



BOARD BUSINESS MEETING A/OFFICIAL CANVASS OF MAY ELECTIONS

Monday, May 10, 2021
5:30 PM
Board Room
514 W. Quincy Street
San Antonio, TX 78212

AGENDA

1. Call to Order	
A. Meeting Called to Order	
1. Roll Call of Board Members Present and Declaration of Quorum	
Present _____ Absent _____	
a. Mrs. Patti Radle	
b. Mr. Arthur Valdez	
c. Ms. Debra A. Guerrero	
d. Mr. Ed Garza	
e. Mr. Steve Lecholop	
f. Mrs. Christina Martinez	
g. Mrs. Alicia Sebastian-Perry	
2. Recording of Superintendent Present	
a. Mr. Pedro Martinez	
3. Pledge of Allegiance to the U. S. Flag	
4. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."	
B. Citizens' Presentations - 60-minute total time limit for this item	
2. Recognitions and Presentations	
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B. Recognition of Ms. Debra Guerrero and Mr. Steve Lecholop for their Service on the SAISD Board of Education	7
C. Update on the SAISD Partnership with the CAST Schools Network SAISD Partnership	9
3. Governance	
A. Approval of the Resolution in Recognition of School Nurse Day on May 12, 2021	11

BOARD OF TRUSTEES

Christina Martinez, President
Alicia Sebastian-Perry, Vice President

Arthur V. Valdez, Secretary
Ed Garza, Trustee

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Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Pedro Martinez, Superintendent



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
SUPERINTENDENT'S OFFICE

514 W. Quincy St.
San Antonio, TX 78212
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210.554.2200

B.	Approval of the Resolution in Recognition of National Police Week on May 9, 2021 through May 15, 2021, Designate May 15, 2021 as “National Peace Officers Memorial Day” and Recognize the Line of Duty Deaths of Sergeant William Maldonado and Detective Clifton J. Martinez	14
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C.	Approval of Monthly Budget Reports and Amendments for May 2021	25
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M.	Approval of the Memorandum of Understanding (MOU) Between SAISD and Guadalupe Community Center	107
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BOARD OF TRUSTEES

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Pedro Martinez, Superintendent



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- | | | |
|-----------|---|-----|
| O. | Approval of the Memorandum of Understanding (MOU) Between SAISD and Texas Federation for Advanced Manufacturing Education (TX-FAME) | 115 |
| P. | Approval of the Memorandum of Understanding (MOU) Between SAISD and San Antonio Youth | 123 |
| Q. | Approval of the Memorandum of Understanding (MOU) Between SAISD and City of San Antonio (COSA) | 127 |
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| Y. | Approval of the Memorandum of Understanding (MOU) Between SAISD and Undies for Everyone | 161 |
| Z. | Approval of Minutes for the following meetings: | |
| | 1. April 5, 2021 Board Business Meeting A | 164 |
| | 2. April 12, 2021 Board Business Meeting B | 167 |
| 5. | Closed Session | |
| A. | The Board will convene in Closed Session as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071, TGC 551.072, and TGC 551.074) | |
| | 1. Deliberation regarding the purchase, exchange, lease or value of real estate, including legal issues on the acquisition process. (TGC 551.071 and TGC 551.072) | |
| | 2. Deliberation regarding personnel matters, including but not limited to employment, duties, discipline, reassignment, resignation, retirement, reclassification and dismissal of an employee. (TGC 551.071 and TGC 551.074) | |
| | 3. Proposal to non-renew term contract employee(s) at the end of the 2020-2021 school year pursuant to TEC 21.206 (551.071 and TGC 551.074) | |
| | 4. Proposal to terminate probationary contract employee(s) at the end of the 2020-2021 school year in the best interest of the District pursuant to TEC Section 21.103 (TGC 551.071 and TGC 551.074) | |

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Pedro Martinez, Superintendent



5. Proposal to terminate continuing contract teacher(s) for good cause pursuant to TEC 21.156 (TGC 551.071 and TGC 551.074)
 6. Consultation with Superintendent and discussion regarding the Superintendent's recommendation of the candidate to be hired for the position of Senior Executive Director of Fine Arts. (TGC 551.074)
 7. Consultation with Superintendent and discussion regarding the Superintendent's recommendation of the candidate to be hired for the position of Senior Executive Director of Curriculum, Instruction & Assessment. (TGC 551.074)
 8. Consultation with Superintendent and discussion regarding the Superintendent's recommendation of the candidate to be hired for the position of Senior Executive Director of Educational Technology & Extended Learning. (TGC 551.074)
 9. Consultation with Superintendent and discussion regarding the Superintendent's recommendation of the candidate to be hired for the position of Assistant Superintendent of College, Career, & Military Readiness. (TGC 551.074)
- B. The Board will reconvene in Open Session and take appropriate action on items discussed in Closed Session.
- 6. Canvassing of Election Returns for the May 2021 SAISD Trustee Election**
- A. Canvass of Election Returns for the May 1, 2021, General Election of Trustees from Single Member Districts 1, 3, 4, and 7; and Approval of Tabulation Report 170
- 7. Adjournment**
- A. Adjournment

NOTICE:

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

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

BOARD OF TRUSTEES

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Arthur V. Valdez, Secretary
Ed Garza, Trustee

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Leticia Ozuna, Trustee
Patti Radle, Trustee

Sarah Sorensen, Trustee
Pedro Martinez, Superintendent

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Recognition of Dell Scholars for Class of 2021

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Liz Ozuna, Executive Director, Advanced Academics and Postsecondary Initiatives

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Dell Scholarship is a competitive scholarship and college completion program that nurtures and empowers students on their path to a college degree. This scholarship targets highly motivated students who demonstrate the drive to succeed despite personal obstacles.

To qualify for the Dell Scholarship, students must participate in an approved college readiness program such as AVID or Upward Bound in grades 11 and 12. All the SAISD Dell Scholars have participated in the AVID elective and one of our scholars also completed the Upward Bound program with one of our college partners. Scholars must also plan to enroll in college in the Fall of 2021, earn a minimum 2.4 GPA, and be on track to graduate high school. Tonight's honorees have also demonstrated a unique "GPA" of grit, potential, and ambition in their quest for a college education.

- Grit – demonstrated by overcoming challenges in their lives
- Potential – demonstrated by participating in a college readiness program and rigorous courses
- Ambition – demonstrated by dreaming of obtaining a college degree

The Dell Scholarship offers a personalized, multifaceted support to scholars that extends beyond the financial support of the award of \$20,000, a laptop, and textbook credits. Scholars are also provided direct support for financial, academic and emotional needs throughout their college journey.

The 18th [Class of 2021 Dell Scholars](#) has welcomed 500 students from across the nation.

The SAISD Class of 2021 Dell Scholars is as follows:

Angel Isaac, Edison HS
Katherine Infante, Highlands HS
Joe Aguirre, Travis ECHS
Kianna Chavez, Travis ECHS
Lizbeth Cortez, Travis ECHS
Kathleen DeHoyos, Travis ECHS
Miguel Elizondo, Travis ECHS
Gisselle Estrada, Travis ECHS

Sophia Gomez, Travis ECHS
Cassandra Reyna, Travis ECHS
Danilo Rosales, Travis ECHS
Samuel Torres, Travis ECHS
Elizabeth Vargas, Travis ECHS
Valerie Anaya Vega, Travis ECHS
Claudia Garai, YWLA
Karla Hernandez, YWLA
Autumn Kretzschmar, YWLA
Katarina Lazo, YWLA
Kaitlyn Lomas, YWLA
Jessica Olivas, YWLA

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Recognition of Ms. Debra Guerrero and Mr. Steve Lecholop for their Service on the SAISD Board of Education

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Radle, Board President

PRESENTER: Patti Radle

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to recognize Ms. Debra Guerrero and Mr. Steve Lecholop for their Service on the SAISD Board of Education.

Ms. Debra Guerrero was first selected by the Board on February 20, 2012 to serve an unexpired term. She was later elected by the constituents of SAISD's Single Member District 3 to serve a full term in May of 2013. Ms. Guerrero is a fifth generation SAISD resident. During her tenure, she has served as the Board Secretary for the past 6 years. In addition, Ms. Guerrero has chaired the Board Finance and Audit Committee for 8 years and was actively involved as a member of the Board Governance Committee. She also chaired the Special-Called Joint Finance & Audit and Governance Committee from October 2019 to December 2019.

Mr. Lecholop was elected by the SAISD Single Member District 1 community to the Board of Trustees in May of 2013. He is a proud SAISD parent and actively served on the SAISD Citizens Advisory Committee for Bond 2010 prior to joining the Board. For the past 6 years, Mr. Lecholop has served as the Chair of the Board Academic Excellence Committee and as a Board Growth and Development Committee member. In addition, Mr. Lecholop chaired the Special-Called Board Ethics Committee from February 2018 to December 2019 which led to the adoption of a Board Ethics Policy.

The San Antonio Independent School District sincerely thanks Ms. Guerrero and Mr. Lecholop both for their bold and loyal leadership, for their selfless service and for their continued commitment and contributions to the District children, staff and families as well as to the greater San Antonio Community.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

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

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Update on the SAISD Partnership with the CAST Schools Network
SAISD Partnership

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Pedro Martinez, Superintendent

PRESENTER: Jeanne Russell, Executive Director, CAST Schools Network

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive an update on the SAISD Partnership with the CAST Schools Network. During the presentation, the CAST Schools leadership team and students will share the “State of CAST Students.”

Four years ago, SAISD partnered with the CAST Schools Network and industry leaders to co-create an innovative school model that led with student interest - CAST Tech High School. This first-of-its-kind high school integrates college and career preparation in order to maximize options for students while preparing them for college, career and life. Today, powered by our partnership with SAISD, CAST Schools serves two additional campuses: the Advanced Learning Academy and CAST Med High School.

CAST Schools are organized around four design pillars:

- *Equity:* We serve a demographic that mirrors our city. Students at CAST are selected through a lottery and represent communities within and beyond SAISD’s boundaries. They are in a position to opt-out versus opting-in to all of the high-quality programming to include racial equity, civic engagement, internships, rigorous academics and community service.
- *Relationships:* CAST students are built around caring, supportive relationships. From adult mentors to peer mentors to industry professionals and teachers that serve as guides and facilitators, students define their purpose and find their confidence.
- *Authentic Learning Experiences:* Students solve problems with real-world implications for industry and their communities. Students travel to gain personal insight, work on PBL’s developed with input from industry and intern with companies and non-profit organizations. This year, the Advanced Learning Academy ranked 7th in San Antonio in the US News and World Report of Best High Schools in San Antonio.
- *Student Agency:* We lead with student voice. We listen to students, and continually refine our projects, curriculum and approach to meet their needs. This year, during the pandemic, more than 1,000 students participated in the first annual CAST Schools Youth Rally. This two-day virtual event was entirely organized, planned and run by the student advisory of the 5-school network. The event featured student-led workshops and panels addressing topics of teen mental health and racial justice, spoken word, and multiple speakers, local and national, all selected by students.

This year, SAISD congratulates the inaugural senior class of CAST Tech High School and founding principal Dr. Melissa Alcala. To date, more than 70 percent of the 133 graduating CAST Tech seniors have been accepted to 4-year colleges and earned more than \$5 million in cumulative scholarships. Additionally, students at CAST Tech High School have been awarded 137 certifications, with 118 on the industry-based certification list, offering the potential for well-paying jobs immediately after graduation.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Resolution in Recognition of School Nurse Day on May 12, 2021

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Larry A. Garza, Associate Superintendent/CFO, Financial Services and Business Operations

PRESENTER: Gloria Davis, Director of Student Health Services

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Resolution in Recognition of National School Nurse Day on Wednesday, May 12, 2021. The National Association of School Nurses has designated Wednesday, May 12, 2021 as National School Nurse Day with the theme “Championing the Whole Student.” This theme recognizes the integral role that school nurses play bridging health and education to improve each child’s cognitive, physical, social and emotional development, regardless of whether they are physically present in school or not. School nurses serve as a critical health hub for students, ensuring that students are ready for learning by managing complex chronic conditions; identifying and addressing mental health issues; and promoting healthy behaviors; connecting families to healthcare providers; handling medical emergencies, and navigating through the COVID-19 pandemic by assisting with testing and tracking students and school personnel.

On National School Nurse Day, campuses are encouraged to recognize and celebrate the contributions that their school nurse makes to the health and well-being of the students, staff, and community. This resolution serves as the Board recommendation to support the mission of providing comprehensive health services for all students in SAISD.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approve the attached resolution as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020-2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
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**SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
RESOLUTION OF RECOGNITION OF
SCHOOL NURSE DAY**

WHEREAS we, the Board of Trustees of the San Antonio Independent School District, recognize that children are the future and, and by investing in them today, we are ensuring our world for tomorrow;

WHEREAS the mission of the San Antonio Independent School District is to graduate and prepare all students to be a contributing member of the community;

WHEREAS we, the Board of Trustees, recognize all students have a right to have their health needs safely met while in the school setting;

WHEREAS we, the Board of Trustees, recognize that children today face more complex and life-threatening health problems requiring care in school;

WHEREAS we, the Board of Trustees, recognize that SAISD nurses advance the well-being, academic success, and life-long achievements of all our students by serving on the frontlines and providing a critical safety net for our District's most fragile children;

WHEREAS we, the Board of Trustees, recognize that SAISD nurses understand the link between health and learning and are in a position to make a positive difference for children every day; and

NOW THEREFORE, BE IT RESOLVED THAT we, the Board of Trustees of the San Antonio Independent School District, commit to:

1. Designating May 12, 2021, as National School Nurse Day in the San Antonio Independent School District; and
2. Celebrating and acknowledging the accomplishments of the District's nurses in meeting the needs of our students, and
3. Working together for a better student health service program; and
4. Helping school nurses provide more effective health services to students.

AND BE IT FINALLY RESOLVED THAT we, the Board of Trustees of the San Antonio Independent School District, re-commit ourselves to supporting the District’s mission of providing a quality education for all students through the use of effective and proven programs and to graduate and prepare all students to be contributing members of the community.

**Adopted by the Board of Trustees of the San Antonio Independent School District
San Antonio, Texas on May 10, 2021.**

**Patti Radle
President**

**Debra Guerrero
Secretary**

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Resolution in Recognition of National Police Week on May 9, 2021 through May 15, 2021, Designate May 15, 2021 as “National Peace Officers Memorial Day” and Recognize the Line of Duty Deaths of Sergeant William Maldonado and Detective Clifton J. Martinez**

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

REQUESTED BY: Pedro Martinez, Superintendent

PRESENTER: Jose Curiel, Chief of Police

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Resolution in Recognition of National Police Week on May 9, 2021 through May 15, 2021 and designate May 15, 2021 as “National Peace Officers Memorial Day”. The Resolution also requests to recognize May 27, 2021 as the 27th Anniversary of the line of duty death of Sergeant William Maldonado. In addition, the Resolution recognizes December 21, 2021 as the 2nd Anniversary of the line of duty death of Detective Clifton J. Martinez.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approve the attached Resolution as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020-2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
- SAISD will recognize the outstanding achievements of our students, staff and community members.
- SAISD will have strong District-wide leadership and will recruit and retain quality staff.
- SAISD will ensure fiscal health.
- SAISD will facilitate a successful Bond initiative and its implementation.
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**RESOLUTION IN RECOGNITION OF
NATIONAL POLICE WEEK ON MAY 9, 2021 THROUGH MAY 15, 2021, DESIGNATE
MAY 15, 2021 AS “NATIONAL PEACE OFFICERS MEMORIAL DAY” AND
RECOGNIZE THE LINE OF DUTY DEATHS OF
SERGEANT WILLIAM MALDONADO AND DETECTIVE CLIFTON J. MARTINEZ**

Whereas, in 1962, President John Fitzgerald Kennedy proclaimed May 15th to be Peace Officers Memorial Day, and designated the calendar week in which May 15th falls as National Police Week;

Whereas, SAISD Police Officers and other law enforcement officers across the United States are charged with pursuing justice and protecting communities;

Whereas, SAISD Police Officers and other law enforcement officers across the United States serve with dignity and integrity;

Whereas, SAISD Police Officers and other law enforcement officers across the United States selflessly risk their personal safety in the interest of public safety;

Whereas, Peace Officers Memorial Day honors law enforcement officers killed in the line of duty;

Whereas, SAISD Sgt. William Maldonado died in the line of duty on May 27, 1994;

Whereas, SAISD Detective Clifton J. Martinez died in the line of duty on December 21, 2019;

NOW, THEREFORE BE IT RESOLVED by the Board of Trustees of the San Antonio Independent School District that May 9, 2021 through May 15, 2021 be designated as National Police Week and that May 15, 2021 be designated as “Peace Officer Memorial Day” on which all flags are to be flown at half-staff; and

BE IT FURTHER RESOLVED that May 27, 2021 marks the 27th Anniversary of the Line of Duty Death of Sgt. William Maldonado and December 21, 2021 will mark as the 2nd Anniversary of the Line of Duty Death of Detective Clifton J. Martinez.

Adopted May 10, 2021

**By the Board of Trustees of the San Antonio Independent School District
San Antonio, Texas**

Patti Radle
President

Debra Guerrero
Secretary

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Update on SAISD’s Response to the Ongoing COVID-19 Crisis and Associated Expenditures

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Pedro Martinez, Superintendent

PRESENTER: Pedro Martinez

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive an update on SAISD’s Response to the Ongoing COVID-19 Crisis and associated expenditures.

On March 17, 2020, SAISD Trustees approved a resolution giving the Superintendent authority to take reasonable action to address the needs of students and employees during the COVID-19 crisis. Several District administrators will provide updates and highlights of the District’s efforts.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020-2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Update and Approval of the 2021-2022 Budget Priorities

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Pedro Martinez, Superintendent

PRESENTER: Larry A. Garza, Associate Superintendent, Financial Services and Business Operations
 Patty Salzmann, Deputy Superintendent
 Hillary Lilly, Director of Legislative Affairs

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive the fourth in a series of presentations on the 2021-2022 District budget. The discussion topics for this presentation will include a Legislative update, Elementary and Secondary School Emergency Relief (ESSER III) funds, District budget priorities, and a preliminary review of the proposed budgets for the General Fund, Debt Service Fund, and Child Nutrition Fund.

A detailed presentation will be provided covering two budget priorities as follows:

- Leveraging social and emotional resources to support students and families
- Employee compensation initiatives for 2021-2022

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

The Board is requested to approve the proposed initiatives for social and emotional resources and for employee compensation as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020-2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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**SAISD BOARD AGENDA
SUMMARY FORM**

AGENDA TITLE: Approval of the 2021-2022 SAISD Board Meeting Schedule

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Radle, Board President

PRESENTER: Tiffany Grant, Chief of Staff

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the proposed 2021-2022 SAISD Board Meeting Schedule. The Board will hold two Board Business Meetings each month, except during the summer months of August 2021 and June and July 2022. The topics for Board meeting A include, but are not limited to, the following: Achievements/Awards, Academic Updates, Administration Updates, and Budget Amendments. The topics for Board meeting B include, but are not limited to, the following: Board Resolutions, Board Updates and Minutes, Bond-related items, Internal Audit Updates, and Business Procurement. The schedule is as follows:

Board Business Meeting A

No Board Meeting A*

(Monday, Aug. 9 – First day of School)

Monday, September 13, 2021

Tuesday, October 12, 2021

(Monday, Oct. 11 – Columbus Day/Indigenous Peoples’ Day)

Monday, November 8, 2021*

(Thanksgiving Break, Nov. 22 - 26)

Monday, December 6, 2021

Monday, January 10, 2022

Tuesday, February 15, 2022

(Monday, Feb. 14 – Valentine’s Day)

Tuesday, March 15, 2022*

(Spring Break, March 4 – 11)

Monday, April 11, 2022

Monday, May 9, 2022

No Board Meeting A*

No Board Meeting A*

Board Business Meeting B

Monday, August 16, 2021

Monday, September 20, 2021

Monday, October 18, 2021

Monday, November 15, 2021

(Thanksgiving Break, Nov. 22 - 26)

Monday, December 13, 2021

Tuesday, January 18, 2022*

(Monday, Jan. 17 – Martin L. King Jr. Holiday)

Tuesday, February 22, 2022*

(Monday, Feb. 21 – President’s Day)

Monday, March 21, 2022*

(Spring Break, March 4 – 11)

Monday, April 18, 2022

Monday, May 16, 2022

Monday, June 20, 2022

Monday, July 18, 2022

Please note: The 2021-2022 Instructional Calendar and the 2021 and 2022 Federal Calendars and Future Fiesta Dates were used to develop the Board Meeting Schedule above. An asterisk (*) denotes a change of regular schedule due to a District holiday, event, summer schedule or City event.

Upon approval, the 2021-2022 Board Meeting Schedule will be posted in accordance with the requirements of the Texas Open Meetings Act and made available for public view on the District website.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020-2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Formal Naming of the New Middle School located on 400 Hot Wells Boulevard

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Christina Martinez, Governance Committee Chairwoman and Trustee
Debra Guerrero, Governance Committee Member and Board Secretary

PRESENTER: Willie Burroughs, Chief Operations Officer
Dr. Julio Garcia, Assistant Superintendent, All Levels

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the new school name of the Hot Wells Middle School to be located on 400 Hot Wells Boulevard. This campus is formerly known as Connell Middle School.

Hot Wells Middle School will open during the 2021-2022 academic year and will serve students from 6th to 8th grades. In addition to the traditional middle-school curriculum, this new campus will offer STEM and Dual Language programs. The Hot Wells Middle School STEM program will help prepare students to enter a STEM-focused P-TECH program in high school, resulting in an Associate's Degree in conjunction with a high school diploma. Similarly, the Dual Language program offered at the campus will provide opportunities for Advanced Placement credits and an early-college experience while still in middle school.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approve the new school name as Hot Wells Middle School. This recommendation also includes recognizing the input of the students from Forbes Academy, Foster Academy and Ball Academy by adopting their chosen new mascot and school colors.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

AGENDA TITLE: Approval of the Proposed 2021-2022 Tax Rate to be Published in the Notice of Public Meeting to Discuss Budget and Proposed Tax Rate

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Larry A. Garza, CFO & Associate Superintendent, Financial Services and Business Operations

PRESENTER: Larry A. Garza

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

In accordance with Section 44.004 of the Education Code, school districts are required to provide for the publication of the “Notice of Public Meeting to Discuss Budget and Proposed Tax Rate”. Prior to publication of the notice, the Board of Trustees is required to approve the proposed tax rate to be included in the notice. The notice must contain the District’s proposed tax rate for 2021-2022, presented in two separate components: the Maintenance & Operations (M&O) Rate and the Interest & Sinking Fund (I&S) Rate.

The District plans to publish the “Notice of Public Meeting to Discuss Budget and Proposed Tax Rate” on June 10, 2021. The Public Meeting will be held on June 21, 2021, and the Board is scheduled to adopt the proposed tax rate for 2021-2022 on August 23, 2021.

The District is proposing a total tax rate of \$1.50230, which is the same total tax rate currently in place for 2020-2021. The Board is asked to approve the publication of the proposed tax rates as follows:

Maintenance & Operations (M&O) Tax Rate	\$ 1.02105
Interest & Sinking Fund (I&S) Tax Rate	<u>\$ 0.48125</u>
Total Tax Rate	\$ 1.50230

Maintenance & Operations (M&O) - The 2021-2022 M&O component of the tax rate is calculated according to the 3rd year of tax compression as mandated by HB3. The calculated M&O yields the same rate as the current rate, since the projected statewide value growth is less than 2.5%:

\$0.88270 x (1.025 / 1.025) =	\$0.88270 *
+ Additional Copper Pennies	\$0.05835
+ <u>Additional Golden Pennies</u>	<u>\$0.08000</u>
+ Total M&O Tax Rate for 21-22	\$1.02105

*Calculation = Year 2 Compression tax rate x (1.025 / Projected Statewide Property Value Growth). Note that due to the timing of calculating the required tax compression for July 1 districts, the statewide property value growth is used in place of the district’s actual property value growth per TEA guidance. Based on the district’s certification of property values in late July, the final rate the district will be allowed to adopt may be less.

Interest & Sinking Fund (I&S) - The proposed 2021-22 I&S tax rate of \$0.48125, the same rate as the current 2020-2021 I&S tax rate. Together with the M&O tax rate, the total tax rate is projected to remain the same for 2021-2022 as it is for this current 2020-2021 school year.

The final total rate to be adopted by the Board may not exceed the proposed published rate of \$1.50230 unless the District publishes a revised notice and holds another public meeting to discuss the revised rate.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed tax rate to be published in the Notice of Public Meeting to Discuss Budget and Proposed Tax Rate as shown below:

Maintenance & Operations (M&O) Tax Rate	\$ 1.02105
Interest & Sinking Fund (I&S) Tax Rate	<u>\$ 0.48125</u>
Total Tax Rate	\$ 1.50230

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020-2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
- SAISD will engage families and the community to be active partners in the education of our children.
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of Dates and Locations to Conduct Items of Business Regarding the Annual Budget and Setting of the Tax Rate**

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

REQUESTED BY: Larry A. Garza, CFO & Associate Superintendent, Financial Services and Business Operations

PRESENTER: Larry A. Garza

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

Chapter 44 of the Texas Education Code as amended by the 81st Legislature “requires” all school districts to establish Board meeting dates to conduct items of business regarding the annual budget and setting of the tax rate. The District is required to approve dates and the location for the following items:

- a public meeting to discuss the budget and the proposed 2021-2022 Tax Rate
- a meeting to adopt the 2021-2022 budget
- a meeting to accept the 2021-2022 Certified Property Appraisal Roll and adopt the 2021-2022 Tax Rate

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the dates and locations* as presented below:

- Monday, June 21, 2021 – 5:30 P.M.
Central Office Board Room – 1st Floor, 514 W. Quincy St. San Antonio, TX 78212:
Public Meeting to discuss the proposed budget and tax rate for 2021-2022.
- Monday, June 21, 2021 – 5:45 P.M.
Central Office Board Room – 1st Floor, 514 W. Quincy St. San Antonio, TX 78212:
(This date is a regularly scheduled Board Meeting.)
Meeting to approve final amended budget for 2020-2021 and adopt the 2021-2022 budget.
- Monday, August 16, 2021 – 5:30 P.M.
Central Office Board Room – 1st Floor, 514 W. Quincy St. San Antonio, TX 78212:
(This date is a regularly scheduled Board Meeting.)
Meeting to accept the Certified Property Appraisal Roll from the Bexar Appraisal District and adopt the 2021-2022 Tax Rate.

*NOTE – Due to health and safety concerns related to the COVID-19 coronavirus and restrictions in place at the time, this meeting may be conducted by video conference or telephone call rather than being held at the physical location noted. At least a quorum of the board will be participating by video conference or telephone call in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020-2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Monthly Budget Reports and Amendments for May 2021

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Larry A. Garza, Associate Superintendent for Financial Services and Business Operations

PRESENTER: Larry A. Garza

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The monthly Amended Budget report is a one page summary of the budget amendment impact on the 2020-2021 original budget adopted by the Board for the General Fund, Food Service Fund, and Debt Service Fund. Budget amendments are presented to the Board at a regularly scheduled business meeting. The original budget is amended when changes take place from one function to another function or when a request is made to increase or decrease the budget.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board of Trustees approve the budget amendments for the month of May 2021.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

As indicated on the following pages.

IV. 2020-2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

- SAISD students will demonstrate respectful behavior and perform at or above grade level. All secondary students will be encouraged to participate in extracurricular, leadership or public service activities.
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SAN ANTONIO ISD
FINANCIAL SERVICES DIVISION

May 2021

2020-21 Budget Amendment # 9

General Fund

I. INCREASE FUND BALANCE	Requested By:	Amount
A. Increase Estimated Revenue:		_____
		-
B. Decrease Appropriations:		_____
		\$ -
		-
I. Total transactions increasing Fund Balance		\$ -
II. DECREASE FUND BALANCE	Requested By:	Amount
A. Increase Appropriations:		_____
		-
B. Decrease Estimated Revenue:		_____
		\$ -
		-
II. Total transactions decreasing Fund Balance		\$ -
III. NO CHANGE TO FUND BALANCE	Requested By:	Amount
A. Decrease Estimated Revenue and Appropriations:		
Insurance Recovery- Bus #303 and #406	N. Graf	13,560
Specialist Supplemental Pay for Essay Scoring	E. Ozuna	498
Insurance Recovery- Truck #2589 and #2615	C. Salley	2,266

		\$ 16,324
B. Increase Estimated Revenue and Appropriations:		\$

		-
C. Decrease Appropriations and Increase Transfers Out to Other Uses		_____
		-
III. Total transactions with no impact on Fund Balance		\$ 16,324
IV. Net increase (decrease) to General Fund Balance for this Budget Amendment		\$ -

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Budget Amendment No. 9
For MAY 2021
Board Agenda
GENERAL OPERATING FUND

REVENUE	Budget As Adopted July 1, 2020	Budget as Amended	Administrative Adjustments # 9	BA No. 9 Changes	Budget As Amended Thru BA # 9
5700 Local	\$ 219,700,680	\$ 217,553,264	\$ -	\$ 16,324	\$ 217,569,588
5800 State	267,514,240	269,720,028	-	-	269,720,028
5900 Federal	11,200,000	11,194,212	-	-	11,194,212
Total Revenue	498,414,920	498,467,504	-	16,324	498,483,828
7900 Other Resources	-	-	-	-	-
Total Revenue & Other Resources	\$ 498,414,920	\$ 498,467,504	\$ -	\$ 16,324	\$ 498,483,828
APPROPRIATIONS					
11 Instruction	\$ 282,883,382	\$ 283,411,469	\$ 222,675	\$ -	\$ 283,634,144
12 Inst Resources & Media	5,585,145	5,596,125	1,485	-	5,597,610
13 Curriculum & Prof. Dev.	16,598,834	15,481,937	(338,767)	498	15,143,668
21 Instructional Administration	10,391,568	10,359,062	(13,852)	-	10,345,210
23 School Leadership	34,426,518	34,499,069	45,261	-	34,544,330
31 Guidance & Counseling	15,864,967	15,515,327	6,642	-	15,521,969
32 Social Work Services	3,610,208	3,909,947	-	-	3,909,947
33 Health Services	9,566,496	9,626,752	7,969	-	9,634,721
34 Student Transportation	11,609,701	11,591,805	1,064	13,560	11,606,429
35 Food Services	152,547	152,547	1,000	-	153,547
36 Cocurricular/Extracurricular	12,419,208	12,812,332	13,424	-	12,825,756
41 General Administration	16,673,399	16,588,314	37,418	-	16,625,732
51 Plant Maintenance	55,011,972	55,031,124	16,717	2,266	55,050,107
52 Security & Monitoring	6,840,688	6,839,636	(7,000)	-	6,832,636
53 Data Processing	11,446,198	11,314,209	-	-	11,314,209
61 Community Services	3,887,022	4,045,413	2,764	-	4,048,177
71 Debt Services- Principal	-	-	-	-	-
72 Debt Services- Interest	-	-	-	-	-
73 Debt Services- Other Costs	-	-	-	-	-
81 Facilities Acq. & Construction	81,067	241,387	3,200	-	244,587
93 Payments to Members SSA	-	-	-	-	-
95 Payments to JJAEP	50,000	50,000	-	-	50,000
99 Intergovernmental Charges	1,314,000	1,399,000	-	-	1,399,000
Total Appropriations	498,412,920	498,465,455	-	16,324	498,481,779
Other Uses	2,000	2,049	-	-	2,049
Total Appropriations & Other Uses	\$ 498,414,920	\$ 498,467,504	\$ -	\$ 16,324	\$ 498,483,828
Beginning Fund Balance 7/01/20 ¹	\$ 99,872,221	\$ 99,872,221			\$ 99,872,221 ¹
Net Revenue/Sources over (Appropriations) / (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance 6/30/21	\$ 99,872,221	\$ 99,872,221	\$ -	\$ -	\$ 99,872,221

1. Preliminary Projection as of June 30, 2020



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Fiscal Year 2020-2021

GENERAL FUND *

Through Reporting Period Ending March 31, 2021

	Year-to-Date ** Amended Budget	Year-to-Date Realized	Difference Realized to Budget	% of Budget
REVENUES				
LOCAL				
Taxes Current & Delinquent	\$ 214,189,029	\$ 200,843,125	\$ (13,345,904)	93.77%
Interest Earnings	300,000	65,391	(234,609)	21.80%
Facility Rentals	270,000	11,774	(258,226)	4.36%
Athletic Gate Receipts	408,000	137,196	(270,804)	33.63%
Other Local Sources	2,400,293	2,766,047	365,754	115.24%
TOTAL LOCAL	217,567,322	203,823,532	(13,743,790)	93.68%
STATE				
Foundation & Avail Sch Fund	247,214,240	128,655,605	(118,558,635)	52.04%
TRS On-Behalf Contribution	22,500,000	15,140,021	(7,359,979)	67.29%
Other State Sources	5,788	13,971	8,183	241.39%
TOTAL STATE	269,720,028	143,809,597	(125,910,431)	53.32%
FEDERAL				
ROTC/Impact Aid	1,497,034	954,931	(542,103)	63.79%
SHARS	8,400,000	1,212,978	(7,187,022)	14.44%
Other Federal Sources	1,297,178	1,048,866	(248,312)	80.86%
TOTAL FEDERAL	11,194,212	3,216,775	(7,977,437)	28.74%
Total Revenue	498,481,562	350,849,904	(147,631,658)	70.38%
OTHER SOURCES				
Operating Transfer In	-	-	-	0.00%
Sale of Property	-	42,481	42,481	0.00%
Total Other Sources	-	42,481	42,481	0.00%
Total Revenue & Other Sources	\$ 498,481,562	\$ 350,892,385	\$ (147,589,177)	70.39%
EXPENDITURES				
	Year-to-Date Amended Budget	Year-to-Date Actual	Difference Actual to Budget	% of Budget
11 Instruction	283,621,704	180,493,407	103,128,297	63.64%
12 Inst Resources & Media	5,597,610	3,473,084	2,124,526	62.05%
13 Curriculum & Prof. Dev.	15,162,053	9,499,537	5,662,516	62.65%
21 Instructional Administration	10,353,241	8,526,431	1,826,810	82.36%
23 School Leadership	34,538,861	26,109,122	8,429,739	75.59%
31 Guidance & Counseling	15,515,327	10,616,958	4,898,369	68.43%
32 Social Work Services	3,909,947	2,710,487	1,199,460	69.32%
33 Health Services	9,634,721	6,405,231	3,229,490	66.48%
34 Student Transportation	11,604,229	8,162,528	3,441,701	70.34%
35 Food Services	153,547	422,148	(268,601)	274.93%
36 Cocurricular/Extracurricular	12,822,160	7,371,285	5,450,875	57.49%
41 General Administration	16,631,660	10,893,864	5,737,796	65.50%
51 Plant Maintenance	55,045,844	35,510,205	19,535,639	64.51%
52 Security & Monitoring	6,832,636	3,958,898	2,873,738	57.94%
53 Data Processing	11,314,209	8,178,997	3,135,212	72.29%
61 Community Services	4,048,177	2,861,223	1,186,954	70.68%
71 Debt Services- Principal	-	-	-	0.00%
72 Debt Services- Interest	-	-	-	0.00%
73 Debt Services- Other Costs	-	-	-	0.00%
81 Facilities Acq. & Construction	244,587	249,144	(4,557)	101.86%
93 Payments to Fiscal Agents/SSA	-	-	-	0.00%
95 Payments to JJAEP	50,000	-	50,000	0.00%
99 Other Intergovernmental Chgs	1,399,000	1,032,640	366,360	73.81%
TOTAL EXPENDITURES	498,479,513	326,475,190	172,004,323	65.49%
OTHER USES				
Transfers Out	2,049	759	1,290	37.03%
Total Other Uses	2,049	759	1,290	37.03%
Total Expenditures & Other Uses	\$ 498,481,562	\$ 326,475,949	\$ 172,005,613	65.49%
Excess/(Deficit) Revenues and Expenditures in General Fund.	\$ -	\$ 24,416,436	\$ 24,416,436	

* Encumbrances are not included and totals may vary due to rounding.

