

# Agenda of Regular Meeting

## The Board of Trustees Bellville ISD

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A Regular Meeting of the Board of Trustees of Bellville ISD will be held June 25, 2020, beginning at 6:30 PM in the Bellville ISD Administration Building Board Room  
518 S Matthews St  
Bellville, TX 77418.

1. Call to order
2. Invocation
3. Pledge of Allegiance
4. Open Forum/Communications
5. Reports & Discussion Items
  - A. Academic Update, Overview, & Vision from our Chief Academic Officer-Natalie Jones 3
  - B. Monthly Financial Report - 10
  - C. Superintendent's Report 14
    1. Update regarding responsive actions to COVID-19 including waiver of Board Training Requirements & Extended Deadlines 15
    2. Review of TEA Guidelines and 2020-2021 BISD Operational Guidelines for Reopening Schools in August. 24
  - D. Update on Capital Improvement Assessments & Projects 47
  - E. Discussion of future Capital Improvement Projects & Procurement Methods 48
  - F. Discuss responsive actions to BISD Safety Audit. 57
6. Consent Agenda Items
  - A. Approve minutes of Regular Meeting of the BISD Board of Trustees on June 11 58
  - B. Approve minutes of Regular Board Meeting on May 21. 59
  - C. Approve Budget Amendments & Donations 60
  - D. Certify Waiver Submission for Missed School Days. 61
  - E. Approve Submission of Waiver of Instructional Minutes for Professional Development. 62
  - F. Approve Amendment to 2020-2021 BISD Academic Calendar to include COVID Make-Up Days at the end of the regularly scheduled school year. 63
7. Action Items
  - A. Consider actions necessary in response to circumstances resulting from COVID19 such as employee pay, operations, activities, events, waivers, academic calendar, etc

B.	Consider action on purchase of Promethean boards for new pathway classes.	64
C.	Consider Board Resolution to uncommit Fund Balance for West End Roof	67
D.	Consider Budget Amendment to uncommit Fund Balance	69
E.	Consider approval of financial audit service and fees for fiscal years Ending August 2020-2023	71
F.	Consider recommendation for office and school supply proposals	83
G.	Consider purchase of West End Elementary Marque	84
H.	Consider action to approve contractor and costs related to remodel of the BJHS Lounge and Workroom.	91
8.	Executive Session	
A.	Consider contract renewal for professional/staff to be employed for 2020-2021. (551.074)	
B.	Discuss new personnel and resignations. (551.074)	
C.	For the purpose of discussing the purchase, exchange, lease, or value of real property. (551.072)	
9.	Reconvene Open Session	
A.	Consider approval of Superintendents recommendation of personnel. (551.074)	
B.	The Board will take action on items from Closed Session as needed.	
10.	Board Report	
A.	Consider meeting dates and schedule for the 2020-2021 school year.	
B.	Discuss process for Superintendent's Formal Evaluation in July.	
11.	Adjourn	

# Bellville ISD Academic Update and Vision

BISD Board Report 6.25.2020  
Natalie Jones, CAO



**“Challenges are what make life interesting. Overcoming them is what makes life meaningful. “**

**~Joshua J. Marine**



# COVID-19

- Develop Instructional Framework with accountability
- Equipping Teachers ~ Ongoing Support
- In Spite of Circumstances, Don't Lose Sight of Meaningful Learning
- Expand upon and grow with our “new normal”
- Staff experience virtual learning as a student with our summer professional development

# Professional Learning

- Intentional Curriculum Planning and Vertical Teaming
- Building Teacher Capacity, Team Leader PLCs
- Ongoing throughout the school year
- Strengthening Tier 1 Instruction, Toolbox
- Block Scheduling Instructional Strategies

# Professional Learning, Cont.

- Social and Emotional Learning for adults and students
- Train on best practices for remote instruction
- Paraprofessional Training
- Special Programs
- Reading Academy Cohort 1

# Student Outcomes

- Pathways, Programs of Study
- Meaningful Learning and Experiences
- Student Portfolios
- Portrait of a BISD Graduate



BELLVILLE INDEPENDENT SCHOOL DISTRICT  
GENERAL FUND  
2019-2020 BUDGET BOARD REPORT

	2018-2019				2019-2020				
	ADOPTED BUDGET	% to Total	YTD REV/EXP	% OF BUDGET	ADOPTED BUDGET	% to Total	ACTUAL MO. REV/EXP	YTD REV/EXP	% OF BUDGET
<b>GENERAL FUND</b>									
5700 Local Revenues	\$15,068,327	68.78%	\$15,062,033	99.96%	\$15,266,146	66.01%	\$158,056	\$14,556,675	95.35%
5800 State Revenues	\$6,589,898	30.08%	\$4,195,233	63.66%	\$7,591,248	32.82%	\$65,412	\$5,414,747	71.33%
5900 Federal Revenues	\$250,000	1.14%	\$308,715	123.49%	\$270,000	1.17%	\$253	\$293,292	108.63%
<b>Total Revenues</b>	<b>\$21,908,225</b>	<b>100.00%</b>	<b>\$19,565,981</b>	<b>89.31%</b>	<b>\$23,127,394</b>	<b>100.00%</b>	<b>\$223,720</b>	<b>\$20,264,714</b>	<b>87.62%</b>
<b>BY FUNCTION</b>									
0011 Instruction	\$11,966,948	54.62%	\$8,285,937	69.24%	\$13,123,331	56.74%	\$938,557	\$8,741,699	66.61%
0012 Resources & Media (Libraries)	\$368,583	1.68%	\$207,597	56.32%	\$290,798	1.26%	\$19,427	\$198,139	68.14%
0013 Curriculum & Staff Development	\$131,769	0.60%	\$81,869	62.13%	\$176,261	0.76%	\$7,442	\$90,965	51.61%
0021 Instructional Leadership	\$325,580	1.49%	\$258,744	79.47%	\$348,858	1.51%	\$23,396	\$262,892	75.36%
0023 School Leadership	\$1,141,805	5.21%	\$787,194	68.94%	\$1,198,911	5.18%	\$91,783	\$833,474	69.52%
0031 Counseling & Testing	\$549,206	2.51%	\$404,515	73.65%	\$588,069	2.54%	\$42,835	\$385,970	65.63%
0033 Health Services	\$238,156	1.09%	\$166,766	70.02%	\$252,453	1.09%	\$18,169	\$174,498	69.12%
0034 Transportation	\$1,259,254	5.75%	\$789,078	62.66%	\$1,121,853	4.85%	\$63,618	\$646,602	57.64%
0035 Food Services	\$23,334	0.11%	\$23,952	102.65%	\$2,000	0.01%	\$0	\$618	30.90%
0036 Co-Curricular Activities	\$956,935	4.37%	\$744,612	77.81%	\$1,076,695	4.66%	\$68,570	\$705,489	65.52%
0041 General Administration	\$1,012,998	4.62%	\$647,427	63.91%	\$1,214,093	5.25%	\$56,081	\$783,458	64.53%
0051 Plant Maintenance & Operations	\$2,196,875	10.03%	\$1,531,906	69.73%	\$2,231,957	9.65%	\$110,818	\$1,541,270	69.05%
0052 Security and Monitoring	\$346,467	1.58%	\$325,950	94.08%	\$384,268	1.66%	\$1,633	\$202,623	52.73%
0053 Data Processing Services	\$181,898	0.83%	\$114,107	62.73%	\$203,941	0.88%	\$8,532	\$141,392	69.33%
0081 Facilities Acquisition and Imprvmt.	\$740,562	3.38%	\$412,327	55.68%	\$558,568	2.42%	\$0	\$477,546	85.49%
0091 Chapter 41 Recaptures	\$147,328	0.67%	\$0	0.00%	\$0	0.00%	\$0	\$0	0.00%
0093 Payments to Fiscal Agents	\$0	0.00%	\$0	0.00%	\$0	0.00%	\$0	\$0	0.00%
0099 Payments to Appraisal District	\$320,527	1.46%	\$225,916	70.48%	\$355,337	1.54%	\$0	\$252,253	70.99%
<b>Total Expenditures</b>	<b>\$21,908,225</b>	<b>100.00%</b>	<b>\$15,007,897</b>	<b>68.50%</b>	<b>\$23,127,394</b>	<b>100.00%</b>	<b>\$1,450,861</b>	<b>\$15,438,887</b>	<b>66.76%</b>
	\$0				\$0				
<b>BY OBJECT</b>									
6100 Payroll Cost	\$17,026,780	77.72%	\$11,564,437	67.92%	\$17,952,188	77.62%	\$1,268,938	\$12,129,450	67.57%
6200 Contracted Services	\$2,474,301	11.29%	\$1,769,544	71.52%	\$2,556,850	11.06%	\$106,079	\$1,732,568	67.76%
6300 Supplies	\$833,717	3.81%	\$703,318	84.36%	\$1,212,449	5.24%	\$71,712	\$580,058	47.84%
6400 Travel & Other Cost	\$698,041	3.19%	\$438,794	62.86%	\$762,205	3.30%	\$3,928	\$419,676	55.06%
6600 Capital Outlay	\$875,386	4.00%	\$531,733	60.74%	\$643,702	2.78%	\$204	\$577,134	89.66%
<b>Total Expenditures</b>	<b>\$21,908,225</b>	<b>100.00%</b>	<b>\$15,007,827</b>	<b>68.50%</b>	<b>\$23,127,394</b>	<b>100.00%</b>	<b>\$1,450,861</b>	<b>\$15,438,887</b>	<b>66.76%</b>
<b>FUND BALANCE</b>									
3510 Construction								\$7,507,398	
3540 Self-Insurance								\$600,000	
3545 Residential/Day Placement								\$600,000	
3600 Unassigned								\$6,228,977	
<b>Total Fund Balances</b>								<b>\$14,936,375</b>	

**BELLVILLE INDEPENDENT SCHOOL DISTRICT  
 FOOD SERVICE & INTEREST & SINKING  
 2019-2020 BUDGET BOARD REPORT**

	2018-2019				2019-2020				
	ADOPTED BUDGET	% to Total	YTD REV/EXP	% OF BUDGET	ADOPTED BUDGET	% to Total	ACTUAL MO. REV/EXP	YTD REV/EXP	% OF BUDGET
<b>FOOD SERVICE</b>									
5700 Local Revenues	\$540,834	42.48%	\$490,984	90.78%	\$543,526	42.57%	\$124	\$388,499	71.48%
5800 State Revenues	\$6,500	0.51%	\$5,351	82.32%	\$6,500	0.51%	\$0	\$5,243	80.65%
5900 Federal Revenues	\$725,723	57.01%	\$558,367	76.94%	\$726,675	56.92%	\$64,256	\$507,307	69.81%
<b>Total Revenues</b>	<b>\$1,273,057</b>	<b>100.00%</b>	<b>\$1,054,702</b>	<b>82.85%</b>	<b>\$1,276,701</b>	<b>100.00%</b>	<b>\$64,380</b>	<b>\$901,049</b>	<b>70.58%</b>
<b>INTEREST &amp; SINKING</b>									
6100 Payroll Cost	\$572,777	44.99%	\$439,348	76.70%	\$578,919	45.34%	\$51,841	\$458,172	79.14%
6200 Contracted Services	\$54,665	4.29%	\$44,127	80.72%	\$49,286	3.86%	\$940	\$32,519	65.98%
6300 Supplies	\$625,615	49.14%	\$497,504	79.52%	\$638,496	50.01%	\$18,220	\$411,972	64.52%
6400 Travel & Other Cost	\$10,000	0.79%	\$3,630	36.30%	\$10,000	0.78%	\$154	\$3,368	0.00%
6600 Capital Outlay	\$10,000	0.79%	\$0	0.00%	\$0	0.00%	\$0	\$0	0.00%
<b>Total Expenditures</b>	<b>\$1,273,057</b>	<b>100.00%</b>	<b>\$984,609</b>	<b>77.34%</b>	<b>\$1,276,701</b>	<b>100.00%</b>	<b>\$71,155</b>	<b>\$906,031</b>	<b>70.97%</b>

	2018-2019				2019-2020				
	ADOPTED BUDGET	% to Total	YTD REV/EXP	% OF BUDGET	ADOPTED BUDGET	% to Total	ACTUAL MO. REV/EXP	YTD REV/EXP	% OF BUDGET
<b>FOOD SERVICE</b>									
5700 Local Revenues	\$1,836,376	97.66%	\$1,821,481	99.19%	\$1,786,853	98.09%	\$16,851	\$1,905,181	106.62%
5800 State Revenues	\$43,920	2.34%	\$43,463	98.96%	\$34,880	1.91%	\$0	\$47,313	135.65%
5900 Federal Revenues	\$0	0.00%	\$0	0.00%	\$0	0.00%	\$0	\$0	0.00%
<b>Total Revenues</b>	<b>\$1,880,296</b>	<b>100.00%</b>	<b>\$1,864,944</b>	<b>99.18%</b>	<b>\$1,821,733</b>	<b>100.00%</b>	<b>\$16,851</b>	<b>\$1,952,494</b>	<b>107.18%</b>
<b>BY OBJECT</b>									
6500 Debt Service	\$1,820,258	100.00%	\$1,489,679	81.84%	\$1,821,733	100.00%	\$1,489,679	\$1,513,379	83.07%
<b>Total Expenditures</b>	<b>\$1,820,258</b>	<b>100.00%</b>	<b>\$1,489,679</b>	<b>81.84%</b>	<b>\$1,821,733</b>	<b>100.00%</b>	<b>\$1,489,679</b>	<b>\$1,513,379</b>	<b>83.07%</b>

**2019-2020 Cash and Investments Reports  
 Bellville Independent School District**

<b>Bank Accounts</b>	<b>Average Yield</b>	<b>Beginning Balance</b>	<b>Period Interest</b>	<b>Ending Balance</b>
<b>Industry State Bank</b>				
General Operating	1.26%	\$20,725,694	\$21,300	\$19,472,525
Interest & Sinking	1.26%	\$1,522,437	\$1,631	\$1,539,288
Payroll	1.26%	\$753,559	\$781	\$753,491
Cafeteria	1.26%	\$85,148	\$116	\$124,460
Special Revenue	1.26%	\$168,403	\$128	\$83,027
Trust	1.26%	\$82,289	\$88	\$82,377
Auxilliary	1.26%	\$59,086	\$83	\$97,851
Construction	1.26%	\$0	\$0	\$0
<b>Total Industry Bank</b>		<b>\$23,396,616</b>	<b>\$24,127</b>	<b>\$22,153,019</b>

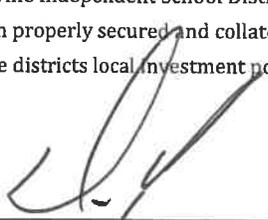
<b>Certificate of Deposits</b>	<b>Principle</b>	<b>YTD Instrest</b>
<b>Total Certificate of Deposits</b>	<b>\$0</b>	<b>\$0</b>

**Total Pledge Securities @ Instrusty State Bank**      \$      **26,907,750**

<b>Lone Star Investment Pool</b>	<b>Beginning Balance</b>	<b>YTD Instrest</b>	<b>Ending Balance</b>
LoneStar Pool (gov)	\$0	\$0	\$0
LoneStar Pool (corp+)	\$0	\$0	\$0
<b>Total Investment Pool Deposits</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Certification:**

The above captioned report is an accurate representation summary of the records of the Bellville Independent School District for the period indicated. All investments are on deposit at the depository listed above, and have been properly secured and collateralized by a combination of pledged securities and FDIC insurance. This report is in compliance with the districts local investment policy, and the requirements of the public funds investment act.

