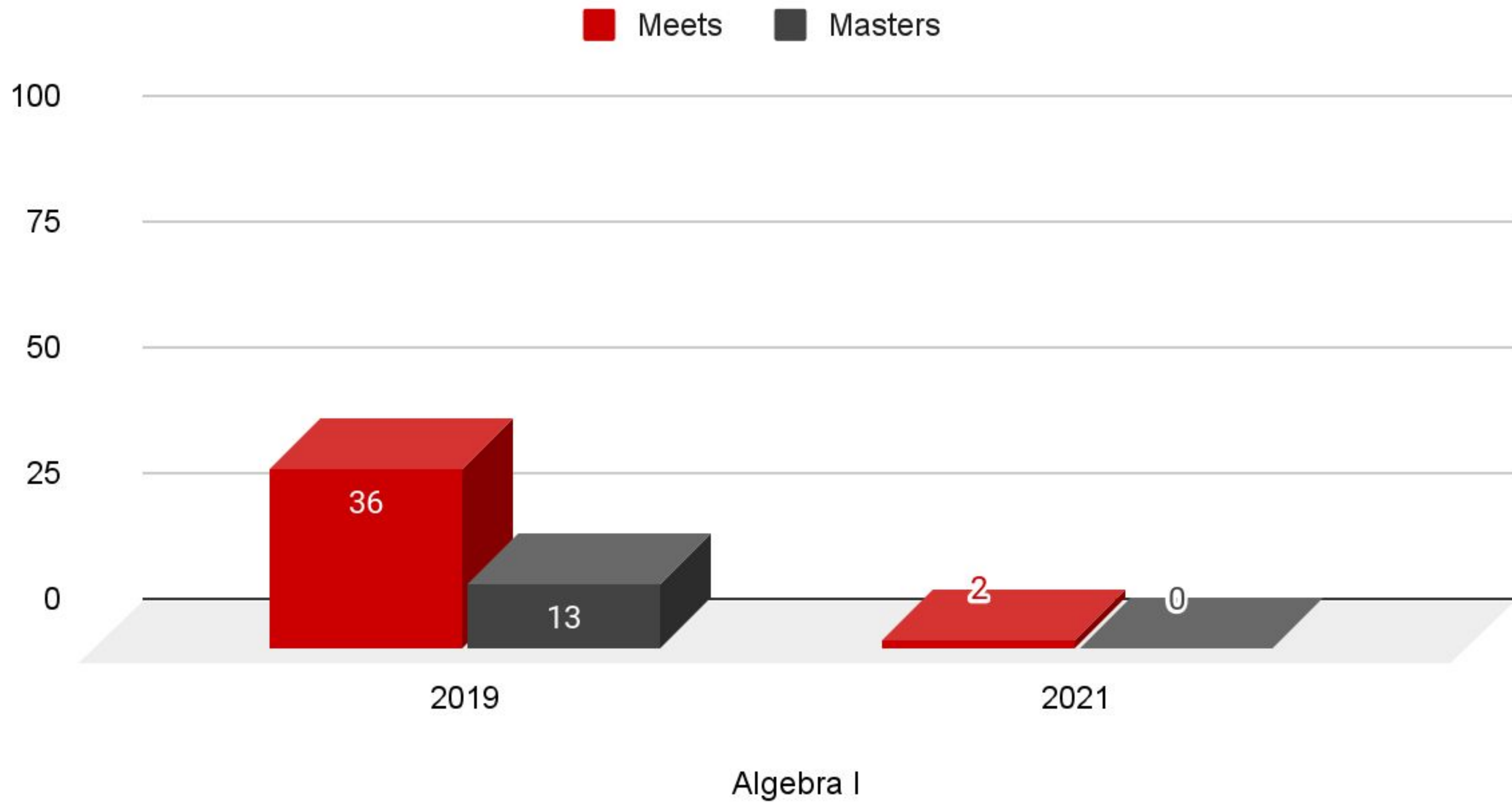
★ Cedar Hill HS math teachers will follow Aggressive Monitoring Protocols with fidelity during daily math instruction.

Aggressive Monitoring has an effect size of .70

Effect size - John Hattie: Influences on achievement. An effect size of .4 allows students to experience one year's growth

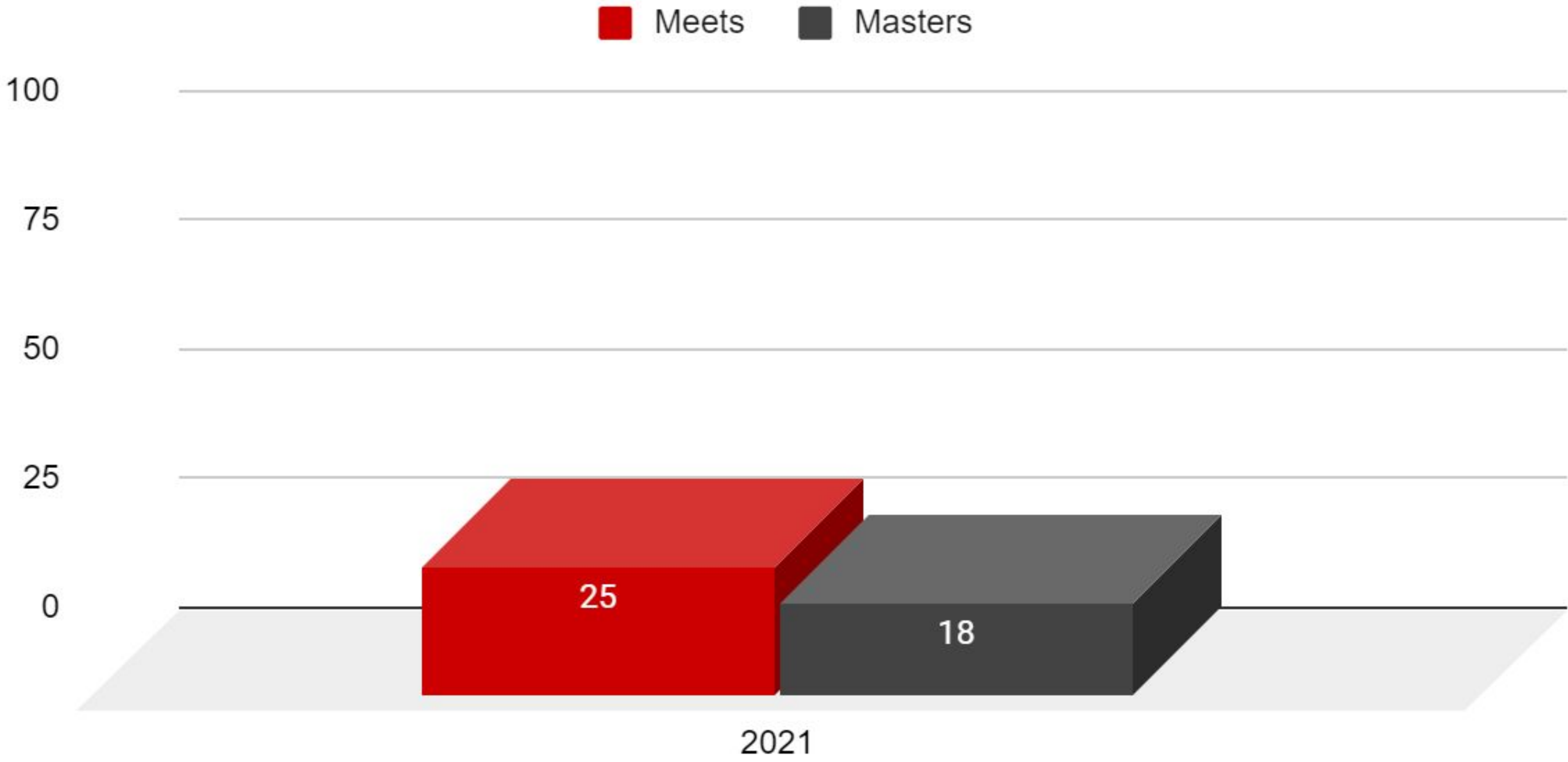
Our Focus

Algebra I EOC Meets and Masters



Our Focus

NWEA MAP Math K-12 Meets and Masters



NWEA MAP MATH K-12

Our Focus

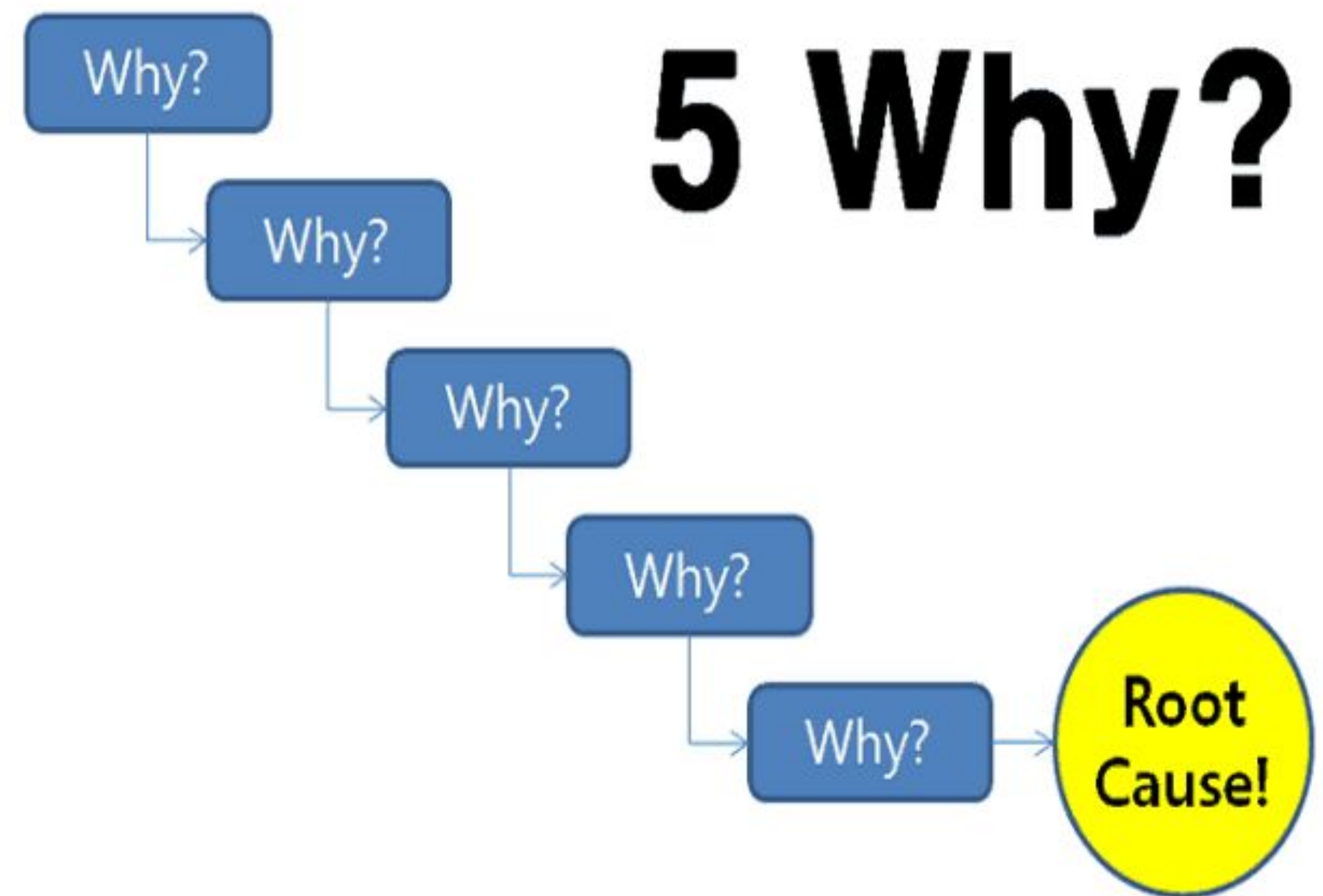
Root Cause Analysis

Problem Statement:

- 2% of scholars scored at the Meets and Masters level on the Algebra I EOC.

5 Whys:

- Scholars lack prerequisite skills needed for Algebra
- Scholars don't understand basic steps when solving problems
- Scholars do not put forth effort on their work
- Scholars are not always successful on DOLs & Assessments
- Teachers don't consistently check *individual* scholar progress throughout the lesson before they get the DOL.



How do we get there?

Key Actions

- ✓ Train teachers on Aggressive Monitoring Protocols (AMPs)
- ✓ Embed identifying the CFUs to be used for Aggressive Monitoring laps in the PLC protocol.
- ✓ Collaborate with teachers to develop AMP Walk Through Document to include the Exemplar, CFUs, Monitoring Pathway, and Data Tracker w/ Coding System
- ✓ Develop the AMP Implementation Rubric
- ✓ Adopt an efficient Aggressive Monitoring daily tracker
- ✓ Use MAP & EOC Quintile data to create monitoring pathways
 - Conduct 3 video walks/feedback sessions per month per Algebra I teacher
 - Use Walk Through data to inform coaching conversations.
 - Review Walk Through (WT) data in PLCs to determine areas of strength & growth
- ✓ Develop professional development & support based on WT data.

Measures

Lead Fidelity

- Percentage of Fidelity Walks w/ Teachers at Level 3 or Higher Implementation

Lead Performance

- BOY, MOY NWEA Math K-12 MAP Assessment for 9th graders
- BOY, MOY NWEA Math K-12 MAP Assessment for Alg I retesters
- Percentage of scholars with a Smartscore of 80 on assigned IXL skills
- Percentage of retesters with a Smartscore of 80 on assigned IXL skills

Lag Measure

- Percentage of scholars scoring at the Meets level on the Algebra I EOC Exam
- Percentage of Retesters scoring at the Meets level on the Algebra I EOC Exam
- Percentage of scholars scoring at the Meets level on the EOY MAP Math Assessment
- Percentage of Retesters scoring at the Meets level on the EOY MAP Math Assessment

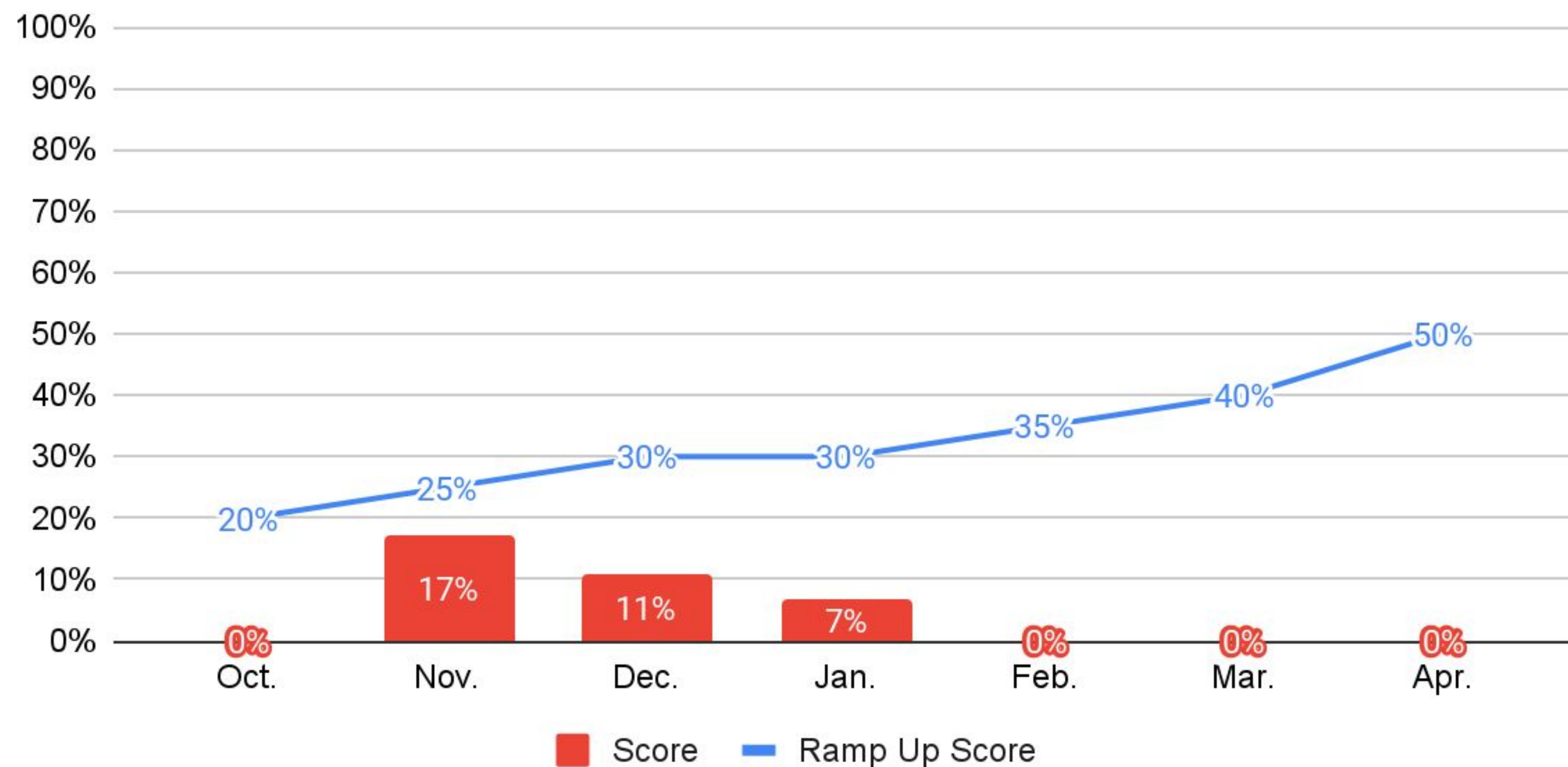
Equity Measure

- No more than a 25% gap in EOC Algebra I Meets Level performance between SpEd Student group and all students

Where are we?