** YTD Amended Budget is as of month-end close for March.



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Fiscal Year 2020-2021
GENERAL FUND *
Comparison of Actual Results for Current and Prior Year
Through Reporting Period Ending March 31, 2021

ACTUAL - TO - ACTUAL

REVENUES	2019-2020	2020-2021	Difference 2020 vs 2021	Percent Variance
Local	\$ 186,735,222	\$ 203,823,532	\$ 17,088,310	9.15%
State	149,861,565	143,809,597	(6,051,968)	(4.04%)
Federal	8,175,410	3,216,775	(4,958,635)	(60.65%)
Total Revenues	344,772,197	350,849,904	6,077,707	1.76%
OTHER SOURCES				
Operating Transfer In	-	-	-	0.00%
Sale of Property	35,900	42,481	6,580	18.33%
Total Other Sources	35,900	42,481	6,580	18.33%
Total Revenues & Other Sources	\$ 344,808,097	\$ 350,892,385	\$ 6,084,288	1.76%

Expenditures by Function	2019-2020	2020-2021	Difference 2020 vs 2021	Percent Variance
11 Instruction	187,672,249	180,493,407	(7,178,842)	(3.83%)
12 Inst Resources & Media	3,832,345	3,473,084	(359,261)	(9.37%)
13 Curriculum & Prof. Dev.	10,406,378	9,499,537	(906,841)	(8.71%)
21 Instructional Administration	6,869,160	8,526,431	1,657,271	24.13%
23 School Leadership	25,033,962	26,109,122	1,075,160	4.29%
31 Guidance & Counseling	11,160,138	10,616,958	(543,180)	(4.87%)
32 Social Work Services	2,565,265	2,710,487	145,221	5.66%
33 Health Services	6,425,067	6,405,231	(19,836)	(0.31%)
34 Student Transportation	9,060,890	8,162,528	(898,362)	(9.91%)
35 Food Services	389,006	422,148	33,143	8.52%
36 Cocurricular/Extracurricular	8,932,138	7,371,285	(1,560,853)	(17.47%)
41 General Administration	11,981,008	10,893,864	(1,087,144)	(9.07%)
51 Plant Maintenance	40,761,550	35,510,205	(5,251,345)	(12.88%)
52 Security & Monitoring	4,862,241	3,958,898	(903,343)	(18.58%)
53 Data Processing	7,714,387	8,178,997	464,610	6.02%
61 Community Services	2,911,332	2,861,223	(50,109)	(1.72%)
71 Debt Services	-	-	-	0.00%
81 Facilities Acq. & Construction	991,972	249,144	(742,827)	(74.88%)
93 Payments to Fiscal Agents/SSA	-	-	-	0.00%
95 Payments to JJAEP	5,162	-	(5,162)	(100.00%)
99 Intergovernmental Charges	1,016,045	1,032,640	16,595	1.63%
Total Expenditures	342,590,295	326,475,190	(16,115,105)	(4.70%)
Transfer Out/Other Uses	1,286	759	527	41.00%
Total Expenditures & Other Uses	\$ 342,591,581	\$ 326,475,949	\$ (16,114,578)	(4.70%)
Excess/(Deficit) Revenues and Expenditures	\$ 2,216,516	\$ 24,416,436	\$ (10,030,290)	

Expenditures by Major Object Code	2019-2020	2020-2021	Difference	Percent Variance
6100 - Payroll Costs	\$ 291,205,869	\$ 282,157,434	\$ (9,048,435)	(3.11%)
6200 - Professional and Contracted Services	30,520,114	25,501,099	(5,019,015)	(16.44%)
6300 - Supplies and Materials	14,830,951	13,018,286	(1,812,665)	(12.22%)
6400 - Other Operating Costs	5,231,075	4,773,363	(457,711)	(8.75%)
6500 - Debt Service	-	-	-	0.00%
6600 - Capital Outlay-Land, Bldgs & Equip.	802,286	1,025,008	222,721	27.76%
Total Expenditures	\$ 342,590,295	\$ 326,475,190	\$ (16,115,105)	(4.70%)

* Encumbrances are not included and totals may vary due to rounding.

**SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
AMENDED BUDGET
For Fiscal Year Ending July 31, 2021**

CODE	REVENUES	GENERAL FUND	FOOD SERVICE	DEBT SERVICE	TOTAL
		M&O Tax Rate \$1.02105		I&S Tax Rate \$0.48125	Tax Rate \$1.50230
5700	Local Revenue	\$ 217,569,588	\$ 1,356,510	\$ 93,579,675	\$ 312,505,773
5800	State Revenue	269,720,028	168,410	-	269,888,438
5900	Federal Revenue	11,194,212	46,488,441	-	57,682,653
	TOTAL REVENUES	\$ 498,483,828	\$ 48,013,361	\$ 93,579,675	\$ 640,076,864
	APPROPRIATIONS				
0011	Instruction	\$ 283,634,144	\$ -	\$ -	\$ 283,634,144
0012	Instructional Resources & Media Svcs.	5,597,610	-	-	5,597,610
0013	Curriculum Development & Inst Staff Dev	15,143,668	-	-	15,143,668
0021	Instructional Leadership	10,345,210	-	-	10,345,210
0023	School Leadership	34,544,330	-	-	34,544,330
0031	Guidance, Counseling & Evaluation Svc.	15,521,969	-	-	15,521,969
0032	Social Work Services	3,909,947	-	-	3,909,947
0033	Health Services	9,634,721	-	-	9,634,721
0034	Student (Pupil) Transportation	11,606,429	-	-	11,606,429
0035	Food Services	153,547	45,498,109	-	45,651,656
0036	Cocurricular /Extracurricular Activities	12,825,756	-	-	12,825,756
0041	General Administration	16,625,732	-	-	16,625,732
0051	Plant Maintenance & Operations	55,050,107	2,991,748	-	58,041,855
0052	Security & Monitoring Services	6,832,636	-	-	6,832,636
0053	Data Processing Services	11,314,209	-	-	11,314,209
0061	Community Services	4,048,177	-	-	4,048,177
0071	Debt Services- Principal	-	-	43,080,517	43,080,517
0072	Debt Services- Interest	-	-	45,258,639	45,258,639
0073	Debt Services- Other Costs	-	-	450,000	450,000
0081	Facilities Acquisition & Construction	244,587	574,633	-	819,220
0093	Payments to Members SSA	-	-	-	-
0095	Payments to JJAEP	50,000	-	-	50,000
0099	Other Intergovernmental Charges	1,399,000	-	-	1,399,000
	TOTAL APPROPRIATIONS	\$ 498,481,779	\$ 49,064,490	\$ 88,789,156	\$ 636,335,425
	OTHER RESOURCES & USES				
7900	Other Resources	\$ -	\$ 2,049	\$ -	\$ 2,049
8900	Other Uses	(2,049)	-	-	(2,049)
		\$ (2,049)	\$ 2,049	\$ -	\$ -
	Excess/(Deficit) Current Operations	\$ 0	\$ (1,049,080)	\$ 4,790,519	\$ 3,741,439
3000	From/(To) Fund Balance	(0)	1,049,080	(4,790,519)	(3,741,439)
	Difference	\$ -	\$ -	\$ -	\$ -



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Fiscal Year 2020-2021

Strategic Initiative Fund
For Posted Data Available through March 2021

	Beginning* Balance	Prior Changes YTD	Changes This Period	Current Balance
ASSETS				
Cash and Cash Equivalents	\$ 3,096,126	\$ -		\$ 3,096,126
INCREASES TO CASH:				
QSCB Federal Subsidy Revenue	\$ -	\$ 2,318,693	\$ -	\$ 2,318,693
Transfer in from General Ledger	\$ 5,000,000		\$ -	\$ 5,000,000
DECREASES TO CASH:				
Payment for Prior Year Initiatives (A/P)	\$ -	\$ -	\$ -	\$ -
Payment for District Initiatives	\$ -	\$ (3,688,676)	\$ (81,068)	\$ (3,769,744)
Transfer Out for Construction/Renovation	\$ -	\$ -	\$ -	\$ -
Purchase of Child Nutrition Warehouse	\$ -	\$ -	\$ -	\$ -
1000 Total Assets	\$ 8,096,126	\$ (1,369,983)	\$ (81,068)	\$ 6,645,075
LIABILITIES AND FUND BALANCES				
Liabilities & Pending Transfers:	\$ -	\$ -	\$ -	\$ -
2000 Total Liabilities	-	-	-	-
FUND BALANCE:				
Non Spendable Fund Balance:	-	-	-	-
Restricted Fund Balance:	-	-	-	-
Proj # Committed Fund Balance:				
01 Compensation Initiative	\$ -	\$ -	\$ -	\$ -
02 Deferred Facility Maintenance	-	-	-	-
03 Deferred Technology	-	-	-	-
04 School Bus & Vehicle Fleet Replacement	-	-	-	-
05 Reserve for Land or Building Purchase	-	-	-	-
07 Time & Attendance	-	-	-	-
08 Technology Integration	-	-	-	-
10 Federal Grant In-Kind Contingency	-	-	-	-
12 Campus Supplemental Resources	2,166,657	(2,166,657)	-	-
13 Def Maint., Facilities Construction / Renovation or Land/Building Purchase	-	-	-	-
Proj # Assigned Fund Balance:				
11 Facilities and Technology Projects	5,929,469	796,674	(81,068)	6,645,075
3000 Total Fund Balance	8,096,126	(1,369,983)	(81,068)	6,645,075
4000 Total Liabilities and Fund Balances	\$ 8,096,126	\$ (1,369,983)	\$ (81,068)	\$ 6,645,075

* Beginning balance reflects estimated balances as of June 30, 2020

CALCULATION OF AVAILABLE FUND BALANCE:

FUND BALANCE: For Posted Data Available through March 2021	\$6,645,075
Less Budget Appropriated or Accounts or Wages Payable	4,981,322
Add Back Paid Expenditures Reflected in Balance Sheet	3,262,529

AVAILABLE FUND BALANCE: \$4,926,282



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Fiscal Year 2020-2021

Professional Services managed

by Board of Trustees

For Posted Data Available through March 2021

	<u>Current Actual</u>	<u>Year to Date Actual</u>
Legal Services- General Counsel (2020-21 Fiscal Year) Escamilla & Poneck, LLP	<u>80,532</u>	<u>777,338</u>
Audit Services (2019-20 Engagement Year) Garza, Gonzalez & Associates	<u>-</u>	<u>-</u>
Audit Services (2020-21 Engagement Year) Garza, Gonzalez & Associates	<u>-</u>	<u>-</u>
Legal Services- Financial Advisors (2020-21 Fiscal Year) Frost Bank	<u>-</u>	<u>115,140</u>
Total Professional Expenditures	<u>\$ 80,532</u>	<u>\$ 892,478</u>

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Request for Waiver of Penalty and Interest

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Larry A. Garza, Associate Superintendent, Financial Services and Business Operations

PRESENTER: Larry A. Garza

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the waiver of penalty and interest for the real property account, Tax Account 07097-033-0090, John T. Casey.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

The San Antonio Independent School District received the attached letters from Albert Uresti, Tax Assessor Collector for Bexar County, recommending Board approval to waive penalty and interest for the real property Tax Account 07097-033-0090, John T. Casey Texas Property Tax Code-Section 33.011, provides for the governing body to waive penalty and interest due to “an act or omission by an employee of the tax office or the Appraisal District”. The Bexar County Tax Assessor Collector has confirmed that such an error did occur on this account.

	07097-033-0090, John T. Casey
Penalty	\$97.92
Interest	\$27.97
33.07 Penalty	\$ 0.00
Total	\$125.89

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 – 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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



Albert Uresti, MPA, PCC
Office of the Tax Assessor - Collector

April 05, 2021

Sean Mullen
Director, Cash & Treasury Management
Financial Services
San Antonio I.S.D
141 Lavaca St
San Antonio, Texas 78210

RE: Waiver of Penalty and Interest on Tax Account: 07097-033-0090
Years(s): 2020
Owner(s): John T. Casey
Amount of Penalty Paid: \$97.92
Amount of Interest Paid: \$27.97
Amount of 33.07 Penalty Paid: \$0.00

Dear Name: Mr. Mullen

The above referenced property owner has requested for the waiver of penalty and interest under Section 33.011 of the Texas Property Tax Code.

The governing body of a taxing unit shall waive penalties and may provide for the waiver of interest if an act or omission of an act by an employee of the Bexar Appraisal District resulted in the taxpayer's failure to pay the tax before delinquency.

The attached letter confirms such an error did occur. The taxes have been paid and the request for waiver was made within 180 days of the delinquency date. This office recommends penalty and interest to be refunded unless we receive notice otherwise from the governing body.

Please notify our office within fifteen days of the receipt of this letter if the governing body of the San Antonio I.S.D agrees with this recommendation. If you have any questions or concerns please call our office at (210) 335-6623

Sincerely,

A handwritten signature in blue ink, appearing to read "AU".

Albert Uresti, MPA, PCC
Tax Assessor-Collector
Bexar County

5/5

AU:CG/rt/rk
FORM: TASL7
REV 04/13

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Resolution for the District to Participate in the Texas Cooperative Liquid Assets Securities System Trust (Texas CLASS) Local Government Investment Pool**

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

REQUESTED BY: Larry A. Garza, Associate Superintendent, Financial Services and Business Operations

PRESENTER: Larry A. Garza

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Texas Cooperative Liquid Assets Securities System Trust (Texas CLASS) was created as a local government investment pool (LGIP) pursuant to Section 2256.016 of the Public Funds Investment Act, Texas Government Code (PFIA). Per state code, entities may pool any of their funds, or funds under their control, to preserve principal, maintain the liquidity of the funds, and maximize yield. The District's Investment Policy (CDA Local, CDA Legal) does authorize public funds investment pools as permitted by Government Code 2256.016-2256.019. The Texas CLASS Trust Agreement is an agreement of indefinite term regarding the investment, reinvestment, and withdrawal of local government funds. The parties to the Trust Agreement are Texas local government entities that choose to participate in the Trust (the Participants), Public Trust Advisors, LLC (Public Trust) as Program Administrator, and UMB Bank, N.A. as Custodian.

Texas CLASS offers two distinct investment options for local units of government in the State of Texas. Participants are able to invest in one or both funds based on their particular investment needs.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

The Board is requested to approve the resolution for the District to participate in the Texas CLASS Local Government Investment Pool in order to provide the District with an additional investment option that emphasizes safety, diversification, and liquidity.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

NA

IV. 2020-2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

SAISD will engage families and the community to be active partners in the education of our children.

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

Resolution to Participate

WHEREAS, the Public Funds Investment Act, Texas Government Code, Section 2256.001 et seq. (the Act) requires the governing body of each local government in this state to adopt investment policies in accordance with the terms of the Act; and

WHEREAS, pursuant to the requirements of the Act, the Board of Trustees (the Governing Body) of the San Antonio Independent School District (the Local Government) has previously reviewed and adopted an investment policy (the Policy) that provides in part that the funds of the local government will be invested in investments permitted by the Act in order to: (i) invest only in investments legally permitted under Texas law; (ii) minimize risk by managing portfolio investments so as to preserve principal and maintain a stable net asset value; (iii) manage portfolio investments to ensure that cash will be available as required to finance operations; and (iv) maximize current income to the degree consistent with legality, safety, and liquidity; and

WHEREAS, pursuant to the Policy and the Act, the Local Government has appointed Sean Mullen and Larry Garza (the Investment Officer) to act as the investment officer of the Local Government; and

WHEREAS, the Act provides that funds under the control of a Local Government may be invested through investment pools meeting the standards of Section 2256.016 of the Act; and

WHEREAS, the Local Government has received and reviewed the Information Statement, dated December 2016 (the Information Statement), of Texas Cooperative Liquid Assets Securities System Trust (the Program), an investment pool administered by Public Trust Advisors, LLC that sets forth the information required by Section 2256.016(b) of the Act; and

WHEREAS, the Local Government has determined that the investments proposed to be acquired by the Program are of a type that are permitted by the Act and are consistent with the Policy; and

WHEREAS, the Local Government has determined that an investment in the Program will assist the Local Government in achieving the goals set forth in the Policy and will tend to preclude imprudent investment activities arising out of investment transactions conducted between the Local Government and the Program; and

WHEREAS, the Local Government understands that the Program operates through the Ninth Amended and Restated Trust Agreement dated as of February 25, 2021 (the Trust Agreement), that provides the terms on which the Program will operate and the rights of the Participants in the Program and sets forth the responsibilities of Public Trust Advisors, LLC as the administrator of the Program (the Administrator) and of UMB Bank as custodian (the Custodian);

NOW THEREFORE, BE IT RESOLVED BY THE GOVERNING BODY OF THE LOCAL GOVERNMENT:

That the form, terms, and provisions of the Trust Agreement, a draft of which was presented and reviewed at this meeting, providing for the creation of the Program and for the rights of the Program Participants and the duties and responsibilities of the Administrator be and the same are hereby approved and adopted; and that the Investment Officer be and he or she is hereby authorized and directed to execute and deliver to the Administrator and the Custodian in the name and on behalf of the Local Government a participation certificate evidencing the agreement of the Local Government to be bound by the Trust Agreement substantially in the form of the Trust Agreement reviewed and approved at this meeting, together with such changes therein as may be approved by the said officer, such approval to be conclusively evidenced by the execution thereof; and be it further

Resolved that the investment program established by the Trust Agreement is hereby found and determined to be consistent with the Policy and to preclude imprudent investment activities arising out of investment transactions conducted between the Local Government and the Program; and be it further

Resolved that the Governing Body hereby officially finds and determines that the facts and recitations contained in the preamble of this Resolution are true and correct; and be it further

Resolved that the Governing Body hereby finds and declares that written notice of the date, hour, place, and subject of the meeting at which this Resolution was adopted was posted for the time required by law preceding this meeting and that such meeting was open to the public as required by law at all times during which this Resolution and the subject matter thereof were discussed, considered, and formally acted upon all as required by the Open Meetings Act, Chapter 551, Texas Government Code, as amended, and the Act; and be it further

Resolved that the officers of the Local Government, and each of them, shall be and each is expressly authorized, empowered, and directed from time-to-time to do and perform all acts and things and to execute, acknowledge, and deliver in the name and under the corporate seal and on behalf of the Local Government all certificates, instruments, and other papers, whether or not herein mentioned, as they may determine to be necessary or desirable in order to carry out the terms and provisions of this Resolution and of the Trust Agreement hereby authorized and approved, such determination to be conclusively evidenced by the performance of such acts and things and the execution of any such certificate, financing statement, instrument, or other paper; and be it further

Resolved that this Resolution shall take effect and be in full force upon and after its passage.

_____		Patti Radle
Authorized Signature	Date	Printed Name

_____		Debra Guerrero
Authorized Signature	Date	Printed Name

Exhibit D – Participation Certificate

The undersigned San Antonio Independent School District (the Local Government) does hereby request that it be admitted as a Participant pursuant to Section 2.3 of the Ninth Amended and Restated Trust Agreement (the Agreement) dated as of February 25, 2021, by and between the Participants, UMB Bank as Custodian, and Public Trust Advisors, LLC. By executing this Participation Certificate, the undersigned agrees that, upon the execution hereof by the Program Administrator, it will become subject to the same obligations and shall have the same rights as if it had executed the Agreement.

The undersigned hereby certifies that Sean Mullen and Larry Garza (the Investment Officer) is the duly designated Representative of the undersigned as required by the Agreement.

The undersigned hereby certifies that its governing body has taken all actions required by Section 2256.016 of the Public Funds Investment Act, Texas Government Code, for it to participate in the Trust created by the Agreement.

San Antonio Independent School District

Entity Name

		Board President
Signature	Date	Title

Accepted by Administrator (to be completed by Texas CLASS):

Signature	Date	Title

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the 2021-2022 Technology and Instructional Materials Allotment and Texas Essential Knowledge and Skills Certification Form

PURPOSE: [] PRESENTATION/DISCUSSION
[X] DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Becky Landa, Executive Director Educational Technology & Extended Learning

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the 2021-2022 Technology and Instructional Materials Allotment and Texas Essential Knowledge and Skills Certification Form.

The Texas Education Agency requires, under Education Code Section 31.004, the Superintendent, President, and Secretary of the Board of Trustees to certify annually to the State Board of Education and the Commissioner that:

1. the District's Technology and Instructional Materials Allotment (TIMA) is used for expenses allowed by the Texas Education Code (TEC), 31.0211
2. the District has instructional materials that collectively cover all elements of the Texas Essential Knowledge and Skills of the required curriculum identified in TEC, 28.002, other than physical education for each subject and grade level (TEC 31.004)

In accordance with TEA, school districts and open-enrollment charter schools order instructional materials for each school year using the online ordering system known as EMAT. Submission of the completed certification is required before school districts may order materials or request disbursements via EMAT for the upcoming 2021-2022 school year.

The TIMA and TEKS Certification verifies that the following options were considered and/or utilized:

1. Instructional materials on the list adopted by the Commissioner (Education Code 31.0231);
2. Instructional materials on the list adopted by the SBOE (Education Code 31.024);
3. Non-adopted instructional materials;
4. Consumable instructional materials, including workbooks;
5. Instructional materials for use in bilingual education classes (Education Code 31.029);
6. Versions of non-adopted instructional materials that are fully accessible to students with disabilities;
7. Instructional materials for use in college preparatory courses (Education Code 28.014 and 31.031);

8. Supplemental instructional materials (Education Code 31.035);
9. State-developed open-source instructional materials (Education Code Chapter 31, Subchapter B-1);
10. Instructional materials and technological equipment under any continuing contracts of the district in effect on September 1, 2011;
11. Activities related to the local review and adoption of instructional materials;
12. Technological equipment that contributes to student learning, including equipment that supports the use of instructional materials;
13. Training educational personnel directly involved in student learning in the appropriate use of instructional materials;
14. Providing access to technological equipment for instructional use; and
15. The salary and other expenses of an employee who provides technical support for the use of technological equipment directly involved in student learning.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approve the 2021-2022 Technology and Instructional Materials Allotment and Texas Essential Knowledge and Skills Certification Form.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Technology and Instructional Materials Allotment Biennium Funding 2021-2022 (School Years 2021-2022 and 2022-2023) by the State of Texas.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

2021-22 Allotment and TEKS Certification Form

NOTE: This template is for planning purposes only and will not be submitted to the Texas Education Agency. Please submit your responses using this [form](https://app.smartsheet.com/b/form/bf5755712b724621a1ae5c78c80e2f4c) (<https://app.smartsheet.com/b/form/bf5755712b724621a1ae5c78c80e2f4c>).

First and Last Name: _____

E-mail: _____

District Name: San Antonio ISD

County District Number: 015907

Which product(s) do you plan to use for Tier 1 instruction to cover 100% of standards in school year 2021-22? List all that apply. Options for each grade band are listed in the Appendices at the end of this document. If the option you wish to put down is not on the list, record the product your district does use.

- I. Certification of Math Instructional Materials (See Appendix A for instructional materials options)

Grades K-5: HMH Go Math!

Grades 6-8: HMH Go Math!

Grades 9-12: HMH Algebra I & Geometry, Pearson Algebra II

- II. Certification of RLA Instructional Materials (See Appendix B for instructional materials options)

Grades K-2: Savvas My View Literacy & Mi Vision Lectura

Grades 3-5: Savvas My View Literacy & Mi Vision Lectura

Grades 6-8: Savvas English Language Arts My Perspectives

Grades 9-12: Actively Learn & Prentice Hall Literature

- III. Certification of Science Instructional Materials (See Appendix C for instructional materials options)

Grades K-5: HMH Science Fusion

Grades 6-8: HMH Science Fusion

Grades 9-12: McGraw Hill Integrated Physics & Chemistry, Savvas Biology & Chemistry, Pasco Scientific Essential Physics

- IV. Certification of Social Studies Instructional Materials (See Appendix D for instructional materials options)

Grades K-5: Savvas My World

Grades 6-8: McGraw Hill World Cultures & Geography, Texas History, US History to 1877

Grades 9-12: McGraw Hill World Geography, World History, US History since 1877, US Government, Economics

What is your district's approach to covering 100% of the standards? Please respond with one of the options listed below.

1. *Other (if other, please type out response)*
2. *Adopt TEKS Resource System (TRS) and align purchased materials to TRS scope and sequence*
3. *Adopt TEKS Resource System (TRS) and align locally developed materials to TRS scope and sequence*
4. *Adopt a locally developed curriculum and align purchased materials to district developed scope and sequence*
5. *Adopt a locally developed curriculum and create locally developed supporting materials*
6. *Adopt a curriculum product and follow scope and sequence as designed in the product*

I. Certification of Math Instructional Materials

Adopt a locally developed curriculum and align purchased materials to district developed scope and sequence

II. Certification of RLA Instructional Materials

Adopt a locally developed curriculum and align purchased materials to district developed scope and sequence

III. Certification of Science Instructional Materials

Adopt a locally developed curriculum and align purchased materials to district developed scope and sequence

IV. Certification of Social Studies Instructional Materials

Adopt a locally developed curriculum and align purchased materials to district developed scope and sequence

What implementation approach does your district take with the instructional materials listed above? Please respond with one of the options listed below.

1. *All school leaders required to implement district's approach*
2. *School leaders have flexibility to select different materials*
3. *Other (if other, please type out response)*

I. Certification of Math Instructional Materials

Other: School leaders have flexibility to implement the districts approach and supplement with other select materials

II. Certification of RLA Instructional Materials

Other: School leaders have flexibility to implement the districts approach and supplement with other select materials

III. Certification of Science Instructional Materials

Other: School leaders have flexibility to implement the districts approach and supplement with other select materials

IV. Certification of Social Studies Instructional Materials

Other: School leaders have flexibility to implement the districts approach and supplement with other select materials

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) between SAISD and National Education Equity Lab for Dual Enrollment Courses**

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

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Elizabeth Ozuna, Executive Director, Advanced Academics/Postsecondary Initiatives

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the MOU with National Education Equity Lab for dual enrollment courses. The National Education Equity Lab is a nonprofit organization working with Harvard University, the Common Application, Carnegie Corporation of New York, and other top tier college partners to create a pathway for low-income and historically underserved students to advance and demonstrate college readiness while accessing opportunities for economic and social mobility.

Three SAISD campuses participated in our pilot during the 2020–2021 school year enrolling students in the Poetry in America course. The Equity Lab is now offering a larger selection of courses from diverse top colleges including Yale, Cornell, Howard, and Arizona State.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approve the MOU with National Education Equity Lab for dual enrollment courses as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Fall	\$20,000
Spring	<u>\$20,000</u>
Total SY 21-22	\$40,000 approximately

198-11-6222-00-878-2-11-878

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

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

MEMORANDUM OF UNDERSTANDING BETWEEN
NATIONAL EDUCATION EQUITY LAB

AND

San Antonio ISD

This MEMORANDUM OF UNDERSTANDING (MOU) is hereby made and entered into by and between the National Education Equity Lab (Ed Equity Lab) and San Antonio Independent School District (San Antonio ISD) for the 2021-2022 school year.

- A. PURPOSE: The purpose of this MOU is to form a relationship between the Ed Equity Lab and San Antonio ISD with the opportunity to deliver the following College-in-High School course(s) to San Antonio ISD students:
- a. *Big Data for Big Policy Problems*. Offered in partnership with **Cornell University**. Students taking this course will receive 3 Cornell University credits and a Cornell University transcript upon successful completion of the course.
 - b. *Introduction to Environmental Justice*. Offered in partnership with **Howard University**. Students taking this course will receive 3 Howard University credits and a Howard University transcript upon successful completion of the course.
 - c. *Introduction to Criminal Justice*. Offered in partnership with **Howard University**. Students taking this course will receive 3 Howard University credits and a Howard University transcript upon successful completion of the course.
 - d. *Psychology and the Good Life*. Offered in partnership with **Yale University and the University of Connecticut**. Students taking this course will receive 3 University of Connecticut credits and a University of Connecticut transcript upon successful completion of the course.
 - e. *Poetry in America: The City from Whitman to Hip Hop*. Offered in partnership with **Arizona State University**. Students taking this course will receive 3 Arizona State University credits and an Arizona State University transcript upon successful completion of the course.
 - f. *Poetry in America: Foundations of American Literature and Culture*. Offered in partnership with **Arizona State University**. Students taking this course will receive 3 Arizona State University credits and an Arizona State University transcript upon successful completion of the course.
 - g. *Introduction to Computer Science*. Offered in partnership with **Arizona State University**. Students taking this course will receive 3 Arizona State University credits and an Arizona State University transcript upon successful completion of the course.
- B. ACADEMIC PROGRAM: Ed Equity Lab and San Antonio ISD will work together to facilitate San Antonio ISD students enrollment and utilization of a College-in-High School course. Ed Equity Lab and San Antonio ISD agree to the following requirements for student participation:
- a. Students who would like to take advantage of College-in-High School courses must be selected by their principals and must apply through the designated application for the selected College-in-High School course(s).
- C. PAYMENT PROVISIONS: The College-in-High School course(s) will be operated under the following payment parameters:
- a. The courses costs \$250 per enrollment.