  
 \_\_\_\_\_  
 Dennis Jurek, Assistant Superintendent  
 Bellville Independent School District

## DEPOSITORY INFORMATION:

Current Depository - Industry State Bank

Depository Interest - higher of 90 day T-Bill plus 0.30% or 1.26% on all accounts held at Industry State Bank

## BENCHMARK RATES

	2018 Sept	2018 Oct	2018 Nov	2018 Dec	2019 Jan	2019 Feb	2019 Mar	2019 Apr	2019 May	2019 June	2019 July	2019 Aug
90 day T-Bill	2.1500%	2.2300%	2.3700%	-	2.4300%	2.4300%	2.4300%	2.4700%	2.4300%	2.4300%	2.1900%	2.0500%
1 year T-Bill	2.5500%	2.6400%	2.7400%	-	2.5900%	2.5900%	2.5500%	2.5400%	2.4100%	2.3700%	2.0000%	1.9000%
TexPool	1.9725%	2.1162%	2.1794%	-	2.3821%	2.3821%	2.3919%	2.3870%	2.4198%	2.4118%	2.3702%	2.3877%
TexPool (Prime)	2.1993%	2.2975%	2.3696%	-	2.5939%	2.5939%	2.5793%	2.5837%	2.5798%	2.5680%	2.5167%	2.5013%
LoneStar Pool (gov)	1.9674%	2.1028%	2.1799%	-	2.3964%	2.3964%	2.3789%	2.3877%	2.4125%	2.4077%	2.3740%	2.3752%
LoneStar Pool (corp+)	2.2494%	2.3028%	2.3840%	-	2.6222%	2.6222%	2.6087%	2.6295%	2.6024%	2.5773%	2.5284%	2.4503%
TexSTAR	1.9920%	2.1327%	2.1925%	-	2.3734%	2.3734%	2.3869%	2.3980%	2.4140%	2.4099%	2.3743%	2.3952%
Texas Class Coop	2.2571%	2.3151%	2.4051%	-	2.6251%	2.6251%	2.6369%	2.6251%	2.4451%	2.5677%	2.5064%	2.3751%
Bellville ISD	2.4500%	2.5500%	2.6900%		2.7700%	2.7700%	2.7400%	2.7900%	2.7500%	2.7600%	2.6700%	2.5300%

	2019 Sept	2019 Oct	2019 Nov	2019 Dec	2020 Jan	2020 Feb	2020 Mar	2020 Apr	2020 May	2020 June	2018 July	2018 Aug
90 day T-Bill	1.9300%	1.6600%	1.5700%	1.5600%	1.5400%	1.5900%	0.0010%	0.1100%	0.1300%	0.1600%	2.0000%	2.0700%
1 year T-Bill	1.8800%	1.5900%	1.5400%	1.5400%	1.5600%	1.4800%	0.2500%	0.1700%	0.1600%	0.1700%	2.4000%	2.4500%
TexPool	2.6567%	1.9242%	1.6839%	1.6056%	1.5807%	1.5893%	0.6201%	0.4600%	0.2566%	0.2145%	1.8833%	1.9398%
TexPool (Prime)	2.5186%	2.0844%	1.8618%	1.8172%	1.8042%	1.7601%	1.1223%	0.9300%	0.7593%	0.4959%	2.1372%	2.1995%
LoneStar Pool (gov)	2.3793%	1.9221%	1.7126%	1.6205%	1.5714%	1.5600%	0.8138%	0.5338%	0.2869%	0.1913%	1.9018%	2.2405%
LoneStar Pool (corp+)	2.3335%	2.0790%	1.9293%	1.8929%	1.8425%	1.7700%	1.5679%	1.3148%	0.9601%	0.6721%	2.2069%	2.2114%
TexSTAR	2.5872%	1.9017%	1.6214%	1.5608%	1.5447%	1.5597%	0.5867%	0.4314%	0.1961%	0.1973%	1.8846%	1.9259%
Texas Class Coop	2.3451%	2.0855%	1.9441%	1.8692%	1.8410%	1.7753%	1.3222%	1.0667%	0.7061%	0.5773%	2.2417%	2.2351%
Bellville ISD	2.3100%	2.0700%	1.8500%	1.9200%	1.8800%	1.8900%	1.4400%	1.2600%	1.2600%	1.2600%		

## MONITORING RATE CHANGES OF INVESTMENTS

Depository - rates have a fixed floor for term investment, use benchmark rates to evaluate floor and investment objectives

Certificates of Deposit - fixed term fo deposit, evaluate returns, cash flows and time principle is invested, work w/ broker

Pools - monthly pool reports

## WEIGHTED AVERAGE MATURITY (WAM)

Security	Par Value	Book Value	Dates to Maturity	WAM
Depository	\$22,153,019	\$22,153,019	1	1.00
CD - Trust	\$0	\$0	365	0.00
<b>Total</b>	<b>\$22,153,019</b>	<b>\$22,153,019</b>	<b>WAM</b>	<b>1.00</b>

BISD CDA (LOCAL) Pool fund maximum dollar weighted maturity is 180 days  
Individual investments shall not exceed one year from time of purchase



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

518 SOUTH MATHEWS STREET | BELLVILLE, TX | 77418 | PH: (979) 865-3133 | WWW.BELLVILLEISD.ORG

## SUPERINTENDENT'S REPORT

JUNE 2020

### Informational Items:

- COVID-19 RESPONSE:
  - [Attendance & Enrollment FAQ](#)
  - [DRAFT-SY 20-21 Public Health Planning Guidance](#)
  - [BISD Decision Making Process: Updated June 20](#)

### Upcoming Events:

- June 30-July 3: District Closure
- July 2: TEA Distance Learning Plan Requirements & Template Released
- July 3: Penalty Free Resignation Date
- July 6: District Office Re-Open
- July 6: BISD Release of DRAFT 2020-2021 Operational Guidelines
- July-TBD: BISD Budget Workshops
- July 21: BISD Board Retreat
- July 23: BISD Board Regular Meeting

### Personnel Update:

Current Openings:

- West End Elementary Teacher
- BHS Special Education Teacher Resource/Boys' Coach
- BHS 504/Credit Recovery/Girls' Coach

BELLVILLE BRAHMAS  
LEARNERS TODAY. LEADERS TOMORROW.

## **BOARD GOALS AND PROGRESS MONITORING**

UPDATED  
6/16/20

- 1. *When do board adopted plans required by the Texas Education Code (TEC), §§11.185 and 11.186, containing goals in early childhood and CCMR need to be adopted by the school board? Updated June 16, 2020***

The plans containing goals in early childhood, [TEC, §11.185](#), and college, career, and military readiness (CCMR), [TEC, §11.186](#), need to guide planning for the 2020-2021 school year. The goals and progress measures will be extended until January 31, 2021 and can be incorporated into the 2020-2021 district and campus improvement plans for board adoption during the 2020-2021 school year once the goals and progress measures are approved by the board.

This is a second extension to the previous deadline of prior to the first day of instruction beginning for the 2020-2021 school year. The extension is predicated upon the fact that districts do not have data from STAAR for the 2019-2020 school year in order to set baseline data, however this will allow for the opportunity to utilize optional end-of-year and beginning-of-year assessments that the agency has stood up. Districts in need of baseline data are encouraged to utilize these assessments. Guidance on these assessments can be found in the [Optional End of Year and Beginning of Year Assessments](#) section of the Student Assessment category on the COVID-19 website. An additional FAQ document about board adopted plans and goals can be found on the TEA House Bill 3 (HB 3) website, in the video series section.

- 2. *Is there training to help set and monitor these board-adopted plans and goals? Updated March 30, 2020***

Yes. School boards and administrative teams can receive training on this process in the new EISO (evaluating and improving student outcomes) board training that is required every two years. This training can be provided by ESCs or any authorized provider with a provider number beginning with 2020-. A list of Authorized Providers can be found here: [http://tea4avcastro.tea.state.tx.us/school\\_board/providers.html](http://tea4avcastro.tea.state.tx.us/school_board/providers.html)

- 3. *What data do we use now that we do not have STAAR this year for early childhood goals? Updated March 30, 2020***

When setting goals and progress measures, districts can use STAAR data from previous years as well as local assessment data to determine and set appropriate student group targets for the next five years. Districts may use existing student progress monitoring data for their reading and math goals. The changes to kindergarten diagnostic tools (effective with the 2020–2021 school year) may be phased into the plan once implemented.

**4. *What data do we use for CCMR goals?* Updated March 30, 2020**

The data on college, career, and military readiness should still be available as before, and this data should be used to determine appropriate student group targets for the next five years.

**5. *What goals/progress measures do school boards monitor during emergency school closures?* Updated March 30, 2020**

At times like this, it is appropriate for the board to monitor through conversation versus a structured progress monitoring format. The primary focus of the conversations is on emergency priorities. Two emergency priorities that rise to the top of the list are: 1) Ways the school is providing for the safety, security, and well-being of its students; and 2) How the school is providing for the continuation of educational services to students outside of normal school operations. Boards may choose to have conversations on more emergency priorities than this, but these two priorities should cover the most pressing issues for all school systems. Stay-put orders and similar public health orders do not permit broad community input/engagement and data gathering for emergency priorities. These are for emergency use only.

**6. *What do we do with our monitoring calendar during a time of emergency?* Updated March 30, 2020**

The adopted monitoring calendar will be suspended during the emergency time and adjusted at a later date. Monitoring reports will focus on the emergency priorities.

**7. *What could a monitoring report look like when delivered to the school board when monitoring emergency priorities?* Updated March 30, 2020**

In reporting on the status or progress of emergency priorities, the superintendent can use the time generally reserved for reports according to the monitoring calendar and include the following in a board report: 1) identifying each emergency priority; 2) describing the status of the district in addressing each priority; 3) the superintendent's overall interpretation of progress in addressing each priority; and 4) needed next steps or board actions to address each priority.

**8. *How does the decision to not administer the STAAR change the superintendent's evaluation, if student outcome goals are centered on STAAR performance?* Updated March 30, 2020**

Keep in mind that many outcome goals revolving around STAAR may not have data points for this year. Quite possibly the goal progress measures (outputs) that are predictive of the goals may not have data points at the end of the year, but, when continuing educational operations remotely, there may be opportunities to still use the same progress measures to measure student learning, even if it is not in a traditional or customary setting, and report on

these for the second emergency priority. STAAR performance is one of several data points in the overall superintendent evaluation determination. While we may not have STAAR data for this year, student outcome goals that focus on items other than STAAR could still be appropriate. Progress measures that have been used throughout the year to determine the effectiveness of implemented programs could also be used. Constraints and core values established by the board that are not connected to STAAR performance such as parent satisfaction and staff turnover could also still be used. Some new, input-based measures, such as the thoroughness of the emergency response for the district (measured by stakeholder surveys or the creation of a rubric), and the percent of students engaging in daily learning (measured by teacher contact, submission of remote assignments, etc.) can be helpful elements to add in times like these. During/after the suspension from normal monitoring, boards can collaborate with the superintendent to review and, if necessary, revise the board's goals and constraints in accordance with the new reality.

**9. Although it is the law that the HB3 developed goals must be incorporated into the superintendent's evaluation, do school boards retain local control on other areas that they may incorporate into a superintendent's evaluation? Updated April 16, 2020**

The deadline for school boards to adopt goals required in HB 3 has been extended to the first day of instruction on the 2020-2021 school year. HB 3 does not require the goals to be part of the superintendent's evaluation though this is best practice. The local school boards retain control on what is included within the superintendent's evaluation as long as the requirements within The Texas Administrative Code are met: <http://ritter.tea.state.tx.us/rules/tac/chapter150/ch150cc.html>. It is recommended that a school board engage with a Lone Star Governance Coach to help with the process of setting the vision and values of the district and aligning these to the superintendent's evaluation. Lone Star Governance information can be found at [www.tea.texas.gov/lsg](http://www.tea.texas.gov/lsg).

**10. With no STAAR data for 2020, how should districts approach the goal setting requirement under HB3? Updated April 16, 2020**

The board-adopted goals required in HB 3 are in three areas: (1) early childhood math, requiring 5 year goals with yearly student targets for each applicable group in domain III on 3<sup>rd</sup> grade STAAR; (2) early childhood reading, requiring 5 year goals with yearly student targets for each applicable group in domain III on 3<sup>rd</sup> grade STAAR; and (3) CCMR graduates, requiring 5 year goals with yearly student targets for each applicable group in domain III. The board, in collaboration with the superintendent, can use data from the previous year's accountability scores, as well as current year data from local data sources. Superintendents, in collaboration with the board, will have time to develop goal progress measures after the board adopts the goals. If progress measures will be changed or new measures implemented, baselines can be established at the beginning of the year and progress monitored throughout the year.

**11. Is TEA providing any waivers regarding required annual appraisals for superintendents, educators, principals or campus administrators? If so, is any action required by a district to apply for any of those waivers? Updated April 16, 2020**

In light of current circumstances statewide, the Commissioner is granting waivers regarding required annual appraisals for superintendents, educators, principals and campus administrators. An application process to waive these requirements is available to districts. The decision to pursue waivers of appraisal requirements is strictly a local decision. However, boards of trustees should pursue these waivers from the commissioner as soon as possible since they have procedural requirements that must be fulfilled prior to them being effective. TEA has provided a list of all available COVID-19-related waivers and required local actions, which includes the Educator/Principal/Administrator Appraisal waivers, on the [COVID-19 Related Waivers](#) document.

## **BOARD TRAININGS**

### **1. *During this time, are school board members required to complete school board trainings outlined in TEC, §11.159 and 19 TAC §61.1?* Updated March 30, 2020**

The Commissioner has waived the board training requirements outlined in TEC, §11.159, and 19 TAC §61.1 for all districts until September 1, 2020. Waivers will be automatically granted, pursuant to the Commissioner's general waiver authority under TEC, §7.056. School districts do not need to apply for these automatic waivers. This means that school boards conducting elections in May 2020 will not need to report on board member training hours during their April board meetings. School board members, if needing training to fulfill training requirements, will need to complete the trainings at a later time, when the requirements are reinstated, but can complete training when time allows during this suspension, if trainings are available.

### **2. *Can board trainings still occur during this time?* Updated March 30, 2020**

Yes. Board trainings in groups with 10 or more are suspended statewide, at least, until April 3, as we have been ordered to not gather in groups of 10 or more. This could continue beyond April 3 statewide, as the situation is being monitored and is very fluid. Also, local governing bodies such as city councils, city mayors, and county judges may have implemented stricter and longer restrictions governing public gatherings. Board trainings may be provided and taken by board members online or via webinar. If the training requires a live trainer, the training can be provided via webinar or in person if the gatherings are within ordered size restrictions.

### **3. *How do we post a board training, if this is done via webinar or online?* Updated March 30, 2020**

If the training is provided to a single school board and a quorum of the board is going to participate in the training, whether this is online, via live webinar, or in person, this is considered a locally authorized board meeting and needs to be posted according to the Open Meetings Act. If the training is a regional workshop, provided by a provider such as an education service center that will host a potential quorum of board members either by webinar or in person, the provider of the regional workshop will need to advertise this training as a regional workshop on their website. A regional workshop does not require local

postings. No local postings are required for individual board members taking online trainings, when a quorum of the board is not present.

#### **4. *What about my scheduled LSG Workshop?* Updated March 30, 2020**

All LSG Workshops statewide are suspended, at least until April 3, as we have been ordered to not gather in groups of 10 or more. This could continue beyond April 3 statewide, as the situation is being monitored and is very fluid. Also, local governing bodies such as city councils, city mayors, and county judges may have implemented stricter and longer restrictions governing public gatherings.

### **BOARD MEETINGS**

#### **1. *How do we have a virtual board meeting via webinar or teleconferencing?* Updated March 30, 2020**

The Texas Department of Informational Resources has developed a How-to Guide to holding webinars and emergency board meetings. The How-To Guide includes guidance on the suspension of certain Open Meetings Act requirements, meeting notices, and webinar and teleconferencing meetings of governing bodies (this includes school boards). The How-To Guide can be found at the following website:

<https://pubext.dir.texas.gov/portal/internal/resources/DocumentLibrary/Tips%20for%20Conducting%20Open%20Meetings%20Remotely.pdf>

#### **2. *How do we provide for public comments in a virtual board meeting?* Updated March 30, 2020**

During any public authorized board meeting, any member of the public is able to provide comment on any agenda item for that particular meeting before the board has discussion on that item. Schools must provide a process for the public to sign up and receive information on how to provide public comment during virtual board meetings. For example, individuals that wish to provide public comment can be provided access to speak, from a moderator, during the public comment portion of the meeting and muted after their public comment.

#### **3. *How do we handle closed session in a virtual board meeting?* Updated March 30, 2020**

When conducting a virtual board meeting, the public meeting can be held using a link that is accessible by all and the closed session can be held in a separate virtual meeting link that is only accessible by individuals needed in closed session. It is recommended that the individuals that use the link to access closed session sign or agree to a statement that the information discussed in closed session is not shared with the public and that they are the only ones accessing the link to the closed session.

UPDATED  
6/16/20

**4. Can we hold board meetings virtually during the COVID-19 pandemic? Updated June 16, 2020**

Yes. Governor Abbott has ordered, for the duration of the [COVID-19 disaster](#) (still in effect and renewed every thirty days) or until the order is rescinded, that provisions of the Texas Open Meetings Act are waived to allow public meetings to be held virtually or telephonically: <https://gov.texas.gov/news/post/governor-abbott-allows-virtual-and-telephonic-open-meetings-to-maintain-government-transparency>

As noted earlier in this document, the Texas Department of Information Resources has issued guidance for conducting an open meeting remotely: <https://pubext.dir.texas.gov/portal/internal/resources/DocumentLibrary/Tips%20for%20Conducting%20Open%20Meetings%20Remotely.pdf>

**5. How is a district's local grievance policy impacted? Updated April 2, 2020**

The local grievance process is defined by each school district or charter school's grievance policies. Timelines for a local grievance policy remain in place, unless the timelines are extended or otherwise amended by the board of trustees to address issues arising from the COVID-19 pandemic.

**6. Do board members need to come in to sign board minutes if the meeting was conducted via zoom? Updated April 3, 2020**

Board meeting minutes can be distributed electronically for electronic signature by board members as an electronic signature is a legally valid method of executing a document. Districts should, however, consult with their legal counsel regarding an appropriate electronic format for signing/memorializing board minutes.

