

**TRINITY BASIN PREPARATORY
MEETING OF THE BOARD OF DIRECTORS
2730 N HWY 360
GRAND PRAIRIE, TEXAS, 75050
TUESDAY, JULY 28, 2020**

12:00 P.M. OPEN SESSION

ALL MEMBERS OF THE BOARD PARTICIPATING IN THIS MEETING WILL PARTICIPATE VIA VIDEO OR TELEPHONE CONFERENCE IN ACCORDANCE WITH THE GOVERNOR'S AUTHORIZATION CONCERNING SUSPENSION OF CERTAIN OPEN MEETING LAW REQUIREMENTS FOR COVID-19 DISASTER.

Members of the public may access the meeting via telephone by dialing 1-346-248-7799 or 1-669-900-6833 (using meeting ID: 676 870 7552) or by using the following videoconference link: <https://esc11.zoom.us/j/6768707552>. A quorum of members of the Board will participate in the meeting and will be audible to the public.

I. CALL TO ORDER:

II. OPEN SESSION

III. NON-AGENDA RELATED PUBLIC COMMENTS

This forum allows anyone in attendance to address the Board on any matter except personnel and individual student issues. Any personnel concerns should be brought to the attention of the CEO prior to the meeting. Speakers will be limited to three (3) minutes. Non-agenda items will be taken for no more than 30 minutes.

IV. ACTION ITEMS:

- a. Financial report**
- b. Enrollment report**
- c. Academic report**
- d. Operations and Expansion report**
- e. Development report**
- f. District Safety and Security update**
- g. Consider and/or vote on adoption of the National Incident Management System**
- h. Consider and/or vote on attestation/plan for at-home (Asynchronous) learning**
- i. Consider and/or vote on 2020-2021 Student Code of Conduct**
- j. Consider and/or vote on 2020-2021 Allotment and TEKS Certification**
- k. Consider and/or vote on revised bond resolution**
- l. Consider and/or vote on principal credit card limits for 2020-2021**
- m. Consider and/or vote on minutes from meeting on 06/15/20**
- n. ADJOURNMENT**

V. CLOSED SESSION PER TEXAS GOVERNMENT CODE. If at any time during the meeting, the Board determines that a closed or executive meeting is required, then such closed or executive meeting will be held by the Board as authorized by the Texas Open Meetings Act, including, but not limited to the following sections:

- a. Private Consultation with the Board's Attorney (Sec. 551.071)**

- b. School Children; School District Employees; Disciplinary Matter or Complaint (Sec. 551.082)

VI. ADJOURNMENT

CERTIFICATE AS TO POSTING OR GIVING OF NOTICE

On this ___ day of July, 2020, at ___ a.m., this notice was posted on Trinity Basin's website (www.trinitybasin.net) and readily accessible to the general public at all times for 72 hours preceding the scheduled time of the meeting.

**Randy Shaffer
Chief Executive Officer
Trinity Basin Preparatory**

A.

**Financial
Report**

Board Report

CHIEF FINANCIAL OFFICER

as of June 30, 2020

Treasury Report

Key Ratios / Indicators	FY 2019	YTD 2020	'20 Budget
YTD Net Income	\$ 7,200,089	\$ 4,985,000	\$ 4,000,000
YTD EBIDA	\$ 7,708,278	\$ 7,886,000	\$ 8,500,000
Days Cash on Hand <i>Day's Cash</i>	187	187 \$93,500	150+
FIRST Rating	100	100	100

Employee Count

Current Employees = 484

- Teachers 233
- Aides 79
- Other Campus Staff 111
- Administration 61

Current Financial Activity

Excluding new building projects:

- CM Fixed Assets Purchased: \$288,000
 - Jefferson Fence/ Mesquite cabling & Camera / Copier
- PYTD Fixed Assets Purchased: **\$1,635,000**
 - Chromebooks / iPads 1,140,000
 - Ledbetter Roof Repl. 154,000 (+\$75,000 PY)
 - Furniture 122,000
 - Ford Transit – Passenger 42,000
 - District Van 33,000
 - Turf – Pafford Playground 38,000
 - Access Control 36,000
 - Copiers 26,000
 - FS Equipment 24,000

BANKING -

- LCB mmkt \$ 13,602,000 (↑ \$1,000,000)
 - TexPool 913,000
 - BBVA mmkt 18,000
 - LCB cash 1,777,000 (↓ \$ 333,000)
 - Capital One 710,000
 - Bank of Amer 471,000
-
- Cash \$17,491,000 = 187 days (↑ 8 days)
(63 days base +60 LCB revolvers +64 PNC)
- \$ 5.6 million revolvers drawn
 - \$ 6.0 million PNC revolver (\$20.0 million cap)

Other Information

Credit Lines

- \$ 20.0 million - PNC Revolving – Used \$6.0 million
- \$ 5.6 million - LCB Revolving

\$ 40.0 million – Planned bond issue

Less:

- \$ 22.0 million - Mesquite bldg. to open 8/2020
 - 3.5 million - Pafford land purchase for 8/2021 expansion
 - 6.0 million - Pay PNC Line
-

\$ 8.5 million - Project Fund

- 12.0 million - of \$13m Panola phase III to open 8/2021
- 10.5 million - Pafford 8/2021 building expansion

**TRINITY BASIN PREPARATORY
UNAUDITED**

FINANCIAL SUMMARY

	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020	YTD FY 2020
Ending Cash	\$ 12,097,785	\$ 12,535,080	\$ 11,625,885	\$ 11,915,008	\$ 12,584,213	\$ 15,661,020	\$ 12,236,621	\$ 17,366,656	\$ 16,765,317	\$ 17,491,494			
Days Cash	121.5	122.6	116.8	122.6	131.0	163.5	129.9	184.5	179.5	187.0			
PNC Project Loan \$20m	\$ 10,000,000	\$ 10,000,000	\$ 8,000,000	\$ 8,000,000	\$ 8,000,000	\$ 10,000,000	\$ 6,000,000	\$ 6,000,000	\$ 6,000,000	\$ 6,000,000			
LCB PPP Loan								\$ 4,630,075	\$ 4,630,075	\$ 4,630,075			
LCB Credit Lines \$5.6Mr	\$ 5,620,193	\$ 5,620,193	\$ 5,600,000	\$ 5,600,000	\$ 5,600,000	\$ 5,600,000	\$ 5,600,000	\$ 5,600,000	\$ 5,600,000	\$ 5,600,000			
Revenues	\$ 3,298,498	\$ 3,693,625	\$ 3,638,218	\$ 3,546,506	\$ 3,557,179	\$ 3,980,766	\$ 3,160,224	\$ 3,335,908	\$ 3,339,185	\$ 3,473,540			\$ 35,023,647
Less Expenses:													
Payroll Costs	2,084,938	2,205,631	2,194,150	2,129,245	2,150,358	2,161,648	2,081,680	2,330,092	2,092,816	2,521,370			21,951,929
Other Operating	816,332	844,627	546,148	489,004	511,626	575,400	362,531	331,963	445,059	262,883			5,185,572
Interest & Amort.	128,515	140,648	118,222	130,335	125,310	125,584	128,665	188,564	123,209	104,173			1,313,225
Depreciation	133,997	143,787	141,787	142,787	147,787	148,078	145,826	169,251	268,711	145,120			1,587,131
Extraordinary Item	-	-	-	-	-	-	-	-	-	-			-
Change in Net Assets	\$ 134,716	\$ 358,932	\$ 637,911	\$ 655,135	\$ 622,099	\$ 970,056	\$ 441,522	\$ 316,038	\$ 409,389	\$ 439,994			\$ 4,985,789
EBIDA & Ext. Items	\$ 397,228	\$ 643,367	\$ 897,920	\$ 928,257	\$ 895,196	\$ 1,243,718	\$ 716,012	\$ 673,853	\$ 801,309	\$ 689,287			\$ 7,886,146
Debt Service 2014 Bonds	\$ 83,998	\$ 92,146	\$ 92,146	\$ 92,146	\$ 92,146	\$ 92,146	\$ 92,146	\$ 92,146	\$ 92,146	\$ 92,146			\$ 913,315
Other Debt	46,378	49,863	21,686	35,741	35,524	35,798	32,829	24,278	33,424	9,104			324,624
Cash Debt Service*	\$ 130,376	\$ 142,009	\$ 113,833	\$ 127,887	\$ 127,671	\$ 127,944	\$ 124,975	\$ 116,424	\$ 125,570	\$ 101,250			\$ 1,237,940
D-S Coverage (YTD)	3.0	3.8	5.0	5.6	5.9	6.5	6.4	6.3	6.3	6.4			6.4
<i>* Excludes optional pre-payments</i>													
Total Liabilities	53,599,322	53,646,052	51,462,564	50,856,652	50,943,690	53,184,007	49,357,272	54,034,931	54,241,508	54,783,818			542,310
Total Equity	14,175,894	14,534,825	15,172,736	15,827,871	16,449,970	17,420,025	17,861,547	18,177,585	18,586,974	19,026,967			439,994
D/E	3.8	3.7	3.4	3.2	3.1	3.1	2.8	3.0	2.9	2.9			1.2
D-S % Revenue	4.0%	3.9%	3.6%	3.6%	3.6%	3.5%	3.6%	3.6%	3.6%	3.5%			3.5%

**TRINITY BASIN PREPARATORY
UNAUDITED**

FINANCIAL SUMMARY

CHILD NUTRITION

	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020	YTD FY 2020
Federal Support, net	204,322	190,474	166,680	155,548	187,830	200,624	52,376	58,399	46,496	33,927			1,296,677
Local Collections	9,205	12,122	9,137	6,849	6,639	8,047	2,972	74	14	(21)			55,038
CN Revenue	213,527	202,596	175,817	162,397	194,469	208,671	55,348	58,473	46,510	33,906			1,351,715
Less:													
Cost of Food	163,100	147,135	141,514	119,777	135,506	152,049	58,685	23,259	34,535	23,603			999,162
Kitchen Supplies	9,406	5,843	9,093	6,544	5,251	521	4,300	303	3,249	-			44,510
Operating Margin	41,022	49,618	25,210	36,076	53,713	56,100	(7,637)	34,911	8,726	10,303			308,043
Personnel	56,054	57,288	59,581	57,983	57,374	55,495	53,194	48,813	49,776	55,954			551,512
Other expense	-	-	280	1,120	391	319	-	-	-	250			2,360
Net Loss	(15,032)	(7,670)	(34,651)	(23,027)	(4,052)	287	(60,831)	(13,902)	(41,050)	(45,901)			(245,829)
YTD Loss	(15,032)	(22,702)	(57,353)	(80,380)	(84,432)	(84,145)	(144,976)	(158,878)	(199,928)	(245,829)			

* Federal Support includes Commodity Revenue, net Commodity Expense.

TRINITY BASIN PREPARATORY UNAUDITED

REVENUE EXPENSE

	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	YTD 10 Months	1st Amendment
											FY 2020	Budget FY 2020
Revenues:												
Total Local Support	27,358	40,923	64,671	32,265	34,757	34,940	30,094	16,683	28,890	33,811	344,392	466,058
Total State Funds	2,929,692	3,315,660	3,176,424	3,192,996	3,158,985	3,165,352	2,916,537	3,211,955	3,257,436	3,256,115	31,581,152	38,300,000
Total Federal Program Rev.	341,448	337,042	397,122	321,245	363,438	780,474	213,592	107,269	52,858	183,614	3,098,102	3,933,942
Total Revenues	\$ 3,298,498	\$ 3,693,625	\$ 3,638,218	\$ 3,546,506	\$ 3,557,179	\$ 3,980,766	\$ 3,160,224	\$ 3,335,908	\$ 3,339,185	\$ 3,473,540	\$ 35,023,647	\$ 42,700,000 82%
Expenses	-	-	-	-	-	-	-	-	-	-		
11 Instructional	1,829,171	1,952,308	1,797,114	1,568,267	1,725,334	1,757,044	1,685,485	1,902,922	1,829,459	2,044,829	18,091,933	22,253,852
12 Library and Media	123	126	-	-	764	-	2,100	398	24	22	3,558	92,625
13 Curriculum development	15,382	36,367	16,709	8,420	15,180	18,847	6,383	5,836	6,418	6,723	136,265	274,107
21 Instructional Leadership	49,115	49,344	49,515	49,313	43,704	43,394	42,325	41,878	42,658	54,347	465,592	586,314
23 School Leadership	141,600	142,491	142,762	164,198	151,608	147,865	144,431	144,557	146,370	153,997	1,479,880	1,746,967
31 Guidance & Counseling	91,973	92,735	85,442	85,702	95,464	105,468	79,595	83,119	84,989	84,975	889,462	1,131,504
33 Health Services	27,010	27,620	23,911	24,833	26,703	42,360	22,979	22,729	37,803	24,883	280,833	358,248
35 Food Services	229,641	217,027	212,158	196,533	217,366	219,802	116,179	89,806	102,684	80,147	1,681,343	1,891,666
36 Extra Curricular Activities	1,875	2,047	1,190	3,000	-	-	6,587	-	-	-	14,699	12,000
41 General Administration	151,780	177,037	166,121	246,583	153,937	161,003	149,498	139,885	148,561	147,426	1,641,829	2,017,437
51 Facilities Maintenance	348,966	323,113	261,663	283,636	269,408	300,023	253,487	305,389	248,237	217,918	2,811,839	4,142,143
52 Security and Monitoring	16,956	13,683	20,047	22,227	21,253	24,130	18,399	17,544	17,662	23,080	194,981	290,128
53 Technology / Data Systems	113,470	137,744	77,064	70,611	60,948	38,434	44,361	59,042	123,159	72,363	797,198	992,223
61 Community Services	3,277	7,535	12,815	8,328	12,863	11,337	3,360	3,449	3,694	3,795	70,453	78,934
71 Debt Service	128,515	140,648	118,222	130,335	125,310	125,584	128,665	188,564	123,209	104,173	1,313,225	2,573,000
81 Fund Raising	14,928	14,868	15,573	29,386	15,239	15,421	14,868	14,751	14,868	14,868	164,769	258,853
Total Expenses	\$ 3,163,782	\$ 3,334,693	\$ 3,000,307	\$ 2,891,371	\$ 2,935,081	\$ 3,010,710	\$ 2,718,702	\$ 3,019,870	\$ 2,929,796	\$ 3,033,546	\$ 30,037,858	\$ 38,700,000 78%
Change in Total Net Assets	\$ (1,00)	\$ 358,932	\$ 637,911	\$ 655,135	\$ 622,099	\$ 970,056	\$ 441,522	\$ 316,038	\$ 409,389	\$ 439,994	\$ 4,985,789	\$ 4,000,000 125%

TRINITY BASIN PREPARATORY UNAUDITED

EXPENSE BY OBJECT

	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020	YTD 10 Months	Budget	%
													FY 2020	FY 2020	
61-- Payroll Costs	2,084,938	2,205,631	2,194,150	2,129,245	2,150,358	2,161,648	2,081,680	2,330,092	2,092,816	2,521,370	-	-	21,951,929 62.7%	26,047,000 61.0%	84%
6211 LEGAL SRVCS	40	460	-	-	3,172	-	-	32,779	3,006	1,313	-	-	40,769	40,000	
6212 AUDIT SRVCS	2,500	40,000	-	2,500	-	2,000	2,500	-	-	2,500	-	-	52,000	67,000	
6216 SPED SRVCS	6,325	12,470	19,630	12,045	13,795	18,795	17,519	12,581	14,360	495	-	-	128,015	133,000	
6219 PROFES SRVCS	748	280	17,063	14,688	4,500	1,500	-	(32,779)	-	-	-	-	6,000	14,000	
6239 EDUCATION SERVICE CENTERS	500	28,884	18,206	1,510	45,530	3,082	535	325	-	2,225	-	-	100,797	136,000	
6249 CONTRACTED MAINT/REPAIR	15,657	13,194	12,245	10,304	7,391	33,904	4,521	21,285	23,567	15,189	-	-	157,257	375,000	
6259 UTILITIES	102,159	81,655	45,989	44,442	44,869	46,154	53,465	55,487	39,954	43,080	-	-	557,256	723,000	
6255 E-RATE CREDITS	(2,013)	-	320	(2,025)	(2,025)	-	(1,947)	(11,711)	(2,493)	(25,135)	-	-	(47,029)	(94,000)	
6264 PPI Lease Exp	1	-	-	-	-	-	-	-	-	-	-	-	1	14,000	
6269 RENTALS-OPERATING LEASES	48,521	48,521	41,521	31,521	31,521	31,521	31,521	62,521	50,521	50,521	-	-	428,214	646,000	
6297 MARKETING SERVICES	8,745	9,339	7,824	7,660	14,734	8,517	6,181	10,470	9,607	13,134	-	-	96,213	109,000	
6299 MISCONTRACTED SRVCS	120,444	127,896	80,487	100,189	77,371	132,310	73,762	68,621	108,857	36,195	-	-	926,132	955,000	
62-- Professional and Contracted Svcs.	303,630	362,700	243,286	222,834	240,857	277,784	188,058	219,579	247,380	139,517	-	-	2,445,624	3,118,000	78%
6311 GASOLINE/FUELS	179	432	267	146	402	375	155	165	70	297	-	-	2,488	3,000	
6319 SUPPLIES	8,786	8,769	5,243	4,329	5,631	8,473	8,347	4,613	8,956	4,699	-	-	67,845	193,000	
6329 READING MATERIALS	52,135	176,353	16,465	-	764	-	5,600	-	-	1,890	-	-	253,208	956,000	
6339 TESTING MATERIALS	-	-	796	241	-	900	35,422	-	-	3,183	-	-	40,543	27,000	
6341 FOOD	163,100	147,135	141,514	119,777	135,506	152,049	58,685	23,259	34,535	23,603	-	-	999,162	1,018,000	
6342 NON-FOOD	9,406	5,843	9,093	6,544	5,251	521	4,300	303	3,249	-	-	-	44,510	75,000	
6344 USDA COMMODITIES	-	5,980	1,203	10,940	16,730	10,809	-	16,885	6,362	-	-	-	68,910	119,000	
6390 OTHER SUPPLIES AND MATERIALS	96,299	3,727	6,664	(42)	1,635	18,852	-	-	-	-	-	-	127,134	211,000	
6397 MARKETING SUPPLIES	318	2,443	352	2,475	1,621	2,981	592	4,007	8,942	88	-	-	23,818	16,000	
6398 SOFTWARE LICENSES	101,097	34,516	31,461	42,915	8,250	4,650	8,910	6,762	31,068	40,314	-	-	309,944	417,000	
6399 GENERAL SUPPLIES	46,239	45,040	40,862	35,189	45,787	46,177	20,100	18,884	60,735	23,405	-	-	382,419	1,169,000	
6649 FURNITURE & EQUIPMENT	-	7,204	8,633	-	15,383	3,000	-	13,237	19,002	-	-	-	66,458	50,000	
63+66 Other Supplies & Materials	477,558	437,443	262,553	222,514	236,959	248,788	142,112	88,116	172,920	97,478	-	-	2,386,440	4,254,000	56%
6411 TRAVEL-EMPLOYEE	6,361	13,230	7,271	2,339	5,190	4,328	295	465	-	(135)	-	-	39,345	103,000	
6412 TRAVEL - STUDENTS	3,968	9,731	12,331	13,829	7,737	10,177	6,160	(352)	(185)	(1,526)	-	-	61,870	103,000	
6429 INS/BONDING COSTS	19,894	20,765	19,894	19,894	19,894	33,520	24,605	24,155	24,605	26,540	-	-	233,767	249,000	
6449 DEPRECIATION EXPENSE	133,997	143,787	141,787	142,787	147,787	148,078	145,826	169,251	268,711	145,120	-	-	1,587,131	2,212,000	
6495 DUES	750	-	-	1,500	-	-	-	-	-	-	-	-	2,250	7,000	
6499 MISC OPERATING COSTS	4,172	757	813	6,093	987	803	1,302	-	340	1,008	-	-	16,276	34,000	
64-- Other Operating Expenses	169,142	188,270	182,096	186,443	181,596	196,907	178,188	193,519	293,471	171,008	-	-	1,940,639	2,708,000	72%
6521 INTEREST ON BONDS	83,998	92,146	92,146	92,146	92,146	92,146	92,146	92,146	92,146	92,146	-	-	913,315	1,105,000	
6529 PPI INTEREST	7,549	7,549	7,549	7,549	7,549	7,549	7,549	7,549	7,549	7,549	-	-	75,487		
6523 INTEREST ON DEBT	38,829	42,314	14,138	28,192	27,976	28,249	25,280	16,729	25,875	1,555	-	-	249,137	1,470,000	
6524 AMORTIZATION OF BOND FEES	3,698	3,698	3,698	3,698	3,698	3,698	3,698	3,698	3,698	3,698	-	-	36,982	42,000	
6525 RECOGNITION OF BOND PREM/DIS	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	-	-	(60,588)	(72,000)	
6598 BANK FEES FOR RENEWAL OR REVI	500	1,000	6,750	4,808	-	-	6,050	74,500	-	5,283	-	-	98,892	28,000	
Total Expenses	\$ 3,163,782	\$ 3,334,693	\$ 3,000,307	\$ 2,891,371	\$ 2,935,081	\$ 3,010,710	\$ 2,718,702	\$ 3,019,870	\$ 2,929,796	\$ 3,033,546	\$ -	\$ -	\$ 30,037,858	\$ 38,700,000	78%

TRINITY BASIN PREPARATORY UNAUDITED

EXPENSE BY OBJECT

	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	Jul 2020	Aug 2020	YTD 10 Months	Budget	67%
													FY 2020	FY 2020	
6112 SUBSTITUTE	20,685	22,223	23,543	28,477	9,382	23,584	25,335	1,900	2,000	1,300	-	-	158,428	312,189	
6119 SALARIES PROFESSIONAL	1,683,350	1,800,242	1,783,328	1,577,659	1,719,364	1,717,266	1,672,804	1,323,843	1,711,855	1,721,921	-	-	16,711,631	21,376,555	
6121 EXTRA DUTY PAY/OVERTIME	1,543	1,296	3,234	130,927	5,096	5,738	8,991	5,708	8,298	5,487	-	-	176,317	75,202	
6129 SALARIES SUPPORT PERSONNEL	174,213	176,453	185,604	180,360	178,168	181,335	174,047	177,197	178,876	193,094	-	-	1,799,346	2,197,126	
6139 EMPLOYEE ALLOWANCES	-	-	-	-	-	-	-	-	-	-	-	-	-	578	
6141 FICA/MEDI	26,930	27,146	28,040	29,811	26,506	27,797	27,205	25,480	25,790	26,050	-	-	270,756	336,050	
6142 GROUP HEALTH	78,438	78,035	78,755	79,315	79,035	76,771	77,430	78,284	79,376	76,486	-	-	781,924	839,990	
6145 UNEMPLOYMENT	9,272	7,995	2,446	2,358	47,175	41,038	10,932	(41,216)	1,101	899	-	-	82,002	168,605	
6146 TRS	88,106	89,512	86,803	97,922	83,309	85,624	78,881	81,362	83,101	81,215	-	-	855,836	705,015	
6149 EMPLOYEE BENEFITS	2,401	2,728	2,397	2,416	2,323	2,494	6,054	2,536	2,420	2,419	-	-	28,188	35,689	
6179 PAYROLL ACCRUAL	-	-	-	-	-	-	-	675,000	-	412,500	-	-	1,087,500		
61-- Payroll Costs	2,084,938	2,205,631	2,194,150	2,129,245	2,150,358	2,161,648	2,081,680	2,330,092	2,092,816	2,521,370	-	-	21,951,929	26,047,000	84%
													62.7%	61.0%	

TRINITY BASIN PREPARATORY

UNAUDITED

BALANCE SHEET

SEE AUDIT

Assets	B. Balance	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020
Current assets:											
Cash and cash equivalents	\$ 15,947,573	\$ 12,097,785	\$ 12,535,080	\$ 11,625,885	\$ 11,915,008	\$ 12,584,213	\$ 15,661,020	\$ 12,236,621	\$ 17,366,656	\$ 16,765,317	\$ 17,491,494
Due from Texas Education Agency	3,615,116	3,726,092	3,723,184	3,087,045	3,004,777	3,052,684	3,085,138	2,932,711	2,775,823	2,777,421	2,909,599
Prepaid expense	101,799	79,578	59,683	39,789	19,894	0	246,049	221,444	228,683	204,078	179,474
Total current assets	\$ 19,664,488	\$ 15,903,455	\$ 16,317,947	\$ 14,752,718	\$ 14,939,680	\$ 15,636,897	\$ 18,992,207	15,390,777	20,371,161	19,746,817	20,580,567
Non-current assets:											
Deposits	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340
Property and equipment, net	45,654,858	45,803,420	45,789,542	45,804,145	45,661,358	45,668,230	45,533,389	45,744,557	45,752,821	46,988,083	47,131,588
Loan Receivable	6,068,097	6,058,000	6,063,048	6,068,097	6,073,145	6,078,193	6,068,097	6,073,145	6,078,193	6,083,242	6,088,290
Total non-current assets	51,733,295	51,871,760	51,862,930	51,882,581	51,744,843	51,756,763	51,611,825	51,828,042	51,841,354	53,081,665	53,230,218
Total assets	\$ 71,397,783	\$ 67,775,215	\$ 68,180,877	\$ 66,635,300	\$ 66,684,522	\$ 67,393,660	\$ 70,604,032	\$ 67,218,819	\$ 72,212,515	\$ 72,828,482	\$ 73,810,785
Liabilities and Net Assets											
Current Liabilities:											
Accounts payable	1,676,752	1,329,995	1,199,939	874,159	623,680	612,306	738,665	878,637	566,298	654,767	737,538
Accrued wages	2,020,559	2,020,990	2,146,088	2,298,884	2,088,764	2,192,488	2,334,404	2,233,009	2,567,243	2,671,663	3,117,514
Accrued expenses	424,706	404,785	458,834	480,883	337,931	334,980	309,383	446,431	474,480	490,529	506,577
Current mat. LCB bank loans	136,636	-	-	-	-	-	-	-	-	-	-
Current mat. of capital leases	-	-	-	-	-	-	-	-	-	-	-
Total current liabilities	4,258,652	3,755,770	3,804,860	3,653,926	3,050,374	3,139,774	3,382,451	3,558,077	3,608,021	3,816,959	4,361,629
Long-term debt:											
Deferred rent	150,000	150,000	150,000	140,000	140,000	140,000	140,000	140,000	140,000	140,000	140,000
Capital leases, net of current mat.	-	-	-	-	-	-	-	-	-	-	-
LTD - LCB bank loans	8,883,557	5,620,193	5,620,193	5,600,000	5,600,000	5,600,000	5,600,000	5,600,000	10,230,075	10,230,075	10,230,075
LTD - PNC bank loans	10,000,000	10,000,000	10,000,000	8,000,000	8,000,000	8,000,000	10,000,000	6,000,000	6,000,000	6,000,000	6,000,000
LTD - NMTC Capital One	7,946,692	7,959,164	7,960,312	7,961,461	7,962,609	7,963,758	7,964,906	7,966,055	7,967,203	7,968,352	7,969,500
LTD - 2014 bonds, net of issue costs	26,117,704	26,114,195	26,110,686	26,107,177	26,103,668	26,100,159	26,096,649	26,093,140	26,089,631	26,086,122	26,082,613
Total long-term liabilities	53,097,953	49,843,552	49,841,191	47,808,638	47,806,277	47,803,916	49,801,556	45,799,195	50,426,910	50,424,549	50,422,188
Total liabilities	57,356,606	53,599,322	53,646,052	51,462,564	50,856,652	50,943,690	53,184,007	49,357,272	54,034,931	54,241,508	54,783,818
Total net assets	14,041,177	14,175,894	14,534,825	15,172,736	15,827,871	16,449,970	17,420,025	17,861,547	18,177,585	18,586,974	19,026,967
Total liabilities and net surplus	\$ 71,397,783	\$ 67,775,215	\$ 68,180,877	\$ 66,635,300	\$ 66,684,522	\$ 67,393,660	\$ 70,604,032	\$ 67,218,819	\$ 72,212,515	\$ 72,828,482	\$ 73,810,785