- b. Please choose one:
 - i. San Antonio ISD will pay for the College-in-High School registration fees for the College-in-High School course(s).
 - ii. Participating schools in the San Antonio ISD will pay the registration fees for the College-in-High School course(s).
 - iii. A grant or scholarship will pay for the registration fees for the selected College-in-High School course(s).

D. San Antonio ISD RESPONSIBILITIES:

- a. San Antonio ISD will announce the availability of the College-in-High School course(s) and communicate and promote the benefits of the College-in-High School course(s) to schools in San Antonio ISD.
- b. San Antonio ISD will designate a liaison to work with Ed Equity Lab on the administrative aspects of the College-in-High School course(s).
- c. San Antonio ISD will provide student support during the College-in-High school program and will act as the primary point of contact for all San Antonio ISD students and any school enrollment, academic support, or other related matters to the College-in-High School Program.
- d. San Antonio ISD will be responsible for engaging the Ed Equity Lab, as may be appropriate in the circumstances, to resolve the particular matters.

E. NATIONAL EDUCATION EQUITY LAB RESPONSIBILITIES:

- a. Ed Equity Lab will manage the recruitment and onboarding process for all students and participating teachers.
- b. Ed Equity Lab will coordinate the delivery of College-in-High School courses to San Antonio ISD students in partnership with the university/universities listed above.
- c. Ed Equity Lab will provide ongoing professional learning opportunities to participating San Antonio ISD teachers (i.e onboarding training).
- d. Ed Equity Lab will provide ongoing support to participating San Antonio ISD students (i.e. student study halls and community building sessions).
- e. Ed Equity Lab will provide participating teachers with regular updates on student progress so that participating teachers can better support students to succeed.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the last written date below.

FOR: **San Antonio ISD**

Date: _____

Name and Title: _____

Signature: _____

FOR: **National Education Equity Lab**

Date: _____

Name and Title: _____

Signature: _____



BOARD AGENDA CLARIFICATIONS

Provide this information for Academic Board Agenda Items that have a cost.

Department:	Advanced Academics/Postsecondary Initiatives
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of MOU with National Education Equity Lab for Dual Enrollment courses
Presenter:	Elizabeth Ozuna, Executive Director, Advanced Academics/Postsecondary Initiatives
Cost:	\$40,000
Board Goal:	Increase the percent of HS students earning college credit

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
~200 student	~8	4 HS	\$250	N/A	~\$8,000

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>The National Education Equity Lab is a nonprofit organization working with Harvard University, the Common Application, Carnegie Corporation of New York, and other partners to create a pathway for low-income and historically underserved students to advance and demonstrate college readiness while accessing opportunities for economic and social mobility.</p> <p>The program, launched in Fall 2019, offers dual enrollment courses from top colleges and universities that create a partnership between a college professor and a high school classroom teacher to facilitate virtually delivered college credit-bearing courses at no cost to students. The dual enrollment nature of the course allows students to choose whether or not to accept college credit at the end of their course and to earn a separate grade for their work in the high school course.</p>
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Key components of the model include rigorous courses focused on relevant and engaging topics selected from top colleges and universities including Harvard University, Arizona State University, Yale, University of Connecticut, Cornell University, and Howard University. Teaching fellows selected by the college professor grade all course work, conduct study sessions with high school students, and help to maintain strong communication between college professors and classroom teachers. Students may also take advantage of one-on-one college mentors who may offer advising in college selection and help with the college application and financial aid process. The Equity Lab may also support student access to technology by providing devices and/or hotspots as needed.

Students do not need to demonstrate college readiness on any of the traditional college exams to take the courses; however, students are held to and supported to achieve the high expectations for each course. Courses are best suited to juniors and seniors; however, freshmen and sophomore students who demonstrate potential and commitment may also be admitted. Course enrollment minimums of 15 – 20 students is recommended. District cost is \$250/course/student and includes all curriculum materials.

Three SAISD high schools joined schools from New York City, Los Angeles, San Diego, Flint and Pontiac, Michigan, Baton Rouge, Lafitte, Lafayette and Opelousas, Louisiana, and Gallup, New Mexico to offer the *Poetry in America Class* in the 2020-2021 school year: Highlands High School, Fox Tech High School, and Young Women's Leadership Academy. 92% of the students who participated earned a "B" or better in the course. Campus principals are confirming their intent to participate, designating the facilitating teacher and recruiting 15 – 20 students for one course in the fall and/or one course in the spring.

This year's course offerings include:

- *Poetry in America: The City from Whitman to Hip Hop* (Harvard/ASU)
- *Psychology and the Good Life* (Yale/University of Connecticut)
- *Principles of Criminal Justice* (Howard)
- *Environmental Studies and Justice* (Howard)
- *Big Data for Big Policy Issues* (Cornell)
- *Intro to Engineering* (ASU)

This opportunity offers students a real opportunity to experience Top Tier college coursework, allowing them to develop critical habits of work and mind while building personal confidence and a positive vision for seeing themselves attending some of America's best institutions of higher learning. Former Secretary of Education, Arne Duncan, National Equity Lab Advisory Board member says, "*Democratizing access to higher education in our nation has never been more critical. Harvard's leadership in offering a*

college credit-bearing course to talented students in Title 1 high school classrooms is game-changing."

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and Culturingua

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Kendra Doyle, Executive Director for Curriculum, Instruction, & Assessment

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Culturingua for an Arabic two-week summer camp. This camp will include 54 students from grades 4–9 at Advanced Learning Academy (ALA). The camp follows the American Council on the Teaching of Foreign Languages (ACTFL) Can-Do Statements for Communication and Intercultural Communication. Students enrolled in this summer camp will learn Modern Standard Arabic (MSA) while broadening their cultural awareness and appreciation.

This camp will provide project-based learning activities and virtual field trips where students simulate visits to various countries of the Arab world while learning Arabic thematic and functional vocabulary. The camp will also allow students to explore the identity of Arabs and Arab communities through learning about Arab hobbies, family and heritage, daily life activities, teenagers’ culture, famous athletes, celebrities, and historical figures. Current events in the various countries in the context of the United Nations Sustainable Development Goals will also be explored.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the proposed MOU with Culturingua to engage students in a summer Arabic camp at ALA and authorize the Superintendent to execute the MOU on behalf of the District.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Not applicable.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

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

Memorandum of Understanding

Between
Culturingua
and
San Antonio Independent School District

This Memorandum of Understanding (“MOU”) is entered into by and between Culturingua (**hereinafter, “Culturingua”**) and the **San Antonio Independent School District (hereinafter, “SAISD”)**. SAISD and Culturingua are also collectively referred to as “parties” and singularly as “Party”.

I. Purpose and Background

The purpose of this MOU is to define the relationship between Culturingua and the SAISD in providing a Summer 2021 Arabic Camp and to define the responsibilities of each party in the delivery of these services. This MOU is an agreement to partner with SAISD to provide necessary oversight of these services with students at Advanced Learning Academy in compliance with Qatar Foundational International (QFI) grant requirements. QFI is an organization focused on fostering a deeper understanding of the Arab world through the teaching of Arabic and about the region’s societies and cultures.

Approximately 54 students at Advanced Learning Academy from grades 4 to 9 (grades as of the 2021-2022 school year) will participate in a virtual two-week summer camp in June and July 2021. The Summer 2021 Arabic Camp will consist of two levels. Level 1 is “A Virtual Trip to the Arab World: Language and Culture” where students simulate a visit to various countries of the Arab world while learning Arabic thematic and functional vocabulary and completing project-based learning programs. Level 2 is designed to allow students explore the identity of Arabs and Arab communities through learning about Arab hobbies, family & heritage, daily life activities, teenagers’ culture, and famous athletes, celebrities, & historical figures. Both courses also explore current events in the various countries in the context of the United Nations Sustainable Development Goals. The program follows the American Council on the Teaching of Foreign Languages (ACTFL) Can-Do Statements for Communication and Intercultural Communication. The program teaches Modern Standard Arabic (MSA).

II. Term/Cancellation

The term of this MOU will commence upon execution by the Parties, and will remain in effect through August 31, 2021, unless extension or earlier termination should occur pursuant to the terms of this agreement. This Agreement may be renewed by mutual consent of the Parties for up to zero terms (each, a “Renewal Term”). Any Renewal Term(s) shall be in writing, and signed by the Parties.

Culturingua and SAISD understand and mutually agree that this Agreement may be terminated by either party upon giving thirty (30) days' written notice to the other party. Notice is said to be given when the written notice is received by the other party.

III Responsibilities of Each Party:

Partner:

1. Serve as an academic and enrichment partner at Advanced Learning Academy, delivering a virtual Arabic summer camp on June 21 to July 2, 2021, and July 12 to July 23, 2021. Sessions will run 1.5 hours per day for 10 days for a total of 15 hours of instruction. Each of the six sessions will include nine students for a total of 54 students over the course of the program.
2. Jointly host a virtual information session with ALA for parents and students.
3. Develop the teaching materials and curriculum.
4. Create the virtual materials and presentations and lead and teach the program.
5. Provide educational packages to students with camp materials such as Syrian scarf, date fruits, book, notebook, etc.
6. Maintain ongoing, open communication with SAISD administration, teachers and staff.

SAISD:

1. Identify and enroll 54 students in the Program.
2. Before and during the implementation of the program, coordinate with Culturingua to support and encourage student participation and support communication with parents.
3. Provide a laptop or device with internet access for each student during the course of the Program.
4. Release a joint press release between SAISD and Culturingua announcing the program.
5. Provide at least 5 high quality photographs of the kit pickup process before the program begins.
6. Publish one impact story on SAISD's website related to the program.

IV. COST

San Antonio ISD will not be responsible for any costs. CAST Network will pay \$3,000 to Culturingua to deliver this program. The remainder of the costs are covered through grant donations secured by Culturingua.

V. RELATIONSHIP OF THE PARTIES

This MOU is not intended to create a relationship of principal and agent, employee and employer, or any other such similar relationship between Parties. Further, this MOU is not intended to create a joint venture or enterprise for purposes of determining liability.

VI. GOVERNING LAW

Texas law will govern this MOU and all obligations of and performance by the Parties hereunder. SAISD does not intend to waive any governmental powers or immunity by entering or performing under this MOU.

**VII.
ENTIRE MOU/AMENDMENT**

This MOU constitutes the entire agreement between the Parties for the purpose stated hereunder and supersedes all prior or contemporaneous agreements between the Parties, whether oral or written. No amendment, modification, or alteration of the terms of this MOU will be binding unless the same be in writing, dated subsequent to the date hereof and duly executed and agreed to by all the Parties hereto.

**VIII.
CONTACT INFORMATION**

Culturingua

Contact: Nadia Mavrakis
Title: Chief Executive Officer
Phone: 972-832-2986
Email: nadia@culturingua.com

SAISD

Contact: Martha Vasquez
Title: World Languages Coordinator
Phone: 210-554-2528
Email: mvasquez3@saisd.net

EXECUTED this _____ day of _____, 2021, the EFFECTIVE DATE.

PARTNER CONTACT INFORMATION

By: _____

SAISD
141 Lavaca Street
San Antonio, Texas 78210

By: _____
Pedro Martinez, Superintendent



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	Curriculum, Instruction, and Assessment
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of The Memorandum of Understanding Between SAISD and Culturingua
Presenter:	Kendra Doyle, Executive Director for Curriculum, Instruction, & Assessment
Cost:	\$0
Board Goal:	Targeted Focus on Post-Secondary Success: Increase the percent College, Career, & Military Ready (CCMR)

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
54	1	1	\$55.55	\$3,000	\$3,000

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is an expansion of our partnership with Culturingua. We successfully completed an Arabic summer immersion program at ALA last summer with 29 students, and more recently, we participated in a virtual cultural immersion exchange with 16 gifted and talented students at Jefferson High School's IB Program.</p> <p>Research shows that students engage authentically in learning that connects authentically to cultural awareness and appreciation. This, along with language acquisition, increases students' empathy, creativity, and problem solving.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Renewal of the Memorandum of Understanding (MOU) Between SAISD and Project SEARCH

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Dr. Kristen Williams, Executive Director, Disability and Support Services

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the renewal of the Memorandum of Understanding (MOU) between SAISD and Project SEARCH. Project SEARCH is a one-year transition-to-work internship for adult students with intellectual and other disabilities.

The goal of Project SEARCH is competitive, integrated employment. Interns participate in three 11-week work rotations in various departments at the Children’s Hospital of San Antonio. Following completion of their internship year, students receive continued support through our community and government partners: Texas Workforce Commission (TWC), Professional Service Contracts, Inc. (PCSI), and Alamo Area Council of Governments (AACOG).

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board of Trustees approve the renewal of the Project SEARCH MOU as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

Project SEARCH Memorandum of Understanding

This Project SEARCH at CHRISTUS Santa Rosa Health System (Children's Hospital of San Antonio) Agreement ("Agreement") is made and entered into by and among **Children's Hospital of San Antonio**, (hereinafter "**Hospital**"), **San Antonio Independent School District** (hereinafter "**School**"), the **Texas Workforce**, (hereinafter "**TWC**"), **Professional Contract Services, Inc**, a Texas nonprofit (hereinafter "**PCSI**") and **Alamo Area Council of Governments**, the Long Term Service Provider, (hereinafter "**AACOG**") collectively referred to as ("Parties").

WHEREAS, Hospital presently owns and operates facilities for the provision of health and hospital services to pediatric age group patients; and

WHEREAS, Hospital desires to implement Project SEARCH at Children's Hospital of San Antonio, a best practice for hiring individuals with intellectual disabilities modeled after Project SEARCH at Cincinnati Children's Hospital Medical Center in Cincinnati, Ohio; and

WHEREAS, School desires to provide supported services for students participating in Project SEARCH; and

WHEREAS, PCSI is an established Community Rehabilitation Provider with the mission of creating employment opportunities for people with every type of disability (hereinafter "**PCSI**"); and

WHEREAS, TWC is a Texas state agency administering programs that ensure Texas is a State where people with disabilities, and children with developmental delays, enjoy the same opportunities as other Texans to live independent and productive lives, and TWC administers programs that help Texans with disabilities find jobs and live independently in their communities; and

WHEREAS, AACOG is defined as the entity designated by the Texas Health and Human Services (HHS) to direct, operate, facilitate or coordinate services to persons with Intellectual and Developmental Disabilities (ID/D) as required to be performed at the local level by state law and by HHS performance, AACOG is charged with the responsibility of ensuring continuity of services for consumers from this area.

WHEREAS, TWC and PCSI offer career and/or technical training programs for secondary youth and adults, including programs for individuals with intellectual disabilities; and

WHEREAS, the Parties desire the students participating in Project SEARCH have the benefits of an internship experience and educational opportunities available at Hospital for instruction, employability skills, and work readiness in preparation for competitive employment; and

WHEREAS, the Parties desire to enter into an Agreement which will formalize their understanding pursuant to which students participating in Project SEARCH receive educational and internship experience at Hospital.

NOW THEREFORE, in consideration of the mutual covenants, agreements and obligations contained herein, the Parties hereby mutually covenant and agree as follows:

I. Purpose

The Parties to this Agreement will collaborate and cooperate to create Project SEARCH, a High School Transition program for students with intellectual or other disabilities who meet the criteria as set forth in Exhibit A of this Agreement. This Agreement specifies the roles and responsibilities of the Parties as they work in partnership to increase competitive employment opportunities for persons with intellectual disabilities. This Agreement will continue the establishment of the Project SEARCH site at Children’s Hospital of San Antonio in San Antonio, Texas.

II. Definitions

- A. **Business Liaison** is defined as the Human Resources Director for the Hospital or their designee.
- B. **Hospital Staff** includes but is not limited to department directors, managers and supervisors who work with the Project SEARCH team.
- C. **School/Project SEARCH Staff** is defined as the School’s assigned teacher(s) and any teaching assistants or job coaches who are assigned to the Hospital worksite to work with Project SEARCH and have a Hospital badge.
- D. **Project SEARCH Selection Committee** includes representatives from the Hospital, designated Project SEARCH teacher and/or representatives from the School, a representative from TWC, representative(s) from PCSI and a representative from AACOG.
- E. **Project SEARCH Steering Committee** includes representatives of each of the Parties to this Agreement, as designated in accordance with this Agreement.

III. Roles and Responsibilities

A. Hospital will:

- 1. Maintain final approval for internship assignments with the development of additional internship rotations to be shared between School and Project SEARCH staff.

2. Provide classroom space (with potential for the following items: white board or chalk board, small tables to be used as intern work areas, chairs, locked cabinet for student files, and computer connections), and instructor space (with potential for the following items: telephone, fax, photocopy equipment, supplies, computer and email access). Hospital will also provide space for activities including but not limited to, staff meetings, open houses and graduation.
3. Participate in conjunction with School to determine School/Project SEARCH staff assigned to work at Hospital. This includes the School/Project SEARCH teacher and teaching assistants. Hospital reserves the right to request changes in School/Project SEARCH staff.
4. Provide a Business Liaison or designee to assist with internship development, introduce School/Project SEARCH staff to Hospital staff, market Project SEARCH internally, attend periodic meetings to evaluate Project SEARCH progress, and work with the School/Project SEARCH staff to reinforce workplace policies and procedures.
5. Establish standardized Project SEARCH application, application process and student eligibility guidelines to select appropriate students for Project SEARCH.
6. Maintain final approval of intern selection as a participant of the Project SEARCH Selection Committee.
7. Develop internship rotations and serve as the point of contact within each rotation for the purpose of teaching competitive, marketable skills to Project SEARCH interns.
8. Provide access to hiring opportunities if a Project SEARCH intern is appropriate for an internal job opening.
9. Provide badges and parking access for School/Project SEARCH staff and any other Project SEARCH team members who are required to be at the Hospital site regularly.
10. Provide assistance to the School/Project SEARCH staff including but not limited to marketing materials and public relations expertise.
11. Have no responsibility for the payment of costs including insurance or other financial obligations incurred by the students as a result of the student's internship experience at Hospital.
12. Maintain the right to remove from Project SEARCH any student who does not meet Hospital standards and policies including but not limited to:
 - fitness
 - duty

- health
 - safety for themselves, Hospital's staff or Hospital's patients
 - dress
 - appearance
 - proper identification, or
 - ethical behavior.
13. Request a meeting with the appropriate School personnel for the purpose of communication, misconduct on the part of any student participating in Project SEARCH, information about an internship experience or behavior related issue.
 14. Organize regular meetings to discuss and evaluate Project SEARCH progress with the Project SEARCH team.
 15. Conduct public relation activities to promote Project SEARCH. In the event that any such activity mentions any of the Parties, it shall name each of the Parties as being responsible for Project SEARCH.
 16. Work collaboratively with the Project SEARCH team to ensure fidelity to the national Project SEARCH model.
 17. Provide limited health services to students in emergency situations only. Charges for emergency services rendered will be generated and billed to the individual student.

B. School will:

1. Supervise and retain complete and total responsibility for the vocational education of each of its students.
2. Identify a Special Education teacher with transition experience to provide leadership, coordination and instruction of Project SEARCH at the designated Hospital site.
3. Provide supervision of School/Project SEARCH staff. Supervision of students in internships will be shared among the Project SEARCH staff, Hospital staff at each internship site and School/Project SEARCH staff.
4. Provide reimbursement for parking expenses for the School/Project SEARCH staff at the Hospital site, if applicable.
5. Adopt the Project SEARCH Curriculum and make modifications to be consistent with Texas Education Agency requirements.
6. Provide travel training for students as necessary before Project SEARCH begins and during scheduled Project SEARCH training weeks.

7. Coordinate with the Project SEARCH staff regarding placement of students in Project SEARCH internship rotations.
8. Coordinate and monitor Project SEARCH intern performance and activities.
9. Provide expertise in adaptations and accommodations and implement as necessary.
10. Provide additional support for students if necessary, as determined by the Admissions, Review and Dismissal (ARD) Committee. This includes but is not limited to Interpreter service, transportation training, and Speech or Occupational Therapy.
11. Advise the Project SEARCH staff of any change in the schedule or responsibilities of Project SEARCH internships.
12. Communicate with the Project SEARCH team, parents of students and affiliate school staff about any major concerns pertaining to Project SEARCH.
13. Provide input regarding Project SEARCH entrance criteria and guidelines. Select students as a participating partner of the Project SEARCH Selection Committee.
14. Appoint a representative to serve on the Project SEARCH Selection Committee.
15. Facilitate student recruitment activities by supporting Project SEARCH presentations and information sessions in conjunction with the Project SEARCH team and also, participating in a Project SEARCH Open House during the recruitment period.
16. Facilitate family involvement activities including but not limited to Project SEARCH information sessions and planning meetings consistent with Indicator 8 of the No Child Left Behind Act. For example, open houses, social security benefit information sessions, and Project SEARCH graduation ceremonies.
17. Notify the Project SEARCH team of any new students being considered for Project SEARCH internships, should an intern vacate or be asked to leave an internship during the school year.
18. Work with TWC to determine eligibility of TWC service for each student prior to the start of the Project SEARCH year in order to allow for partial funding of job coaches and job development.
19. Assist PCSI with development of Project SEARCH intern rotations.

20. Coordinate monthly meetings to discuss intern progress. Invite family and appropriate members of the Project SEARCH team.
21. Assist with the collection of data on Project SEARCH student outcomes and report to the Project SEARCH team.
22. Attend regular meetings to discuss and evaluate Project SEARCH progress with the Project SEARCH team.
23. Work with the Project SEARCH team to provide education and training to Hospital staff regarding supporting people with intellectual disabilities in the workplace as necessary.
24. Assist with public relation activities to promote Project SEARCH at Hospital Healthcare Family.
25. Work collaboratively with the Project SEARCH team to ensure fidelity to the national Project SEARCH model.

26. Insurance and Liability.

- a. School self-insures exposure for liability and is limited by the Texas Tort claim Act to \$100,000 per event. School will accept responsibility for liability for Project SEARCH students.
- b. School is self-insured for Workers' Compensation exposure for their employees and will continue this self-insurance for Project SEARCH. School's self-insurance meets Texas statutory requirements.
- c. School self-insures exposure for liability and is limited by the Texas Tort claim Act to \$100,000 per event.
- d. School maintains auto liability for all owned, non-owned and hired automobiles to a limit of \$100,000/\$300,000 as requested.
- e. School will provide auto liability Certificates of Insurance.
- f. Accidents will be reported.

28. Indemnification.

Each party will promptly notify the other party in writing of any claim for which a request for indemnification may be made. The party to be indemnified will cooperate in all reasonable respects with the indemnifying party in connection with the claim. The indemnifying party will have control of all matters relating to

the defense and settlement of the claim using attorneys of its own choosing. The provisions of this Section will survive the termination of this Agreement.

C. PCSI will:

1. Provide a coordinator to assist with planning and implementation efforts. The coordinator will ensure Project SEARCH moves forward within the framework of the Project SEARCH timeline and will assist in any way necessary to facilitate success of Project SEARCH.
2. Work with the Project SEARCH Team to identify a skills trainer from the Community Rehabilitation Provider to assist Project SEARCH interns with rotations. An alternate skills trainer will also be identified and trained in the event the assigned skills trainer is unable to report to the site.
3. Work with the Hospital and School/Project SEARCH Staff to identify Project SEARCH internship opportunities and perform job analyses.
4. Provide expertise in adaptations and accommodations and implement as necessary.
5. Provide input regarding Project SEARCH entrance criteria and guidelines. Select students as a participating partner of the Project SEARCH Selection Committee.
6. Appoint a representative(s) to serve on the Project SEARCH Selection Committee.
7. Assist with recruitment activities by conducting Project SEARCH presentations and information sessions in conjunction with the Project SEARCH Team and also participate in a Project SEARCH Open House during the recruitment period.
8. Work collaboratively with TWC and AACOG to determine a long term plan of employment when the intern has transitioned into competitive integrated employment.
9. Assist with the collection of data on Project SEARCH student outcomes and report to the Project SEARCH Team.
10. Attend regular meetings to discuss and evaluate Project SEARCH progress with the Project SEARCH Team.
11. Work with the Project SEARCH Team to provide education and training to the Hospital Staff regarding supporting people with intellectual disabilities in the workplace as necessary.
12. Assist with public relations activities to promote Project SEARCH at the Hospital.

13. Work collaboratively with the Project SEARCH Team to ensure fidelity to the national Project SEARCH model.

14. Insurance and Liability.

- a. During the term of this Agreement, PCSI shall maintain Worker's Compensation coverage for their employees who will participate in Project SEARCH in amounts that meet Texas statutory requirements.
- b. PCSI shall also maintain comprehensive general liability insurance with limits of at least auto liability, with limits of at least \$1,000,000 combined single limit for personal injury or property damage for each occurrence and \$1,000,000 annual aggregate for all claims.
- c. PCSI shall provide certificates of insurance evidencing such coverage upon execution of this Agreement and then annually thereafter. Should any of the above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- d. Accident reports: In the event of harm or injury to a PCSI/Project SEARCH staff, such information must be recorded on the Hospital incident report.

Indemnification. PCSI shall indemnify, defend and hold harmless Hospital from any and all liabilities, suits, claims, or expenses arising out of the acts or omissions of PCSI, its agents, employees or students pursuant to this Agreement. Hospital shall indemnify, defend, and hold harmless PCSI from any and all liabilities, claims or expenses arising out of the acts or omissions of Hospital, its agents, or employees pursuant to this Agreement. A party who receives a demand or claim related to this Agreement shall within five (5) days provide written notice of such demand or claim to the other party.

D. TWC will:

1. Determine eligibility of TWC vocational rehabilitation services for students who are being considered for Project SEARCH prior to the Project SEARCH Selection Committee meeting.
2. Provide funding to PCSI as a Community Rehabilitation Provider to purchase services in accordance with policies for eligible individuals to participate in Project SEARCH at Hospital.
3. Provide expertise in adaptations and accommodations and implement as necessary.
4. Provide input regarding Project SEARCH entrance criteria and guidelines. Select students as a participating partner of the Project SEARCH Selection Committee.

5. Appoint a representative to serve on the Project SEARCH Selection Committee.
6. Assist with recruitment activities by conducting Project SEARCH presentations and information sessions in conjunction with the Project SEARCH staff and also, participate in a Project SEARCH Open House during the recruitment period.
7. Work collaboratively with PCSI and the AACOG to determine a long term plan of employment when a Project SEARCH intern has transitioned into competitive integrated employment.
8. Assist with the collection of data on Project SEARCH student outcomes and report to the Project SEARCH team.
9. Attend regular meetings to discuss and evaluate Project SEARCH progress with the Project SEARCH team.
10. Assist with public relation activities to promote Project SEARCH.
11. Work collaboratively with the Project SEARCH team to ensure fidelity to the national Project SEARCH model.
12. **Accident reports.** In the event of harm or injury to a TWC/Project SEARCH staff, such information must be recorded on a Hospital incident report.
13. **Indemnification.** Hospital shall hold harmless TWC from any and all liabilities, suits, claims, or expenses arising out of the acts or omissions of Hospital, its agents or employees pursuant to this Agreement. A party who receives a demand or claim related to this Agreement, shall within five (5) days provide written notice of such demand or claim to the other party

E. AACOG will:

1. Use reasonable efforts to be knowledgeable of each intern's employment role or position after they have obtained competitive integrated employment, either at the Hospital or in the community, with collaboration from the assigned AACOG Service Coordinator.
2. Work collaboratively with TWC and PCSI to determine a long-term plan of employment when the intern has transitioned into competitive integrated employment, with collaboration from the assigned AACOG Service Coordinator.
3. Identify, in coordination with the Project SEARCH staff, the assigned AACOG Service Coordinator to provide on-going service coordination activities to Project SEARCH hires after they have become competitively employed at Hospital.
4. Provide expertise in adaptations and accommodations.

5. Provide input regarding Project SEARCH entrance criteria and guidelines. Assist with selecting students as a participating partner of the Project SEARCH Selection Committee.
6. Appoint a representative, an AACOG staff person to serve on the Project SEARCH Selection Committee.
7. Assist with the collection of data on Project SEARCH student outcomes and report to the Project SEARCH Team.
8. Attend regular meetings to discuss and evaluate Project SEARCH progress with the Project SEARCH Team, with collaboration from the assigned AACOG Service Coordinator.
9. The AACOG Intake Department will use commercially reasonable efforts to assist with public relation activities to promote Project SEARCH.
10. Work collaboratively with the Project SEARCH Team to ensure fidelity to the national Project SEARCH model.

11. Insurance and Liability.

- a. During the term of this Agreement, AACOG shall maintain Worker's Compensation coverage for their employees who will participate in Project SEARCH in amounts that meet Texas statutory requirements.
- b. AACOG shall also maintain comprehensive general liability insurance with limits of at least auto liability, with limits of at least \$1,000,000 combined single limit for personal injury or property damage for each occurrence and \$2,000,000 annual aggregate for all claims.
- c. AACOG shall provide certificates of insurance evidencing such coverage upon execution of this Agreement and then annually thereafter. Should any of the above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- d. Accident reports: In the event of harm or injury to an AACOG/Project SEARCH staff, such information must be recorded on a Hospital incident report.

12. **Indemnification.** Insofar as permitted by law and the Texas State Constitution, AACOG shall indemnify, defend and hold harmless the Hospital from any and all liabilities, suits, claims, or expenses arising out of the acts or omissions of AACOG, its agents, employees or students pursuant to this Agreement. A party

who receives a demand or claim related to this Agreement shall within five (5) days provide written notice of such demand or claim to the other party.

III. Measurable Objectives

All Parties will work collaboratively, each to the extent specifically described, as the Project SEARCH team to:

1. Provide intern opportunities for a maximum of twelve (12) student participants with intellectual or other disabilities per school year.
2. Provide support necessary to maximize success of Project SEARCH participants.
3. Develop intern rotations during the first school year of Project SEARCH and continue to develop rotations as Project SEARCH progresses.
4. Publicize the collaboration and Project SEARCH activities with review and approval of Hospital, which approval shall not be unreasonably withheld.
5. Report on Project SEARCH statistics and outcomes including but not limited to number of students participating each year, internship rotations completed, number of students who complete Project SEARCH (graduation), Project SEARCH hires (either at Hospital or in the community) and status of hires in their positions.

IV. Period of Agreement

The effective date of this Agreement will be the day after the last party signs. This Agreement shall be for two (2) years with three (3) one-year extensions unless sooner terminated as set forth in this Agreement. Any party may terminate its participation in this Agreement with one hundred and twenty (120) days written notice to the other Parties.

V. Relationship of Parties

No agent or employee of any party to this Agreement shall be deemed an agent or employee of the other parties. Each party will be solely and entirely responsible for the acts of its agents, subcontractors, or employees.

This Agreement is executed for the benefit of the Parties. It is not intended nor may it be construed to create any third-party beneficiaries.

VI. General Provisions

1. Orientation and Education Program. All students who participate in a Project SEARCH internship rotation shall participate in the orientation and education program, in accordance with

the Joint Commission Standards E.C.1.3 and H.R.1-H.R.4.1., which provides specific information to individuals in the proper processes for interacting with the environment of care. The following subjects, at a minimum, must be considered in such training:

- a. Safety (including, Universal Blood and Body Fluid Precautions)
- b. Security
- c. Hazardous Materials and Waste
- d. Emergency Preparedness
- e. Life Safety
- f. Medical Equipment
- g. Utilities

The orientation and education program must be completed prior to beginning the work site experiences.

2. Health Status.

a. Students and School/Project SEARCH staff will be in and maintain good health while participating in Project SEARCH. Each student and School/Project SEARCH staff member may be asked to provide Hospital with proof of the following:

- Current Hepatitis B Vaccinations (series of three (3)), or proof that these vaccinations were made available and rejected, or positive titer;
- Tuberculin Purified Protein Derivative skin test or Mantoux test (“PPD”) within one (1) year prior to providing Services;
- Chest x-ray within the two (2) years immediately prior to providing Services, if ever tested positive for tuberculosis.
- Measles (Rubeola) Vaccination for two (2) dates if born after January 1, 1957; one (1) date if born prior to January 1, 1957; or positive titer.
- Mumps Vaccination for one (1) date, which must be after January 1, 1977, or a positive titer.
- Rubella (German Measles) Vaccination or positive (reactive) titer.
- Varicella (Chicken Pox) Vaccination, positive titer, or a history of this disease.