## **ELECTIONS**

**1. What impact does Governor Abbott's proclamation of March 18, 2020, regarding local elections, have on school board trustee elections? Updated March 27, 2020**

The governor's proclamation provides school districts with the ability to postpone their local May 2, 2020, elections until November, 2020, to help slow the spread of COVID-19. The proclamation does not affect May 26, 2020 runoff elections, and the proclamation does not affect the date of future local elections.

Any trustee whose term expires after the originally scheduled May 2<sup>nd</sup> local election will continue to serve and retain their duties and powers of office, pursuant to Texas Constitution, Article XVI, §17, until an election is held and the trustee is either reelected or replaced by a newly elected trustee who files a statement of officer and takes an oath of office.

2. ***With the recent proclamation encouraging moving May elections to November, will the candidacy filing window reopen or will that be locked in?*** Updated March 27, 2020

The Governor waived provisions in the election code to allow districts to move their May 2, 2020 elections to November and has strongly encouraged political subdivisions to move these elections: <https://gov.texas.gov/news/post/governor-abbott-issues-proclamation-allowing-for-postponement-of-local-elections-set-for-may-2nd>

Per the Secretary of State, if a school district postpones its election date, the school district is preserving all candidate filings and ballot order actions that have already been taken. Such a postponement does not have the effect of reopening candidate filings: <https://www.sos.texas.gov/elections/laws/advisory2020-12.shtml>

3. ***If we do move our election to November, does the school Superintendent have the authority to make this call, or does it require a special called Board meeting?*** Updated March 27, 2020

Moving an election requires a board meeting. Virtual or telephonic meeting are allowed and strongly encouraged under the Governor's proclamation: <https://gov.texas.gov/news/post/governor-abbott-allows-virtual-and-telephonic-open-meetings-to-maintain-government-transparency>

4. ***By when does the board have to make the decision around school board elections?*** Updated March 27, 2020

An order moving the May election to November should be made prior to early voting: <https://www.sos.state.tx.us/elections/laws/cancellation.shtml>

5. ***We cancelled board elections in May due to unopposed candidates. When does the new candidate assume their duties as a board member?*** Updated March 27, 2020

The transition is not affected unless the district moves the election to November.

6. ***Would Board of Trustees positions (President, Vice President, Secretary) stay the same if we move to a November election?*** Updated March 27, 2020

The Board of Trustees positions stay the same until new officers are elected. See Texas Education Code §11.061(c).

Furthermore, any trustee whose term expires after the originally scheduled May 2<sup>nd</sup> local election will continue to serve and retain their duties and powers of office, pursuant to Texas Constitution, Article XVI, §17, until an election is held and the trustee is either reelected or replaced by a newly elected trustee who files a statement of officer and takes an oath of office.

## **MISCELLANEOUS**

- 1. Can a board delegate to its superintendent the board's authority to request a commissioner waiver under Texas Education Code (TEC), Section 7.056? Updated May 18, 2020**

Although Texas Education Code (TEC), Chapter 11 and Section §7.056, are silent on this topic, the agency will accept a waiver request made pursuant to TEC, Sec. §7.056, by a superintendent, if the superintendent's board has delegated its general operational authority or waiver-specific authority to the superintendent. The agency, however, recommends, in such instances, that the board ratify the waiver request at a future meeting to ensure compliance with TEC, Chapter 11 and Section §7.056. A copy of a board's resolution delegating the waiver request authority to its superintendent must be provided at the time a waiver is requested.

- 2. Many schools have personal protective equipment (PPE) and related materials, including career and technical education (CTE) equipment, that could be used by local medical facilities or first responders. How can a district account for donating PPE and related materials to such entities without it being an impermissible gift of public funds? May federally-funded CTE PPE be donated as well? Updated April 16, 2020**

Section 51, Article III, of the Texas Constitution permits the allocation of public funds (and thus property) to public and private entities in times of calamity. In this instance, with a statewide disaster (a calamity) declared due to the COVID-19 pandemic, a school board may choose to donate PPE and related materials to medical facilities and first responders. In an abundance of caution, however, district school boards are advised to find in support of such donations that: 1) the donation of PPE and related materials will serve a public purpose; 2) sufficient controls will be in place to ensure that the public purpose is carried out; and 3) the district will receive a return benefit from the donation. See Op. Atty. Gen. No. GA- 0076, 2003.

In addition, CTE programs are now permitted, per U.S. Department of Education guidance, to donate or loan personal protective equipment (PPE) and other medical supplies purchased with federal funds to public health agencies, private nonprofit hospitals, and other licensed health providers to support the nationwide COVID-19 response effort. A local education agency that chooses to donate federally-funded CTE PPE must remove the donated items from its inventory of items purchased with federal grant funds by submitting the federal Disposition of Equipment form to TEA.

- 3. For board resolutions, votes, etc. that require a signature, can we submit the resolution without a wet signature and use an electronic signature? Updated April 2, 2020**

Yes, an electronic signature is a legally valid method of executing a document.

## Attendance and Enrollment FAQ: Section Topics

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

- [Definitions](#)
- [Attendance Methods](#)
- [State Funding](#)
- [Attendance](#)
- [Enrollment](#)
- [PEIMS Attendance Reporting](#)
- [Calendars and Waivers](#)

### Definitions

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

**Remote Asynchronous Instruction** – Instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper. The instructional method must address the required curriculum, per TEC, §28.002.

### Attendance Methods

#### On-Campus Instruction

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

WY

#### Remote Synchronous Instruction

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

### ***How Is Remote Synchronous Attendance Measured?***

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

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

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

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

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

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

Local education agencies (LEAs) are required to maintain daily schedules that document the amount of instruction a student or group of students is scheduled to receive on a given day. The schedule should detail the amount and type of instruction being provided and should also include the official

attendance time the LEA has chosen for the purpose of taking attendance for funding purposes. Additionally, the LEA is required to attest to what an LEA will provide in order to serve students in remote synchronous instruction.

### **Remote Asynchronous Instruction**

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

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

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

### ***How Is Remote Asynchronous Attendance Measured?***

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

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

Student engagement with the LMS or other instructional avenues and/or any daily contact by the teacher with a student focused on supporting or monitoring student academic progress, as defined by the approved asynchronous instructional plan, will establish daily attendance. A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher, and/or documentation of completion/turn in of daily assignments. A teacher or campus representative will input the student's daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student's daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent on that day.

If the LEA has an approved remote asynchronous plan with students participating in both synchronous and asynchronous classes, the student's attendance recorded by the teacher in the synchronous class can count for official attendance for funding purposes. A student who misses the

synchronous class can still be counted remote asynchronous present for the day by engaging with the teacher or progressing in the LMS during that same day.

### **Remote Course Completion (Existing full-time TXVSN)**

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

### ***How Is Remote Course Completion Attendance Measured?***

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

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

## State Funding

### **1. Will there be an ADA hold harmless for the 2020-2021 school year?**

Yes, TEA is implementing an ADA grace period under the limited circumstances described below. TEA recognizes the challenges associated with transitioning to the new school year in light of COVID-19. Therefore, TEA will institute the ADA grace period for the first two six-week attendance reporting periods as follows: if an LEA's ADA counts during those first two six-week reporting periods are more than one percent less than the LEA's ADA counts during the first two six-week reporting periods for the 2019–2020 school year, the first two six-week attendance reporting periods for 2020–2021 will be excluded from the calculation of ADA for FSP funding purposes.

Open-enrollment charter schools that are operating for the first time in 2020–2021 will be ineligible for the ADA grace period. In addition, open-enrollment charter schools will continue to submit current year attendance per normal processes. If these processes result in cash flow issues for a charter school, then the charter school should contact the State Funding Division prior to submission of the six-weeks attendance data.

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

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

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

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

- Indicator #10 - Did the school district average less than a 10 percent variance (90%-110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years? (All LEAs)
- Indicator #15 - Was the school district's actual ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? (school districts)
- Indicator #16 - Was the charter school's actual average daily attendance (ADA) within 10 percent of the charter school's annual estimated ADA? (open-enrollment charter schools)

## Attendance

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

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

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

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

**3. Will at-home parent instruction count towards our instructional minute requirements as part of the remote synchronous instruction method?**

No, at-home, parent-led instructional time will not count towards overall minute requirements under the remote synchronous instruction method. Under the remote synchronous instruction method, two-way, real-time, face-to-face, or virtual remote interaction between teachers and students is required to meet the instructional minute requirements. This may also include student-to-student sessions if supervised by a teacher who is facilitating the session live.

For students in prekindergarten through 2nd grade, instruction must be on campus or must be provided through a remote asynchronous instruction method in order to count toward ADA for FSP funding purposes.

**4. Do in-class breakfast and recess count as part of the overall daily minute requirements in the remote synchronous instruction method?**

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

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

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

Approved engagement methods are listed below:

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

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

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

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

The LEA has the option to choose one of the remote methods described above to ensure that students who remain at home continue to receive a high-quality education. If the LEA chooses the remote asynchronous instruction method, it must receive approval of its instructional plan from TEA. If the LEA chooses the remote synchronous instruction method, it must submit

a signed attestation to TEA. Please be aware that, in order for an LEA to receive funding for remote instruction, the LEA's grading policies for remote instruction must be consistent with the LEA's grading policies for on campus assignments.

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

No. Campuses cannot be solely remote (excluding full-time VSN campuses), except during COVID-19 closures (as described in question #10). On-campus instruction *must* be offered for all students who want to attend on campus in order to be eligible to receive funding for remote instruction.

**9. How will students who are receiving virtual instruction be included in the accountability system?**

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

**10. My LEA wants to offer a hybrid on-campus and remote instructional model (on and off campus on varying days) for different groups of students on different days. Can I require students to participate in this hybrid model?**

No. Students may choose to opt in to receive hybrid instruction, but in order for the LEA to be eligible to receive funding for remote instruction for any student for any day, every parent must have an on-campus attendance option for their student in the LEA. A campus (or portion of a campus) may establish hybrid instruction as long as another campus (or portion of the same campus) in the LEA is available to provide on-campus only instruction to students whose parents request such instruction.

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

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

**12. If one of my teachers or principals believes that a student would be better served via one of the remote instructional methods instead of via on-campus instruction, can my LEA require that student to stay home to receive remote instruction?**

No. Unless a student is lab-confirmed to have COVID-19, is symptomatic for COVID-19, or is determined to be a close contact to an individual lab-confirmed to have COVID-19, then the student must be allowed to receive on-campus instruction. Students receive remote instruction solely at the discretion of their parent or legal guardian.

**13. Has TEA guidance regarding grading for remote instruction changed for the 2020–2021 school year?**

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

**14. Can my LEA opt to move students from a letter grading system to a pass/fail basis because they are participating in remote asynchronous learning?**

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

**15. How will LEAs take attendance for students who are receiving instruction at home?**

The instructional method chosen will dictate how attendance is taken.

If the remote synchronous instructional method is utilized, then the LEA will use an official attendance time documented in the teacher’s daily schedule, and the teacher will take attendance virtually to mark students as remote synchronous present or absent.

If the remote asynchronous instructional method is utilized, students would be marked remote asynchronous present or absent based on whether the student was engaged through one of the approved asynchronous engagement methods on that day.

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

TEA will publish a plan template, requirements for plan approval, exemplar plan responses, and training for how to develop and submit plans beginning July 2, 2020.

The application window will open on July 15, 2020, and plans can be submitted on a rolling basis. As soon as the plan is received by TEA, the LEA will have contingent approval to record attendance for students using the remote asynchronous instruction method. The district will be fully funded for attendance recorded via the remote asynchronous instructional method throughout the contingent approval period. Contingent approval will remain in place through a grace period, which ends at the end of the LEA’s third six-week attendance reporting period (for the purposes of PEIMS attendance reporting).

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

**17. What is the deadline for submitting remote asynchronous instruction plans?**

LEAs must submit plans prior to the first day of remote asynchronous instruction in order to receive contingent approval for providing the remote asynchronous instruction method.

TEA will accept and review asynchronous instruction plans on a rolling basis beginning on July 15, 2020. In order to receive contingent approval prior to the beginning of the school year, plans must be received by TEA prior to the first day of instruction. In order to ensure the timeline necessary for review, revision, and resubmission of plans that do not initially meet plan requirements prior to the end of the grace period, LEAs should submit plans by October 1, 2020.

**18. What happens if my LEA’s remote asynchronous instruction plan is disapproved by the agency? Will my LEA’s funding be negatively impacted?**

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

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

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

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

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

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

**21. Does an LEA need to submit anything to TEA to provide remote synchronous instruction?**

Yes, LEAs are required to submit a signed attestation that outlines the LEA’s plans for providing instruction to students through the remote synchronous instruction method. The

attestation must be submitted to TEA before the LEA begins serving students remotely, and the signed attestation must be posted on the LEA's website.

**22. Do the required minutes under the remote synchronous instruction method need to be fulfilled with continuous, teacher-led instruction?**

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

**23. Will the 90/10 minimum attendance for class credit rule be in effect for the 2020–2021 school year?**

Yes. The minimum attendance for class credit rule of TEC, §25.092, will be in effect for the 2020–2021 school year, and TEA will not be issuing waivers for LEAs to exempt themselves from the rule. Students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted. Remote attendance will count in the same manner as on-campus attendance in satisfying this requirement.

**24. Will truancy laws be in effect during the 2020–2021 school year for students receiving remote instruction due to COVID-19 related closure or health concerns?**

Truancy laws will apply to students who fail to attend school, either on-campus or remotely. LEAs are required to notify parents of their rights and responsibilities while students are receiving remote instruction due to COVID-19 closures or health concerns. This will include information on the requirement for students to attend school (on-campus or remotely). LEAs should develop local truancy policies that include exceptions for students who may not attend school on campus but continue to engage through remote instruction methods.

**25. What are the requirements to earn full-day funding for general ed homebound and PRS CEHI students and how should attendance be reported?**

When in-home instruction cannot be provided due to COVID-19, students who had been receiving instruction at home should be served through the LEA's remote synchronous or asynchronous instructional methods. While students are served through one of these methods, attendance should be reported in accordance with the rules for each method described in this document. Pregnancy related services (PRS) students who receive Compensatory Education Home Instruction (CEHI) services through a remote synchronous or asynchronous method can continue to earn CTE contact hours, as long as CTE instruction continues while remote instruction is provided.

**26. How should we take attendance for our special education students when COVID-19 prevents teachers from providing in-person instruction?**

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

synchronous instruction method for these students to ensure that effective services are being provided remotely.

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

No. Consistent with the laws governing the Texas Virtual School Network, school systems may not submit for funding educational delivery through either a remote synchronous or asynchronous method for students who attended a private school, including being homeschooled, in Texas the prior year, unless the campus the student would otherwise attend is closed to on-campus instruction because of a COVID-19 case on campus or a closure order. This limitation does not apply to: a) students who transition from early education programs, where no entitlement to enroll in the public school existed, to public school; or b) students who transfer in from outside the state. Students who attended a private school, including being homeschooled, in Texas the prior year will be eligible to earn funding under the traditional on-campus method. The agency is exploring additional, possible exceptions to the funding limitations described in this answer.

## Enrollment

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

Students who meet age and residency requirements must be enrolled, and LEAs should follow their local policies to determine grade level placement for all new enrollees. Homeschooled students who were not enrolled in a Texas public school during the 2019–2020 school year may not generate funding if the students will only be attending school through a remote synchronous or asynchronous method. Please see question 27 in the Attendance section above for additional information.

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

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

## PEIMS Attendance Reporting

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

New PEIMS data elements will be created to report Remote Synchronous (RS) Eligible Days Present and Remote Asynchronous (RA) Eligible Days Present. The LEA will need to track the

instructional method in which the student is participating each school day. Days Present will need to be identified as days present in the RS method or days present in the RA method. Absences will not need to be distinguished between instructional methods.

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

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

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

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

RS = Remote Synchronous RA= Remote Asynchronous

**2. Will there be new data elements to report days present for ineligible students receiving remote instruction?**

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

**3. Will my LEA be allowed to report perfect attendance for students on any of the remote instruction methods?**

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

**4. Will my LEA be able to report special program instructional settings (i.e. bilingual/ESL, special education, CTE, etc.) via the remote methods?**

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

**5. How should I code OFSDP students who are served through the remote synchronous or asynchronous instructional methods?**

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

**6. When there are students on one campus receiving remote synchronous and asynchronous instruction, should the students in each of the instructional methods be reported on different tracks?**

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

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

TEA will consider intersessional calendars the same as year-round calendars. LEAs registered with TEA with year-round tracks ending later than June 17, 2021, may delay PEIMS Summer resubmission until two weeks following completion of the latest year-round track or August 12, 2021, whichever comes first. However, the initial data delivery for submission 3 must still

be made by June 17, 2021, for all LEAs. This initial submission of data will not necessarily include data through the end of the school year. In no case will any resubmission be processed after August 12, 2021. Data corrections made after August 12, 2021, will be processed by the State Funding Division.