TRINITY BASIN PREPARATORY

UNAUDITED

CASH FLOWS

	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020	YTD 2020
Cash flows from operating activities:											
Increase in net assets	\$ 134,717	\$ 358,932	\$ 637,911	\$ 655,135	\$ 622,099	\$ 970,056	\$ 441,522	\$ 316,038	\$ 409,389	\$ 439,994	\$ 4,985,790
Adjustments to reconcile net asset changes:											
Depreciation	133,997	143,787	141,787	142,787	147,787	148,078	145,826	169,251	268,711	145,120	1,587,131
Amortization of debt issuance costs	3,698	3,698	3,698	3,698	3,698	3,698	3,698	3,698	3,698	3,698	36,982
Amortization of bond premium	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(6,059)	(60,588)
Changes in operating assets and liabilities:											
Due from Texas Education Agency	(110,976)	2,909	636,139	82,267	(47,907)	(32,454)	152,427	156,889	(1,599)	(132,178)	705,517
Loan Receivable (Capital One)	10,097	(5,048)	(5,048)	(5,048)	(5,048)	10,097	(5,048)	(5,048)	(5,048)	(5,048)	(20,193)
Prepaid expense	22,221	19,894	19,894	19,894	19,894	(246,049)	24,605	(7,239)	24,605	24,605	(77,675)
Deposits											-
Accounts payable and accruals	(366,247)	49,091	(150,935)	(603,552)	89,400	242,677	175,626	49,944	208,938	544,670	239,613
Deferred rent	-	-	(10,000)	-	-	-	-	-	-	-	(10,000)
Net cash provided by operating activities	(178,552)	567,203	1,267,388	289,123	823,864	1,090,044	932,596	677,474	902,635	1,014,802	7,386,578
Cash flows from investing activities:											
Purchases of equipment	(282,559)	(129,909)	(156,390)	0	(154,659)	(13,237)	(356,995)	(142,464)	(398,776)	(288,625)	(1,923,613)
Investment - Panola Phase III									(630,198)		(630,198)
Investment - Mesquite								(35,050)	(450,000)		(485,050)
Investment - Bolt									(25,000)		(25,000)
Net cash used in investing activities	(282,559)	(129,909)	(156,390)	0	(154,659)	(13,237)	(356,995)	(177,514)	(1,503,973)	(288,625)	(3,063,861)
Cash flows from financing activities:											
Principal increase (payment) on PNC loan	-	-	(2,000,000)	-	-	2,000,000	(4,000,000)				(4,000,000)
Principal increase (payment) on LCB loan	(3,400,000)		(20,193)								(3,420,193)
Current mat. of LTD - 2014 Bonds											-
Other Federal Loans								4,630,075	-	-	4,630,075
Net cash provided (used) by financing	(3,400,000)	-	(2,020,193)	-	-	2,000,000	(4,000,000)	4,630,075	-	-	(2,790,118)
Net increase (decrease) in cash	(3,861,111)	437,295	(909,195)	289,123	669,205	3,076,807	(3,424,399)	5,130,035	(601,338)	726,177	1,532,599
Beginning cash and cash equivalents	15,947,573	12,097,785	12,535,080	11,625,885	11,915,008	12,584,213	15,661,020	12,236,621	17,366,656	16,765,317	15,947,573
End of period cash and cash equivalents	12,097,785	12,535,080	11,625,885	11,915,008	12,584,213	15,661,020	12,236,621	17,366,656	16,765,317	17,491,494	17,491,494

B.
Enrollment
Report

Campus	Re-Enrollees Seated	New Students Seated	Total Seated	Offered and Processing	Total Expected Students	Cap	Waitlist	Received and Processing
Ewing	435	79	514	59	573	560	0	4
10th Street	487	67	554	54	608	690	0	1
Jefferson	737	58	795	22	817	864	0	4
Ledbetter	356	86	442	63	505	664	1	9
Pafford	819	138	957	43	1000	944	229	9
Panola	586	155	741	87	828	796	91	10
Mesquite	0	132	132	103	235	384	0	5
District	3420	715	4135	431	4566	4902	321	42

KEY:

Re-Enrollees Seated= Returning students who submitted re-enrollment packets

New Students Seated= New Students who have completed registration packets and are in Skyward

Total Seated= Re-Enrollees+ New Students Seated

Offered and Processing= Students who have been offered seats, registration is still pending

Total Expected Students= Total Seated+ Offered

Waitlist= Student applications that have been processed and are on the wait list

Received and Processing= Applications received, but have not yet been admitted or placed on wait list

Ewing Grade Level	Re-Enrollees Seated	New Students Seated	Total Seated	Offered and Processing	Total Expected Students	Cap	Waitlist	Received and Processing
PK3	0	17	17	22	39	40	0	2
PK4	32	23	55	28	83	80	0	1
Kinder	74	15	89	2	91	88	0	0
1st	85	8	93	3	96	88	0	0
2nd	78	3	81	2	83	88	0	1
3rd	83	10	93	2	95	88	0	0
4th	83	3	86	0	86	88	0	0
Totals	435	79	514	59	573	560	0	4

10th Street Grade Level	Re-Enrollees Seated	New Students Seated	Total Seated	Offered and Processing	Total Expected Students	Cap	Waitlist	Received and Processing
PK3	0	13	13	19	32	40	0	1
PK4	37	24	61	22	83	100	0	0
Kinder	89	18	107	4	111	110	0	0
1st	102	5	107	3	110	110	0	0
2nd	86	2	88	3	91	110	0	0
3rd	89	2	91	1	92	110	0	0
4th	84	3	87	2	89	110	0	0
Totals	487	67	554	54	608	690	0	1

Jefferson Grade Level	Re-Enrollees Seated	New Students Seated	Total Seated	Offered and Processing	Total Expected Students	Cap	Waitlist	Received and Processing
5th	175	11	186	4	190	216	0	0
6th	174	40	214	10	224	216	0	3
7th	203	6	209	4	213	216	0	1
8th	185	1	186	4	190	216	0	0
Totals	737	58	795	22	817	864	0	4

Ledbetter Grade Level	Re-Enrollees Seated	New Students Seated	Total Seated	Offered and Processing	Total Expected Students	Cap	Waitlist	Received and Processing
PK3	0	22	22	21	43	80	0	3
PK4	54	12	66	23	89	80	1	1
Kinder	74	13	87	6	93	88	0	0
1st	38	5	43	2	45	44	0	1
2nd	37	8	45	3	48	44	0	2
3rd	35	5	40	1	41	44	0	0
4th	21	6	27	1	28	44	0	1
5th	28	1	29	1	30	48	0	2
6th	13	9	22	2	24	96	0	0
7th	24	5	29	2	31	48	0	1
8th	32	0	32	1	33	48	0	0
Totals	356	86	442	63	505	664	1	11

Pafford Grade Level	Re-Enrollees Seated	New Students Seated	Total Seated	Offered and Processing	Total Expected Students	Cap	Waitlist	Received and Processing
PK3	0	21	21	20	41	40	63	1
PK4	37	30	67	15	82	80	61	3
Kinder	78	18	96	1	97	88	14	1
1st	86	8	94	0	94	88	13	0
2nd	86	7	93	0	93	88	10	0
3rd	85	6	91	2	93	88	9	1
4th	87	5	92	1	93	88	7	1
5th	85	15	100	1	101	96	8	0
6th	93	11	104	1	105	96	39	0
7th	93	11	104	2	106	96	5	2
8th	89	6	95	0	95	96	0	0
Totals	819	138	957	43	1000	944	229	9

Panola Grade Level	Re-Enrollees Seated	New Students Seated	Total Seated	Offered and Processing	Total Expected Students	Cap	Waitlist	Received and Processing
PK3	0	36	36	50	86	80	0	0
PK4	72	9	81	8	89	80	45	2
Kinder	74	15	89	8	97	88	15	0
1st	77	14	91	4	95	88	0	2
2nd	73	10	83	0	83	88	0	1
3rd	80	12	92	2	94	88	5	1
4th	42	4	46	2	48	44	9	2
5th	42	10	52	0	52	48	13	1
6th	44	38	82	9	91	96	0	0
7th	45	4	49	2	51	48	4	0
8th	37	3	40	2	42	48	0	1
Totals	586	155	741	87	828	796	91	10

Mesquite Grade Level	Re-Enrollees Seated	New Students Seated	Total Seated	Offered and Processing	Total Expected Students	Cap	Waitlist	Received and Processing
PK3	X	14	14	36	50	80	0	0
PK4	X	19	19	29	48	80	0	0
Kinder	X	27	27	9	36	44	0	3
1st	X	16	16	6	22	44	0	0
2nd	X	15	15	3	18	44	0	1
3rd	X	18	18	7	25	44	0	0
6th	X	23	23	13	36	48	0	1
Totals	0	132	132	103	235	384	0	5

C.
Academic
Report

D.
**Operations
and Expansion
Report**

7.28 Campus Operations and Expansion Report

Campus Operations Staff:

- **Maintenance techs-** All reporting daily to manage campus maintenance concerns and repairs. Maintenance techs also provide backup for absent security guards and custodians.
- **Custodians-** All reporting daily to each campus. Custodians follow daily checklists and monitor visitor logs to clean and sanitize campuses.
- **Security-** All reporting daily from 7:30 am to 4 pm at each campus. Guards have daily logs to complete and schedules to follow. Guards serve as the daily physical presence at each campus.
- **Food Service-** Reporting daily to hand out breakfast and lunch meals to students. Food service is operating at four campuses: Tenth, Ledbetter, Panola and Pafford. Food service did not serve food during the 2-week summer break but will resume handing out meals on 7/20.

Food Service District weekly totals (number of meals served to students):

	Total Meals
7/20 – 7/23	1,250 (4 days)
6/22 – 6/26	3,051
6/15 – 6/19	2,817
6/8 – 6/12	3,009

- TBP is currently running the summer feeding program at all feeding locations. TBP serves meals to anyone 18 years old and under. We are currently serving breakfast and lunch together at both serving times, 5 days per week. We are also handing out meals on Fridays for the weekends. At two locations, we are handing out several days' worth of meals at a time to boost participation.

Security incidents:

- None to report.

Maintenance projects:

- Stripping/waxing at all campuses is complete.
- Fencing project at Jefferson campus completed.
- Fencing projects at Pafford campus are in motion.
- Summer painting and updates continue.
- Safety and cleaning training is scheduled for campus operations crews

Summer Campus Activities:

- Student testing for special education and ESL started in June and will continue through July. Specific testing locations have been identified and safety protocols are developed
- Summer school at all campuses is scheduled to begin on 7/20. Building procedures and operations plans are developed and have been distributed to campuses. Training for campuses administrations on safety and operations protocols has been completed.

COVID-19 PPE Update:

- TBP purchased facemasks, face shields, plexiglass dividers, sanitizing wipes, hand sanitizer, Clorox 360 sprayers and thermometers for use during summer and fall campus activities.
- State-provided PPE is scheduled to arrive the weeks of 7/20 and/or 7/27, which includes:
 - o 34,080 disposable masks
 - o 12,958 gloves

- 28 thermometers
- 350 gallons hand sanitizer

Expansion projects:

- **Mesquite:**

- Final CO received July 24th.
- Three punch list walks have been completed. Other than a few minor items, the inside of the building is complete and signed off. The exterior of the building and outside remain subject to further inspection.
- Heart of America began delivering furniture and equipment on July 13th.











- **Panola:**

- Back buildings have been cleared out and demolished to ground level
- Church has been cleared out and interior abatement is near completion. Demolition is underway and is expected to be completed by the end of July
- Delay in modular building permitting caused delay in delivery of modular. The delivery is now scheduled for the end of July.
- Design plans are complete and have been submitted to the city.
- Additional change orders expected:
 - Additional ACM located during demo, which may result in additional \$25,000 remediation cost
 - Contingencies and allowances were built into the contract and I'm confident that we can absorb these changes and still keep the project on track and within budget.

- **Bolt:**

- Purchase agreement signed in early March.
- Environmental study was completed and came back clean with no further action recommended.
- Train/noise study was completed.
- Contract Inspection Period expires on July 3rd
- Closing is scheduled for 7/20

- **Charter Amendments:**

- All charter amendment requests have been approved

E.

**Development
Report**

F.

**District Safety
and Security
Update**

SAMPLE

**DISTRICT
Basic Plan**

NOTICE: This template contains **SAMPLE** content related to emergency operations. It is important that all District emergency planning documents and procedures be customized by the District to meet their specific hazards and unique needs. This document should be used as an example only. It is intended to demonstrate the language, structure, and content of the basic plan for reference purposes and as a job aid. Planning notes are identified in **RED TEXT** or **RED SHAPES** and should be removed prior to approval and distribution.

Trinity Basin Preparatory Multi-Hazard Emergency Operations Plan (EOP)

Basic Plan



Date

(This is the date the plan is finalized ex: June 2020)

PROMULGATION STATEMENT

Trinity Basin Preparatory and its stakeholders expect that schools are safe havens for education. However, the district cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility, and all staff, including substitute teachers, must be prepared to respond to an incident efficiently and effectively. Through its emergency management program, the district strives to ensure that Trinity Basin Preparatory continues to provide a safe, orderly environment for students, staff, visitors that also supports the community. The district emergency management program is comprehensive, multi-hazard, and embraces local, state, and federal standards as well as proven practices including all phases of emergency management.

This plan is known as the Trinity Basin Preparatory Emergency Operations Plan (EOP). The plan and its support documents provide a framework that outlines the district's intended approach to managing emergencies and disasters of all types and should be regarded as guidelines rather than performance guarantees. The district's planning process is supported by collaboration, training, and exercise. This plan is designed to allow for integration with local, state, and federal emergency management and continuity of operations plans. The district EOP and related documents are reviewed at least annually by the District's School Safety and Security Committee, as set forth in Chapter 37.108 of the Texas Education Code and updated as required by the district.

The [Superintendent or Authorizing Official] is responsible for approving and ensuring promulgation of this plan, which supersedes all previous district emergency plans. If any portion of the Multi-Hazard Emergency Operations Plan or support documents are held to be invalid by judicial or administrative review, such ruling shall not affect the validity of the rest of the plan. The superintendent may designate, in writing, an individual who assumes the role of district emergency management coordinator (EMC) and is authorized to develop and distribute plan changes and updates. However, comprehensive or major revisions will be signed by the [Superintendent or Authorizing Official].

Superintendent/Authorizing Official

Date Signed _____

APPROVAL & IMPLEMENTATION

BASIC PLAN

This Basic Plan is hereby approved for implementation and supersedes all previous editions.

Approved: _____ Date: _____
Emergency Management Coordinator/Designee
Name, Title

Concurred: _____ Date: _____
Safety and Security Committee Chair/Designee
Name, Title

RECORD OF CHANGES

BASIC PLAN

RECORD OF CHANGES

The record of changes captures changes, updates, reviews, and revisions made to this plan, as well as verifies the plan has been reviewed every twelve months in accordance with Education Code 37.108(c-2)(2). *Sample changes are listed below. For how to track changes refer to the Development and Maintenance Section.*

Change Number	Date of Change	Name	Summary of Change
<i>1</i>	<i>09/01/2019</i>	<i>John Doe, XYZ ISD Emergency Management Director</i>	<i>Annual EOP Review</i>
<i>2</i>	<i>10/01/2019</i>	<i>Safety & Security Committee, XYZ ISD</i>	<i>List additional response activities / changes recommended in the annual safety audit</i>

RECORD OF DISTRIBUTION

Updated or revised plans must be distributed district wide.

Title and Name of Person Receiving the Plan	Agency (school office, government agency, or private-sector entity)	Date of Delivery	Number of Copies Delivered
<i>Principal Pat Smith</i>	<i>ABC Elementary</i>	<i>June 9, 2020</i>	<i>1</i>
<i>Greg Jones, Director</i>	<i>Transportation Department</i>	<i>June 12, 2020</i>	<i>3</i>

Trinity Basin Preparatory Basic Plan

TABLE OF CONTENTS.....5

1.0 PURPOSE.....6

2.0 LEGAL AUTHORITY.....6

3.0 EXPLANATION OF TERMS.....7

4.0 SITUATION AND ASSUMPTIONS.....9

5.0 CONCEPT OF OPERATIONS.....14

6.0 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES.....19

7.0 DIRECTION AND CONTROL.....23

8.0 COMMUNICATIONS AND PUBLIC INFORMATION.....24

9.0 ADMINISTRATION AND SUPPORT.....24

10.0 DEVELOPMENT AND MAINTENANCE.....26

11.0 LIST OF APPENDICES.....27

12.0 ANNEXES.....27

APPENDICES TO THE BASIC PLAN.....29

APPENDIX 1: FACILITY MAPS.....30

APPENDIX 2: CAMPUS MAPS.....31

APPENDIX 3: DISTRICT’S AGREEMENTS.....32

APPENDIX 4: SAFETY AND SECURITY COMMITTEE.....33

APPENDIX 5: DISTRICT REVIEW / AUDIT RECORDS.....34

ANNEXES (UNDER DEVELOPMENT).....36

COMMUNICATIONS ANNEX.....37

EVACUATION AND TRANSPORTATION ANNEX.....38

REUNIFICATION ANNEX.....39

RECOVERY ANNEX.....40

TRAINING AND EXERCISES ANNEX.....41

FACILITY ACCESS MANAGEMENT ANNEX.....42

PHYSICAL AND PSYCHOLOGICAL SAFETY ANNEX.....43

CONTINUITY OF OPERATIONS PLAN (COOP) ANNEX.....44

HAZARDOUS MATERIALS ANNEX.....45

SEVERE WEATHER ANNEX.....46

BIOLOGICAL ANNEX.....47

ACTIVE THREAT ANNEX.....48

CYBER ATTACK ANNEX.....49

CIVIL UNREST ANNEX.....50

EXPLOSION ANNEX.....51

UTILITIES LOSS ANNEX (POWER/WATER/GAS/SEWER).....52

IT SYSTEMS FAILURE ANNEX.....53

1.0 PURPOSE

The purpose of the District's Emergency Operations Plan (EOP) is to educate and inform on what to do before, during, and after an incident by outlining the responsibilities and duties of the district administrators, staff, substitute teachers, students, response agencies, and the community. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found throughout the district.

The plan addresses the process for developing and maintaining capabilities for a whole-community approach during all phases of emergency management. The plan addresses capabilities needed for mitigation, prevention, preparedness, response, and recovery activities and addresses processes for identifying and meeting training needs. The process and schedule for developing, conducting, and evaluating drills and exercises are addressed. The EOP addresses operational considerations and infrastructure activities designed to mitigate the impacts of hazards that the district faces.

Trinity Basin Preparatory will review and update the plan and support documents in a way that is consistent with district policy. Revisions will enhance the district's ability to support all phases of emergency management.

A. Scope

This plan is applicable to all district sites and ensures that individuals with disabilities and those with access and functional needs are addressed. This plan includes a hazard analysis, which identifies district specific hazards and addresses those in the basic plan, annexes, and appendices.

B. Goal

The goal of this plan is to identify district-centered emergency management practices, relationships, responsibilities, and general considerations for the district and for facilities, campuses, and departments to integrate emergency management into their emergency plans in order to minimize the loss of life and damage to property.

2.0 LEGAL AUTHORITY

A. Local

1. *Add any local legal authorities (city, county, health district legal authorities applicable to districts in an emergency).*
- 2.

B. State

1. Texas Education Code, Chapter 37:
 - i. Education Code 37.108(a) states that a district shall adopt and implement a multi-hazard emergency operations plan for use in the district's facilities. The plan must address mitigation, prevention, preparedness, response, and recovery.

- ii. Education Code 37.108(c-2) states that a document relating to a district's multi-hazard emergency operations plan is subject to disclosure if the document enables a person to:
 - 1. Verify that the district has established a plan and determine the agencies involved in the development of the plan and the agencies coordinating with the district to respond to an emergency, including the Department of State Health Services, local emergency services agencies, law enforcement agencies, health departments, and fire departments. See the district's Open Records Policy Appendix.
- iii. Education Code 37.108(c-2)(7) verify that the district has completed a safety and security audit under Subsection (b) and determine the date the audit was conducted, the person conducting the audit, and the date the district presented the results of the audit to the district's board of trustees. See the district's Open Records Policy Appendix.
 - 2. Texas Education Code, Chapter 38
 - 3. Texas Government Code, Chapter 418
 - 4. *Add any additional state authorities.*

C. Federal

- 1. Robert T. Stafford Disaster Relief and Emergency Assistance Act
- 2. Homeland Security Presidential Directive 5: Management of Domestic Incidents
- 3. Presidential Policy Directive 8: National Preparedness
- 4. *Add any additional federal authorities.*

3.0 EXPLANATION OF TERMS

A. Acronyms

AAR	After-Action Report
AED	Automated External Defibrillators
EMC	Emergency Management Coordinator
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
HHSC	Health and Human Services Commission
HSEEP	Homeland Security Exercise and Evaluation Program
HSPD-5	Homeland Security Directive – 5
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IP	Improvement Plan
MAA	Mutual Aid Agreement
MOU	Memorandum of Understanding
NRF	National Response Framework
NIMS	National Incident Management System
PBIS	Positive Behavioral Interventions and Supports
PIO	Public Information Officer
TEA	Texas Education Agency
TEC	Texas Education Code

UC

Unified Command

B. Definitions

1. **Agreement:** An agreement can consist of a contract, MAA, or MOU between the district and another entity.
2. **Drill:** A drill is typically operations based and designed to practice certain tasks or routines, such as a lock-down.
3. **Emergency:** Any incident that requires responsive action to protect life or property.
4. **EOP Planning Team:** The district's EOP Planning Team represents the personnel tasked with writing, reviewing, and updating the district's EOP. This team can mirror the district's Safety and Security Committee.
5. **Exercise:** An exercise is a hypothetical emergency scenario designed to encourage practical applications from lessons learned from drills such as a tabletop exercise. This could mirror an existing team such as the Safety and Security Committee.
6. **Function:** A function is a critical activity that needs to be accomplished during an incident.
7. **Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.
8. **Incident:** An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action.
9. **Incident Action Plan:** An IAP formally documents incident goals, operational period objectives, and the response strategy defined by incident command during response planning.
10. **Incident Commander:** The IC has responsibility for the management of all emergency activities.
11. **Incident Command Post:** The ICP is the location where the primary functions are performed.
12. **Incident Command System:** ICS is the response infrastructure designed under the National Incident Management System to facilitate effective and efficient management of an incident.
13. **Incident Command System Forms:** These forms are intended for use as tools for the creation of Incident Action Plans (IAPs), for other incident management activities, and for support and documentation of ICS activities.
14. **Mutual Aid Agreement:** An MAA commit parties to a mutually beneficial, cooperative agreement. The agreement is usually to provide staff, resources, and/or services during an emergency with the expectation of a future reciprocal exchange of comparable value, if needed.
15. **Memorandum of Understanding:** An MOU is a written agreement designed to ensure that needed resources are available.
16. **National Incident Management System:** NIMS coordinates emergency preparedness and incident management among various federal, state, and local agencies. NIMS provides a consistent nationwide approach for organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents regardless of cause, size, or complexity.
17. **National Response Framework:** NRF is a guide to how the nation will conduct all-hazards incident response including the development of policies, plans, and procedures governing how to effectively allocate and provide resources.
18. **President's Homeland Security Directive 5:** A presidential order that established a single, comprehensive national Incident Management System and requires all federal departments make adoption of the NIMS by state, tribal, and local

organizations a condition for federal preparedness assistance through grants, contracts, and other activities.

19. **Unified Command:** The UC is a structure in which the role of the incident commander is shared by two or more individuals, having authority in a different responding agency.
20. *Add any additional terms used in this document.*

4.0 SITUATION AND ASSUMPTIONS

A. Situation

Include the districts demographic information, number and types of facilities as well as a summary of the potential hazards facing the district including the likelihood of occurrence and estimated impact on property, public health, and safety. Sample wording is below.

To provide an effective response to an emergency or incident, this plan may be activated in part or in whole, as necessary, by the [Superintendent or Authorizing Official] and/or the designee.

The intent of this plan is to minimize or mitigate the effects of natural, technological, and human-caused hazards that may affect the district. The district is located within Dallas and Tarrant counties, the cities of Dallas, Fort Worth, Mesquite, and Grand Prairie, and is serviced by ESC 10. There is 1 non-campus facility. The district has 7 campuses. The district includes individuals with disabilities, individuals with access and functional needs, including limited English proficiency. It also is recognized that schools serve as in loco parentis, the legal doctrine under which an individual assumes some parental obligations and responsibilities including those related to safeguarding children.

1. Individuals with Disabilities or Access and Functional Needs

This section provides a breakdown of the district's population with disabilities or individuals with access and functional needs. Below is a sample list of disabilities or access and functional needs.

The district's current enrollment of students with disabilities and/or access and functional needs is (##). Staff requiring additional assistance is (##). Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. The district's policy for providing equal safety in an emergency for those with disabilities and individuals with access and functional needs in accordance with Education Code 37.108(f)(4) can be found throughout applicable annexes.

2. District's Facilities

A map of each facility, annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, bleeding control stations, automated external defibrillators (AEDs), hazardous materials storage, and utility shutoffs is included in the Facility Maps Appendix.

Trinity Basin Preparatory Basic Plan

Name of Facility	Address	Number of Employees
Central Administration Building	2730 N State Hwy 360 Grand Prairie, TX	

A master schedule of facilities is available at the administration building.

3. District Campuses

The district has 7 campuses, housing students in grades PK3 through 8.

Name of Campus	Address	Grade Levels Served
Ewing	808 N. Ewing Ave Dallas, TX 75203	PK3 – 4
10th Street	831 W 10 th St Dallas, TX 75208	PK3 – 4
Jefferson	855 E 8 th St Dallas, TX 75203	5 – 8
Ledbetter	2524 W Ledbetter Dr Dallas, TX 75233	PK3 – 8
Pafford	101 E Pafford St Fort Worth, TX 76110	PK3 – 8
Panola	4400 Panola Ave Fort Worth, TX 76103	PK3 – 8
Mesquite	2901 E Meadows Blvd Mesquite, TX 75150jar	PK3 – 3, 6

Specific information about each campus is provided in the tables below.

Trinity Basin Preparatory Basic Plan

Name of Campus/Facility	Address	Number of Employees
ABC Elementary		
Number of buildings on property:		
Presence of adequate communication equipment / cell phone coverage?		(YES or NO)
ABC Elementary Geographical Issue		If yes, where is this addressed in the EOP?
Which EMS provider services your campus/facility?	Name of provider	
Is there an extended response for EMS services?	Yes / No	
Which Fire / HazMat services your campus/facility?	Name of provider	
Is there an extended response for Fire / HazMat Services?	Yes / No	
Which Law Enforcement services your campus/facility?	Name of provider	
Is there an extended response for Law Enforcement?	Yes / No	
Are there any Chemical Plants that may impact the campus/facility?	Yes / No	
Are there any Pipelines that may impact the campus/facility?	Yes / No	
Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	Yes / No	
Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	Yes / No	
Other		
Other		
ABC Elementary Staffing	Number (At the beginning of the School Year)	
Administrators		
Cafeteria Staff		
Custodial Staff		
Instructional Assistants		
Law Enforcement / SROs		
Substitute Teachers		
Support Staff		
Teachers		

Trinity Basin Preparatory Basic Plan

Other	
Other	
Individuals with Disabilities or Access and Functional Needs	Number
Blindness or Visual Disabilities	
Cognitive or Emotional Disabilities	
Deafness or Hearing Loss	
Limited English Proficiency	
Medically Fragile Health (including asthma and severe allergies)	
Mobility / Physical Disabilities (permanent or temporary)	
Unaccompanied Minors	
Other	
The campus enrollment of students with disabilities and / or access and functional needs is (##).	
The campus staff requiring additional assistance is (##).	

Copy this table and attach this information to each corresponding campus map.

4. District's Hazard Summary

This section provides a breakdown of the district's hazards. Below is a sample list of hazards. Districts should work with their local office of emergency management to determine hazards that will impact the district/community.

The district is exposed to many hazards. All the hazards listed in the table below have the potential for disrupting the district's operations. These identified hazards have been assessed by risk and likelihood and ranked accordingly. Each hazard will be addressed in its own annex.

	Probability*	Severity of Impact on Public Health and Safety*	Severity of Impact on Property*
Hazard Type	(See Below)	(See Below)	(See Below)
Natural Hazards			
<i>Severe Weather</i>	<i>Highly Likely</i>	<i>Limited</i>	<i>Critical</i>
<i>Wildfire</i>			
<i>Biological (pandemic, food contamination)</i>			
<i>Other</i>			
Technological Hazards			
<i>Explosion</i>	<i>Possible</i>	<i>Critical</i>	<i>Catastrophic</i>
<i>Power / Water Loss</i>			
<i>IT System Failure</i>			
<i>Other</i>			
Human-Caused Hazards			
<i>Active Threat</i>	<i>Unlikely</i>	<i>Catastrophic</i>	<i>Critical</i>
<i>Civil Unrest</i>			
<i>Cyber Attack</i>			
<i>Other</i>			
* Probability:	Unlikely	Possible	Likely
			Highly Likely

* Severity of Impact:	Negligible	Limited	Critical	Catastrophic
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5. Resources

The district has established contracts, memorandums of understanding (MOUs) and/or mutual aid agreements (MAAs) with agencies and businesses in the community to assure access to resources during an incident. A list of current agreements and available resources can be found in the District Basic Plan Agreements Appendix.

B. Assumptions

1. The strategic-level Multi-Hazard Emergency Operations Plan (EOP) is a framework that provides guidance and structure to support the district's educational mission within a safe and secure environment.
2. As every incident is different, no single document can outline a specific chronology for response and recovery. Therefore, this plan is intended to reduce the effects of natural, technological, or human-caused incidents affecting infrastructure, safety, security, and health.
3. The district is not an emergency response organization and therefore depends upon local emergency first responders for life safety and protection, including the services of law enforcement, fire, emergency medical and public health.
4. An incident could occur at any time and at any place. In many cases, dissemination of warning and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
5. Action is required immediately to save lives and protect school property. An incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the campus affected cannot, and should not, wait for direction from district administration or local response agencies.
6. Outside assistance from local fire, law enforcement, and emergency managers will be available in most incidents. Because it takes time to request and dispatch external assistance, it is essential for the district to be prepared to carry out the initial incident response until responders arrive at the incident scene.
7. In some cases, external resources covered by mutual aid agreements will be provided when requested. On occasion, however, they may not be available. Therefore, following a major or catastrophic incident, the district or any of its campuses or facilities may have to rely on their own resources to be self-sustaining for several hours or even days.
8. There may be injuries to faculty, staff and/or students. Rapid and appropriate response may reduce the number and severity of injuries.
9. Students, staff, and visitors with disabilities and others with access and functional needs will be included in all phases of the district emergency management program and supported in the response and recovery operations.