School shall immediately inform Hospital upon learning of any adverse circumstances to which Hospital may be exposed because of the activities or health status of any student, team member or staff member. School hereby acknowledges that Hospital does not provide workers’ compensation coverage and thus any exposure to the above-listed diseases or any other disease contracted or injury sustained by any student, Project SEARCH team member or School/Project SEARCH staff member during the terms of this Agreement, and expenses that may result from such exposure or injury, shall be the sole responsibility of such student, School/Project SEARCH staff member or School through its workers’ compensation coverage or other non-Hospital funds.

b. Herpes simplex Infections

Students with evidence of active herpes simplex infection (e.g. cold sore, herpetic Whitlow) shall consult with the Infection Control Department prior to patient contact.

1. Students with evidence of active herpes simplex infection shall not be assigned to provide care to any high-risk patient. The high-risk patient population includes patients less than six months of age, immune suppressed patients (e.g. transplant recipients, cancer chemotherapy recipients, high dose steroid recipients and patients with widespread skin disorders (e.g. burns)).
2. Students with evidence of active herpes simplex infections must strictly observe hand-washing procedures and cover the lesion when providing direct patient care (e.g. mask for cold sores, glove herpetic Whitlow).

c. Universal Precautions

Students shall be educated in the practice of universal precautions and adhere to Hospital policies regarding the prevention of blood-borne pathogens (e.g. hand washing, universal precautions, category specific isolation, infectious waste management, linen management). In the event a student experiences a percutaneous or mucous membrane exposure to blood or body fluids, the following procedures shall be followed:

1. Wash injury site with soap and water and apply antiseptic or irrigate involved mucous membrane with copious amounts of saline and water.
2. Report the exposure to the department director and arrange for immediate post-exposure medical evaluation and complete the HOSPITAL incident report form.

d. Fitness for Duty

It is the policy of Hospital to maintain a drug-free workplace as required by the Drug Free Workplace Act of 1998 (Public Law 100-690, Title 5, Sub-Title D; 41 U.S.C. 701 to 707). The unlawful manufacture, distribution, possession or use of a controlled substance by students is prohibited in and on Hospital's owned or controlled property.

No student shall be under the influence of a drug during any part of the educational experience. (For purposes of this policy, alcohol is considered a drug.) Further, no student shall be under the influence of a legally obtained drug while on duty to the extent that such use or influence may impair the ability of the students; affect the safety of employees, patients, or visitors; impair the job performance; or the safe and efficient operation of the medical center equipment. Violation of this policy by a student will be reason for removal from the vocational educational experience at Hospital.

The student will provide Hospital with sufficient information to verify that the health requirements contained within this section of the Agreement have been met for each student prior to his or her clinical experience. Such information must be provided to Hospital no later than two (2) weeks prior to the start of the program.

Hospital reserves the right to restrict the activity of students evidencing symptoms of, or who are exposed to, communicable infections. Such individuals will be required to provide Hospital evidence of a satisfactory physical examination.

3. Hospital Regulations. Each student enrolled in Project SEARCH and each School/Project SEARCH staff member shall adhere at all times to the policies, procedures, rules and regulations of Hospital, and patient confidentiality policies, to the extent such policies, procedures, rules and

regulations are applicable to students and School/Project SEARCH staff member. Students will also adhere to the School's Code of Conduct and are subject to disciplinary action according to that Code of Conduct.

4. Hospital Ethical and Religious Directives for Catholic Health Care Services. While on-site at Hospital's facilities, all participants in Project SEARCH agree to abide by the "*Ethical and Religious Directives for Catholic Health Care Services*," which may be located at: <http://www.usccb.org/about/doctrine/ethical-and-religious-directives/>.

5. Additional Instruments. Each of the Parties shall, from time to time, at the request of any other, execute, acknowledge, and deliver to the other Parties any and all further instruments that may be reasonably required to give full force and effect to the provisions of this Agreement including but not limited to Project SEARCH policies and procedures.

6. Entire Agreement. This Agreement contains the entire understanding of the Parties with respect to the subject matter described herein, and there are no representations, warranties, covenants or undertakings other than those expressly set forth herein.

7. Section Headings. All section headings are inserted for convenience. Such headings shall not affect the construction or interpretation of this Agreement.

8. Successors. All the obligations, conditions, terms, covenants, and provisions of this Agreement shall be binding upon and inure to the benefit of the parties hereto and their heirs, administrators, executors, successors, assigns, subsidiaries, officers, directors, and employees.

9. Assignment. This Agreement shall not be assigned by any of the Parties without the prior written consent of each of the other Parties having been first duly obtained.

10. Notices. All notices to be given under this Agreement shall be in writing and shall be deemed to have been given and served when delivered in person or mailed, postage prepaid, to the addressee parties.

11. Applicable Law. The validity, interpretation, and enforcement of this Agreement shall be governed by the Laws of the State of Texas.

12. Employment of Students, Team or Staff Members. The students, TWC, PCSI, AACOG or School staff members participating in Project SEARCH shall not be considered to be an employee, borrowed servant, partner, joint venturer, affiliate, or agent of Hospital. Hospital makes no representation or guarantee regarding any subsequent employment of students who have participated in Project SEARCH.

IN WITNESS WHEREOF, the parties have executed this Agreement in duplicated originals, each of which shall be regarded as an original though constituting but one agreement on the day and year first written above.

**Children’s Hospital of
San Antonio:**

Stephanie Parker

Digitally signed by Stephanie Parker
DN: cn=Stephanie Parker, o=CHA,
email=stephanie.parker@christushealth.org,
c=US
Date: 2021.02.26 14:56:30 -0600

By: _____
Stephanie Parker, COO/CFO
CHRISTUS Santa Rosa Healthcare
Corporation

Date: _____

**San Antonio ISD:
(2 signatories)**

By: _____
Pedro Martinez, Superintendent

Date: _____

By: Gerard Cortez
Gerard Cortez,
Assistant Superintendent

Date: 4/12/2021

Alamo Area Council of Governments:

By: Diane Rath
Diane Rath, Executive Director

Date: _____

Texas Workforce Commission:

Cheryl Fuller

By: _____
Cheryl Fuller, Vocational
Rehabilitation Division Director

Date: _____

Professional Contract Services, Inc.:

Vanessa Ferguson

By: _____
Vanessa Ferguson, Senior Vice
President of Workforce
Development

Date: _____

EXHIBIT A
ENTRANCE CRITERIA FOR STUDENTS

Individuals interested in applying for Project SEARCH must meet the following criteria. This list may be amended by the Parties as needed.

- At least 18 years of age.
- Completed high school credits necessary for graduation.
- Agree Project SEARCH internship is intended to be the last year of student services and will accept high school diploma at the end of the school year.
- Meet eligibility requirements for Texas Workforce Commission.
- Have workplace appropriate personal hygiene and grooming skills.
- Have independent daily living skills, including but not limited to toileting and eating.
- Maintain appropriate behavior and social skills in the workplace.
- Be able to communicate effectively through speech, visuals, signals, writing or devices.
- Utilize public transportation when available and participate in travel training or have a commitment for personal transportation.
- Ability to pass drug screen, criminal background check and agree to immunization requirements.
- Meet eligibility criteria for the AACOG as follows:
 - Local Intellectual and Developmental Disability Authority Priority Population**
 - (1) In accordance with the definition of “LIDDA priority population: found in 40 Tex. Admin. Code, Chapter 5, Subchapter D, §5.5153(17) (Diagnostic Assessment), LIDDA priority population is a group comprised of persons who meet one or more of the following descriptions:
 - a) A person with an intellectual disability, as defined by Tex. Health and Safety Code §591.003(15-a);
 - b) A person with autism spectrum disorder, as defined in the Diagnostic and Statistical Manual of Mental Disorders;
 - c) A person with a related condition, who is eligible for, and enrolling in services in the ICF/IID Program, HCS Program, or TxHmL Program;
 - d) A nursing facility resident who is eligible for specialized services for intellectual disability or a related condition pursuant to Section 1919(e)(7) of the Social Security Act;
 - e) A child who is eligible for Early Childhood Intervention services through the Health and Human Services Commission (HHSC); and
 - f) A person diagnosed by an authorized provider as having a pervasive developmental disorder through a diagnostic assessment completed before November 15, 2015.
- Desire and plan to work competitively in the community at the conclusion of Project SEARCH.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academic Board Agenda Items involving a MOU.

Department:	Disability and Support Services
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Renewal of the Memorandum of Understanding Between SAISD and Project SEARCH
Presenter:	Dr. Kristen Williams, Executive Director, Disability and Support Services
Cost:	\$0
Board Goal:	Increase the percent College, Career, & Military Ready (CCMR)

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
8	1	1			

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is a renewal of the Project SEARCH Memorandum of Understanding. The previous MOU was initiated in 2016 and was for two years with three years to renew.</p> <p>This MOU continues the braided funding collaboration between San Antonio Independent School District, Texas Workforce Commission, Alamo Area Council of Governments, Professional Contract Services, Incorporated, and Children's Hospital of San Antonio.</p> <p>SAISD has had 34 men and women with intellectual and other disabilities participate in the Project SEARCH internship at Children's Hospital of San Antonio since the beginning of the 2016-2017 school year.</p>
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The goal of the Project SEARCH internship is competitive integrated employment. Employment data is tracked for nine months following completion of the internship and submitted to Project SEARCH. SAISD employment data is as follows:

- September 2016-2017: 3 interns with jobs – as of 3/31/2018 reporting deadline
- September 2017-2018: 4 interns with jobs – as of 2/28/2019 reporting deadline
- September 2018-2019: 3 interns with jobs – as of 2/29/2020 reporting deadline
- September 2019-2020: Due to concerns surrounding COVID, only 2 interns moved into employment as of the 2/28/2021 reporting deadline
- September 2020-2021: 4 interns have moved into employment during the current internship year. The data collection window will close 3/31/2022.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and the University of Texas at San Antonio to Implement the Computer Science for San Antonio Program

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Sr. Executive Director College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and the University of Texas at San Antonio (UTSA) to implement the Computer Science for San Antonio (CS4SA-HS) program. CS4SA-HS is charged with increasing the number of computer science students by implementing a rigorous teacher professional development program that grows a qualified secondary computer science teacher workforce. The overall objective of CS4SA-HS is to increase Latinx participation in Computer Science (CS) by developing and strengthening collaboration of secondary teachers who are prepared to teach CS in their diverse classrooms, become advocates for and leaders of CS education in their District, and contribute to broadening participation in CS and other STEM areas. The specific aims of the proposed project are to:

1. Create and deliver a teacher professional development program (CS4SA-HS) that emphasizes building foundational CS knowledge and skills and adopting culturally responsive approaches to CS teaching;
2. Increase CS learning opportunities in schools within communities with of large Latinx populations;
3. Develop a CS Pathway that meets the needs of communities with large Latinx populations;
4. Create sustainable and scalable CS professional development opportunities within and across schools through teacher leadership; and
5. Advance the knowledge and research in CS teacher education, culturally responsive CS education, and teacher professional development.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the MOU with UTSA as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

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

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
AND
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Whereas the San Antonio Independent School District (hereinafter referred to as SAISD), a local education agency of the State of Texas with an address at 406 Barrera Street, San Antonio, TX 78210, and the University of Texas at San Antonio (hereinafter referred to as “UTSA”), an agency of the State of Texas and an academic component of The University of Texas System with an address at One UTSA Circle, San Antonio, Texas 78249-1644, are linked by common scientific and cultural interests; and

Whereas SAISD and UTSA wish to enable cooperation and exchange in all academic areas of mutual interest, and

Whereas UTSA received a grant from the NSF, titled CS4SA-HS: Developing a collaborative of secondary computer science teachers to increase Latinx participation in CS (NSF Award ##1923269), that was the result of a UTSA proposal featuring SAISD’s involvement; and

Whereas SAISD and UTSA wish to collaborate in the establishment of the CS4SA-HS program that has the objective of growing a qualified secondary computer science teacher workforce for the purpose of increasing Latinx participation in computer science degree programs (see Exhibit 1 for the Project Description);

Now, therefore, SAISD and UTSA, as parties to this Memorandum of Understanding, set forth the following:

ARTICLE I

The purposes of this general Memorandum of Understanding include, but are not limited to, the following:

1. The implementation of the CS4SA-HS.

ARTICLE II

In order to carry out and fulfill the aims of this Memorandum of Understanding, SAISD and UTSA will appoint an appropriate person at each of their offices to coordinate the

development and conduct of joint activities. Through these contact persons, either party may initiate proposals for activities under this Memorandum of Understanding. Specific details of any activity will be set forth in a Letter of Agreement or other such document which, upon execution by appropriate authorities for both parties, will become an integral part of this Memorandum of Understanding. Letters of Agreement will include such items as:

1. Elaboration of the responsibilities of each party for the agreed-upon activity.
2. Schedules for the specific activities.
3. Budgets and sources of financing of each activity (as needed).
4. Any other items necessary for the smooth and efficient conduct of the activity.

The contact persons will additionally be responsible for the evaluation of activities under this Memorandum of Understanding according to the practices of their respective institution. Letters of Agreement will be approved by each party according to the normal procedures governing the types of activities proposed therein.

ARTICLE III

SAISD and UTSA shall each designate a coordinator to oversee and facilitate the implementation of this Memorandum of Understanding. These coordinators, working with other appropriate administrators for their respective party, shall have the following responsibilities:

1. To promote academic collaboration at the faculty, graduate and undergraduate student levels for research and study;
2. To act as principle contacts for individual and group activities and to plan and coordinate all activities within their institutions as well as with the other party;
3. To share with the cooperating counterpart any information on their faculty, facilities, research, publications, library materials and educational resources Pertaining to the purpose of this Memorandum of Understanding; and
4. To meet periodically to review and evaluate past activities and to articulate new ideas for future cooperative efforts.

SAISD shall have the following responsibilities, each of which is elaborated further in the attached Project Description, and may be further elaborated on in a subsequent Letter of Agreement:

1. SAISD will recruit current teachers in the Career and Technical Education divisions who are certified in technology applications as well as math and science.
2. SAISD will recruit high school students for participation in Youth Code Jam camps.
3. SAISD will allow UTSA to conduct research of teachers (including via classroom observation).
4. SAISD will collect institutional research data on teacher participants students and share that data in an aggregated or deidentified form with UTSA

UTSA shall have the following responsibilities, each of which is elaborated further in the attached Project Description, and may be further elaborated on in a subsequent Letter of Agreement:

5. Providing teacher professional development to SAISD teachers in the area of computer science
6. Facilitating payment compensation to teacher participants
7. Organizing summer camps through Youth Code Jam for SAISD high school students
8. Providing teachers with materials needed for the professional development workshops
9. Sharing research results with SAISD

ARTICLE IV

This Memorandum of Understanding shall be identified as the parent document of any Letters of Agreement or other such document executed between the parties for the purposes hereunder. Further Letters of Agreement concerning any program shall provide details concerning the specific commitments made by each party and shall not become effective until they have been reduced to writing and executed by the duly authorized representatives of the parties. The scope of the activities under this Memorandum of Understanding shall be determined by funds regularly available within each party, respectively, for the types of collaboration undertaken and/or by financial assistance as may be obtained by either party from external sources.

ARTICLE V

Except as may be stipulated in any specific Letter of Agreement, each party shall be responsible for expenses incurred by its employees under this Memorandum of Understanding.

ARTICLE VI

Upon approval by each of the parties hereto, this Memorandum of Understanding shall remain in effect for a period of five (5) years unless terminated earlier by either party. Such termination by one party shall be effected by giving the other party at least sixty (60) days advanced written notice of its intention to terminate. Termination shall be without penalty. If this Memorandum of Understanding is terminated, neither UTSA nor SAISD shall be liable to the other for any monetary or other losses which may result.

[Signature page follows.]

IN WITNESS WHEREOF, the authorized representatives of the parties hereto affixed their signatures.

Signed for and on behalf of:

**THE UNIVERSITY OF TEXAS
AT SAN ANTONIO**

**SAN ANTONIO INDEPENDENT
SCHOOL DISTRICT**

By _____

By _____

Name _____

Name _____

Title _____

Title _____

Date: _____

Date: _____

Signed for and on behalf of:

EXHIBIT 1

PROJECT DESCRIPTION

Increasing the number of Latinx students in computer science degree (CS) programs and the workforce requires a strong educational pathway in which students have the opportunities to have positive and meaningful experiences in CS and develop a strong positive CS identity. Broadening participation in CS is an important task for CS and STEM educators--currently, a disproportionately low number of Latinxs earn CS degrees and enter the CS-related workforce despite increasing their representation in the US population [1, 2]. As this issue of underrepresentation is already problematic at the college level, educators must start investigating ways of providing equitable and high-quality CS experiences to Latinx and other minority students throughout the education pipeline. For Latinx students to become active members in the CS and STEM communities, it is vital to start building a positive academic identity as early as possible [3, 4]. Secondary education is a critical point to start engaging students in CS as this is the time they will form interest and begin making decisions about their academic and career paths. Yet, there are a limited number of teachers who are qualified or have the necessary CS knowledge and can provide such support [5-7].

The purpose of the proposed project is to design and implement a rigorous teacher professional development program (CS4SA-HS) that grows a qualified secondary computer science teacher workforce. CS4SA-HS targets non-CS high school teachers and prepares them to become highly qualified and culturally responsive CS teachers of linguistically and culturally diverse learner populations. They will learn to create engaging and successful CS opportunities in their diverse classrooms and thus, increase access to high quality CS instruction in traditionally underserved schools.

The overall objective of CS4SA-HS is to increase Latinx participation in CS by developing and strengthening a collaborative of secondary teachers who are prepared to teach CS in their diverse classrooms, become advocates for and leaders of CS education in their district, and contribute to broadening participation in CS and other STEM areas. The specific aims of the proposed project are to:

1. Create and deliver a teacher professional development program (CS4SA-HS) that emphasizes building foundational CS knowledge and skills and adopting culturally responsive approaches to CS teaching;
2. Increase CS learning opportunities in schools within communities with of large Latinx populations;
3. Develop a CS Pathway that meets the needs of communities with large Latinx populations;
4. Create sustainable and scalable CS professional development opportunities within and across schools through teacher leadership; and
5. Advance the knowledge and research in CS teacher education, culturally responsive CS education, and teacher professional development.

This Medium-sized proposal is for the High School Strand. CS4SA-HS is a researcher-practitioner partnership (RPP) between researchers at the University of Texas at San Antonio (UTSA) and teachers and administrators in the San Antonio Independent School District (SAISD)—a district with a majority Latinx student population [8]. The CS4SA-HS program is modeled after a successful teacher professional development program, San Antonio Mathematics Collaborative / Teacher Quality (SAMC), which was also in collaboration between UTSA and SAISD and led by Senior Investigator Bonner.

The long-term goal is to create a self-sustaining program in schools and districts within communities of large Latinx populations, that can develop qualified high school CS teachers dedicated to broadening participation in CS. Teachers will be supported to become CS education experts and advocates who will lead their schools in increasing CS opportunities for all students. The project is significant in that it will establish a collaborative set of qualified CS teachers in SAISD, which in turn opens opportunities for Latinx students to participate in CS. Research from this project will add to the knowledge on the best practices in CS teacher education, broadening participation, culturally responsive CS education, and high school teacher professional development.

Intellectual Merit

The project is a RPP between an interdisciplinary collaborative of UTSA researchers in CS, CS/STEM education, teacher education, and multicultural and culturally responsive education together with SAISD--

the third largest school district, out of 19 districts, in the greater San Antonio area. Together, the project team and SAISD will work on addressing the CS needs of their high schools and investigating what makes effective high school CS education for minority learner populations). The research will uncover best practices with respect to secondary CS teacher professional development and the outcomes of culturally responsive CS teaching to show how it increases interest and broadens Latinx participation in CS. Further, it will advance knowledge on how to increase Latinx participation in CS and other STEM areas from Kindergarten through university levels.

Broader Impact

The RPP between UTSA (a Hispanic-serving institution) and SAISD will lead to future opportunities in which Latinx students will receive accessible, meaningful, and high-quality CS experiences throughout the education pipeline. CS4SA-HS will create a collaborative of qualified secondary CS teachers who will open the gateway to the CS field for their mostly Latinx classrooms. The project proposes to add 30 new secondary CS teachers to SAISD over three years. SAISD currently has two certified secondary CS teachers. This collaborative will form the core CS teachers across all of SAISD's middle and high schools who will lead the district in supporting and expanding its computer science programs. The project will result in increased CS learning opportunities for SAISD students, 90% of whom are Latinx and come from high-need areas and ultimately, Texas at-large. The project creates opportunities with Youth Code Jam, which offers summer computing camps for SAISD students.

SAISD

SAISD serves a community where 90% of its approximately 50,000 students are Latinx/Latino, 90% are economically disadvantaged, and about 70% are categorized as “at-risk” [8]. There is also a large percentage of English Learners (ELs) in the participating district. Data provided by the district shows that all of the students in SAISD qualify for the federal free lunch programs and have high student populations that are at-risk for dropping out of school.

SAISD's CS Needs

SAISD has a critical need to increase the number of secondary CS teachers as it is seeking to build its new CS Pathway program. SAISD has seven traditional high schools in its district with only two (2) certified CS teachers and 16 certified technology applications teachers. The focus of this project is on high school, but CS teacher certification also includes 8th grade (middle school). SAISD has had no students attempt either the AP Computer Science Principles or AP Computer Science A exams in the 2017-18 school year, but will start offering AP CS in the current school year. Currently, CS-related courses (e.g., computer programming, networking, cybersecurity) are tracked under one or more of the Career and Technical Education (CTE) pathway programs. For 2018-19, there are 105 students in Computer Programming I that are preparing for the Computer Science Principles AP test, and there are 100 students taking Computer Programming II that are preparing for the Computer Science AP A exam. Effective in 2019-20, SAISD will implement the Computer Science and Cybersecurity pathway, with the following courses: 7729 - Principles of Cybersecurity (1.0), 2700 - Fundamentals of Computer Science (1.0), 2701 - Computer Science (1.0), 2744 - AP Computer Science Principles (1.0).

SAISD's ultimate objective is to build the capacity for the CS Pathway for their high school students. All of these courses can be offered by certified Technology Applications teachers. However, SAISD cannot offer the AP Computer Science A course due to the lack of certified teachers. SAISD's needs include: 1) training for Technology Application teachers to be skilled in teaching Computer Science courses listed above; and 2) training to become Computer Science certified to offer the Computer Science A courses. SAISD does not have a standard curriculum adopted, though most campuses have adopted Edhesive for the CS curriculum. Other campus adoptions include UT OnRamps for AP Computer Science A and TEALS for Computer Science Principles. This project will prepare teachers to take existing curricula and transform their teaching of it to address the needs of their large Latinx student population and overall needs of the district. CS4HS will assist SAISD in this endeavor by helping to create a qualified CS teacher workforce who will lead efforts in developing their CS Pathway curriculum for the district. Through this project, SAISD will be a major player on the national stage in increasing the number of Latinx students in CS and other STEM fields.

RELATED WORKS

Latinxs are underrepresented in the CS field in terms of undergraduate and graduate CS enrollment and in the workforce. Though Latinxs represent approximately 18% of the US population [9], there is a lower proportion of Latinxs studying or entering CS fields. According to the National Science Foundation (NSF) [2], about 12% of associate's degrees and less than 10% of bachelor's degrees in CS were awarded to Latinxs between 2004 and 2014. The problem of underrepresentation of Latinxs grows to only 3-4% of CS master's and doctoral degrees awarded to Latinxs between 2004 and 2014. Although not an exact measure, given that a CS graduate usually has a wide variety of job opportunities in many fields, a limited NSF survey found that about 6.7% of computer scientists are Latinx (note that this estimate also counts mathematicians). Thus, with underrepresentation of Latinxs already being an issue at the undergraduate level, and which worsens later on, we must investigate how to increase Latinx participation before then. San Antonio has a 63% Latinx population [10] while Texas has a 39.1% Latinx population [11]. Therefore, San Antonio is an ideal place to start getting Latinx students interested and participating in CS.

Current Efforts in Preparing High School CS Teachers in Texas

Computer science is an official certification area for high school teachers in the state of Texas, yet few teachers are actually qualified in CS or have attempted the certification test despite the growing popularity of offering computer science experiences to students. The Texas Education Agency reports approximately 8-10 new secondary CS teachers are certified each year since 2015 compared to the 816 secondary mathematics teachers certified in 2016 [12]. Due to the lack of certification opportunities in CS in other parts of the country in addition to the scarcity of qualified CS teachers, few schools require any official certificate in teaching CS [13]. High school teachers generally earn an undergraduate degree in their selected disciplines along with teacher certification coursework. Often, due to the depth and breadth of certification exams, this process generally requires pre-service teachers to take additional hours of coursework either in CS or pedagogy/methods courses.

Culturally Responsive Approaches to CS Teaching

Since teachers have a critical role in the recruitment of underrepresented minorities, such as women, in CS [14], this additional training needs to incorporate strategies that will help teachers recruit, engage, and retain Latinx students in CS. Preparing teachers of underrepresented minority students to be qualified to teach CS is not limited to just learning the CS content and skills [15]. Rather, teachers must be culturally responsive in their approaches to teaching CS to their minority students in order to make it meaningful and accessible. The CS and technology fields often have the stereotype of a White male who is nerdy/geeky and only writes code [16-18]. Such stereotypes can be a barrier for ethnic/racial and gender minorities as they may not see themselves as part of the field. At the university level, minority students in STEM often report issues with discrimination and negative campus climate [19].

Historically, the academic needs of underrepresented minority learners at the secondary level in US public schools have been addressed from a subtractive rather than an additive perspective [20]. Subtractive approaches tend to neglect and ignore students' languages and cultures by promoting assimilation and resulting in low student engagement. Additive approaches, on the other hand, deeply value students' cultural and linguistic assets and aim to expand [21], rather than subtract, what students already know through methodologies and approaches that include dual language education, English as a Second Language, and culturally relevant teaching [22]. These approaches are critical at a time when drop-out rates continue to affect linguistic and cultural minorities in the US, directly impacting enrollment in STEM-related careers, including CS. A culturally responsive approach to CS education will seek to address topics generated in the context of students' conversations, their lived experiences, and verbalized concerns [15]. These strategies include [15, 23-28]:

1. **Create opportunities for students to experience success in CS.** Teachers can create CS projects and activities in which students can contribute their strengths or can meet multiple levels of success. Students should be able to see themselves as capable of engaging in CS.
2. **Create learning experiences that transcend multiple contexts, bridging what is done in the classroom with what is experienced at home.** Teachers can create CS projects and activities in which they can integrate students' home lives. For example, teaching CS concepts using examples in their home or community; creating applications that meet their everyday needs; designing games based on storylines from their cultural backgrounds. This strategy can also be expanded to

- allow students to work on their projects in their home language if they choose (e.g., within group projects).
3. **Authentic learning activities that show how CS is integrated across the curriculum and students' everyday lives.** Teachers can offer learning activities that are authentic and represent actual CS tasks, such as creating real-world type of programs and other computational artifacts and showing how CS exists in the real world and everyday life.
 4. **Empower students to tackle challenges that underrepresented minorities face in CS.** As an underrepresented minority, Latinx students should be empowered to help broaden diversity in the CS field by helping with recruitment, creating more CS opportunities, and mentoring others. Teachers will serve as catalysts for this movement, empowering students to “pay-it-forward”.
 5. **Develop relationships with successful computer scientists who share cultural and linguistic backgrounds as the students.** Latinx students should see and interact with examples of other Latinxs who have contributed to the CS and other related fields. Further, teachers can build connections between the students and members of their communities who are in the CS field.

Teachers will be able to create new or adapt existing lesson plans using this framework so that they can create an inclusive CS community that is accessible to minority students where they can see themselves as active and successful members. Many STEM initiatives designed to increase Latinx student success and participation are designed to help students develop a positive STEM identity throughout the educational pipeline [29].

Effective Teacher Professional Development

CS4SA-HS is focused on creating CS opportunities and transforming teacher practices, which places teachers at the forefront of this initiative. Teachers need to be provided with a rich professional development experience that is content-focused, sustained over time, and that provides opportunities for continued discussion and reflection [30]. Teachers benefit from sessions that promote collective engagement from same level/subject/school participants with the goal of networking and generating new perspectives, interpretations, and opportunities to unpack content learned. Another structural feature that determines success or failure of a professional development endeavor relates to form or structure. Although workshops seem to be the most commonly implemented forms of professional development, other options such as mentorship relationships and study groups are recommended [31]. Research on effective teacher professional development identifies three core features that are likely to result in actual pedagogical change: a) a focus on content knowledge; b) active opportunities for learning; and c) coherence with other learning opportunities [31]. Also, professional development should: 1) model good classroom practices in the professional development program, so teachers can make connections to their own classroom practice; 2) build and strengthen a learning community among the teachers from the different high schools and faculty to begin a relationship aimed at creating a more seamless curriculum; 3) differentiate instruction to address varying levels of content knowledge and pedagogical skills and ensure that participants take note of the parallel that exists with what should happen in their own classrooms; 4) build on the culture and the contexts represented by participants in the professional development program to highlight the importance of building upon teachers' assets; 5) scaffold instruction in a manner that teachers experience the building of knowledge on prior experiences and their role as contributors and builders of knowledge; and (6) assess progress towards previously agreed objectives on a continuous basis and modify programs accordingly. Ultimately, teacher development should be focused on transforming one's practice to improve student learning and achievement. Further, though CS4SA-HS focuses on computer science, these culturally responsive approaches are applicable across the curriculum.

CS4SA-HS

CS4SA-HS is a comprehensive professional development program, based on the San Antonio Mathematics and Science Collaborative – Teacher Quality (SAMC) model developed and led by Senior Investigator Bonner since 2012 [32]. SAMC is a long-term professional development program created in collaboration with UTSA, SAISD, and other districts in San Antonio. This program was originally developed to improve teacher quality at the secondary mathematics level through professional development in both content and pedagogical knowledge. The goals of the project for teachers included improving content knowledge, developing pedagogical skills, and becoming more culturally responsive. Through SAMC, participants received over 100 hours of concentrated, customized professional development each year, and received

classroom-based mentoring, materials for instruction, and various other supports from the project team. The current data show SAMC is having a significant impact on teacher practice, as evidenced by improved teacher scores on content measures, more innovation in the classroom, and increased student engagement in mathematics. CS4SA-HS will adapt this model towards secondary CS and will extend the goals towards increasing Latinx student participation in CS by increasing the number of qualified culturally responsive CS teachers in high-need schools from SAISD.

Design of CS4SA-HS

Following SAMC, CS4SA-HS's design encompasses the characteristics of effective, ongoing, and long-lasting professional development programs as identified in the research [33-37]. These include strong content that: is directly related to what is taught to students; is coherent and relevant to teachers' needs and student assessments; promotes active learning; is collaborative in nature; and fosters leadership. All of these characteristics have been shown to influence teacher practice and teacher knowledge, impacting the long-term effects of the program [33-37]. Working together, UTSA and SAISD have designed a dynamic and innovative professional development program for STEM teachers that is comprehensive in nature. The goal of CS4SA-HS is to utilize a rigorous, team-based approach to increase both the confidence and competence of high school teachers in SAISD in order to positively impact student achievement in and access to CS across the curriculum. During the professional development sessions, teachers will focus on developing strategies for teaching computer science to all students, especially minority, at-risk, ELL, and other special populations. Teachers will develop deep, specific content knowledge that can be applied and adapted to meet student needs across contexts. Further, collaboration among teachers and between all stakeholders will be facilitated throughout the academic year, building a CS focused cadre of educators who can impact campuses greatly through their collaborations. Teacher participants will also be supported at the classroom level, receiving support from mentors, observers, and project directors in implementing strategies learned through the program. Further, teacher participants will also be supported by upper-division undergraduate CS students, who will serve as embedded content experts. This targeted and strategic approach has the potential to positively impact a great number of high need students in high poverty schools through ongoing, culturally relevant interventions focused on providing access to high quality CS instruction. The CS4SA-HS professional development model has five components in which teacher participants will be involved: Summer Institute, ongoing PD Workshops, Community of Practice, Mentoring, and Embedded Experts.