Lead Fidelity Measure

Percentage of Fidelity Walks w/ Teachers at Level 3 or Higher Implementation



Ramp Up Target

Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

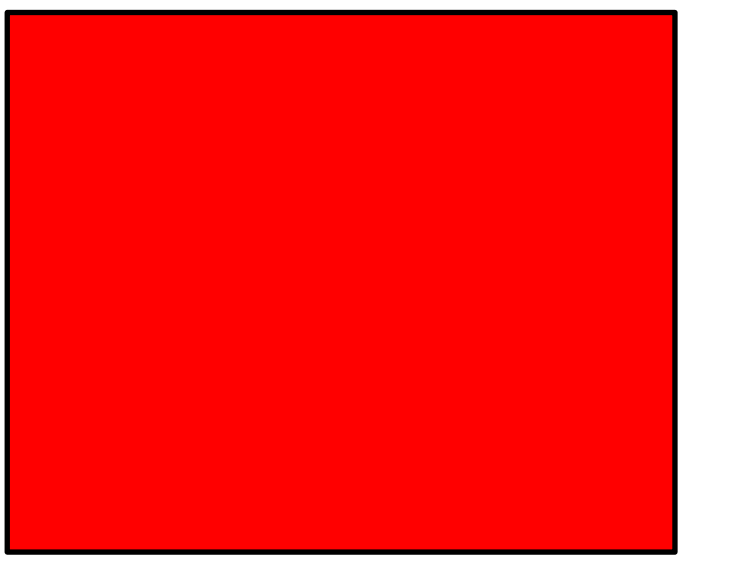
Final Status for this Measure

Blue	$\geq 51\%$
Green	45% - 50%
Yellow	39% - 44%
Red	$\leq 38\%$

N = 3 walks with feedback per month per Algebra I teacher = 14 walks

Final Target 50%

Percentage of Fidelity Walks w/ Teachers at a Level 3 or Higher Implementation



▪ **What is the problem?**

- *7% of teachers scored at a level 3 or higher implementation for fidelity walks*

▪ **Root Cause:**

Administrators have not consistently conducted fidelity walks and provided feedback.

▪ **Impact statement of the problem:**

- Teachers are not consistently receiving coaching & feedback from administrators
- Teachers are not effectively & consistently implementing Aggressive Monitoring Protocols
- Scholars are not consistently receiving specific feedback during instruction

▪ **Action to be taken:**

- Principal will reassign part of math department AP duties to new AP to provide more time for coaching and feedback.
- Principal will rearrange calendar to include more dedicated walks and coaching sessions with Algebra I teachers.

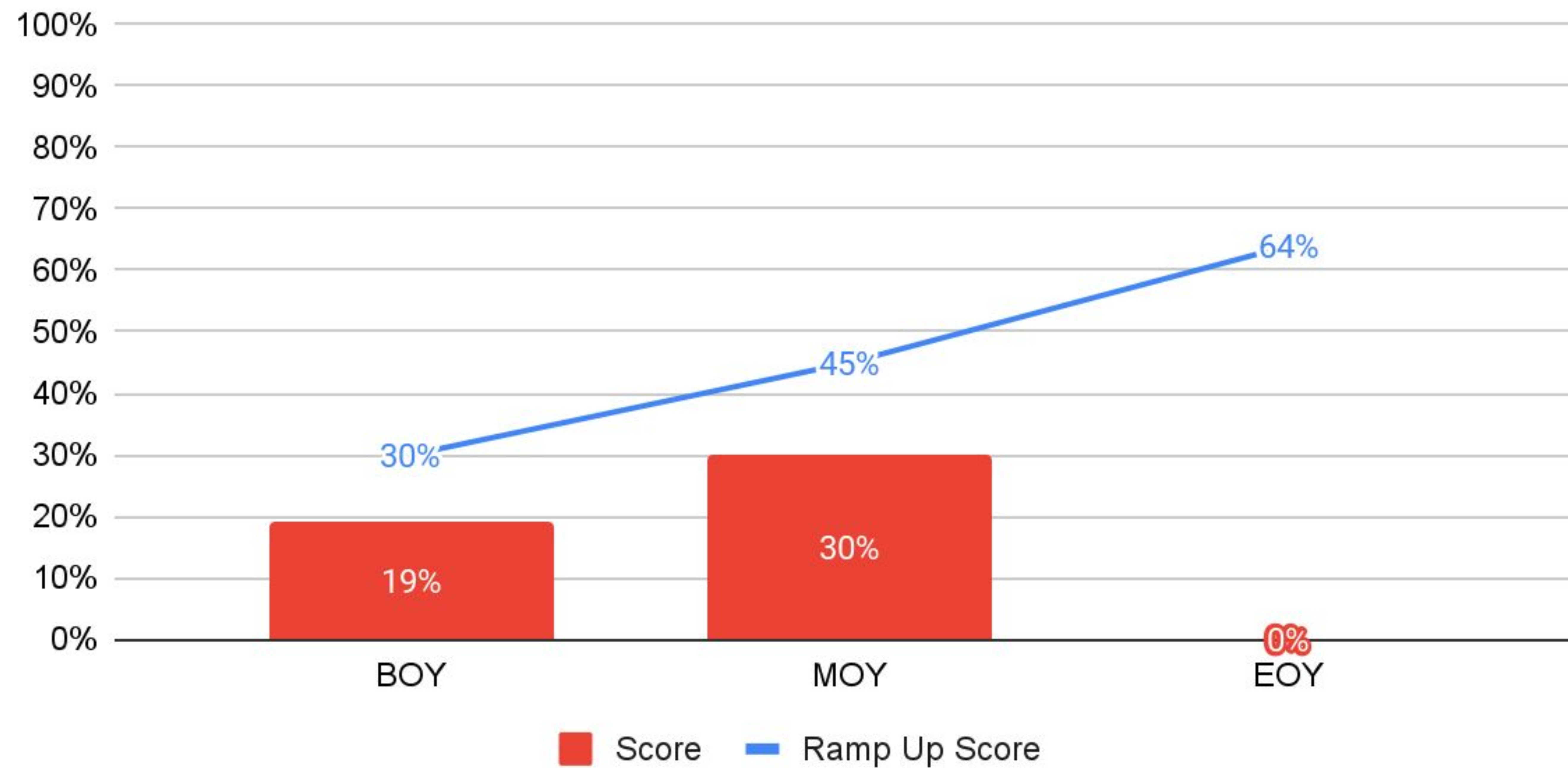
▪ **When will you give your team an update?**

I will provide an update in March to my Executive Director

Where are we?

Lead Performance Measure

% of Alg I retesters scoring At or Above Grade Level on NWEA MAP Math Assessment



N = 491



Ramp Up Target	
Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

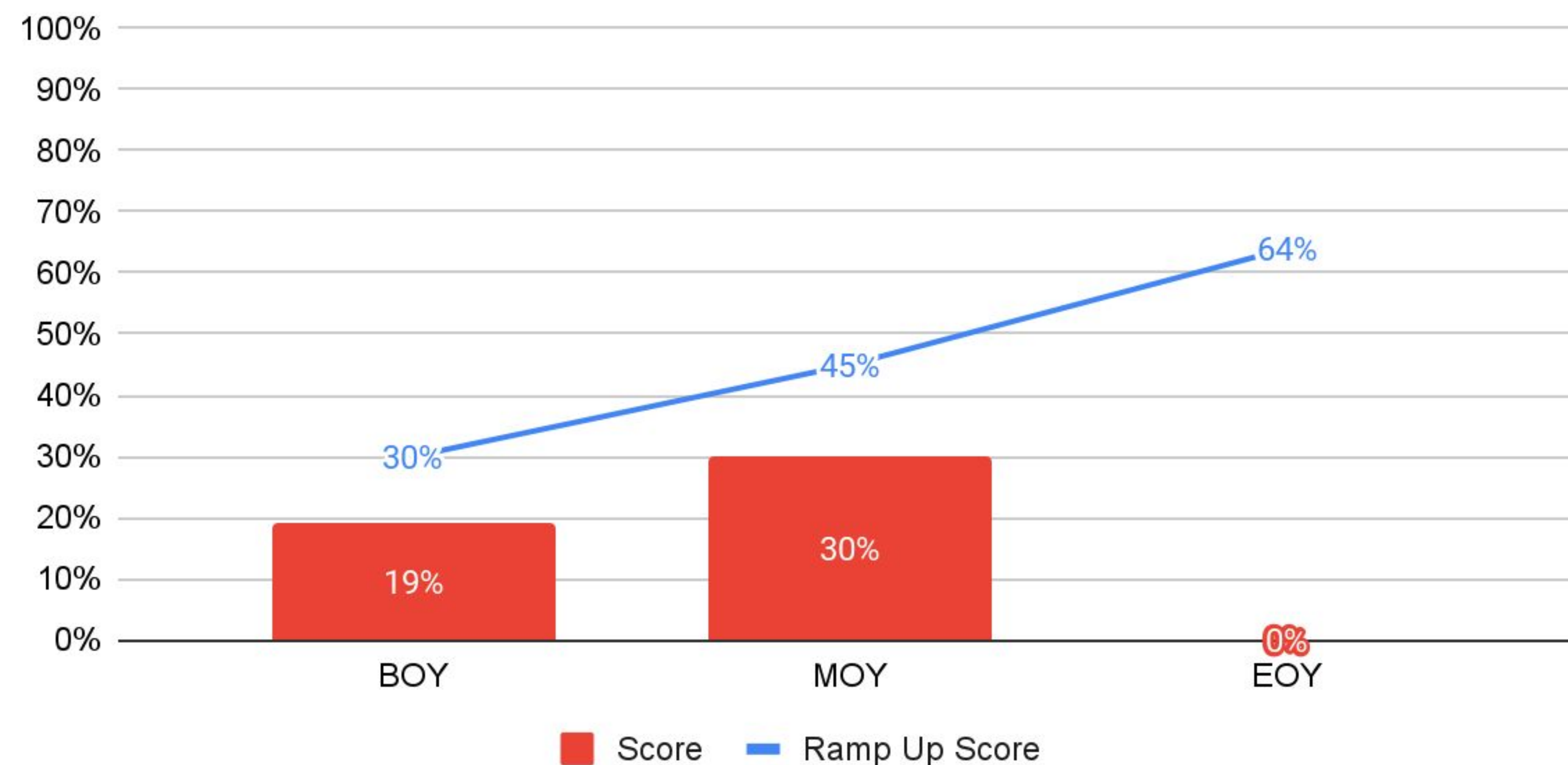
Final Status for this Measure	
Blue	≥ 65 %
Green	59%- 64%
Yellow	53% - 58%
Red	≤ 52%

Final Target 64%

Where are we?

Lead Performance Measure

% of Alg I retesters scoring At or Above Grade Level on NWEA MAP Math Assessment



N = 268



Ramp Up Target

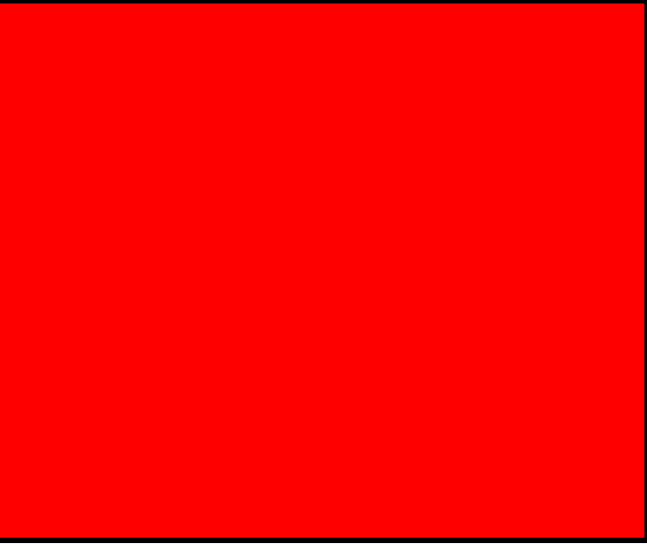
Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure

Blue	$\geq 65\%$
Green	59% - 64%
Yellow	53% - 58%
Red	$\leq 52\%$

Final Target 64%

Percentage of Algebra I/ Algebra I retest scholars scoring At or Above Grade Level on the MOY NWEA MAP Assessment



▪What is the problem?

- 27% of Algebra I scholars scored At or Above Grade Level on the MOY NWEA MAP assessment
- 30% of Algebra I retest scholars scored At or Above Grade Level on the MOY NWEA MAP assessment

▪Root Cause:

- Teachers did not consistently provide individual scholars with specific feedback throughout the lessons

▪Impact statement of the problem:

- Scholars are not getting misconceptions and underdeveloped concepts addressed during daily lessons
- Scholars are not demonstrating mastery of foundational Algebra I skills

▪Action to be taken:

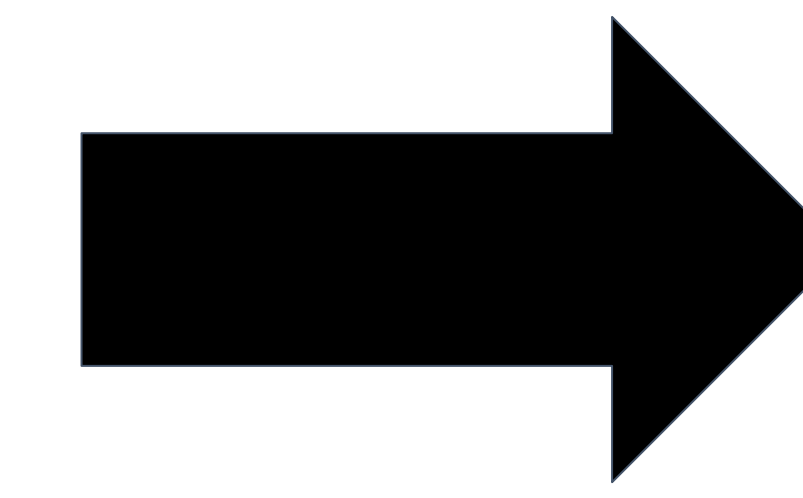
- Teachers will embed strategies to address misconceptions identified in the Instructional Focus Document provide in their lessons.
- Teachers will embed review skills from the MAP Learning Continuum in Bellringers and RTI stations
- Sirius Education resources will be used to reinforce foundational skills in RTI stations and after school tutorials

▪When will you give your team an update?