10. Proper mitigation and prevention actions, such as creating a positive school climate, maintaining fire and health protocols, and conducting safety and security audits, may help prevent or reduce incident-related losses.
11. Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily will be employed during emergencies.
12. Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks.
13. Personnel with special assignments, training, or capabilities may be asked to perform tasks other than their daily duties.
14. Whenever possible, the district will provide public information and instructions prior to and during emergencies and will coordinate response and recovery with local emergency managers and first responders.
15. Faculty and staff are empowered to assess the seriousness of incidents and respond accordingly.
16. The district regularly schedules training for faculty and staff.
17. Non-district personnel who support the District, through written agreement or as identified in plans or guidelines are vetted through the district and authorized to work on its behalf. They may include representatives of local community, volunteer, or faith-based organizations.
18. During or after an incident, many of the products and services used to meet the daily needs of the district, campuses, departments, and/or facilities may not be available. Alternate sources for products and services may be utilized.
19. This plan is intended to provide guidance but does not imply performance guarantees. The district may deviate from the plan as necessary.

5.0 CONCEPT OF OPERATIONS

The Concept of Operations section explains in broad terms the district's intent regarding emergency operations. Sample wording is below.

A. District's Approach to Emergency Management

The Trinity Basin Preparatory multi-hazards emergency operations plan does not replace the responsibility of each campus, department, or facility within the district to develop and test emergency processes. To the extent possible, the same personnel and resources used for day-to-day operations will transition to response operations. Because personnel and resources are limited, some routine day-to-day operations that do not support the response may be suspended. The personnel, equipment, and supplies that would typically be required for the suspended operations will be redirected to accomplish assigned roles and responsibilities.

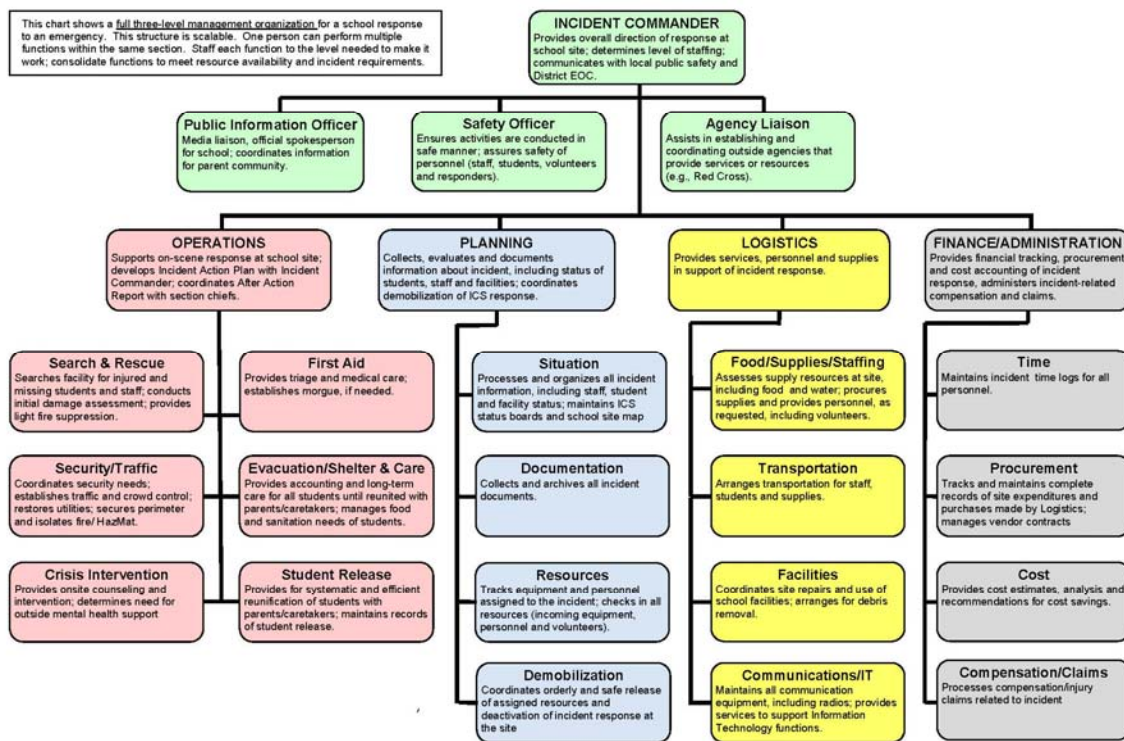
The [Superintendent or Authorizing Official] is responsible for overall emergency management planning for the district and may designate an individual to serve as the district’s emergency management coordinator to support a strong district-centered emergency management program. The [Superintendent or Authorizing Official] may also identify individuals whose responsibilities are to support the district’s emergency management program and response.

The district formally adopted the National Incident Management System (NIMS) on (insert adoption date) in accordance with the President’s Homeland Security Directive 5 (HSPD-5), Texas Governor’s Executive Orders, and the National Response Framework (NRF).

B. District’s Emergency Operations Organization

Describe the district’s emergency organization (can be completed in an organization chart). A sample emergency organizational chart is shown below. This chart is intended to be flexible and scalable depending on the incident.

SCHOOL INCIDENT COMMAND SYSTEM (ICS): Functional Reference Model



National Incident Management System (NIMS)
Marin County Office of Education

C. Actions by Phases of Emergency Management

In compliance with Education Code 37.108(a), the district has identified the following actions for all phases of emergency management. *Sample wording is below.*

1. Mitigation Actions

Mitigation actions include activities to reduce the loss of life and property from natural, technological, and human-caused hazards by avoiding or lessening the impact of an incident and providing value to the public by creating safer communities. Mitigation actions address the cycle of disaster damage, reconstruction, and repetitive damages. These actions will have long-term sustained effects. *Sample mitigation actions are listed below.*

- Structural changes to buildings.
- Elevating utilities.
- Bracing and locking chemical cabinets.
- *Other Actions*
- *Other Actions*

2. Prevention Actions

Prevention actions include activities to avoid an incident or to intervene to stop an incident from occurring. Prevention involves activities to protect lives and property. *Sample prevention actions are listed below.*

- Cyberbullying prevention.
- Pandemic influenza sanitation measures.
- Building access control procedures.
- *Other Actions*
- *Other Actions*

3. Preparedness

Preparedness actions include a continuous cycle of planning, organization, training, equipping, exercising, evaluation, and taking corrective action to ensure effective coordination during incident response. *Sample preparedness actions are listed below.*

- Conducting drills.
- Participating in exercises.
- Preparing homework packages to allow continuity of learning.
- *Other Actions*
- *Other Actions*

4. Response

Response actions include activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response includes the execution of emergency operations plans. *Sample response actions are listed below.*

- Evacuations of buildings.
- Providing trauma-informed care.
- Providing transportation resources.
- *Other Actions*
- *Other Actions*

5. Recovery

Recovery actions include activities that address both short-term and long-term efforts for rebuilding and revitalization of the district.

- Providing crisis counseling.
 - Restoration of utilities.
 - Reopening the district.
 - *Other Actions*
 - *Other Actions*

D. Readiness Levels

The [Superintendent or Authorizing Official] or designee is responsible for determining appropriate readiness levels based on current conditions effecting the district.

- Level 4: Normal Conditions (Regular district operations are unaffected.)

When an emergency occurs within the district during normal operations local officials are notified. One or more external departments and/or agencies may respond to manage the incident. Limited assistance may be requested from these responders. District personnel will remain alert to hazards and share concerns with administrators and/or first responders.

A flashflood watch is an example of a hazard that the district would monitor while remaining at Level 4: Normal Conditions.

- Level 3: Increased Readiness (Regular district operations are affected slightly.)

The situation presents a greater potential impact to the district but poses no Immediate impact to district operations, life, or property. The evolving situation is continuously monitored by district personnel to determine if protective measures are needed.

A weather system is moving into the area which can produce tornadic activity. The district will move to Level 3: Increased Readiness to monitor the potential impact the weather may have on outdoor sporting activities.

- Level 2: High Readiness (Regular district operations experience some level of disruption.)

The incident presents a significant potential and probability of disrupting district operations including the educational process, threatening district safety and security and/or causing the loss of life and/or property. This condition will require some degree of warning to students, staff, and parents. Incident command and safety teams are activated.

A tornado warning will result in the district moving to a Level 2: High Readiness status to monitor the potential impact the weather may have on the district.

- Level 1: Maximum Readiness (Large-scale disruption of district operations will occur.)

The incident causes wide-spread disruption to district operations. The conditions require warning to students, staff, parents, and community. The district's emergency operations center (EOC) is activated. District personnel and outside agencies are required to support operations.

A tornado emergency has been issued by the National Weather Service (NWS) or a tornado is on the ground and is causing damage in the district. Level 1: High Readiness status to respond to the impact of the weather.

E. Physical and Psychological Safety

The district should cover concepts here in general terms that your community can understand, reserving detail and operating procedures for the Physical and Psychological Annex. This is also an ideal place to introduce related legal mandates and your plan to address them, using the annex to describe the details of those plans in full.

The district takes measures to provide physical and psychological safety and support of students, district personnel, and others in the community during any emergency or disaster including the response and recovery phase. It also explains how psychological safety measures are aligned with best practice-based programs and research-based practices in accordance with Education Code 37.108(f)(6)(a).

In accordance with Education Codes 37.108(f)(2), 37.108(f)(6), 37.108(f)(6)(D), and in alignment with Section 161.325 of the Health and Safety Code, the district will describe implemented measures taken to provide professional development for staff on mental health conditions, suicide prevention, substance abuse, as well as grief-informed and trauma-informed care.

For additional information regarding physical and psychological safety refer to the Physical and Psychological Safety Annex.

F. Visitor Policy

The district should cover concepts here in general terms that your community can understand, reserving detail and operating procedures for the Appendix to the Facility Access Management Annex. This is also an ideal place to introduce related legal mandates and your plan to address them, using the Facility Access Management Annex to describe the details of those plans in full.

In accordance with Education Code 37.108(c-2)(9), the district will verify provisions have been made to govern the access to all buildings and properties as well as any screening tools utilized. This should be a uniform policy implemented and followed throughout the district, on every campus.

In addition, the policy will address any school district properties utilized as a public polling place as stated in Education Code 37.108(e). This policy is an appendix to the Facility Access Management Annex.

6.0 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section provides an overview of the broad roles and responsibilities of district administration, staff, students, parents, and community partners. Sample wording is below.

- A. This section provides an overview of organizational functions, as well as the roles and responsibilities, of district administration, faculty and staff, students, parents, first responders, and emergency management. It describes the expected actions of those impacted or responding to a district emergency.

In an emergency or disaster, one or more campuses may be damaged or need to be evacuated, individuals may be injured, and other actions may need to be initiated. District personnel are usually first on the scene of an incident in a district setting. District officials and staff are expected to take charge and manage the incident until it is resolved, or response partners arrive to manage the emergency.

Primary responsibility for an emergency function generally is assigned to an individual who has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills.

All activities necessary to manage the incident must be organized and coordinated to ensure the most efficient response. The district will use the Incident Command System (ICS) for incidents occurring throughout the district.

All personnel assigned responsibilities in this plan are trained on NIMS concepts, procedures, and protocols. *Sample roles and responsibilities are listed in the table.*

District Administrators and Executive Staff	Function / Responsibilities	Phase(s) (Mitigation, Prevention, Preparedness, Response, Recovery)
Policy Group	a. Provide policy and strategic guidance.	All phases
	b. Help to ensure that adequate resources are available.	All phases
	c. Keep elected officials and other executives informed of the situation and decisions.	All phases
	d. <i>Other</i>	
Safety and Security Committee	a. Participate on behalf of the district in developing and implementing emergency plans.	Preparedness
		Preparedness

Trinity Basin Preparatory Basic Plan

	<p>b. Provide the district with campus, facilities, or support services information required in connection with a safety and security audit report.</p> <p>c. <i>Other</i></p>	
Superintendent	<p>a. Develop, implement, and promote a multi-hazard district-centered emergency program where the planning process embraces each emergency management phase.</p> <p>b. Communicate to the district's School Safety and Security Committee the objectives and priorities for the district's emergency management program.</p> <p>c. Advise school board members of emergency situations and provide periodic reports as needed.</p> <p>d. <i>Other</i></p>	<p>All Phases</p> <p>Mitigation, Prevention, Preparedness</p> <p>Response</p>
<i>Other</i>	a.	
District Departments		
Business Services	a.	
Nutrition	a.	
Human Resources	a.	
Transportation	<p>a. Recall bus drivers</p> <p>b. Alter bus routes</p> <p>c. <i>Other</i></p>	<p>Response</p> <p>Response</p>
<i>Other</i>	a.	
Personnel		

Trinity Basin Preparatory Basic Plan

Counselors	<p>a. Take steps to ensure the safety of students, staff, and others.</p> <p>b. Assist with the reunification of students with parents/guardians.</p> <p>c. <i>Other</i></p>	<p>All phases</p> <p>Recovery</p>
Nurses	<p>a. Administer first aid or emergency treatment as needed.</p> <p>b. Supervise administration of first aid by those trained to provide it.</p> <p>c. Organize first aid and medical supplies.</p> <p>d. <i>Other</i></p>	<p>All phases</p> <p>All phases</p> <p>All phases</p>
Teachers	<p>a. Supervise students.</p> <p>b. Remain with students until directed otherwise.</p> <p>c. Take attendance when class relocates.</p> <p>d. <i>Other</i></p>	<p>All phases</p> <p>All phases</p> <p>Response</p>
Principals	<p>a. Take steps to ensure overall safety of students and staff.</p> <p>b. Responsible for the emergency management program on their campus.</p> <p>c. Ensure development of campus site-specific plans.</p> <p>d. <i>Other</i></p>	<p>All phases</p> <p>All phases</p> <p>Preparedness</p>
<i>Other</i>	a.	
Response Agencies		

Trinity Basin Preparatory Basic Plan

District Law Enforcement/SRO	a. Coordinate law enforcement activities. b. Provide traffic control. c. <i>Other</i>	Response Response, Recovery
Public Health	a. Coordinate with the ISD during an infectious disease outbreak.	Response, Recovery
<i>Other</i>	a.	
Teen CERT	a.	
Volunteer Groups	a.	

B. Trinity Basin Preparatory will use its own resources and equipment to respond to incidents until response agencies arrive. If Trinity Basin Preparatory’s resources prove to be inadequate during an incident, the district will request assistance from local emergency services, other agencies, and the community in accordance with existing agreements and contracts. Such assistance includes equipment, supplies, and personnel. All agreements are entered into by authorized district officials and in writing when applicable. All pre-negotiated agreements and contracts are to remain on file in the **[Name the District Department]**.

C. Trinity Basin Preparatory has established a Safety and Security Committee. The committee shall:

1. Periodically provide recommendations to the district’s board of trustees and district administrators regarding developing and implementing the district’s EOP in accordance with Education Code 37.109(b)(1).
2. Consult with local law enforcement agencies on methods to increase law enforcement presence near district campuses.
3. Meet at least once during each academic semester and at least once during the summer. A committee established by a school district that operates schools on a year round system or in accordance with another alternative schedule shall meet at least three times during each calendar year, with an interval of at least two months between each meeting.

In accordance with Education Code 37.108(f)(8), a roster of the Safety and Security Committee members and their titles as well as the date of each committee meeting during the preceding year is provided in the Safety and Security Committee Appendix.

7.0 DIRECTION AND CONTROL

This section describes the framework for all direction and control activities. Sample wording is below.

A. General

To provide for the effective direction and control of an incident impacting the health and safety of the district, the district EOP will be activated. The [Superintendent or Authorizing Official] or designee will provide guidance for the direction and control function pursuant to NIMS and the district's emergency management program. The district will implement ICS to manage the emergency.

The first ICS trained district staff member to arrive at the scene of an incident will implement ICS and serve as the Incident Commander (IC) until relieved by a more qualified individual. The IC will establish an Incident Command Post (ICP) and provide an assessment of the situation to district officials and local emergency responders. The IC will identify resources required and direct the on-scene response from the ICP. The district's IC will be prepared to remain as a member of unified command (UC) with expectations of remaining accountable for students, staff, and property.

In a large disaster or an incident effecting the community, the local office of emergency management may activate their EOC to manage initial response actions. A representative from the district may be sent to the local office of emergency management's EOC to support and coordinate district activities.

B. Chain of Command

In accordance with Education Code 37.108(f)(1), the district's chain of command that designates the individual and other individuals responsible for making final decisions during a disaster or emergency situation and identifies other individuals responsible for making those decisions if the designated person is unavailable is listed below in the line of succession.

- *First in Charge (insert person's title)*
- *Second in Charge (insert person's title)*
- *Third in Charge (insert person's title)*

C. Local Emergency Resources / Facilities

This district has the following emergency resources / facilities within the community to support the district during emergencies. Additional information pertaining to these emergency facilities can be found in the Facility Access Management Annex.

- District's Incident Command Post
- District's Emergency Operations Center
- Local Emergency Operations Center
- *Other*

D. In accordance with Education Codes 37.108(a)(5) and TEC 37.108(c-2)(1), Trinity Basin Preparatory has the following measures in place to ensure coordination with response

agencies. Coordination involves notification of an incident, providing situational awareness, and requesting assistance if needed. These agencies include:

- Local fire departments
- Local health departments
- Local law enforcement
- Local office of emergency management
- Department of State Health Services

8.0 COMMUNICATIONS AND PUBLIC INFORMATION

This section addresses the role of communication and information in the successful implementation of the activities that occur before, during, and after an incident. Sample wording is below.

- A. The district's Public Information Officer (PIO) is the official spokesperson for the district. The PIO communicates and interacts with all forms of public media. The PIO will maintain a Media Roster that contains the names, telephone numbers, and email addresses of each of the media resources listed in the Communication Annex.

The EOP minimum requirement mandates implemented in Education Codes 37.108(a)(2), 37.108(a)(3) and 37.108(f)(5) will be addressed in the Communications Annex.

9.0 ADMINISTRATION AND SUPPORT

This section addresses general support requirements and the availability of services and support for all types of emergencies. Sample wording is below.

A. Purchasing

The [Name the District Department] oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for district personnel, submitting documentation for reimbursement, and recovering district records following an incident.

The district's policy on establishing agreements and contracts is established by the district department or individual designated to oversee district purchasing practices. The term "contracts" relates to any agreement for goods or services being purchased by Trinity Basin Preparatory. The [Name the District Department] checks for compliance with applicable laws and policies for financial coding. *Sample wording is below.*

Trinity Basin Preparatory is a political subdivision of the State of Texas and operates under specific legal requirements for the procurement of goods and services. The district is a tax-exempt entity and will supply tax-exempt verification upon request sent to the finance department. The purchasing process is outlined in a separate document titled [Standard Terms and Conditions Governing the Purchase of Goods and Services].

B. Reporting

1. Situational Reports will be completed daily and distributed by the ICP during incidents and as requested by the IC during the emergency. The district may complete an Incident Action Plan (IAP) for incidents lasting longer than 24 hours. In addition, individuals assisting with the response and recovery may complete the FEMA ICS Forms 213, General Message and FEMA ICS 214, Activity Log.

The FEMA ICS General Message Form is used by incident personnel to transmit messages or notifications. The FEMA ICS Activity Log Form is used to record details of activities. These logs provide basic incident activity documentation, and a reference for any after-action report.

2. An After-Action Report will be conducted by the district after every major incident. The AAR captures the nature of the incident, response descriptions, outcomes (what went wrong, what worked well), and recommendations for future planning.

C. Recordkeeping

The district is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with established local fiscal policies and standard cost accounting procedures. Recordkeeping activities include:

- Maintain accurate logs recording key incident management activities:
 - Activation and deactivation of incident policies, procedures, and resources.
 - Significant changes in the incident situation.
 - Major commitments of resources or requests for additional resources from external sources.
 - Issuance of protective action recommendations.
 - Evacuations.
 - Casualties.
 - Containment or termination of the incident.

The [Name the District Department] is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of incident response costs. The detailed records of costs for incident management and operations include:

- Personnel costs, including overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers, or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Vital records must be protected to continue normal district operations. These include legal documents and student and staff files. Essential records should be protected and are maintained in collaboration with the [Superintendent or Authorizing Official] and [Name the

District Department]. These records should be stored and kept in accordance with legal requirements for document retention. Records and documents related to the incident should be kept in the same manner and on file for as long as the district's legal department recommends.

10.0 DEVELOPMENT AND MAINTENANCE

This section discusses the assignment of the plan development and maintenance responsibilities. Sample wording is below.

- A. The **[Superintendent or Authorizing Official]** is responsible for approving and promulgating this plan.

[Name the District Department or Title of Individual or the District's EOP Planning Team] will oversee and coordinate with appropriate agencies to conduct the review and update of the district's EOP. Substantive changes between the annual review periods, such as changes in roles or responsibilities, will prompt notification to stakeholders. Minor edits such as grammar or spelling changes require no notification to stakeholders. If updates of the EOP involve substantive changes, **[Name the District Department or Title of Individual]** will generate a draft document for distribution to relevant stakeholders for review and comment. After the review and comment period by stakeholders, the updated plan becomes effective upon completion of all signatures.

- B. The approved EOP will be disseminated following these steps: *Sample steps are listed below.*

- The EOP will be reviewed and validated by appropriate individuals and agencies, including the School Safety and Security Committee.
- Annually the EOP will be disseminated to appropriate individuals and agencies.
- The planning team will obtain plan approval from appropriate individuals and agencies.
- The EOP will be distributed to appropriate individuals and agencies.
- The Record of Distribution table will be used to track who has received the EOP.

- C. Each update and change to the EOP will be tracked using the Record of Changes table. The record of changes will include:

- The change numbers.
- The date of the change.
- The name of the person or the agency who made the change.
- A summary of the change.

- D. The EOP will be reviewed annually by the district's EOP planning team, response agencies, and others having roles and responsibilities in the EOP. The **[Superintendent or Authorizing Official]** will establish a schedule for annual review of the EOP, in accordance with Education Code 37.108(c-2)(8). The District Review/Audit Records Appendix will contain a certification statement showing improvement based on deficiencies identified during an incident, during trainings, during exercises; or when hazards, resources, or capabilities have been changed. This statement will include the date the recommended changes were reported to the district's board of trustees, as

well as the information reflecting the district's board of trustees' recommendations for improvement.

- E. In addition to the annual review of the district's EOP listed above, the district will also implement a safety and security audit of all district facilities to be completed at least once every three years in compliance with Education Code 37.108(a)(6). A certification statement providing the date the audit was complete, who conducted the audit and the date the results of the audit were submitted to the district's board of trustees is also included on the District Review/Audit Records Appendix.

11.0 LIST OF APPENDICES

- See Table of Contents under the *Appendix* Section

12.0 ANNEXES

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APPENDICES TO THE BASIC PLAN

Appendix 1: Facility Maps

Appendix 2: Campus Maps

Appendix 3: District's Agreements

Appendix 4: Safety and Security Committee

In accordance with Education Code 37.109, The Safety and Security Committee, to the greatest extent practicable, must include:

Agency	Title	Name
Office of Emergency Management		
Local Law Enforcement		
District’s Police Department (if applicable)		
President of District’s Board of Trustees		
A Member of the District’s Board of Trustees (other than the president)		
District’s Superintendent		
Designee(s) of Superintendent – (one must be a classroom teacher in the district)		
A Member of the Open-Enrollment Charter School’s Governing Body (or designee, if applicable)		
Parents/Guardians of Enrolled Student		

Safety and Security Committee Meeting Calendar (Preceding Year’s Meetings)

Month	Date / Year	Time

Appendix 5: District Review / Audit Records

*Attach the **certification statement** indicating compliance with TEC 37.108(c-2)(8), as described under Development and Maintenance*

*Attach the **certification statement** indicating compliance with TEC 37.108(a)(6); 37.108(c-2)(7), as described under Development and Maintenance*

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ANNEXES (Under Development)

Templates to be provided at a later date.

Communications Annex

Evacuation and Transportation Annex

Reunification Annex

Recovery Annex

Training and Exercises Annex

Facility Access Management Annex

Physical and Psychological Safety Annex

Continuity of Operations Plan (COOP) Annex

Hazardous Materials Annex

Severe Weather Annex

Biological Annex

Active Threat Annex

Cyber Attack Annex

Civil Unrest Annex

Explosion Annex

Utilities Loss Annex (Power/Water/Gas/Sewer)

IT Systems Failure Annex

G.
**Adoption of the
National Incident
Management
System**

NIMS IMPLEMENTATION ACTIVITIES FOR SCHOOLS AND HIGHER EDUCATION INSTITUTIONS

NIMS uses a core set of concepts, principles, procedures, processes, standards, and terminology that may all be integrated with school emergency management practices. The collective use of NIMS across *all* local incident response agencies, including K-12 schools and higher education institutions (HEIs), and disciplines creates a common operating picture, promoting mutual goals and responsibilities, and ultimately, more efficient and effective response services. Furthermore, in the event of a large-scale incident crossing multiple jurisdictions and disciplines, NIMS unites all response teams across all of the participating jurisdictions and facilitates effective and appropriate assistance from outlying communities when needed based on the size and complexity of the incident.

For more information on NIMS see the REMS TA Center publication, *ERCME*Express “*National Incident Management System*” accessible at <http://rems.ed.gov/views/documents/NIMS.pdf>

NIMS COMPLIANCE FOR SCHOOLS AND HEIS

All K-12 schools and HEIs — urban, suburban, and rural; large and small — receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. For example, award recipients of ED’s Readiness and Emergency Management for Schools (REMS) and Emergency Management for Higher Education (EMHE) grants are required to implement, in conjunction with community partners, identified NIMS compliance activities. Furthermore, many State and local jurisdictions are requiring schools to complete these activities to ensure greater communication between community partners and schools as well as to provide for more efficient responses to school-based incidents. Because all schools and HEIs are integral components of every community and its government, DHS and ED recommend all schools and HEIs – regardless of whether they are recipients of Federal preparedness funds – implement NIMS.

U.S. Department of Education’s *NIMS Implementation Activities for Schools and Higher Education Institutions* outlines those actions schools must take in order to 1.) Fulfill NIMS compliance requirements; 2.) Integrate NIMS into the educational setting; and 3.) Connect schools and campuses to their community partners. ED has identified those NIMS implementation activities that match the unique role of schools in a community, its needs, and its functions as response agents along the chain of command. Therefore, the following activities are required for schools to support the implementation of NIMS and be compliant.

Although school and HEI officials are not tasked to be highly-trained, first-response, emergency management personnel, they play a vital role in the process; schools provide critical command and management directives in advance of a first response agency’s arrival. Additionally, NIMS benefits the whole community and, in order to be effective, relies on all community agencies’ implementation. Therefore, school adoption of NIMS and completion of *NIMS Implementation*

Activities for K-12 Schools and Higher Education Institutions mutually benefits schools, its partners, and the greater community.

NIMS is applicable and suitable for all K-12 schools and HEIs — those in rural and urban settings, large and small, and those using traditional, alternative, and charter models as well as for local education agencies (LEAs), State education agencies (SEAs), regional, and intermediate units operating the schools. Building from the already established interdependent roles of government and schools, the NIMS goals are achieved through partnerships with community partners (e.g., local government officials, fire and rescue officials, emergency medical service providers, law enforcement, and public and mental health personnel.)

SCHOOL AND HIGHER EDUCATION EMERGENCY MANAGEMENT

Each school day, our nation's schools, administrators, teachers, and staff are entrusted to provide a safe and healthy learning environment for more than 55 million elementary and secondary students. Additionally, more than 15 million students attend postsecondary degree-granting institutions in the United States annually. To protect students, staff, and visitors day-to-day as well as in the event of an emergency, schools and HEIs should work with local government and community emergency response agencies in advance of any potential emergencies.

Each year, natural threats and risks such as weather-related events (e.g., wild fires, hurricanes) and public health threats (e.g., Methicillin-resistant *Staphylococcus aureus*, [MRSA]) and even food-borne incidents can threaten the entire school or campus community. Schools and HEIs are not immune from accidents, intruders, crime, acts of violence, or the impacts of events taking place in the surrounding community. Schools and HEIs can take steps, in collaboration with their local government and community partners, to prevent and mitigate potential incidents as well as to prepare for, respond to, and recover from those that are unavoidable.

Schools and HEIs are tasked with providing a safe environment for teaching and learning, and therefore, must be integrated with the local, State, tribal, and Federal agencies who contribute to the well-being, health, safety, and security of the whole community. Lessons learned from recent school incidents (on K-12 and HEI campuses alike) show that school officials *and* first responders must both be knowledgeable and be trained to implement pre-established practices and procedures. If a school-based incident occurs, school personnel are the immediate responders — they provide first-aid, notify community response partners, and give command and management directives — all in advance of first response arrival.

School and campus staff members must be ready — ready to provide immediate and effective response, ready to transfer command to the local response agency's lead, and ready to work with the response agencies and teams. This readiness promotes safety and efficiency as well as increases the likelihood that the specific objectives of the incident are achieved. School and HEI officials and community officials should continually prepare and practice a seamless, coordinated response using the standard Federal terminology and approach to incident management; school and HEI officials should use National Incident Management System (NIMS).

NIMS IMPLEMENTATION ACTIVITIES FOR SCHOOLS

NIMS is the United States' single, comprehensive system for managing domestic incidents and is suitable for *all* schools and educational institutions to implement throughout all phases of school emergency management: 1) Prevention-Mitigation; 2) Preparedness; 3) Response; and 4) Recovery. NIMS was established March 1, 2004, following the Homeland Security Presidential Directive-5 (HSPD-5) Management of Domestic Incidents.¹ NIMS puts forth one comprehensive approach and builds a structure for private and public entities including Federal, State, territory, tribal and local jurisdictions to effectively, and collaboratively manage incidents. NIMS was designed to include State, regional, and local educational entities.