Recruitment and Selection of Participants. The CS4SA-HS project team will collaborate with SAISD curriculum coordinators and instructional specialists as well as the individual campus principals to strategically recruit teachers from the district high schools. The recruitment plan will be driven by needs assessments that have been conducted in SAISD, each year, that indicate the need for increased access to high quality CS instruction across the curriculum, particularly at the high school level. SAISD will recruit current teachers in the Career and Technical Education divisions who are certified in technology applications as well as math and science. Moreover, we will favor campus teams that align vertically (for example, and Algebra I, Algebra II, and Geometry teachers from the same campus who share students) for maximum impact. This focus will allow for horizontal and vertical alignment, meaningful collaborations, and targeted professional development based on the needs of specific populations. Two cohorts of 15 teacher participants will be recruited by the project team and SAISD: one cohort to start in Year 1 and the other cohort to start in Year 2. There is one full-year of participation in which teachers are heavily involved with the summer institute and professional development workshops. Following their one-year, they will be engaged in ongoing participation in peer-mentoring and in a community of practice.

Summer Institute

Teacher participants will mostly like come into CS4SA-HS without substantial experience in computer science; therefore, teacher participants will require intensive training, preparation, and support to learn fundamental CS content as it is aligned to the Computer Science Teachers Association (CSTA) 8-12th grade standards as well as the Texas State standards for 8-12th grade CS (TEKS). The Summer Institute, held in June, provides this intensive three-week preparation for teachers, to learn the core CS content knowledge and skills, and how to design and deliver culturally responsive CS instruction in their classrooms. The Summer Institute will be developed and facilitated by the project team.

Experiential Learning through Youth Code Jam Summer Camps. In addition to learning new CS content and teaching strategies, teacher participants will also have an opportunity to observe and engage in CS instruction in informal learning environments through our partner Youth Code Jam (YCJ). YCJ delivers computing experiences to K-12 children throughout San Antonio, as well as Austin and the Rio Grande Valley. They have served over 1,400 students in summer creative computing camps over the last four years YCJ also runs Texas’ largest family coding event in San Antonio, which they will be expanding to Austin and the Rio Grande Valley in 2019. YCJ will offer programming camps for high school students specifically for CS4SA-HS. YCJ has experienced CS and technology teachers. YCJ will provide various curricula, which are aligned to the TEKS standards for high school CS 8-12 so that our teacher participants will be familiar with different formats and platforms for CS instruction. Teacher participants will observe the camps as well as work with the high school students in the role of teaching assistant/tutor. This experience provides teacher participants with a flexible and low-stakes environment where they test out strategies and lessons learned through the Summer Institute, while under the supervision of YCJ’s instructors.

CS Content Topics. The Summer Institute will cover the CS foundations that are needed to get teachers started on teaching CS and preparing them to take the certification exam. Summer Institute topics are aligned to the TExES CS 8th-12th grade teacher standards [38] and the CSTA 8th-12th grade standards [39] while also meeting the objectives of this program. The TExES requirements cover the CSTA and include a wider breadth of topics. In terms of the SAISD’s envisioned CS Pathway, the culminating experience for students is the AP Computer Science A exam; so, the main focus is to prepare teachers to teach to that level. Both imperative and object-oriented approaches to programming will be taken using Java. Also, teachers will learn data structures, software engineering principles, and best practices. Principles and ethics of computer science and security will be discussed. In application of these topics, teachers will learn robotics, game development, and mobile development. The Summer Institute will introduce the following topics, which may also be covered in the subsequent PD workshops.

1. **CS Principles & Education for Culturally and Linguistically Diverse Learner Populations** - This topic introduces the field of CS education and current trends throughout the education pipeline, important socio-economic challenges in CS education, and the need for CS-prepared educators. Participants will learn a variety of approaches to engage and motivate minority students in CS. These approaches will be interwoven throughout the rest of the Summer Institute and PD Workshops. This module will introduce the seven big ideas of computing as the foundations of computer science: creativity, abstraction, data and information, algorithms, programming, the internet, and global impact. [*TExES: Domain I, Competency 001, A-N; Domain I Competency 002, A-F; Domain I, Competency 003, A-L; Domain II, Competency 004, A-E; CSTA: 1A-IC-16, 1B-IC-18, 2-IC-20, 2-IC-21, 3A-IC-24, 3B-IC-25-27*]
2. **Programming for Novices** - Participants will learn concepts from CS principles through learning popular educational visual programming languages like Scratch and Alice. In the second half of this module, participants will begin to learn the foundations of Java programming, including data types, variables, and input/output. [*TExES: Domain III, Competency 007, A-E; Domain III, Competency 008, A-C; CSTA: 1A-AP-11, 1B-AP-11, 2-AP-13, 3A-AP-17*]
3. **Object-Oriented Programming in Java** - Participants will continue the foundations of Java programming, including methods, parameters, conditionals, loops, and arrays. Participants will learn object-oriented programming and its core principles, including polymorphism and inheritance, encapsulation, overloading, and overriding. [*TExES: Domain II, Competency 004, B,E; Domain III, Competency 008, A-D; CSTA: 2-AP-11, 1A-AP-10, 1B-AP-10, 3B-AP-16*]
4. **Software Engineering Principles** - Participants will learn the fundamentals of software engineering and essential skills and tools that programmers need to work on for collaborative and large-scale software projects. These software engineering concepts and practices will persist through the remainder of the training. [*TExES: Domain II, Competency 004, A-E; Domain II, Competency 005, A-D; CSTA: 2-AP-10, 2-AP-14, 2-AP-15, 3A-AP-13, 3A-AP-19, 3B-AP-14-17, 3B-AP-19*]
5. **Data Structures** - This module presents an overview of data structures (e.g, stacks and queues), how they are used to solve various computational problems, implementation, and traversal. [*TExES: Domain II, Competency 006, B; Domain III, Competency 007, C; CSTA: 3B-AP-12, 3A-AP-14*]

6. **Algorithms** - This module will cover recursive, searching, and sorting algorithms. Related math topics will be presented in analyzing complexity of the various algorithms studied. For example, some topics include number bases, algebra, algorithmic complexity, mathematical proofs, and graph theory. [TEExES: Domain III, Competency 009, A-E; CSTA: 1A-AP-08, 1B-AP-08]
7. **Digital Forensics and Digital Citizenship** - Participants will learn about the field of digital forensics, and how it can be used to investigate cybercrimes and enhance cybersecurity in businesses and governmental agencies. This module also covers the good practices in digital citizen in terms of professional, ethical, and legal behaviors online. [TEExES: Domain I, Competency 001, J-M; Domain IV, Competency 011, A-F; Domain V; CSTA: 1A-NI-04, 1B-NI-05, 2-NI-05, 2-NI-06, 3A-NI-06, 3A-NI-08, 3B-NI-04, 1A-IC-18, 1B-IC-21, 2-IC-23, 3A-IC-28-30, 3B-IC-28, 1A-IC-17]
8. **SI10: Preparing for Facilitation** - Participants will focus on preparation, including gradebook creation, assessments, pacing, and learning activities. This module will address technical issues and content customization, preparing participants and providing targeted review of concepts covered in the first nine modules. The focus of this module will be identifying culturally responsive approaches to facilitating and teaching CS topics. [TEExES: Domain I, Competency 003, A-L]

Each day will conclude with one hour devoted to designing lessons, discussing culturally responsive approaches to teaching those topics, and working on developing the CS Pathway curriculum (i.e., discovering how what they have learned can be integrated into the overall curriculum and aligned to the Texas state standards). Though facilitated by the PIs, this effort will be led by the teacher participants. This curriculum will set the standard for future CS opportunities throughout the district.

PD Workshops

Each month on a Saturday, teacher participants will attend an all-day workshop to learn additional CS knowledge, skills, and pedagogies to build upon what was learned during the Summer Institute. This time will also be used by teacher participants to reflect on their recent CS teaching experiences; and their feedback will be used to frame what topics are covered in subsequent PD workshops. There will be eight PD workshops in total, two in the Fall and two in the Spring. Interweaved with these four workshops will be four targeted review workshops, devoted to reinforcing understanding of CS content as well as to designing culturally responsive lessons. In terms of CS content, the workshops will focus on advanced topics to complete the breadth of requirements in the TExES exam, including:

1. **Game Development** - In this module, participants will learn game design and development, and mobile application development using industry processes, engines, and tools that are used in high school classrooms. Participants will create games using Unity. [TEExES: Domain IV, Competency 013, A-F; CSTA: 3B-AP-09]
2. **PD05: Mobile App Development** - This module prepares participants to create mobile apps for the Android platform. Building on software engineering principles and object-oriented design, participants will learn how to design and create effective mobile applications. [TEExES: Domain IV, Competency 013, A, G; 1B-CS-03, CSTA: 3A-AP-13, 3B-AP-19]
3. **SI08: Robotics** - In this module, participants will learn how to design and create robotics using a popular robotics platform in high school classrooms. One will explore varying robotics development platforms and facilitate goals for not only the teacher, but their students as well, identifying positive learning applications for high school students in the process [TEExES: Domain IV, Competency 012, A-F; CSTA: 1B-CS-03; 2-CS-02, 3B-AP-09]
4. **PD01: Graphical User Interfaces & Usability** - Participants will learn about user experience, and use this in combination with CS programming skills to develop effective user interfaces. This module will also expand on SI07, applying user-centered design to game rules and user instructions. [TEExES: Domain IV, Competency 013, D, CSTA: 3A-AP-21, 3B-AP-19]
5. **PD03: Web Technologies** – Participants will learn how to develop websites using HTML, CSS, and Javascript. They will also learn about different media formats that can be deployed online. [TEExES: Domain I, Competency 002, B-F, CSTA: 3B-AP-19]
6. **PD07: Advanced Topics in CS** - This workshop is designed to be adapted to meet the specific needs and interests of the teachers. Participants will learn about specialized topics, including

discrete mathematics, game theory, and advanced software engineering. [*TEXES: Domain IV, Competency 010, A-G*]

At least one hour per workshop will be spent on collaboratively designing additional lessons and further developing the CS Pathway curriculum; again, based on what teacher participants observe as needs of their school and district and on what they have learned thus far while still addressing the needs of their students. A variety of teaching strategies will be used, including small group instruction, modeling teaching practices through simulations, designing lessons that vertically and horizontally align to meet various standards, and strategies and frameworks for working with minority and English learner (EL) students. Instructors will constantly model student-centered approaches to learning based on appropriate models of instruction [40, 41], covering depth rather than breadth of content with a major focus on developing and retaining highly effective CS teachers. Lastly, workshops will prepare teacher participants to take the TEXES 8-12th grade CS teacher certification exam. By the end of one academic year of participation, from the Summer Institute and all PD workshops, teachers should have the proper preparation to take and pass the TEXES certification exam.

Community of Practice

Teacher participants will also participate in team building activities through an online Community of Practice (CoP) and the development of a campus action plan. Communities of practice are important for CS teachers as there may only be one CS teacher per school [41-43]. As all the teacher participants are in the same school district, they will create a support network in which they are able share innovative CS teaching strategies. Local communities of practice have shown to be useful for collaboration between CS teachers as well as for spearheading CS integration into curricula [44]. As the project develops, so does a community of practice (CoP) on CS4SA-HS between the project team, facilitators, and current and former teacher participants. The project team will create and support an online CoP where participants can openly discuss and share resources on CS education. The online CoP will be hosted through the CS4HS project website, which will serve as a repository of resources created by the project and teacher participants for public access. This CoP will be moderated and facilitated by the PIs, previous teacher participants, and undergraduate CS students in which they will contribute their given expertise when needed.

Mentoring

Mentoring in teacher professional development has been shown to help teachers adopt new pedagogical approaches [37, 45]. To provide ongoing individualized support as well as facilitating their transformations towards culturally responsive CS teachers, teacher participants will receive continuous mentoring from the project team as well as former CS4SA-HS teacher participants (when available). The mentoring component will include classroom visits by project leadership and peer observations when possible.

PI Yuen and Co-PI Fernandez will provide mentoring in terms of CS subject matter while Co-PIs Arreguín-Anderson, Kalinec-Craig, Prasad, and SI Bonner will provide mentoring with respect to culturally responsive pedagogies. As Bonner and Arreguín-Anderson's are experts in math and science education, respectively, they will also be able to mentor teacher participants in integrating CS in math and science when needed. Bonner and Prasad will provide support in the area of secondary pedagogy. Lastly, the first cohort of teacher participants with the CS4SA-HS project will serve as virtual mentors of the second cohort by continuing to participate in the online CoP throughout the life of the project. Cohort 1 participants will answer questions that Cohort 2 participants may have, provide sample lesson plans and advice, and any other additional support that Cohort 2 may require from their peers.

Undergraduate CS Students as Embedded Experts

For further ongoing support throughout the school year, the project will recruit upper division computer science students from UTSA to serve as content experts who are embedded into this collaborative of teachers. Embedded expertise has been successfully used in undergraduate STEM education to improve student learning [46, 47]. Although in those current models, education experts were embedded in STEM departments to provide pedagogical expertise to the faculty. CS4SA-HS will swap the roles and connect CS students as content experts to serve the teacher participants. A team of three CS students will provide CS content and technical assistance for teacher participants. They will be available for content consultation through the online CoP and through other online platforms. As they are upper division students, the embedded experts will have the necessary content knowledge for high school CS in Texas. Embedded

experts will be trained by the PIs on how to work in a professional environment like the high school, work with high school students and teachers, and support high school teachers.

RESEARCH DESIGN

The project team and SAISD will investigate what are the best practices in high school CS teacher professional development and how it will open CS opportunities for their Latinx students. The research will focus on the aspects of the CS4SA-HS that best prepare in-service teachers to become CS teachers for the diverse student populations within the community that SAISD serves. Table 1 summarizes the research questions’ purposes and procedures.

Research Questions

The main hypothesis of this research is that teacher professional development (CS4SA-HS) for secondary teachers to teach CS can create qualified secondary teachers and increase CS opportunities to minority students. The main research questions and corresponding sub-questions developed by the research team in collaboration with SAISD administration are:

Research Question 1. In what ways can professional development prepare secondary teachers from non-CS backgrounds to successfully teach CS in their culturally and linguistically diverse classrooms?

- What aspects of professional development impact what and how teachers teach CS?
- In what ways do professional development programs transform CS teachers’ identity as campus and curricular leaders?

Research Question 2. Does culturally responsive CS teaching lead to increasing participation of Latinx students in CS?

- In what ways do professional development programs increase access to CS learning opportunities to minority students?

Table 1. Research questions

Research Question	Purpose	Data Collected
In what ways can professional development prepare high school teachers from non-CS backgrounds to successfully teach CS in their culturally and linguistically diverse classrooms?	<ul style="list-style-type: none"> • Identify aspects of PD that support teachers in teaching CS by soliciting participant self-reporting through reflections, surveys, and interviews • Measure overall success quantitatively by certification results 	<ul style="list-style-type: none"> • CS certification attempts and results within SAISD • Classroom observations • Participant interviews and reflections
What aspects of professional development impact what and how teachers teach CS?	<ul style="list-style-type: none"> • Identify aspects of PD that support teachers in teaching CS by observing implementations of PD CS content in the classroom that do or do not enact the principles guiding the PD 	<ul style="list-style-type: none"> • Classroom observations (see Lesson observation cycle)
In what ways do professional development programs transform CS teachers’ identity as campus and curricular leaders?	<ul style="list-style-type: none"> • Investigate participants’ development of identity by asking them to reflect on their knowledge of CS, confidence as CS teachers, and role as CS-education leaders at multiple points throughout their participation in CS4SA-HS 	<ul style="list-style-type: none"> • Participant interviews and reflections
Does culturally responsive CS teaching lead to increasing participation of Latinx students in CS?	<ul style="list-style-type: none"> • Track changes in enrollment numbers and demographics in CS for all the schools with participating teachers and investigate if differences are significant 	<ul style="list-style-type: none"> • Enrollment data and high school graduates’ college plans from SAISD
In what ways do professional development programs increase access to CS learning opportunities to minority students?	<ul style="list-style-type: none"> • Identify opportunities to learn CS that are presented in class by observing and analyzing teachers’ enacted lessons 	<ul style="list-style-type: none"> • Enrollment data and students’ intended college plans from SAISD • Classroom observations (see Lesson observation cycle)

In addition to adding to general knowledge on CS teacher professional development and broadening participation in CS, the research findings will inform SAISD on how to best prepare their teachers to work with their diverse student population and strengthen the CS and STEM education pipeline at the secondary to university transition phase.

This research adopts a design-based methodology [49-51] in which the design of the CS4SA-HS professional development is investigated in terms of its impact on the teachers and subsequently their students. Each year represents one iteration of CS4SA-HS. The research and evaluation results from each iteration will inform the design of the next iteration; that is, the findings will yield what works and what does not work, and the next design will be adjusted to account for these issues. Within each iteration, a concurrent mixed methods approach will be used to investigate each of the research questions gathering and analyzing both quantitative and qualitative described in Table 1.

Participants. The participants in this study are the CS4SA-HS teacher participants who are all current high school teachers in SAISD who have no formal training in CS nor have taught CS before. Participants may also be middle school teachers who are transitioning to high school. Ideally, these teachers would already be teaching Technology Applications or other STEM courses. The first cohort will serve as mentors to the second cohort. In Year 2, the second cohort of 15 teachers will be recruited. Their participation will go through to the end of the 3-year project. In Year 3, the first two cohorts will work together in initiating their own CS professional development programs for other teachers on their respective campuses.

Setting. There are two places in which the research will be conducted: the EDGE Center and teacher participants' classrooms within SAISD school. The EDGE Center is a research and teaching lab in the Instructional Technology program at UTSA. The Summer Institute and Professional Development Workshops will be held in the EDGE Center using some of their technologies (e.g., robotics kits) to teach CS concepts. PI Yuen is the Director the EDGE Center. The PIs will partner with Youth Code Jam to offer K-12 interactive coding instruction for high school students during the Summer Institute. Since 2012, YCJ teacher participants have observed and taught mini-CS lessons. YCJ offers TEA-approved continuing education for teachers in computational thinking and computer science, including opportunities that support teachers in preparing to take the TExES Computer Science 8-12 Certification Test. YCJ camps will be held in the EDGE Center. Teacher participants will also be observed in their own classrooms throughout the academic year.

Data. Data collected from teacher participants will include: observations of their interactions in the CS4SA-HS program, interviews, surveys, and participation artifacts and activities in the CoP. Teacher participants will also be asked to submit artifacts of their CS teaching such as videos of their teaching and student artifacts as well as their TExES certification exam results. Lastly, SAISD will also provide achievement data for the teacher participants' students. This data will also include the enrollment in CS courses and attempts and scores of the AP exams for computer science. All data will be de-identified or aggregated to ensure the confidentiality of teacher participants and their students.

Lesson Observation Cycle

An important data source for the effectiveness of particular aspects of the PD is the investigation of how teachers operationalize knowledge gained in the PD in their classrooms. In order to observe teachers' implementations of PD content and properly contextualize these implementations, this project will implement a lesson observation cycle. This cycle has three stages: 1) Pre-interview, 2) Classroom observation, and 3) Post-interview. Participants will invite researchers into their classrooms to observe lessons on topics that were discussed in the Summer Institute. Researchers will observe these lessons, attending especially to teachers' pedagogical formats, instructional choices, use of CS content, and opportunities for culturally-relevant pedagogy. During the pre-interview, researchers will elicit teachers' stated goals for the lesson. During the post-interview, researchers will elicit teachers' reflections on their implementation and instructional choices. Taken together, the analysis of these three stages of the lesson observation cycle will help inform the research team about which aspects of the PD were particularly useful to teachers. This will help the team in their development of the next iteration of the PD. Pre- and post-interviews will be recorded, and classroom observations will be documented through the use of extensive field notes. The project will aim to implement the lesson observation cycle with each teacher-participant 3 times per semester, which will be collected by graduate research assistants.

Expected Outcomes

The findings from this research will yield results on what aspects of the CS4SA-HS teacher professional development program: had a positive impact on preparing successful CS high school teachers to teach CS, increased Latinx participation in CS, and which teachers became CS advocates and leaders on their campuses. Across these outcomes, this research will investigate how these high school teachers--who had no or limited prior CS background--develop their identity as CS teachers of minority students. The research will examine the aspects of CS4SA-HS with positive effects and what aspects require further revision and investigation. The findings from one iteration will inform the redesign of the next iteration. By the end of the project, the research will provide a set of evidence-based best practices in high school CS teacher professional development, which may also inform general teacher professional development.

Summary

The research findings are crucial to the success of the researcher-practitioner partnerships (RPP) between the project team at UTSA and SAISD. Findings will be used to continue the conversation between UTSA researchers and SAISD, which could initiate new CS education initiatives, yield new avenues and questions for further research, incorporate new needs of SAISD for preparing qualified CS teachers and increasing their Latinx student enrollment in CS courses in addition to possibly reframing CS4SA to meet the district's other needs.

PROJECT MANAGEMENT

Table 2 shows the logic model [48] for the proposed research project's main components and its activities. The impacts are aligned to the specific aims of this project.

Project Timeline and Activities

The proposed three-year project will start in the fall 2020 semester. The first two years will be spent on developing and implementing CS4SA-HS while the last year will focus primarily on research and SAISD's CS Pathway curriculum development. The timeline in Table 3 is organized into three 17-week semesters each year: Fall, Spring, and Summer. The project will follow two cohorts of teacher participants through the professional development program.

EVALUATION

The evaluation design will review the project activities and their outcomes as described in the proposal, the logic model (Table 2), and the schedule of activities (Table 3). The evaluation will measure the extent to which the project objectives and anticipated outcomes are met [49]. Table 4 outlines the activities and anticipated metrics associated with each specific aim of the project as part of the general program evaluation. Also, the second column of Table 4 lists the indicators for evaluating the RPP (see below). A mixed-methods approach will be used for the evaluation. Both quantitative and qualitative data will be gathered as part of this project's research activities (e.g., surveys, interviews, observations, online communications, TExES certification exam results, student achievement data, etc.), which will also be used by the independent evaluator. Additional data, such as reports and further surveys/interviews will be gathered by the evaluator. The evaluator may conduct further interviews and focus groups with teacher participants, school district officials, the PIs, and undergraduate embedded CS experts. As part of the formative evaluation process, the evaluator will meet with the PIs and SAISD to report his evaluation results and recommendations for program revisions in addition to NSF reporting.

Researcher-Practitioner Partnership Evaluation

To complement the general program evaluation, this project will also adopt the William T. Grant Foundation's Framework for Assessing Research-Practice Partnerships [50], which lists five dimensions for assessing the outcomes and quality of partnerships between researchers and practitioners. In this project, the researchers are the PIs and the practitioners are the administrators and teacher participants in SAISD. The five dimensions are: "D1) Building trust and cultivating partnerships relationships; D2) Conducting rigorous research to inform action; D3) Supporting the partner practice organization in achieving its goals; D4) Producing knowledge that can inform educational improvements more broadly; and D5) Building the capacity of participating researchers, practitioners, practice organizations to engage in

partnership work” [50, pp. 24-25]. The activities that will meet those specific aims are aligned to one or more of these dimensions. Dr. Kurt Steuck will serve as the project’s external evaluator.

Table 2. Logic Model of Proposed Research Project

Resources	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> • NSF funding • RPP between UTSA and SAISD • Interdisciplinary collaboration of researchers in CS, CS/STEM education, bilingual education, secondary education, teacher education and professional development • EDGE Center, YCJ, and technology resources • IRB approval for research (pending) 	<ul style="list-style-type: none"> • Needs assessment for secondary CS in SAISD • Design, development, and revision of CS4SA-HS • Recruit in-service teachers from SAISD • Recruit GRAs • Offer CS4SA-HS program • Recruit undergraduate students to be embedded experts • Facilitate CoP • Classroom observations and mentoring activities • Teachers take TExES CS exam • Create and maintain website • Research and evaluation on CS4SA-HS 	<ul style="list-style-type: none"> • CS4SA-HS activities • Teachers’ participation in YCJ summer camps • Mentoring for teacher throughout the academic year in SAISD schools • Website with repository of materials developed through project • CoP of CS teachers • Peer-reviewed journal articles and conference proceedings of research on the CS professional development program 	<ul style="list-style-type: none"> • Increased number of certified CS teachers in SAISD • Teachers’ adoption of culturally responsive approaches to CS instruction • Dissemination of resources and research from this project through project website • Teachers leading the CS initiatives across SAISD • Revision of CS4SA-HS to address research and evaluation results and SAISD needs • Pursuit for continuing funding and partnership of CS teacher preparation opportunities with SAISD 	<ul style="list-style-type: none"> • Increased number of teachers who are prepared to successfully integrate CS into their classroom teaching • Increased number of teachers who are able to lead their campuses in increasing qualified CS teachers. • Formalizing a CS Pathway in SAISD for high school students • Increased CS opportunities in schools for underrepresented minorities • Increased interest in CS from underrepresented minorities

Table 3. Schedule of project activities

Activity	Year 1			Year 2			Year 3		
	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Analysis, design and, development									
Teacher recruitment									
Cohort 1 Participation									
Cohort 2 Participation									
Summer Institutes									
PD Workshops, Classroom observations, Embedded CS Students									
Mentoring, CoP									
TExES CS 8-12 test attempt									
Evaluation reporting									
Research and dissemination									

Table 4. Evaluation plan

Specific Aims	Activities	Metrics
Create and deliver a teacher professional development program that emphasizes building foundational CS knowledge and skills, adopting culturally responsive and developmentally-appropriate approaches to CS instruction, ongoing professional development, mentoring, and building further capacity for high school CS through leadership development.	Create one cohort of teacher participants in Year 1 and Year 2 [D1,D2,D3,D5]	At least 12 teacher participants from SAISD will participate in the project per year
	Design CS4SA-HS to meet the needs of SAISD [D1,D2,D3,D5]	Quarterly meetings with and yearly reports to SAISD officials to discuss project outcomes and new high school CS needs of the district
	Offer Summer Institute in Year 1 and Year 2 [D1,D5]	All teacher participants will participate in Summer Institute
	Offer one PD workshop per month (9 workshops per academic year) [D1,D5]	Teacher participants participate in at least 90% of the PD workshop
	Weekly facilitation of CoP by project team [D1,D3,D5]	<ul style="list-style-type: none"> - At least one observation of each teacher by the project team per semester showing culturally responsive practices to CS education - At least one meeting between project team and student per semester - At least 50% of teacher participants will participate in the online communities of practice
	Weekly support from undergraduate embedded CS experts for teacher participants [D1, D3, D5]	Each embedded expert will provide teacher participants with CS content and technical expertise through CoP or other online communication at least 5 hours per week.
Increase CS learning opportunities in schools within communities of large Latinx populations.	Teachers will take TExES 8 th -12 th grade teacher certification exam [D1,D3,D5]	<ul style="list-style-type: none"> - At least 75% of teacher participants will attempt the TExES 8th-12th grade CS teacher certification exam - At least 75% of teacher participants taking the TExES 8th-12th grade will pass the exam
	Recruit teacher participants from schools with a 50% or more Latinx student population as well as SAISD's most high need high schools [D1,D3,D5]	At least 75% of teachers will come from schools with a 50% or more Latinx student population
Develop a CS Pathway that meets the needs of communities with large Latinx populations;	Teacher participants will teach CS in their classrooms [D1,D3,D5]	<p>All teacher participants will offer at least one CS learning experience in their classrooms per month</p> <p>At least 5 students per year will take an AP exam in computer science</p>
	Teachers will develop the CS Pathway curriculum for SAISD [D1,D2,D3,D4,D5]	A curriculum map will be developed by teacher participants for all five years (8th-12th grade) of a CS Pathway curriculum for SAISD
Create sustainable and scalable CS professional development opportunities within and across schools through teacher leadership.	Create a website to house all CS4SA-HS curricular materials and CoP [D1,D5]	<p>Website will be created by Year 1</p> <p>Website is updated bi-monthly</p>
	Weekly facilitation of CoP by project team [D1,D5]	Community of practice will be facilitated by project team weekly
Advance the knowledge and research in CS teacher education, professional development models, and best-practices in high school CS teaching.	Project team will conduct research throughout this project [D2,D4]	<ul style="list-style-type: none"> - At least one manuscript researching this project is submitted in Year 2 and Year 3 - At least one scholarly presentation on this project is presented in Year 2 and Year 3

Senior Personnel and Responsibilities

All PIs will be responsible for project management administration, design and development of the CS teacher professional development program, facilitating PD activities, research, and student supervision

- **Timothy Yuen (PI)** is an Associate Professor of Instructional Technology in Interdisciplinary Learning and Teaching, a Courtesy Associate Professor in the Department of Computer Science and the Department Electrical and Computer Engineering, and Director of the EDGE Center at UTSA. His research examines how technologies support learning, engagement, and broadening participation in computer science and engineering from elementary to university levels. He has also designed and developed large scale online teacher professional development and communities of practice for Texas Teachers. His CS courses at UTSA include high school students who are taking the course to receive both high school and college credit.
- **María Arreguín-Anderson (Co-PI)** is an Associate Professor of Early Childhood and Elementary Education at UTSA. Arreguín-Anderson's research focuses on the intricacies of cultural and linguistic factors that influence minority students' access to education in early childhood and elementary bilingual settings, specifically in science education. Arreguín-Anderson has conducted professional development sessions with K-12 teachers focusing on sheltered instruction strategies for English learners.
- **Amanda Fernandez (Co-PI)** is an Assistant Professor in Practice of Computer Science at UTSA. Her primary research foci are in computer vision and machine learning. Co-PI Fernandez will serve as the subject-matter expert in computer science.
- **Priya V. Prasad (Co-PI)** is an Assistant Professor of Mathematics at UTSA who researches Mathematics Education. She researches teacher education and teacher knowledge, with a particular specialty in professional development. Dr. Prasad has facilitated multiple professional development workshops and institutes aimed at increasing teachers' mathematical knowledge and pedagogical content knowledge of mathematics, including with SAMC. Her research investigates the integration of mathematics and CS content knowledge for preservice teachers.
- **Crystal Kalinec-Craig (Co-PI)** is an Assistant Professor of Curriculum & Instruction at UTSA. Kalinec-Craig brings an expertise of designing and implementing secondary, culturally responsive, standards-based curricula. She is broadly interested in issues of equity in teaching and teacher education, and ways teacher educators can develop stronger collaborations with local school districts towards the goal of supporting a more culturally responsive workforce.
- **Emily Bonner (Senior Investigator)** is an Associate Professor of Curriculum & Instruction with an emphasis in culturally responsive mathematics education at the secondary level. Dr. Bonner was previously a high school mathematics teacher. Bonner was the PI on the SAMC, a former grant project on which CS4SA-HS is based.

The PIs have had a successful record of collaboration. Yuen, Bonner, and Arreguín-Anderson are co-editors of an edited volume (*Underrepresented Latin@s in STEM* [29]). They were senior personnel on a Title V grant from the Department of Education on increasing Latinx student success in STEM across the K-20 pipeline. Yuen and Arreguín-Anderson have collaborated on peer-reviewed publications on culturally relevant approaches to CS [15] and engaging Latinx children in STEM [28]. Yuen and Bonner [46] also work together in transforming engineering faculty's teaching practices to adopt more learner-centered and culturally responsive approaches to improve student success. Prasad served as senior personnel on Bonner's SAMC grant. Kalinec-Craig and Prasad [51, 52] have worked together on strengthening the mathematics preparation of elementary and middle grades teacher candidates, and have published papers about this topic and culturally-responsive mathematics teaching.

Other Personnel

- **Kurt Steuck (Evaluator)** has worked in the private sector for the past 19 years managing and evaluating education projects. Dr. Steuck conducts evaluations in secondary and post-secondary settings based on the goals of the project and project constraints. He is experienced in both qualitative and in quantitative evaluations involving large data sets using statistical analysis software. His recent post-secondary work includes evaluations of grants from the NSF, NIH, Department of Defense, Department of Homeland Security, NASA, and Department of Education.

All Project Personnel

1. Timothy Yuen; University of Texas at San Antonio; PI
2. María Arreguín-Anderson; University of Texas at San Antonio; Co-PI
3. Amanda Fernandez; University of Texas at San Antonio; Co-PI
4. Priya V. Prasad, University of Texas at San Antonio; Co-PI
5. Crystal Kalinec-Craig, University of Texas at San Antonio; Co-PI
6. Emily Bonner; University of Texas at San Antonio; Senior Investigator
7. TBD, Project Administrator, Senior Personnel
8. TBD; University of Texas at San Antonio; Graduate Research Assistant
9. TBD; University of Texas at San Antonio; Graduate Research Assistant
10. Kurt Steuck; Steuck & Associates; External Evaluator

Dissemination

Research findings will be disseminated through national and international peer-reviewed journals (e.g., Computer Science Education, Transactions on Computing Education) and peer-reviewed conference presentations and proceedings, such as SIGCSE and iTiCSE. Results will be presented at other scholarly education conferences, such as AERA, ISTE, and CSTA. All curricular materials as well as research findings will be posted on the project website. The PIs will meet with SAISD district administrators and principals each year to re-evaluate what the district’s new needs are with respect to CS in their high schools, and how to revise CS4SA-HS to meet those needs based on their feedback and project results.