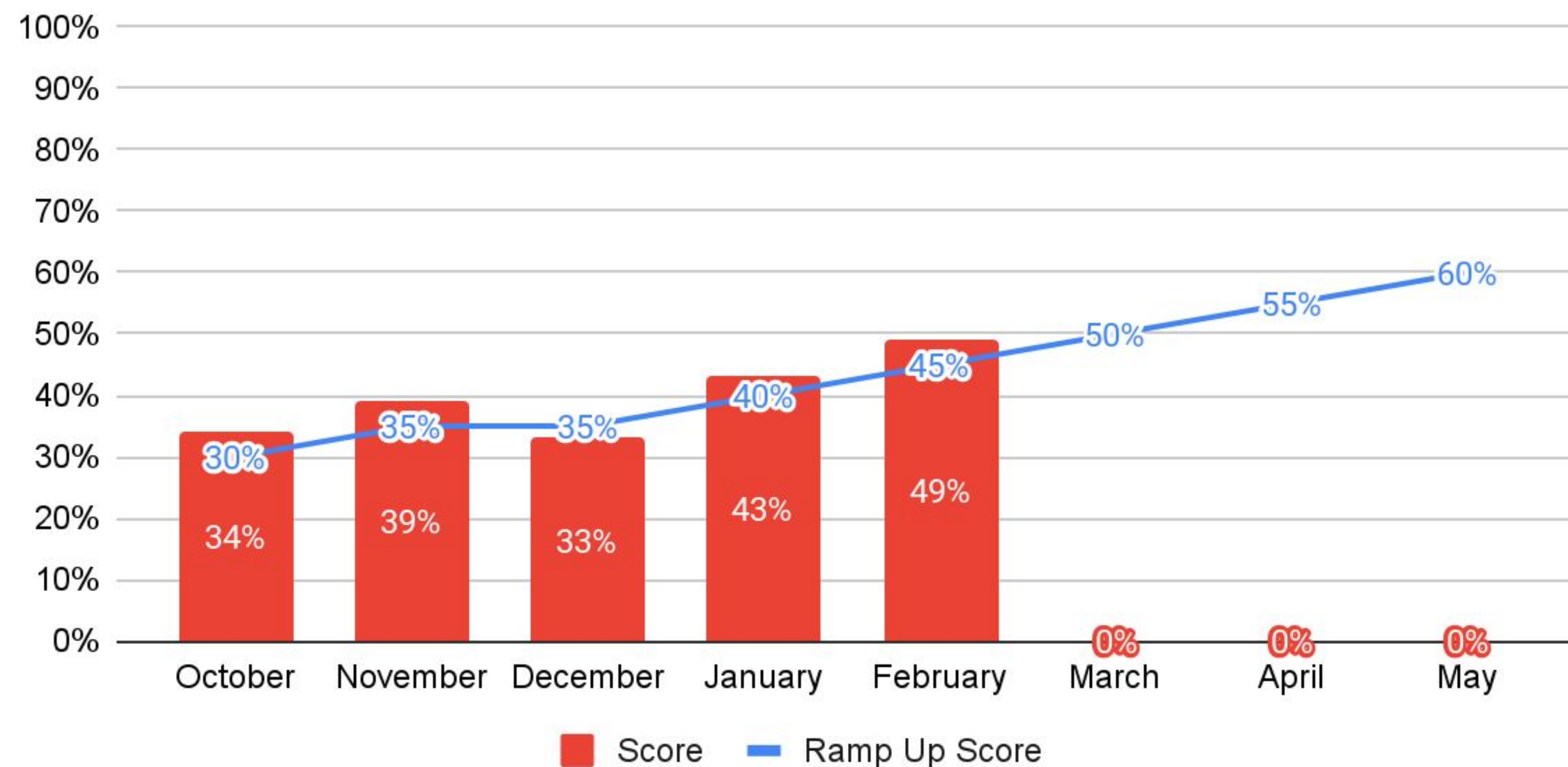
I will provide an update in March to my Executive Director

Where are we?

Lead Performance Measure



% of Alg I retesters with a smartscore of 80 on assigned skills from IXL.



Ramp Up Target

Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

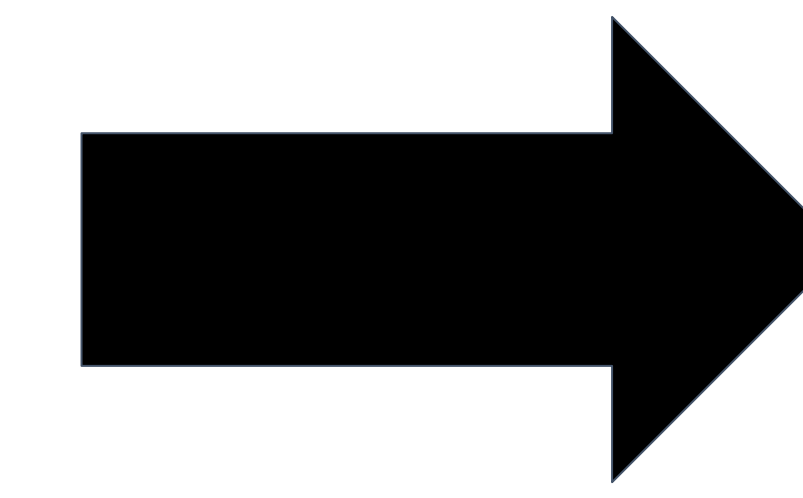
Final Status for this Measure

Blue	$\geq 61\%$
Green	55% - 60%
Yellow	49% - 54%
Red	$\leq 48\%$

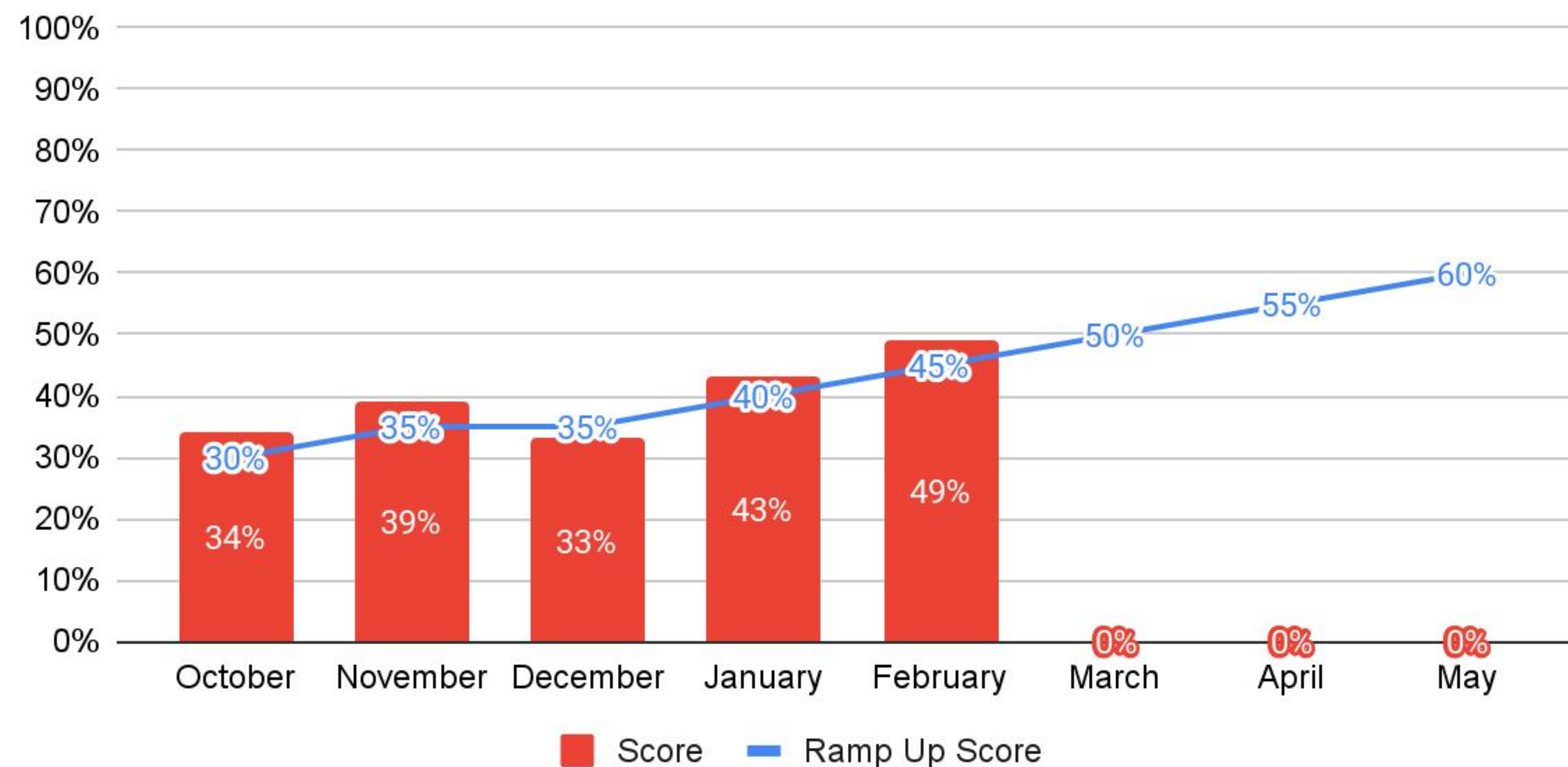
Final Target 60%

Where are we?

Lead Performance Measure



% of Alg I retesters with a smartscore of 80 on assigned skills from IXL.



Ramp Up Target	
Blue	3% or more above ramp up Target
Green	at or above ramp up target by 2%
Yellow	within 10% of ramp up target
Red	below 10% of ramp up target

Final Status for this Measure	
Blue	$\geq 61\%$
Green	55% - 60%
Yellow	49% - 54%
Red	$\leq 48\%$

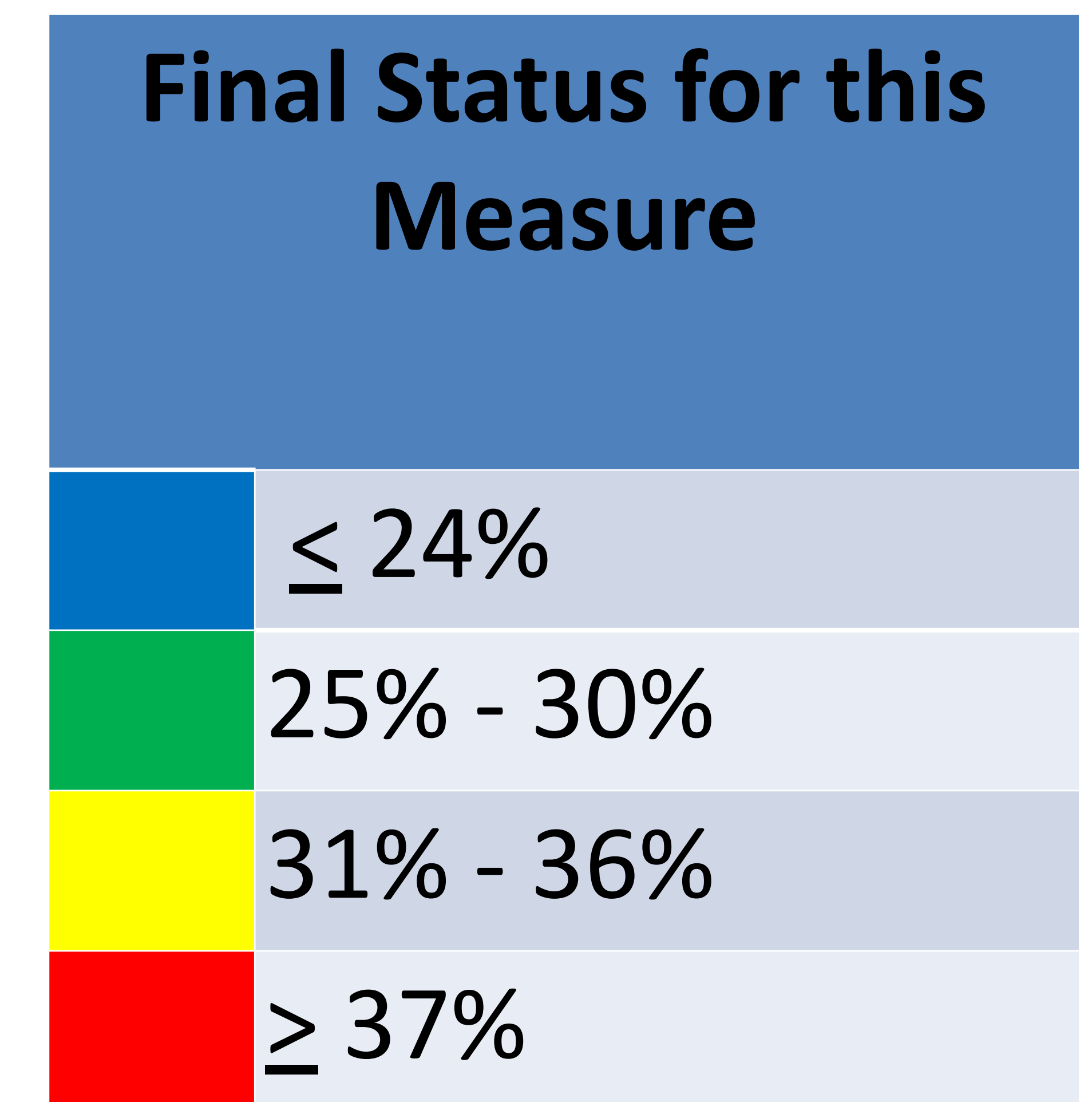
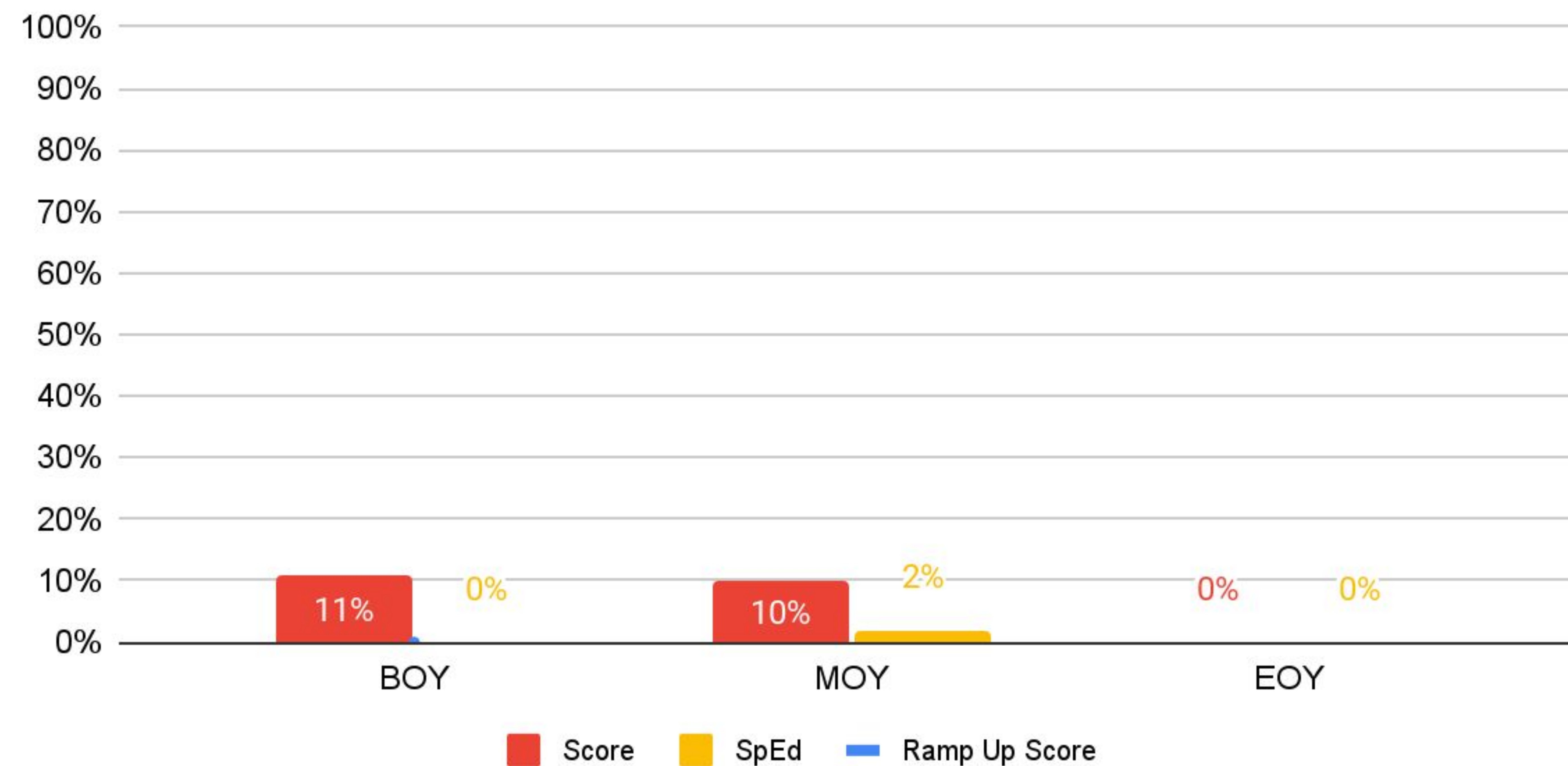
Final Target 60%

Where are we?