NIMS uses a core set of concepts, principles, procedures, processes, standards, and terminology that all may be integrated with school emergency management practices. The collective use of NIMS across *all* local incident response agencies (including K-12 schools and HEIs) and disciplines creates a common operating picture, promoting mutual goals and responsibilities, and ultimately, a more efficient and effective response. Furthermore, in the event of a large-scale incident crossing multiple jurisdictions and disciplines, NIMS is critical. In this scenario, the common use of NIMS unites all the response teams from all of the participating jurisdictions. The systematic approach of NIMS facilitates effective and appropriate assistance from outlying communities when needed based on the size and complexity of the incident.

School implementation of NIMS formalizes many of the partnerships, procedures, and activities already taking place at schools and on campuses around the nation. By fulfilling the *NIMS Implementation Activities for Schools and HEIs*, educational entities will become compliant; formalizing existing effective practices; and be stronger in the event of an emergency incident. The *NIMS Implementation Activities for Schools and HEIs* identifies those NIMS items schools should fulfill in close coordination with their community partners. Fulfilling NIMS implementation activities is a process for which schools may take steps to accomplish over time with their partners.

¹The Homeland Security Presidential Directive (HSPD) 5, Management of Domestic Incidents is accessible at <http://www.whitehouse.gov/news/releases/2003/02/20030228-9.html>

ORGANIZATIONAL ADOPTION

NIMS Implementation Activities for Schools and Higher Education Institutions

Activity 1: Adopt NIMS at the school and campus community level.

K-12 schools and higher education institutions (HEIs) support the successful adoption and implementation of NIMS at the school and campus community level. This includes all applicable organizational and operational offices, departments, committees, and teams within the educational entity, and is not limited by geographical locations such as rural, urban, or suburban locations.

Association to NIMS

HSPD-5 requires NIMS adoption and implementation by all local jurisdictional levels and functional disciplines as well as across the full spectrum of potential incidents and hazard scenarios. NIMS defines local jurisdictions as including schools, school districts, and HEIs. Although schools are not traditional response organizations, they have immediate and critical roles in response such as providing command and management directives until local first responders arrive.

When community response organizations (e.g., law enforcement, fire personnel, public and mental health officials) adopt NIMS, they are taking on the same uniform and systematic approach and integrating processes and methods into one unified framework. The NIMS structure features six integrated components that are the foundation of its systematic approach for responding to incidents: 1.) Command and Management; 2.) Preparedness; 3.) Resource Management; 4.) Communications and Information Management; 5.) Supporting Technologies; and 6.) Ongoing Management and Maintenance. The NIMS framework forms the basis for interoperability and compatibility for all agencies with a key role in emergency management. Through joint planning, training, exercises, and evaluation activities, adoption of NIMS enables a diverse set of public and private organizations, including schools and HEIs, to conduct well-integrated and effective incident response operations.

Implementation Guidance

Since all K-12 schools and HEIs have a critical role in emergency management, it is important that they adopt NIMS at the organizational and operational levels and within all appropriate offices, departments, committees, and teams. The NIMS framework and its six components provide the necessary tools for developing an integrated school and campus emergency management program within the community's program. Therefore, NIMS adoption is to be accomplished in close coordination with the local government and community response organizations.

When adopting NIMS, it is also important for education leadership to provide guidance to its school community. HEIs, regional education agencies, State and local education agencies, and district boards of education can all adopt NIMS at the macro level, and then can provide adoption guidance to their individual school and campus sites. For example, applicable college and university offices managed under the Office of the President or the Office of the Provost

may adopt NIMS in partnership with the relevant State and local governments. The same leadership should then provide guidance with its affiliated schools and systems, such as satellite campuses, and auxiliary buildings. Guidance may include timelines, strategies for implementation, and models for partner agreements.

Example: A State-managed university system should provide leadership, guidance, and support to its related campus leadership facilitating adoption of NIMS and integration with the local emergency management agencies.

Example: Local school districts should facilitate each of its schools' adoption of NIMS and work in close collaboration with its community partners to conduct the implementation activities.

Example: REMS and EMHE grantees are required to provide equitable access to private schools within their jurisdictional boundaries, and therefore should provide nonpublic schools with the same leadership, guidance, and opportunities for partnership with the community response agencies.

NIMS adoption should be formalized and documented. Specifically, K-12 schools and HEIs should formalize and document all their collaborative efforts related to the specific actions described in *NIMS Implementation Activities For Schools and Higher Education Institutions*.

Activities demonstrating that schools and HEIs are adopting NIMS include:

- Documenting NIMS adoption at the school and campus community level;
- Encouraging partners to document school adoption and partnerships;
- Creating a strategy and a timeline for fulfilling each of the activities outlined in *NIMS Implementation Activities For Schools and Higher Education Institutions*;
- Documenting the use of NIMS and its components in all school emergency management activities and documents;
- Scheduling and convening ongoing meetings with partners;
- Working closely with community partners to develop procedures, provide training, conduct exercises, and review plans;
- Ensuring training, in coordination with community partners, is provided to key personnel with critical roles in emergency management (i.e., command-level officers and team members); and
- Reviewing individual school and HEI site plans with partners and ensuring NIMS components are incorporated — training, joint emergency exercises, schedules for continual updates to the plan, interoperability.

Activity 2 – Institutionalize the Incident Command System (ICS) for managing all emergency incidents and pre-planned school and campus events.

All schools and higher education institutions (HEIs) institutionalize the Incident Command System (ICS) for managing all emergency incidents, exercises, and preplanned (recurring/special) events in accordance with ICS organizational structures, doctrine, and procedures, as defined in NIMS.

Association to NIMS

The *Command and Management* component of NIMS creates the ICS that facilitates incident response activities across five major functional areas: *Command, Operations, Planning, Logistics, and Finance Administration*. The school's, district's, or HEI's emergency management plan(s) detail the use of ICS, its members, their roles and responsibilities, incident action planning activities, and a common communication plan. The established processes and protocols put forth by the ICS must be supported by ongoing training opportunities, collaborative functional exercises, and updates to the plan based on lessons learned.

ICS is scalable and flexible and uses a standardized approach. This approach makes it adaptable to the complexities and demands of a wide variety of school-related incidents. Additionally, the standardized approach facilitates a joint operations response among schools and their emergency management partners including

- Fire personnel and law enforcement;
- Hospitals and emergency service personnel;
- Public and mental health officials;
- Local government and community representatives;
- Media; etc.

When schools and their community response partners institutionalize the ICS, they are better able to implement an effective and coordinated response and hasten the recovery process. Use of ICS serves as the bridge uniting the school response teams to the community first response team partners. ICS makes it possible for a variety of groups to operate from a common structure — one management system designed by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure. The strength of the system is reliant on the standardized approach.

NIMS Implementation Guidance

ICS was designed to create one, standardized, on-scene, all-hazard emergency management approach and operating structure to be used by *all* communities (e.g., school and campus personnel, local government officials, community response personnel.) The capacity of NIMS and ICS to support schools is reliant upon strong partnerships that include ongoing communication, coordination, and collaboration among school officials, local government officials, and community response partners (public and private).

ICS roles and responsibilities should be developed, practiced, and enhanced as a team. Therefore, school officials should contact representatives from related agencies and offices in order to ensure appropriate coordination and planning. Furthermore, school and campus leaders should provide the same guidance to auxiliary schools, satellite campuses, and subsidiary schools.

Because the ICS structure is comprehensive yet flexible — able to grow and shrink — it is a practical, cost-effective management tool that is equally appropriate for organizing large-scale, school-hosted events such as athletic events, ceremonies, and dances. These realistic scenarios offer opportunities for practice and evaluation.

Teams should lead debriefing meetings, draft after-action reports, and provide guidance for changes and updates to the plan. Whenever possible and appropriate, emergency management teams should seek feedback from participants such as staff, faculty, students, and parents. The data collected should be analyzed and directly linked to the effectiveness of the plan. Subsequently, these lessons learned become the basis for modifications and strengthening the plan. Institutionalizing the ICS and applying its functions to more common events can be a powerful tool for training, developing positive relationships with partners, and evaluating established plans.

Activities demonstrating school/HEI institutionalizing of ICS include:

- Using ICS to manage all related activities before, during, and after school and campus events to provide for the safety and well-being of attendees.
- Determining, designating, and documenting in advance key personnel and their roles and responsibilities within ICS, including the chain of command;
- Determining, designating, and documenting back-ups to personnel with leadership positions within ICS;
- Integrating common operating and response procedures from all response partners, including public health, mental health, fire and law enforcement departments and agencies;
- Integrating ICS into functional and system-wide emergency operations policies, plans, and procedures;
- Ensuring compatibility of communication devices internally and externally with local responders; and
- Providing joint training opportunities to support ICS.

COMMAND AND MANAGEMENT
NIMS Implementation Activities For Schools and Higher Education Institutions

Activity 3 – Coordinate and support the development and use of integrated Multi-agency Coordination System (MACS).

All schools and higher education institutions (HEIs) coordinate and support emergency incident and event management through the development and use of integrated multi-agency coordination system (MACS).

Association to NIMS

MACS is activated when an incident requires a comprehensive response from agencies across more than one jurisdiction. MACS is a multi-agency and multi-jurisdictional incident response structure and is activated when incidents occur across jurisdictional boundaries (i.e., across city, county, state borders) and involve complex incident response scenarios. For example, during the “DC Sniper Incident,” officials from multiple agencies and jurisdictions with the District of Columbia, Maryland, and Virginia carried out a coordinated response via the MACS.

MACS employs a combination of facilities, equipment, personnel, procedures and communications all integrated into one lead system that has the responsibility for managing, coordinating, and supporting incident response activities. MACS comprises personnel, resources, and equipment from multiple agencies, disciplines, and jurisdictions. MACS uses the same unifying principles as the ICS and manages a single incident using the assistance of numerous agencies from various locations. For example, MACS is often employed in response to wide spread seasonal wildfires when firefighters from around the nation provide assistance.

Implementation Guidance

School and HEI participation in the local MACS will help reinforce the NIMS standardized framework among partners and serve to strengthen school emergency management capacity. Successful implementation of a MACS depends on the membership’s successful adoption of NIMS, institutionalization of ICS, and the pre-determined coordinated support. When schools adopt standardized methods, they can better facilitate collaboration, foster accountability, and reduce confusion.

The primary functions of a MACS are to:

- Support emergency management policies and priorities;
- Facilitate logistics support and resource tracking;
- Provide information regarding resource allocation decisions to incident response personnel in concert with incident management priorities;
- Coordinate incident related information; and
- Coordinate interagency and intergovernmental issues regarding emergency management policies, priorities, and strategies.

A MACS can include the following entities:

- K-12 schools and HEIs;
- Local law enforcement offices and fire departments;

- Local public and mental health departments;
- Emergency medical services (EMS) (both private and public);
- Local 911 centers;
- Hazardous materials response teams;
- Local and/or state emergency management agencies;
- Local hospitals, ambulatory and urgent care centers, community health centers, and private physicians' offices.

School and campus emergency management officials should work closely with local government and community partners to identify the appropriate avenues for coordinating and supporting the local MACS. Building from pre-established relationships with community partners, schools can take steps to ensure that they are both represented and integrated into the MACS structure. Additionally, school officials should work to ensure that school and campus procedures and equipment complement those of community responders, and support the formation of MACS.

Once MACS relationships have been established, school officials and community response officials participate in ongoing, collaborative planning sessions, including training and emergency exercises. Although the exercises are designed to test the MACS' capacities; identify gaps and weaknesses; and test and validate facilities, equipment, personnel, procedures and integrated communications, they offer additional opportunities for practice and nurturing relationships.

Activities demonstrating that schools/HEIs support MACS coordination include:

- Ensuring interoperability of communication devices with partners and local government;
- Integrating and documenting procedures from all response partners, including public health, mental health, fire, and law enforcement departments and agencies;
- Participating in MACS exercises and debriefings, and integrating determined modifications to plans; and
- Writing partnerships agreements that detail each partner's roles and responsibilities, procedures and protocols, and transfer of command.

COMMAND AND MANAGEMENT
NIMS Implementation Activities For Schools and Higher Education Institutions

Activity 4 - Establish a Public Information System (PIS) within the ICS framework.

All schools and higher education institutions (HEIs) establish a Public Information system within the ICS framework. Public Information includes the assignment of a Public Information Officer and the creation of a Joint Information System and a Joint Information Center.

Association to NIMS

The Public Information System (PIS) establishes a system and protocol for gathering, verifying, coordinating, and disseminating timely and accurate information during a crisis or emergency situation on behalf of the incident commander.

This system uses a single Public Information Officer (PIO) to create a single message on behalf of the many agencies and organizations involved. Using the pre-established policies and protocols, the PIO is the sole person responsible for communicating with the community and media and working to ensure every stakeholder has the necessary information for supporting an effective response. For schools and HEIs, a PIO may communicate to the media a brief description of the event; the school's or HEI's response; and the condition of the students, staff, and visitors. The PIO is pivotal for giving directives on family reunification for K-12 schools, making connections between families and students on campus at HEIs, as well as communicating with students about staff.

Two additional and critical components of the PIS are the Joint Information System (JIS) and the Joint Information Center (JIC). The JIS works to create a single message from multiple response agencies. This is another mechanism to ensure delivery of timely and accurate information. The JIC is a physical location where public information professionals from the organizations involved in the incident response activities can co-locate to exchange critical emergency information, communicate crisis communications, and conduct public affairs functions.

Implementation Guidance

K-12 schools and HEIs should identify and train at least one Public Information Officer (PIO) who is responsible for media and public inquiries before, during, and after an incident. Prior to an incident occurring, the designated PIO should establish working relationships with a variety of local media outlets. The stronger a PIO's relationship is with the local media, the more the media can be of help during an emergency. A single point of contact for the media will help ensure the community receives the necessary information, and subsequently contribute to an effective incident response. The PIO has a distinct role within the ICS, and therefore, the Incident Commander should not also serve the role of the PIO.

The PIO will have roles and responsibilities throughout the four phases of school emergency management. The PIO can create information awareness campaigns for students, staff, and families promoting key prevention-mitigation and preparedness messages. The PIO should also create basic templates in advance addressing a wide variety of scenarios. Therefore, if an emergency were to occur, templates could be tailored quickly to provide the community with essential information. For example, a PIO can maintain an informational page on the school or HEI's campus website, providing preventative information such as how to prevent the spread of germs and critical response information such as how to get information and directives in the event of an emergency.

Roles and Responsibilities of the District, School, or HEI Public Information Officer

During an event, the school or HEI Public Information Officer (PIO) handles:

- Media and public inquiries;
- Emergency public information and warnings;
- Rumor monitoring and response;
- Media monitoring;
- Disseminating accurate and timely information related to K-12 school family reunification;
- Disseminating accurate and timely information related to creating contact between students on campus and family members at home; and
- Other functions required for coordinating and clearing information with appropriate authorities.

Depending on the nature of the incident, the joint information center might be located on or near a school campus. During incidents that occur beyond school grounds, the joint information center should be situated at a separate location predetermined by the local emergency plan. Schools should plan for both scenarios.

Activities demonstrating schools and HEIs are establishing Public Information and its key components (Public Information Officer, Joint Information System, and Joint Information Center) are documented in the emergency management plan and include:

- Identifying a PIO to be the primary liaison for communicating with the public during an emergency;
- Disseminating all pertinent information through the designated PIO;
- Creating their own information centers to execute predetermined processes and procedures for communication during and after a crisis;
- Identifying the processes and procedures for utilizing a PIS, PIO, JIS, and JIC;
- Creating processes for verifying, coordinating, and disseminating information during an incident;
- Determining the names, roles, and responsibilities of the PIO;
- Detailing the management and coordination of publication information with community partners; the media; and the community, including parents, guardians and families;
- Completing all applicable on-line Emergency Management Institute Independent Study courses;
- Developing a plan for communicating critical emergency information to K-12 families in advance and ensuring ongoing crisis communications during an incident; and
- Working with the media proactively to form and communicate response policies and protocols (e.g., when and why an evacuation is ordered and subsequent steps for reunification).

PREPAREDNESS: PLANNING
NIMS Implementation Activities For Schools and Higher Education Institutions

Activity 5 — Establish NIMS strategy and timeline for full implementation.

All schools and higher education institutions (HEIs) establish a NIMS implementation strategy to assess current status of progress towards fulfilling the *NIMS Implementation Activities for Schools and Higher Education Institutions*.

Association to NIMS

Within the six NIMS components, preparedness activities are operationally focused on establishing guidelines, protocols, and standards for planning, training and exercises, personnel qualifications and certification, equipment certification, and information management. NIMS implementation activities are designed to support the building and maintenance of the NIMS structure and approach across multiple jurisdictions and disciplines, at all levels of government. In order for NIMS to effectively support the community, schools and HEIs are urged to fulfill and maintain these implementation activities in close coordination with community partners.

Implementation Guidance

The baseline identifies completed activities and those activities to be developed or completed in close coordination with community partners. K-12 schools and HEIs should develop a strategy and accompanying timeline for completing all *NIMS Implementation Activities for Schools and Higher Education Institutions*. Established partnerships will help facilitate the sharing of information necessary to monitor NIMS compliance progress, build capability, and promote safety and security for schools and HEIs.

NIMS compliance for schools and HEIs receiving Federal preparedness funding is self-assessed and self-reported — it is the sole responsibility of the district, school, or HEI to self-certify that it is supporting NIMS and implementing the required activities. However, NIMS compliance is a community-wide and interdependent effort. Schools, response organizations, and local government must work together to support NIMS components, policies, and procedures. Implementation of NIMS in every tribal and local jurisdiction establishes a baseline capability that, once established nationwide, can be used as a foundation upon which more advanced homeland security capabilities can be built. Therefore, to determine the community-wide incident preparedness level, it is important that schools, HEIs, and the local government work together to integrate and coordinate self-assessments of school and HEI preparedness.

Annual NIMS compliance activities are progressive, building from the prior years' focus and requirements. NIMS Implementation Activities For Schools and HEI are also developmental, growing from year to year. The accompanying checklist to the NIMS Implementation Activities reflects school and HEI implementation activities through Fiscal Year 2007. It is important that schools and HEIs stay current with the directed implementation activities in order to enhance their own preparedness as well as that of the community.

Activities demonstrating schools and HEIs annual self-assessment and coordinated analysis with community partners include:

- Documenting and tracking NIMS adoption and maintenance of requirements at the operational campus, and school levels;
- Creating a strategy and timeline for fulfilling all school and HEI NIMS implementation activities;
- Tracking staff and faculty student completion of ICS and NIMS courses;
- Coordinating assessment timelines with community partner timelines;
- Scheduling and conducting assessment reviews and data analysis; and
- Using the accompanying checklist for *NIMS Implementation Activities For Schools and HEIs*.

Activity 7 – Update emergency management plans to incorporate NIMS and reflect National Response Framework (NRF).

All schools and higher education institutions (HEIs) work closely with community partners to revise and update the emergency management plans to reflect National Response Framework (NRF) and incorporate NIMS components, principles, and policies. School and HEI emergency management plans detail processes for planning, training, response, exercises, equipment, evaluation, and corrective actions. These processes are developed collaboratively between the school and campus teams and the partners from the local first response agencies.

Association to NIMS

NRF supports the nation in the event of an emergency incident in the same manner NIMS supports local communities.² NRF builds from NIMS and extends its flexible, scalable, and adaptable coordinating structures to align key roles and responsibilities across jurisdictions, throughout the nation using all-hazards response guidance. Furthermore, using a tiered-response, the NRF is always in effect working to ensure the nation is continually ready to coordinate assistance without a formal activation.

The tenets of the HSPD-5 NIMS, and NRF are interconnected and are designed to be synchronized at the community level. In the spirit of HSPD-5 “Managing Domestic Incidents.” NIMS, and the NRF, the school emergency management plan should document and describe organizational structures, roles and responsibilities, policies, and protocols for providing emergency support. The planning activities and the continually refined plan facilitate a coordinated response; hasten the start of recovery activities; and drive decisions on prevention and mitigation efforts or risk based preparedness measures for specific hazards. The school emergency management plan is a reference documents detailing the procedures for performing a single function or a number of independent functions.

Implementation Guidance

School and campus leadership should work with community partners to ensure compatibility of emergency management systems, procedures, and equipment at the State-level and across multiple jurisdictions. Following the NRF, schools and campuses should work to ensure they are not only continually ready to activate an all-hazards response, but also are continually compatible with partnering response entities across multiple jurisdictions and disciplines. Using the principles articulated in NIMS and NRF, schools and HEIs should engage community partners to develop site-specific school and campus emergency management plans that provide strategies and appropriate timelines for providing training, practice, and enhancement opportunities.

NIMS and NRF also emphasize ongoing plan maintenance and continual improvement. School and campus emergency management teams should collaboratively review and update plans with

²Published by the U.S. Department of Homeland Security in February 2008, the NRF supersedes the National Response Plan.

partners. Any update should reflect the adoption of NIMS and its implementation activities throughout the four phases of emergency management. The plans should reflect NRF and its tenets for continual improvement through training, exercises, and debriefing activities. The plans should document the formally established relationships with community partners.

Once updated, plans should be tested and reviewed through emergency exercises to determine and measure their functional capability. Exercise designs include evaluation and debriefing activities that facilitate a critical analysis of the plan — identifying what went right, and what needs to be improved upon. Collaborative plan reviews should be conducted at least annually and following any event or incident requiring response activities.

The district, school, and HEI plans should detail the team’s processes and timelines for continually:

- Identifying and meeting training needs;
- Developing, conducting, and evaluating exercises including plan updates and enhancement activities;
- Procuring or obtaining required incident response resources through mutual aid mechanisms and vendors/suppliers; and
- Assessing and prioritizing risks specific to the school community and campus.

Activities demonstrating schools and HEIs are integrating principles of NIMS, NRF, and continual improvement include:

- Reporting school and campus emergency activities to local community partners, and operational offices;
- Formalizing partner agreements detailing roles and responsibilities in reviewing, maintaining, and continually enhancing the plan;
- Scheduling and conducting plan review meetings with community partners;
- Designing, conducting, and evaluating collaborative emergency exercises that include testing specific components of the plan and its capabilities;
- Leading debriefing meetings and writing after-action reports that put forth tangible activities and timelines for updating the plan; and
- Submitting the revised plan to the local community government.

PREPAREDNESS: PLANNING
NIMS Implementation Activities For Schools and Higher Education Institutions

Activity 8 – Participate in and promote mutual aid agreements.

All schools and higher education institutions (HEIs) participate in and promote interagency mutual aid agreements, to include agreements with public and private sector and/or non-governmental organizations (NGOs).

Association to NIMS

Mutual aid is a legal agreement between two or more entities in which they agree to assist one another when their respective resources cannot meet demands. Memorandums of Understanding (MOU) and/or Agreement (MOA) are voluntary commitments exercised at the discretion of the participating entities based on partnerships' specific needs and available resources to meet demands. The signed agreements reflect each partner's roles and responsibilities for providing assistance.

Examples of mutual aid agreements include:

- **Direct One-on-One Mutual Aid**: resources are obtained from local entities.
- **State Coordinated Mutual Aid**: once local and direct one-on-one mutual aid resources have been exhausted, schools and HEIs can coordinate with local emergency management who can request additional resources through the state emergency management agency.
- **Interstate Mutual Aid**: once State coordinated mutual aid resources have been exhausted, state emergency management can activate Emergency Mutual Aid Compact (EMAC). EMAC is more readily available since conditions for providing assistance have been established prior to an event.

Mutual aid agreements are established between districts, schools, HEIs, private sector and nongovernmental organizations to supply personnel, equipment, supplies, facilities, services (i.e. transportation, mental health services), etc. These agreements need to be authorized by officials from each of the participating agencies and jurisdictions.

Implementation Guidance

Schools and HEIs should establish written mutual aid agreements with neighboring districts and campuses, public and mental health agencies, law enforcement and fire agencies, healthcare systems, transportation service providers, etc. Established mutual aid agreements should be shared with local emergency management prior to an incident occurring and should detail the roles and responsibilities specific to each individual partner as opposed to generic statements of support. The responsibilities listed should connect directly to activities and objectives outlined in the school and campus emergency management plan.

The mutual aid system is not a replacement for any individual district, school, or campus emergency planning; rather, it will provide schools or HEIs the additional resources to build their capacity during response and recovery from an incident if needed. It is intended to reinforce each partner's commitment to the sustainability and improvement of the plan as well as each partner's support for the implementation of NIMS.

Agreements demonstrating mutual assistance aid include:

- Definitions of key terms used in the agreement;
- Roles and responsibilities of individual parties;
- Procedures for requesting and providing assistance;
- Procedures, authorities, and rules for payment, reimbursement, and allocation of costs;
- Notification procedures;
- Protocols for interoperable communications;
- Relationships with other agreements among jurisdictions;
- Workers compensation;
- Treatment of liability and immunity;
- Recognition of qualifications and certifications; and
- Sharing agreements, as required.

PREPAREDNESS: TRAINING
NIMS Implementation Activities For Schools and Higher Education Institutions

Activity 9 – Key school and campus personnel complete NIMS training.

All schools and higher education institutions (HEIs) key personnel complete training.

Association to NIMS

Training is one of the most important NIMS implementation activities that Federal, State, territorial, tribal and local entities must complete as they work towards becoming fully compliant with NIMS. The Federal Emergency Management Agency (FEMA) and its training branch, the Emergency Management Institute (EMI), provide training to all officials with emergency response roles and responsibilities. Training requirements are prescribed based on the school or HEIs officials' role and responsibilities in emergency management and incident response.

The U.S. Departments of Homeland Security and Education recommend all “**key personnel**” involved in school emergency management and incident response take the NIMS, ICS, and NRF training courses and support the implementation of NIMS. Because every school, district, and HEI is unique, and works from different operations and management structures, key personnel will vary from education community to community. Therefore, schools and HEI emergency management teams should use their discretion to identify *key personnel* at each of their institutions.

Currently, *key personnel* are required to complete four courses in order for an individual or organization to be considered NIMS compliant through FY 2007. To date, the following courses are required:

- **ICS-100:** *Introduction to the Incident Command System*
- **ICS-200:** *ICS for Single Resources and Initial Action Incidents*
- **ICS-700:** *NIMS, An Introduction*
- **ICS-800.B:** *National Response Framework, An Introduction*

NOTE:

1. Completion of course *IS-100.SC: Introduction to the Incident Command System, I-100, for Schools*, constitutes completion of course ICS-100. This course was specifically designed to provide ICS training within a K-12 school-based context.

2. A new course *IS-800.B: National Response Framework* has replaced the previously existing ICS-800, National Response Plan training. If personnel have completed the previous version of this course, they do not need to take the replacement course in order to be considered compliant. However, it is recommended they complete the updated course in order to have the same information as their partners.

Implementation Guidance

U.S. Departments of Homeland Security and Education recommend all "key personnel" involved in school emergency management and incident response be trained in NIMS, ICS, and NRF. Because the process for defining key personnel is complex and schools and HEIs have frequently requested feedback, ED has developed recommendations for consideration when determining who should be trained in which courses.

Schools and HEIs should identify *key personnel* to receive training based on their roles and responsibilities in the overall emergency management program as well as the specific responsibilities related to emergency preparedness, incident management, or response. Schools and HEIs should identify 1.) **General Personnel**, 2.) **Critical Personnel**, and 3.) **Leadership**.

1. **General Personnel:** Personnel with **any** role in emergency preparedness, incident management, or response.

Depending on the school or HEI campus, general personnel may include:

- Emergency Management (Crisis/Incident Response) Team members
- Nurses and Health Officials
- School Resource Officers
- School Security Officials
- Counselors, Psychologists, Psychiatrists
- [Information] Technology Specialists
- Bus Drivers
- Administrators
- Educators/Faculty
- Coaches and Athletic Staff
- Facilities, Housing, and Food Preparation Staff
- Resource staff, paraprofessionals, and support personnel

General personnel should take the following TWO courses:

- *ICS 100: An Introduction to ICS for Schools*
- *IS-700 NIMS: An Introduction*

2. **Critical personnel:** Personnel with a **critical** role in response such as the Incident Commander, command staff, general staff, or member of another key campus emergency management team. This will vary depending upon the school or HEI campus.

- Command staff typically refers to any staff that serves in the following role of incident commander, public information officer, safety officer, or liaison officer.
- General staff includes any staff that serves on the operations, planning, logistics, or finance/administration branches of the Incident Command System.

Critical personnel should take the following FOUR courses:

- *ICS 100: An Introduction to ICS for Schools*
- *IS-700 NIMS: An Introduction*
- *IS-/ICS-800.B National Response Framework, An Introduction*
- *IS-/ICS-200 ICS for Single Resources*

3. **Leadership Personnel:** Personnel with a **leadership** role and are typically obligated to command and manage incidents that occurred on the school or HEI campus in the absence of traditional incident response personnel (e.g., school or IHE Incident Commander). Leadership personnel also include those who would likely be integrated into a more advanced ICS role (unified command and management) should it become necessary.

Depending on the school or HEI campus, leadership personnel may include the following personnel:

- Institution President
- Superintendents
- Provosts
- Director of Campus Security
- School Security Chief
- Campus Chief of Police

The following additional courses are recommended for leadership personnel:

- ICS-300 Intermediate Incident Command System
- ICS-400 Advanced Incident Command System: *ICS-400 Advanced Incident Command System*

NOTES ON ADDITIONAL TRAINING

- ICS-300 and ICS-400 *may* be appropriate for school or HEI campus personnel typically obligated (required) to command and/or manage an incident in the absence of traditional emergency/incident response personnel – for example, the incident commander.
- ICS-400 may be appropriate for school or HEI campus personnel who would likely be integrated into a more advanced ICS role (unified command and management) should it become necessary.
- School or HEIs emergency management teams might discuss the need for this training for appropriate campus staff in close consultation with their local community partners.
- ICS-300 and ICS-400 are not available online and must be taken through in-person State, tribal, and local emergency management training programs.