Sustainability

The project will prepare two cohorts of teachers from various campuses throughout SAISD—all of whom will contribute to the development of the CS Pathway within the district and will be prepared to initiate and lead CS expansion efforts in their respective high schools. CS4SA-HS alumni will become a group of master teachers who will be able to develop a new generation of high school CS teachers at SAISD. Also, the website can be hosted indefinitely by UTSA while the CoP can be self-sustaining and facilitated by the teacher participants and other CS educators. Thus, CS4SA-HS will build the foundation and infrastructure that will provide ongoing support for high school teachers in San Antonio to develop qualified, culturally responsive secondary CS teachers and increase Latinx student participation in CS.

Prior NSF Support

- **Timothy Yuen** is supported by the following NSF grants: **NSF Award #1525345, Collaborative Research: Deep Roots: Wide-Spread Implementation of Community-Driven Evidence-Based Pedagogy**. PIs: Browning & Merchant, \$223,072.00 (Embedded Expert), Sep 2015 - Aug 2020, Intellectual Merit: Multi-institutional program to implement an embedded expertise model in undergraduate engineering education program, Broader Impact: Increased student success in undergraduate engineering programs and transformative teacher practices; **NSF Award #1457964, Scholarship Program for Undergraduate Retention and Success (SPURS)**. PIs: Shipley, Bizios, Guo, Castillo, \$626,890.00 (Evaluator), Sep 2015 - Aug 2020, Intellectual Merit: Establishes a mentoring and support program to facilitate undergraduate education retention, Broader Impact: Broadening participation in STEM by increasing student success.
- **Emily Bonner** is supported by the following NSF grants: **NSF Award #1525345, Collaborative Research: Deep Roots: Wide-Spread Implementation of Community-Driven Evidence-Based Pedagogy**. PIs: Browning & Merchant, \$223,072.00 (Embedded Expert), Sep 2015 - Aug 2020, Intellectual Merit: Multi-institutional program to implement an embedded expertise model in undergraduate engineering education program, Broader Impact: Increased student success in undergraduate engineering programs and transformative teacher practices.
- **María Arreguín-Anderson, Crystal Kalinec-Craig, Priya V. Prasad, Amanda Fernandez** have no prior NSF support.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	College, Career and Military Readiness
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and the University of Texas at San Antonio to Implement the Computer Science for San Antonio Program
Presenter:	Johnny Vahalik, Sr. Executive Director College, Career and Military Readiness
Cost:	Provided free of cost to SAISD
Board Goal:	Goal 9 – Increase the percent College, Career, & Military Ready (CCMR)

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
60	18	13	\$0	\$0	\$0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>San Antonio ISD has implemented the CS4SA program at four comprehensive high schools, one CAST high school, seven middle schools, and one academy. Burbank, CAST Tech, Edison, Lanier, Sam Houston, Cooper, Rhodes, Harris, Rogers, Longfellow, Lowell, Davis, and Whittier all have teachers who have committed to increasing computer science knowledge and engaging curriculum for their students to culminate in a summer Youth Code Jam camp for students. UTSA received the NSF grant to fund this project, which also provides a \$500 stipend to participating teachers upon completion of the learning modules assigned.</p> <p>UTSA is providing the training and modules at no cost to SAISD. This agreement is required to permit UTSA to collaborate with SAISD to implement the CS4SA-HS program.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and San Antonio Housing Authority (SAHA)

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and the San Antonio Housing Authority (SAHA) to provide in-person and/or online instruction in English as a Second Language, High School Equivalency/GED® preparation, U.S. Citizenship, Computer Basics, Financial Literacy, Distance Learning, and Certification Training, to help their residents prepare for the 21st century workforce. SAHA is a city housing program with the main goal of providing comprehensive housing services that provide every resident the opportunity to thrive. The primary goal of this partnership is designed to help SAHA residents advance in their college and career endeavors.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed MOU with SAHA as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the district. Texas Workforce Commission grant funding will be utilized for adult education classes.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

No 1

**Between
San Antonio Independent School District
Adult and Community Education Program
&
City of San Antonio Housing Authority (SAHA)**

This Amendment (“Amendment”) shall be considered additional terms to the Agreement (“Agreement”) dated November 2, 2016 between SAISD Adult and Community Education Program and the City of San Antonio Housing Authority (SAHA).

WHEREAS, the Adult & Community Education Program (“Program”) is subject to Federal & State grant funding and the availability of such budgeted funds. SAISD receives funds as a subcontractor from the Education Service Center, Region 20 governed by the Texas Workforce Commission.

WHEREAS, the parties are in the business of providing literacy and related adult educational services to individuals in the community, and such services include English as a Second Language, High School Equivalency/GED® preparation, U.S. Citizenship, Computer Basics, Financial Literacy, Distance Learning and Certification Training.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties hereby mutually agree to the following additional terms :

I. Responsibilities of Parties under this Amendment

The parties agree that the cost of services provided hereunder shall be contributed as an in-kind contribution to the Program, except as noted. Either party may cancel this Amendment upon 30 days written notice to the other party. Continuation of the responsibilities of each party under the Program is subject to the availability of funding for SAISD and the SAHA.

A. Responsibilities of San Antonio ISD Adult and Community Education Program

The term of this Amendment shall be from **May 11, 2021** and continue in effect until May 11, 2023 unless extended by mutual agreement of the parties. SAISD Adult and Community Education Program will:

- Provide remote and/or in-person instruction for English as a Second Language and High School Equivalency/GED® Preparation classes in English and Spanish.
- Provide remote instruction for U.S. Citizenship, Computer Basics, Financial Literacy, Distance Learning classes and certification training.
- Provide college and career readiness support.
- Provide coordination and guidance for the adult education program.
- Track participant attendance and progress.
- Provide testing and learning materials to participants.
- Provide staff development opportunities for staff providing instruction under this agreement.

- Maintain regular communication with SAHA Manager on the status of class and students.
- Ensure performance measures compliance as directed by Texas Workforce Commission.

B. Responsibilities of San Antonio Housing Authority (SAHA):

During the term of this Amendment, SAHA partners will provide:

- Classroom outreach and recruitment of no less than **10** students for registration and testing.
- Assist in retention efforts to maintain an average daily attendance of **10** students.
- Appropriate classroom space, storage, and related amenities (i.e. access to copier) and parking, as warranted by specific in-person classes.
- Provide water, electricity, gas and janitorial services for the classroom when classes are held at SAHA property.
- Coordinate Program activities and existing organizations that provide additional services to individuals engaged in literacy and adult education services.

San Antonio Independent School District Adult and Community Education Program	San Antonio Housing Authority, City of San Antonio, Department of Human Srvs.
Signature:	Signature:
Name: Mr. Pedro Martinez	Name: Mr. Ed Hinojosa
Title: Superintendent	Title: Interim President & CEO
Date:	Date: April 16, 2021



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	Adult and Community Education
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) between SAISD and San Antonio Housing Authority (SAHA).
Presenter:	Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness
Cost:	No cost to SAISD
Board Goal:	Targeted focus on Post-Secondary Success: Increase the percent of graduates attending college and increase the percent that are college and career ready.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
10+	1	0	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is not a renewal.</p> <p>This referral partnership with San Antonio Housing Authority will increase the number of adult education students served in our community and enhance what is currently offered by the San Antonio Housing Authority by providing outreach/recruitment to their residents for SAISD Adult Education in-person or online instruction in High School Equivalency, English as a Second Language, U.S. Citizenship, Computer Basics, Financial Literacy, Distance Learning, and Certification Training.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and Baptist University of the Americas

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Baptist University of the Americas to provide English as a Second Language, English as a Second Language for Professionals, and Distance Learning classes. Baptist University of the Americas is a private university in San Antonio, Texas with the main goal of helping to meet the needs of both U.S. and foreign students representing a new generation of International and Language Training Program Schools. The primary goal of this partnership is designed to help Baptist University of the Americas' students advance in their college and career endeavors.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed MOU with the Baptist University of the Americas as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the district. Texas Workforce Commission grant funding will be utilized for adult education classes.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

MEMORANDUM OF UNDERSTANDING

Between

**San Antonio Independent School District
Adult and Community Education Program**

&

Baptist University of the Americas

The following Memorandum of Understanding (The Agreement) establishes the terms of agreement between SAISD Adult and Community Education Program and the, Baptist University of the Americas.

This Adult & Community Education Program as outlined in this agreement is subject to Federal & State grant funding and the availability of such budgeted funds. SAISD receives funds as a subcontractor from Education Service Center, Region 20 governed by the Texas Workforce Commission.

WHEREAS, the parties are in the business of providing literacy and related adult educational services to individuals in the community, and such services include English as a Second Language, English as a Second Language for Professionals and Distance Learning.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties hereby mutually agree as follows:

A. Responsibilities of Parties under this Agreement

The parties agree that the cost of services provided hereunder shall be contributed as an in-kind contribution to the program, except as noted.

1. Responsibilities of San Antonio ISD Adult and Community Education Program during the term of this Agreement from May 11, 2021 and continues in effect as long as both parties mutually agree,

SAISD Adult and Community Education Program will:

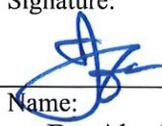
- a. Provide instruction for English as a Second Language, English as a Second Language for Professionals, and Distance Learning.
 - b. Provide coordination and guidance for the adult education program.
 - c. Track participant attendance and progress.
 - d. Provide testing and learning materials to participants.
 - e. Provide staff development opportunities for staff providing instruction under this agreement.
 - f. Maintain regular communication with the Baptist University of the Americas ESL Training Language Director on the status of class and students.
 - g. Ensure performance measures compliance as directed by Texas Workforce Commission.
 - h. Provide written notice within **30** days of class closure due to low average daily attendance.
 - i. MOU is subject to renewal on an annual basis.
- 2. Responsibilities of the Baptist University of the Americas,**

During the term of this Agreement, Baptist University of the Americas partner will provide:

- a. Classroom outreach and recruitment of no less than **10** students for registration and testing of each class.
- b. Assist in retention efforts to maintain an average daily attendance of **10** students.
- c. Appropriate classroom space, storage, and related amenities (i.e. access to copier and computer lab) and parking, as warranted by specific class.
- d. Cost of water, electricity, gas and janitorial services for the classroom.
- e. Coordination of program activities and existing organizations that provide additional services to individuals engaged in literacy and adult education services.

B. Duration of Agreement

- 1. The MOU shall be effective upon signature by the Parties and remains in effect unless or until cancelled by either party. A party hereto may cancel this Agreement upon written 30-day notice to the other party. This agreement is subject to the availability of funding for SAISD and the Baptist University of the Americas.
- 2. Neither party hereto intends to waive its immunities in entering this Agreement or performing under this Agreement. This Agreement is not intended to be a joint enterprise for purposes of determining liability.
- 3. This Agreement supersedes all prior agreements, written or oral, between the parties and shall constitute the entire Agreement and understanding between the parties with respect to the subject matter hereof.

San Antonio Independent School District Adult and Community Education Program	Baptist University of the Americas
Signature:	Signature: 
Name: Mr. Pedro Martinez	Name: Dr. Abraham Jaquez
Title: Superintendent	Title: President and CEO
Date:	Date: 3/31/21



BOARD AGENDA CLARIFICATIONS

Provide this information for Academic Board Agenda Items involving a MOU.

Department:	Adult and Community Education
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) between SAISD and Baptist University of the Americas (BUA)
Presenter:	Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness
Cost:	Services are grant funded at no cost to the District.
Board Goal:	Targeted focus on Post-Secondary Success: Increase the percent of graduates attending college and increase the percent that are college and career ready.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
10+ in each class	1 teacher per class	0	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is a renewal; 21 students were served at BUA in 2020-21.</p> <p>The adult education services that will continue to be offered include English as a Second Language, English as a Second Language for Professionals, and Distance Learning.</p> <p>This is a continued expansion of the program. This partnership helps our program to meet our English as Professionals target since an average of 18 countries are represented with a degree from their own country.</p> <p>Classes will be held at the BUA. All expenses are funded by the Texas Workforce Commission (TWC) grant.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and Guadalupe Community Center**

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

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Guadalupe Community Center to provide English as a Second Language, U.S. Citizenship classes, and support to help their clients prepare for the 21st century workforce. Guadalupe Community Center is a non-profit organization with the main goal of helping individuals and families by providing free, wrap-around advocacy and social services to families since 1944. They provide comprehensive services to improve the lives of people by providing resources, skills, and the knowledge necessary to become self-sufficient. The primary goal of this partnership is designed to assist Guadalupe Community Center clients with educational support and resources that will help improve their lives and overcome barriers to success.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed MOU with Guadalupe Community Center to establish a partnership that will enhance the services currently offered by Guadalupe Community Center.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the district. Texas Workforce Commission grant funding will be utilized for adult education classes.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

MEMORANDUM OF UNDERSTANDING

Between

**San Antonio Independent School District
Adult and Community Education Program**

&

Guadalupe Community Center

The following Memorandum of Understanding (The Agreement) establishes the terms of agreement between SAISD Adult and Community Education Program and the, Guadalupe Community Center.

This Adult & Community Education Program as outlined in this agreement is subject to Federal & State grant funding and the availability of such budgeted funds. SAISD receives funds as a subcontractor from Education Service Center, Region 20 governed by the Texas Workforce Commission.

WHEREAS, the parties are in the business of providing literacy and related adult educational services to individuals in the community, and such services include U.S. Citizenship and English as a Second Language program.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties hereby mutually agree as follows:

A. Responsibilities of Parties under this Agreement

The parties agree that the cost of services provided hereunder shall be contributed as an in-kind contribution to the program, except as noted.

1. Responsibilities of San Antonio ISD Adult and Community Education Program

During the term of this Agreement **from May 11, 2021 and continues in effect as long as both parties mutually agree,**

SAISD Adult and Community Education Program will:

- a. Provide instruction for U.S. Citizenship and English as a Second Language Preparation classes online or in-person as agreed upon.
- b. Provide coordination and guidance for the adult education program.
- c. Track participant attendance and progress.
- d. Provide testing and learning materials to participants.
- e. Provide staff development opportunities for staff providing instruction under this agreement.
- f. Maintain regular communication with Guadalupe Community Center Manager on the status of class and students.
- g. Ensure performance measures compliance as directed by Texas Workforce Commission.
- h. Provide written notice within **30** days of class closure due to low average daily attendance.

i. MOU is subject to renewal on an annual basis.

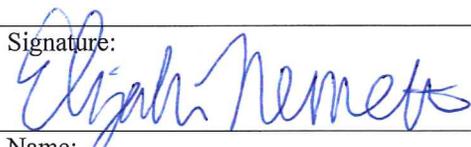
2. Responsibilities of Guadalupe Community Center,

During the term of this Agreement, Guadalupe Community Center partner will provide:

- a. Classroom outreach and recruitment of no less than **10** students for registration and testing.
- b. Assist in retention efforts to maintain an average daily attendance of **10** students.
- c. Appropriate classroom space, storage, and related amenities (i.e. access to copier and computer lab) and parking, as warranted by specific class.
- d. Cost of water, electricity, gas and janitorial services for the classroom.
- e. Coordination of program activities and existing organizations that provide additional services to individuals engaged in literacy and adult education services.

B. Duration of Agreement

- 1. The MOU shall be effective upon signature by the Parties and remains in effect unless or until cancelled by either party. A party hereto may cancel this Agreement upon written 30-day notice to the other party. This agreement is subject to the availability of funding for SAISD and the Guadalupe Community Center.
- 2. Neither party hereto intends to waive its immunities in entering this Agreement or performing under this Agreement. This Agreement is not intended to be a joint enterprise for purposes of determining liability.
- 3. This Agreement supersedes all prior agreements, written or oral, between the parties and shall constitute the entire Agreement and understanding between the parties with respect to the subject matter hereof.

San Antonio Independent School District Adult and Community Education Program	Guadalupe Community Center
Signature:	Signature: 
Name: Mr. Pedro Martinez	Name: Ms. Lizzy Nemeth
Title: Superintendent	Title: Executive Director, Guadalupe Community Center
Date:	Date:



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	Adult and Community Education
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) between SAISD and Guadalupe Community Center.
Presenter:	Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness
Cost:	No cost to SAISD
Board Goal:	Targeted focus on Post-Secondary Success: Increase the percent of graduates attending college and increase the percent that are college and career ready.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
10+	1	0	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is a renewal.</p> <p>This referral partnership with Guadalupe Community Center will increase the number of adult education students served in our community and enhance what is currently offered by Guadalupe Community Center to their clients by providing SAISD Adult Education, in-person or online, English as a Second Language instruction, and U.S. Citizenship instruction as agreed upon.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and Good Samaritan

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Good Samaritan to provide English as a Second Language classes and support to help their clients prepare for the 21st century workforce. Good Samaritan is a non-profit organization with the main goal of helping individuals and families overcome poverty. They are a catalyst for change, collaborating with a variety of community organizations to support youth development, child development, and family development. The primary goal of this partnership is designed to help Good Samaritan clients improve their lives and overcome the challenges of poverty.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed MOU with Good Samaritan as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the district. Texas Workforce Commission grant funding will be utilized for adult education classes.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

MEMORANDUM OF UNDERSTANDING

Between

**San Antonio Independent School District
Adult and Community Education Program**

&

Good Samaritan Center

The following Memorandum of Understanding (The Agreement) establishes the terms of agreement between SAISD Adult and Community Education Program and the Good Samaritan Center.

This Adult & Community Education Program as outlined in this agreement is subject to Federal & State grant funding and the availability of such budgeted funds. SAISD receives funds as a subcontractor from Education Service Center, Region 20 governed by the Texas Workforce Commission.

WHEREAS, the parties are in the business of providing literacy and related adult educational services to individuals in the community, and such services include English as a Second Language program.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties hereby mutually agree as follows:

A. Responsibilities of Parties under this Agreement

The parties agree that the cost of services provided hereunder shall be contributed as an in-kind contribution to the program, except as noted.

1. Responsibilities of San Antonio ISD Adult and Community Education Program during the term of this Agreement from May 11, 2021 and continues in effect as long as both parties mutually agree,

SAISD Adult and Community Education Program will:

- a. Provide instruction for Literacy Preparation classes online or in-person as agreed upon.
- b. Provide coordination and guidance for the adult education program.
- c. Track participant attendance and progress.
- d. Provide testing and learning materials to participants.
- e. Provide staff development opportunities for staff providing instruction under this agreement.
- f. Maintain regular communication with Good Samaritan, Program Manager on the status of class and students.
- g. Ensure performance measures compliance as directed by Texas Workforce Commission.
- h. Provide written notice within **30** days of class closure due to low average daily attendance.

2. Responsibilities of Good Samaritan

During the term of this Agreement, Good Samaritan partners will provide:

- a. Classroom outreach and recruitment of no less than **10** students for registration and testing.
- b. Assist in retention efforts to maintain an average daily attendance of **10** students.
- c. Appropriate classroom space, storage, and related amenities (i.e. access to copier) and parking, as warranted by specific class.
- d. Cost of water, electricity, gas and janitorial services for the classroom.
- e. Coordination of program activities and existing organizations that provide additional services to individuals engaged in literacy and adult education services.

B. Duration of Agreement

1. The MOU shall be effective upon signature by the Parties and remains in effect unless or until cancelled by either party. A party hereto may cancel this Agreement upon written 30-day notice to the other party. This agreement is subject to the availability of funding for SAISD and the Good Samaritan Center.
2. Neither party hereto intends to waive its immunities in entering this Agreement or performing under this Agreement. This Agreement is not intended to be a joint enterprise for purposes of determining liability.
3. This Agreement supersedes all prior agreements, written or oral, between the parties and shall constitute the entire Agreement and understanding between the parties with respect to the subject matter hereof.

San Antonio Independent School District Adult and Community Education Program	Good Samaritan Center
Signature:	Signature: <i>Simon G. Salas</i>
Name: Mr. Pedro Martinez	Name: Mr. Simon G. Salas
Title: Superintendent	Title: Good Samaritan Center, CEO
Date:	Date: 3/19/2021



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	Adult and Community Education
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) between SAISD and Good Samaritan.
Presenter:	Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness
Cost:	No cost to SAISD
Board Goal:	Targeted focus on Post-Secondary Success: Increase the percent of graduates attending college and increase the percent that are college and career ready.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
10+	1	0	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is a renewal.</p> <p>This referral partnership with Good Samaritan will increase the number of adult education students served in our community and enhance what is currently offered by providing SAISD Adult Education in-person or online English as a Second Language instruction as agreed upon.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and Texas Federation for Advanced Manufacturing Education (TX-FAME)

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Johnny Vahalik, Sr. Executive Director College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Texas Federation for Advanced Manufacturing Education (TX-FAME) to support the Highlands High School P-TECH program as an industry partner. Industry partnerships are a requirement of the P-TECH model and integral part of providing advisory functions, mentorships, internships, and other work-based learning activities.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approve the MOU with Texas Federation for Advanced Manufacturing Education (TX-FAME) as an industry partner with the P-TECH program at Highlands High School.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

**MEMORANDUM OF
UNDERSTANDING
BETWEEN
TEXAS FEDERATION FOR ADVANCED MANUFACTURING EDUCATION

AND
SAN ANTONIO INDEPENDENT SCHOOL
DISTRICT**

Texas Federation for Advanced Manufacturing Education (TX FAME) and San Antonio Independent School District (“SAISD”) on behalf of Highlands High School (“P-TECH”) enter into this Memorandum of Understanding (“MOU”) to develop a partnership to develop and implement a P-TECH program for 9th through 14th grade level program as outlined and aligned to the design elements listed in the Texas Education Agency’s P-TECH blueprint.

This MOU intends to define the roles and responsibilities of a strong partnership between business and industry partners and SAISD to provide a detailed plan for program oversight and advisory and to provide work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships.

Mutual Understanding

TX FAME and SAISD agree to work together to support the following common goals:

- Inform the partner of any changes that may impact service delivery;
- Develop a method of communicating needs and challenges;
- Collaborate to encourage students to pursue industry certifications, post-secondary education, career and internship opportunities; and
- Work in partnership to establish additional partners to support the P-TECH program.

TX FAME agrees to partner or support the program in the following checked items:

Cannot Support:	Will Support:	Activity
_____	___X___	Provide an industry/business partner liaison with decision-making authority who interacts directly and frequently (in person or virtually) with P-TECH leadership (Benchmark 1: School Design; Element #2b);
_____	___X___	Assist in the development of the course path and program monitoring (Benchmark 3: Strategic Alliances);

Cannot Support: Will Support:

Activity

_____ X _____ Assist in defining the industry certifications that will be acquired and the standards/curriculum that will be followed to achieve stated certifications (Benchmark 3: Strategic Alliances);

_____ X _____ Provide when applicable access to business and industry partners and work-based learning facilities, services, and resources (virtual and/or physical) (Benchmark 3: Strategic Alliances); **(Examples would be job shadows and virtual speakers. Other requests will be reviewed as presented)**

_____ X _____ Assist in establishing an advisory board which meets regularly and includes representatives from a variety of stakeholders such as; school board, community, economic development partners, relevant industry subject matter experts for program pathways, and IHE to provide support and guidance to the P-TECH in resource acquisition, curriculum development, work-based learning, and student/community outreach to ensure a successful academic and career pipeline (Benchmark 3: Strategic Alliances);

_____ X _____ Assist in identifying, creating, and maintaining a list of high-demand occupations and programs of study and identify as local needs change, within our expertise and to the best of our knowledge (Benchmark 4: Curriculum, Instruction, and Assessment);

_____ X _____ Assist in identifying and recruiting student mentors on project based learning activities and other presentations to include virtual mentorship and provide feedback (mentors would need to pass an SAISD BG check)

_____ X _____ Provide opportunities when applicable to teachers to receive training like externships or other events **(In partnership with current teacher externship program-ATEAMS)** (Benchmark 1: School Design; Element # 6).

_____ X _____ Assist in developing a detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships (Benchmark 3: Strategic Alliances);

Cannot Support: Will Support:

Activity

_____	___X___	Participate in defining and reviewing annual outcomes-based measures (Benchmark 1: School Design; Element # 3b);
_____	___X___	Participate in advisory and leadership team meetings that will meet regularly (in person and/or virtually) with school district staff, campus staff, other industry partners, chamber of commerce, non- profit foundations and Alamo Colleges (Benchmark 1: School Design; Element # 4);
_____	___X___	Assist in developing roles and responsibilities for worksite supervisors, mentors, teachers, support personnel, and other partners. (We will help refine and offer input to current or presented roles & responsibilities) (Benchmark 3: Strategic Alliances);
_____	___X___	(Assist in refining and offer input) on a career mentoring program (Benchmark 3: Strategic Alliances);
_____	___X___	Support when applicable for students' activities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives (Benchmark 3: Strategic Alliances);
_____	___X___	Provide a student who receives work-based training or education from the partner under the P-TECH program the opportunity to interview for any jobs for which the student is qualified that are available on the student's completion of the program (Benchmark 3: Strategic Alliances);
_____	___X___	Assist in recruiting additional business and industry partners to support the P-TECH program;

SAISD will:

- Provide a smaller learning community within a larger high school as the P-TECH program;
- Designate a building level leader who has scheduling, hiring, and budget decisions that will coordinate with the Industry/Business partner liaison (Benchmark 1: School Design; Element 2a);
- Coordinate with business and industry partners to establish annual assessment measures and provide an opportunity for the industry/business partners to provide feedback on the value of the P-TECH program (Benchmark 4: Curriculum, Instruction, and Assessment);
- Coordinate with San Antonio College and business and industry partners

- to ensure curriculum alignment between high school, post-secondary and industry experience requirements;
- Establish a procedure or manner in the school for students to receive mentoring services;
- Ensure business, and industry employees and students have access to computer and internet access on the campus;
- Assign students to participate in the program with business and industry employees;
- When applicable will secure reasonable manner any facilities in which business and industry partner leaves equipment or other materials for use in the program to prevent theft of such equipment and materials, but, in any event, SAISD will not be liable to for the theft of or damage to any such equipment or materials;
- Will provide for such student transportation as may be required to and from the college as required under State law, and for any P-TECH field trips, each pursuant to applicable SAISD rules and procedures;
- Provide for all student meals as required by state and federal law and SAISD rules and procedures. P- TECH students may purchase food from college foodservice facilities when on the College campus;
- Designate an adult sponsor to oversee the operation of mentoring as a whole. This sponsor must either be a school employee or someone authorized by the school to have access to students and facilities of the school;
- Designate a school leader to provide course path and program monitoring;
- Will coordinate with college and industry partners to develop an implementation plan and annual operating budget.

TX FAME will not collect the personal information of students but may receive student contact information (e.g., e-mail addresses) as a consequence of communicating with students about and during the students' participation in the program.

Volunteers/staff shall complete the volunteer application and background check every calendar year following SAISD procedures. Volunteer its services & resources to the District in support of the P-TECH program. The services & resources provided by TX FAME for the District are at no cost to the District. None of the company's employees nor anyone acting on behalf of the company ("actors") in the administration of its services to the District under the MOU shall be employed by the District nor considered a borrowed servant or borrowed employee of the District, with the District exerting no control over the actors.

This MOU is subject to, and TX FAME will comply with, SAISD's Board Policies, regulations, and administrative procedures. It is the responsibility of the TX FAME to ensure TX FAME employees adhere to SAISD's Policies. TX FAME agrees and acknowledges that documents submitted to SAISD may be subject to public disclosure under applicable open government laws.

Neither SAISD nor TX FAME will be liable for defaults or delays under the MOU due to acts of God or the public enemy, acts, or demands of any governmental agency, strikes, fires, floods, accidents, or other unforeseeable causes beyond its control. This provision will survive the termination or expiration of the MOU.

TX FAME will indemnify, defend (at SAISD's option), and hold SAISD (including

SAISD's current and former officers, employees and agents) harmless from and against all Indemnified Claims arising out of or resulting from the fault of TX FAME's employees in the performance under the MOU. "Indemnified Claims" means all claims, causes of action, loss, damage, fine and costs and litigation expenses, including attorneys' fees for (i) patent, copyright, trademark, or trade secret infringement or any similar intellectual or proprietary rights infringement; (ii) damage to or loss of property; and (iii) personal injury, illness or death. "Fault" includes, but is not limited to, sale of defective or nonconforming deliverables, negligence, willful misconduct, or a breach of any legally imposed strict liability standard. This provision will not be deemed to limit the rights of SAISD or TX FAME against any third party, which may be liable for an indemnified claim. This provision will survive the termination or expiration of the MOU.

In performing under the MOU, neither TX FAME nor SAISD will discriminate against any person on the basis of race, creed, color, sex, age, national origin, religion, or disability.

TX FAME and SAISD will retain and provide each other access to all records related to this MOU. Retention, as well as access, will be for the period of time required by Texas retention law. This provision will survive the termination or expiration of the MOU.

By entering and performing under this MOU, the SAISD does not intend to waive or diminish its sovereign or liability immunities, limits of liability, or defenses to which it is entitled under the law. This MOU is not intended to create a joint enterprise for purposes of determining liability. This provision will survive the termination or expiration of the MOU.

TX FAME shall not permit or assign any covered employee with a disqualifying criminal history to perform under the MOU at an SAISD school or wherever SAISD students are present. If TX FAME receives information that a covered employee has a reported disqualifying criminal history, TX FAME will immediately remove the covered employee from performing under the MOU and notify the SAISD of such removal in writing within three calendar days. If the SAISD objects to the assignment of any covered employee on the basis of the covered employee's criminal history record information, TX FAME agrees to discontinue using that covered employee to provide services under the MOU.

The term of this MOU is from the time the MOU has been fully executed by both parties to end on June 30, 2025. The parties agree to review these terms at the conclusion of the noted school year.

TERMINATION

This MOU may be terminated by either of the parties upon giving of (60) days' notice of termination to the other party at the addresses below:

For TX FAME:

Texas Federation for Advanced Manufacturing

Education (TX FAME)

ATTN: Leslie Cantu, President
1 Lone Star Pass building 38
San Antonio, TX 78264

For SAISD:

San Antonio Independent School
District ATTN: Johnny Vahalik
141 Lavaca Street
San Antonio, TX 78210

The individuals executing the MOU on behalf of TX FAME and SAISD acknowledge that they are duly authorized to execute this MOU. All parties hereby acknowledge that they have read and understood this MOU and the attachments and/or exhibits hereto. This MOU shall not become effective until executed by each party. Also, the parties acknowledge that they will perform their respective duties under this MOU only after it is fully executed.

I have read and agree to the terms and conditions outlined above.

**SAN ANTONIO INDEPENDENT
SCHOOL DISTRICT**

Name (Print): Pedro Martinez, Superintendent

Signature: _____

Date: _____

**TEXAS FEDERATION FOR ADVANCED
MANUFACTURING (TX FAME)**

Name (Print): Leslie Cantu, President

Signature: Leslie Cantu

Date: 12-9-20

Name: Johnny Vahalik, Senior Executive Director

Signature: _____

Date: _____

Phone Number: (210) 554-2610

E-mail Address: jvahalik1@saisd.net



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	College, Career and Military Readiness
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Texas Federation for Advanced Manufacturing Education (TX-FAME)
Presenter:	Johnny Vahalik, Sr. Ex. Director for College, Career and Military Readiness
Cost:	N/A
Board Goal:	Increase the percentage of students that are College, Career and Military Ready (CCMR)

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
120	8	1	\$0	\$0	\$0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Highlands Aerospace, Engineering, Manufacturing and Welding P-TECH will be marketing and recruiting freshmen into their program to start in 2021-22. The program provides industry certifications, Level I Certificates, and an Associates of Applied Science through a partnership with St. Philip's College.</p> <p>Texas Federation for Advanced Manufacturing Education (TX-FAME) will provide industry-based knowledge within various areas of the workforce related content area. They will also assist in mentor programs, work-based training, and serve on advisory boards for these business specific programs.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and San Antonio Youth**

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

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and San Antonio Youth (SA Youth) to provide in-person and/or online instruction in High School Equivalency, English as a Second Language, U.S. Citizenship, Computer Basics, Financial Literacy, workforce certification training, relevant workforce readiness skills, and college and career transition support to help their high school graduates and parents prepare for the 21st century workforce. SA Youth is a non-profit organization with the main goal of providing academic services to some of San Antonio's most underserved students through extended academic support and/or a second opportunity for young adults to earn their high school diploma and job training skills to help them transition to college or successfully enter the workforce improving their future. The primary goal of this partnership is designed to help SA Youth high school graduates and their parents advance in their college and career endeavors.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed MOU with SA Youth as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the district. Texas Workforce Commission grant funding will be utilized for adult education classes.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

MEMORANDUM OF UNDERSTANDING

Between

**San Antonio Independent School District
Adult and Community Education Program**

&

San Antonio Youth

The following Memorandum of Understanding (The Agreement) establishes the terms of agreement between SAISD Adult and Community Education Program and the San Antonio Youth.