## Calendars and Waivers

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

If your LEA continues to educate students by providing daily instructional minutes at the level necessary to earn full-day funding through one of the remote methods, you may claim the number of operational minutes that you would have claimed had school been operating normally.

- 2. Should I submit low attendance waivers if I experienced low attendance due to parent decisions to not send their children to school?**

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

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

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

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

This guidance document is being provided based on the public health situation as we understand it today and is intended to support school systems in planning for school year 2020-2021 activities and instruction beginning August 1, 2020. Changes to the public health situation over the course of the summer may necessitate changes to this guidance, including additional restrictions to school operations.

This guidance addresses:

- On campus and virtual instruction
- Administrative activities by teachers, staff, or students that occur on school campuses or virtually
- Extracurricular sports and activities
- Any other activities that teachers, staff, or students must complete that cannot be accomplished virtually
- Visits by parents and the general public

It is recommended that after-school providers and other programs that operate in conjunction with campuses follow this guidance in coordination with the campus(es) they serve.

Previously issued summer school guidance continues to apply through July 31, 2020, or until the first day of instruction for the new school year, if it is prior to August 1. In the event the local school system school year 2020-2021 begins prior to August 1, then this guidance is effective the first day of instruction for that school year.

## Public Health Considerations

The virus that causes COVID-19 can infect people of all ages, and school system leaders should do everything feasible to keep students safe. That said, research from the Centers for Disease Control (CDC), among others, has found that while children do get infected by COVID-19 and some severe outcomes have been reported in children, relatively few children with COVID-19 are hospitalized or have severe symptoms.

That being said, a child with a mild or even asymptomatic case of COVID-19 can spread the infection to others. The same is true for adults. Even if an infected person is only mildly ill, the people they spread it to may become seriously ill or even die, especially if that person is 65 or older with pre-existing health conditions that place them at higher risk.

While it is not possible to eliminate all risk of furthering the spread of COVID-19, the current science suggests there are many steps schools can take to reduce the risks to students, teachers, staff, and their families significantly. This guidance document contains information on four sets of practices

that minimize the likelihood of viral spread, including some that are requirements for all schools and others that are recommendations:<sup>i</sup>

- PROVIDE NOTICE: Requirements for parental and public notices
- PREVENT: Recommended practices to prevent the virus from entering the school
- RESPOND: Required practices to respond to a lab-confirmed case in the school
- MITIGATE: Recommended practices to mitigate likelihood of spread inside the school

The prevention and mitigation practices recommended in this document are designed to significantly reduce the likelihood that a coronavirus outbreak occurs on campus. School systems should take their local public health context into account throughout the year as they determine which of the prevention and mitigation recommendations they implement. Systems operating in regions with higher rates of COVID-19 spread should apply recommendations more stringently than those with very few or no cases in their regions. Additionally, systems should consider stringently applying prevention and mitigation recommendations to adults on campuses, even when it might not be feasible to do so for students. Consistently implementing recommendations to the extent feasible is the best way to reduce the potential negative impact of infection on students' educational experiences.

There will almost certainly be situations that necessitate temporary school closure due to positive COVID-19 cases in schools. Parents, educators, and school administrators should be prepared for this in the event that it occurs, while actively working to prevent it through prevention and mitigation practices.

### **PROVIDE NOTICE: Parental and Public Notices**

#### **Developing a Plan for On-Campus Activities and Instruction**

School systems must post for parents and the general public, one week prior to the start of on-campus activities and instruction, a summary of the plan they will follow to mitigate COVID-19 spread in their schools based on the requirements and recommendations outlined here. This summary document can follow any format the school system deems appropriate to communicate the information, should broadly address the major points in this guidance, and must be posted on the school system homepage or another easily found area on the system website. Neither this summary document nor any local school systems' reopening plans are subject to approval by any government entity.

It is recommended that, within this summary, school systems designate a staff person or group that is responsible for responding to COVID-19 concerns and clearly communicate for all school staff and families who this person or group is and how to contact them.

#### **Attendance and Enrollment**

1. Per Texas Education Code (TEC), §25.092, students must attend 90% of a course (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-21 school year.

2. Given the public health situation, student attendance may be earned through the delivery of virtual instruction.
3. Any parent may request that their student be offered virtual instruction from any school system that offers such instruction.
4. School systems are required to provide parents a notice of their public education enrollment and attendance rights and responsibilities during the COVID-19 pandemic using a document published by TEA.

## **PREVENT: Practices to Prevent the Virus from Entering the School**

### *Screening Questions for COVID-19 Before Campus Access*

1. School systems should require teachers and staff to self-screen for COVID-19 symptoms before coming onto campus each day. Symptoms are listed at the end of this document. The self-screening should include teachers and staff taking their own temperature. Teachers and staff would report to the school system if: (a) they have come into close contact with an individual who is lab-confirmed with COVID-19; or (b) they themselves have COVID-19 symptoms.
2. Before coming onto campus or buses at the beginning of the year and at the start of every week of on-campus instruction, school systems should screen all students to determine if: (a) they have the COVID-19 symptoms listed in this document; or (b) they have had close contact with an individual who is lab-confirmed with COVID-19. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. The screening questions should also be asked of a student's parent if that parent will be dropping off or picking up their child from inside the school. Regularly performing a forehead temperature check of otherwise asymptomatic students in school is not recommended, but the practice is also not prohibited by this guidance.
3. Excluding parental drop-off and pick-up as discussed above, before visitors are allowed onto campuses, school systems should screen all visitors to determine if: (a) they have COVID-19 symptoms listed in this document; or (b) they have had close contact with an individual who is lab-confirmed with COVID-19. When practical, screening questions could be supplemented with temperature checks of adults.
4. School systems are permitted to prevent any individual who fails the screening criteria from being admitted to the campus or a bus until they meet any of the criteria for re-entry to the campus, as described below.

### *Individuals Confirmed, Suspected, or Exposed to COVID-19*

1. Any individuals—including teachers, staff, students, or other campus visitors—who **themselves** either: (a) are lab-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:
  - In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
    - i. at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);

- ii. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
    - iii. at least ten days have passed since symptoms first appeared.
  - In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
  - If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional’s note clearing the individual for return based on an alternative diagnosis or (b) receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location found at <https://tdem.texas.gov/covid-19/>.
2. Individuals—including students, teachers, staff, or other campus visitors—who **have had close contact with someone** who is lab-confirmed to have COVID-19, as narrowly defined in this document and as determined by the appropriate public health agency, should stay at home through the 14-day incubation period, and should not be allowed on campus.
- School systems should screen individuals after the incubation period has concluded, and if the individual did not experience COVID-19 symptoms during that period, the individual can be allowed back on campus. If the individual experienced symptoms, they must stay at home until the conditions outlined above have been met.

*Identifying Possible COVID-19 Cases on Campus*

- Schools must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- Schools should clean the areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) as soon as is feasible.
- Students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19.

**RESPOND: Practices to Respond to a Lab-Confirmed Case in the School**

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

1. If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify its [local health department](#), in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the [Americans with Disabilities Act \(ADA\)](#) and Family Educational Rights and Privacy Act (FERPA).
2. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, schools must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on campus activities.

## **MITIGATE: Practices to Mitigate the Likelihood of COVID-19 Spread Inside the School**

### **Operational Considerations:**

#### *Health and Hygiene Practices: General*

1. Schools should attempt to have hand sanitizer and/or hand washing stations with soap and water at each entrance. They should also attempt to provide hand sanitizer and/or hand washing stations with soap and water in every classroom.
2. Students, teachers, staff, and campus visitors should be encouraged to sanitize and/or wash hands frequently.
  - School systems are encouraged to have students engage in supervised handwashing for at least 20 seconds at least two times each day, in addition to being encouraged to wash hands after using the restroom and before eating.
  - School systems are encouraged to teach students good handwashing techniques.
  - Students, teachers, staff, and campus visitors should be encouraged to cover coughs and sneezes with a tissue, and if not available, covered in their elbows. Used tissues should be thrown in the trash, hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.
3. Campuses should institute more frequent cleaning practices, including additional cleaning by janitorial staff, as well as provide the opportunity for children to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate.
  - Schools should arrange for additional cleaning and disinfecting of surfaces that are touched in common throughout the day. This would include objects such as door handles, common tables/desks, shared supplies such as art supplies, and high touch devices such as shared laptops or tablets.
  - Schools should arrange for cleaning of commonly-touched surfaces in classrooms between different class groups, if the same room will be used by multiple class groups.
  - The CDC has provided [guidance on cleaning community buildings](#) to prevent COVID-19 spread.
  - Schools should ensure these products are stored safely, including storing harmful products where children cannot access them, and ensuring that harmful cleaning products are not used near children.
4. Whenever possible, schools should open windows or otherwise work to improve air flow by allowing outside air to circulate in the building.
5. If a building has remained dormant for an extended period, we recommend you review [CDC guidance on maintaining water system safety](#) when buildings are unused for extended periods of time, and apply this guidance as appropriate.
6. The CDC provides a range of [printed resources](#) such as posters that promote protective measures and can serve as helpful reminders of best practices. Schools may use these or may create their own reminders.
7. On the first day of school, school systems must provide instruction to students on appropriate hygiene practices consistent with the mitigation practices adopted in the local school system.

### *Health and Hygiene Practices: Masks*

1. For the purposes of this document, masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth), or full-face shields to protect eyes, nose, and mouth. Face shields may be superior to cloth face coverings in many circumstances, given improved ability to see mouth movements and improved air circulation.
2. Consistent with the actions taken by many organizations across the state, consider having all employees and visitors wear masks or face shields. This could be especially important where staff congregate in relatively close settings, for example, during staff meetings or in employee break rooms, or where visitors may congregate.
3. Similarly, consider having students for whom it is developmentally appropriate wear masks or face shields at times when they will be in close proximity to other students for an extended period (i.e., when they would otherwise meet the definition of a close contact).
4. Young children and persons who are unable to adjust or remove masks should not be regarded as suitable candidates for wearing masks or face shields.
  - It is not developmentally appropriate for students in kindergarten and below to wear masks.
  - It may not be developmentally appropriate for some other students, including some students with disabilities, to wear masks.
  - For students in first grade and above, the determination of whether wearing a mask is developmentally appropriate is up to the student's parent or guardian.

### *Student-Teacher Groupings*

Where feasible without disrupting the educational experience, encourage students to practice social distancing.

1. In classroom spaces that allow it, consider placing student desks a minimum of six feet apart when possible.
2. In classrooms where students are regularly within six feet of one another, schools should plan for more frequent hand washing and/or hand sanitizing and should consider whether increased airflow from the outdoors is possible.

### *Use of Non-Classroom Spaces*

1. When feasible and appropriate (for example, in physical education classes as weather permits), it is preferable for students to gather outside, rather than inside, because of likely reduced risk of virus spread outdoors.
2. Participation in extracurricular activities on campus must align with UIL and non-UIL activities guidance. UIL guidance can be found on the [UIL website](#) and non-UIL guidance can be found in the [Closure Guidance](#) section of the TEA coronavirus website.
3. As is the case in typical years, school systems with policies that allow it may open facilities to the public. Operation of the facilities should be done consistent with governor's executive orders for similar activities.
4. Campuses should plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity. Consider staggering school start and end times, assigning students to entries to ensure even distribution of students entering/exiting at each door, providing guidance to students to enter one at a time and wait

six feet apart outside the entrance, and, where appropriate, encouraging parents to remain outside during drop-off and pick-up.

5. Consider adding dividers between bathroom sinks, especially when students cannot be at least six feet apart while using the sinks.
6. School systems should consider practices that reduce the likelihood that students meet the close contact definition (defined below) at lunch. This could include having students eat lunch at their desks. It could include the use of seats that are spaced at least 6 feet apart. It could include the use of dividers on cafeteria tables if they can serve the purpose of shielding the students from respiratory droplets with which they might otherwise come into contact. For meal service itself, consider individually plated meals with disposable food service items for students who do not bring their own lunch.

### *Transportation Recommendations*

1. School systems should consider requiring students and staff to use hand sanitizer upon boarding the bus.
2. For bus routes where students need to sit in close proximity within the bus, consider having all students for whom it is developmentally appropriate wear masks or face shields while on a bus.
3. When possible, schools should open windows to allow outside air to circulate in the bus.
4. School systems should encourage families to drop students off, carpool, or walk with their student to school to reduce possible virus exposure on buses.
5. Buses should be thoroughly cleaned after each bus trip, focusing on high-touch surfaces such as bus seats, steering wheels, knobs, and door handles. During cleaning, open windows to allow for additional ventilation and air flow.

### *Visits to Schools*

- Parents and other adults can visit schools, as permitted by local school system policies. During these visits, parents and other visitors must follow virus prevention and mitigation requirements of the school.
- Schools systems should restrict visits in schools to only those essential to school operations.

### *Staffing*

1. Employees of school systems, like employees of any organization, must continue to meet the work expectations set by their employers, subject to any applicable employment contract terms.
2. School teachers and staff should be trained specifically on the protocols outlined in this document and the practices adopted by their school system. Additionally, while not developed with this exact guidance in mind, Texas Agri-Life Extension offers a free online course on [Special Considerations for Infection Control During COVID-19](#) (2hrs). This course is intended for frontline childcare workers, but the principles of the course apply equally to those working in school settings.
3. School systems should attempt to reduce in-person staff meetings or other opportunities for adults to congregate in close settings. When those meetings are necessary, consider the use of masks or dividers, and schools should also consider whether increased airflow from the outdoors is possible in those settings.

## **COVID-19 Symptoms**

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following questions:

Have they recently begun experiencing any of the following in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea

## **Close Contact**

This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19. Close contact is determined by an appropriate public health agency. For clarity, close contact is defined as:

- a. being directly exposed to infectious secretions (e.g., being coughed on while not wearing a mask or face shield); or
- b. being within 6 feet for a cumulative duration of 15 minutes, while not wearing a mask or face shield;

if either occurred at any time in the last 14 days at the same time the infected individual was infectious.

Individuals are presumed infectious at least two days prior to symptom onset or, in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

## ***Screening Questionnaire Information***

1. When asking individuals if they have symptoms for COVID-19, school systems must only require the individual to provide a “Yes” or “No” to the overall statement that they are symptomatic for COVID-19, as opposed to asking the individual for specific symptom confirmation. School systems are not entitled to collect information during screening on the specific health information of an individual beyond that they are symptomatic.

2. Once it is determined that individuals who responded “Yes” to either of these questions have met the criteria for re-entry, school systems must destroy those individuals’ responses.

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<sup>i</sup> Within sections that primarily contain requirements, there are some recommended practices (indicated with “should”). Likewise, within sections that primarily contain recommendations, there are some required practices (indicated with “must”).



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

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June 25, 2020

<b>Subject:</b>	Capital Improvement Updates
<b>Presenter:</b>	Dr. Michael Coopersmith
<b>Board Policy:</b>	CS (Legal) Facilities Standards
<b>BISD Goal:</b>	1. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]

<b>Summary:</b>	<ul style="list-style-type: none"><li>• West End Roof Replacement is underway;</li><li>• We are still on track to meet substantial completion by August 2 but will not have long-term skylights in place until late August/September;</li><li>• Bids have been received for the remodel of the BJHS Lounge/Workroom. We'll seek approval tonight to award a contract and have the work completed in July.</li><li>• Demolition of our two properties is scheduled to begin June 29.</li><li>• Non-slip replacement and rails at stadium bleachers will be completed in July.</li></ul>
<b>Attachments:</b>	<ul style="list-style-type: none"><li>• N/A</li></ul>
<b>Recommendation:</b>	The recommendation is for the Board to: Discussion Only- No Action Needed

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.



**BELLVILLE INDEPENDENT SCHOOL  
DISTRICT**

**Meeting of the BISD Board of  
Trustees**

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June 25, 2020

<b>Subject:</b>	Future Capital Improvement Projects & Procurement Methods
<b>Presenter:</b>	Dennis Jurek
<b>Board Policy:</b>	CH (Local) Purchasing & Acquisition
<b>BISD Goal:</b>	1. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]

<b>Summary:</b>	<ul style="list-style-type: none"><li>• Discuss procurement requirements per legal guidance and TEA requirements;</li><li>• Discuss future considerations for increasing superintendent's purchasing authority to align with TASB model recommendations;</li><li>• Consider allotment for budgetary amount for future Job-order-contract type projects per recommendation of the capital improvement committee.</li></ul>
<b>Attachments:</b>	<ul style="list-style-type: none"><li>• N/A</li></ul>
<b>Recommendation:</b>	The recommendation is for the Board to: Discussion Only- No Action Needed



### *Streamlining the BISD Capital Purchasing*

#### ***CH(legal & local) Purchasing & Acquisitions***

- Texas Education Code Chapter 44.031 explains and sets purchasing requirements for school districts
- All district contracts for purchase of goods and services, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for each 12-month period shall be made by one of the method outline in Chapter 44.031 that provides the best value for a district.
- Under local policy, Bellville ISD has further restricted purchasing to require board approval of any single budgeted purchase, regardless of whether the goods or services are competitively purchase to \$25,000

Bellville ISD administration has been tasked working on many capital improvement projects throughout the year. Many of these between \$25,000 and \$50,000. As a public works entity many of these projects have been slowed by require studies and engineering/architectural drawings as well as the procurement process. In an effort, provide some efficiency to our Capital Improvement process; we have been working with our procurement attorneys to streamline these processes for those approved by the board.