Equity Measure



No more than a 25% gap in EOC Algebra I Meets Level performance between SPED student group and All



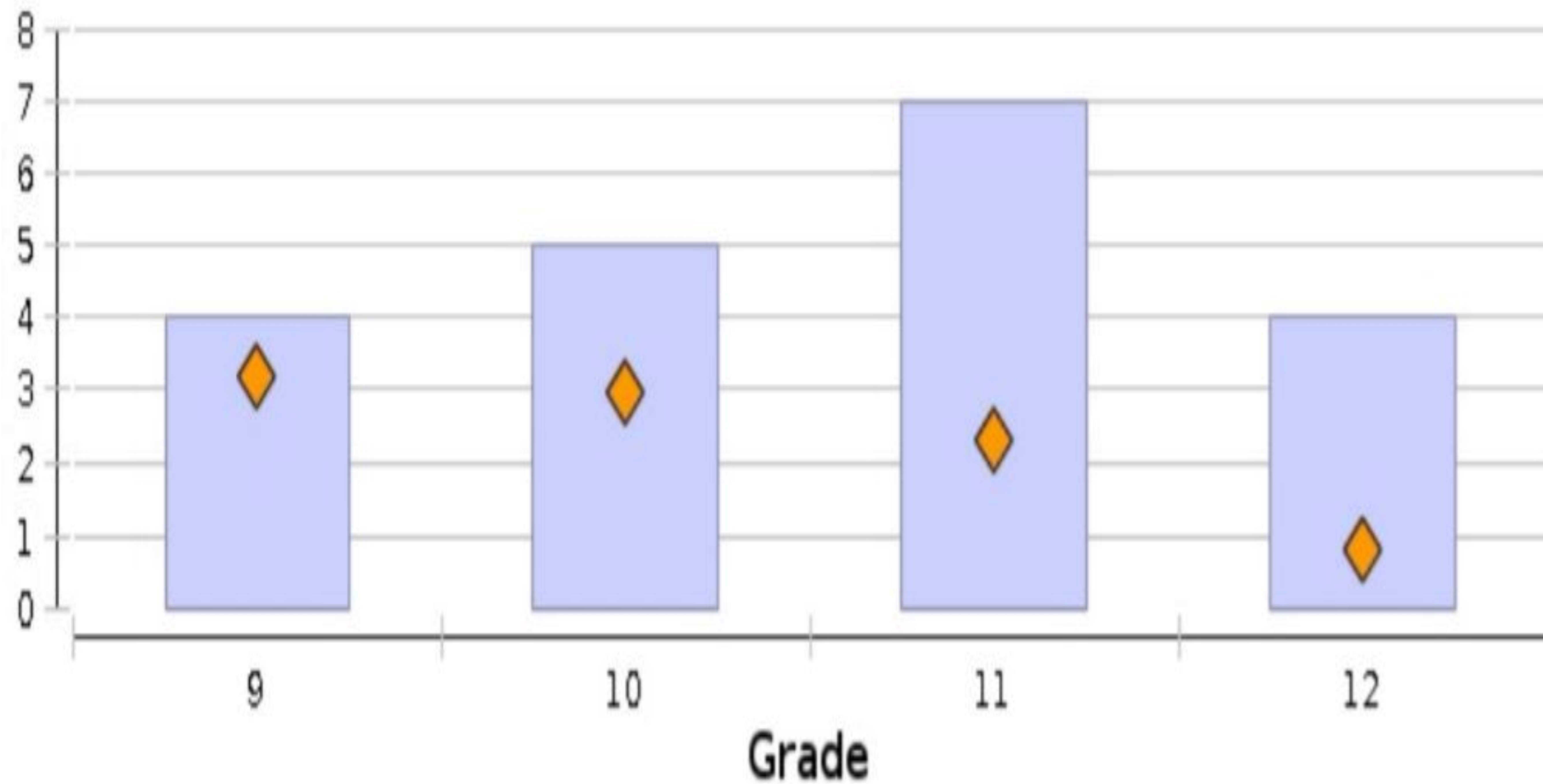
Final Target No More Than 25%

Where are we?

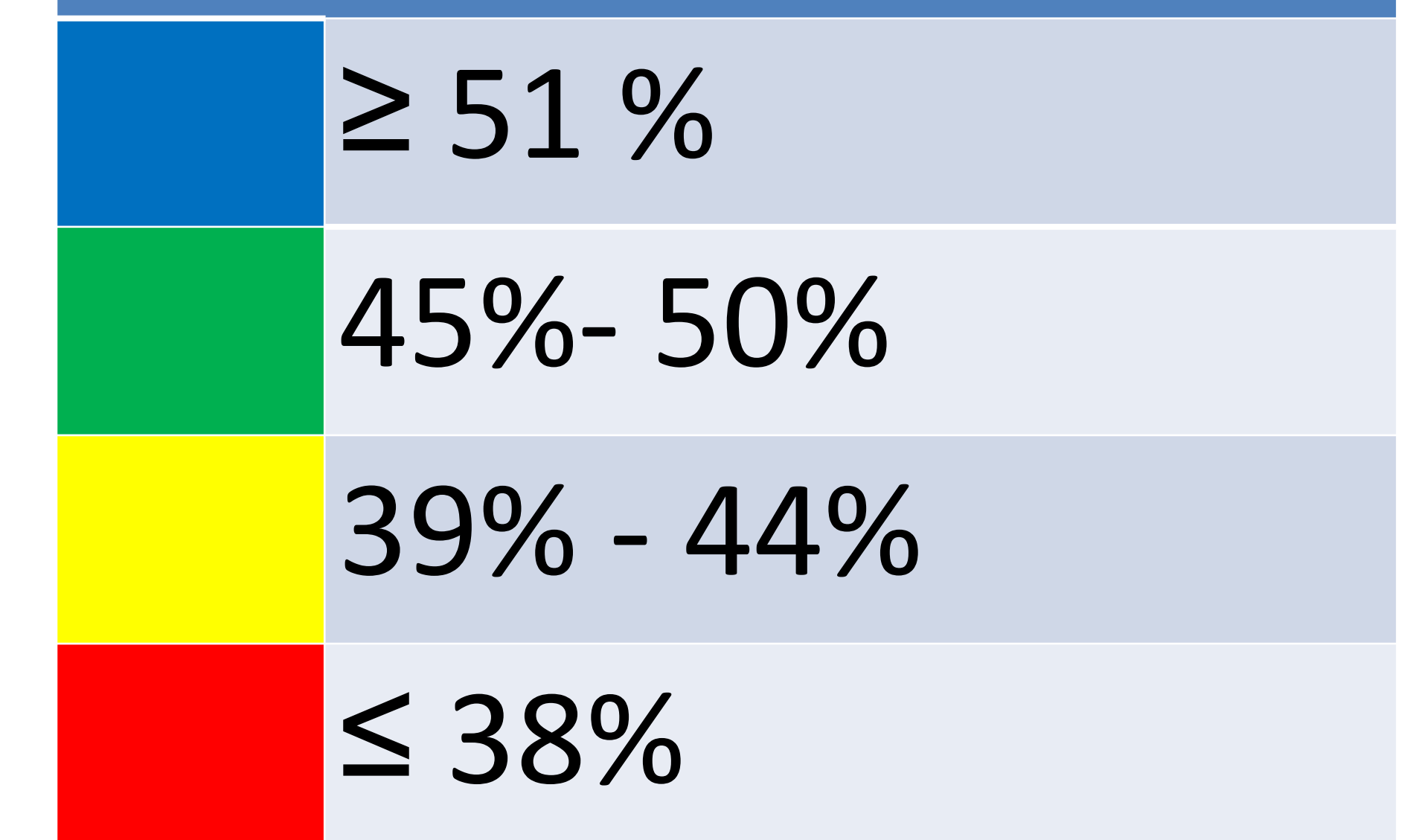
MAP Growth Measure



Math: Math K-12



Final Status for this Measure



Final Target No More Than %

Continuing the work

Support Needed: Campus Level

- Principal will reassign part of the math department AP duties to the new AP to provide more time for coaching and feedback.
- Principal will rearrange calendar to include more dedicated walks and coaching sessions with Algebra I teachers.

Support Needed: District Level

- IF & coordinator continue to model implementing effective pedagogy strategies agreed upon in PLC.
- Support Aggressive Monitoring protocols with district PD and in PLCs
- Coordinator continue to provide support for PLCs and data analysis
- IF & Coordinator continue to collaborate to support RTI lessons and after school tutoring

Questions



6.B. Board Quarterly Report

QUARTERLY PROGRESS TRACKER

School Board: Cedar Hill ISD			Date:		Quarter:	
Framework	Three Quarters Ago	Two Quarters Ago	One Quarters Ago	Current Quarter	Next Quarter	Total Possible Points
Vision 1 & Goals	12	12	12	15	15	15
Vision 2 & Goals	12	12	12	15	15	15
Vision 3 & Goals	9	9	9	9	10	10
Vision 4 & Goals	4	4	4	4	5	5
Progress & Accountability 1	12	12	12	12	15	15
Progress & Accountability 2	4	2	2	2	4	5
Structure – Systems & Processes	12	12	12	12	15	15
Advocacy & Engagement	9	9	9	9	10	10
Unity – Synergy & Teamwork	10	9	9	9	10	10
Total Score	84	81	81	87	99	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
	30.5%		

EVALUATION NOTES:



7. CONSENT AGENDA

7.A. Minutes from Previous Board of Trustee Meetings

Regular Meeting
Tuesday, January 18, 2022 6:30 PM Central

Cannady Cedar Hill Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

1. CALL TO ORDER at 6:31 PM.

FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.

Trustees present are Robert Riggs, Gayle Sims, Dr. Keisha Lankford, Cheryl Wesley, Dr. Denise Roache-Davis, and Dr. Jeremiah Martin.

Recess to Closed Session at 6:38 PM

2. CLOSED SESSION opened at 6:44 PM.

Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney, and

551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee.

551.082) Considering discipline of a public school child, or complaint or charge against personnel.

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.

Closed Session closed at 7:33 PM.

Dr. Keisha Lankford left the meeting at 7:33 PM.

Reconvene to Public Session at 7:40 PM.

3. PUBLIC SESSION

3.A. Pledge to Flags

3.B. Prayer

4. COMMUNICATIONS/RECOGNITIONS

4.A. Academics - Department Efficiency Report

4.B. National School Board Recognition Month

5. CITIZENS FORUM: The Board will now hear those who wish to make comments and who have completed and returned the Public Forum Citizen Participation Form. This section will be conducted in accordance with the Texas Open Meetings Act and Board Policy. Speakers must limit comments to issues that can be presented in a public forum. Complaints about student

discipline, specific student issues or personnel must be addressed through appropriate administrative channels. **There were no public comments.**

6. LONE STAR GOVERNANCE

Founded on research, Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.

6.A. Campus Spotlight

6.A.1. Waterford Oaks Elementary School

6.A.2. High Pointe Elementary School

7. INFORMATION

7.A. Facilities Assessment Project

8. CONSENT AGENDA

Dr. Denise Roache-Davis pulls Items C and E for further discussion.

Gayle Sims makes the motion to approve Items A, B, D, and F as presented. Ramona Ross-Bacon seconds the motion. Unanimously approved 6-0.

8.A. Minutes from Previous Board of Trustee Meetings

8.B. Facility Assessments

8.C. Budget Amendment #5 General Fund

Dr. Denise Roache-Davis makes the motion to approve Budget Amendment #5 General Fund as presented. Ramona Ross-Bacon seconds the motion. Unanimously approved 6-0.

8.D. Vendor List for Teaching Aids, Instructional Materials, and Related Services pursuant to RFP 21-22-01

8.E. Budget Amendment #2 Debt Service

Dr. Jeremiah Martin makes the motion to approve Budget Amendment #2 Debt Service as presented. Dr. Denise Roache-Davis seconds the motion. Unanimously approved 6-0.

8.F. Board Policy CE (Local)

9. BOARD DISCUSSION

9.A. Upcoming Events

9.B. Training and Event Recaps

10. SUPERINTENDENT'S REPORT

10.A. Monthly Financials

10.B. Employment Retirements Resignations Terminations

10.C. Education Foundation - Efficiency Report

10.D. Choose Your Seat - Efficiency Report

11. ADJOURN at **9:15 PM.**

Called Meeting
Monday, February 7, 2022 6:30 PM Central

Third Floor Training Room
285 Uptown Blvd.
Cedar Hill, Texas 75104

1. CALL TO ORDER at 8:32 PM.

FIRST ORDER OF BUSINESS - Announcement by the Board President whether a quorum is present, and that the notice of the meeting has been duly called, and posted in the time and manner required by the Texas Open Meetings Act, Texas Government Code Chapter 551.

Trustees present are Robert Riggs, Gayle Sims, Dr. Denise Roache-Davis, Ramona Ross-Bacon, and Dr. Jeremiah Martin. Cheryl Wesley and Dr. Keisha Lankford are absent.

Recess to Closed Session at 6:34 PM.

2. CLOSED SESSION **opened at 6:44 PM.**

Recess to Executive Session, pursuant to Texas Open Meetings Act, Texas Government Code Section:

551.071) Private consultation with the board's attorney,

551.074) To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee

551.082) Considering discipline of a public school child, or complaint or charge against personnel.

Superintendent Evaluation

If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section listed above.

The Board will vote on matters in Open Session considered in Closed Session or matters considered if the Board enters into a Closed meeting during the meeting, if applicable.

Cheryl Wesley arrives at 6:39 PM.

Dr. Keisha Lankford arrives at 7:19 PM.

Closed Session closed at 7:32 PM.

Reconvene to Public Session at 7:37 PM.

3. PUBLIC COMMENTS

The Board encourages comments about the District from members of the public. Anyone who has signed up to speak in advance of the meeting in accordance with procedures may do so at this time. Each participant should address the Board from the podium microphone, stating their name and address before speaking. The Board asks that each participant's comments pertain to District business and be no longer than three (3) minutes. Copies of presentations should be made available to all Trustees and the Superintendent. **There were no public comments.**

4. LONE STAR GOVERNANCE

Lone Star Governance (LSG) is a continuous-improvement model for governing teams—boards in collaboration with their superintendents—who choose to focus intensely on only one primary

objective: Improving student outcomes. Lone Star Governance accomplishes this intense focus through tailored coaching aligned to the five pillars of the Texas Framework for School Board Development: Vision, Accountability, Structure, Advocacy, and Unity.

4.A. Youth Truth Survey Results

4.B. LSG Board Quarterly Tracker

5. INFORMATION

These items are presented to the Board for information only. No presentations will be made unless specifically requested by the Board.