This Adult & Community Education Program as outlined in this agreement is subject to Federal & State grant funding and the availability of such budgeted funds. SAISD receives funds as a subcontractor from Education Service Center, Region 20 governed by the Texas Workforce Commission.

WHEREAS, the parties are in the business of providing literacy and related adult educational services to individuals in the community, and such services include High School Equivalency in English or Spanish, English as a Second Language, U.S. Citizenship, Computer Basics, Financial Literacy, and workforce certification training, relevant workforce readiness skills, and college and career transition support.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties hereby mutually agree as follows:

A. Responsibilities of Parties under this Agreement

The parties agree that the cost of services provided hereunder shall be contributed as an in-kind contribution to the program, except as noted.

1. Responsibilities of San Antonio ISD Adult and Community Education Program during the term of this Agreement, **May 11, 2021** and continues in effect as long as both parties mutually agree,

SAISD Adult and Community Education Program will:

- a. Coordinate with San Antonio Youth for outreach/recruitment services to San Antonio Youth parents, young adults in need of a high school equivalency, and high school graduates seeking post-secondary opportunities.
- b. Connect San Antonio Youth student referrals with SAISD College and Career Navigators, SAISD employer partners, and SAISD community non-profits to provide college and career readiness support.
- c. Coordinate TSI training to provide college remedial services to participants if needed.
- d. Provide classroom training space related amenities and parking, as warranted by specific classes.
- e. Provide coordination and guidance for the adult education program.
- f. Track participant attendance and progress.
- g. Provide testing and learning materials to participants.
- h. Provide staff development opportunities for staff providing instruction under this agreement.

- i. Maintain regular communication with San Antonio Youth Director and Chief Development Officer on the status of class and students.
- j. Ensure performance measures compliance as directed by Texas Workforce Commission.

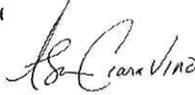
2. Responsibilities of San Antonio Youth:

During the term of this Agreement, San Antonio Youth partner will provide:

- a. Provide SAISD Adult and Community Education outreach/recruitment opportunities to San Antonio Youth high school students projected to graduate within the current school year and their parents.
- b. Outreach and recruitment of no less than 15 students referred annually.
- c. Coordination of program activities and existing organizations that provide additional services to individuals engaged in literacy and adult education services.

B. Duration of Agreement

- 1. The MOU shall be effective upon signature by the Parties and remains in effect unless or until cancelled by either party. A party hereto may cancel this Agreement upon written 30-day notice to the other party. This agreement is subject to the availability of funding for SAISD and the San Antonio Youth.
- 2. Neither party hereto intends to waive its immunities in entering this Agreement or performing under this Agreement. This Agreement is not intended to be a joint enterprise for purposes of determining liability.
- 3. This Agreement supersedes all prior agreements, written or oral, between the parties and shall constitute the entire Agreement and understanding between the parties with respect to the subject matter hereof.

San Antonio Independent School District Adult and Community Education Program	San Antonio Youth
Signature:	Signature: 
Name: Mr. Pedro Martinez	Name: Ms. Asia Ciaravino
Title: Superintendent	Title: Chief Executive Officer
Date:	Date: 3/31/2021



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	Adult and Community Education
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and San Antonio Youth.
Presenter:	Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness
Cost:	No cost to SAISD
Board Goal:	Targeted focus on Post-Secondary Success: Increase the percent of graduates attending college and increase the percent that are college and career ready.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
15+	1	1	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is not a renewal.</p> <p>This referral partnership with SA Youth will increase the number of adult education students served in our community and enhance what is currently offered by SA Youth to their clients by providing outreach/recruitment to high school graduates, high school drop outs, and parents of SA Youth for SAISD Adult Education in-person and/or online instruction in High School Equivalency, English as a Second Language, U.S. Citizenship, Computer Basics, Financial Literacy, workforce certification training, relevant workforce readiness skills and college and career transition support as agreed upon.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and City of San Antonio (COSA)

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and the City of San Antonio (COSA) to provide in-person or online instruction in High School Equivalency, English as a Second Language, Computer Basics, certification training, relevant workforce readiness/remedial skills, and college and career transition support to help COSA employees prepare for the 21st century workforce. The City of San Antonio's mission is to promote life-long success by providing human services and connecting people to community resources. The primary goal of this partnership is designed to provide the SAISD Adult and Community Education program with continued space at the Margarita Huantes Learning Center and help COSA employees advance in their college and career endeavors.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed MOU with the City of San Antonio (COSA) as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the district. Texas Workforce Commission grant funding will be utilized for adult education classes.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

MEMORANDUM OF UNDERSTANDING

Between

San Antonio Independent School District
Adult and Community Education Program

&

City of San Antonio (COSA)

The following Memorandum of Understanding (The Agreement) establishes the terms of agreement between SAISD Adult and Community Education Program and the City of San Antonio.

WHEREAS, the parties are in the business of providing literacy and related adult educational services to individuals in the community, and such services include academic literacy, adult education, remedial skills, as well as college and work readiness instruction.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties hereby mutually agree as follows:

- A. Responsibilities of the parties under this Agreement follow. The parties agree that the cost of services provided hereunder shall be contributed as an in-kind contribution to the program, except as noted.

1. Responsibilities of SAISD Adult and Community Education Program:

During the term of this Agreement, May 11, 2021 and continues in effect as long as both parties mutually agree, SAISD Adult and Community Education Program will:

- a. Provide instruction for academic literacy, adult education, remedial skills, and college and work readiness instruction.
- b. Track participant attendance.
- c. Provide testing and learning materials to participants.
- d. Provide staff development opportunities for staff providing instruction under this agreement.
- e. Maintain regular communication with the COSA on the status of class and students.
- f. Ensure performance measures compliance by Texas Workforce Commission.
- g. Ensure that SAISD employees comply with CITY policies and rules of the CLC's, SAISD policies and procedures and Texas Workforce Commission (TWC) regulations and guidelines for Adult Education.
- h. Cost of water, electricity, gas and janitorial services for the Margarita R. Huantes Learning Center facility.

1. Responsibilities of City of San Antonio:

During the term of this Agreement, the City of San Antonio will provide:

- a. The Margarita R. Huantes Community Learning facility as required for in-person course instruction.
- b. Appropriate classroom space and related amenities and parking, as warranted by specific class.
- c. Classroom outreach and recruitment of students of 15-20 students that shall maintain a minimum average daily attendance of 10 students.
- d. On-site coordination of program activities and existing organizations that provide additional services to individuals engaged in literacy and adult education services.

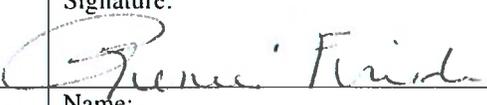
B. Duration of Agreement

The MOU shall be effective upon signature by the parties and remains in effect unless or until cancelled by either party. A party hereto may cancel this Agreement upon written notice to the other party. This agreement is subject to the availability of funding for SAISD and City of San Antonio.

C. Neither party hereto intends to waive its immunities in entering this Agreement or performing under this Agreement. This Agreement is not intended to be a joint enterprise for purposes of determining liability

D. SAISD and the City shall maintain a commercial insurance or a self-insurance fund for liability claims and causes of action to meet their statutory obligations for their employees' acts, and negligence. SAISD shall maintain a commercial insurance or self-insurance fund for liability claims and causes of action to meet its statutory obligations for its instructors/employee's negligence.

E. This Agreement supersedes all prior agreements, written or oral, between the parties and shall constitute the entire Agreement and understanding between the parties with respect to the subject matter hereof.

San Antonio Independent School District Adult and Community Education Program	City of San Antonio
Signature:	Signature: 
Name: Mr. Pedro Martinez	Name: Renee Frieda
Title: Superintendent	Title: Interim Director of Human Resources
Date:	Date: 4/8/21



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	Adult and Community Education
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) between SAISD and the City of San Antonio (COSA).
Presenter:	Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness
Cost:	No cost to SAISD
Board Goal:	Targeted focus on Post-Secondary Success: Increase the percent of graduates attending college and increase the percent that are college and career ready.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
15+	4-5	1	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is a renewal.</p> <p>This referral partnership with the City of San Antonio (COSA) will provide the SAISD Adult and Community Education program with continued facility space at the Margarita Huantes facility and increase the number of adult education students served in our community with outreach/recruitment of COSA employees for SAISD Adult Education in-person or online instruction in High School Equivalency, Computer Basics, certification training, relevant workforce readiness/remedial skills and college and career transition support as agreed upon.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and American Sunrise

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and American Sunrise to provide English as a Second Language classes with digital literacy skills to help individuals prepare for the 21st century workforce. American Sunrise is a non-profit organization with the main goal of helping improve the lives of working families. They serve as a catalyst in the revitalization of neighborhoods by providing educational support and economic opportunities. The primary goal of this partnership is designed to educationally support American Sunrise clients by teaching them English and digital literacy to improve their lives.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed MOU with American Sunrise as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the district. Texas Workforce Commission grant funding will be utilized for adult education classes.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

MEMORANDUM OF UNDERSTANDING

Between

San Antonio Independent School District
Adult and Community Education Program

&

American Sunrise

The following Memorandum of Understanding (The Agreement) establishes the terms of agreement between SAISD Adult and Community Education Program and the American Sunrise.

This Adult & Community Education Program as outlined in this agreement is subject to Federal & State grant funding and the availability of such budgeted funds. SAISD receives funds as a subcontractor from Education Service Center, Region 20 governed by the Texas Workforce Commission.

WHEREAS, the parties are in the business of providing literacy and related adult educational services to individuals in the community, and such services include English as a Second Language program and digital literacy.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties hereby mutually agree as follows:

A. Responsibilities of Parties under this Agreement

The parties agree that the cost of services provided hereunder shall be contributed as an in-kind contribution to the program, except as noted.

1. Responsibilities of San Antonio ISD Adult and Community Education Program

During the term of this Agreement **from May 11, 2021 and continues in effect as long as both parties mutually agree,**

SAISD Adult and Community Education Program will:

- a. Provide instruction for English as a Second Language and digital literacy classes.
- b. Provide coordination and guidance for the adult education program.
- c. Track participant attendance and progress.
- d. Provide testing and learning materials to participants.
- e. Provide staff development opportunities for staff providing instruction under this agreement.
- f. Maintain regular communication with American Sunrise Founder, Ms. Mary Alice Cisneros on the status of class and students.
- g. Ensure performance measures compliance as directed by Texas Workforce Commission.
- h. Provide written notice within **30** days of class closure due to low average daily attendance.
- i. MOU is subject to renewal on an annual basis.

2. Responsibilities of American Sunrise

During the term of this Agreement, American Sunrise partners will provide:

- a. Classroom outreach and recruitment of no less than **10** students for registration and testing.
- b. Assist in retention efforts to maintain an average daily attendance of **10** students.
- c. Appropriate classroom space, storage, and related amenities (i.e. access to copier) and parking, as warranted by specific class.
- d. Cost of water, electricity, gas and janitorial services for the classroom.
- e. Coordination of program activities and existing organizations that provide additional services to individuals engaged in literacy and adult education services.

B. Duration of Agreement

- 1. The MOU shall be effective upon signature by the Parties and remains in effect unless or until cancelled by either party. A party hereto may cancel this Agreement upon written 30-day notice to the other party. This agreement is subject to the availability of funding for SAISD and American Sunrise.
- 2. Neither party hereto intends to waive its immunities in entering this Agreement or performing under this Agreement. This Agreement is not intended to be a joint enterprise for purposes of determining liability.
- 3. This Agreement supersedes all prior agreements, written or oral, between the parties and shall constitute the entire Agreement and understanding between the parties with respect to the subject matter hereof.

San Antonio Independent School District Adult and Community Education Program	American Sunrise
Signature:	Signature: <i>Mary Alice Cisneros</i>
Name: Mr. Pedro Martinez	Name: Ms. Mary Alice Cisneros
Title: Superintendent	Title: American Sunrise, Founder
Date:	Date: <i>March 17, 2021</i>



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	Adult and Community Education
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) between SAISD and America Sunrise.
Presenter:	Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness
Cost:	No cost to SAISD
Board Goal:	Targeted focus on Post-Secondary Success: Increase the percent of graduates attending college and increase the percent that are college and career ready.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
10+	1	0	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is a renewal.</p> <p>This referral partnership with American Sunrise will increase the number of adult education students served in our community and enhance what is currently offered by American Sunrise to their clients by providing SAISD Adult Education in-person English as a Second Language instruction with digital literacy instruction.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and Positive Solutions Charter School**

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

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Positive Solutions Charter School to provide adult in-person or online instruction for high school graduates and students' families in the areas of English as a Second Language, U.S. Citizenship, Computer Basics, Financial Literacy, certification training, relevant workforce readiness skills, and college and career transition support. This MOU does not serve high school students currently enrolled in SAISD. Positive Solutions Charter School is a state of Texas accredited charter school. Its main goal is encouraging and teaching all students to attain a high school diploma, or high school equivalency, or acquire training that will enable them to successfully enter the workforce and improve their future. The primary purpose of this partnership is to help graduates of Positive Solutions Charter School, and their parents, advance in their college and career endeavors. This agreement must be in place per Texas Workforce Commission requirements.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed MOU with Positive Solutions Charter School as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the district. Texas Workforce Commission grant funding will be utilized for adult education classes.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

MEMORANDUM OF UNDERSTANDING

Between

**San Antonio Independent School District
Adult and Community Education Program**

&

Positive Solutions Charter School

The following Memorandum of Understanding (The Agreement) establishes the terms of agreement between SAISD Adult and Community Education Program and the Positive Solutions Charter School.

This Adult & Community Education Program as outlined in this agreement is subject to Federal & State grant funding and the availability of such budgeted funds. SAISD receives funds as a subcontractor from Education Service Center, Region 20 governed by the Texas Workforce Commission.

WHEREAS, the parties are in the business of providing literacy and related adult educational services to individuals in the community, and such services include English as a Second Language, U.S. Citizenship, Computer Basics, Financial Literacy, and workforce certification training, relevant workforce readiness skills, and college and career transition support.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties hereby mutually agree as follows:

A. Responsibilities of Parties under this Agreement

The parties agree that the cost of services provided hereunder shall be contributed as an in-kind contribution to the program, except as noted.

1. Responsibilities of San Antonio ISD Adult and Community Education Program during the term of this Agreement, **May 11, 2021** and continues in effect as long as both parties mutually agree,

SAISD Adult and Community Education Program will:

- a. Coordinate with Positive Solutions Charter School for outreach/recruitment services to Positive Solution parents and high school graduates.
- b. Connect Positive Solutions Charter School student referrals with SAISD College and Career Navigators, SAISD employer partners, and SAISD community non-profits to provide college and career readiness support.
- c. Coordinate TSI training to provide college remedial services to participants if needed.
- d. Provide classroom training space related amenities and parking, as warranted by specific classes.
- e. Provide coordination and guidance for the adult education program.
- f. Track participant attendance and progress.
- g. Provide testing and learning materials to participants.
- h. Provide staff development opportunities for staff providing instruction under this agreement.
- i. Maintain regular communication with Positive Solutions Principal/Interim Superintendent on the status of class and students.

- j. Ensure performance measures compliance as directed by Texas Workforce Commission.

2. Responsibilities of Positive Solutions Charter School:

During the term of this Agreement, Positive Solutions Charter School partner will provide:

- a. Provide SAISD Adult and Community Education outreach/recruitment opportunities to Positive Solutions Charter School high school students projected to graduate within the current school year and their parents.
- b. Outreach and recruitment of no less than **10** students referred annually.
- c. Coordination of program activities and existing organizations that provide additional services to individuals engaged in literacy and adult education services.

B. Duration of Agreement

- 1. The MOU shall be effective upon signature by the Parties and remains in effect unless or until cancelled by either party. A party hereto may cancel this Agreement upon written 30-day notice to the other party. This agreement is subject to the availability of funding for SAISD and the Positive Solutions Charter School.
- 2. Neither party hereto intends to waive its immunities in entering this Agreement or performing under this Agreement. This Agreement is not intended to be a joint enterprise for purposes of determining liability.
- 3. This Agreement supersedes all prior agreements, written or oral, between the parties and shall constitute the entire Agreement and understanding between the parties with respect to the subject matter hereof.

San Antonio Independent School District Adult and Community Education Program	Positive Solutions Charter School
Signature:	Signature: <i>Ruby Torres</i> <i>Daniel Juarez</i>
Name: Mr. Pedro Martinez	Name: Ms. Ruby Torres Dr. Daniel Juarez
Title: Superintendent	Title: Interim Superintendent Board President
Date:	Date:



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	Adult and Community Education
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) between SAISD and Positive Solutions Charter School.
Presenter:	Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness
Cost:	No cost to SAISD
Board Goal:	Targeted focus on Post-Secondary Success: Increase the percent of graduates attending college and increase the percent that are college and career ready.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
10+	1	0	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is not a renewal.</p> <p>This referral partnership with Positive Solutions Charter School will increase the number of adult education students served in our community and enhance what is currently offered by Positive Solutions Charter School to their students and families. SAISD Adult Education classes and training will be offered to Positive Solutions Charter School graduates and their families.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and Texas Can Academies Charter School at Highlands High School**

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

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Texas Can Academies Charter School to provide adult in-person and/or online instruction for high school graduates and students' families in the areas of English as a Second Language, U.S. Citizenship, Computer Basics, Financial Literacy, certification training, relevant workforce readiness skills, and college and career transition. This MOU does not serve high school students currently enrolled in SAISD. Texas Can Academies Charter School is a state of Texas accredited charter school with the main goal of providing every student the opportunity to pursue their dreams while removing barriers that keep them from attaining their education. The primary goal of this partnership is designed to help Texas Can Academies Charter School high school graduates and their parents advance in their college and career endeavors. This agreement must be in place per Texas Workforce Commission requirements.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolve that the Board approve the proposed MOU with Texas Can Academies Charter School at Highlands High School as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the district. Texas Workforce Commission grant funding will be utilized for adult education classes.

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

MEMORANDUM OF UNDERSTANDING

Between

**San Antonio Independent School District
Adult and Community Education Program**

&

Texas Can Academies Highlands High School

The following Memorandum of Understanding (The Agreement) establishes the terms of agreement between SAISD Adult and Community Education Program and the Texas Can Academies Highlands High School.

This Adult & Community Education Program as outlined in this agreement is subject to Federal & State grant funding and the availability of such budgeted funds. SAISD receives funds as a subcontractor from Education Service Center, Region 20 governed by the Texas Workforce Commission.

WHEREAS, the parties are in the business of providing literacy and related adult educational services to individuals in the community, and such services include High School Equivalency, English as a Second Language, U.S. Citizenship, Computer Basics, and workforce certification training, relevant workforce readiness skills, and college and career transition support.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties hereby mutually agree as follows:

A. Responsibilities of Parties under this Agreement

The parties agree that the cost of services provided hereunder shall be contributed as an in-kind contribution to the program, except as noted.

1. Responsibilities of San Antonio ISD Adult and Community Education Program during the term of this Agreement, May 11, 2021 and continues in effect as long as both parties mutually agree,

SAISD Adult and Community Education Program will:

- a. Coordinate with Texas Can Academy for outreach/recruitment services to Texas Can Academies Highlands High School parents and high school graduates.
- b. Connect Texas Can Academies Highlands High School student referrals with SAISD College and Career Navigators, SAISD employer partners, and SAISD community non-profits to provide college and career readiness support.
- c. Coordinate TSI training to provide college remedial services to high school graduates if needed.
- d. Provide instruction for High School Equivalency and/or English as a Second Language classes online or in-person as agreed upon.
- e. Provide coordination and guidance for the adult education program.
- f. Track participant data (i.e. attendance and progress) and provide to Texas Can Academies when requested.
- g. Provide testing and learning materials to participants.
- h. Provide staff development opportunities for staff providing instruction under this agreement.

- i. Maintain regular communication with Texas Can Academies Highlands High School Principal on the status of class and students.
- j. Ensure performance measures compliance as directed by Texas Workforce Commission.

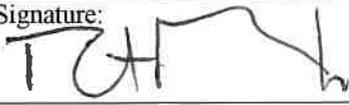
2. Responsibilities of Texas Can Academies Highlands High School:

During the term of this Agreement, Texas Can Academies Highlands High School partner will provide:

- a. Provide SAISD Adult and Community Education outreach/recruitment opportunities to Texas Can Academies Highlands High School parents and high school students projected to graduate within the current school year.
- b. Outreach and recruitment of no less than 10 students referred annually.
- c. Provide classroom space related amenities and parking, as warranted by specific High School Equivalency and/or ESL classes.
- d. Coordination of program activities and existing organizations that provide additional services to individuals engaged in literacy and adult education services.

B. Duration of Agreement

- 1. The MOU shall be effective upon signature by the Parties and remains in effect unless or until cancelled by either party. A party hereto may cancel this Agreement upon written 30-day notice to the other party. This agreement is subject to the availability of funding for SAISD and the Texas Can Academies Highlands High School.
- 2. Neither party hereto intends to waive its immunities in entering this Agreement or performing under this Agreement. This Agreement is not intended to be a joint enterprise for purposes of determining liability.
- 3. This Agreement supersedes all prior agreements, written or oral, between the parties and shall constitute the entire Agreement and understanding between the parties with respect to the subject matter hereof.

San Antonio Independent School District Adult and Community Education Program	Texas Can Academies Highlands High School
Signature:	Signature: 
Name: Mr. Pedro Martinez	Name: Ms. Ruperto Becerra Jr.
Title: Superintendent	Title: Principal
Date:	Date: 8 Apr 21



BOARD AGENDA CLARIFICATIONS

Provide this information for Academics Board Agenda Items involving a MOU.

Department:	Adult and Community Education
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) between SAISD and Texas Can Academies Charter School at Highlands High School.
Presenter:	Johnny Vahalik, Senior Executive Director for College, Career and Military Readiness
Cost:	No cost to SAISD
Board Goal:	Targeted focus on Post-Secondary Success: Increase the percent of graduates attending college and increase the percent that are college and career ready.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
10+	1	0	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This is not a renewal.</p> <p>This referral partnership with Texas Can Academies Charter School will increase the number of adult education students served in our community and enhance what is currently offered by Texas Can Academies Charter School to their clients by providing outreach/recruitment to high school graduates, drop outs, and parents of Texas Can Academies Charter School for SAISD Adult Education in-person or online instruction in High School Equivalency, English as a Second Language, U.S. Citizenship, Computer Basics, Financial Literacy, certification training, relevant workforce readiness skills and college and career transition support as agreed upon.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Educational Experience Affiliation Agreement Between SAISD and the University of Texas at Austin

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director, Student and Academic Support Services

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Educational Experience Affiliation Agreement between SAISD and the University of Texas at Austin. The internship provides critical, professional experience and learning opportunities for direct practice, group work, and macro level skill building. The partnership will allow for expanding family and student support services District-wide.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approve the MOU with the University of Texas at Austin as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Local funds will be used for stipends and mileage reimbursement, approximately \$33,500

199-32-6299-95-851-1-99-803 stipends \$30,000

199-32-6417-92-851-1-99-803 mileage reimbursements \$3,500

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

2021_0736

EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT

THIS AGREEMENT, effective the 15 day of October, 2020, is between The University of Texas at Austin (“University”), a component institution of The University of Texas System, (“System”), and San Antonio Independent School District (“Facility”), a public school system having its principal office at 141 Lavaca, San Antonio, State of Texas.

Recitals

- A. Facility operates facilities located at 141 Lavaca in the City of San Antonio, State of Texas, and therein provides public education services.
- B. University provides academic courses with respect to and periodically desires to provide students in such courses with educational experience by utilizing appropriate facilities and personnel of third parties (“Program”).
- C. Facility desires to cooperate with University to establish and implement from time to time one or more Programs involving the students and personnel of University and the facilities and personnel of Facility.

Agreement

NOW, THEREFORE, in consideration of the mutual promises herein, University and Facility agree that any Program established and implemented by Facility and University during the term of this Agreement shall be covered by and subject to the following terms and conditions.

- 1. **PROGRAM AGREEMENT.** To become effective, all agreements with respect to a Program (“Program Agreement”) shall be reduced to writing, executed by authorized representatives of Facility and University.
- 2. **CONFLICT.** In the event of conflict between the text of a Program Agreement and the text of this Agreement, this Agreement shall govern.

AMENDMENT OF PROGRAM AGREEMENT. No amendment to a Program Agreement shall be effective unless reduced to writing, executed by the authorized representatives of Facility and University. The District’s authorized representative shall have the authority to execute an amendment of this Agreement without the necessity of seeking approval from the district’s Board of Trustees.

- 3. **RESPONSIBILITY OF FACILITY.** Except for acts to be performed by University pursuant to the provisions of this Agreement, Facility will furnish the premises, personnel, services, and all other items necessary for the educational experience specified in the Program Agreement. In connection with such Program, Facility will:
 - a. comply with all applicable federal, state, and municipal laws, ordinances, rules, and regulations; comply with all applicable requirements of any accreditation authority; and certify such compliance upon request by University;

- b. permit the authority responsible for accreditation of University's curriculum to inspect the facilities, services, and other items provided by Facility for purposes of the educational experience; and
- c. appoint a person to serve for Facility as liaison ("Facility Liaison") by the following procedure:
 - (1) Facility shall submit to University the name and professional and academic credentials of the person proposed as Facility Liaison in writing at least 30 days prior to the date the appointment is to become effective.
 - (2) University shall notify Facility of University's approval or disapproval of such person within 10 days after receipt of such notice.
 - (3) No person shall act as Facility Liaison without the prior written approval of University.
 - (4) In the event the Facility Liaison approved by University later becomes unacceptable and University so notifies Facility in writing, Facility will appoint another person in accordance with the procedure outlined in this paragraph 4.c.

5. RESPONSIBILITIES OF UNIVERSITY. University will:

- a. furnish Facility with the names of the students assigned by University to participate in the Program;
- b. assign only those students who have satisfactorily completed those portions of University curriculum that are prerequisite to Program participation; and
- c. designate a member of the University faculty ("University Representative") to coordinate the educational experience of students participating in the Program with the Facility Liaison. University shall give Facility written notice of the name of the University Representative.

6. NOTICES. All notices under this Agreement or a Program Agreement shall be in writing and delivered either by email, personal delivery or by United States certified mail, return receipt requested. Such notices shall be deemed given when received by such party's designated representative.

7. ORAL REPRESENTATIONS. No oral representations of any officer, agent, or employee of Facility, University, or System shall affect or modify any obligations of either party under this Agreement or any Program Agreement.

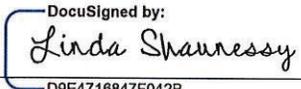
8. AMENDMENT TO AGREEMENT. No amendment to this Agreement shall be valid unless reduced to writing, signed by an authorized representative of each party. The District's authorized representative shall have the authority to execute an amendment of this Agreement without the necessity of seeking approval from the district's Board of Trustees.

9. **ASSIGNMENT.** Neither this Agreement nor a Program Agreement may be assigned by either party without prior written approval of the other party.
10. **PERFORMANCE.** A delay in or failure of performance of either party that is caused by occurrences beyond the control of either party shall not constitute default hereunder, or give rise to any claim for damages.
11. **TERM AND EFFECTIVE DATE.** This Agreement shall continue in effect for an initial period ending one (5) years after the date and year stated in the first paragraph (“Term”). After such initial Term, this Agreement shall continue from year to year unless one party shall give the other 180 days prior written notice of intention to terminate. If such notice is given, this Agreement shall terminate: (a) at the end of such 180 days; or (b) when all students enrolled in the Program at the time such notice is given have completed their respective courses of study under the Program, whichever event occurs last.
12. **APPLICABLE LAW.** The validity, interpretation, performance, and enforcement of this Agreement and any Program Agreement shall be governed by the laws of the State of Texas.
13. **FERPA.** For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), the University hereby designates the Facility as a school official with a legitimate educational interest in the educational records of the Students who participate in the Program to the extent that access to the records are required by the Facility to carry out the Program. Facility agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.
14. **INDEMNIFICATION.** To the extent authorized under the Constitution and laws of the State of Texas, University shall hold Facility harmless from liability resulting from University’s acts or omissions within the terms of this Agreement; provided, however, University shall not hold Facility harmless from any claims, demands, or causes of action arising in favor of any person or entity resulting directly or indirectly from negligence (whether sole, joint, concurring, or otherwise) of Facility, its officers, agents, representatives, or employees, or any person or entity not subject to University’s supervision or control.
15. **HIPAA.** The parties agree that:
 - a. the Facility is a covered entity for purposes of the Health Insurance Portability and Accountability Act of 1996, of 1996 as amended by the Health Information Technology for Economic and Clinical Health (HITECH) Act and the Privacy, Security and Breach Notification Regulations at 45 CFR §§ 160 and 164 (hereinafter collectively, “HIPAA”) and subject to 45 CFR Parts 160 and 164 (“the HIPAA Administrative Simplification Regulations”);
 - b. to the extent that University students are participating in the Program and University faculty members are providing supervision at the Facility as part of the Program, such students and faculty members shall:

- (1) be considered part of the Facility’s workforce for HIPAA compliance purposes in accordance with 45 CFR §160.103, but shall not be construed to be employees of the Facility;
 - (2) receive training by the Facility on, and subject to compliance with, all of Facility’s privacy policies adopted pursuant to the HIPAA Privacy Regulations; and
 - (3) not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to University which a student accessed through Program participation or a faculty member accessed through the provision of supervision at the Facility that has not first been de-identified as provided in 45 CFR §164.514(a);
- c. University will never access or request to access any Protected Health Information held or collected by or on behalf of the Facility, from a student or faculty member who is acting as a part of the Facility’s workforce as set forth in paragraph 15.b. of this Agreement or any other source, that has not first been de-identified as provided in 45 CFR §164.514(a); and
- d. no services are being provided to the Facility by the University pursuant to this Agreement and therefore this Agreement does not create a “business associate” relationship as that term is defined in 45 CFR §160.103.

UNIVERSITY:

FACILITY:

By:  _____
D9E4716847F042B...

By: _____

Name: Linda Shaunessy _____

Name: _____

Title: Business Contracts Administrator _____

Title: _____

Date: 2020-10-19 | 12:48:36 PDT _____

Date: _____



BOARD AGENDA CLARIFICATIONS

Provide this information for Academic Board Agenda Items that have a cost.

Department:	Student and Academic Support Services
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Educational Experience Affiliation Agreement Between SAISD and the University of Texas at Austin
Presenter:	Victoria Bustos, Executive Director Student and Academic Support Services
Cost:	\$300 stipend plus mileage per intern
Board Goal:	Ensure Proficiency: Increase the percent of on-time, 4-year Graduation and decrease Drop-out rates.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
all	-	31	0	No cost	No cost

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>The Steve Hicks School of Social Work request a partnership for internship placements with SAISD. Through field education, students can complete academic internships while they learn, train, and develop a foundation of experience with expert social workers' supervision.</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Affiliation Agreement Between SAISD and Texas State University School of Social Work

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director, Student and Academic Support Services

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Affiliation Agreement between SAISD and Texas State University School of Social Work. The internship provides critical professional experience which includes direct practice to students and families. This partnership will allow for expanding family and student support services at campuses District-wide.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approve the Affiliation Agreement with Texas State University School of Social Work as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Local funds will be used for stipends and mileage reimbursement, approximately \$33,500
199-32-6299-95-851-1-99-803 – stipends \$30,000
199-32-6417-92-851-1-99-803 – mileage reimbursements \$3,500

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

TEXAS STATE

SCHOOL OF SOCIAL WORK
AFFILIATION AGREEMENT

This agreement, dated 3/16/2021, is between TEXAS STATE UNIVERSITY (TEXAS STATE), acting through its **College of Applied Arts** (of which the School of Social Work is a part), and

San Antonio ISD; Family & Student Support Services

_____(Agency).

In this agreement all clinical training, fellowships, internships, preceptorships, or field experiences will be referred to as "field practicum".