- 1) Board Approval of Capital Projects Budget
- 2) Board Approval of Carved out projects and procurement method (single resolution)
- 3) Board Approval of Superintendent Authority to procure above \$50,000 for carved out projects under the approved procurement method within the Capital Project Budget
- 4) Partner with a A/E for submittals and plans

# **PUBLIC WORKS PROJECTS**

**TEX. OCC. CODE ANN. § 1001.407**

A political subdivision may not construct a public work involving engineering in which the public health, welfare or safety is involved unless the engineering plans, specifications, and estimates have been prepared by an engineer and the engineering construction is to be performed under the direct supervision of an engineer.

# WHAT MUST BE COMPETITIVELY PROCURED?

- *“Except as provided by this subchapter . . . .”*
- “all school district contracts for goods and services, except for vehicle fuel and produce”
- “valued at \$50,000 or more in the aggregate for each 12 month period”
- “shall be made by the method, of the following methods, that provides the best value for the district.”

# UNLAWFUL SPLITTING

The following types of purchases are illegal:

- "Component purchases" - purchases of the component parts of an item that in normal purchasing practices would be purchased in one purchase.
- "Separate purchases" - purchases, made separately, of items that in normal purchasing practices would be purchased in one purchase.
- "Sequential purchases" - purchases, made over a period, of items that in normal purchasing practices would be purchased in one purchase.

# AUTHORIZED DELIVERY METHODS FOR CONSTRUCTION SERVICES

- Competitive Bidding (defined project)
- Competitive Sealed Proposals (defined project)
- Construction Manager at Risk (defined project)
- Construction Manager Agent (defined project(s) or program)
- Design-Build (defined project)
- Job Order Contracting or Coop (maintenance, repair, minor construction projects not yet defined; to be determined/assigned<sup>53</sup> later)

# A/E SERVICES FOR JOC PROJECTS

- District must independently hire A/E if services required
- Districts may not enter into a contract to purchase construction-related goods or services through a purchasing cooperative in an amount greater than \$50,000, **unless**:
  - A person designated by the local government certifies in writing that:
    - The project for which the construction-related goods or services are being procured does not require the preparation of plans and specifications under the Texas Engineering Practice Act or the Texas Board of Architectural Examiners; or
    - Required plans and specifications have been prepared

Tex. Gov't Code § 791.011(j)

# EXCEPTIONS

## OCCUPATIONS CODE §1001.053

- An engineer is not required for a public work project if:
  - A project involving electrical or mechanical engineering will cost \$8,000 or less
  - A project not involving electrical or mechanical engineering will cost \$20,000 or less (i.e., structural or civil)

# Capital Improvement Options

- Board can approve multiple project under a single resolution (carve out projects)
- Can increase Superintendent Procurement Authority for specifically defined projects, not to exceed budget
- Use of JOC contracting for projects not requiring Architectural or Engineering drawings
- Partner with A/E firm to review submittals



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

June 25, 2020

<b>Subject:</b>	Responsive Actions to School Safety Audits
<b>Presenter:</b>	Dr. Michael Coopersmith
<b>Board Policy:</b>	CK (Legal) Safety Program/Risk Management
<b>BISD Goal:</b>	1. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]
<b>Summary:</b>	<ul style="list-style-type: none"><li>● Following our review of recent Safety Audits, our current responsive plan is shown below:<ul style="list-style-type: none"><li>○ Address openings near A-Hall door frames at BHS;</li><li>○ Consider vestibules design for each campus;</li><li>○ Consider investment in additional SRO's in future years;</li><li>○ Investigate door alert systems for all external entrances;</li><li>○ Continue ALICE training with all students and staff;</li><li>○ Begin intentional instruction to promote students' Social &amp; Emotional Well Being</li></ul></li><li>● 2020-2021 Focus on health and well-being prioritized.</li><li>● Are there any specific considerations or actions you'd like to see brought to the Board beyond this list regarding school safety at this time?</li></ul>
<b>Attachments:</b>	• N/A
<b>Recommendation:</b>	The recommendation is for the Board to: Discussion Only- No Action Needed

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.



## BISD BOARD BRIEF-JUNE 11, 2020

### SPECIAL BOARD MEETING MINUTES

#### CALL TO ORDER

- Meeting was called to order by Board President Grant Lischka at 5:36PM

#### OPEN FORUM/COMMUNICATIONS

- There were none.

#### REPORTS & DISCUSSION ITEMS

- Superintendent's report including updates on status relative to COVID-19
- Update on Capital Improvement Projects including West End Roof, BJHS Lounge, and demolition of two properties.

#### ACTION ITEMS

- Motion was made by Dusty Yantis, seconded by Vince Ruffino to approve action on IMA expenditures for purchase of instructional materials for 9-12 ELAR curriculum materials. (Vote 7-0)
- Motion was made by Dusty Yantis, seconded by Andy Murrell to approve a memorandum of understanding with Washington County AgriLife for co-curricular activities. (Vote 7-0)
- Motion was made by Andy Murrell, seconded by Kenneth Stein to approve the demolition of the Gray House on Tesch Street and Schumann House near BHS. (Vote 7-0)
- After extensive discussion and expression of concern with the process of determination applied by Rice & Gardner, a motion was made by Andy Murrell, seconded by Dusty Yantis, to approve Rice & Gardner's recommendation for contract to be awarded to Sea Breeze for the completion of the roof replacement at West End Elementary. (Vote 6-1, with Vince Ruffino voting against motion.)
- Motion was made by Kenneth Stein, seconded by Jim Batson, seconded by Jim Batson to approve the Equalis Intergovernmental Purchasing Cooperative. (Vote 7-0)

#### EXECUTIVE SESSION

- No Executive Session was needed.

#### OPEN SESSION/ACTION

- None.

#### OPEN SESSION/DISCUSSION

- No Board Report was made.

A motion to adjourn at 8:15pm was made by Vince Ruffino, seconded by Andy Murrell, carried with a vote of (7-0).



## BISD BOARD BRIEF-MAY 21, 2020

### REGULAR MEETING MINUTES

6:30PM

- Meeting was called to order by Board President Grant Lischka at 6:35PM
- All Board Members were present with Dusty Yantis participating by phone.

### REPORTS & DISCUSSION ITEMS

- Finance Report presented by Mr. Jurek noting estimated \$60K Savings in utilities due to closures and food service deficit due to COVID-19.
- Superintendent's Report including current status under COVID-19
- Capital Improvement Update including summer projects: West End Roof, BJHS Lounge, Athletic Storage Shed.

### CONSENT AGENDA

A motion was made by Karen Winn, seconded by Jim Batson with a vote of (7-0) to approve the consent agenda items listed below:

- Board meeting minutes from April 22.
- Board meeting minutes from April 29
- Board meeting minutes from May 6
- Board Meeting minutes from May 13
- Budget amendments and donations
- 9th-12th ELAR Instructional Materials adoption.

### ACTION ITEMS

- No action was needed related to the circumstances resulting from COVID-19.
- No action was needed related to the cost of adding a viewing tower to the BISD stadium to meet the needs of the Big Red Brahma Band program.

### EXECUTIVE SESSION

- No Executive Session was needed.

### OPEN SESSION/ACTION

- None.

### OPEN SESSION/DISCUSSION

- Board Report included dates of June 11 for Budget Workshop & Special Meeting and June 23 for BISD Regular Meeting.

A motion to adjourn at 8:07pm was made by Andy Murrell, seconded by Vince Ruffino, carried with a vote of (7-0).



**Dennis Jurek**  
Assistant Superintendent

## Bellville Independent School District

Bellville Independent School District  
Board of Trustees Meeting, June 25, 2020

### DIRECT DONATIONS TO BELLVILLE ISD

The board may accept any bequest or gift of money or property on behalf of the District. The gift shall become the sole property of the District for its use and disposition. Please tender this letter as a recommendation for acceptance of these donations at the board meeting captioned above.

<u>DATE</u>	<u>DESCRIPTION OF DONATION</u>	<u>AMOUNT</u>
JUNE 25	DONATION FROM CLASS PARENTS FOR FALL BALL FUNDRAISER FOR THE CLASS OF 2023 ACTIVITY (FD 865)	\$ 1,090.00
JUNE 25	DONATION FROM MAUREEN LITTLE FOR HIGH SCHOOL CHEERLEADERS (FD 865)	\$ 30.00
JUNE 25	DONATION FROM BELLVILLE BAND BOOSTERS FOR HS BAND SPAGHETTI DINNER EXPENSES (FD 865)	\$ 234.16
JUNE 25	DONATION FROM ANDREW MURRELL TO THE DISTRICT MAINTENANCE DEPARTMENT (FD 199)	Kubota 48" Zero Turn Mower

Sincerely,

Dennis Jurek, Assistant Superintendent  
Bellville Independent School District



# Waivers

**2019-2020 Application for Missed School Days Waiver**

**Waiver ID: 55797**

**Application Information**

<b>Category:</b> Attendance	<b>Creator:</b> Nicole Poenitzsch, District Superintendent	<b>Status:</b> Approved
<b>Creation Date:</b> 6/16/2020	<b>Approving Superintendent:</b> Nicole Poenitzsch	<b>Assigned To:</b>

**LEA Contact**

**Full Name:** Nicole Poenitzsch  
**Phone:** (979) 865-3133  
**Email:** npoenitzsch@bellvillebrahmas.org

**LEA Information**

**LEA:** BELLVILLE ISD (008901)  
**Address:** 518 S MATHEWS, BELLVILLE, TX 77418-2711  
**Phone:** (979) 865-3133

**Date of LEA Board of Trustees Approval**

**Date:** 6/11/2020

**Special Instructions**

Missed School Days Waiver, pursuant to TEC 25.081, allows the district or campus to request a waiver if instructional days are missed due to weather, health, safety, or other issues. This application is due no later than July. Refer to the Student Attendance Accounting Handbook 3.8.1.3 for additional information on Missed School Day Waivers.

Note: A district may request this waiver for additional school days missed because of weather, safety, or health issues beyond the two days that must be made up with the district's two designated makeup days or additional minutes built into the originally adopted calendar.

You may enter each campus and the number of minutes attended on that date individually within a single waiver application. Alternatively, if your district was closed you may select "All Campuses". If the number of minutes of operation varies by campus on the missed school day for "All Campuses", please report the greatest number of minutes on the date school was missed in the "Number of Minutes Per Day". Please note that in PEIMS you will claim the actual number of minutes your district was scheduled to operate on the specific date by campus. The waiver minute reporting is used to total the number of attendance related waiver minutes by year. Per Student Attendance Accounting Handbook 3.8.2 Closures for Bad Weather or Other Issues of Health or Safety, you are limited to 4,200 minutes for attendance waivers of any kind.



# Waivers

## 2019-2020 Application for Staff Development Minutes Waiver

Waiver ID: 49467

### Application Information

**Category:** Expedited

**Creator:** Michael Coopersmith, District Editor

**Status:** Reassigned to LEA

**Creation Date:** 2/14/2020

**Approving Superintendent:**

**Assigned To:** Michael Coopersmith

### LEA Contact

**Full Name:** Michael Coopersmith

**Phone:** (979) 865-3133

**Email:** mcoopersmith@bellvillebrahmas.org

### LEA Information

**LEA:** BELLVILLE ISD (008901)

**Address:** 518 S MATHEWS, BELLVILLE, TX 77418-2711

**Phone:** (979) 865-3133

### Date of LEA Board of Trustees Approval

**Date:** 1/30/2020

### Information

Pursuant to Texas Education Code (TEC) §25.081 this waiver allows the district or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- 5 days of student instruction for charter schools that provide 180 days of operation

### Requested Years

2020-2021

### LEA Attachments (0)

There are no LEA attachments.

# 2020-2021 BISD ACADEMIC CALENDAR

JULY 2020

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2021

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2020

S	M	T	W	TH	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2021

S	M	T	W	TH	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
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28						

SEPTEMBER 2020

S	M	T	W	TH	F	S
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13	14	15	16	17	18	19
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27	28	29	30			

MARCH 2021

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER 2020

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25	26	27	28	29	30	31

APRIL 2021

S	M	T	W	TH	F	S
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NOVEMBER 2020

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MAY 2021

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30	31					

DECEMBER 2020

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2021

S	M	T	W	TH	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

LEARNERS TODAY.  
LEADERS TOMORROW.

518 S. Mathews Street. Bellville, TX. 77418  
PH: (979) 865-3133. www.bellvilleisd.org.

**First Day of School: August 18, 2020**  
**Last Day of School: May 26, 2021**

**School Hours: 7:55am-3:35pm**  
**Early Release Hours: 7:55am-12:00pm**

First Semester: 78 Student Days  
Second Semester: 91 Student Days

Information on Grading Periods is in  
the process of being determined.

## LEGEND

	District Offices Closed
	Students' First Day of Each Semester
	Student & Staff Holiday/District Offices Closed
	Teacher Staff Development/Student Holiday
	Teacher Workday/Student Holiday
	Staff Exchange Day
	New Staff Orientation/ Staff Exchange Day
	State Testing Dates
	Early Release/District Offices Close Early
	District Closure -Make-Up Days
	BHS Graduation



**BELLVILLE INDEPENDENT SCHOOL DISTRICT**  
**Meeting of the BISD Board of Trustees**

June 25, 2020

<b>Subject:</b>	Consider approval of Promethean Boards for new Pathway Classes
<b>Presenter:</b>	Dennis Jurek
<b>Board Policy:</b>	
<b>BISD Goal:</b>	<ol style="list-style-type: none"> <li>1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]</li> <li>2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]</li> <li>3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL]</li> <li>4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]</li> </ol>

<b>Summary:</b>	<p>Eight Promethean Boards have been requested to outfit five (5) classrooms at the Junior High, two class rooms at the High School and one classroom at West End Elementary. The purchase of these promethean boards aligns with the districts technology committee’s goals and technology plan to provide appropriate devices that meet district standards for teaching and managing classrooms and their professional needs. The quoted prices are through the State of Texas DIR purchasing cooperative (DIR-TSO-3865) to provide the best value and pricing for these devices</p>
<b>Attachments:</b>	<ul style="list-style-type: none"> <li>▪ Quoted Pricing</li> </ul>
<b>Recommendation:</b>	<p>It is my recommendation, the board approve the purchase of eight (8) Promethean Boards from CDW under DIR Contract DIR-TSO-3865 in the amount of \$25,213.36.</p>



# QUOTE CONFIRMATION

**DEAR BRIAN REID,**

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
LKXC896	5/18/2020	PROMETHEAN	0729494	\$25,213.36

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
<a href="#">Promethean ActivBoard Touch - interactive whiteboard - USB</a> Mfg. Part#: AB10T78D UNSPSC: 44111911 Contract: Texas IT HW Peripherals -Promethean-DIR-TSO-3865 (DIR-TSO-3865)	8	4527554	\$992.07	\$7,936.56
<a href="#">Promethean UST-P1 - Mount Upgrade Kit - DLP projector - ultra short-throw -</a> Mfg. Part#: ABMTSUPG-UST UNSPSC: 45111609 Contract: Texas IT HW Peripherals -Promethean-DIR-TSO-3865 (DIR-TSO-3865)	8	3060951	\$1,547.03	\$12,376.24
<a href="#">IWB-AB+2 ADJORFIX</a> Mfg. Part#: PCS-022210-JW-1 Electronic distribution - NO MEDIA Contract: NIPA ESCR4 Tech & IWB Solutions Products/Services (R160201)	8	2009712	\$461.26	\$3,690.08
<a href="#">IWB WALL-OBR</a> Mfg. Part#: PCS-02210-JW-1 Electronic distribution - NO MEDIA Contract: NIPA ESCR4 Tech & IWB Solutions Products/Services (R160201)	8	2008996	\$86.49	\$691.92
<a href="#">IWB-AB+2 BASIC KIT</a> Mfg. Part#: PCS-022210-JW-2 Electronic distribution - NO MEDIA Contract: NIPA ESCR4 Tech & IWB Solutions Products/Services (R160201)	8	2009713	\$64.82	\$518.56

PURCHASER BILLING INFO		SUBTOTAL	\$25,213.36
<b>Billing Address:</b> BELLVILLE INDEPENDENT SCHOOL DIST ACCTS PAYABLE 518 S MATHEWS ST BELLVILLE, TX 77418-1599 <b>Phone:</b> (979) 865-3133 <b>Payment Terms:</b> NET 30 Days-Govt/Ed		SHIPPING	\$0.00
		SALES TAX	\$0.00
		GRAND TOTAL	\$25,213.36
		<b>DELIVER TO</b> <b>Shipping Address:</b> BELLVILLE HIGH SCHOOL BRIAN REID 850 SCHUMANN RD BISD BELLVILLE, TX 77418-7027 <b>Shipping Method:</b> DROP SHIP-COMMON CARRIER	
		CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	