NIMS courses are administered and accessible in multiple formats.

1. Instructor

Schools and campuses can work with their community partners to identify a qualified instructor and conduct joint training opportunities. The National Integration Center (NIC) Incident Management Systems Division has developed guidance that outlines the content and objectives for acceptable NIMS training materials. Any agency or organization sponsoring NIMS training is responsible for ensuring that the materials being taught adhere to the guidelines provided in the Five-Year NIMS Training Plan.³ In addition, the sponsoring organization must also verify the qualifications of the instructors based on the guidance provided by the NIC. Certificates of course completion are also the responsibility of the sponsoring agency or organization.

³ The National Standard Curriculum Training Development Guidance document dated March 2007 was replaced by the Five-Year NIMS Training Plan, published February 2008.

2. On-line, Independent Study

The Federal Emergency Management Agency (FEMA) and its training branch, the Emergency Management Institute (EMI), offer numerous online, independent study courses that are free and include certificates of completion. The ICS- 100, 200, 700, and 800.B courses are all available online as Independent Study (IS) courses offered through the FEMA's Emergency Management Institute (EMI) at <http://training.fema.gov>. However, ICS-300 and ICS-400 are not available online and must be taken in the classroom.

3. State Homeland Security and Emergency Management Agencies

Local or State Emergency Management Agencies offer training in a classroom setting. School emergency management officials should contact their partners for details on course schedules and logistics.

EMI offers additional NIMS-related online courses that support school emergency management for schools and HEIs:

- IS-701 NIMS Multi-Agency Coordination System (recommended for heads of school and HEI campus emergency management planning programs and ICS Teams)
- IS-702 NIMS Public Information System (recommended for school and HEI campus Public Information Officers)
- IS-703 NIMS Resource Management (recommended for heads of school and HEI campus emergency management planning programs and ICS Teams)

NOTE: For additional information on accessing NIMS training courses please see Appendix B.

Activity 10–Incorporate NIMS and ICS into all emergency management training and exercises.

Schools and higher education institutions (HEIs) incorporate the NIMS and ICS frameworks, principles, and approaches into all trainings and exercises (e.g., table-tops, full-scale drills etc.).

Association to NIMS

School and campus incident response personnel must be adequately trained and practiced in the systematic implementation of NIMS and the ICS. Continual training, practice, and updates to the plan are critical components. Every opportunity should be provided to better integrate NIMS and ICS into these activities. School staff need practical exposure to NIMS and its tenets, in both their school emergency management activities and day to day activities when possible. Because of NIMS reliance on multiple organizations conducting themselves in a similar manner, everyone will need to practice the system developed in conjunction with partners. The strength of NIMS and ICS as foundations for effective response are dependent on training, functional exercises, and updates to the plan.

It is recommended that schools and HEIs participate in realistic multi-disciplinary and multi-jurisdictional exercises to improve integration, interoperability, and response. Functional exercises provide opportunities for realistic practice using the standardized NIMS approach for building relationships and increasing integration with partners.

Implementation Guidance

Schools and HEIs should include NIMS and ICS policies and practices into internal and external training and exercises. During trainings and exercises, plans should be reviewed to ensure school officials are knowledgeable and able to carry out properly their roles and responsibilities during an incident. This is especially critical for scenarios that require a transfer of command. All staff must know, at all times, who is in charge and how to respond under the new command.

In addition to training and practice directly with partners, schools should consider conducting activities that involve the greater community — students, staff, families, and the media. Everyone needs to be informed and trained on their responsibilities in advance of an emergency. For example, families should know how to get information (i.e., website, local radio or TV station) for reunification during an event at a K-12 school. If there is an evacuation or a lockdown in progress, parents and guardians arriving at the school door will impede effective responses. With prior instructions, emergency response and reunification can take place safely and smoothly.

Activities demonstrating schools and HEIs are the incorporating NIMS and ICS principles into all emergency management training and exercises include:

- Documenting the use of NIMS and ICS in all training and exercise programs;
- Creating a timeline for providing appropriate training in collaboration with community partners;
- Creating a timeline for multi-jurisdictional exercises; and
- Creating a timeline for coordinated activities aimed at enhancing the plan.

Activity 11 – Participate in an all-hazard exercise program based on NIMS that involves first responders from multiple disciplines and jurisdictions.

Schools and higher education institutions (HEIs) will participate with partners in an all-hazard exercise program based on NIMS that involves first responders from multiple disciplines, agencies, and organizations.

Association to NIMS

Schools and HEIs will be appropriately trained with their community partners to improve all-hazards incident response capabilities. All agencies involved in incident response participate in realistic multi-disciplinary and multi-jurisdictional exercises to improve integration and interoperability. This type of training ensures that personnel at all jurisdictional levels and across disciplines can function effectively together during an incident. Joint practice will help bridge the gaps between the educational community and their partners.

Schools and campuses can design, conduct, and evaluate a variety of functional exercises to achieve proficiency. Drills provide instruction and/or training for personnel on particular roles, responsibilities, plans, and/or equipment. Additionally, these exercises test the plan. These scenario-based trainings are categorized by tabletops, functional exercises, and full-scale exercises.

- **Tabletops** allow the collaborative team to talk through an emergency scenario in an informal, stress-free environment. A tabletop exercise is a facilitated, scenario-based group discussion regarding the coordination of plans, procedures, and resources with partners. It typically lasts two to four hours and can be used as a getting to know you meeting.
- **Functional Exercises** are stressful simulated events that allow participants to work through plans and procedures in a real-time scenario, typically based in an operations center environment. The exercise pace can be increased or decreased depending on participants' ability to work through their plans and procedures. School buildings and campuses are useful settings for hosting simulated events because they provide realistic sites for training and give partners advance-knowledge of the building.
- **Full-scale Exercises** involve multi-agency responses where resources are actually deployed. Exercises require participants to move actual people and use the authentic apparatus while working through plans and procedures in real-time. All factors are taken into consideration allowing for the activation of the ICS as necessary.

Implementation Guidance

Schools and HEIs should participate in local, regional, and/or State multi-discipline and multi-agency exercises twice per year or every 2 years (dependent on the type of drill or exercise to be held and the size and complexity of the systems involved). Exercise activities should address immediate response (lockdown, evacuation, and shelter-in-place), notification and communication systems, transfer of

command, first-aid, family reunification, and resource management. Exercises can be conducted through drills, tabletop, functional, and/or full-scale exercises.

It is strongly encouraged that personnel conducting drills or helping to plan exercises should have the experience and documented training to facilitate these events. Such exercise design and evaluation training is available from federal and state emergency management agencies.

Evaluators should also be included in all of the planning meetings. The evaluation should be developed progressively, taking into account issues addressed during the exercise development process. As the evaluation tool is being developed, it needs to be framed around four cornerstones:

1. The current capacity to respond to an emergency;
2. Implementation of NIMS compliance activities;
3. Collaboration and integration with community partners; and
4. The unique goal or statement of purpose and criteria of the specific emergency exercise.

Evaluations should provide both quantitative and qualitative data and contribute to improvements in the plan. The ability to identify both strengths and areas for improvement is critical to strengthening the exercise program, the plan, and the partnerships.

Implementation Examples

School and campus emergency management activities demonstrating participation in an all-hazard exercise program include:

- Scheduling and conducting a series of planning meetings and an exercise with community partners;
- Developing a timeline for an exercise program — i.e., schedule meetings for tabletops, functional exercises and full-scale drills;
- Using an evaluator in all meetings for developing a tailored tool capturing the effectiveness of the plan, capacity of the team, implementation of NIMS activities, and the ability to respond to the specific scenario; and
- Informing the local media and community of the event before, during, and after it occurs.

PREPAREDNESS: EXERCISES
NIMS Implementation Activities For Schools and Higher Education Institutions

Activity 12 –Incorporate corrective actions into preparedness and response plans and procedures.

All schools and HEIs will incorporate corrective actions into preparedness and response plans and procedures with community partners.

Association to NIMS

NIMS implementation activities work to build emergency management capacity at the community, State/territorial, and Federal levels. This capacity depends on continual improvement activities such as training, exercises, and updates to the plan. Corrective action plans are designed to apply lessons learned from actual events, trainings, or exercises. For example, following a full-scale drill, exercise participants would host a debriefing meeting with the partners and evaluator identifying what went well, and what did not. Using these lessons learned, an After Action Report (AAR) is created along with identified changes for strengthening the plan. Corrective actions make up the improvement plan along with responsible parties and timelines.

Implementation Guidance

After schools and HEI campuses conduct a drill or exercise, a review of activities should be conducted to identify strengths and weaknesses in the plan regarding preparedness, protocols, personnel, equipment, and resources. The school and campus emergency management team should host a debriefing meeting and review the data captured in the evaluation process. After a thorough analysis of the exercise, a corrective action plan should be created and the following aspects should be included:

- The identified corrective action to address the issue(s) or deficiency(ies) found;
- The responsible person or group of people to implement the corrective action;
- The due date for completion of the corrective action;
- Assessment to determine effectiveness of corrective action installed; and
- An indication that the resulting corrective action will be incorporated into all plans and procedures once completed.

School and campus emergency management team activities that demonstrate commitment to incorporating corrective include:

- Identifying strengths and weakness identified in the plan by:
 - Holding debriefing meetings,
 - Reviewing evaluation data collected, and
 - Writing AARs;
- Developing corrective action plans that include:
 - A description of the issue and corrective action,
 - A timeline and person(s) responsible for implementation, and
 - Standards for ensuring the issue is adequately addressed;
- Updating the plan to reflect corrective actions.

Activity 13 – Response Inventory

All schools and higher education institutions (HEIs) maintain an inventory of organizational response assets — equipment, resources, and supplies.

Association to NIMS

Resource management involves coordinating and overseeing the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources include personnel, teams, facilities, equipment, and supplies. Resource inventory is maintained throughout the four phases of emergency management (Prevention-Mitigation, Preparedness, Response, and Recovery.)

For example, during the response and recovery phase, personnel, supplies, and equipment may be needed from agencies, organizations, and service providers. Memorandums of Agreement (MOA) and Memorandums of Understanding (MOU) established during the preparedness phase will help ensure schools and campuses are able to secure the necessary services and supplies.

NIMS standardizes the procedures, methodologies, and functions involved in resource management before, during, and after an incident. As with other activities, completing inventories with community response partners and making agreements in advance of an emergency will help ensure resources move quickly and efficiently to support managers and emergency responders. When they are established, multi-agency coordination entities may also prioritize and coordinate resource allocation and distribution during incidents.

Implementation Guidance

Schools and HEIs should support a process for maintaining resources, equipment, tools, and supplies in advance of an emergency and another for securing additional emergency stock in the event that it is needed. The process includes identify the roles and contributions of schools and their partners, persons responsible, and a timeline for replenishing supplies. Additionally, the process should include advance planning with community organizations and agencies for their contributions during an emergency. For example, if a school contracts with a company to provide school bus transportation services, they might formally document and arrange for prioritized services in the event of an emergency evacuation.

When creating MOUs and MOAs in the preparedness phase, schools and their community partners can address these issues. Agreements can include these maintenance processes as well as the specific resources, supplies, and services that would be needed during the response phase. MOA information may include the following:

- Contact information of who the agreement is with;
- Types or actual services, supplies, and equipment to be provided;
- Mobilization method and receipt of resources;
- Tracking and reporting of resources;
- Recovery of resources; and
- Reimbursement of resources.

The emergency management team should select supplies that address the needs of the specific school and campus, its population, climate, facilities, and resources. The plan should document persons responsible for making sure supplies and go-kits are properly stocked and replenished.

In case of an emergency evacuation, it is helpful if every classroom and administrative office (i.e., principals, nurse, facilities, cafeteria) maintain a “go kit,” a self-contained and portable stockpile of emergency supplies, often placed in a backpack and left in a readily accessible but secure location so that it is ready to “go.” Schools and campuses may store emergency supplies in case its students and staff are required to shelter in place due to an emergency or a lockdown. All supplies should be securely stored in an accessible, central location. They should be labeled, protected, and maintained. Supplies that have expiration dates (such as batteries, food, water, and prescription medications) must be replenished as needed.

School and campus emergency management activities demonstrating integrated maintenance of inventories include:

- Sharing resource inventory information with partners to identify gaps and redundancies;
- Documenting MOAs or contracts for securing additional services, supplies, and equipment during an emergency; and
- Documenting contents, persons responsible, and timelines for quality assurance of go-kits and supplies.

Activity 14–Resource Acquisition

To the extent permissible by law, schools and higher education institutions (HEIs) ensure that relevant national standards and guidance to achieve equipment, communication, and data interoperability are incorporated into acquisition programs.

Association to NIMS

In order for a common operating system to exist, equipment, communications, and data interoperability must be standardized and understood by all. Schools and HEIs should be able to communicate directly with their own staff via phone, computer, and/or radio. An incident or event may disable one or more communication methods, resulting in limited communication resources. For that reason, it is helpful for schools and campuses to build redundancy into their communications plans by ensuring multiple modes of communication are available in case of an emergency. The coordination and usage of common equipment and data sources allows for communications still to function when infrastructure (e.g., phone lines, computer lines) has been impacted. Information technology, phone, and radio communications allow for information to be relayed and coordinated in real-time.

Implementation Guidance

To the extent possible, schools and HEIs should work with their community partners to establish common equipment, communications, and data interoperability resources and standards. School and campus assets should be compatible with those their community partners will be using during incident response. Partners include law enforcement, fire personnel, local hospitals, emergency medical services (EMS), public health, mental health, and any partner with a role in emergency response. To establish and maintain a common operating picture, schools, HEI campuses, and their emergency management partners must work to ensure that accessibility and interoperability are principle goals.

School and campus activities demonstrating an effort to achieve national, State and local equipment, communication, and data interoperability standards includes:

- Coordinating with community partners to emphasize the interoperability of response equipment, communications, and data systems; and
- Making purchasing decisions based on the interoperability of the communications equipment.

COMMUNICATION AND INFORMATION MANAGEMENT

NIMS Implementation Activities For Schools and Higher Education Institutions

Activity 15–Standard and Consistent Terminology

All schools and higher education institutions (HEIs) apply standardized and consistent terminology for school and campus incidents, including the establishment of plain English communication standards across the public safety sector.

Association to NIMS

Effective communications, information management, and information and intelligence sharing are critical aspects of emergency response and emergency management. To support this, NIMS emphasizes the importance of using uniform terminology and plain English to ensure that incident response commands can be easily understood by all.

Communications and information management is reciprocal and requires all partners to speak the same language and use the terminology. When operating in a multi-discipline and multi-jurisdictional setting, using a common language among entities will help to alleviate confusion and miscommunication. This includes both verbal communication and communication equipment.

Implementation Guidance

To support the implementation of NIMS and to ensure effective multi-agency responses, schools and HEIs should use a common language based on plain English. Incident response commands should be communicated uniformly and be understood easily by educational staff (including new personnel, substitutes and volunteers), first responders, and all other community partners. School district and campus staff should use vocabulary and terminology that match that of their community partners. Clear communication standards, including encouraging the use of plain English, should be developed and used in the plan, training activities, and emergency exercises. These communications must be understood by all who need to respond — clear communication should be understood by people new to the community, learning English, and who have auditory impairments.

Furthermore, schools and HEIs should establish a common language that is consistent with the language used by their community partners. Schools, local emergency management, law enforcement, emergency medical services, fire department, and public health personnel all need to become familiar with a common set of terminology — based on plain English. Plain English will bridge the “cultural” and “technical “gaps” between partners. Schools and their partners should use plain English in their plans, training activities, and exercises.

When groups use code words, color codes, and color placards to communicate information during an emergency, they are only effective if all partners agree to their meaning and everyone is trained in the system and is able to remember the codes under duress — new staff, new students, substitutes, new community members, new first response partners, etc. For example, if a district uses terminology such as “Code Red” to indicate a lockdown, a new student or a substitute teacher who is new to the school or to the district may not know what this code means and may not be trained on the required response procedures. Furthermore, everyone would have to be able to recall and process codes. This may be a challenge for many people during an emergency. Instead, if the word “lockdown” is used, and if instructions to lock the doors are given, new or temporary staff will have more information and

are likely to respond more effectively, ensuring the safety of the entire school community. To help ensure clear communication, schools and HEIs should initiate dialogue with the community partners to establish a universal approach to language during emergencies.

School and campus emergency management activities demonstrating an emphasis on plain English include:

- Documenting in the emergency management plan the use of plain English;
- Conferring with partners to agree upon a set of common terminology (e.g., lockdown, evacuate) based on plain English;
- Providing training activities that emphasize the use of plain English;
- Designing, conducting, and evaluating emergency exercises to identify that communications are accessible to all participants and presented using plain English; and
- Designing, conducting, and evaluating emergency exercises to identify that communications equipment are interoperable.

APPENDIX A: RESOURCES SUPPORTING SCHOOL AND HIGHER EDUCATION INSTITUTIONS (HEIS) IMPLEMENTATION OF NIMS

The U.S. Department of Education and the U.S. Department of Homeland Security offer numerous resources to support building school and HEI emergency management capacity:

“Emergency Planning” Website

The U.S. Department of Education’s (ED) Office of Safe and Drug-Free Schools (OSDFS) offers the “Emergency Planning” Website designed to support administrators. It is accessible at <http://www.ed.gov/admins/lead/safety/emergencyplan/index.html>.

Readiness and Emergency Management For Schools (REMS) Technical Assistance (TA) Center

ED also offers training, resources, and technical assistance to the education community through its REMS TA Center. The REMS TA Center is accessible at <http://rems.ed.gov>.

“School Preparedness” Website

DHS offers resources to the education community through its website named "School Preparedness." The site, offering information and resources, is accessible at http://www.dhs.gov/xprevprot/programs/gc_1183486267373.shtm.

National Integration Center (NIC) Incident Management Systems Integration Division (IMSID)

DHS created the NIC Incident Management Systems Integration Division. Administered through the Federal Emergency Management Agency’s (FEMA), it oversees the maintenance and refinement of the NIMS and offers resources promoting its adoption. The NIC IMSID is accessible at <http://www.fema.gov/emergency/nims/index.shtm>.

NIMS Guides

The [National Integration Center \(NIC\) Incident Management Systems Division Home](http://www.fema.gov/emergency/nims/rm/guide.shtm) presents “NIMS Guides” on its website. The NIMS Guides provide clarification on NIMS and provides updates to specific elements of the NIMS document. It is accessible at <http://www.fema.gov/emergency/nims/rm/guide.shtm>.

Lessons Learned Information Sharing (LLIS) Web Portal

DHS established LLIS to help first responders, emergency planners and managers, and homeland security partners share information to prevent, prepare for, and respond to terrorism. Additional information on gaining authorization and access to this secure web portal may be found at <https://www.llis.gov>.

Emergency Management Institute (EMI)

EMI is the FEMA training branch and provides training to the emergency management field. For example, EMI administers the “Introduction to the ICS for Schools” (IS-100.SC), which was developed collaboratively by DHS and ED for schools and HEIs. School emergency management officials can access the free, on-line independent study training courses through EMI’s website accessible at <http://training.fema.gov/>.

APPENDIX B: ACCESSING NIMS TRAINING COURSES

NIMS courses are administered and accessible in multiple formats:

- 1.) Instructor,
- 2.) On-line, Independent Study, and
- 3.) State Homeland Security and Emergency Management Agencies

1. Instructor

Schools and campuses can work with their community partners to identify a qualified instructor and conduct joint training opportunities. The National Integration Center (NIC) Incident Management Systems Division has developed guidance that outlines the content and objectives for acceptable NIMS training materials. Any agency or organization sponsoring NIMS training is responsible for ensuring that the materials being taught adhere to the guidelines provided in the Five-Year NIMS Training Plan.⁴ In addition, the sponsoring organization must also verify the qualifications of the instructors based on the guidance provided by the NIC. Certificates of course completion are also the responsibility of the sponsoring agency or organization.

2. On-line, Independent Study

The Federal Emergency Management Agency (FEMA) and its training branch, the Emergency Management Institute (EMI), offer numerous online, independent study courses that are free and include certificates of completion. The ICS- 100, 200, 700, and 800.B courses are all available online as Independent Study (IS) courses offered through the FEMA's Emergency Management Institute (EMI) at <http://training.fema.gov>.

ICS-300 and ICS-400 are not available online and must be taken in the classroom.

3. State Homeland Security and Emergency Management Agencies

Local or State Emergency Management Agencies offer training in a classroom setting. School emergency management officials should contact their partners for details on course schedules and logistics.

Additional Training Opportunities

EMI offers additional NIMS-related online courses that support school emergency management for schools and higher education institutions (HEIs):

- *IS-701 NIMS Multi-Agency Coordination System* (recommended for head of school and campus emergency management planning program and ICS Team)
- *IS-702 NIMS Public Information System* (recommended for school and campus Public Information Officer)
- *IS-703 NIMS Resource Management* (recommended for head of school and campus emergency management planning program and ICS Team)

⁴ The National Standard Curriculum Training Development Guidance document dated March 2007 was replaced by the Five-Year NIMS Training Plan, published February 2008.

H.
Plan for
At-Home
(Asynchronous)
Learning



TBP Staff At-Home Learning Guide 2020 - 2021

(TEA Asynchronous Instruction Plan)

Trinity Basin Preparatory (TBP) is committed to providing a meaningful education choice to families that is safe, sustainable, innovative, and promotes student success. Due to the COVID-19 crisis, TBP is responding with an opportunity for parents to choose either In-Person Instruction or At-Home Learning (Asynchronous Instruction) for their student. TBP is also preparing all teachers in Asynchronous Instruction in case of a possible closure order from Texas Education Agency or government officials to close all In-Person Instruction on campuses. Our district is making every effort to ensure that our students' educational opportunities and exposure to the Texas Essential Knowledge and Skills will continue while at home just as if they were in-person. The TBP At-Home Learning Guide has six parts: Communication, Instructional Schedules, Materials Design & Student Progress, Implementation, Student Services, and an FAQ (Frequently Asked Questions). TBP strongly values communication in building understanding and trust with parents, students, and staff, so it was selected as the first section in this plan.

Communication

During school closure or voluntary participation in the At-Home Learning model, it is important that parents, students, and staff are provided consistent, clear communication.

Communication Tools

<p>Skyward & Remind</p>	<p>Trinity Basin Preparatory's main communication tool for parents and students will be Skyward and Remind. Marketing and Communication will post the same information on social media as well. Remind messages will be emailed to guardians listed in Skyward, texted to guardian's primary phone number, and posted in the Remind app if available.</p> <p>Phone numbers and email addresses are pulled from Skyward Student and Staff Information.</p>
<p>TBP Webpage and Canvas</p>	<p>Trinity Basin Preparatory's home web page will be updated with information regarding the At-Home Learning Plan by the Academic Department.</p> <p>All student work and assignments will be delivered via Canvas. Canvas is a web-based Learning Management System.</p> <p>See Additional information about student work in the Materials Design and Student Progress section.</p>
<p>ZOOM</p>	<p>All "live" teacher communication will be done via Zoom. Click on this link for "how to" use Zoom.</p>

Staff Communication:

All communication for At-Home Learning Expectations and Procedures for teachers will be posted in the Canvas At-Home Learning Course > <https://trinitybasin.instructure.com/courses/70>, as well as sent out by the Chief Academic Officer via email by August 5th, 2020.

Frequency of Communication

Parents and students can find updated information about the At-Home Learning Plan on the district's website: www.trinitybasin.com. All other communication will originate from the Marketing/Communication Department (Chief Development Officer Brandon Duck) and follow our TBP standard communications template developed by the communications department. TBP will provide parents and staff additional communication throughout the year about effective strategies for asynchronous learning and in-person learning. Additionally, parents will have access to the TBP At-Home Learning webpage on the district website with additional tools and support for asynchronous instruction.

Principals may communicate to their campus population via the Remind application with the Chief Academic Officer's approval of the outgoing message. Principal daily communication must have the same essential components as the district message to staff and/or parents based on the TBP Standard Communication Protocol/Template.

Communication with Families about Expectations for Asynchronous Instruction

Newsletters and parent surveys have been sent to parents with overviews of in-person and asynchronous to guide parents as they decide what is the best choice for their family. The district will also conduct town hall meetings to answer questions and clear up misconceptions as families select the best choice for their student.

There will be several methods for disseminating expectations for asynchronous instruction to families including a parent agreement and parent training that parents will be required to complete and sign before the school year begins.

Parents will receive weekly communication and feedback from teachers and campus support personnel. Announcements and other important updates will be posted on the TBP website

Instructional Schedules

Instructional schedules will be intentionally designed to ensure teacher interaction with students, teacher availability to support students, student access to instructional support from teachers when needed including direct instruction, engagement with academic material on a daily basis, student IEP and Section 504 plans are followed regardless of learning environment to provide FAPE, and that engagement is equivalent to direct content work that a student would be engaged in over a normal school year. Instructional schedules are also intentionally designed to address the variances between different grade spans of students.

District Required Daily PreK3 Instructional Schedule of Minutes

(may vary by teacher, grade level, and campus)

Time	Content	Student Activity
30min	ELAR	<ul style="list-style-type: none"> Asynchronous whole group (may include optional synchronous instruction) Asynchronous Canvas direct content work and activities Small group synchronous instructional support with teacher
30min	Math	<ul style="list-style-type: none"> Asynchronous whole group (may include optional synchronous instruction) Asynchronous Canvas direct content work and activities Small group synchronous instructional support with teacher
20min	Science	<ul style="list-style-type: none"> Asynchronous whole group Asynchronous Canvas direct content work and activities Small group synchronous instructional support with teacher
20min	Social Studies	<ul style="list-style-type: none"> Asynchronous whole group Asynchronous Canvas direct content work and activities Small group synchronous instructional support with teacher
30min	Electives (Fine Arts/PE)	<ul style="list-style-type: none"> Screencasting and/or Video Broadcasting
60min	All Content	Interventions and/or small group instruction (Synchronous)
45min	All Content	Office Hours (Synchronous)

District Required Daily PK4 Instructional Schedule of Minutes

(may vary by teacher, grade level, and campus)

Time	Content	Student Activity
60min	ELAR	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
60min	Math	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
30min	Science	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
30min	Social Studies	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
30min	Electives (Fine Arts/PE)	<ul style="list-style-type: none"> • Screencasting and/or Video Broadcasting
60min	All Content	Interventions and/or small group instruction (Synchronous)
45min	All Content	Office Hours (Synchronous)

District Required Daily Instructional Schedule of Minutes Kindergarten -4th grade

(may vary by teacher, grade level, and campus)

Time	Content	Student Activity
60min	ELAR	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
60min	Math	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
30min	Science	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
30min	Social Studies	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
30min	Electives (Fine Arts/PE)	<ul style="list-style-type: none"> • Screencasting and/or Video Broadcasting
60min	All Content	Interventions and/or small group instruction (Synchronous) or Asynchronous Canvas direct content work and activities
45min	All Content	Office Hours (Synchronous)

District Required Daily Instructional Schedule of Minutes 5th-8th Grade

(may vary by teacher and campus)

Time	Content	Student Activity
90min	ELA	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
90min	Math	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
45min	Science	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
45min	Social Studies	<ul style="list-style-type: none"> • Synchronous whole group • Asynchronous Canvas direct content work and activities • Small group synchronous instructional support with teacher or independent asynchronous activities
45min	Electives (Fine Arts/PE)	<ul style="list-style-type: none"> • Screencasting and/or Video Broadcasting
60min	All Content	Interventions and/or small group instruction (Synchronous) or Asynchronous Canvas direct content work and activities
45min	All Content	Office Hours (Synchronous)

EXAMPLE: Teacher Asynchronous Schedule **May vary by teacher, grade level, and campus*

7:30 to 8:30	Arrival to Campus, Teacher Planning or Campus Meetings
8:30 to 11:30	Synchronous Whole Group - Content Lessons Asynchronous Canvas direct work with content and activities, or PE/Fine Arts/Electives Synchronous Instructional support to meet IEP/504/intervention *Refer to District Required Instructional Schedule of Minutes
11:30 – 12:00	Lunch
12:00 – 12:30	Teacher Planning or PLC
12:30 – 3:30	Synchronous Whole Group – Content Lessons Asynchronous Canvas direct work content and activities, or PE/Fine Arts/Electives Synchronous Instructional support to meet IEP/504/intervention *Refer to District Required Instructional Schedule of Minutes
3:30 to 4:00	Teacher Office Hours and/or Teacher Planning

EXAMPLE: Student At-Home Learning Schedule – **May vary by teacher, grade level, and campus. All campuses will provide student schedules prior to the first day of school on August 12th.*

8:15 - 8:30	Sign on for Morning Meeting and complete required morning SEL activity
8:30 – 9:00	Morning Meeting and required morning SEL activity submitted on Canvas
9:00 - 9:30	(Reading/Math/Science and Social Studies) Live Lesson (Student Participation Required)
9:30 – 10:30	Students work independently to reinforce concepts to retain knowledge of daily content. Students may be asked to participate in synchronous small group instructional support with a teacher. When finished with direct work or small group, students will complete Asynchronous activities in fine arts, electives, PE, or online library.
10:30 – 11:00	(Reading/Math/Science and Social Studies) Live Lesson (Student Participation Required)
11:00 – 11:30	Students work independently to reinforce concepts to retain knowledge of daily content. Students may be asked to participate in synchronous small group instructional support with a teacher. When finished with direct work or small group, students will complete Asynchronous activities in fine arts, electives, PE, or online library.
11:30 – 12:00	Istation Reading or Math/Imagine Math for 5 th – 8 th
12:00 – 12:30	Lunch
12:30 to 1:00	(Reading/Math/Science and Social Studies Live Lesson (Student Participation Required)
1:00 to 3:30	Students work independently to reinforce concepts to retain knowledge of daily content. Students may be asked to participate in synchronous small group instructional support with a teacher. When finished with direct work or small group, students will complete Asynchronous activities in fine arts, electives, PE, or online library.
3:30 to 4:00	Teacher is available to help students or student can work on Istation Reading or Math/Imagine Math

Instructional Schedules:

Roles and Responsibilities for At-Home Learning

Students & Parents	<ul style="list-style-type: none"> <input type="checkbox"/> Follow the TBP Health and Safety protocols <input type="checkbox"/> Complete “At-Home Learning” training in Canvas <input type="checkbox"/> Read daily emails from teachers, principals, and District. <input type="checkbox"/> Daily login into ClassLink and Canvas. <input type="checkbox"/> Complete daily At-Home Learning assignments by due dates. Appendix A <input type="checkbox"/> Attend all live teacher lessons as outlined in student schedule. <input type="checkbox"/> Parents will need to assist their students in logging in and completing assignments. <input type="checkbox"/> Follow all TBP Student Expectations Appendix B
Teachers	<ul style="list-style-type: none"> <input type="checkbox"/> Follow the TBP Health and Safety protocols <input type="checkbox"/> Complete required professional development in the TBP Professional Development Plan <input type="checkbox"/> Set up personal meeting room link in Zoom for online live sessions so that the link stays the same <input type="checkbox"/> Monitor Student Usage and Logins on Canvas, Istation (Imagine Math 5-8) and complete monitoring log. <input type="checkbox"/> All teachers will use the district Learning Management System (LMS), Canvas, to post all required At-Home Learning Content and Lessons. <input type="checkbox"/> Use district TEKS R/S and Six Weeks Instructional Calendar to create, upload and enhance content lessons. <input type="checkbox"/> Record all live video lessons so each video can be used by students and parents for At-Home instruction. The video lessons will be loaded into the Canvas LMS. <input type="checkbox"/> Post all Schedule times for Live Teacher Lessons using Zoom. <input type="checkbox"/> Always include your administrator on the invitations for all live sessions. <input type="checkbox"/> Monitor completion of all assignments that will be taken as grade. <input type="checkbox"/> Ensure grades were linked into Skyward correctly. <input type="checkbox"/> Teachers will communicate with students and parents daily (via email, live sessions, Remind, or other communication avenues). <input type="checkbox"/> Continue to check and respond to email daily.
Campus Administrators	<ul style="list-style-type: none"> <input type="checkbox"/> Follow the TBP Health and Safety protocols <input type="checkbox"/> Complete required professional development in the TBP Professional Development Plan <input type="checkbox"/> Coordinate and simplify communication for parents, students, and staff. <input type="checkbox"/> Work with Chief Academic Officer, Executive Director of Academics and Executive Director of Student Services to follow all District At-Home Learning Expectations. <input type="checkbox"/> Work with Executive Director of Information Technology to distribute student devices. Designate staff to assist. <input type="checkbox"/> Reach out to Special Programs to facilitate coordination of At-Home Learning Content and Lesson design while providing special program services.