5.A. CHISD Calendar 2022-2023

5.B. Policy Update 118

5.C. Incentive and Custodial Update

5.D. District of Innovation Renewal

6. BOARD DISCUSSION

7. SUPERINTENDENT'S REPORT

8. ADJOURN **at 9:55 PM.**

7.B. Vendor List for Teaching Aids, Instructional Materials, and Related Services
pursuant to RFP 21-22-01

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: February 22, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Consideration of Vendor List for Teaching Aids, Instructional Materials, and Related Services pursuant to RFP 21-22-01

Consent

BACKGROUND INFORMATION:

This is the legal requirement that will keep the District in compliance with Texas Education Code 44.031. The bid process allows procurement of goods and services at the best value with the use of public funds. Staff advertised and requested proposals for the purchase of Teaching Aids, Instructional Materials, and Related Services. The bid was designed to establish a discount from the vendor's regularly published price list and compare other cost related factors such as shipping and fees. The term of the contract will be the date after the award was made through June 30, 2025. This bid is a "Multiple Award RFP" and will allow additional vendors to respond and be awarded throughout the year. Each month, a new list of responsive bidders will be presented to the Board for approval. February's proposed vendors are included in the RFP 21-22-01 Bid Tabulation for the purchase of Teaching Aids, Instructional Materials, and Related Services.

RECOMMENDATION:

Administration recommends approval of vendors for the purchase of Teaching Aids, Instructional Materials, and Related Services through June 30, 2025 as per the attached list.

BOARD ACTION REQUIRED:

Motion to approve vendors for the purchase of Teaching Aids, Instructional Materials, and Related Services through June 30, 2025 as per the attached list.

POLICY AUTHORIZATION:

CH – LEGAL Purchasing and Acquisition
CH – LOCAL Purchasing and Acquisition

CONTACT PERSON:

Gilberto Prado, Chief Financial Officer
Caleb Pape, Director of Purchasing & Contracts Management

FUNDING SOURCE:

2021-2022 Budget

ENCLOSURES:

Bid Tabulation RFP 21-22-01

Proposal Tabulation - RFP # 21-22-01
Teaching Aids, Instructional Materials, and Related Services

	Blick Art Materials	Quickfire Solutions	Whole Phonics, Inc.
	PO Box 1267	PO Box 2322	510 E 85th Street, Apt. 9E
	Galesburg, IL 61402	Grapevine, TX 76099	New York, NY 10028
Product/Service Provided	Art Materials, Supplies and Equipment	STEAM Programs	Phonics Workbooks
Minimum Order	No	No	No
Accepts Pos	Yes	Yes	Yes
Discount	Please see RFP response for details.	No	Yes
Consultant/PD Fees	N/A	N/A	N/A
Shipping	Free - \$49.00+	No	Yes
	Please see RFP response for more details.		
HUB	No	Yes	Yes
EDGAR	Yes	Yes	Yes
EPCNT/CTPA	Yes	Yes	Yes
All Required Forms Completed, Signed and Returned	Yes	Yes	Yes
Email	contracts@dickblick.com	cameron@qfiresolutions.com	vendor@whole-phonics.com

7.C. Policy Update 118

Cedar Hill Independent School District BOARD OF TRUSTEES

Meeting Date: February 22, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: TASB Update 118 - Local Policy

Consent

BACKGROUND INFORMATION:

Update 118 mostly covers recommended (LOCAL) policy revisions to address new laws enacted from the 87th Legislature, Regular Session, which ended on May 31, 2021, and changes to TEA's Financial Accountability System Resource Guide.

The 87th Legislature, Second Called Session ended after development of Update 118 began.

CFD(LOCAL) ACCOUNTING - ACTIVITIES FUNDS MANAGEMENT
CQB(LOCAL) TECHNOLOGY RESOURCES - CYBERSECURITY
DFE(LOCAL) TERMINATION OF EMPLOYMENT - RESIGNATION
DP(LOCAL) PERSONNEL POSITIONS
EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM - REQUIRED
INSTRUCTION-ALL LEVELS
EHBC(LOCAL) SPECIAL PROGRAMS - COMPENSATORY/ACCELERATED
SERVICES
EIE(LOCAL) ACADEMIC ACHIEVEMENT - RETENTION AND PROMOTION
FDE(LOCAL) ADMISSIONS - SCHOOL SAFETY TRANSFERS
FEA(LOCAL) ATTENDANCE - COMPULSORY ATTENDANCE
FEC(LOCAL) ATTENDANCE - ATTENDANCE FOR CREDIT
FFG(LOCAL) STUDENT WELFARE - CHILD ABUSE AND NEGLECT
FL(LOCAL) STUDENT RECORDS

RECOMMENDATION:

Administration recommends that the Board consider the administration's local policy recommendations in Update 118 for approval.

BOARD ACTION REQUIRED:

Motion that the Board approve (LOCAL) policies in Policy Manual Update 118 as recommended by administration.

POLICY AUTHORIZATION:

BF(Local) - Board Policies

CONTACT PERSON:

Janine Fields, Chief of Staff

FUNDING SOURCE:

N/A

ENCLOSURES:

CFD(LOCAL), CQB(LOCAL), DFE(LOCAL), DP(LOCAL), EHAA(LOCAL),
EHBC(LOCAL), EIE(LOCAL), FDE(LOCAL), FEA(LOCAL), FEC(LOCAL),
FFG(LOCAL), FL(LOCAL)

PERSONNEL POSITIONS

DP
(LOCAL)

Principal Qualifications

In addition to the minimal certification requirement, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to explain policy, procedures, and data;
5. Strong communications, public relations, and interpersonal skills;
6. Prior experience in instructional leadership roles; and
7. Other qualifications deemed necessary by the Board and included in the job description.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, as defined by the Penal Code, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
 - a. Attempted murder;
 - b. Indecency with a child;
 - c. Aggravated kidnapping;
 - d. Aggravated assault on someone other than a District employee or volunteer;
 - e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
 - f. Aggravated robbery; or
 - g. Continuous sexual abuse of a young child or disabled individual.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to

the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a Violent Criminal Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

Additional Transfer Options

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

Plan

The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator

The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training

The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications

Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

4. Written notice.
5. Email, if the District has email addresses for the affected persons.
6. Conspicuous posting on the District's websites.
7. Publication through broadcast media.

The District shall disclose a breach involving sensitive, protected, or confidential student information as required by law.

Human Sexuality Instruction

The following process shall apply regarding the adoption of curriculum materials for the district's human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving Special Education Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Kindergarten

In kindergarten, the District may grant promotions to the next grade using assessment methods other than numerical scores.

Grades 1–8

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all core subject areas and a grade of 70 or above in language arts, mathematics, and either science or social studies.

Cedar Hill ISD
057904

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

Grades 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

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

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

Training

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

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

Reporting Child Abuse and Neglect

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

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

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

5. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.

6. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

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

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

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

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

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

Failing to Report Suspected Child Abuse or Neglect

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

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

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

Responsibilities Regarding Investigations

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

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

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

This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.

Absences Considered

Except as otherwise provided by law, all absences incurred while enrolled in the District shall be considered in determining whether a student has attended the required percentage of days under this policy.

Attendance Committees

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The Superintendent shall make the specific appointments in accordance with legal requirements.

Parental Notice of Excessive Absences

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

Methods for Regaining Credit or Awarding a Final Grade

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the

records of all students whose attendance drops below 90 percent of the days the class is offered.

A student who has lost credit or has not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Personal Illness

The principal or attendance committee may require verification from a health-care provider in accordance with administrative regulations as a condition of classifying an absence for personal illness as one for which there are extenuating circumstances.

Best Interest Standard

In reaching consensus regarding a student's absences and how the student can be awarded credit or a final grade, the attendance committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent shall develop administrative regulations to document the attendance committee's decision.

Guidelines on Extenuating Circumstances

The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.

When makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as days of attendance for award of credit or a final grade. [See FEA]

The attendance committee shall consider whether the reasons for the absences were out of the parent's or student's control and whether documentation for the absence is acceptable.

The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

Imposing Conditions for Awarding Credit or a Final Grade

The attendance committee shall consider the student's unique circumstances and, if necessary, shall impose conditions for awarding credit or a final grade that permit the student to meet the

instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.
2. Completing additional assignments, as specified by the committee or teacher.
3. Attending tutorial sessions as scheduled.
4. Completing other instructional programs, as specified by the committee.
5. Taking an examination to earn credit. [See EHDB]

In all cases, the student must earn a passing grade in order to receive credit.

Appeal Process

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education.

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard.

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk.

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see
FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing Compulsory Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LOCAL)

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

Accelerated Instruction

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Accelerated Learning Committee

When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.

A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.

Fiduciary Responsibility

The Superintendent, principal, and sponsor, as applicable, shall be responsible for the proper administration of District and campus activity funds and student activity funds in accordance with state law and local policy, District accounting practices and procedures, and the Texas Education Agency (TEA) *Financial Accountability System Resource Guide*.

Student Activity Funds

The Superintendent shall ensure that student activity accounts are maintained to manage all class funds and other funds raised and collected by student clubs or organizations for a school-related purpose. The principal or designee shall issue receipts for all funds prior to their deposit into the appropriate District account at the District depository.

Student activity funds shall be included in the annual audit of the District's fiscal accounts. [See CFC]

Use and Expenditure

Funds collected by student groups shall be used only for purposes authorized by the student club or organization. The principal and sponsor shall manage and approve all disbursements. All funds raised by student organizations must be expended for the benefit of the students.

District and Campus Activity Funds

The Superintendent shall ensure District accounting practices and procedures address the expenditure of District and campus activity funds generated from vending machines, rentals, gate receipts, concessions, and other local sources of revenue over which the District has direct control. Funds generated from such sources shall be expended for the benefit of the District or its students and shall be related to the District's educational purpose.

Approval

Approval from the immediate supervisor or designee shall be obtained prior to a disbursement being made to any employee, including the principal.

Carryover Funds

All funds shall be left in the appropriate account and each sponsoring group shall retain the carryover funds for the next fiscal year. If a club or organization ceases to function or exist, the

Cedar Hill ISD
057904

ACCOUNTING
ACTIVITY FUNDS MANAGEMENT

CFD
(LOCAL)

unexpended funds shall be credited to the appropriate
administrative activity account.

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LOCAL)

General Requirements

All resignations shall be submitted in writing to the Superintendent or other person designated by Board action in accordance with this policy. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

At-Will Employees

The Superintendent shall be authorized to accept the resignation of an at-will employee at any time. The Superintendent may delegate to other administrators the authority to accept a resignation of an at-will employee.

Contract Employees

The Superintendent or other person designated by Board action shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The resignation requires no further action by the District and is accepted upon receipt by the Superintendent or other person designated by Board action.

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The Superintendent or other person designated by Board action shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

Withdrawal of Resignation

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Board.

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The principal is custodian of all records for currently enrolled students. The principal is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including

STUDENT RECORDS

FL
(LOCAL)

any documentation of discussion or action by an accelerated learning committee convened for the student.

5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
 - c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The

STUDENT RECORDS

FL
(LOCAL)

confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

17. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
18. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
19. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
20. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
21. A person appointed to serve on a team to support the District's safe and supportive school program.

STUDENT RECORDS

FL
(LOCAL)

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

22. Working with the student;
23. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
24. Compiling statistical data;
25. Reviewing an education record to fulfill the official's professional responsibility; or
26. Investigating or evaluating programs.

Transcripts and Transfers of Records

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

Records Responsibility for Students in Special Education

The director of special education shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the office of the director of special education.

Procedure to Amend Records

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied,

of their right to a hearing. If a hearing is requested, it shall be held within ten District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

Directory Information

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

Unless a parent directs otherwise on a form provided by the District, the District shall release designated directory information to organizations or individuals who request the information and meet the specific purpose or group definition outlined below. Additionally, the District is required by law to release designated directory information to military recruiters and institutions of higher education for secondary students, unless a parent directs otherwise on a form provided by the District.

The District shall only release directory information:

27. To organizations required by law;
28. For school-related purposes that support the District's mission; and

STUDENT RECORDS

FL
(LOCAL)

29. To District-affiliated groups that require directory information to provide educational services to the District's students.

For purposes of this policy, "school/District-sponsored purposes" shall include all official District and campus publications, including yearbooks, newsletters, directories, graduation-related documents, as well as announcements related to school/District activities, honors, and awards.

For purposes of this policy, "school-related purposes" shall include the following: yearbook, school pictures, graduation-related services and products, campus directories, newsletters, school/District website (social media), awards, honors, local newspaper/media, artwork that is not considered an educational record, displays, extracurricular programs or events, school/District photos, school/District videos, and other activities/events as necessary to accomplish the mission of the District.

All Other Purposes/
Third-Party Requesters

For all other purposes, including third-party requesters, directory information shall include student's name only.

7.D. Board Quarterly Report

QUARTERLY PROGRESS TRACKER

School Board: Cedar Hill ISD			Date:		Quarter:	
Framework	Three Quarters Ago	Two Quarters Ago	One Quarters Ago	Current Quarter	Next Quarter	Total Possible Points
Vision 1 & Goals	12	12	12	15	15	15
Vision 2 & Goals	12	12	12	15	15	15
Vision 3 & Goals	9	9	9	9	10	10
Vision 4 & Goals	4	4	4	4	5	5
Progress & Accountability 1	12	12	12	12	15	15
Progress & Accountability 2	4	2	2	2	4	5
Structure – Systems & Processes	12	12	12	12	15	15
Advocacy & Engagement	9	9	9	9	10	10
Unity – Synergy & Teamwork	10	9	9	9	10	10
Total Score	84	81	81	87	99	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
	30.5%		

EVALUATION NOTES:



7.E. Calendar 2022-2023

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 22, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: 2022-2023 Calendar Development

Consent

BACKGROUND INFORMATION:

The 84th Legislature amended Texas Education Code, §25.081 by striking language requiring 180 days of instruction and replacing this language with a requirement that districts provide at least 75,600 minutes of instruction, including intermissions and recess. The proposed calendar complies with this requirement.

The proposed 2022-2023 calendar was developed with input from the District Leadership, Calendar Committee, and the DEIC with the primary objective of designing a calendar to support teacher development & student learning. It also ensures compliance with the HB 3 provision regarding Reading Academies. Stakeholders provided feedback via Thought Exchange on calendar preferences.

RECOMMENDATION: Approval of the 2022-2023 Cedar Hill ISD District Calendar

BOARD ACTION REQUIRED: Yes

POLICY AUTHORIZATION: None

CONTACT PERSON: Shemeka Millner- Williams, Asst. Superintendent of C & I

FUNDING SOURCE: None

ENCLOSURES: None

CEDAR HILL ISD

2022- 2023 DISTRICT CALENDAR
RECOMMENDATION



2022-2023 CALENDAR RECOMMENDATION

After careful consideration and a well received thought exchange, The 2022-2023 Cedar Hill ISD District Calendar has been proposed for approval. You can find a link to the calendar here:

July				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
	NT	NT	NT	NT

August				
M	T	W	Th	F
1	2	3	4	5
NT	NT	SD	SD	SD
8	9	10	11	12
CP	CP	CP	TW	TW
15	16	17	18	19
R	R	R	R	R
22	23	24	25	26
R	R	R	R	R
29	30	31		
R	R	R		

September				
M	T	W	Th	F
			1	2
			R	R
5	6	7	8	9
H	R	R	R	R
12	13	14	15	16
R	R	R	R	R
19	20	21	22	23
R	R	R	R	SD
26	27	28	29	30
R	R	R	R	R

October				
M	T	W	Th	F
3	4	5	6	7
E	R	R	R	R
10	11	12	13	14
R	R	R	R	PC
17	18	19	20	21
H	R	R	R	R
24	25	26	27	28
R	R	R	R	R
31				
R				

November				
M	T	W	Th	F
	1	2	3	4
	R	R	R	R
7	8	9	10	11
SD	R	R	R	R
14	15	16	17	18
R	R	R	R	R
21	22	23	24	25
H	H	H	H	H
28	29	30		
R	R	R		

December				
M	T	W	Th	F
			1	2
			R	R
5	6	7	8	9
R	R	R	R	R
12	13	14	15	16
R	R	R	R	R
19	20	21	22	23
H	H	H	H	H
26	27	28	29	30
H	H	H	H	H

January				
M	T	W	Th	F
2	3	4	5	6
H	CP	SD	R	R
9	10	11	12	13
R	R	R	R	R
16	17	18	19	20
H	R	R	R	R
23	24	25	26	27
R	R	R	R	R
30	31			
R	R			

February				
M	T	W	Th	F
		1	2	3
		R	R	R
6	7	8	9	10
R	R	R	R	R
13	14	15	16	17
R	R	R	SD	PC
20	21	22	23	24
H	R	R	R	R
27	28			
R	R			

March				
M	T	W	Th	F
		1	2	3
		R	R	R
6	7	8	9	10
R	R	R	R	R
13	14	15	16	17
H	H	H	H	H
20	21	22	23	24
R	R	R	R	R
27	28	29	30	31
R	R	R	R	R

April				
M	T	W	Th	F
3	4	5	6	7
R	R	R	R	H/BW
10	11	12	13	14
SD	R	R	R	R
17	18	19	20	21
R	R	R	R	R
24	25	26	27	28
R	R	R	R	R

May				
M	T	W	Th	F
1	2	3	4	5
R	R	R	R	R
8	9	10	11	12
R	R	R	R	R
15	16	17	18	19
R	R	R	R	R
22	23	24	25	26
R	R	R	R	TW/BW
29	30	31		
H				

June				
M	T	W	Th	F
			1	2
			R	R
5	6	7	8	9
R	R	R	R	R
12	13	14	15	16
R	R	R	R	R
19	20	21	22	23
R	R	R	R	R
26	27	28	29	30
R	R	R	R	R

July				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				



Thought Exchange

- Input was received from 1850 CHISD Stakeholders.
- Groups represented in feedback :
 - Parents
 - Scholars
 - Campus Staff
 - District Staff
 - Community Members



Thoughts shared...