**Matt Albertson**

|

**(866) 222-4918**

|

**mattalb@cdwg.com**

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>  
For more information, contact a CDW account manager

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**BELLVILLE INDEPENDENT SCHOOL DISTRICT**  
**Meeting of the BISD Board of Trustees**

**AUGUST 22, 2019**

<b>Subject:</b>	Consider Approval of Resolution to Uncommit Fund Balance
<b>Presenter:</b>	Dennis Jurek
<b>Board Policy:</b>	
<b>BISD Goal:</b>	<ol style="list-style-type: none"> <li>1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]</li> <li>2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]</li> <li>3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL]</li> <li>4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]</li> </ol>
<b>Summary:</b>	<p>The Bellville ISD Board has committed funds for capital projects that align with long range planning strategies and facility improvements. The use of these funds requires formal action by the Board of Trustees. The Board has approved a capital improvements project for the replacement of West End Roof and HVAC. The project aligns with the intent of Bellville ISD's committed funds.</p>
<b>Attachments:</b>	<ul style="list-style-type: none"> <li>▪ Resolution to Uncommit Fund Balance</li> <li>▪</li> </ul>
<b>Recommendation:</b>	<p>It is my recommendation the Bellville ISD Board of Trustees approve the Resolution to Uncommit Fund Balance in the amount of \$551,904 to cover the cost of the West End Roofing project.</p>

**BELLVILLE BRAHMAS**  
**LEARNERS TODAY. LEADERS TOMORROW.**



# BELLVILLE INDEPENDENT SCHOOL DISTRICT Meeting of the BISD Board of Trustees

STATE OF TEXAS  
COUNTY OF AUSTIN

## RESOLUTION TO UNCOMMIT FUND BALANCE

The Board of Trustees of the Bellville Independent School District being convened in Regular Session at its regular meeting place within the boundaries of the Bellville Independent School District, on the 23<sup>rd</sup> day of March 2017, with a quorum present in the persons of:

Karen Winn	Grant Lischka	Vince Ruffino	Andrew Murrell
Dusty Yantis	Kenneth Stein	Jim Batson	

Trustees being absent:

WHEREAS Trustee \_\_\_\_\_ introduced the following order, moved its adoption, and the motion having been seconded by Trustee \_\_\_\_\_ was duly put and carried, said Order reading as follows:

**IT IS HEREBY RESOLVED**, ordered, and directed that the Bellville Independent School District uncommit the following portions of its General Fund Committed Fund Balance for construction.

**BE IT RESOLVED**, the District UnCommits Funds in the Amounts:

\$ 551,904.00 from (Construction Balance Code 3510) to General Fund Unassigned Balance ( Balance Code 3600) to be used for the Board Approved West End Roof And RTU Construction Project.

\_\_\_\_\_

Grant Lischka, President

Bellville I.S.D. Board of Trustees

Attest:

\_\_\_\_\_

Kenneth Stein, Secretary

Bellville I.S.D. Board of Trustees

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

---

June 25, 2020

<b>Subject:</b>	Consider Action to Approve Budget Amendment for Uncommitted Fund Balance
<b>Presenter:</b>	Dennis Jurek
<b>Board Policy:</b>	
<b>BISD Goal:</b>	<ol style="list-style-type: none"><li>1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]</li><li>2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]</li><li>3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL]</li><li>4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]</li></ol>
<b>Summary:</b>	<p>Appropriate the Uncommitted Funds to Accounting Code 199-81-6629.00-995-099040 (Capital Outlay Facilities and Construction) for the West End Roofing and HVAC Project</p>
<b>Attachments:</b>	<ul style="list-style-type: none"><li>▪ Resolution to Uncommit Fund Balance</li></ul>
<b>Recommendation:</b>	It is my recommendation the Bellville ISD Board of Trustees approve the Budget Amendment of Uncommitted Funds

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

---

**Bellville Independent School District  
Board of Trustees Meeting, June 25, 2020**

### *Budget Amendments*

The following budget amendments require the approval of the Board of Trustees since they either increase the budget, or require a change in appropriations between functions. Please tender this letter as a request for such approval at the board meeting captioned above.

<u>Fund</u>	<u>Originator</u>	<u>Description</u>	<u>Amount</u>
1990	Dennis Jurek	Budget Amendment for General Fund Facilities Construction Function 81 from 3700 for the approved West End Roof & HVAC Project	\$551,904

Sincerely,

---

Dennis Jurek, Assistant Superintendent  
Bellville Independent School District

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the **BISD** Board of Trustees

---

June 25, 2020

<b>Subject:</b>	Consider approval of financial audit service fees for fiscal years ending August 31, 2020 through 2023
<b>Presenter:</b>	Dennis Jurek
<b>Board Policy:</b>	
<b>BISD Goal:</b>	<ol style="list-style-type: none"><li>1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]</li><li>2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]</li><li>3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL]</li><li>4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]</li></ol>
<b>Summary:</b>	<p>Pattillo, Brown &amp; Hill LLP was qualified at the April 18, 2019 board meeting for audit services for the fiscal year ending August 31, 2019. The board subsequently approved fee services for that fiscal year. I am very pleased with the services provided by Pattillo, Brown and Hill and would recommend to continue with their services for Bellville ISD annual financial audit. Patillo, Brown and Hill has proposed a multi-year agreement and fee proposal.</p>
<b>Attachments:</b>	<ul style="list-style-type: none"><li>▪ Patillio, Brown and Hill Multi-Year All-Inclusive Maximum Fee Proposal</li></ul>
<b>Recommendation:</b>	<p>It is my recommendation, the board approve the multi-year agreement and fee proposal as presented Patillio, Brown and Hill for financial audit services for fiscal years ending August 31, 2020 through 2023.</p>

**BELLVILLE BRAHMAS**  
**LEARNERS TODAY. LEADERS TOMORROW.**



Patillo, Brown and Hill, L.L.P. (PB&H) is pleased to submit Bellville Independent School District the following all-inclusive maximum fees to provide professional audit services for fiscal years ending August 31, 2020 through 2023.

**ALL-INCLUSIVE MAXIMUM FEES FOR BELLVILLE ISD**

Fiscal Year	All-Inclusive Maximum Fees (\$)
2020	39,000
2021	39,000
2022	39,500
2023	39,500

Our stated fees above include all out-of-pocket expenses and will not be exceeded unless significant new audit, accounting or regulatory requirements are imposed. We would discuss those factors prior to any audit work being performed.

PB&H is excited about the opportunity to continue to serve the District. Please feel free to contact me should you have any questions regarding the above stated all-inclusive maximum fees.

Paula Lowe, CPA  
PATILLO, BROWN & HILL, L.L.P.



June 16, 2020

Bellville Independent School District  
518 S. Mathews  
Bellville, Texas 77418

Board of Trustees and Management:

You have requested that we audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Bellville Independent School District (the "District"), as of August 31, 2020, and for the year then ended, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents. In addition, we will audit the entity's compliance over major federal award programs for the period ended August 31, 2020. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, and pension and other postemployment benefit related information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

- Management's Discussion and Analysis.
- Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget to Actual – General Fund.
- Schedule of District's Proportionate Share of Net Pension Liability and Net Other Postemployment Benefits (OPEB) Liability, and Related Ratios.
- Schedule of District Pension and OPEB Contributions.

## OFFICE LOCATIONS

TEXAS | Waco | Temple | Hillsboro | Houston  
NEW MEXICO | Albuquerque

Supplementary information other than RSI will accompany the District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

- Combining Statements and Schedules.
- Required Texas Education Agency Schedules.

### **Schedule of Expenditures of Federal Awards**

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

### **Data Collection Form**

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

### **Audit of the Financial Statements**

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and the Texas Education Agency audit requirements included in the *Financial Accountability System Resource Guide*. Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements,

whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements.

An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. If appropriate, our procedures will therefore include tests of documentary evidence that support the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of cash, investments, and certain other assets and liabilities by correspondence with creditors and financial institutions. As part of our audit process, we will request written representations from your attorneys, and they may bill you for responding. At the conclusion of our audit, we will also request certain written representations from you about the financial statements and related matters.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance (whether caused by errors, fraudulent financial reporting, misappropriation of assets, detected abuse, or violations of laws or governmental regulations) may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and in accordance with Texas Education Agency audit requirements. Please note that the determination of abuse is subjective, and *Government Auditing Standards* does not require auditors to detect abuse.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit. Our responsibility as auditors is, of course, limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the District's basic financial statements. Our report will be addressed to the governing body of the District. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

### **Audit of Major Program Compliance**

Our audit of the District's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance, and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the entity has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major federal award programs. Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. However, our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

### **Other Services**

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the District in conformity with U.S. generally accepted accounting principles and the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) based on information provided by you. These non-audit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. These services are limited to preparing the financial statements, schedule of expenditures of federal awards, and related notes of the District as previously outlined. Our firm, in its sole professional judgement, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities, including determining account coding and approving journal entries. Our firm will advise with regard to financial reporting, but the District must make all decisions with regard to those matters.

*Government Auditing Standards* require that we document an assessment of the skills, knowledge, and experience of management, should we participate in any form of preparation of the basic financial statements and related schedules or disclosures as these actions are deemed a non-audit service.

### **Management's Responsibilities**

Our audit will be conducted on the basis that management acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error;

3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received, including federal awards and funding increments received prior to December 26, 2014 (if any), and those received in accordance with the Uniform Guidance (generally received after December 26, 2014);
4. For maintaining records that adequately identify the source and application of funds for federally funded activities;
5. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
6. For the design, implementation, and maintenance of internal control over federal awards;
7. For establishing and maintaining effective internal control over federal awards that provides reasonable assurance that the nonfederal entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
8. For identifying and ensuring that the entity complies with federal statutes, regulations, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
9. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
10. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
11. For taking prompt action when instances of noncompliance are identified;
12. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
13. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
14. For submitting the reporting package and data collection form to the appropriate parties;
15. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
16. To provide us with:
  - a. Access to all information of which the District is aware that is relevant to the preparation and fair presentation of the financial statements, and relevant to federal award programs, such as records, documentation, and other matters;
  - b. Additional information that we may request from the District for the purpose of the audit; and
  - c. Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

17. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
18. For acceptance of non-attest services, including identifying the proper party to oversee non-attest work;
19. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
20. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
21. For the accuracy and completeness of all information provided;
22. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
23. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With respect to any non-attest services we perform, such as preparation of financial statements and related note disclosures and the schedule of expenditures of federal awards. We will not assume management responsibilities on behalf of the District. However, we will provide advice and recommendations to assist management of the District in performing its responsibilities. District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

As part of our audit process, we will request from management, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

**Engagement Administration, Fees and Timing**

We will schedule the engagement based in part on deadlines, working condition, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If for whatever reason your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

The timing of our audit will be scheduled for performance and completion as follows:

Document internal control and preliminary tests	July 2020
Mail confirmations	September 2020
Perform year-end audit procedures	October 2020
Issue audit reports	November 2020

Paula Lowe is the engagement partner for the audit services specified in this letter. Her responsibilities include supervising Pattillo, Brown & Hill, LLP’s services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees for these services will be at our standard hourly rates plus out-of-pocket cost (such as reports reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed \$39,000. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional cost.

**Other Matters**

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

Our firm may transmit confidential information that you provided us to third parties in order to facilitate delivering our services to you. For example, such transmissions might include, but not be limited to investment information to verify valuation. We have obtained confidentiality agreements with all our service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the work provided by any third-party service providers used under this agreement. By your signature below, you consent to having confidential information transmitted to entities outside the firm. Please feel free to inquire if you would like additional information regarding the transmission of confidential information to entities outside the firm.

The audit documentation for this engagement is the property of Pattillo, Brown & Hill, LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available to the Texas Education Agency, federal agencies and the U.S. Government Accountability Office pursuant to authority given to it by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of Pattillo, Brown & Hill's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to these agencies and regulators. The regulators and agencies may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We agree to retain our audit documentation or work papers for a period of at least five years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

During the course of the audit, we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

We agree to retain our audit documentation or work papers for a period of at least five years from the date of our report.

You agree to inform us of facts that may affect the financial statements of which you may become aware during the period from the date of the auditor's report to the date the financial statements are issued.

At the conclusion of our audit engagement, we will communicate to management and Board of Trustees the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and

- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

In accordance with the requirements of *Government Auditing Standards*, we have attached a copy of our latest external peer review report of our firm for your consideration and files.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements compliance over major federal award programs including our respective responsibilities.

We appreciate the opportunity to be your financial statement auditors and look forward to working with you and your staff.

Respectfully,  
Pattillo, Brown & Hill, L.L.P.



Paula Lowe, CPA

PL/ad

**RESPONSE:**

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Bellville Independent School District by:

Name (Member of Board): \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Name (Member of Management): \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



CPAs & Advisors

## SYSTEM REVIEW REPORT

October 21, 2016

To the Partners of  
Pattillo, Brown & Hill, LLP  
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Pattillo, Brown & Hill, LLP (the firm) in effect for the year ended May 31, 2016. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. As a part of our peer review, we considered reviews by regulatory entities, if applicable, in determining the nature and extent of our procedures. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary).

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards*, audits of employee benefit plans, and audits performed under FDICIA.

In our opinion, the system of quality control for the accounting and auditing practice of Pattillo, Brown & Hill, LLP in effect for the year ended May 31, 2016, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Pattillo, Brown & Hill, LLP has received a peer review rating of *pass*.

*Haddox Reid Eubank Betts PLLC*



**Board of Trustees, Board Meeting**  
**June 25, 2020**

**RE: Consider Recommendation Office and School Supply Proposals**

Dear Trustees,

In accordance with the Texas Education Code, Chapter 44, Subchapter B, Section 44.031, Bellville ISD has solicited RFP(s) for catalog proposal pricing to meet purchasing requirements. Below are the responses from RFP #2020-001.

Approval of the proposals will place these vendors on BISD's approved vendor bid list and BISD will receive any discounts offered in the proposals. I recommend the board approve all vendors listed to provide the district with choices to purchase products at the best value to Bellville Independent School District.

VENDOR	2019-2020 Discount	2020-2021 Discount	Shipping	Additional Information:
ACE Educational Supplies	-	33%	Volume Discount	Classroom Supplies, BuyBoard
American Ceramic Supply	0%	0%	Volume Discount	Classroom Supplies
Bio Corporation	5%	5%	Free Shipping \$250+	Classroom Supplies, BuyBoard, TIPS, EPIC6
Coast to Coast Computer Products	15% Diamond Series Line	15% Diamond Series Line	Free Shipping	Printer Toner/Ink Cartridges, BuyBoard, TIPS, EPIC6
Cravens Office Supply	10-75%	10-75%	Free Delivery	General Office & Instructional Supplies
ECS Learning-STAAR Master	0%	25%	Volume Discount	Texas Test Prep Materials, BuyBoard
Follett	0-45%	0-45%	Free Delivery	Library/Classroom Materials, BuyBoard
KAMICO – STAAR Connection	0-20%	0-20%	Free Delivery	Specialized Instructional Media, sole source vendor for certain media products, BuyBoard & Choice Partners
Kaplan Co.	-	15%	Free Shipping \$300+	Classroom Supplies, EPIC6
Lakeshore Learning	5%	5%	Free Delivery	Classroom Teaching Tools, Omnia, TIPS & BuyBoard
Lectorum Publications, Inc.	20%	20%	Volume Discount	Children's Books in Spanish, BuyBoard
Liberty Office	-	15-35%	\$100 Min Order	General Office & School Supplies
Nasco	10-20%	15%	Free Shipping \$99+	General Office & Instructional Supply
Quill	5-15%	15%	Free Delivery	General Office & Instructional Supply, Omnia
Really Good Stuff	-	3%	Varies by item	Classroom Supplies, BuyBoard, TIPS
S&S Worldwide	-	20%	Free Shipping	Classroom Supplies, Choice Partners, TIPS
Saddleback Education Publishing	-	0%	\$8 min or 12% of order subtotal	Publisher, BuyBoard & Choice Partners
School Specialty	12-35%	12-35%	Varies by item	General Office & School Supplies, Omnia
Schulenberg Printing & Office Supplies	-	25%	Free Delivery, Weekly	General Office & School Supplies

Sincerely,

Dennis Jurek  
 Assistant Superintendent of Finance & Operations  
 Bellville Independent School District



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

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June 25, 2020

<b>Subject:</b>	Consider approval of West End Elementary School Marquee
<b>Presenter:</b>	Dennis Jurek
<b>Board Policy:</b>	
<b>BISD Goal:</b>	<ol style="list-style-type: none"><li>1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]</li><li>2. Foster a connected, collaborative, and strategic approach to continuous improvement for the district. [LEADERSHIP]</li><li>3. Create a culture that attracts, develops, and retains exceptional individuals to be part of our district and community. [HUMAN CAPITAL]</li><li>4. Cultivate connections in our schools and community to ensure all feel safe, valued, and engaged in meaningful ways. [COMMUNITY]</li></ol>
<b>Summary:</b>	<p>The purchase and installation of an outdoor electronic marquee has been request and supported by the West End community. Pledges from Industry Telephone, Industry Bank Shares and West End PTO have been made to cover the total cost of the marquee. The quoted price for a (3'8" X 8'1") Daktronics Galaxy Outdoor Message Center is \$43,741.00. The quoted price is through the Buyboard Purchasing Cooperative (#592-19) to provide the best value and price for the district.</p>
<b>Attachments:</b>	<ul style="list-style-type: none"><li>▪ Quoted Pricing</li></ul>
<b>Recommendation:</b>	It is my recommendation, the board approve the purchase of the Daktronic Galaxy Outdoor Electronic Message Center under the Buyboard Contract \$592-19 in the amount of \$43,741.00

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.