	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor teachers' implementation of all At-Home Learning Content and Lessons in the Canvas LMS. <input type="checkbox"/> Help coordinate and ensure teachers have available office hours and are prepared for student/parent questions about content and lessons. <input type="checkbox"/> Join some of the live teacher sessions to do virtual walk throughs and observations. <input type="checkbox"/> Be available to communicate with parents/students during regular school hours.
<p>Chief Academic Officer</p> <p>Executive Director of Academics</p> <p>Academic Coordinator</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Follow the TBP Health and Safety protocols <input type="checkbox"/> Complete required professional development in the TBP Professional Development Plan <input type="checkbox"/> Monitor and facilitate the coordination and implementation of the TBP At-Home Learning. <input type="checkbox"/> Revise the TBP At-Home Learning Guide as needed. <input type="checkbox"/> Be available to support teachers, instructional staff, special program coordinators, and campus administrators with ideas, online platform, resources, materials, curriculum and instructional needs. <input type="checkbox"/> Monitor for assurance of equitable delivery and implementation of the At-Home Learning Plan. <input type="checkbox"/> Check and respond to email daily. <input type="checkbox"/> Offer live collaborative sessions for teachers, campus administrators, special program coordinators, and other instructional staff.
<p>Instructional Coaches & Literacy Specialists</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Follow the TBP Health and Safety protocols <input type="checkbox"/> Complete required professional development in the TBP Professional Development Plan <input type="checkbox"/> Contribute to the development of Learning Content and Lesson Design. <input type="checkbox"/> In-person Meetings with Leadership and Grade Levels as needed. <input type="checkbox"/> Other tasks assigned by principal or Executive Director of Academics.
<p>Executive Director of Student Services</p> <p>Special Program Coordinators <i>RTI/504/Dys Special Education ESL</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Follow the TBP Health and Safety protocols <input type="checkbox"/> Complete required professional development in the TBP Professional Plan <input type="checkbox"/> Follow the TBP Student Services Guidelines and Expectations (Appendix C) <input type="checkbox"/> Work with campus Leaders in the design and special program needs in the At-Home Learning Content and Lesson Design. <input type="checkbox"/> Monitor all compliance of special populations access and success in the At-Home Learning. <input type="checkbox"/> Work with Academic Dept to follow all District At-Home Learning Expectations. <input type="checkbox"/> Monitor Student Services teachers' implementation of all At-Home Learning accommodations and student progress. <input type="checkbox"/> Monitor training requirements for any teacher regarding Special Program requirements.
<p>Special Program Teachers <i>RTI Specialists</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Follow the TBP Health and Safety protocols <input type="checkbox"/> Complete required professional development in the TBP Professional Development Plan <input type="checkbox"/> Follow the TBP Student Services Guidelines and Expectations (Appendix C) <input type="checkbox"/> Monitor progress of students daily.

<i>Special Education ESL Specialists</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide online intervention and services daily with the guidance of campus administration and Special Program Coordinators. <input type="checkbox"/> Document communication with parents and services/interventions provided
Instructional Aides	<ul style="list-style-type: none"> <input type="checkbox"/> Follow the TBP Health and Safety protocols <input type="checkbox"/> Complete required professional development in the TBP Professional Development Plan <input type="checkbox"/> Be available to translate for campus administration or teachers. <input type="checkbox"/> Monitor and assist with online live intervention and services <input type="checkbox"/> Other tasks as assigned by campus administration.
School Counselors	<ul style="list-style-type: none"> <input type="checkbox"/> Follow the TBP Health and Safety protocols <input type="checkbox"/> Complete required professional development in the TBP Professional Development Plan <input type="checkbox"/> Assist general education teachers in creating Morning Circle content aligned to SEL activities <input type="checkbox"/> Update Canvas landing pages for grade level appropriate guidance lessons for students to complete at home or send guidance lessons to grade level teachers to add to their Canvas landing pages for all students in their class to access. <input type="checkbox"/> Share videos or live sessions with students and parents on Social Emotional Learning. <input type="checkbox"/> Contact Families you know who will have additional needs during this time. <input type="checkbox"/> Contact families for teachers who need assistance getting assignments from students. <input type="checkbox"/> Communicate mental health tips for staff and students. <input type="checkbox"/> Communicate to students and families what they should do if they have an emotional crisis. <input type="checkbox"/> Share organizational strategies for students to help manage time while they are participating in the At-Home Learning Plan. <input type="checkbox"/> Provide a list of local resources for families. <input type="checkbox"/> Review lists of students who have not logged into ClassLink, Canvas, Istation, and Imagine Learning and find ways to connect with those students. <input type="checkbox"/> Inform students and parents of benefits and limitations(dangers) of virtual contact and online connections.

Materials Design & Student Progress

Trinity Basin Preparatory Curriculum is an aligned, standards-based, balanced, and rigorous curriculum that specifies the standards (the Texas Essential Knowledge and Skills) for each grade level, subject area, and course through the TEKS Resource System. This curriculum supports student academic growth and achievement and

*Asynchronous Learning = TBP At-Home Learning

meets state guidelines to prepare students for national, state and local assessments, including the State of Texas Assessments of Academic Readiness (STAAR). All students either participating in In-Person Instruction (on campus) or in At-Home Learning (*Asynchronous Instruction) will have equitable access to the TBP Curriculum, instructional materials, special program services, and district assessments through our Canvas Learning Management System (LMS).

The required TBP Curriculum includes:

- A core foundation curriculum consisting of reading and language arts (reading, writing, listening and speaking), mathematics, science, social studies, and
- A core enrichment curriculum consisting of physical education, fine arts, accelerated instruction, and technology applications.

Prekindergarten

- Prekindergarten-3 (PreK3) is a half-day program in TBP. Prekindergarten-4 (PreK4) is a full-day program in TBP. In PreK4 programs, the hours of attendance are the same as for the other students within that particular school for both in-person and asynchronous learning models.
- In 2015, the state published new Prekindergarten Guidelines. The state approved Prekindergarten Guidelines form the basis for the district's prekindergarten curriculum documents. The TBP PreK Curriculum will be used as the basis for planning in-person and asynchronous instruction. The Frog Street adoption is the district adopted resource to support the planning and delivery of instruction.

Kindergarten – 8th Grade

- English Language Arts and Reading Instructional Program: TBP will provide an appropriate, dedicated time daily for reading/language arts as defined by the Literacy for Life instructional block for in-person and asynchronous learning.
- Mathematics: The TBP Curriculum documents, *HMH Texas Go Math!* and/or other instructional materials shall be used as resources for in-person and asynchronous student learning.
- Social Studies: The TBP Curriculum documents, *Pearson Social Studies*, and other instructional materials shall be used as resources for in-person and asynchronous student learning.
- Science: Science in-person and asynchronous instruction will address the essential knowledge and skills specified in the TEKS using TBP Curriculum, *STEMscopes*, and other instructional resources and incorporate student centered classroom/outdoor investigations.

An additional daily accelerated instructional (AI) block will be provided for both in-person and asynchronous instructional settings to offer extended learning opportunities for students. The goal of accelerated instruction is maximum growth and individual success using student readiness, interests, and learning profiles to guide instruction. This will also be utilized to provide intentional instructional support for students at risk for reading failure, those performing below grade level, and students with disabilities according to their IEP, 504 plan, or linguistic accommodations.

- **PreK through 4th Grade:** The AI block will be used for formative purposes to measure growth and will not be graded.
- **5th-8th Grade:** The AI block will follow the TBP Grading Policy based on the ESNU standards-based grading. (**Appendix D**)

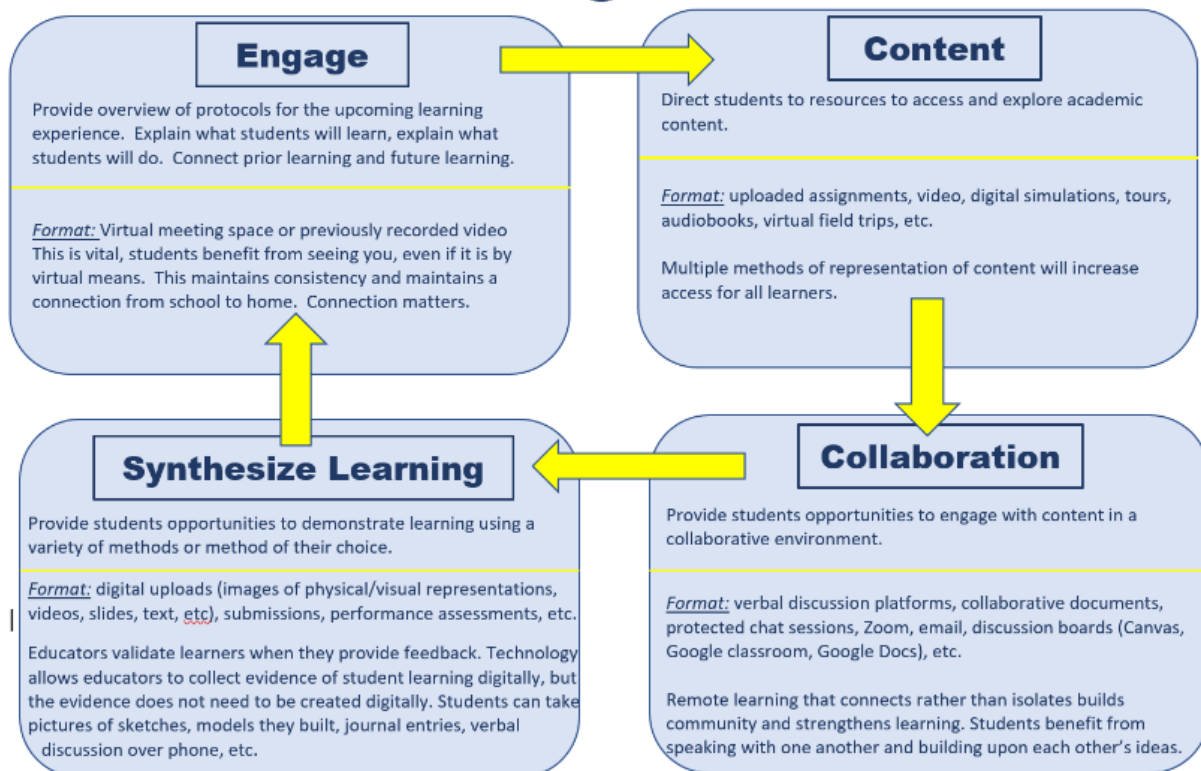
*Asynchronous Learning = TBP At-Home Learning

The district curriculum documents listed below support grade level/course instructional planning and assessment.

- The **Year at a Glance (YAG)** serves as a form of yearly syllabus and provides a recommended teaching order for the TEKS in a particular course/grade-level for both in-person and asynchronous instructional models. For each grading cycle, the course/grade level Year at a Glance provides: 1) the recommended bundle of Student Expectations (SEs) from the state that make up one or more units of instruction in the grading cycle; 2) the suggested order for teaching the content and skills; and 3) the recommended number of lessons and amount of time for instruction. The Year at a Glance documents are revised annually and reflect the number of instructional days for that year and grading cycle.
- The **Six Weeks Instructional Calendar (SWIC)** provides the logical sequence of learning and consistently provides opportunities to reinforce concepts to improve retention of knowledge through the gap analysis component. Each core curriculum subject has a calendar broken down by six weeks that bundles standards into instructional units, outlines key strategies and resources for the units and provides the district’s recommended sequence and pacing of instruction. The SWIC will be used to plan effective in-person and asynchronous instruction.
- The **Lesson Design Document** is the instructional framework and weekly course syllabus guidance used to improve and optimize teaching and learning for all students. It also ensures that all learners can access and participate in meaningful learning opportunities for in-person and asynchronous learning options. **(Appendix C)**



Lesson Design Document



Engagement is the first element within the Lesson Design Document because it sets the purpose and provides the protocols for the upcoming learning. This is also the area to make the connection between prior and future learning. The Content element is where students will engage and explore the academic content. Multiple methods are used to represent the content as to increase access for all learners. Collaboration provides students opportunities to engage with content in a collaborative environment. Students benefit from speaking with one another and building upon each other's ideas, this builds a community of learning to strengthen understanding. During the final element, Synthesize, students will have the opportunity to demonstrate their learning using a variety of methods or a method of their choice. provides students opportunities to demonstrate learning methods or a method of choice through digital uploads, videos, submissions, written evidence of learning and performance assessments. **(Appendix C)**

Material Design: Social Emotional Learning

During the "Morning Meeting" time, teachers and students will engage in social-emotional learning activities that support their mental health and wellness. Counseling staff will use researched-based SEL curriculum to create suggested SEL activities that parents can use at home with their child. Additionally, counseling staff will support individual students and small groups through live zoom SEL support sessions as needed.

Material Design: Special Population Students

Students with disabilities and language learners will be provided instruction with appropriate services and accommodations aligned with their IEP, 504, or LPAC accommodations as applicable in a remote learning setting.

Imagine Learning and Istation to assess the growth and progress of students. These programs provide comprehensive universal screeners and allows educators to monitor student data needed to accelerate every student's learning trajectory with highly accurate measurements of growth and standards mastery. The universal screener allows students with disabilities and ELs to receive personalized learning content at their appropriate level based on their IEP, Section 504 plan, and EL learning needs.

Teachers will utilize data from universal screeners, daily practice on technology applications, exit tickets, District Assessments, and formative observations from small group instruction to monitor, analyze, and document student progress on IEP goals and effectiveness of IEP, 504 and linguistic accommodations at least once per week per content area of instructional support provided. Teachers will provide feedback on student IEP/504/EL progress at least once a week through a message on Canvas to the student's parent or direct feedback during live instruction. IEP and Dyslexia Progress reports will be emailed to the parent at least once per grading period. Student progress will be reviewed at ARD/504/LPAC meetings.

Please reference **Appendix I** for additional information.

ASSESSMENT

A standards-based curriculum must have a strong assessment link in both in-person and asynchronous learning. Classroom assessments (both formative and summative) must align to the written and taught curriculum and include descriptive feedback and encouragement for students. Formative assessments are included in the district curriculum through Performance Assessments within the TEKS Resource System. In addition to these formative assessments, Quick Checks are used each year for selected grade levels and content area based on a defined calendar. These Quick Checks serve as a support for monitoring student mastery of specific highly tested

TEKS/Standards. Campus leadership monitors the delivery and determines how these Quick Checks will be used to benefit the campus. Additionally, there will be a Summative Six Week Assessments and a Spring Released STAAR Assessment for STAAR tested grades/courses.

Common Assessments (In-Person and Asynchronous Learning)

Circle – PreK The CIRCLE Progress Monitoring screening and progress monitoring tool was selected by TBP from the commissioner’s list of approval instruments to assess literacy development. It is administered three times a year. The results are used by teachers to guide instruction and reported to parents.

TX-KEA--Kindergarten literacy screener required by the state.

Universal Screeners: Every Texas school district is required to implement a universal screener in reading for kindergarten, first, and second grade. The diagnostic instrument must be selected from the commissioner’s adopted or district adopted list and be administered according to state guidelines. ISIP (Istation) is the instrument selected from this list for TBP students. The results of these tests are reported to parents, the TBP board of trustees, and the Texas Education Agency. The universal screener is also used in grades 3-8 to monitor reading growth. The assessment is administered three times per year (BOY, MOY, EOY) in grades K-8 as defined by the district assessment calendar. The program should be used between assessment windows as a progress-monitoring tool for Tier 2 and 3 students. In addition, the High Frequency Word Evaluation is administered to students in Kindergarten thru second grade. In Mathematics Istation Math is used in grades K-4 to monitor mathematics. Imagine Learning and Istation to assess the growth and progress of students. These programs provide comprehensive universal screeners and allow educators to monitor student data needed to accelerate every student’s learning trajectory with highly accurate measurements of growth and standards mastery. The universal screener allows students with disabilities and ELs to receive personalized learning content at their appropriate level based on their IEP, Section 504 IAP, and learning needs.

High Frequency Word Evaluation (HFWE) – Kindergarten – 2nd Grade

The HFWE assesses reading ability by having a child read and then say words aloud that are shown by the teacher. Since, high frequency words comprise 50-60% of all texts, it is important that students are able to read these words automatically. Instructional strategies are available in the TBP Curriculum guides and instructional resources.

Running Records: Kindergarten – 4th Grade

Running Records are administered formally three times per year based on the district defined assessment calendar. All students in grades K-2 are assessed for the purpose of identifying the student’s independent reading levels based on accuracy, fluency, and comprehension. Student data is collected by the teacher and entered into Class Summary documents in order to track student growth over the year. Developmental Reading Assessment (DRA2) is the district provided resource for this assessment.

Kindergarten – 2nd grade will also utilize intermittent running records in-between the formal assessment periods for identified students who are reading below grade level. The following chart provides the target grade level DRA2 reading level goals.

		Current DRA Level																		
		A	1	2	3	4	6	8	10	12	14	16	18	20	24	28	30	34	38	40
Previous DRA Level	A	0	3	5	7	9	1 Year	16	18	19	20	22	2 Years							
	1	-2	0	2	4	6	9	1 Year	14	16	18	20	22	2 Years						
	2	-4	-2	0	2	4	6	9	1 Year	14	16	18	20	22	2 Years					
	3		-4	-2	0	2	4	7	9	1 Year	14	16	18	20	22	2 Years				
	4			-4	-2	0	2	4	6	8	1 Year	14	16	18	21	2 Years				
	6				-4	-2	0	2	4	6	8	10	1 Year	15	18	21	2 Years			
	8					-4	-2	0	2	4	6	8	10	1 Year	16	20	2 Years			
	10						-4	-2	0	2	5	7	9	1 Year	15	18	21	2 Years		
	12							-4	-2	0	3	5	7	10	1 Year	16	20	2 Years		
	14								-4	-2	0	3	6	9	1 Year	15	18	21	2 Years	
	16									-4	-2	0	3	6	9	1 Year	16	20	2 Years	
	18										-4	-2	0	4	8	1 Year	16	20	2 Years	
	20											-5	-3	0	4	8	1 Year	16	20	2 Years
	24												-5	-2	0	4	8	1 Year	16	20
	28													-5	-3	0	4	8	1 Year	18
	30														-5	-2	0	4	8	1 Year
	34															-6	-4	0	6	1 Year
	38																-8	-4	0	6
	40																	-8	-4	0

		Target Reading Level Goals for the End of Each Grading Period					
		Month					
		BOY	2 nd 6 Weeks	MOY	4 th 6 Weeks	5 th 6 Weeks	EOY
DRA Level	Kinder		A/1	1	2	3/4	6
	1st	6	8	10	12	14	18
	2nd	18	20	20	24	28	28
	3rd	30	30	34	34	38	38

Assessments and Student Progress for Special Population Students

Students with disabilities and language learners will be provided assessments that include accommodations aligned with their IEP, 504, or LPAC accommodations as applicable in a remote learning setting.

Teachers will utilize data from universal screeners, daily practice on technology applications, exit tickets, District Assessments, and formative observations from small group instruction to monitor, analyze, and document student progress on IEP goals and effectiveness of IEP, 504 and linguistic accommodations at least once per week per content area of instructional support provided. Teachers will provide feedback on student IEP/504/EL progress at least once a week through a message on Canvas to the student’s parent or direct feedback during live instruction. IEP and Dyslexia Progress reports will be emailed to the parent at least once per grading period. Student progress will be reviewed at ARD/504/LPAC meetings.

Imagine Learning and Istation to assess the growth and progress of students. These programs provide comprehensive universal screeners and allows educators to monitor student data needed to accelerate every student’s learning trajectory with highly accurate measurements of growth and standards mastery. The universal screener allows students with disabilities and ELs to receive personalized learning content at their appropriate level based on their IEP, Section 504 plan, and EL learning needs.

Please reference **Appendix I** for additional information.

Course Syllabus

A course syllabus is an academic document that communicates information about a specific course and explains the rules, responsibilities and expectations associated with it, including assessment. The TBP Course Syllabus will include expectations for both in-person and asynchronous learning students for daily

*Asynchronous Learning = TBP At-Home Learning

participation expectations in Canvas and grading expectations for. The Lesson Design Document will include evidence of the course syllabus elements for assessment and student progress.

The following are course syllabus expectations for both in-person and asynchronous learning students.

- a. Required Attendance for Live Lessons
- b. Daily Grades on
 - i. Discussion Post
 - ii. Completion of Activities (*suggested student feedback area*)
- c. Weekly Grades
 - i. Exit Tickets
 - ii. Projects/Products (*suggested student feedback area*)
- d. Grading Period
 - i. 3 Week Quick Checks
 - ii. End of Unit Assessments
 - iii. Content Based Assessments
- e. Monthly Istation Reading/Math and Imagine Math for 5th - 8th
- f. Student/Teacher Interaction and Feedback- Teachers will provide student progress feedback at least weekly for in-person and asynchronous learning students.
- g. Grading Policy
 - i. A standards-based curriculum must have a strong assessment link. Classroom assessments (both formative and summative) must align to the written and taught curriculum and include descriptive feedback and encouragement for students. Formative assessments are included in the district curriculum through Performance Assessments within the TEKS Resource System. In addition to these formative assessments, Quick Checks are used each year for selected grade levels and content area based on a defined calendar. These Quick Checks serve as a support for monitoring student mastery of specific highly tested TEKS/Standards. Campus leadership monitors the delivery and determines how these Quick Checks will be used to benefit the campus. Additionally, there will be a Summative Six Week Assessments and a Spring Released STAAR Assessment for STAAR tested grades/courses.
 - ii. Due to the transition to asynchronous learning implementation, the 2020-2021 first six weeks will have a limited number of grades as follows:

Content	1 st -4 th Grade	5 th Grade	6 th -8 th Grade
ELAR	6	6	6
Math	6	6	6
Science	3	5	5
Social Studies	3	3	5
PE/Fine Arts/ Electives	2	3	3
Accelerated Instruction (AI)	N/A	N/A	N/A

- PreK3-Kindergarten will follow TBP Standards-Based Grading Scale.
 - All other grading periods will follow the TBP Grading Policy
- iii. Formative - daily grades, weekly grades activities, assignments, discussion posts- 30%
1. All students will follow the TBP Grading Policy for their enrolled grade level.
(Appendix D)
 2. The grading of special education students follows the student's IEP in conjunction with the district grading policy.
 3. PreK -Kinder students will
- iv. Summative - weekly grades exit tickets, teacher tests, unit test - 70%
1. All students will follow the TBP Grading Policy for their enrolled grade level.
(Appendix D)
 2. The grading of special education students follows the student's IEP in conjunction with the district grading policy.
- h. Assessment Calendar **(Appendix E)**

Implementation

At-Home Learning Professional Development

TBP will ensure appropriate implementation of asynchronous At-Home Learning instruction through effective professional development to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials. TBP will use a pre-planned calendar for educators with specific supports for implementing asynchronous instruction. A professional development calendar will be developed and housed in the TBP Professional Development Hub module in Canvas. It will include both initial and ongoing, job-embedded development opportunities. **(Appendix H)**

All TBP staff will participate in the professional development and support activities in the TBP Professional Development Hub as applicable to their role within the TBP educational system.

TBP will provide explicit At-Home Learning communication for families that include specific expectations for asynchronous instruction. The At-Home Learning plan includes reasonable expectations for family engagement and support of students along with information about additional supports, training, and resources for families. **(Appendix B)**

Implementation of Services for Special Population Students

Teachers will attend specific training on providing instructional support and accommodations in an At-Home Learning setting throughout the year. These training sessions will be housed in the Student Services section of the TBP Professional Development Hub.

Administration and district support staff will provide feedback and coaching to teachers based on observation of online live sessions, lesson planning, and At-Home Learning model teacher expectations. Related Services personnel will provide support services as appropriate for a remote setting in alignment to student's IEP.

All students enrolled in At-Home Learning model will participate in:

- At-Home Learning Expectations and Requirements (video series with signature sign off) & Zoom Training with At-Home Learning Teacher
- In-Person Health Protocol Training and Expectations (video series with signature sign off)

TBP staff will provide parents of special population students additional training and support for meeting the needs of students through At-Home Learning instruction. Parents will receive weekly feedback on student IEP/504/EL progress from the students' teacher.

Please reference **Appendix I** for additional information.

Appendix A: FAQ for At-Home Learning

FAQ for At-Home Learning

Where do students access their schoolwork?

Students access their assignments first by logging into ClassLink. Once the student is in ClassLink, they will access assignments in the CANVAS landing page.

How many days does my student have to complete their schoolwork?

Students assignments will have a due date communicated. Daily assignments will be expected to be completed by 4:00 p.m. on the day it is assigned. Some projects might have multiple days given for completion. Each graded assignment will have due date attached to each assignment.

How will attendance be counted?

Students will be counted as “present” when they login into Canvas through ClassLink. All students must login in to Canvas at designated times to interact with the teachers. If your student has not logged in by 10:00am, front office staff will call for students who are temporarily counted absent. If your student has not logged in by a designated time, they will be counted absent and truancy laws will apply. Students will be required to complete assignments for daily attendance as well, those will be identified in the Canvas platform daily.

Will grades be entered into Skyward?

Grades will be entered into Skyward as the teacher collects and grades assignments submitted either via Canvas or other means requested by the teacher. All grades from At-Home Learning will be used for grade promotion at the end of the year.

How will re-teaching and re-do work?

Students will be given the opportunity to have re-teach and re-do low grades using the process outlined in the TBP student handbook. If you have questions about re-teach or re-do please reach out to your child’s teacher.

What do I do if my student or I have questions about their schoolwork?

Teachers will be available online through their TBP email account and through various times which will be posted in their Canvas landing pages.

What if I do not have access to a device?

TBP will distribute a device to all students who have chosen At-Home Learning as their instructional method.

What if I do not have access to the internet?

Various companies are offering free or discounted internet services at this time. It is the responsibility of the parent to obtain internet connection for their student. The Technology section of the At Home Learning Guide contains additional information regarding technology requirements.

What if my student receives special services (Special education, Dyslexia, English Language Learning -ESL)?

All students will be provided special program services while they are learning in the At-Home Learning format. The special services teachers will be available and providing services to these students during At-Home Learning. If you have any questions, please contact your child’s campus or homeroom teacher. The Student Services section of the At Home Learning Guide contains additional information regarding services.

What do I do if my student is sick?

If your student is sick and unable to complete their work from home due to illness, submit a doctor’s note electronically to your campus principal to have the absence marked as excused. Students who are absent due to documented illness will be given additional time to complete their work according to our TBP Student Handbook and grading policy.