Thank you for giving us options and a voice in helping with the annual school calendar It's important to know we have had an input and how we may feel it may as well affect with any planning for winter or summer months.

4.2 ★★★★★ (34 👤)

Thank you for soliciting opinions of parents and staff. It is important that all voices count.

4.0 ★★★★★ (36 👤)

With the pandemic I feel everyone is a little lost in heart, we need to be more patient with our lives and enjoy the little things. It's important for all of our mental healths

4.0 ★★★★★ (36 👤)



Thoughts shared...

I think it was smart to have different options for what may work for everyone including teachers and staff We all have to work together

4.1 ★★★★★ (37 👤)

Gives kids and Parents a better chance to prepare and plan for back to school. Work Schedules are being considered.

3.9 ★★★★★ (37 👤)

Winter break is scheduled perfectly It gives kids time to enjoy Christmas and New Year, and it gives parents leeway if planning trips or scheduling activities for the kids during then.

3.9 ★★★★★ (37 👤)



Questions?



7.F. Resolution - Property

Cedar Hill Independent School District

BOARD OF TRUSTEES

Meeting Date: February 22, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Resolution to Sell Certain Tax Foreclosed Property

Consent Agenda

BOARD GOAL:

Align the budget process to achieve district goals.

BACKGROUND INFORMATION:

Dallas County is preparing for the resale of certain tax foreclosed property which is now in the ownership of the taxing authorities, as noted in the attached Exhibit "A." Pursuant to Section 34.05 of the Tax Code, Dallas County is requesting the District's consent to sell said property to the highest qualified purchaser by either public or private sale. This allows the property to be added back to the property tax roll. Both Dallas County and the City of Cedar Hill have or will approve this sale of tax seized property. The previous interlocal agreement signed in December 2011 allows Dallas County to act as our agent for the sale to obtain the best price possible and not need further approval from the various entities. By state law the sale of tax foreclosed properties requires board approval each time.

RECOMMENDATION:

Approve attached board resolution to sell certain tax foreclosed property.

BOARD ACTION REQUIRED:

Motion to approve administration recommendation.

POLICY AUTHORIZATION:

CHISD Policy CCG (Legal)
Texas Tax Code Section 34.05

CONTACT PERSON(S):

Gilberto Prado, Chief Financial Officer

Funding Source:

General Operating Fund (199)
Debt Service Fun (599)

ENCLOSURES:

Attached

RESOLUTION NO. _____

Agenda Item No. _____

RESOLUTION AUTHORIZING THE COUNTY OF DALLAS TO RESELL TAX FORECLOSED PROPERTIES STRUCK OFF TO THE CEDAR HILL INDEPENDENT SCHOOL DISTRICT AS TRUSTEE, AS AUTHORIZED BY SECTION 34.05 OF THE STATE PROPERTY TAX CODE

WHEREAS, this matter was briefed to the Cedar Hill Independent School District Board of Trustees (“School Board”) on the 22nd day of February 20 22, wherein the School Board agreed to use this form of Resolution to provide the County of Dallas consent to sell specific properties by public or private sale pursuant to Section 34.05 of the Texas Property Tax Code; and

WHEREAS, several parcels of land were offered for sale by the Sheriff of Dallas County at public auction pursuant to a judgment of the District Court of Dallas County, Texas, for foreclosure of the tax liens securing payment of delinquent property taxes, accrued penalties, interest, and court costs; and

WHEREAS, those parcels of land which did not receive a sufficient bid as set by law, were struck off to Cedar Hill Independent School District as Trustee for itself and for the other taxing entities who were parties to the judgment foreclosing tax liens on the parcels of land pursuant to Section 34.01(j) of the Texas Property Tax Code; and **WHEREAS**, these parcels of land held in trust by the Cedar Hill Independent School District, Trustee for itself and the other taxing entities are exempt from taxation and it is in the best interest of the taxing authorities to have these parcels of land returned to the tax roll as taxable property; and

WHEREAS, by this resolution, the County of Dallas is authorized to resell those parcels of land which have not received a sufficient bid as set by law and to execute a quitclaim deed for such parcels of land conveying to the purchaser the right, title, and interest acquired or held by the Cedar Hill Independent School District as Trustee for itself and the other taxing entities who were parties to the judgment foreclosing tax liens on the parcels of land; and

WHEREAS, The Cedar Hill Independent School District assumes and retains primary responsibility for maintaining, preserving, safekeeping, or any other repairs or improvements required by a city ordinance or building code, as provided by Texas Property Tax Code Chapter 34, or any successor thereto, a Property located in the CITY limits, from the date the property is struck off to the date the Property is resold; and

WHEREAS, the Cedar Hill Independent School District and the taxing units involved desire to resell said parcels of land in an expeditious manner pursuant to Section 34.05 of the Texas Property Tax Code and the Cedar Hill Independent School District to receive its pro-rata share of the proceeds.

THEREFORE, BE IT RESOLVED that the Cedar Hill Independent School District's Board of Trustees does hereby provide specific authorization to the County of Dallas to act as Trustee to offer for sale by public or private sale any or all of the said parcels of land (attached as Exhibit "A" hereto and made a part hereof) and the School Board does hereby consent to the sale of said parcels of land, even if the amount tendered is (1) less than the market value of the land specified in the judgment of foreclosure or the total amount of the judgment against the property as provided by Section 34.05(h) of the Texas Property Tax Code or for an amount equal to or greater than its current market value if (a) the sum of the amount of the judgment plus post-judgment taxes, penalties, and interest owing against the property exceeds the market value **and** (b) each taxing unit entitled to receive proceeds of the sale consents to the sale for that amount as provided by Section 34.05(j) of the Texas Property Tax Code.

This Resolution shall take effect immediately from and after its passage in accordance with the provisions of the law.

PASSED and APPROVED this 22nd day of February, 2022 by the CEDAR HILL INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT

By:

Board President

Attest:

Board Secretary

Approved as to Form:

Board Attorney

7.G. Resolution - Bad Weather Days

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 22, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Inclement Weather Resolution

Consent

BACKGROUND INFORMATION:

Safety precautions due to impassable road ways and severe cold weather caused Cedar Hill ISD to close all campuses and support buildings on February 3 and February 4, 2022. Although the District was closed, some categories of essential workers are required to report to work on site during District closure. This resolution requests full compensation for all employees and allows for premium pay which is the rate of one and one-half times their regular rate of pay for any on-site work done by non-exempt employees who were required to work during the emergency closure, as defined by board policy DEA (LOCAL).

RECOMMENDATION:

Administration recommends that the board consider approval of a Resolution allowing compensation for staff members due to time missed during inclement weather days.

BOARD ACTION REQUIRED:

Recommendation by the Board to accept the Inclement Weather Resolutions Presented by the Administration.

POLICY AUTHORIZATION:

DEA (LOCAL)

CONTACT PERSON:

Dr. Violet Dean, Assistant Superintendent of Human Resources

FUNDING SOURCE:

As provided in the district budget per CHISD compensation plan.

ENCLOSURES:

Under separate cover.



Cedar Hill Independent School District

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE CEDAR HILL INDEPENDENT SCHOOL DISTRICT, HEREBY DECLARING A PUBLIC PURPOSE FOR THE EXPENDITURE OF DISTRICT FUNDS DUE TO INCLEMENT WEATHER

WHEREAS, the District recognizes the value and benefit of encouraging its employees to be models for students in the District; and

WHEREAS, the District maintains the safety of all students and staff as a top priority of the District; and

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of Cedar Hill Independent School District (“Cedar Hill ISD” or “District”) for purposes necessary in the conduct of the public schools as determined by the Board; and

WHEREAS, the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work; and

WHEREAS, the Board finds that a need exists to address wage payments for employees who are idled; and

WHEREAS, the Board determines that employees who are instructed not to report to work may suffer a loss of pay if the District is closed; and

WHEREAS, the Board concludes that continuing wage payments to all designated employees, as identified by the Superintendent or designee, contractual and non-contractual, salaried and non-salaried, who suffer a loss in pay due to an emergency closing serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen; and

WHEREAS, as to non-exempt employees who are called on to work on-site during an emergency closing, the Board further concludes that payment of these employees at premium rate, otherwise defined a premium pay, one and one-half times their regular rate of pay, as provided in this resolution and defined in Board policy DEA (Local), serves the public purpose of maintaining morale, providing equity between idled employees and employees who provide emergency-related services, and recognizing the services of essential staff;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE CEDAR HILL INDEPENDENT SCHOOL DISTRICT THAT THE TRUSTEES ADOPT THE FOLLOWING ORDER THAT:

1. That the findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.
2. The Board of Trustees of Cedar Hill Independent School District authorizes continued wage payments to all designated employees, as identified by the Superintendent or designee, contractual and non-contractual, salaried and non-salaried, who are instructed not to report to work during an emergency closing.
3. The authority granted by this resolution to continue wage payments to idled employees and to pay a premium rate of time and a half to non-exempt employees who provide emergency-related services is effective for any emergency closures during the first week of February 2022, unless the Board takes action to authorize payment for a longer duration or modify the resolution at a later date.
4. That it is hereby found, determined and declared that a sufficient written notice of the date, time, place and subject of the meeting of the Cedar Hill ISD Board at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Cedar Hill ISD Board further ratifies, approves and confirms such written notice and posting thereof.
5. This Resolution shall take effect immediately upon its passage, and is retroactive to any dates Cedar Hill ISD closed due to inclement weather in February 2022.

IT IS SO RESOLVED.

PASSED, APPROVED, AND ENACTED by the Board of Trustees of the Cedar Hill Independent School District, Cedar Hill, TX, on February 22, 2022, at a duly constituted meeting for which notice was timely given.

Robert Riggs, President
Board of Trustees
Cedar Hill Independent School District

ATTEST:

Dr. Keisha Lankford, Secretary
Board of Trustees
Cedar Hill Independent School District

- 7.H. Budget Amendment #6 General Fund
- 8. BOARD DISCUSSION
 - 8.A. Upcoming Events
 - 8.B. Training and Event Recaps
- 9. SUPERINTENDENT'S REPORT
 - 9.A. Monthly Financials

**Cedar Hill Independent School District
Financial Report Month Ending December 31, 2021**



2021-2022 Fiscal Year

Table of Contents

Cedar Hill Independent School District Budgets 2021-2022 All Funds	3
General Operating Funds Statement of Revenues & Expenditures.....	4
Child Nutrition Funds Statement of Revenues & Expenditures	5
Debt Service Funds Statement of Revenues & Expenditures	6

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
2021-2022 FISCAL YEAR BOARD-APPROVED BUDGETS
FOR THE FIVE MONTHS ENDING DECEMBER 31, 2021**



	General Fund		Food Service		Debt Service		District Total	
	Original Budget	Amended Budget	Original Budget	Amended Budget	Original Budget	Amended Budget	Original Budget	Amended Budget
REVENUES:								
Local and Intermediate Sources	\$ 41,583,284	\$ 41,583,284	\$ 800,268	\$ 800,268	\$ 14,555,516	\$ 14,555,516	\$ 56,939,068	\$ 56,939,068
State Program Revenues	25,125,337	25,729,828	24,000	24,000	289,207	289,207	25,438,544	26,043,035
Federal Program Revenues	700,000	700,000	3,551,653	3,551,653	-	375,000	4,251,653	4,626,653
Other Financing Sources	-	-	-	-	-	-	-	-
Total Revenues	\$ 67,408,621	\$ 68,013,112	\$ 4,375,921	\$ 4,375,921	\$ 14,844,723	\$ 15,219,723	\$ 86,629,265	\$ 87,608,756
EXPENDITURE SUMMARY BY FUNCTION:								
11 - Instructional	\$ 35,303,427	\$ 35,219,927	\$ -	\$ -	\$ -	\$ -	\$ 35,303,427	\$ 35,219,927
12 - Instructional Resources and Media Services	760,393	760,393	-	-	-	-	760,393	760,393
13 - Curriculum and Instructional Staff Development	1,194,908	1,194,908	-	-	-	-	1,194,908	1,194,908
21 - Instructional Leadership	892,491	892,491	-	-	-	-	892,491	892,491
23 - School Leadership	4,589,404	4,589,404	-	-	-	-	4,589,404	4,589,404
31 - Guidance, Counseling and Evaluation	2,576,912	2,660,412	-	-	-	-	2,576,912	2,660,412
33 - Health Services	793,022	793,022	-	-	-	-	793,022	793,022
34 - Student Transportation	3,866,030	4,419,365	-	-	-	-	3,866,030	4,419,365
35 - Child Nutrition/Food Service	12,150	12,150	4,304,789	4,304,789	-	-	4,316,939	4,316,939
36 - Cocurricular/Extra Curricular Activities	1,923,034	1,923,034	-	-	-	-	1,923,034	1,923,034
41 - General Administration	3,679,125	3,729,125	-	-	-	-	3,679,125	3,729,125
51 - Plant Maintenance and Facility Services	8,169,693	8,309,693	-	-	-	-	8,169,693	8,309,693
52 - Security and Monitoring Services	1,574,911	1,574,911	-	-	-	-	1,574,911	1,574,911
53 - Data Processing Services	1,680,725	1,680,725	-	-	-	-	1,680,725	1,680,725
61 - Community Services	195,861	195,861	-	-	-	-	195,861	195,861
71 - Debt Service Cost	203,000	203,000	-	-	11,226,056	10,851,056	11,429,056	11,054,056
93 - Shared Service Agreement	153,518	153,518	-	-	-	-	153,518	153,518
95 - Payments to Juvenile Justice Alternative Program	20,000	20,000	-	-	-	-	20,000	20,000
99 - Other Intergovernmental Charges	165,000	165,000	-	-	-	-	165,000	165,000
Other Financing Uses	-	979,491	-	-	-	-	-	979,491
Total Expenditures	\$ 67,753,604	\$ 69,476,430	\$ 4,304,789	\$ 4,304,789	\$ 11,226,056	\$ 10,851,056	\$ 83,284,449	\$ 84,632,275
EXPENDITURE SUMMARY BY OBJECT:								
61XX - Payroll Cost	\$ 55,484,529	\$ 54,906,105	\$ 477,000	\$ 477,000	\$ -	\$ -	\$ 55,961,529	\$ 55,383,105
62XX - Professional and Contracted Services	6,764,308	7,113,699	3,265,861	3,266,861	-	-	10,030,169	10,380,560
63XX - Supplies and Materials	2,921,612	2,996,512	439,928	438,928	-	-	3,361,540	3,435,440
64XX - Other Operating Expenses	1,892,155	2,123,406	22,000	22,000	-	-	1,914,155	2,145,406
65XX - Bond Principal	-	-	-	-	658,458	658,458	658,458	658,458
65XX - Bond Interest	-	-	-	-	10,537,598	10,162,598	10,537,598	10,162,598
65XX - Other Debt Serv Fees	203,000	203,000	-	-	30,000	30,000	233,000	233,000
66XX - Capital Outlay Expenses	488,000	1,154,217	100,000	100,000	-	-	588,000	1,254,217
89XX - Other Uses	-	979,491	-	-	-	-	-	979,491
Total Expenditures	\$ 67,753,604	\$ 69,476,430	\$ 4,304,789	\$ 4,304,789	\$ 11,226,056	\$ 10,851,056	\$ 83,284,449	\$ 84,632,275
Excess (Deficiency) of Revenues Over Expenditures	\$ (344,983)	\$ (1,463,318)	\$ 71,132	\$ 71,132	\$ 3,618,667	\$ 4,368,667	\$ 3,344,816	\$ 2,976,481