# DAKTRONICS QUOTE # 711608-1-0

Bellville ISD  
 518 S Mathews St  
 Bellville, TX USA 77418  
 Phone:  
 Fax:  
 Email:

4/Nov/2019  
 Quote valid for: 120 days  
 Terms: Net 30 days from shipment with  
 Purchase Order  
 Subject to Credit Review  
 FCA: DESTINATION  
 Delivery: Call For Production Time

**Reference: West End Elementary School - Marquee- Buyboard Contract- #592-19**

Item No.	Model	Description	Qty	Price
1	GS6-48X120-19.8-RGB-2V	<b>Galaxy® Outdoor Electronic Message Center - GS6 Series - 19.8mm RGB; 2V Interconnect Cable Length Is 20 Feet</b> Matrix: 48 lines by 120 columns Line Spacing: 19.8mm LED Color: RGB- 281 Trillion Colors Face Configuration: 2V - two one sided displays - same content View Angle: 140 degrees Horizontal x 70 degrees Cabinet Dimensions: Vertical Max Power: 3' 8" H X 8' 1" W X 0' 5" D (Approx. Dimensions) Weight: 905 watts/display Unpackaged 210 lbs per display; Packaged 315 lbs per display	1	\$43,006.00
	Daktronics Verizon Modem, 4G, Ethernet	Daktronics Verizon 4G Cellular Modem Only - Requires Daktronics Verizon Cellular Data Plan	1	
	Galaxy® External Temperature Sensor	External Temperature Sensor with 25 ft. Quick Connect Cable	1	
	GS6 RGB Spare Parts - One Module Package	Includes One (1) Module, Sata Cable, and Power Supply	1	
	Custom Outdoor Backlit Horizontal	Outdoor Backlit 2' 0" x 8' 1" Horizontal (Package Weight 130 lbs each)	2	
	Daktronics System Installation Drawings <100	Attachment support system drawings	1	
	Physical Installation	See attachment A.	1	
	System Startup	Final Commissioning of Equipment	1	
	Bonds		1	
2	FREIGHT	<b>Shipping to site via LTL (enclosed trailer). Usually unloads at a dock, forklift or pallet jack may be required.</b>	1	\$735.00
<b>Services</b>				
3	G5C5-W	<b>Five Year Warranty - Parts Coverage - G5G5</b>	1	
	On-site Labor	One Year Extended Service for on-site labor coverage	1	
	Venus® Control Suite - Prime Playlist Package, Cloud Based	Secure, web-based software that enables display management anytime, anywhere via internet connection. ADMINISTRATORS OF ACCOUNT REQUIRED AT TIME OF ORDER. Terms of Use: <a href="http://www.daktronics.com/TermsConditions/DD2688225">http://www.daktronics.com/TermsConditions/DD2688225</a>	1	



## DAKTRONICS QUOTE # 711608-1-0

Venus® Control Suite -Prime Playlist Web Seminar - Single User	Customized Venus® training in a live, web-based, conference call format using the customer's phone & computer. (English only.)	1
Daktronics Verizon Lifetime 4G Cellular Data Plan for VCS, Up to 100,000 Pixels	Daktronics Verizon Lifetime 4G Cellular Data Plan Per Modem, for Venus Control Suite on Displays Up to 100,000 pixels. Excludes streaming data feeds.	1

Total Price Excluding Applicable Tax:

**\$43,741.00**

Please reference listed sales literature: DD1569120 for On-site Labor, DD1628383 for G5C5-W, DD2688225 for Venus® Control Suite - Prime Playlist Package, Cloud Based, DD3148720 for GS6-32X120-19.8-RGB-2V, DD3148720 for GS6-48X120-19.8-RGB-2V, DD3512730 for Daktronics Verizon Modem, 4G, Ethernet

Please reference listed shop drawings: DWG-03111193 for GS6-32X120-19.8-RGB-2V, DWG-03111347 for GS6-48X120-19.8-RGB-2V

# DAKTRONICS QUOTE # 711608-1-0

## Alternate Equipment: 1

Item No.	Model	Description	Qty	Price
1	GS6-32X120-19.8-RGB-2V	<b>Galaxy® Outdoor Electronic Message Center - GS6 Series - 19.8mm RGB; 2V Interconnect Cable Length Is 20 Feet</b> Matrix: 32 lines by 120 columns Line Spacing: 19.8mm LED Color: RGB- 281 Trillion Colors Face Configuration: 2V - two one sided displays - same content View Angle: 140 degrees Horizontal x 70 degrees Cabinet Dimensions: Vertical Max Power: 2' 7" H X 8' 1" W X 0' 5" D (Approx. Dimensions) Weight: 670 watts/display Unpackaged 150 lbs per display; Packaged 245 lbs per display	1	\$36,775.00
	Daktronics Verizon Modem, 4G, Ethernet	Daktronics Verizon 4G Cellular Modem Only - Requires Daktronics Verizon Cellular Data Plan	1	
	Galaxy® External Temperature Sensor	External Temperature Sensor with 25 ft. Quick Connect Cable	1	
	GS6 RGB Spare Parts - One Module Package	Includes One (1) Module, Sata Cable, and Power Supply	1	
	Custom Outdoor Backlit Horizontal	Outdoor Backlit 2' 0" x 8' 1" Horizontal (Package Weight 130 lbs each)	2	
	Daktronics System Installation Drawings <100	Attachment support system drawings	1	
	Physical Installation	See attachment A.	1	
	System Startup	Final Commissioning of Equipment	1	
	Bonds		1	
2	<b>FREIGHT</b>	<b>Shipping to site via LTL (enclosed trailer). Usually unloads at a dock, forklift or pallet jack may be required.</b>	1	<b>\$690.00</b>
<b>Services</b>				
3	<b>G5C5-W</b>	<b>Five Year Warranty - Parts Coverage - G5G5</b>	1	
	On-site Labor	One Year Extended Service for on-site labor coverage	1	
	Venus® Control Suite - Prime Playlist Package, Cloud Based	Secure, web-based software that enables display management anytime, anywhere via internet connection. ADMINISTRATORS OF ACCOUNT REQUIRED AT TIME OF ORDER. Terms of Use: <a href="http://www.daktronics.com/TermsConditions/DD2688225">http://www.daktronics.com/TermsConditions/DD2688225</a>	1	
	Venus® Control Suite -Prime Playlist Web Seminar - Single User	Customized Venus® training in a live, web-based, conference call format using the customer's phone & computer. (English only.)	1	
	Daktronics Verizon Lifetime 4G Cellular Data Plan for VCS, Up to 100,000 Pixels	Daktronics Verizon Lifetime 4G Cellular Data Plan Per Modem, for Venus Control Suite on Displays Up to 100,000 pixels. Excludes streaming data feeds.	1	

# DAKTRONICS QUOTE # 711608-1-0

Total Price Excluding Applicable Tax:

**\$37,465.00**

Please reference listed sales literature: DD1569120 for On-site Labor, DD1628383 for G5C5-W, DD2688225 for Venus® Control Suite - Prime Playlist Package, Cloud Based, DD3148720 for GS6-32X120-19.8-RGB-2V, DD3148720 for GS6-48X120-19.8-RGB-2V, DD3512730 for Daktronics Verizon Modem, 4G, Ethernet

Please reference listed shop drawings: DWG-03111193 for GS6-32X120-19.8-RGB-2V, DWG-03111347 for GS6-48X120-19.8-RGB-2V



# DAKTRONICS QUOTE # 711608-1-0

## Leasing Program

If your purchase exceeds \$25,000, you may qualify for our leasing program allowing you more flexibility to spread out the cost of your Daktronics display over of a period up to five (5) years. Benefits of our leasing program include fixed rate financing, non-appropriation clause, no prepayment penalty, and customizable payment schedules. Plus, at the end of the lease, the equipment is yours to keep with no additional balloon payments.

Sample payment options as follows:

\$50,000 in total equipment cost = \$10,700 per year

\$100,000 in total equipment cost = \$21,199 per year

\$250,000 in total equipment cost = \$52,899 per year

\*\*Payments based on 5 year/annual payment in advance structure. **Leasing is subject to credit approval and agreed upon documentation with Daktronics lending partner.** Contact your Daktronics representative for additional options and details.

### Exclusions:

- |  |                              |
|--|------------------------------|
| - Shipping to site                                 | - Power                      |
| - Hoist  | - Labor to Pull Signal Cable |
| - Applicable Permits                               | - Taxes                      |
| - Electrical Switch Gear or Distribution Equipment | - Front End Equipment        |

Unless expressly stated otherwise in this Quote # 711608-1 Rev 0 or the attachments, if Daktronics performs installation of the Equipment, the price quoted does not include the following services pertaining to physical installations: digging of footings (including dirt removal), any materials fabrication, installation of steel cages, rebar, or bolt attachments, or pouring and finishing of concrete footings. Those service may be provided for an additional cost beyond the quoted price. Purchaser shall be fully responsible for any and all additional costs plus overhead in the event anything unexpected of any nature whatsoever is found while digging the footings including but are not limited to rock, water, utility lines, pipes or any other unforeseen circumstance. The Purchaser acknowledges and agrees that it is fully responsible for all site conditions.

### Installation Responsibilities:

If applicable please reference Attachment A for Installation Responsibilities.

### Ad/ID Copy Approval Process

Customer shall provide digital artwork for advertising and identification panels, conforming to Daktronics' graphic file standards, at the time of order. Daktronics will create a proof of provided artwork and require approval of that proof three weeks prior to the initial anticipated ship date. Advertising and identification panels not approved in time, will be shipped without copy in Daktronics' standard finish.

Jareel Combest  
PHONE: 281-678-1529  
FAX:  
EMAIL: Jareel.Combest@daktronics.com

Lindsey Nordsiden  
PHONE: 605-692-0200 x57127  
FAX:  
EMAIL: Lindsey.Nordsiden@daktronics.com

### Terms And Conditions:

The Terms and Conditions which apply to this order available on request.

SL-02374 Standard Warranty and Limitation of Seller's Liability ([www.daktronics.com/terms\\_conditions/SL-02374.pdf](http://www.daktronics.com/terms_conditions/SL-02374.pdf))

SL-02375 Standard Terms and Conditions of Sale ([www.daktronics.com/terms\\_conditions/SL-02375.pdf](http://www.daktronics.com/terms_conditions/SL-02375.pdf))

SL-07862 Software License Agreement ([www.daktronics.com/terms\\_conditions/SL-07862.pdf](http://www.daktronics.com/terms_conditions/SL-07862.pdf))

Additional Links:

Wireless Service Addendum ([www.daktronics.com/TermsConditions/DD3956286](http://www.daktronics.com/TermsConditions/DD3956286))

### Acceptance:

The parties acknowledge and agree that the agreement (the "Agreement") is comprised of the terms and conditions contained within this quote and any attachments thereto, along with the documents at the website addresses above. Purchaser hereby agrees to purchase the equipment as defined in the Agreement. Purchaser acknowledges having had the opportunity and means to review the Agreement. The Agreement represents the entire agreement of the parties and supersedes any previous understanding or agreement. The Undersigned has actual authority to execute this document and Daktronics is relying on such authority. Purchaser acknowledges and agrees to the above, as evidenced by its attestation below.

Customer Signature \_\_\_\_\_

Date \_\_\_\_\_

Print Name \_\_\_\_\_

Title \_\_\_\_\_





# INFORMAL PROCUREMENT LOG AND EVALUATION MATRIX

(Purchases costing less than \$150,000 or local threshold if less than \$50,000)

Supplier Name:	Facilities Sources			Point Alliance Solutions			
Items to be Purchased:	Quantity to be purchased	Unit Price	Extended Price (Quantity x Unit Price)	*SB (✓)	Unit Price	Extended Price (Quantity x Unit Price)	*SB (✓)
Est. Delivery Date/Frequency: <u>Aug 2, 2020</u> Bid will be honored for: _____ (number of day(s)/week(s)/month(s))	1			<input type="checkbox"/>			<input type="checkbox"/>
1. Product name & specification: Turn-key JH Renovations-Lounge/work room			\$36,929.65	<input type="checkbox"/>		\$37,525.93	<input type="checkbox"/>
2. Product name & specification: <u>Time lines</u>			<u>5-6 week window</u>	<input type="checkbox"/>		<u>Aug 2, 2020</u>	<input type="checkbox"/>
3. Product name & specification:				<input type="checkbox"/>			<input type="checkbox"/>
4. Product name & specification:				<input type="checkbox"/>			<input type="checkbox"/>
5. Product name & specification:				<input type="checkbox"/>			<input type="checkbox"/>
6. Product name & specification:				<input type="checkbox"/>			<input type="checkbox"/>
<b>Total:</b>		<b>\$ 36,929.65</b>		<input type="checkbox"/>	<b>\$ 37,525.93</b>		<input checked="" type="checkbox"/>
*Selected Bidder (SB)							<input type="checkbox"/>
* Selected Bidder(SB); the district can award all items to one bidder (lowest total price) or award purchase on a line item basis (lowest line item price). The director needs to tell the bidders which option they will use for awarding the purchase when they are asking for pricing. Directors can state that either option may be used by the school to award the purchase.							
<b>Method of contact:</b> Email/Fax/Mail/In person/Phone							
<b>Name of person quoting pricing:</b> Jan Pecherski							
<b>Date contacted:</b> 6/19/2020							
<b>Additional Notes:</b> <u>Selection based on Timeline</u> RFP#87-23119 Proposal Good for 30 days Estimated project completion, 60 days after contact award							
Signature of person completing this form: 							
Date: <u>8/25/2020</u>							

\*\*\* Attach all supporting documents\*\*\*  
 \*\*\* Please use additional forms if submitting bids from more than 3 suppliers\*\*\*

Name of bidder(s) selected: \_\_\_\_\_

Bidder(s) selected was notified on: \_\_\_\_\_

Method of notification:  Email  Fax  Mail  In person  Phone



**Scope of Work:**

**Renovation:**

Demo Existing Break/Work Room Cabinetry. Provide Dumpster to remove off site.  
65 LF of 18" Cabinetry and Counter tops

Provide and install new (2) compartment sink at existing Plumbing location. Sink submittal to follow for approval. Demo the existing plumbing lines at other location, Pipes to be capped above ceiling and below floor.

New Electrical Drops 110 Plugs (6) at new Break/Work Room

New dedicated Circuits for (2) Copiers

New Data drops (2) at copiers

Relocate Phone line to new location at Work Room

Demo existing VCT flooring in both rooms

Install New CoreLock Rigid SPC Flooring (725sqft) and Base Cove(120lf)

Painting Two Coats 1320 SQFT

Sheet rock Repairs 75SQFT

**Casework:**

We propose to furnish and install new millwork:

Existing Copy/Work Room (Becomes Lunch Room)

Plastic laminated particleboard cabinets as shown on drawings B1 & B2.

Plastic laminated plywood countertops as shown on drawings B1 & B2.

Existing Teacher Break Room (Becomes Copy/Work Room)

Plastic laminated particleboard mail slot cabinets as shown on drawings B3 and B4.

Plastic laminated particleboard cabinets as shown on drawings B5.

Countertop in this room is owner furnished owner installed.

**Exclusions:**

All MEP and IT is by others.

Coca-cola machine remains in the room backing up to the West wall and is outside the scope of work.

Refrigerators and vending machines are outside the scope of work.

Price is based on normal working hours

No locks figured on job.