Appendix B: Student Expectations

Student Expectations for At-Home Learning

Do more, Expect More, Be More

As a student, what are your responsibilities?

Truthful: We seek and speak the truth. We operate with integrity and honesty.

- To ensure you are getting the most out of at-home learning, operate with integrity and honesty in the work that you do. Try to complete the work on your own unless it is a group assignment. Reach out to your teacher or parents to ask questions and seek clarification when needed.
- Don't copy and paste. Put writing in your own words.
- Show your work in math, express your thoughts as ideas fully in writing, share your thinking.

Innovative: We are creative and use resourcefulness in solving problems.

- Students are to be resourceful in solving problems as they arrive. Always double check the requirements for your tasks.
- Share learning ideas with your teacher and classmates.
- Look for new ways to accomplish tasks. Establish a daily routine: find a comfortable, quiet space to work effectively.

Tenacious: We are unshakable, determined, and we possess true grit.

- Follow the guidelines to meet each expectation. Internet learning can be a barrier, but with our determination, we will succeed.
- If you are feeling overwhelmed or restless, take a short break and get up and move.

Accountable: We are transparent in our actions and are accountable to each other.

- Students will complete the assigned work within the given time frame. Be a self-starter and be motivated through completing each assignment.
- Check emails, calendar, discussion boards each day.
- Communicate with teacher and classmates regularly. Collaborate with others if asked to do so.

Nurturing: We build relationships and deeply care about all members of the TBP family.

- Understand that you are not in this alone. Trinity Basin Preparatory is on your side, and we want you to succeed. Your teachers and TBP family are available to you to support you. As you communicate, respect others and yourself.
- Remember you are talking to your classmates and everyone has feelings.
- Behave online as you would face to face: respectful and courteous

Roles and Responsibilities for At-Home Learning

Students	Parents	Teachers
<ul style="list-style-type: none"> • Complete TBP At-Home Learning student and parent training • Read emails daily for communication from teachers, principals, and District. • Daily login to ClassLink and Canvas. • Follow the schedule as assigned in Canvas. • Complete daily At-Home Learning assignments by due dates. • Attend all live teacher lessons as outlined in student schedule. • Follow all TBP Expectations as defined in Appendix B. 	<ul style="list-style-type: none"> • Complete TBP At-Home Learning student and parent training • Assist their student(s) in logging in and completing assignments. • Read emails daily for communication from teachers, principals, and District. • Communicate with your child's teacher 	<ul style="list-style-type: none"> • Complete TBP At-Home Learning teacher training • Post all schedule times for Live Teacher Lessons using Zoom. • Monitor completion of all assignments that will be taken as a grade. • Communicate with students and parents daily (via email, live sessions, Remind, or other communication avenues) • Check and respond to emails daily.

Appendix C: Instructional Framework

The Instructional Framework provides resources needed to ensure effective instructional alignment in all TBP in-person and asynchronous classrooms. All Teachers with class rosters will place all At-Home Learning Designed Content and Lessons on TBP’s online Learning Management System Canvas in the Lesson Design Document areas. Teachers will use TEKS R/S, TBP Instructional Calendar with Gap Analysis, and district instructional material resources and tools to deliver all At-Home Learning Content and Lessons.

Reading	Math	Science	Social Studies
<ul style="list-style-type: none"> • HMH Into Reading and Into Literature • Istation Reading • Lit 4 Life Resources • TEKS Resource System • Region 10 Pacing Tools 	<ul style="list-style-type: none"> • Go Math • Istation Math PreK-4 • Imagine Math 5th-8th • Hand 2 Mind Guided Math Kits • TEKS Resource System • Region 10 Pacing Tools 	<ul style="list-style-type: none"> • STEMscopes • Pearson • TEKS Resource System • Region 10 Pacing Tools 	<ul style="list-style-type: none"> • Social Studies Weekly • 7th and 8th Lohman Resources • TEKS Resource System • Region 10 Pacing Tools

Access to Instructional Materials and Assessments

- Students will use TBP devices to access ClassLink every day following their assigned instructional schedule.
- Students will then be directed to the Canvas.
- Students will access all content and assignments on their landing page.
- Student Services continue throughout all phases. **(Appendix I)**
- Teachers will monitor assigned student engagement and progress through completion of Canvas assignments and assessment

Lesson Design Document Elements

Engage	Content	Collaboration	Synthesize
<ul style="list-style-type: none"> • Connect prior learning to future learning • Explain what students will do and learn • Protocols for upcoming • Zoom meeting or pre-recorded video • Connection from school to home 	<ul style="list-style-type: none"> • Direct students to resources to explore academic content • Uploaded assignments, video, digital simulations, tours, audiobooks, etc. • Multiple methods of content representation to increase access to all learners 	<ul style="list-style-type: none"> • Students have opportunities to engage in the content in a collaborative environment • Verbal discussion platform/Zoom, collaborative documents, protected chat sessions, email, Canvas discussion board • Students benefit from connecting with each other and building on ideas 	<ul style="list-style-type: none"> • Opportunities for students to demonstrate learning using a variety of methods of their choice • Digital uploads (images of physical or visual representations), videos, slides, text, etc. • Performance Assessments • Feedback from teachers

Appendix D: Course Syllabus

Course Syllabus

A course syllabus is an academic document that communicates information about a specific course and explains the rules, responsibilities and expectations associated with it, including assessment. The TBP Course Syllabus will include expectations for both in-person and asynchronous learning students for daily participation expectations in Canvas and grading expectations for. The Lesson Design Document will include evidence of the course syllabus elements for assessment and student progress. **(Appendix C)**

The following are course syllabus expectations for both in-person and asynchronous learning students.

- i. Required Attendance for Live Lessons
- j. Daily Grades on
 - i. Discussion Post
 - ii. Completion of Activities (*suggested student feedback area*)
- k. Weekly Grades
 - i. Exit Tickets
 - ii. Projects/Products (*suggested student feedback area*)
- l. Grading Period
 - i. 3 Week Quick Checks
 - ii. End of Unit Assessments
 - iii. Content Based Assessments
- m. Monthly Istation Reading/Math and Imagine Math for 5th - 8th
- n. Student/Teacher Interaction and Feedback- Teachers will provide student progress feedback at least weekly for in-person and asynchronous learning students.

Grading Policy (In-person and Asynchronous)

A standards-based curriculum must have a strong assessment link. Classroom assessments (both formative and summative) must align to the written and taught curriculum and include descriptive feedback and encouragement for students. Formative assessments are included in the district curriculum through Performance Assessments within the TEKS Resource System. In addition to these formative assessments, Quick Checks are used each year for selected grade levels and content area based on a defined calendar. These Quick Checks serve as a support for monitoring student mastery of specific highly tested TEKS/Standards. Campus leadership monitors the delivery and determines how these Quick Checks will be used to benefit the campus. Additionally, there will be a Summative Six Week Assessments and a Spring Released STAAR Assessment for STAAR tested grades/courses.

Due to the transition to asynchronous learning implementation, the 2020-2021 first six weeks will have a limited number of grades as follows:

Content	1 st -4 th Grade	5 th Grade	6 th -8 th Grade
ELAR	6	6	6
Math	6	6	6
Science	3	5	5
Social Studies	3	3	5
PE/Fine Arts/ Electives	2	3	3
Accelerated Instruction (AI)	N/A	N/A	N/A

PreK3-Kindergarten Students (In-Person and Asynchronous Learning)

Formative assessment (Assessment FOR Learning) occurs during the state of learning in which students are “forming” their understanding of the concepts being taught. Examples of formative assessment include, but are not limited to, class discussion, daily practice, independent practice, homework, teacher observation, and checkpoints. Formative assessments will occur daily.

Summative assessment (Assessment OF Learning) occurs at a point in the learning where the teacher is assessing and evaluating mastery of the concepts being taught. Summative assessments will be 100% of each six-week grade in regard to the standards expected at each grade level.

PreK-Kindergarten Standards-Based Grading Scale

Instead of the traditional letter grades in PreK-Kindergarten, students receive marks that show how well they have mastered a set of age-appropriate skills and where they need to improve.

More specifically it:

- Reflects how students are learning
- Provides a guide for teachers, students and parents regarding expectations for the grade level
- Allows for continuity across the district regarding expectations for students
- Provides a clear way to communicate learning expectations with parents
- Focuses on student knowledge of standards and measures behavior, work habits and attitude separately

PreK-Kindergarten Standards-Based Marking System

Students are marked on a scale ranging from E-U for each item on the report card to reflect the state standards/guidelines for the grade.

E= Exceeds the expectations of the state standard.

S= Satisfactory meets the state standard.

N= Needs improvement in working toward the state standard.

U= Unsatisfactory shows an area of concern.

Reteach/Reassessment: For students in Prekindergarten and Kindergarten, the opportunity to re-teach and re-assess is required; however, it is at the teacher’s discretion to determine the length of time needed for reteach/re-assess

1st-8th grade Students (In-person and Asynchronous Learning)

Formative - daily grades, weekly grades activities, assignments, discussion posts- 30%

- All students will follow the TBP Grading Policy for their enrolled grade level.
- The grading of special education students follows the student’s IEP in conjunction with the district grading policy.

Summative - weekly grades exit tickets, teacher tests, unit test - 70%

- All students will follow the TBP Grading Policy for their enrolled grade level. (Appendix D)
- The grading of special education students follows the student’s IEP in conjunction with the district grading policy.

The following is an excerpt from the TBP Grading Policy. Additional information can be found in the TBP Grading Policy document.

1. **For 1st through 4th Grades:** During each six-week grading period, the following grades shall be recorded in each of the specified content areas:

a. **English Language Arts & Reading (ELAR) – Grades 1 through 4:** At least twelve (12) grades shall be recorded in ELAR. The ELAR total grade shall be derived from grades from all areas of Reading and English Language Arts including, but not limited to: shared reading, guided reading, independent reading, phonics, comprehension, fluency, composition, grammar, and spelling. Examples of reading activities that may be considered summative include summaries, responses to literature, and written retellings. Examples of formative grades include anchor charts, quizzes, and Thinking Maps for reading strategies. A composition grade does not necessarily come from a completed composition. It may be taken from various parts such as introductions, conclusions, etc., depending on the writing focus for the week.

i. **English Language Arts Composition – Grade 3 and 4:**

Composition grades are based on the premise that students learn to write by writing, not through practicing grammar or sentence completion activities. Students are empowered when they write for genuine and across-the-curriculum purposes. Our district focus has been to incorporate the five-step writing process of pre-writing, drafting, revising, editing, and publishing. Grades are to reflect the use of the writing process incorporating student progress in spelling, grammar and written composition. The composition grade for the report card will be calculated in the following manner:

Written Compositions = A minimum of 3 grades per six weeks

Grammar and Spelling = A minimum of 3 grades per six weeks

Composition grades should be taken from different types of compositions, including both narrative and expository writing. A composition grade does not necessarily come from a completed composition. It may be taken from various parts such as introductions, conclusions, etc., depending on the writing focus for the week.

Grammar and spelling grades should come from compositions. They may be taken from the revising and editing portion for the composition process or from other requirements: word wall words, vivid verbs, content words, punctuation, and words from curriculum lessons, direct lessons, etc.

b. **Math:** At least twelve (12) grades shall be recorded each six weeks. Of these grades, at least three (3) shall be summative in nature, with at least one (1) summative grade given every two (2) weeks.

c. **Science and Social Studies:**

Grades 1 and 2

At least six (6) grades shall be recorded in each of these content areas each six weeks. Of these grades, at least one (1) in each content area shall be summative. Teachers are permitted to give authentic grades using one assignment for multiple purposes.

Grades 3 and 4

At least ten (6) grades shall be recorded in each of these content areas each six weeks. Of these grades, at least two (2) shall be summative in nature, with at least one (1) summative grade given every three (3) weeks.

d. **Physical Education/Fine Arts:** A minimum of four (4) grades shall be recorded. At least one grade should be given every two (2) weeks.

2. **For 5th grade:** During each six-week grading period, the following grades shall be recorded in each of the specified content areas:

- a. **English Language Arts and Reading:** At least twelve (12) grades shall be recorded in English Language Arts and Reading. Of these grades, at least two (2) shall be summative in nature, with at least one (1) summative grade given every three (3) weeks.

The Reading total grade shall be derived from grades from all areas of Reading including, but not limited to, shared reading, guided reading, independent reading, phonics, comprehension, and fluency. Further examples of reading activities that may be considered summative include summaries, responses to literature, and written retellings. Examples of formative grades include anchor charts, quizzes, and Thinking Maps for reading strategies.

Composition grades are based on the premise that students learn to write by writing, not through practicing grammar or sentence completion activities. Students are empowered when they write for genuine and across-the-curriculum purposes. Our district focus has been to incorporate the five step writing process of pre-writing, drafting, revising, editing, and publishing. Grades are to reflect the use of the writing process incorporating student progress in spelling, grammar and written composition. The composition grade for the report card will be calculated in the following manner:

Written Compositions = A minimum of 3 grades per six weeks

Grammar and Spelling = A minimum of 3 grades per six weeks

Composition grades should be taken from different types of compositions, including both narrative and expository writing. A composition grade does not necessarily come from a completed composition. It may be taken from various parts such as introductions, conclusions, etc., depending on the writing focus for the week.

Grammar and spelling grades should come from compositions. They may be taken from the revising and editing portion for the composition process or from other requirements: word wall words, vivid verbs, content words, punctuation, and words from curriculum lessons, direct lessons, etc.

Grades should be spread out over the six-week period.

- b. **Math:** At least twelve (12) grades shall be recorded each six weeks. Of these grades, at least two (2) shall be summative in nature, with at least one (1) summative grade given every three (3) weeks.
- c. **Science:** At least ten (10) grades shall be recorded each six weeks. Of these grades, at least two (2) shall be summative in nature, with at least one (1) summative grade given every three (3) weeks.
- d. **Social Studies:** At least ten (6) grades shall be recorded each six weeks. Of these grades, at least two (2) shall be summative in nature, with at least one (1) summative grade given every three (3) weeks.
- e. **Physical Education/Fine Arts/Electives:** A minimum of six (6) grades shall be recorded. At least one grade should be given every two (2) weeks.
- f. **Accelerated Instruction:** The Accelerated Instruction course is intended to monitor student progress and growth toward mastery of the core content TEKS. It reflects how students are progressing on TEKS mastery and allows for continuity across the district regarding expectations for students. The following

grade legend will be assigned by the student's homeroom teacher each grading period to indicate the student's growth trajectory:

- i. E= Student exceeds expectations for mastery of the TEKS and is making significant progress
- ii. S= Student meets satisfactory expectations for mastery of the TEKS and is making proficient progress
- iii. N= Student is not meeting satisfactory expectations for mastery of the TEKS and making limited progress
- iv. U= Student has made unsatisfactory progress and shows an area of concern

If a student is failing the first half of the grading period, enough grades should be given the second half to enable him/her to have the opportunity to bring the grade up to passing.

3. **For 6th through 8th Grades:** During each six-week grading period, the following grades shall be recorded in each of the specified content areas:

- a. **English Language Arts and Reading:** At least twelve (12) grades shall be recorded in English Language Arts and Reading. Of these grades, at least two (2) shall be summative in nature, with at least one (1) summative grade given every three (3) weeks.

The Reading total grade shall be derived from grades from all areas of Reading including, but not limited to, shared reading, guided reading, independent reading, phonics, comprehension, and fluency. Further examples of reading activities that may be considered summative include summaries, responses to literature, and written retellings. Examples of formative grades include anchor charts, quizzes, and Thinking Maps for reading strategies.

Composition grades are based on the premise that students learn to write by writing, not through practicing grammar or sentence completion activities. Students are empowered when they write for genuine and across-the-curriculum purposes. Our district focus has been to incorporate the five-step writing process of pre-writing, drafting, revising, editing, and publishing. Grades are to reflect the use of the writing process incorporating student progress in spelling, grammar and written composition. The composition grade for the report card will be calculated in the following manner:

Written Compositions = A minimum of 3 grades per six weeks

Grammar and Spelling = A minimum of 3 grades per six weeks

Composition grades should be taken from different types of compositions, including both narrative and expository writing. A composition grade does not necessarily come from a completed composition. It may be taken from various parts such as introductions, conclusions, etc., depending on the writing focus for the week.

Grammar and spelling grades should come from compositions. They may be taken from the revising and editing portion for the composition process or from other requirements: word wall words, vivid verbs, content words, punctuation, and words from curriculum lessons, direct lessons, etc.

Grades should be spread out over the six-week period.

- b. **Math:** At least twelve (12) grades shall be recorded each six weeks. Of these grades, at least two (2) shall be summative in nature, with at least one (1) summative grade given every three (3) weeks.

- c. **Science:** At least ten (10) grades shall be recorded each six weeks. Of these grades, at least two (2) shall be summative in nature, with at least one (1) summative grade given every three (3) weeks.
- d. **Social Studies:** At least ten (10) grades shall be recorded each six weeks. Of these grades, at least two (2) shall be summative in nature, with at least one (1) summative grade given every three (3) weeks.
- e. **Physical Education/Fine Arts/ Electives:** A minimum of six (6) grades shall be recorded. At least one grade should be given every two (2) weeks.
- a. **Accelerated Instruction:** The Accelerated Instruction course is intended to monitor student progress and growth toward mastery of the core content TEKS. It reflects how students are progressing on TEKS mastery and allows for continuity across the district regarding expectations for students. The following grade legend will be assigned by the student's homeroom teacher each grading period to indicate the student's growth trajectory:
 - i. E= Student exceeds expectations for mastery of the TEKS and is making significant progress
 - ii. S= Student meets satisfactory expectations for mastery of the TEKS and is making proficient progress
 - iii. N= Student is not meeting satisfactory expectations for mastery of the TEKS and making limited progress
 - iv. U= Student has made unsatisfactory progress and shows an area of concern

If a student is failing the first half of the grading period, enough grades should be given the second half to enable him/her to have the opportunity to bring the grade up to passing.

RETEACH/REASSESSMENT

Reteaching is an integral part of the lesson cycle and may occur in many different situations.

Some examples include:

- During direct teach as a teacher checks for understanding
- During guided practice as a teacher monitors
- During independent practice as students work individually or in cooperative learning groups

Students in PreK-Kindergarten

For students in Prekindergarten and Kindergarten, the opportunity to re-teach and reassess is required; however, it is at the teachers' discretion to determine the length of time needed for re-teach/re-assess.

Students in 1st- 8th Grade

A teacher shall reteach and reassess a targeted group of students when 40% or more of that class has failed a formative assessment. When less than 40% of a class has failed an assessment, a teacher shall reteach and reassess individual students who have failed the formative assessment.

Students who score below 70% on an assessment (excluding a Common Based Assessment or a Benchmark test) shall be provided a minimum of one (1) re-teach opportunity in addition to the original lesson for a total of 2 learning opportunities. Students may then receive a minimum of one (1) re-assess opportunity after completing the re-teach session.

1. The maximum grade assigned after any re-assessment is 70%.

2. In order to re-assess in a timely manner, the goal is to re-teach/re-assess within one (1) week after the student has received feedback relevant to understand the need for re-teach.
3. It is strongly encouraged that the re-teach opportunity and the re-assess opportunity be differentiated from the original lesson/assessment according to the needs of the student.

Appendix E: Assessment Calendar

*Asynchronous Learning = TBP At-Home Learning

Appendix H: Professional Development Calendar

Teachers will access initial and ongoing professional development for both in-person and asynchronous learning on the TBP Professional Development Hub in Canvas. Initial training will be completed before the first day of instruction on August 12th. Data from Asynchronous Learning implementation will be gathered and used to identify areas of need for ongoing training throughout the year.

Initial Training will include:

- Training on effective asynchronous instruction (All teachers) Example: TCEA Remote Learning Educator Certification
- Content specific training to enhance instructional planning and delivery in an asynchronous model
- Specific training on serving students with disabilities or EL students for both in-person and asynchronous instruction
- Training on TBP health protocols
- Technology training on the applications used both in-person and in asynchronous instruction (Ex. Canvas, Loom, Screencast, Zoom, Istation, Imagine Learning, HMH online resources, etc.)
- Social Emotional Training (SEL)
- Compliance training
- Parent and student At-Home Learning training

Ongoing Training will include:

- Additional content specific training to enhance instructional planning and delivery in an asynchronous model based on data from assessments and student progress
- Additional training on serving students with disabilities or EL students for both in-person and asynchronous learning based on data collected each 6 weeks.
- Updates on TBP health protocols
- Technology training on new applications to use for in-person and asynchronous instruction
- Additional SEL training based on data collected each 6 weeks
- Instructional support teacher training for serving students that struggle with asynchronous learning
- Additional parent and student training and support for asynchronous learning

TCEA Remote Learning Educator Certification

Module	Title	Description
Module 1	Communication	In this module, we'll be discussing the importance of facilitating digital communications with students, parents, and other education stakeholders.
Module 2	Research Implications	In this module, we'll be exploring evidence-based instructional strategies and how to match digital tools to each. You will also be introduced to a five-step action process for planning lessons that blend high-impact instructional strategies with digital tools.
Module 3	Designing Remote Lessons	In this module, we'll discover how to apply evidence-based teaching approaches to the needs of remote learners. You'll see how to design remote lessons, create learning activities, and assess students, as well as bring the lesson to a close.
Module 4	Social and Emotional Learning	In this module, we will explore social and emotional learning and why it is so important. You will also discover many SEL resources you can use in a remote learning environment.
Module 5	Teaching Platforms	In this module, we will focus on good pedagogy as identified by research and you'll learn some new vocabulary. As you go through this module, you'll bring your expertise and understanding of technology to the table and reflect on where technology can be infused with great teaching to make learning even better for students.
Module 6	Safety and Security	In this module, we'll be exploring several key components such as FERPA, recording, and other student safety and security topics. Each component explores a critical aspect of understanding the legal guidelines of working with students in an online environment.
Appendices	-	In these appendices, we share some curated content and resources about the technical aspects. For example, you will find information on video conferencing platforms, learning management systems, screencasting tools, and communication tools. You will also have the opportunity to share practical tips and insights with other remote learning educators.



*Asynchronous Learning = TBP At-Home Learning

Appendix I: Student Services Guidelines and Expectations

TBP Student Services Guidelines and Expectations 2020-2021

District or State Mandated School Closure: In the event of a district or state mandated school closure or intermittent quarantine for an individual student Trinity Basin Preparatory will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program or Section 504 plan through the At-Home Learning model.

For parents that request to enroll their students in the At-Home Learning model while in-person learning is available, the following protocols will be put in place:

Equity and Access: Students with disabilities shall not be excluded from, or be denied the benefits of At-Home Learning on the basis of disability as long as the Admission, Review, and Dismissal (ARD) committee determines that enrollment in At-Home Learning is appropriate to provide them a Free Appropriate Public Education (FAPE) with or without the provision of appropriate and individualized accommodations, modifications, aids, and/or services.

Individual Education Plans (IEPs) and Section 504 Plans: For students with disabilities wishing to enroll in At-Home Learning that have existing and current IEPs or Section 504 plans, TBP shall convene an ARD or Section 504 committee meeting. This meeting shall include persons from their prior educational placement and carefully consider data from various sources to determine their needs, specifically with respect to participation in Asynchronous Learning. If the committee determines that with appropriate and individualized accommodations, modifications, aids, and/or services, including parent training and orientation, the program is appropriate for the student to receive a FAPE in light of their unique needs, then the IEP or Section 504 plan will be revised to include the services, aids, supports, accommodations, and modifications that will be required in order for the IEP to be reasonably calculated to confer educational benefit at Asynchronous Learning. If an ARD/504 committee determines that based on some students' unique needs, that At-Home Learning is not appropriate to confer a FAPE, even with the provision of appropriate and individualized accommodations, modifications, aids, and/or services, At-Home Learning will not be recommended. Such a determination may be made in the initial application process, or after the student has participated in the program for some time. Moreover, such a determination is subject to the parents' rights and procedural safeguards under IDEA and Section 504 respectively.

Factors relevant to appropriateness of At-Home Learning for specific students: The following are some of the factors that may be relevant in an IEP team's determination of whether At-Home Learning is appropriate to provide a FAPE, with or without the provision of appropriate and individualized accommodations, modifications, aids, and/or services:

- Non-medical attendance problems or school avoidance
- Ability to remain on task with minimum prompts
- Social skills deficits requiring live interaction with other students
- Need for significant one-to-one instruction
- Need for life-skills instruction
- Ability to work independently
- Self-motivation skills
- Previous performance in virtual environment
- Ability and willingness of parents to play expected role
- Need for alternate schedule
- Compliance problems
- Emotional problems
- Academic ability

- Ability to work with technology (with training and support)

Although the above listing represents some key relevant factors, others may also apply.

Related Services for Asynchronous Learning: Related services are those needed for the student to benefit from his/her educational program. Some related services can feasibly and appropriately be provided to the student on a web-based or online basis, while some services, such as occupational therapy, may require in-person delivery of services. For students who are enrolled in At-Home Learning and require related services, the District will arrange for services to be provided either virtually or in person at a designated district facility or in the students' home.

Parental Role: The inherent nature of At-Home Learning envisions an active and important role for parents in implementing and monitoring. Parents assist in the implementation by facilitating the attendance and participation of the student in At-Home Learning and ensuring that the student remains on-task as required for participation and progress. Parents will be provided training and orientation with respect to the applicable technology and their role in the program. Parents will also be expected to communicate and coordinate frequently with case managers with respect to the student's performance and progress. Failure of parents to play their expected role with respect to the web-based and online program may jeopardize a student's performance and progress in the program.

Equipment: Parents must understand and acknowledge that any equipment provided by TBP remains the property of TBP and must be returned if the student withdraws, graduates, or services are otherwise terminated. Parents and students must commit to using the technology as directed and make best efforts to avoid damage to either hardware or software. Misuse of, or damage to, the technology despite warnings and training is a factor that the student's IEP team may consider in determining whether At-Home Learning is appropriate to meet the student's needs.

Trinity Basin Preparatory is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP or 504 Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students in order to provide a Free Appropriate Public Education.

Contacts:

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*TBD, RTI/504/Dyslexia Coordinator

At-Home Learning Instructional Supports for Special Programs

Trinity Basin Preparatory will ensure that, to the greatest extent possible, each student with a disability that is enrolled in the At-Home Learning model can be provided the special education and related services identified in the student’s individualized education program or Section 504 plan. Trinity Basin Preparatory is also committed to providing instructional support for RTI students and English Learners (ELs) so that their educational progress can continue. The following section gives detail by grade band and special programs.

PreK, Kinder, ECSE/PPCD

Instructional Schedule

Direct work with Academic Content

Instructional Support per IEP Schedule of Services

*Prek3 – 90 Minutes *Prek4 and Kinder – 180 minutes

Student Schedule Example:

8:00-8:30	Start discussion post and get ready to participate in Morning Circle
8:30-8:45	Morning Circle and Discussion Post *Required to Attend
8:45-9:00	Attend Live Reading Lesson with teacher
9:00-9:30	Attend Guided Reading Instructional Support small group lesson
9:30-10:00	Complete Activities and Assignments for Reading
10:00-10:15	SEL Online Activities
10:15-10:45	Attend Live Math Lesson with teacher
10:45-11:15	Attend Guided Math Instructional Support small group lesson
11:15-12:00	Complete Activities and Assignments for Math
12:00-1:00	Lunch and PE activities
1:00-1:30	Attend Live Social Studies and Science Lesson with teacher
1:30-2:30	Complete Activities and Assignments for Social Studies and Science
2:30-3:30	Related Services through Zoom as applicable to student IEP. All other students view online Social Story with Discussion Post.
3:30-4:00	End of Day Debrief with Teacher (Optional)

Teacher Daily Schedule Expectations -

- Monitor attendance to live sessions and student product submission at designated times
- Availability for Q&A, Lesson teach or reteach, and student feedback
- Live or video lessons - schedule
- Documentation of IEP/ Sec 504 accommodations provided to applicable students on Google doc.
- Designated conference period for availability for parent contact, student feedback, and ARD/504/RTI meeting participation
- Teachers will participate in PLC meetings with in-person colleagues as much as possible

Materials Design

Pre-Kindergarten	Kindergarten	ECSE
<ul style="list-style-type: none"> • TEA PreK Guidelines • TBP Instructional Focus Documents • News 2 You • CLI and ESGI Assessment • Formative assessment during online live sessions • Teachers will provide accommodations and instructional support aligned with student IEP/504 plan • Teachers will upload Lesson Design Documents in Canvas LMS • Administrators and district support will monitor and provide feedback on Lesson Design Documents 	<ul style="list-style-type: none"> • TEKS/YAG • SWAG • District Assessments • Universal Screeners • Technology LMS: Istation and Imagine Learning • Formative assessment during online live sessions • Teachers will provide accommodations and instructional support aligned with student IEP/504 plan • Teachers will upload Lesson Design Documents in Canvas LMS • Administrators and district support will monitor and provide feedback on Lesson Design Documents 	<ul style="list-style-type: none"> • TEA PreK Guidelines as applicable to developmental level and IEP • TBP Instructional Focus Documents • CLI and ESGI Assessment • Formative assessment during online live sessions • Teachers will provide accommodations and instructional support aligned with student IEP/504 plan • Teachers will upload Lesson Design Documents in Canvas LMS • Administrators and district support will monitor and provide feedback on Lesson Design Documents

Student Progress

Teachers will utilize data from universal screeners, daily practice on technology applications, exit tickets, District Assessments, and formative observations from small group instruction to monitor, analyze, and document student progress on IEP goals and effectiveness of IEP, 504 and linguistic accommodations at least once per week per content area of instructional support provided. Teachers will provide feedback to the students at least twice a week through a message on Canvas to the student’s parent or direct feedback during live instruction. IEP and Dyslexia Progress reports will be emailed to the parent at least once per grading period. Student progress will be reviewed at ARD/504/LPAC meetings.