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GENERAL OPERATING FUND (199)
FOR THE FIVE MONTHS ENDING DECEMBER 31, 2021**



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	December 2021	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	December 2020	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	41,583,284	41,583,284	19,488,718	22,524,113	54.17%	38,860,349	39,080,328	18,984,041	21,838,610	55.88%
State Program Revenues	25,125,337	25,729,828	4,162,329	14,475,040	56.26%	26,614,671	26,614,671	737,039	17,459,335	65.60%
Federal Program Revenues	700,000	700,000	587,648	703,968	100.57%	600,000	600,000	7,154	34,010	5.67%
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Total revenues	\$ 67,408,621	\$ 68,013,112	\$ 24,238,695	\$ 37,703,121	55.44%	\$ 66,075,020	\$ 66,294,999	\$ 19,728,234	\$ 39,331,955	59.33%
EXPENDITURE SUMMARY BY FUNCTION:										
11 - Instruction	35,303,427	35,219,927	2,778,884	17,856,571	50.70%	35,917,795	36,397,048	2,816,931	17,784,472	48.86%
12 - Instructional Resources and Media Services	760,393	760,393	46,040	325,714	42.84%	707,799	707,799	55,203	342,911	48.45%
13 - Curriculum and Instructional Staff Development	1,194,908	1,194,908	72,824	487,027	40.76%	1,167,536	1,200,795	84,864	578,855	48.21%
21 - Instructional Leadership	892,491	892,491	78,220	465,054	52.11%	958,669	958,669	74,629	433,917	45.26%
23 - School Leadership	4,589,404	4,589,404	386,799	2,206,376	48.08%	4,365,932	4,376,760	342,480	2,114,332	48.31%
31 - Guidance, Counseling and Evaluation	2,576,912	2,660,412	271,280	1,334,584	50.16%	2,505,006	2,505,006	195,146	1,209,323	48.28%
33 - Health Services	793,022	793,022	62,511	344,848	43.49%	744,683	744,683	65,725	408,836	54.90%
34 - Student Transportation	3,866,030	4,419,365	283,868	2,618,430	59.25%	3,399,872	3,399,872	275,203	637,154	18.74%
35 - Food Service	12,150	12,150	-	2,108	17.35%	30,000	30,000	-	17,837	59.46%
36 - Curricular/Extra Curricular Activities	1,923,034	1,923,034	199,035	995,541	51.77%	2,036,873	2,064,495	124,266	743,071	35.99%
41 - General Administration	3,679,125	3,729,125	335,148	1,753,982	47.03%	3,384,172	3,376,772	243,782	1,523,333	45.11%
51 - Plant Maintenance and Facility Services	8,169,693	8,309,693	512,133	3,824,439	46.02%	8,025,167	8,226,096	530,651	3,915,619	47.60%
52 - Security and Monitoring Services	1,574,911	1,574,911	135,797	804,277	51.07%	1,626,351	1,626,351	119,465	685,848	42.17%
53 - Data Processing Services	1,680,725	1,680,725	111,405	972,478	57.86%	1,283,616	1,356,096	75,898	790,851	58.32%
61 - Community Services	195,861	195,861	14,465	89,987	45.94%	182,741	197,191	15,741	93,294	47.31%
71 - Debt Service	203,000	203,000	-	100,987	49.75%	203,000	203,000	-	100,987	49.75%
93 - Shared Service Agreement	153,518	153,518	-	-	0.00%	153,518	153,518	-	-	0.00%
95 - Payments to Juvenile Justice Alternative Program	20,000	20,000	-	3,000	15.00%	20,000	20,000	-	19,302	96.51%
99 - Other Intergovernmental Charges	165,000	165,000	-	83,802	50.79%	165,000	165,000	-	82,456	49.97%
Other Financing Uses	-	979,491	-	-	-	-	-	-	-	-
Total expenditures	\$ 67,753,604	\$ 69,476,430	\$ 5,288,408	\$ 34,269,205	49.32%	\$ 66,877,730	\$ 67,709,151	\$ 5,019,984	\$ 31,482,398	46.50%
EXPENDITURE SUMMARY BY OBJECT:										
61XX - Payroll Cost	55,484,529	54,906,105	4,460,137	27,366,275	49.84%	54,323,283	53,914,472	4,332,972	26,588,943	49.32%
62XX - Professional and Contracted Services	6,764,308	7,113,699	574,120	3,411,088	47.95%	7,630,778	8,259,214	534,373	2,812,674	34.05%
63XX - Supplies and Materials	2,921,612	2,996,512	205,667	1,127,861	37.64%	2,922,286	3,221,806	123,902	1,108,073	34.39%
64XX - Other Operating Expenses	1,892,155	2,123,406	48,484	1,163,626	54.80%	1,786,383	2,053,759	28,737	832,659	40.54%
65XX - Debt Service Payment	203,000	203,000	-	100,987	49.75%	203,000	203,000	-	100,987	49.75%
66XX - Capital Outlay Expenses	488,000	1,154,217	-	1,099,368	95.25%	12,000	56,900	-	39,062	68.65%
89XX - Other Uses	-	979,491	-	-	-	-	-	-	-	-
Total expenditures	\$ 67,753,604	\$ 69,476,430	\$ 5,288,408	\$ 34,269,205	49.32%	\$ 66,877,730	\$ 67,709,151	\$ 5,019,984	\$ 31,482,398	46.50%
Excess (Deficiency) of Revenues Over Expenditures	\$ (344,983)	\$ (1,463,318)	\$ 18,950,287	\$ 3,433,916		\$ (802,710)	\$ (1,414,152)	\$ 14,708,250	\$ 7,849,557	

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
CHILD NUTRITION FUND (240)
FOR THE FIVE MONTHS ENDING DECEMBER 31, 2021**



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	December 2021	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	December 2020	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	800,268	800,268	16,446	125,998	15.74%	867,024	867,024	3,478	39,273	4.53%
State Program Revenues	24,000	24,000	-	-	0.00%	24,000	24,000	-	-	0.00%
Federal Program Revenues	3,551,653	3,551,653	424,898	1,933,713	54.45%	3,598,399	3,598,399	152,453	748,474	20.80%
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Total revenues	\$ 4,375,921	\$ 4,375,921	\$ 441,344	\$ 2,059,711	47.07%	\$ 4,489,423	\$ 4,489,423	\$ 155,931	\$ 787,747	17.55%
EXPENDITURE SUMMARY BY FUNCTION:										
35 - Child Nutrition/Food Service	4,304,789	4,304,789	53,584	2,056,335	47.77%	4,489,423	4,489,423	297,899	1,355,037	30.18%
51 - Plant Maintenance and Facility Services	-	-	-	-	-	250,000	250,000	-	-	-
Total expenditures	\$ 4,304,789	\$ 4,304,789	\$ 53,584	\$ 2,056,335	47.77%	\$ 4,739,423	\$ 4,739,423	\$ 297,899	\$ 1,355,037	28.59%
EXPENDITURE SUMMARY BY OBJECT:										
61XX - Payroll Cost	477,000	477,000	41,312	226,135	47.41%	477,000	477,000	41,776	220,467	46.22%
62XX - Professional and Contracted Services	3,265,861	3,266,861	460	1,558,851	47.72%	3,607,423	3,615,183	252,557	833,210	23.05%
63XX - Supplies and Materials	439,928	438,928	11,066	258,766	58.95%	355,000	338,340	408	277,409	81.99%
64XX - Other Operating Expenses	22,000	22,000	746	12,582	57.19%	-	22,000	3,158	7,037	31.99%
66XX - Capital Outlay Expenses	100,000	100,000	-	-	0.00%	300,000	286,900	-	16,914	5.90%
89XX - Other Uses	-	-	-	-	-	-	-	-	-	-
Total expenditures	\$ 4,304,789	\$ 4,304,789	\$ 53,584	\$ 2,056,335	47.77%	\$ 4,739,423	\$ 4,739,423	\$ 297,899	\$ 1,355,037	28.59%
Excess (Deficiency) of Revenues Over Expenditures	\$ 71,132	\$ 71,132	\$ 387,760	\$ 3,376		\$ (250,000)	\$ (250,000)	\$ (141,968)	\$ (567,290)	

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
(UNAUDITED) STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
DEBT SERVICE FUND (599)
FOR THE FIVE MONTHS ENDING DECEMBER 31, 2021**



	CURRENT YEAR 2021-2022					PRIOR YEAR 2020-2021				
	Original Budget	Amended Budget	December 2021	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	December 2020	Actual Year to Date	Actual to Budget
REVENUES:										
Local and Intermediate Sources	14,555,516	14,555,516	7,241,468	8,275,150	56.85%	13,621,566	13,621,566	6,732,298	7,798,443	57.25%
State Program Revenues	289,207	289,207	-	274,504	94.92%	314,215	314,215	297,921	297,921	94.81%
Federal Program Revenues	-	375,000	-	176,617	47.10%	-	-	-	-	0.00%
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Total revenues	\$ 14,844,723	\$ 15,219,723	\$ 7,241,468	\$ 8,726,271	57.34%	\$ 13,935,781	\$ 13,935,781	\$ 7,030,219	\$ 8,096,364	58.10%
EXPENDITURE SUMMARY BY FUNCTION:										
71 - Debt Service Cost	11,226,056	10,851,056	1,572	6,641,738	61.21%	12,644,238	12,644,238	-	6,632,986	52.46%
Other Financing Uses	-	-	-	-	-	-	-	-	-	-
Total expenditures	\$ 11,226,056	\$ 10,851,056	\$ 1,572	\$ 6,641,738	61.21%	\$ 12,644,238	\$ 12,644,238	\$ -	\$ 6,632,986	52.46%
EXPENDITURE SUMMARY BY OBJECT:										
6511 - Bond Principal	658,458	658,458	-	223,111	33.88%	1,448,787	1,448,787	-	306,707	21.17%
6521 - Bond Interest	10,537,598	10,162,598	-	6,404,915	63.02%	11,170,451	11,170,451	-	6,312,719	56.51%
6599 - Other Debt Serv Fees	30,000	30,000	1,572	13,712	45.71%	25,000	25,000	-	13,560	54.24%
	-	-	-	-	-	-	-	-	-	-
Total expenditures	\$ 11,226,056	\$ 10,851,056	\$ 1,572	\$ 6,641,738	61.21%	\$ 12,644,238	\$ 12,644,238	\$ -	\$ 6,632,986	52.46%
Excess (Deficiency) of Revenues Over Expenditures	\$ 3,618,667	\$ 4,368,667	\$ 7,239,896	\$ 2,084,533		\$ 1,291,543	\$ 1,291,543	\$ 7,030,219	\$ 1,463,378	

9.B. Quarter 2 Investment Report

**CEDAR HILL INDEPENDENT SCHOOL DISTRICT
2021-2022 FISCAL YEAR INVESTMENT REPORT
FOR THE THREE MONTHS ENDING DECEMBER 31, 2021**



	Beginning Balance 10/1/2021	Deposits	Withdrawals	Interest for 2nd Quarter	Ending Balance 12/31/2021	Interest Fiscal Year to Date	Percentage of Portfolio	Average Yield to Maturity
Local Government Investment								
Cooperative (LOGIC)								
M&O Fund including Federal (200-299)	\$ 11,558,522.95	\$ 29,908,707.26	\$ (20,505,686.66)	\$ 1,243.70	\$ 20,962,787.25	\$ 1,243.70	57.43%	0.0496%
Debt Service Fund	3,071,977.02	7,605,001.42	-	577.32	10,677,555.76	\$ 577.32	29.25%	
Capital Project Fund	158,542.62	-	(30,004.00)	17.98	128,556.60	\$ 17.98	0.35%	
Food Service Fund	-	400,554.87	-	-	400,554.87	\$ -	1.10%	
Mike Norton Scholarship Fund	14,615.86	-	-	1.82	14,617.68	\$ 1.82	0.04%	
WW Wilson Legacy Scholarship Fund	27,899.58	-	-	3.50	27,903.08	\$ 3.50	0.08%	
	<u>\$ 26,760,440.97</u>	<u>\$ 37,914,263.55</u>	<u>\$ (20,535,690.66)</u>	<u>\$ 1,844.32</u>	<u>\$ 32,211,975.24</u>	<u>\$ 1,844.32</u>		
Local Government Investment								
Corporate Overnight Fund (First Public)								
General Operating Fund	\$ 2,117,716.35	\$ 54.73	\$ -	\$ 339.47	2,118,110.55	\$ 3,178.28	5.80%	0.0636%
	<u>\$ 2,117,716.35</u>	<u>\$ 54.73</u>	<u>\$ -</u>	<u>\$ 339.47</u>	<u>\$ 2,118,110.55</u>	<u>\$ 3,178.28</u>		
Texas Local Government								
Investment Pool (Texpool)								
Debt Service Fund	171,115.68	-	-	15.95	171,131.63	\$ 162.35	0.47%	0.0377%
	<u>\$ 171,115.68</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 15.95</u>	<u>\$ 171,131.63</u>	<u>\$ 162.35</u>		
Texas Cooperative Liquid Assets								
Securities System Trust (Texas CLASS)								
General Operating Fund	-	2,000,000.00	-	69.30	2,000,069.30	\$ 215.70	5.48%	0.0557%
	<u>\$ -</u>	<u>\$ 2,000,000.00</u>	<u>\$ -</u>	<u>\$ 69.30</u>	<u>\$ 2,000,069.30</u>	<u>\$ 215.70</u>		
TOTAL	<u>\$ 29,049,273.00</u>	<u>\$ 39,914,318.28</u>	<u>\$ (20,535,690.66)</u>	<u>\$ 2,269.04</u>	<u>\$ 36,501,286.72</u>	<u>\$ 5,400.65</u>	<u>100.00%</u>	<u>0.0563%</u>

I certify that the above investments comply with Cedar Hill ISD Policy CDA(LEGAL)-P and Cedar Hill ISD Policy CDA(LOCAL)-X., and the Texas Public Funds Investment Act (PFIA).

Gilberto Prado

Carla Settle

9.C. Employment Retirements Resignations Terminations

**Cedar Hill Independent School District
BOARD OF TRUSTEES**

Meeting Date: February 22, 2022

Presented by: Dr. Gerald Hudson, Superintendent of Schools

Subject: Employment, Retirements, and Resignations
of Professional Staff

Information

BACKGROUND INFORMATION:

The following consent items, employment, retirements, resignations, and terminations have been submitted for board information.

RECOMMENDATION:

N/A

BOARD ACTION REQUIRED:

N/A

POLICY AUTHORIZATION:

DC (Local) Employment Practices

DFE (Local) Termination of Contract: Resignation

DCD (Local) Employment Practices: At-Will Employment

CONTACT PERSON:

Dr. Violet Dean, Assistant Superintendent of Human Resources

FUNDING SOURCE:

As provided in the district budget per CHISD compensation plan.

ENCLOSURES:

Under separate cover.