# Preliminary Estimate, by estimates

Estimator: Jan Pecherski

## BISD Renovation of Work Room and Lunch Room

Item	Description	UM	Quantity	Unit Cost	Total	Book
<b>01 - General Requirements</b>						
1	01-31-13-20-0180 Field personnel, project manager, minimum	Week	1.7500	\$3,475.00	\$6,081.25	RSM20eFAC L, O&P P
<b>01 - General Requirements Total</b>					<b>\$6,081.25</b>	

<b>09 - Finishes</b>						
2	09-65-19-19-7150 Vinyl composition tile flooring, vinyl composition tile, 12" x 12", 1/16" thick, solid	S.F.	725.0000	\$5.10	\$3,697.50	RSM20eFAC M, L, O&P P
3	09-91-23-72-1670 Walls and ceilings, interior, concrete, dry wall or plaster, painting walls, complete, S.F. including surface preparation, primer and two coats finish, on drywall or plaster, with roller	S.F.	1,320.0000	\$1.99	\$2,626.80	RSM20eFAC M, L, O&P P
<b>09 - Finishes Total</b>					<b>\$6,324.30</b>	

<b>12 - Furnishings</b>						
4	12-32-23-10-7800 Manufactured wood casework, stock units, kitchen wall cabinets, cabinet filler, 3" Ea. x 24"	Ea.	3.0000	\$56.00	\$168.00	RSM20eFAC M, L, O&P P
5	12-32-23-10-9660 Manufactured wood casework, stock units, rule of thumb, kitchen cabinets, excluding appliances and counter top, minimum	L.F.	60.0000	\$282.00	\$16,920.00	RSM20eFAC M, L, O&P P
6	12-32-23-10-9700 Manufactured wood casework, stock units, minimum labor/equipment charge	Job	5.0000	\$227.00	\$1,135.00	RSM20eFAC L, O&P P
7	12-36-23-13-0100 Plastic-laminate-clad countertops, stock, 24" wide, includes backsplash, maximum	L.F.	15.0000	\$74.00	\$1,110.00	RSM20eFAC M, L, O&P P
<b>12 - Furnishings Total</b>					<b>\$19,333.00</b>	

<b>26 - Electrical</b>						
8	26-24-19-20-6200 Motor control center components, circuit breaker, light contactor NEMA 1, type A, Ea. 30 amp	Ea.	2.0000	\$2,075.00	\$4,150.00	RSM20eFAC M, L, O&P P
9	26-27-26-20-3700 Wiring devices elements, receptacle, 20 amp, 3 pole, 250 volt NEMA 15	Ea.	6.0000	\$65.00	\$390.00	RSM20eFAC M, L, O&P P
<b>26 - Electrical Total</b>					<b>\$4,540.00</b>	

<b>Alternate</b>						
10	09-65-19-19-7150 Demo - Vinyl composition tile flooring, vinyl composition tile, 12" x 12", 1/16" thick, solid Labor Adjustment: 100% of \$1.24 = \$1.24	S.F.	725.0000	\$1.24	\$899.00	CUSTOM L, O&P P
Using O&P Pricing Bare Costs: (M:\$3.51 L:\$0.79 E: O:500.00 LH:0.016) O&P Labor Calc = O&P Total - (Bare Material + 10.000%) - (Bare Equipment + 10.000%)						

# Preliminary Estimate, by estimates

## BISD Renovation of Work Room and Lunch Room

Estimator: Jan Pecherski  
Alternate

Item	Description	UM	Quantity	Unit Cost	Total	Book
11	12-32-23-10-9560 \$5.10 - \$3.86 - \$0.00 = \$1.24 Labor w/CCI = \$1.24 * 100.000% = \$1.24 Demo - Manufactured wood casework, stock units, rule of thumb, kitchen cabinets, excluding appliances and counter top, minimum Labor Adjustment: 100% of \$45.50 = \$45.50 ----- Using O&P Pricing Bare Costs: (M:\$215.00 L:\$28.50 E: O:30.00 LH:0.533) O&P Labor Calc = O&P Total - (Bare Material + 10.000%) - (Bare Equipment + 10.000%) \$282.00 - \$236.50 - \$0.00 = \$45.50 Labor w/CCI = \$45.50 * 100.000% = \$45.50	L.F.	60.0000	\$45.50	\$2,730.00	CUSTOM L, O&P
12	Crew A-01 A-01 Crew - 2001 - RSMMeans Open Shop O&P A-01 (2001 - RSMMeans Open Shop) Labor Hours: 8 Equip Hours: 8 Daily Hours: 8 Crew Details: Code: CLAB Description: Common Building Laborers Qty: 1 Hourly: 25.3 Daily: 202.4 Code: 015901002600 Description: Gas Eng. Power Tool Qty: 1 Hourly: 0 Daily: 71.28	Daily	10.0000	\$273.68	\$2,736.80	CUSTOM L, E, O&P
<b>Alternate Total</b>						<b>\$6,365.80</b>
<b>Estimate Grand Total</b>						<b>36,929.65</b>



Texas H.U.B.  
 TBPE Firm #20375  
 JOC Contractor  
 Region 3 - #3-220-19

# Estimate

Date	Estimate #
6/24/2020	19-01-095

PAS - Engineering - Construction - Environmental  
 22720 Lain Rd.  
 Spring, TX 77379

Phone #	E-mail
832-953-2899	sales@pas-texas.com

Name / Address
Bellville Independent School District 518 South Mathews St. Bellville, TX 77418

Ship To
BISD Teachers Lunchroom Remodel 1305 S. Tesch Rd. Bellville, TX 77418

Terms	Due Date	Project
Due on receipt	6/24/2020	

Item	Description	Qty	Rate	Total
Environmental	THIS PROPOSAL IS FOR THE REMODEL OF THE COPIER ROOM AND LUNCHROOM AT THE JR. HIGH SCHOOL. NEW COPIER ROOM Provide a Comprehensive Building Materials Survey to identify any Asbestos Containing Materials (ACM). This can be waived if a current existing report can be provided.	1	850.00	850.00
01.2 Building...	Building Permits.	1	100.00	100.00
General	Trash collection and disposal for entire project.	1	540.00	540.00
Paint	Dust control barrier to other areas including vents.	215	0.732	157.38
Demolition	GENERAL DEMOLITION of existing lower and upper cabinets.	1	600.00	600.00
Plumbing	GENERAL DEMOLITION of existing plumbing fixtures, drains and supply lines.	1	1,425.60	1,425.60
Electrical & ...	R&R 110 volt comm. wiring/conduit, box, outlet, relocate or new install. Includes power pole.	1	1,872.00	1,872.00
Paint	Seal the walls w/PVA primer - one coat	472	0.624	294.53
Paint	Special paint - multi-pigmented - Commercial	472	2.20801	1,042.18
General	Make drywall repairs to damaged areas, float and prep.	1	504.00	504.00
Floor Coveri...	Demo existing (1) layer of VCT floor covering.	215	1.80	387.00
Floor Coveri...	Vinyl plank Floor Covering.	215	10.20	2,193.00
Cove Base	4' Vinyl Cove Base.	59	2.71203	160.01
Cabinets - Mi...	Cabinets - Millwork built in center of room open to one side. No countertop. 4'x8'.	16	234.00	3,744.00
General	Relocate telephone wiring at corner of room.	1	120.00	120.00
Demolition	NEW LUNCH ROOM Dust control barrier to other areas including vents.	317	0.73199	232.04
Demolition	GENERAL DEMOLITION of existing lower and upper cabinets.	1	600.00	600.00
Electrical & ...	R&R 110 volt comm. wiring/conduit, box, outlet, relocate or new install. Includes power pole.	1	1,872.00	1,872.00
Electrical & ...	R&R 110 volt copper wiring run, box and GFI outlet.	2	132.00	264.00
Plumbing	R&R Sink - double - Standard grade.	1	370.80	370.80
Plumbing	Sink drain assembly with stop.	1	75.83	75.83
Plumbing	Sink faucet - Kitchen.	1	330.00	330.00
General	Make drywall repairs to damaged areas, float and prep.	420	4.62	1,940.40
Paint	Seal the walls w/PVA primer - one coat.	614	0.62401	383.14
Paint	Special paint - multi-pigmented - Commercial	614	2.208	1,355.71
Cabinets - Mi...	Base Cabinets in sink corner and opposite wall.	12	234.00	2,808.00
Cabinets - Mi...	Base Cabinets in sink corner and opposite wall.	12	171.74417	2,060.93
Countertops	Provide and install laminate countertops under deck.	24	4.27208	102.53
<b>Total</b>				



Texas H.U.B.  
 TBPE Firm #20375  
 JOC Contractor  
 Region 3 - #3-220-19

# Estimate

Date	Estimate #
6/24/2020	19-01-095

PAS - Engineering - Construction - Environmental  
 22720 Lain Rd.  
 Spring, TX 77379

Phone #	E-mail
832-953-2899	sales@pas-texas.com

Name / Address
Bellville Independent School District 518 South Mathews St. Bellville, TX 77418

Ship To
BISD Teachers Lunchroom Remodel 1305 S. Tesch Rd. Bellville, TX 77418

Terms	Due Date	Project
Due on receipt	6/24/2020	

Item	Description	Qty	Rate	Total
Countertops	Provide and install laminate countertops.	24	78.45583	1,882.94
Countertops	Provide and install backsplash at countertops.	12	13.12833	157.54
Countertops	Provide and install bar top laminate top.	16	108.00	1,728.00
Floor Coveri...	Demo existing (1) layer of VCT floor covering.	317	1.80	570.60
Floor Coveri...	Vinyl plank Floor Covering.	317	10.20	3,233.40
Cove Base	4' Vinyl Cove Base.	76.83	2.71209	208.37
Supervision	Commercial Supervision throughout project.	80	42.00	3,360.00
Exclusions	No. Environmental Work. No Hidden Conditions. No unforeseen Conditions. No weather related delays. No delays by other subcontractors or vendors. No Overtime Work. One time mobilization No items not listed above. No ceiling work. No wall framing. No table top in the copier room. No mailboxes. No desk No lockers		0.00	0.00
			<b>Total</b>	<b>\$37,525.93</b>

Upper Cabinets

Double coffee  
Micro

Lower Cabinets

Trash

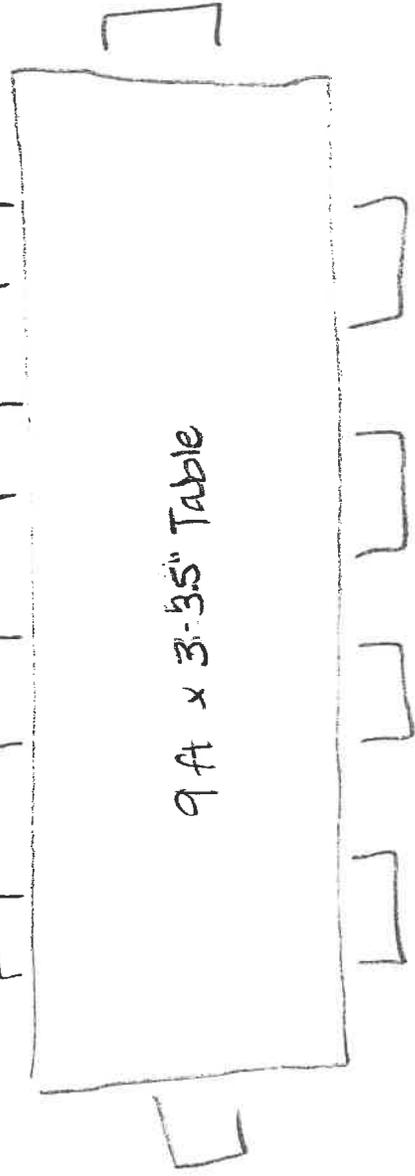
18"

Eat @ bar w/ Bar stools



Fridge

Fridge



Trash

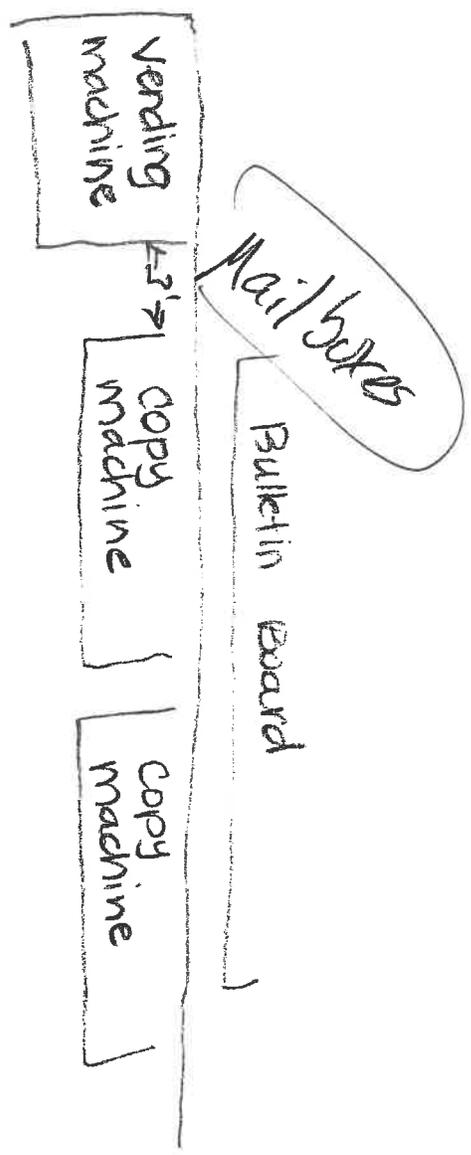
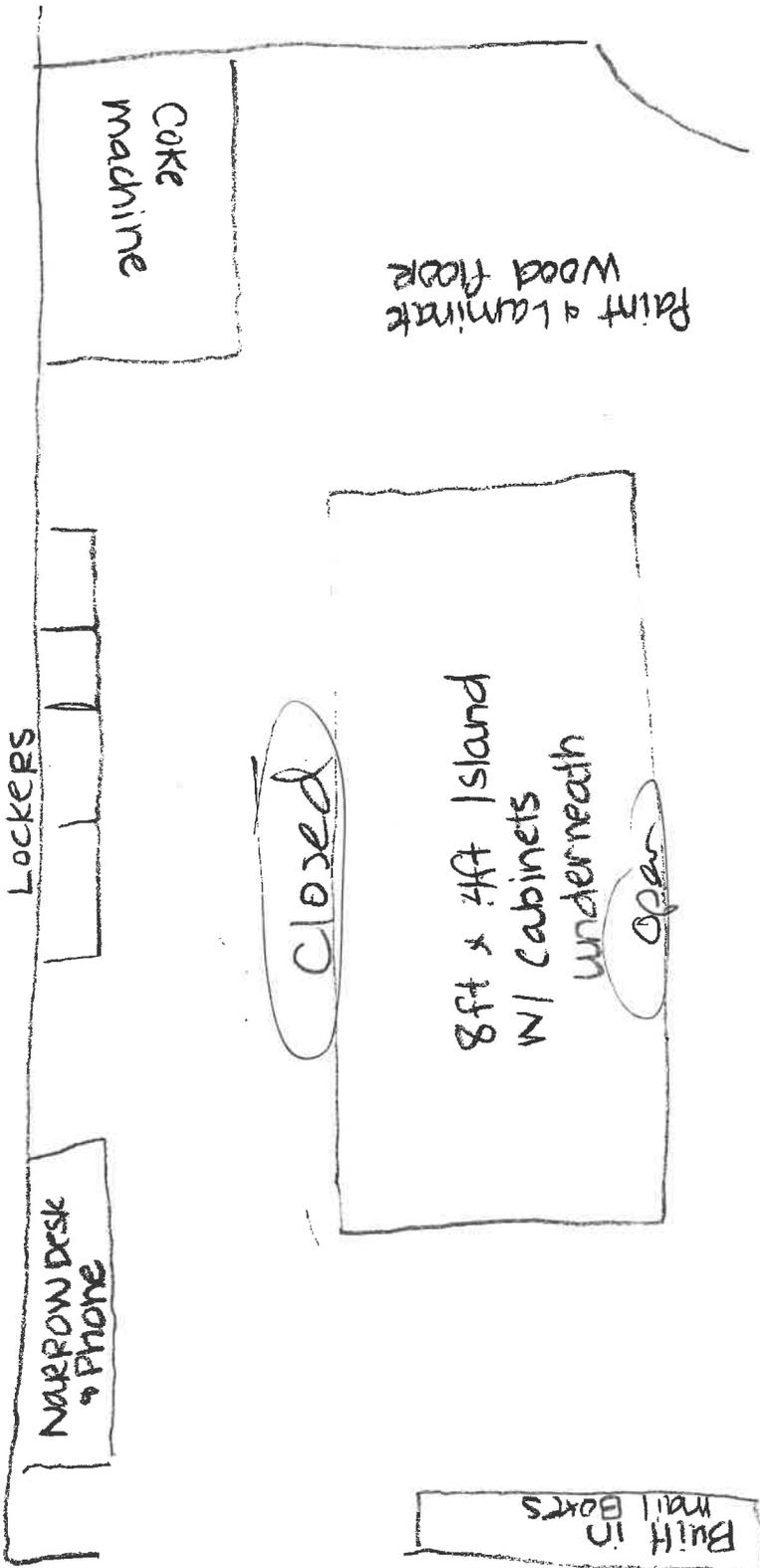
DRAWER +  
LOWER CAB

New

upper  
cabinets

Laminate  
WOOD FLOOR  
Paint

Open  
frame



Built in Mail boxes

New 3 ft  
11 1/2