In consideration of the mutual promises herein contained, the parties agree as follows:

1. TERM OF AGREEMENT

1.01 **Term:** This agreement is for a term of five (5) years and shall commence on Click or tap to enter a date. Either party may terminated this Agreement at any time without cause upon at least thirty (30) days prior written notice.

1.02 **Early Termination:** If either party terminates this agreement before the normal expiration date shown in the preceding paragraph, the Facility will not be required to provide any field practicum experiences for students who enroll in **Social Work** after the date of the notice of termination. However, if early termination does occur, the parties agree to permit students already assigned for field practicum at the Facility to fully complete the field practicum.

2. DUTIES OF THE FACILITY

2.00 **Use of Facilities:** The Facility will permit students enrolled in the School of Social Work at TEXAS STATE to use its facilities, equipment, library, supplies, within the guidelines and restrictions established by the facility in order that such students may obtain practical field practicum in social work as a part of their educational studies at TEXAS STATE. The Facility retains the right to accept or reject any proposed student at any time without cause.

2.01 **Duties and Activities:** The parties' representatives will determine the specific field practicum that TEXAS STATE students will perform.

2.02 **Equipment Provided by Facility:** The Facility will provide and maintain (or cause to be provided and maintained, if appropriate) such facilities, equipment and supplies, as it deems necessary for the students' performance of their field practicum activities under this agreement.

2.03 **Safety Equipment Provided by the Facility:** The Facility, as it deems necessary and proper, shall make available the necessary safety procedures and supplies, consistent with current policies in regard to availability. The Facility shall also provide orientation for the students to the Facility.

2.04 **Student Health Needs:** The Facility is not required to provide health services to TEXAS STATE students or faculty members who supervise their field practicum under this agreement except in emergency situations. The student or faculty member requiring emergency care is responsible for paying the costs associated with providing such care.

- 2.05 No Employer-Employee Relationship:** The TEXAS STATE students made subject of this agreement will perform their field practicum activities as part of their education in the School of Social Work in the **College of Applied Arts** at TEXAS STATE. Consequently, no compensation or payment of any kind is due such students by the Facility and there is no employer-employee relationship between the Facility and the student during the field practicum. Conversely, the Facility will not charge such students or TEXAS STATE any fee or other amount for the use of its facilities, equipment, library or supplies under this agreement.
- 2.06 Educational Support:** The Facility has the option to support the field practicum activities of TEXAS STATE students through a financial stipend or other types of subsidies for housing, parking, or meal costs. Such support is for the purpose of supporting field education and will not constitute an employer-employee relationship between the Facility and the student.
- 2.07 Student Supervision:** The TEXAS STATE students completing field practicum in the Facility shall be subject to supervision of the Facility's staff at all times. The supervision will follow the appropriate professional guidelines and jurisdictional regulations established for the **social work profession**.

3. DUTIES OF TEXAS STATE

- 3.01 Supervision:** TEXAS STATE will be responsible for assignment, evaluation, counseling and guidance of students assigned to the Facility. Texas State School of Social Work will identify an appropriate faculty member to provide supervision of the field practicum for its students.
- 3.02 Salaries of Instructors:** The salaries and expenses of regular TEXAS STATE faculty members will be paid by TEXAS STATE and there will be no employer-employee relationship between the Facility and TEXAS STATE faculty members.
- 3.03 Joint Appointments:** The parties agree that employees of the Facility may hold joint appointment serving as unpaid members of TEXAS STATE faculty. Likewise, employees of TEXAS STATE may hold unpaid positions with the Facility, as permitted by the policies and appropriate By-Laws. Consent of the primary employer is required prior to finalizing the joint appointment.
- 3.04 Consultant Services:** TEXAS STATE faculty members may, at their option, and to the extent that it does not interfere with their duties at TEXAS STATE, provide in-service education and serve on committees of the Facility, without charge to the Facility, when requested by the Facility. The Facility may, at its own discretion, provide payment for consultative services when requested by the Facility.
- 3.05 Schedules:** TEXAS STATE will provide the Facility with the appropriate schedules indicating the time period during which the students are expected to perform their field practicum activities at the Facility.
- 3.06 Students' Records:** TEXAS STATE will maintain student records to meet accepted educational and professional accreditation standards.
- 3.07 Student Assignment:** In cooperation with the Facility, TEXAS STATE will arrange for student assignments at the Facility to complete field practicum required by the **social work profession**.
- 3.08 Policies and Procedures:** Students will abide by all policies and procedures of the College of Applied Arts, the School of Social Work, and the Facility. The School of Social Work will instruct

students on workplace safety and HIPAA compliance prior to the student's assignment to the facility.

- 3.09 **Professional Liability Insurance:** TEXAS STATE will provide proof of professional liability insurance coverage for all students enrolled in Social Work in the amount of \$1,000,000 per claim/\$5,000,000 in the aggregate prior to participating in field practicum. This blanket policy will also cover TEXAS STATE faculty members who provide academic or clinical teaching under this agreement. TEXAS STATE will furnish a copy of this policy to the Facility upon request.
- 3.10 **Criminal Background Check:** Texas State will inform students that the Facility may require criminal background checks for all students. If the Facility requires background checks, it will be the student's responsibility to arrange for and pay any fees associated with the background check. The student shall send the background check results directly to the Facility for review in accordance with the Facility's policies. The Facility may reject any student based on the results of the criminal background check.
- 3.11 **Immunization Requirements:** Texas State will inform students that the Facility may require immunization records or a completed health report. If the facility requires immunization records or a health report, it will be the student's responsibility to submit the documents directly to the Facility for review in accordance with the Facility's policies.

4. INDEMNITY

- 4.01 **Injury to Students:** The Facility shall not be liable on account of injury, sickness, disease, or death of any TEXAS STATE student or employee using resources of the Facility under the terms of this agreement. To the extent authorized under Texas law, TEXAS STATE shall hold the Facility harmless from liability resulting from TEXAS STATE's act or omissions within the terms of this agreement. However, TEXAS STATE will not hold the Facility harmless from any claims arising in favor of any person or entity resulting from negligence or intentional misconduct of the Facility's, officers, agents, representatives, or employees, or any person or entity not subject to TEXAS STATE's supervision or control. Notwithstanding any other provision of this contract, nothing herein shall be construed as a waiver by Texas State University of its constitutional, statutory or common law rights, privileges, immunities or defenses.

5. CASE RECORDS AND HISTORIES

- 5.01 **Property of Facility:** All case records, case histories and regular files concerning clients at the Facility or parties consulted; interviewed or cared for by the TEXAS STATE students pursuant to this agreement shall belong to and remain the property of the Facility.
- 5.02 **Confidentiality:** All TEXAS STATE students and faculty members will agree to maintain the confidentiality of clients' records to which they might have access, in accordance with the Facility's policies.

6. MISCELLANEOUS

- 6.01 **Non-Discrimination:** In their execution of this agreement the parties and others acting by or through them shall comply with all federal and state laws prohibiting discrimination, harassment, and sexual misconduct. To the extent not in conflict with federal or state law, the parties agree not to discriminate on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity or gender expression. Any breach of this covenant may result in termination of this agreement.
- 6.02 **Texas Law to Apply:** This Agreement shall be interpreted, construed, and governed according to the laws of the State of Texas.

6.03 **Only Agreement:** This Agreement constitutes the sole and only agreement of the parties hereto and supersedes any prior understanding or written or oral agreements between parties respecting the within subject matter.

Pedro Martinez

Print Name

Jaime Chahin

Print Name

Signature

Agency Representative

Address 141 Lavaca

City San Antonio

State Texas

Zip Code 78210

Phone # 210-554-2281

Date 3/16/2021

Signature

Dr. Jaime Chahin

Dean/College of Applied Arts

Texas State University

School of Social Work

HPB 150 A

601 University Drive

San Marcos, TX 78666

Date Click or tap to enter a date.



BOARD AGENDA CLARIFICATIONS

Provide this information for Academic Board Agenda Items that have a cost.

Department:	Family & Student Support Services
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Affiliation Agreement Between SAISD and Texas State University School of Social Work
Presenter:	Victoria Bustos, Executive Director, Student and Academic Support Services
Cost:	\$300 stipend plus mileage per intern
Board Goal:	Ensure Proficiency: Increase the percent of on-time, 4-year Graduation and decrease Drop-out rates.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
0	0	10	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>This agreement is a continuation for Texas State University School of Social Work. The social work interns are acquired to support social emotional work with students and their families. Since the 13-14 school year, we have partnered with Texas State University to accept the following counts of interns. The amount listed in the total does not include nominal in-district mileage reimbursement:</p> <table border="1" style="margin: 10px auto; text-align: center;"> <thead> <tr style="background-color: yellow;"> <th>Intern Level</th> <th>Quantity</th> <th>Annual Cost</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>BSW</td> <td>9</td> <td>\$1,000</td> <td>\$9,000</td> </tr> <tr> <td>MSW</td> <td>14</td> <td>\$3,000</td> <td>\$42,000</td> </tr> <tr> <td></td> <td></td> <td></td> <td>\$51,000</td> </tr> </tbody> </table> <p>We are looking forward to working with additional interns for COVID-19 recovery work with students and their families.</p>	Intern Level	Quantity	Annual Cost	Totals	BSW	9	\$1,000	\$9,000	MSW	14	\$3,000	\$42,000				\$51,000
Intern Level	Quantity	Annual Cost	Totals														
BSW	9	\$1,000	\$9,000														
MSW	14	\$3,000	\$42,000														
			\$51,000														

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and Latched Support

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzman, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director, Student and Academic Support Services

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD School Age Parenting program and Latched Support. The program will provide individual and group sessions with tailored topics geared to promote healthy pregnancies, educate regarding parenting, and teach best practices for pregnancy-related care of students in the SAISD School Age Parenting program. Individual and group sessions will be conducted virtually and in-person, when possible, pending COVID-19 guidelines.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approve the MOU with Latched Support for the 2021-2022 school year.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

**MEMORANDUM OF UNDERSTANDING
BETWEEN
Latched Support
AND
San Antonio ISD**

Latched Support enters this professional understanding with San Antonio ISO to provide the following:
Latched Support will:

1. Provide educational presentations, which include pregnancy and childbirth education and parenting skills information, to identifying pregnant/parenting students of the SAISD School Age Parenting Program. These classes will take place on SAISD school campuses.
2. Latched Support will use videos, anatomical charts, and handout in pregnancy/childbirth classes.
3. Latched Support will utilize hands-on activities, discussion, and literature to deliver information in parenting and life skills topics.
4. The educator will notify the classroom teacher as soon as possible with any changes to the class schedule.

Social Worker/Counselor will:

1. Identify and recruit eligible students into classes.
2. Provide the Latched Support with a space/classroom appropriate for childbirth/parenting classes.
3. Provide a TV/DVD on request for the use with educational video segments.
4. Classroom teachers and/or staff will notify the educator as soon as possible regarding any modifications to the class schedule.
5. Permit student completion of basic demographic information intake form, as well as knowledge quizzes (not to be released for any reason under any circumstances).
6. Refer clients, when appropriate, to other wrap around services offered by Latched Support

This understanding is entered into voluntarily by both parties and does not create or infer any fiduciary relationship between Latched Support and SAISD . This agreement may be modified or terminated with notice by either party.

Signature _____
Printed Name _____
Title _____
School/Program _____
Date _____



Veronica Haywood RN,MSN,IBCLC,WHNP
Executive Director
Latched Support
3/26/2021



BOARD AGENDA CLARIFICATIONS

Provide this information for Academic Board Agenda Items that have a cost.

Department:	Student and Academic Support Services
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Latched Support
Presenter:	Victoria Bustos, Executive Director, Student and Academic Support Services
Cost:	No Cost
Board Goal:	Ensure Proficiency: Increase the percent of on-time, 4-year Graduation and decrease drop-out rates.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
45	0	7 High Schools	No Cost	No Cost	No Cost

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Latched Support is a renewed MOU that offers parenting education and resources that promote an educated and healthy family experience for pregnant and parenting students. The School Age Parenting Social Worker will identify and recruit eligible students for individual and group activities, discussions, and life skills topics.</p> <p>TEA Pregnancy Related Services</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Approval of the Memorandum of Understanding (MOU) Between SAISD and Catholic Charities, Archdiocese of San Antonio, Inc.**

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

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director, Student and Academic Support Services

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Catholic Charities, Archdiocese of San Antonio, Inc. Catholic Charities provides comprehensive educational supportive services for pregnant and parenting adolescents. This free program offers group sessions virtually and in-person, when possible, pending COVID-19 guidelines. Topics include childbirth, pregnancy, and parenting skills.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approve the proposed MOU with Catholic Charities, Archdioceses of San Antonio, Inc as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

**PARTNERSHIPS & MEMORANDUM OF AGREEMENT BETWEEN
CATHOLIC CHARITIES, ARCHDIOCESE OF SAN ANTONIO, INC.
AND SAN ANTONIO ISD**

Catholic Charities, Archdiocese of San Antonio, Inc. enters this professional understanding with San Antonio Independent School District to provide the following:

CATHOLIC CHARITIES will:

- 1) Provide educational presentations, which include pregnancy and childbirth education and parenting skills information, to identified pregnant/parenting students of the SAISD. These classes will take place on San Antonio ISD school campuses.
- 2) Catholic Charities will use videos, anatomical charts, and handout in pregnancy/childbirth classes.
- 3) Catholic Charities will utilize hands-on activities, discussion, and literature to deliver information in parenting and life skills topics.
- 4) The educator will notify the classroom teacher as soon as possible with any changes to class schedule.

SOCIAL WORKER/COUNSELOR/TEACHER will:

- 1) Identify and recruit eligible students into classes.
- 2) Provide the Catholic Charities educator with a space/classroom appropriate for childbirth/parenting classes.
- 3) Provide a TV/DVD on request for the use with educational video segments.
- 4) Classroom teachers and/or staff will notify the educator as soon as possible regarding any modifications to the class schedule.
- 5) Permit student completion of basic demographic information intake form, as well as knowledge quizzes (not to be released for any reason under any circumstances).
- 6) Refer clients, when appropriate, to other wrap around services offered by Catholic Charities

This service agreement is entered into voluntarily by listed parties and does not create or infer any fiduciary relationship between CATHOLIC CHARITIES, ARCHDIOCESE OF SAN ANTONIO, INC. and SAISD. This agreement may be modified or terminated with notice by either party.

Signature:

Name/Title:

Organization:

Date: _____

Signature:



Name/Title: J. Antonio Fernandez, CEO

Organization: Catholic Charities,
Archdiocese of San Antonio, Inc.

Date: 3/4/21



BOARD AGENDA CLARIFICATIONS

Provide this information for Academic Board Agenda Items that have a cost.

Department:	Student and Academic Support Services
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Catholic Charities, Archdiocese of San Antonio, Inc.
Presenter:	Victoria Bustos, Executive Director Student and Academic Support Services
Cost:	None
Board Goal:	Ensure Proficiency: Increase the percent of on-time, 4-year Graduation and decrease drop-out rates.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
50	0	8	0	0	0

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>Renewal of services to increase pre-natal care, reduce child abuse, and Sudden Infant Death Syndrome by providing educational presentations which include pregnancy, childbirth, and parenting skills information.</p> <p>TEA – Pregnancy Related Services (Support Services)</p>
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SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and Undies for Everyone

PURPOSE: PRESENTATION/DISCUSSION
 DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Victoria Bustos, Executive Director, Student and Academic Support Services

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Undies for Everyone (UFE). UFE is a 501(c)3 non-profit organization that provides new underwear specifically to children who are experiencing poverty. UFE understands that this basic need is part of a child's long-term success. Through the approval of this MOU, SAISD will receive over 11,000 pairs of underwear that will be distributed by the Student Support Services staff to SAISD students in need. Undies for Everyone has been providing underwear to students in need since 2012.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the MOU between Undies for Everyone and San Antonio ISD as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2020 - 2021 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

UNDIES EVERYONE

Memorandum of Understanding: San Antonio ISD Family & Student Support Services

PURPOSE

The purpose of this Memorandum of Understanding (MOU) is to define the scope, roles and responsibilities and the terms for planning and execution of the scope of work between Undies for Everyone (UFE) and San Antonio ISD Family & Student Support Services. This MOU is effective from the date of execution until the responsibilities of both parties are met as outlined below.

UNDIES FOR EVERYONE

- Undies for Everyone agrees to provide an in-kind donation of 11,816 pairs of boys and girls underwear, in 1,688 bags of seven pairs each to San Antonio ISD Family & Student Support Services, by the end of the 2021. UFE will pay shipping costs from our distribution center to the shipping address on page 2 of this document.
- Undies for Everyone will list San Antonio ISD Family & Student Support Services as a distribution partner on its website and in social media posts throughout the 2021-22 calendar year.

PARTNER ORGANIZATION

- San Antonio ISD Family & Student Support Services will confirm that the contact information on the attached form is correct. UFE will not be responsible for shipping costs incurred due to incorrect contact information once this MOU is signed.
- The Undies for Everyone logo (provided in the welcome email) will be listed as a program partner for the San Antonio ISD Family & Student Support Services for the 2021-22 calendar year.
- Undies for Everyone will be highlighted in a minimum of 3 social media posts for the duration of the underwear distribution.
- San Antonio ISD Family & Student Support Services will provide Undies for Everyone photographs from the distribution of underwear for use by UFE for PR and marketing as UFE determines in its sole discretion. Such photos shall not include children's faces and the San Antonio ISD Family & Student Support Services represents that it has complied with all applicable legal requirements regarding the photographs which it provides to UFE.

AGREEMENT

This MOU reflects our mutual understanding of the partnership goals, deliverables, and budget. Any change in scope of work that results in a change to the budget or materially changes the program plan will be mutually agreed upon in writing.

CONTRACT ACCEPTED AND AGREED TO BY:

Undies for Everyone, [Date, Signed/Title]

San Antonio ISD Family & Student Support Services [Date, Signed/Title]



BOARD AGENDA CLARIFICATIONS

Provide this information for Academic Board Agenda Items that have a cost.

Department:	Family & Student Support Services
Board Meeting Date:	May 10, 2021
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and Undies for Everyone
Presenter:	Victoria Bustos, Executive Director, Student and Academic Support Services
Cost:	-0-
Board Goal:	Ensure Proficiency: Increase the percent of on-time, 4-year Graduation and decrease Drop-out rates.

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
6,000	-0-	all	-0-	-0-	-0-

HISTORICAL DATA

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

<p>Questions to consider:</p> <p>Is this a renewal?</p> <p>What data supports this renewal?</p> <p>Is this an expansion of the program? If so, why?</p>	<p>UFE is a 501(c)3 non-profit organization that provides kids living in poverty with new underwear, recognizing their importance of this small basic need as part of a child's long-term success. UFE Headquarters is in Houston, Texas and has been providing underwear to school kids in need since 2012.</p>
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Board Business Meeting A
San Antonio Independent School District Board of Trustees
April 5, 2021

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Mrs. Radle read the following statement prior to the Board meeting: *"Citizens may view and listen to the open session portion of the meeting by a free videoconference link that will be posted on the District's website approximately one hour prior to the start of the meeting. Citizens who wish to address the Board during the Citizens' Presentation section of the meeting may do so but must first sign up by emailing board@saisd.net no later than 24 hours prior to the start of the meeting. Please include your name, address, phone number, and a written statement of your comments, and specify the item on the posted open session agenda to which you will address in your comments. Written statements not addressing an item on the agenda will not be read but will be forwarded to the Trustees for their review. Please go to saisd.net and click on the "Board" category at the top of the page. This link will take you to the Board's page. Once there, please click on "Citizens' Comment." This will take you to the section of the Board's page that will explain in detail how citizens may address the Board."*

Board Business Meeting A of the Board of Trustees of the San Antonio ISD was held on Monday, April 5, 2021, beginning at 5:31 p.m., via Zoom Webinar.

1. Call to Order

A. Meeting Called to Order

1. Roll Call of Board Members Present and Declaration of Quorum Present 6 Absent 1
 - a. Mrs. Patti Radle
 - b. Mr. Arthur Valdez
 - c. Ms. Debra A. Guerrero
 - d. Mr. Ed Garza – logged on to the Zoom Webinar at 5:36 p.m.
 - e. Mr. Steve Lecholop – logged off the Zoom Webinar at 7:00 p.m./logged back in at 7:35 p.m.
 - f. Mrs. Christina Martinez – absent
 - g. Mrs. Alicia Sebastian-Perry
2. Recording of Superintendent Present
 - a. Mr. Pedro Martinez
3. Pledge of Allegiance to the U. S. Flag
4. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

B. Citizens' Presentations - 60-minute total time limit for this item

The following community member submitted a written statement prior to the Board meeting video conference. Mrs. Radle asked Theresa Mendoza, SAISD Board Services Manager, to read the statement during Citizen's Presentations. For details regarding their comments, please refer to the video recording for this meeting located at www.saisd.net on the SAISD Board Page.

1. Jason Mims, community member

2. Recognitions

- A. Recognition of Levolea Wallace for Being Selected as SAISD's First Trinity Tower Scholarship Recipient**
This was a discussion-only item. No action was required.

- B. Recognition of the SAISD Student for being selected as the Winner in the 2021 Texas Cavaliers River Parade Art Contest
This was a discussion-only item. No action was required.
- C. Recognition of Three SAISD High School Students on their Successful Advancement at the 2021 Texas Music Educators Association (TMEA) All-State Audition
This was a discussion-only item. No action was required.
- D. Recognition of Maria Estella Garza for being named a Recipient of the Lifetime Achievement Award by the Alamo Area Chapter of the National Association of Social Workers (NASW)
This was a discussion-only item. No action was required.

3. Governance

- A. Approval of the Resolution Urging the State of Texas to Provide Elementary and Secondary School Emergency Relief (ESSER II and III) Funds to SAISD
Motion by Ms. Guerrero; second by Mr. Valdez; approved by a vote of 6-0 with Mrs. Martinez being absent.
- B. Approval of the Revisions to Board Policy CL (LOCAL) – Building Grounds, and Equipment Management
Motion by Ms. Guerrero; second by Mrs. Sebastian-Perry; approved by a vote of 6-0 with Mrs. Martinez being absent.
- C. Approval of the SAISD Proposal to the Wallace Foundation Equity-Centered Principal Pipeline Initiative Proposal
Motion by Mr. Lecholop; second by Ms. Guerrero; approved by a vote of 6-0 with Mrs. Martinez being absent.
- D. Approval to Increase the Number of Underwriting Firms in the Underwriting Pool for District Bond Program
Motion by Ms. Guerrero to approve staff’s recommendation to increase the number of Underwriting Firms in the current District Underwriting Pool. Second by Mr. Valdez. This item was approved by a vote of 6-0 with Mr. Lecholop and Mrs. Martinez being absent.
- E. Update on SAISD’s Response to the Ongoing COVID-19 Crisis and Associated Expenditures
This was a discussion-only item. No action was required.
- F. Presentation of the 2021-2022 Budget Priorities
This was a discussion-only item. No action was required.

4. Consent Agenda

Motion by Mr. Valdez; second by Mrs. Sebastian-Perry; approved by a vote of 6-0 with Mrs. Martinez being absent. Consent. Items included 4B, 4C, 4D, 4E, and 4F. Item 4A was pulled from the Consent Agenda for separate discussion.

- A. Approval of a Resolution to Nominate SAISD Superintendent Pedro Martinez as the Texas Association of School Boards (TASB) Superintendent of the Year
Motion by Ms. Guerrero; second by Mr. Lecholop; approved by a vote of 6-0 with Mrs. Martinez being absent.
- B. Approval of the Memorandum of Understanding (MOU) Between the Education Service Center, Region 20 and SAISD for the National Board Certification Process
- C. Approval of the Memorandum of Understanding (MOU) Between SAISD and The Boys and Girls Club of San Antonio
- D. Approval of the Memorandum of Understanding (MOU) Between SAISD and Culturingua for Implementation of a Cultural Virtual Exchange Program
- E. Approval of Monthly Budget Reports and Amendments for April 2021
- F. Approval of the Contract for Annual Audit Services for the Fiscal Year Ending June 30, 2021

5. No Closed Session Items

6. Adjournment

A. Mrs. Radle adjourned the meeting at 7:49 p.m.

MINUTES APPROVED

The foregoing minutes of the Board Business Meeting A of the Board of Education of the San Antonio Independent School District held on April 5, 2021 were duly approved at a meeting held on May 10, 2021.

ATTEST:

Patti Radle
President, Board of Education
San Antonio Independent School District

Debra A. Guerrero
Secretary, Board of Education
San Antonio Independent School District

Board Business Meeting B
San Antonio Independent School District Board of Trustees
April 12, 2021

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Mrs. Radle read the following statement prior to the Board meeting: *"Citizens may view and listen to the open session portion of the meeting by a free videoconference link that will be posted on the District's website approximately one hour prior to the start of the meeting. Citizens who wish to address the Board during the Citizens' Presentation section of the meeting may do so but must first sign up by emailing board@saisd.net no later than 24 hours prior to the start of the meeting. Please include your name, address, phone number, and a written statement of your comments, and specify the item on the posted open session agenda to which you will address in your comments. Written statements not addressing an item on the agenda will not be read but will be forwarded to the Trustees for their review. Please go to saisd.net and click on the "Board" category at the top of the page. This link will take you to the Board's page. Once there, please click on "Citizens' Comment." This will take you to the section of the Board's page that will explain in detail how citizens may address the Board."*

Board Business Meeting B of the Board of Trustees of the San Antonio ISD was held on Monday, April 12, 2021, beginning at 5:30 p.m., via Zoom Webinar.

1. Call to Order

A. Meeting Called to Order

1. Roll Call of Board Members Present and Declaration of Quorum Present 6 Absent 0
 - a. Mrs. Patti Radle
 - b. Mr. Arthur Valdez
 - c. Ms. Debra A. Guerrero - logged on to the Zoom Webinar at 5:38 p.m.
 - d. Mr. Ed Garza
 - e. Mr. Steve Lecholop
 - f. Mrs. Christina Martinez
 - g. Mrs. Alicia Sebastian-Perry – absent
2. Recording of Superintendent Present
 - a. Mr. Pedro Martinez
3. Pledge of Allegiance to the U. S. Flag
4. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

B. Citizens' Presentations - 60-minute total time limit for this item

The following community members submitted written statements prior to the Board meeting video conference. Mrs. Radle asked Tiffany Grant, Chief of Staff, to read each statement during Citizen's Presentations. For details regarding their comments, please refer to the video recording for this meeting located at www.saisd.net on the SAISD Board Page.

1. Jason Mims, community member
2. Mari Boyd, SAISD teacher
3. SAISD Fine Arts Educators, provided by Alysia Gist and Mari Boyd

2. Governance

- A. Approval of the Resolution in Recognition of Campus Educator Month**
Motion by Ms. Guerrero; second by Mr. Lecholop; approved by a vote of 6-0 with Mrs. Sebastian-Perry being absent.

- B. Update on SAISD's Response to the Ongoing COVID-19 Crisis and Associated Expenditures
This was a discussion-only item. No action was required.
- C. Presentation of the 2021-2022 Budget Priorities
This was a discussion-only item. No action was required.
- D. SAISD School Board Member Training Report
Mrs. Radle asked to project the SAISD Board Training Report during the meeting. She said that all SAISD Board members have met and exceeded their continuing education requirements. The total completed hours of each Trustee are listed as follows: Patti Radle – 63.75 hours; Art Valdez – 38.5 hours; Debra Guerrero – 68.25 hours; Ed Garza – 53 hours; Steve Lecholop – 38.5 hours; Christina Martinez – 50.75 hours; and Alicia Sebastian-Perry – 119 hours. This was a discussion-only item. No action was required.
- E. SAISD Board of Trustee Committee Reports
This was a discussion-only item. No action was required.

3. Consent Agenda

Motion by Ms. Guerrero; second by Mrs. Martinez; approved by a vote of 6-0 with Mrs. Sebastian-Perry being absent. Consent items included 3A, 3B, 3C, 3D, 3E, and 3F.

- A. Approval of the Waiver from the Local Designation System Annual Survey and Response Plan Requirement due to COVID-19
- B. Approval of Qualified Investment Brokers and Dealers as Required by the Texas Public Funds Investment Act (PFIA)
- C. Approval of a Permanent Water Easement to the City of San Antonio and San Antonio Water System (SAWS) at Japhet Academy
- D. Approval of Classroom Furniture Awards at Young Women's Leadership Academy (YWLA) Primary at Page, CAST Med High School, Poe Middle School, Ball Academy – Campus #1 and Ball Academy – Campus #2
- E. Approval of Minor General Contractor for Minor Cosmetic Renovations at Poe Middle School, Ball Academy – Campus #1 and Ball Academy – Campus #2
- F. Approval of Minutes for the following meetings:
 - 1. March 1, 2021 Special Board Meeting
 - 2. March 16, 2021 Board Business Meeting A
 - 3. March 22, 2021 Board Business Meeting B

4. Closed Session

- A. Mrs. Radle convened the Board in Closed Session at 7:00 p.m. as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071, TGC 551.072, and TGC 551.074) to discuss and/or receive information about the items under this section listed as 4A1, 4A2, and 4A3.
- B. Mrs. Radle reconvened the Board in Open Session at 8:01 p.m. and took appropriate action on the items discussed in Closed Session. Items 5A1 through 5A5 are listed as follows:
 - 1. Deliberation regarding the purchase, exchange, lease or value of real estate, including legal issues on the acquisition process. (TGC 551.071 and TGC 551.072)
No action taken.
 - 2. Deliberation regarding personnel matters, including but not limited to employment, duties, discipline, reassignment, resignation, retirement, reclassification and dismissal of an employee. (TGC 551.071 and TGC 551.074)
No action taken.
 - 3. Deliberation on the evaluation of the Chief Internal Auditor. (TGC 551.074)
No action taken.

5. Adjournment

- A. Mrs. Radle adjourned the meeting at 8:02 p.m.

MINUTES APPROVED

The foregoing minutes of the Board Business Meeting B of the Board of Education of the San Antonio Independent School District held on April 12, 2021 were duly approved at a meeting held on May 10, 2021.

ATTEST:

Patti Radle
President, Board of Education
San Antonio Independent School District

Debra A. Guerrero
Secretary, Board of Education
San Antonio Independent School District

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: **Canvass of Election Returns for the May 1, 2021, General Election of Trustees from Single Member Districts 1, 3, 4, and 7; and Approval of Tabulation Report**

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

REQUESTED BY: Patti Radle, Board President

PRESENTER: Tiffany Grant, Chief of Staff and Diversity Officer

MEETING DATE: May 10, 2021

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

Following the general election of trustees in the San Antonio ISD from Single Member Districts 1, 3, 4, and 7 on May 1, 2021, the District’s Canvassing Authority (*i.e., the Board of Trustees*) is required by Section 67.002 of the Texas Election Code to conduct a canvass of election returns to determine the winning candidates in the election. As required by Section 67.003(b) of the Election Code, the canvass must be conducted not later than the 11th day following the election. Election results are provided to the Canvassing Authority by the Bexar County Elections Administrator, who is the authority charged with administration of the election through the District’s contract for election services. The results of the election are included in the Administrator’s Media Report. Once approved by the Canvassing Authority, the Media Report will become the District’s Tabulation Report of official trustee election results.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the following motion regarding the election results as found in the Media Report provided by the Bexar County Elections Administrator, to wit:

*“**MOVE:** that this Canvassing Authority hereby approves, as presented, the Media Report received from the Bexar County Elections Administrator as the District’s official Tabulation Report of election results for the May 1, 2021, general election of trustees in the San Antonio Independent School District from Single Member Districts 1, 3, 4, and 7, showing for each Candidate the total number of votes received in each precinct, the sum of the precinct totals, and the total number of voters who cast a ballot for a candidate; and that a copy of the Tabulation Report (including the Early Voting Report) shall be attached to the official minutes of the canvass of the trustee election.”*

II. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A. The District will incur no additional cost for carrying out the canvass.

IV. 2021-2022 DISTRICT GOAL/PRIORITIES (CHECK ALL THAT APPLY)

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

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