New Hires through January 31, 2022

Name	Position	Campus	Hire Date
CHARLES, ELIZABETH ANN	TEACHER	001 CEDAR HILL HIGH	01/10/2022
DOMINGUEZ, ERICA MARIE	PROFESSIONAL - NON CERTIFIED	750 GENERAL ADMINISTRATION	01/04/2022
GUBACHY, SARAH RUTH	TEACHER	001 CEDAR HILL HIGH	01/31/2022
HYPOLITE, STEPHANIE AUDRIELL	PROFESSIONAL - NON CERTIFIED	999 SPECIAL EDUCATION	01/03/2022
TAYLOR, ELIJAH KEITH	TEACHER	110 COLLEGIATE PREPARATORY	01/03/2022
VALDEZ CONTRERAS IV, PATRICIO	PROFESSIONAL - NO CONTRACT	750 GENERAL ADMINISTRATION	01/31/2022
VELEZ QUEVEDO, LORAIZA	TEACHER	001 CEDAR HILL HIGH	01/24/2022
WILLIAMS, INDY FAYE MARIE	TEACHER	108 LAKE RIDGE ELEMENTARY	01/03/2022
ISAAC, AMAYAH RENEE	TEACHER	043 COLLEGIATE ACADEMY	01/28/2022

Resignations through January 31, 2022

Name	Position	Campus	Effective	Reason
BAYLOR HACKMAN, DEBORAH DENISE	PROFESSIONAL	999 STUDENT SERVICES	01/31/2022	RETIRING
REED, JASON ANTWON	TEACHER	001 CEDAR HILL HIGH SCHOOL	01/19/2022	PROMOTION IN ANOTHER DISTRICT
RODRIGUEZ, SANDRA L	PROFESSIONAL	999 ADMINISTRATION	01/31/2022	HEALTH OR FAMILY CIRCUMSTANCES

9.D. Safety and Security - Department Efficiency Report



CEDAR HILL ISD

DEPARTMENT EFFICIENCY REPORT

DEPARTMENT: Police Department

PRESENTER: James Hawthorne, Police Chief

EXECUTIVE SUMMARY: The Cedar Hill ISD Police Department provides support to all district employees, scholars, and nearly all district activities.

Our Department Mission Statement

The Cedar Hill ISD Police Department will build trust in the community through transparent actions and positive engagement and leverage technology, innovative policing, and employee development to increase legitimacy and reduce crime.

Our Vision: Service Before Self, Honor Above All

Our Values: Integrity, Compassion, and Fairness

Our Strategic Goals:

- Build Procedural Justice in our Culture
- Focus on Organizational Diversity
- Training and Employee Development
- Excellence in Execution of Core Services and Special Initiatives

Community Engagement

The police department has worked effectively at addressing our “One Thing” which is to ensure a safe environment for our employees to work and our scholars to learn. While we have seen a slight increase in the number of fight calls at Cedar Hill High School. Our overall instances of reported crime are down 38% when compared to this same time period a year ago. The main drivers in the reductions have been significant decreases in thefts and drug calls.

In an effort to enhance our emergency preparedness, this November we participated in a successful active shooter drill with both the City of Cedar Hill Police and Fire Departments.



We also successfully conducted a reunification exercise at Bray Elementary and an intruder exercise was completed at Collegiate Prep.

Campus Incident Response Teams (CIRT) have been established at each campus and monthly emergency response trainings are being conducted. Our quarterly School Safety and Security meetings are taking place with our next scheduled meeting on March 23, 2022.

The department is transitioning to a P25 Compliant radio system along with the rest of Dallas County first responders. This transition will enable our agency, and all Dallas County first responders to communicate directly in the event of a joint response during an emergency. It greatly enhances the response capabilities for both the school district and the city of Cedar Hill.

AWARDS/RECOGNITIONS & PRESENTATIONS

- **Every three years the police department is audited by TCOLE (state licensing) and this year (2021) we passed our audit.**
- **We passed our 2021 State School Safety and Security Audit, also performed every three years.**

“ONE THING”

Ensuring a safe environment for employees to work and scholars to learn effectively.

DEPARTMENT STAFFING

The police department is currently budgeted for 26 full-time positions. Those positions are (8) police positions, (16) security officers, (1) dispatcher/administrative assistant, and (1) emergency management coordinator.

Additionally the department has 23 part-time Crossing Guard positions that are partially funded by the City of Cedar Hill. We have six full-time vacancies:

- **2 police officer positions**
- **4 security officer positions**

We have one (1) vacant crossing guard position.

<u>James Hawthorne</u>	Police Chief
Carlos Below	Police Lieutenant

Jimmy Hogg	Security Lieutenant
Chris Santos	Emergency Management Coordinator
Milissa Gaither	Dispatcher/Administrative Assistant
Eric Roberts	Corporal/Detective

Current Assignments

Cedar Hill High School (P) - Police (S) - Security

(P)Eric Roberts	(P)Landry Minor				
(S)Roderick Davis	(S) Arthur Hamilton	(S) Randal Prouty	(S) Ray Johnson	(S) Markeisha Sims	(S) Chris Lias

Permenter MS

(P) Tiffany Atkinson	
(S) Belinda Jackson	(S) Chris Chavis

Bessie Coleman MS

(P) Lolita Rabon

(S) [Rudy Gonzales](#)

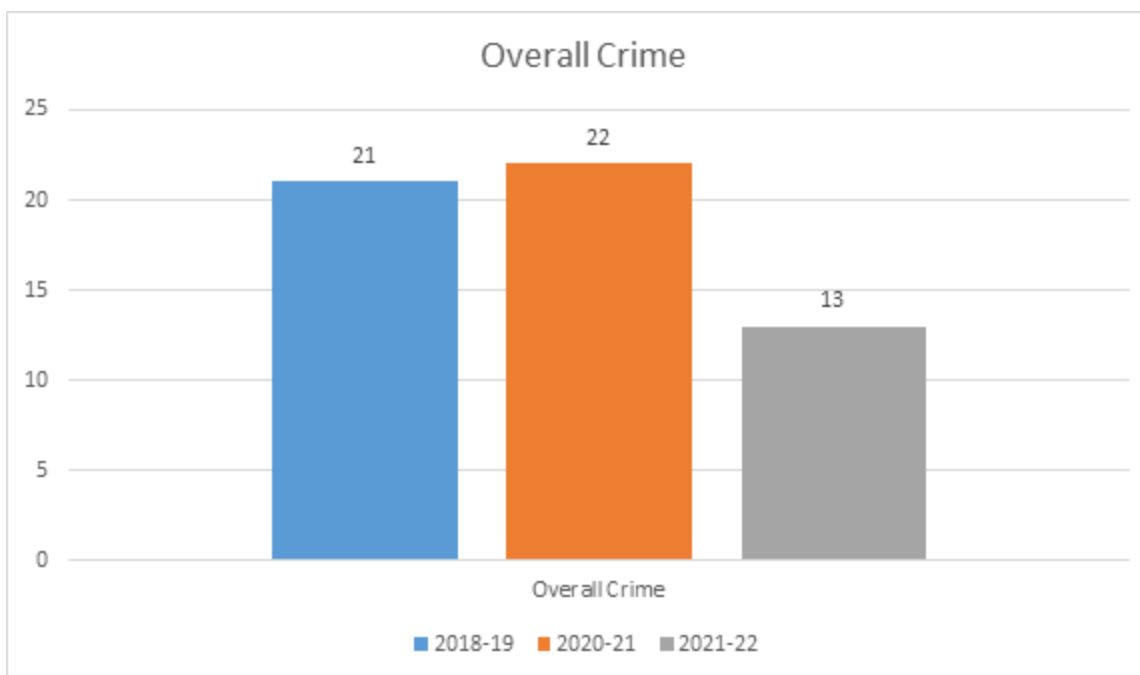
Collegiate HS

(S) Tonya Dickens

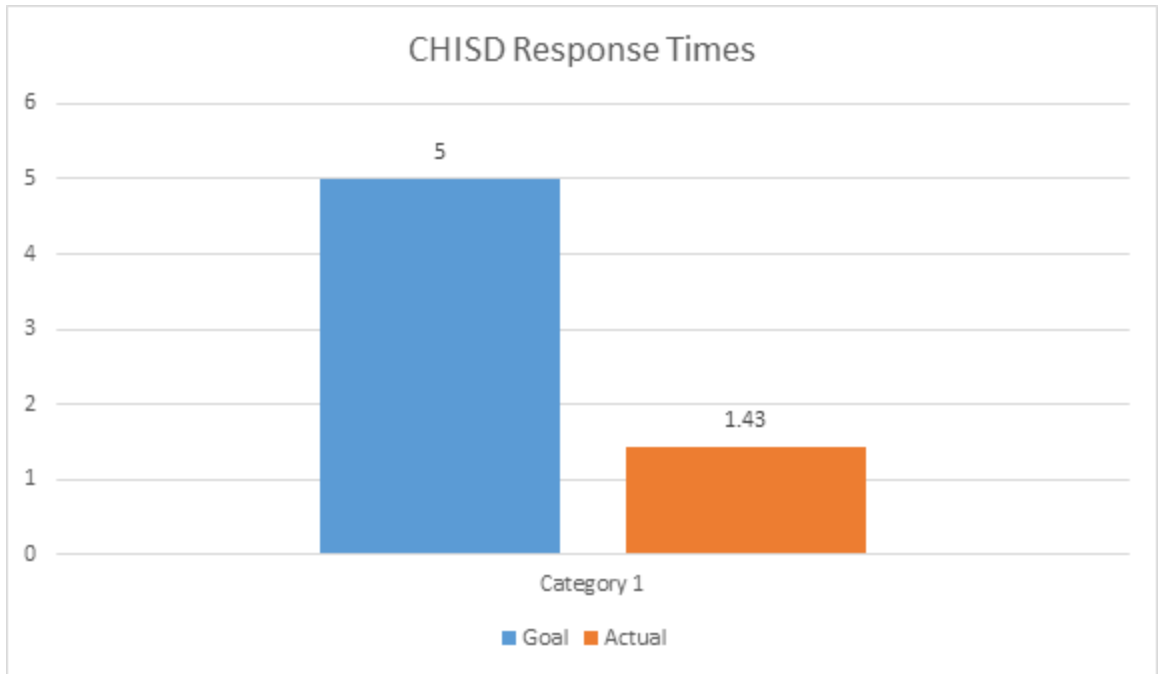
ANNUAL BUDGET (excluding salaries)

Police (including contracted services)	\$63,074
Emergency Management (including contracted svcs.)	\$78,621

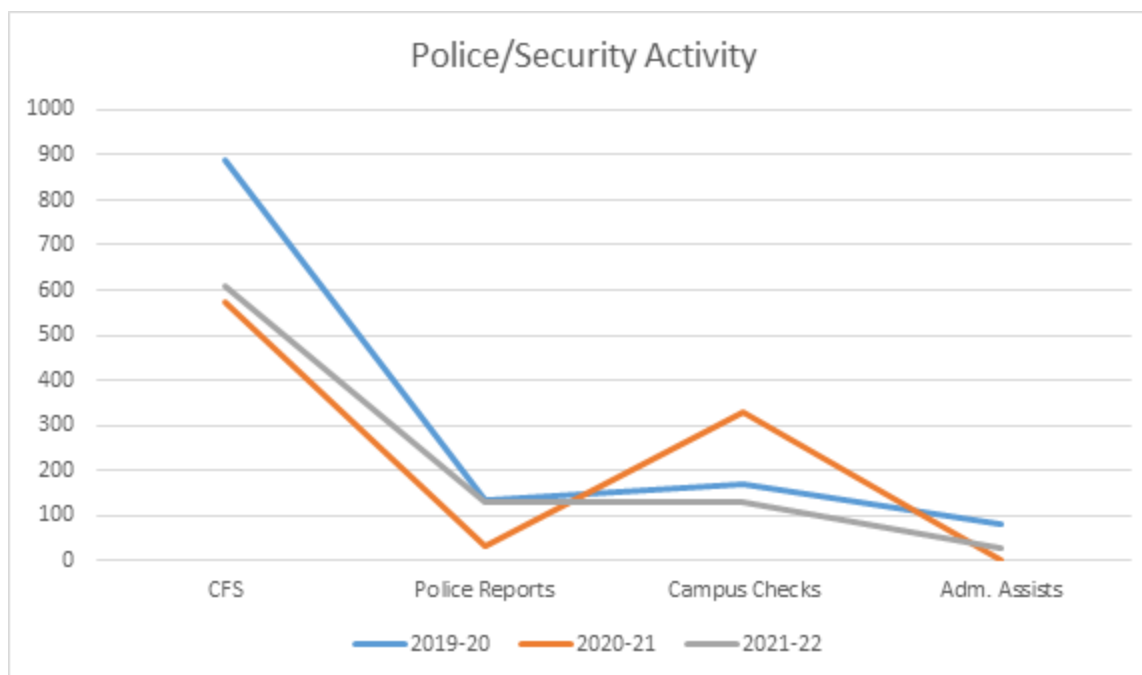
EFFECTIVENESS INDICATORS



Overall reported crime is down -38% compared to the previous two years. Decreases are mainly attributable to decreases in theft and drug reports.



We are well below our target of (5) minute response times. We are averaging just over a minute.



The graph above represents officer activity August thru December for the past three years. When looking at our officer activity, 2019-20 was a pretty normal year until March when we closed due to the COVID pandemic. During the 2020-21 school year we had fewer students on campus with the majority doing virtual learning. The result was fewer calls for service, fewer police reports, fewer administrative assists, and more campus checks. This year (2021-22) the number of calls for service and police reports have increased, while there have been fewer campus checks we are still conducting above the required number we have established for each campus. We have had fewer campus checks mainly due to staffing shortages. We are currently working with six FTE vacancies.

DEPARTMENT CHALLENGES

Staffing is a challenge. Our immediate need is to fill our current vacancies. We are short two police officers and four security officers. The district has approved a \$2,500 signing bonus as an incentive to get qualified applicants to apply. Additionally, the department has not grown during my tenure. The department has always had fewer personnel than needed, in my opinion.

We have no bench strength should an employee go down with injury and/or illness. Injury and illness have left us short and unable to fill gaps during COVID. Current staffing levels do not allow the agency to have any surge capacity to handle traffic control or major incident response. During these times officers have to be pulled from their assigned campuses to assist and at times leaving their campuses with no police/security coverage. Meaning if we have more than one incident at the same time or close time proximity, we do not have sufficient staffing for adequate coverage and response.

Further, there needs to be a dedicated detective to follow-up on criminal investigations. Under the current arrangement an officer who is assigned to a campus has this duty. The nature of investigative (detective) work requires coordination with adult and juvenile courts, taking of statements, coordinating forensic interviews, case preparation, evidence gathering and other duties in order to properly file a criminal case. This is currently being done by an officer who is assigned to a campus and he is regularly involved in this type of work and it leaves his campus short and often with no police coverage.

Finally, police training cannot and does not only occur during the summer. Training is a core component of

effective policing. We have added Police One software which is a virtual training platform. We utilize it often to help fill required training gaps. Police officers need critical training that does not always fall during summer months and in order to achieve critical training we often have to take officers off campuses or at times they miss these critical training opportunities. Examples of critical training for police are:

- **De-escalation training**
- **Use of Force/Defensive Tactics**
- **Active shooter response**
- **Firearms training**
- **Critical Incident Response**
- **Accident Investigation**
- **Juvenile Procedures**
- **Legal Updates**

We are able to take some of these classes during the summer but as most police agencies are not school districts the majority of these trainings occur during the school year.

VISION FOR THE FUTURE

A police department that has the surge capacity to address traffic and incident response along with enhanced capabilities in our criminal investigations. These additional resources will allow us to be more proactive and not as response driven. The result is fewer incidents of crime, enhanced community engagement, better coordination of intelligence gathering and better presence in our school district community. Officers currently have little unencumbered time and it does not afford them the opportunity to form youth explorer programs and/or collaborate with our CTE team to sponsor a police cadet program. Community engagement is critical during this current time in law enforcement and the more opportunities we can provide to build relationships the more effective we are in our law enforcement strategies. We currently co-sponsor a one week youth summit with the city during the summer. The summit is for kids 12 years of age and older. It is a great engagement tool, however if we could have this kind of connectivity year round it could spark more interest for kids of color to enter law enforcement.

Finally, it would be great if the department could seek a state accreditation status. Accreditation not only brings prestige to the district and police department but helps shield the department and district from litigation as it ensures policies and practices are in alignment with best practices. If we were accredited we would be the second school district police department to reach that status.

10. ADJOURN