Implementation

Teachers will attend specific training on providing instructional support and accommodations in an At-Home Learning setting throughout the year. Administration and district support staff will provide feedback and coaching to teachers based on observation of online live sessions, lesson planning, and At-Home Learning model teacher expectations. Related Services personnel will provide support services as appropriate for a remote setting in alignment to student’s IEP.

All students enrolled in At-Home Learning model will participate in:

- At-Home Learning Expectations and Requirements (video series with signature sign off) & Zoom Training with At-Home Learning Teacher
- In-Person Health Protocol Training and Expectations (video series with signature sign off)

1st-4th Grade Special Education/504 Students

Instructional Schedule

*Direct work with Academic Content *180 minutes*

Instructional Support per IEP Schedule of Services

Student Schedule Example:

8:00-8:30	Start discussion post and get ready to participate in Morning Circle
8:30-8:45	Morning Circle and Discussion Post *Required to Attend
8:45-9:15	Attend Live Reading Lesson with teacher
9:15-9:45	Attend Guided Reading Instructional Support small group lesson
9:45-10:15	Complete Activities and Assignments for Reading
10:15-11:15	Related Services through Zoom as applicable to student IEP. All other students complete online SEL activities with Discussion Post.
11:15-12:15	Lunch and PE activities
12:15-12:45	Attend Live Math Lesson with teacher
12:45-1:15	Attend Guided Math Instructional Support small group lesson
1:15-2:00	Complete Activities and Assignments for Math
2:00-2:45	Attend Live Social Studies and Science Lesson with teacher
2:45-3:30	Complete Activities and Assignments for Social Studies and Science
3:30-4:00	End of Day Debrief with Teacher (Optional)

Teacher Daily Schedule Expectations -

- Monitor attendance to live sessions and student product submission at designated times
- Availability for Q&A, Lesson teach or reteach, and student feedback
- Live or video lessons - schedule
- Documentation of IEP/ Sec 504 accommodations provided to applicable students on Google doc.
- Designated conference period for availability for parent contact, student feedback, and ARD/504/RTI meeting participation
- Teachers will participate in PLC meetings with in-person colleagues as much as possible

Materials Design

- TEKS/YAG
- SWAG
- District Assessments
- Universal Screeners
- Technology LMS for instructional support and reinforce learning: Istation and Imagine Learning
- Formative assessment during online live sessions
- Teachers will provide accommodations and instructional support aligned with student IEP/504 plan
- Teachers will upload Lesson Design Documents in Canvas LMS
- Administrators and district support will monitor and provide feedback on Lesson Design Documents

Assessments: Students with disabilities and language learners will be provided assessments that include appropriate accommodations aligned with their IEP, 504, or LPAC accommodations as applicable in a remote learning setting.

*Asynchronous Learning = TBP At-Home Learning

TBP will utilize online learning management systems: Imagine Learning and Istation to assess the growth and progress of students. These programs provide comprehensive universal screeners and allows educators to monitor student data needed to accelerate every student’s learning trajectory with highly accurate measurements of growth and standards mastery. The universal screener allows students with disabilities and ELs to receive personalized learning content at their appropriate level based on their IEP, Section 504 IAP, and learning needs.

Student Progress

Teachers will utilize data from universal screeners, daily practice on technology applications, exit tickets, District Assessments, and formative observations from small group instruction to monitor, analyze, and document student progress on IEP goals and effectiveness of IEP, 504 and linguistic accommodations at least once per week per content area of instructional support provided. Teachers will provide feedback to the students at least once a week through a message on Canvas to the student’s parent or direct feedback during live instruction. IEP and Dyslexia Progress reports will be emailed to the parent at least once per grading period. Student progress will be reviewed at ARD/504/LPAC meetings.

Implementation

Teachers will attend specific training on providing instructional support and accommodations in an At-Home Learning setting throughout the year. Administration and district support staff will provide feedback and coaching to teachers based on observation of online live sessions, lesson planning, and At-Home Learning teacher expectations. Related Services personnel will provide support services as appropriate for a remote setting in alignment to student’s IEP.

All students enrolled in At-Home Learning model will participate in:

- At-Home Learning Expectations and Requirements (video series with signature sign off) & Zoom Training with At-Home Learning Teacher
 - In-Person Health Protocol Training and Expectations (video series with signature sign off)
-

5th-8th Grade Special Education/504 Students

Instructional Schedule

Direct work with Academic Content

5th - 180 Minutes 6th thru 8th – 240 Minutes

Instructional Support per IEP Schedule of Services

Student Schedule Example:

8:00-8:30	Start discussion post and get ready to participate in SEL Activity
8:30-8:45	SEL Activity and Discussion Post *Required to Attend
8:45-9:15	Attend Live Math Lesson with teacher
9:15-9:45	Attend Guided Math Instructional Support small group lesson
9:45-10:15	Complete Activities and Assignments for Math
10:15-10:45	Attend Live Reading Lesson with teacher
10:45-11:15	Attend Guided Reading Instructional Support small group lesson
11:15-12:00	Complete Activities and Assignments for Reading
12:00-1:00	Lunch and PE activities
1:00-2:00	Related Services through Zoom as applicable to student IEP. All other students complete online AVID activity (upload product).
2:00-3:00	Attend Live Social Studies and Science Lesson with teacher
3:00-3:30	Complete Activities and Assignments for Social Studies and Science
3:30-4:00	End of Day Debrief with Teacher (Optional)

Teacher Daily Schedule Expectations -

- Monitor attendance to live sessions and student product submission at designated times
- Availability for Q&A, Lesson teach or reteach, and student feedback
- Live or video lessons - schedule
- Documentation of IEP/ Sec 504 accommodations provided to applicable students on Google doc.
- Designated conference period for availability for parent contact, student feedback, and ARD/504/RTI meeting participation
- Teachers will participate in PLC meetings with in-person colleagues as much as possible

Materials Design

- TEKS/YAG
- SWAG
- District Assessments
- Universal Screeners
- Technology LMS for instructional support and reinforce learning: Istation and Imagine Learning
- Formative assessment during online live sessions
- Teachers will provide accommodations and instructional support aligned with student IEP/504 plan
- Teachers will upload Lesson Design Documents in Canvas LMS
- Administrators and district support will monitor and provide feedback on Lesson Design Documents

Assessments: Students with disabilities and language learners will be provided assessments that include appropriate accommodations aligned with their IEP, 504, or LPAC accommodations as applicable in a remote learning setting.

TBP will utilize online learning management systems: Imagine Learning and Istation to assess the growth and progress of students. These programs provide comprehensive universal screeners and allows educators to monitor student data needed to accelerate every student’s learning trajectory with highly accurate measurements of growth and standards mastery. The universal screener allows students with disabilities and ELs to receive personalized learning content at their appropriate level based on their IEP, Section 504 IAP, and learning needs.

Student Progress

Teachers will utilize data from universal screeners, daily practice on technology applications, exit tickets, District Assessments, and formative observations from small group instruction to monitor, analyze, and document student progress on IEP goals and effectiveness of IEP, 504 and linguistic accommodations at least once per week per content area of instructional support provided. Teachers will provide feedback to the students at least once a week through a message on Canvas to the student or direct feedback during live instruction. IEP and Dyslexia Progress reports will be emailed to the parent at least once per grading period. Student progress will be reviewed at ARD/504/LPAC meetings.

Implementation

Teachers will attend specific training on providing instructional support and accommodations in an At-Home Learning setting throughout the year. Administration and district support staff will provide feedback and coaching to teachers based on observation of online live sessions, lesson planning, and At-Home Learning teacher expectations. Related Services personnel will provide support services as appropriate for a remote setting in alignment to student IEP.

All students enrolled in At-Home Learning model will participate in:

- At-Home Learning Expectations and Requirements (video series with signature sign off) & Zoom Training with At-Home Learning Teacher
 - In-Person Health Protocol Training and Expectations (video series with signature sign off)
-

Functional Living Skills (FLS) Students

Instructional Schedule

Direct work with Academic Content *180 minutes

Student Schedule Example:

8:00-8:30	Start discussion post and get ready to participate in Morning Circle
8:30-8:45	Morning Circle and Discussion Post *Required to Attend
8:45-9:45	Related Services through Zoom as applicable to student IEP. All other students view online Social Story with Discussion Post.
9:45-10:15	Attend Live Reading Lesson with teacher
10:15-11:15	Attend small group IEP Reading Instructional Support with manipulatives
11:15-11:45	SEL Online activities/Social Story for Behavior support
11:45-12:45	Lunch and PE activities
12:45-1:15	Attend Live Reading Lesson with teacher
1:15-2:15	Attend small group IEP Math Instructional Support with Manipulatives
12:00-1:00	Lunch and PE activities
1:00-1:30	Attend Live Social Studies and Science Lesson with teacher
1:30-2:30	Teacher provides indirect instructional support for parents/ Parent training
2:30-3:30	Related Services through Zoom as applicable to student IEP. All other students utilize assistive technology or instructional tech applications such as Istation and Imagine Learning as developmentally appropriate.
3:30-4:00	End of Day Debrief with Teacher (Optional)

Teacher Daily Schedule Expectations -

- Monitor attendance to live sessions and student product submission at designated times
- Availability for Q&A, Lesson teach or reteach, and student feedback
- Live or video lessons - schedule
- Documentation of IEP/ Sec 504 accommodations provided to applicable students on Google doc.
- Designated conference period for availability for parent contact, student feedback, and ARD/504/RTI meeting participation
- Teachers will participate in PLC meetings with in-person colleagues as much as possible

Materials Design

Students served through FLS will be provided manipulatives from the campus to use during online live instructional support sessions based on the student's IEP. Campus personnel will arrange for parents to exchange manipulatives as the student progresses through their IEP goals. Campus personnel will follow appropriate cleaning practices before allowing other students to utilize returned manipulatives. During online live instructional support sessions, teachers will assess student mastery of IEP goals to determine progress.

Student Progress

Teachers will utilize data from formative observations from online live instructional support sessions as developmentally appropriate to monitor, analyze, and document student progress on IEP goals and effectiveness of IEP, 504 and linguistic accommodations at least once per week per content area of instructional support provided. Teachers will provide feedback to students at least twice a week through a message on Canvas to the student's parent or direct feedback during live instruction. IEP and Dyslexia Progress reports will be emailed to the parent at least once per grading period. Student progress will be reviewed at ARD/504/LPAC meetings.

Implementation

Teachers will attend specific training on providing instructional support and accommodations in an At-Home Learning setting throughout the year. Administration and district support staff will provide feedback and coaching to teachers based on observation of online live sessions, lesson planning, and At-Home Learning teacher expectations.

All students enrolled in At-Home Learning model will participate in:

- At-Home Learning Expectations and Requirements (video series with signature sign off) & Zoom Training with At-Home Learning Teacher
 - Parents will participate in
 - Related Services personnel will provide support services as appropriate for a remote setting in alignment to student IEP.
 - In-Person Health Protocol Training and Expectations (video series with signature sign
-

ESL Students (ELs)

Instructional Schedule

- Instruction from general education teachers will be aligned to the ELPS
- ESL Specialist will provide small group interventions through Zoom or other online video conference platform during Guided Reading or Guided Math block
- Newcomer students will receive at least 60 min of instructional support for both reading and math from the ESL Specialist
- ESL Students with previous TELPAS composite at Beginning level and have been identified as needing additional instructional support at grade levels 2nd-8th grade will receive at least 90 minutes of instructional support per week
- ESL Specialist will document ESL instructional support daily on Google Doc template and collect data to monitor student progress
- ESL Specialist Strategists will be available for parent contact
- General education teacher will document of linguistic accommodations and instructional support provided to applicable students on Google doc. ESL Specialist will monitor the Google Doc and provide support to general education teachers as needed. ESL Specialist will report on accommodation documentation progress every 3 weeks to ESL Coordinator.
- Designated conference period for availability for parent contact, student feedback, and ARD/504/RTI/LPAC meeting participation
- ESL Specialists will participate in PLC meetings with general education teachers as much as possible

Materials Design

- Instruction from general education teachers will be aligned to the ELPS
- Technology LMS for instructional support and reinforce learning: Istation and Imagine Learning aligned with ELPS and ESL instructional strategies
- ESL intervention resources through textbook adoption (HMH)
- Formative assessment during online live sessions
- Teachers will provide accommodations and instructional support aligned with student linguistic accommodations
- Teachers will upload Lesson Design Documents in Canvas LMS
- Administrators and district support will monitor and provide feedback on Lesson Design Documents

Assessments: ESL students will be provided assessments that include appropriate accommodations aligned with their LPAC accommodations as applicable in a remote learning setting. Students will participate in TELPAS assessment per TEA guidance to assess their language acquisition.

TBP will utilize online learning management systems: Imagine Learning and Istation to assess the growth and progress of students. These programs provide comprehensive universal screeners and allows educators to monitor student data needed to accelerate every student's learning trajectory with highly accurate measurements of growth and standards mastery. The universal screener allows students with disabilities and ELs to receive personalized learning content at their appropriate level based on their IEP, Section 504 IAP, and learning needs.

Student Progress

Teachers will utilize data from universal screeners, daily practice on technology applications, exit tickets, District Assessments, and formative observations from small group instruction to monitor, analyze, and document student progress on IEP goals and effectiveness of linguistic accommodations at least once per week per content area of ESL instructional support provided. General education teachers will provide feedback to the students at least once a week through a message on Canvas to the student or direct feedback during live instruction. Parents will receive progress reports at least twice a year on ESL student language acquisition progress. Student progress will be reviewed at ARD/504/LPAC meetings.

Implementation

Teachers will attend specific training on providing instructional support and accommodations in an At-Home Learning setting throughout the year. Administration and district support staff will provide feedback and coaching to teachers based on observation of online live sessions, lesson planning, and At-Home Learning teacher expectations.

All students enrolled in At-Home Learning model will participate in:

- At-Home Learning Expectations and Requirements (video series with signature sign off) & Zoom Training with At-Home Learning Teacher
 - In-Person Health Protocol Training and Expectations (video series with signature sign off)
-

Response to Intervention (RTI) Students

Instructional Schedule

- RTI Specialists will provide small group interventions through Zoom or other online video conference platform during Guided Reading or Guided Math block
- Tier II- Students will receive two 30min intervention sessions per week per identified RTI content area
- Tier III- Students will receive three 30min intervention sessions per week per identified RTI content area
- RTI Specialists will document RTI interventions daily and collect data to monitor student progress
- RTI Specialists will be available for parent contact
- Documentation of accommodations provided to applicable students on Google doc.
- Designated teacher conference period for availability for parent contact, student feedback, and ARD/504/RTI/LPAC meeting participation
- Teachers will participate in PLC meetings with in-person colleagues as much as possible

Materials Design

- Technology LMS for instructional support and reinforce learning: Istation and Imagine Learning with personalized, strategically assigned instruction based on student RTI identified area
- RTI Intervention resources through textbook adoption (HMH)
- Formative assessment during online live sessions
- RTI Specialists will provide and document accommodations aligned with TEA allowable RTI accommodations
- RTI Specialists will upload Lesson Design Documents in Canvas LMS
- Administrators and district support will monitor and provide feedback on Lesson Design Documents

Assessments: RTI students will be provided assessments that include appropriate TEA allowed accommodations aligned as applicable in a remote learning setting.

TBP will utilize online learning management systems: Imagine Learning and Istation to assess the growth and progress of students. These programs provide comprehensive universal screeners and allow educators to monitor student data needed to accelerate every student's learning trajectory with highly accurate measurements of growth and standards mastery. The universal screener allows students with disabilities and ELs to receive personalized learning content at their appropriate level based on their IEP, Section 504 IAP, and learning needs.

Student Progress

Teachers will utilize data from universal screeners, daily practice on technology applications, exit tickets, District Assessments, and formative observations from small group instruction to monitor, analyze, and document student progress on IEP goals and effectiveness of accommodations and instructional supports at least once per week per content area of RTI instructional support provided. General education teachers will provide feedback to the students at least once a week through a message on Canvas to the student or direct feedback during live instruction. Parents will receive progress reports at least twice a year on ESL student language acquisition progress. Student progress will be reviewed at RTI meetings through the TBP RTI process.

Implementation

*Asynchronous Learning = TBP At-Home Learning

Teachers will attend specific training on providing instructional support and accommodations in an At-Home Learning setting throughout the year. Administration and district support staff will provide feedback and coaching to teachers based on observation of online live sessions, lesson planning, and At-Home Learning teacher expectations.

All students enrolled in At-Home Learning model will participate in:

- At-Home Learning Expectations and Requirements (video series with signature sign off) & Zoom Training with At-Home Learning Teacher
 - In-Person Health Protocol Training and Expectations (video series with signature sign off)
-

Student Services Staff Roles and Responsibilities

To ensure effective continuation of services and the ability to provide FAPE to TBP special education and 504 students, it is critical that TBP Student Services staff and contracted personnel adhere to the following protocols for At-Home Learning.

Executive Director of Student Services

- Follow the TBP Health and Safety protocols
- Create and Complete “At-Home Learning” Student Services training in Canvas
- Collaborate with district administration, campus administration, and Student Services staff to ensure appropriate compliance for ARD/504 meetings, evaluation, services, documentation, the RTI process, and all aspects of providing FAPE to students with disabilities and English Learner accommodation needs
- Lead effective teams in Special Education, 504, RTI, Dyslexia, ESL, Counseling, Discipline, Health Services, Migrant and McKinney-Vento Programming with regard to the implementation of the At-Home Learning model
- Directly supervise and coach Student Services Coordinators, Special Education Case Management Specialists, and other Student Services Personnel
- Monitor and report effectiveness of Student Services utilized in the At-Home Learning model on a weekly basis to the Chief Academic Officer
- Address parent and TBP employee concerns regarding Student Services implementation of the At-Home Learning model
- Hold weekly meetings with Student Services Team to ensure alignment and adherence to Student Services At-Home Learning protocols

Student Services Coordinators

- Follow the TBP Health and Safety protocols
- Complete “At-Home Learning” Student Services training in Canvas
- Collaborate with district administration, campus administration, and Student Services staff to ensure appropriate compliance for ARD/504 meetings, evaluation, services, documentation, the RTI process, and all aspects of providing FAPE to students with disabilities and English Learner accommodation needs
- Lead effective teams in the Special Education, 504, RTI, Dyslexia, ESL
- Directly supervise and coach assigned personnel in implementation of At-Home Learning model for your designated Student Services area
- Monitor and report effectiveness of Student Services utilized in the At-Home Learning model on a weekly basis to the Executive Director of Student Services
- Address parent and TBP employee concerns regarding Student Services implementation of At-Home Learning model
- Participate weekly meetings with Student Services Team to ensure alignment and adherence to Student Services At-Home Learning protocols
- Attend webinars for legal guidance, suggestions, and resources for special education, ESL, or RTI teachers in providing services through the At-Home Learning model
- Be available to the Executive Director of Student Services, Special Education Coordinator, Teachers, and Campus Admin to answer questions
- Check email at least 3 times a day and respond in a timely manner
- Read and stay updated on legal and compliance guidelines from TEA
- Other duties as assigned by the Executive Director of Student Services

Special Education Case Management Specialist

- Follow the TBP Health and Safety protocols
- Complete “At-Home Learning” Student Services training in Canvas
- Collaborate with campus administration, general education, and special education staff to ensure appropriate compliance for ARD meetings, evaluation, services, documentation, the RTI process, and all aspects of providing FAPE to students with disabilities and learning accommodation needs
- Provide support to Special Education teachers.
- ARD/ESPEd troubleshoot and guidance
- Attend annual ARD’s as requested by diagnosticians.
- Participate in all weekly Special Education coordinator meetings with various staff groups.
- Attend webinars for legal guidance and suggestions and resources for special education teachers to provide services.
- Collaborate with diagnosticians, LSSPs, SLPs, and other related service providers
- Be available to the Executive Director of Student Services, Special Education Coordinator, Teachers, and Campus Admin to answer questions
- Check email at least 3 times a day and respond in a timely manner
- Read and stay updated on legal and compliance guidelines from TEA
- Collaborate with RTI Specialists, teachers, and campus administrators during the RTI process. Review RTI student data and provide guidance on decisions for additional testing
- Provide program support (canvas, HMH, System 44, READ 180, teletherapy).
- Assist with amendments needed to support services provided alternately during COVID-19.
- Other duties as assigned by the Executive Director of Student Services

Special Education Teachers and Special Education Instructional Aides

- Follow the TBP Health and Safety protocols
- Complete “At-Home Learning” Student Services training in Canvas
- Collaborate with general education teachers to ensure lessons and activities include accommodations and modifications in accordance with the student’s IEP
- Follow campus guidance to upload lesson plans aligned to the student’s IEP to Canvas
- Teachers will provide parents with a daily schedule for students enrolled in At-Home Learning
- Teachers will be available through various means of communication to assist parents/students with any questions or issues they might have
- Special Education teachers and instructional aides will provide online live direct instructional support to students aligned to their IEP Schedule of Services
- Update Google Doc service logs on a daily basis
- Monitor and document student progress and email IEP and/or Dyslexia progress reports to students’ parents at least once each grading period
- Special Education teachers will provide feedback about student progress on IEP goals at least weekly for grades 1st-8th and FLS and twice a week for PreK, Kindergarten, and ECSE/PPCD
- Thoroughly document all parent communication on Google Doc
- Check email at least 3 times a day and respond in a timely manner
- Complete amendments as needed to implement alternative services during COVID-19
- Collaborate with campus administration, general education, and special education staff to ensure appropriate compliance for ARD meetings, evaluation, services, documentation, and all aspects of providing students with FAPE.

Diagnosticians and Licensed Specialist in School Psychology (LSSP)

- Follow the TBP Health and Safety protocols
- Complete “At-Home Learning” Student Services training in Canvas
- Collaborate with campus administration, general education, and special education staff to ensure appropriate compliance for ARD meetings, evaluation, services, documentation, and all aspects of providing students with FAPE.
- Coordinate and conduct virtual ARD’s through Zoom or other video conferencing platform
- Collaborate with teachers in development of ARD/IEP documents
- Monitor deadlines
- Call parents regarding initial and REED evaluations
- Complete ARD paperwork
- Meet with Special Education Coordinator on a weekly basis
- Complete ARD amendments required to implement virtual services
- Thoroughly document all parent communication on Google Doc
- Collaborate with SLP’s and related service providers
- Be available to the Executive Director of Student Services, Special Education Coordinator, Teachers, and Campus Admin to answer questions
- Check email at least 3 times a day and respond in a timely manner
- Read and stay updated on legal and compliance guidelines from TEA
- Collaborate with RTI Specialists, teachers, and campus administrators during the RTI process. Review RTI student data and provide guidance on decisions for additional testing

Speech Language Pathologist (SLP) and Speech Language Pathologist Assistants (SLPA)

- Follow the TBP Health and Safety protocols
- Complete “At-Home Learning” Student Services training in Canvas
- Collaborate with campus administration, general education, and special education staff to ensure appropriate compliance for ARD meetings, evaluation, services, documentation, and all aspects of providing students with FAPE
- Coordinate and conduct virtual ARD’s through Zoom or other video conferencing platform
- Collaborate with teachers in development of ARD/IEP documents
- SLPs and SLPA’s will provide online live direct speech services to students aligned to their IEP Schedule of Services
- SLPA’s will create activities to be done at home to address student IEP goals and objectives.
- Update Google Doc service logs on a daily basis
- Ensure Medicaid billing is completed appropriately
- Monitor and document student progress and email IEP progress reports to students’ parents at least once each grading period
- Monitor deadlines
- Call parents regarding initial and REED evaluations
- Complete ARD paperwork and written reports
- Meet with Special Education Coordinator at least once every 3 weeks
- Complete ARD amendments required to implement virtual services
- Thoroughly document all parent communication on Google Doc
- Collaborate with diagnosticians and related service providers
- Be available to the Executive Director of Student Services, Special Education Coordinator, Teachers, and Campus Admin to answer questions

- Check email at least 3 times a day and respond in a timely manner
- Read and stay updated on legal and compliance guidelines from TEA
- Collaborate with RTI Specialists, teachers, and campus administrators during the RTI process. Review RTI student data and provide guidance on decisions for additional testing
- Supervise and provide guidance and support to Speech Language Pathologist Assistants

Related Service Providers

- Follow the TBP Health and Safety protocols
- Complete “At-Home Learning” Student Services training in Canvas
- Collaborate with campus administration, general education, and special education staff to ensure appropriate compliance for ARD meetings, evaluation, services, documentation, and all aspects of providing students with FAPE
- Coordinate and conduct virtual ARD’s through Zoom or other video conferencing platform
- Collaborate with teachers in development of ARD/IEP documents
- Related Service Providers will provide online live direct services to students aligned to their IEP Schedule of Services
- Related Service Providers will create activities to be done at home to address student IEP goals and objectives.
- Update Google Doc service logs on a daily basis
- Ensure Medicaid billing is completed appropriately
- Monitor and document student progress and email IEP progress reports to students’ parents at least once each grading period
- Monitor deadlines
- Call parents regarding initial and REED evaluations
- Complete ARD paperwork and written reports
- Meet with Special Education Coordinator at least once every 3 weeks
- Complete ARD amendments required to implement virtual services
- Thoroughly document all parent communication on Google Doc
- Collaborate with diagnosticians, SLPs, and other related service providers
- Be available to the Executive Director of Student Services, Special Education Coordinator, Teachers, and Campus Admin to answer questions
- Check email at least 3 times a day and respond in a timely manner
- Read and stay updated on legal and compliance guidelines from TEA
- Collaborate with RTI Specialists, teachers, and campus administrators during the RTI process. Review RTI student data and provide guidance on decisions for additional testing

Behavior Specialist

- Follow the TBP Health and Safety protocols
- Complete “At-Home Learning” Student Services training in Canvas
- Collaborate with campus administration, general education, and special education staff to ensure appropriate compliance for ARD meetings, evaluation, services, documentation, and the RTI process
- Behavior Specialists will provide online live direct services to students aligned to their IEP Schedule of Services
- Contact parents weekly to offer behavior support and check in on students
- Thoroughly document all parent communication on Google Doc
- Create and share at home behavior plans with parents as needed
- Meet with Special Education Coordinator at least once every 3 weeks

- Attend ARD's for students with BIPS or behavior support
- Collaborate with diagnosticians, LSSPs, SLPs, and other related service providers
- Be available to the Executive Director of Student Services, Special Education Coordinator, Teachers, and Campus Admin to answer questions
- Check email at least 3 times a day and respond in a timely manner
- Read and stay updated on legal and compliance guidelines from TEA
- Collaborate with RTI Specialists, teachers, and campus administrators during the RTI process. Review RTI student data and provide guidance on decisions for additional testing

ESL Specialist

- Follow the TBP Health and Safety protocols
- Complete "At-Home Learning" Student Services training in Canvas
- Collaborate with campus administration, general education, and student services staff to ensure instruction is aligned to the ELPS and services, assessment, and documentation comply with LPAC requirements
- ESL Specialist will provide small group interventions through Zoom or other online video conference platform during Guided Reading or Guided Math block
- ESL Specialist will document linguistic interventions daily and collect data to monitor student progress
- Thoroughly document all parent communication on Google Doc
- Documentation of linguistic accommodations and instructional support provided to applicable students on Google doc.
- Designated conference period for availability for parent contact, student feedback, and ARD/504/RTI/LPAC meeting participation and staffing meetings
- Teachers will participate in PLC meetings with general education teachers as much as possible
- ESL Specialists will provide online live direct services to students aligned to their linguistic accommodations
- Thoroughly document all parent communication on Google Doc
- Meet with Special Education Coordinator at least once every 3 weeks
- Be available to the Executive Director of Student Services, Special Education Coordinator, Teachers, and Campus Admin to answer questions
- Check email at least 3 times a day and respond in a timely manner
- Read and stay updated on legal and compliance guidelines from TEA
- Collaborate with RTI Specialists, special education staff, general education teachers, and campus administrators during the RTI process. Review RTI student data and provide guidance on decisions for additional testing
- Gather ESL student information and data which will be used to make recommendations for EOY student accommodations and possible reclassifications at year end LPAC meetings
- Update and maintain ESL student folders (purple folders)

RTI Specialist

- Follow the TBP Health and Safety protocols
- Complete "At-Home Learning" Student Services training in Canvas
- RTI Specialists will provide online live interventions through Zoom or other online video conference platform during Guided Reading or Guided Math block
- RTI Specialists will document RTI interventions daily and collect data to monitor student progress
- RTI Specialists will be available for parent contact
- Documentation of accommodations provided to applicable students on Google doc.
- Designated teacher conference period for availability for parent contact, student feedback, and ARD/504/RTI/LPAC meeting participation
- Teachers will participate in PLC meetings with general education teachers as much as possible
- RTI Specialists will provide online live direct services to students aligned to their linguistic accommodations

- Thoroughly document all parent communication on Google Doc
- Meet with Special Education Coordinator at least once every 3 weeks
- Attend ARD's for students with BIPS or behavior support Be available to the Executive Director of Student Services, Special Education Coordinator, Teachers, and Campus Admin to answer questions
- Check email at least 3 times a day and respond in a timely manner
- Read and stay updated on legal and compliance guidelines from TEA
- Teachers will participate in PLC meetings with in-person colleagues as much as possible

I.
2020-2021
Student Code of
Conduct

Trinity Basin Preparatory

2020-2021 Student Code of Conduct

Purpose

The Student Code of Conduct is the school's response to the requirements of Chapter 37 of the Texas Education Code. This Code provides methods and options for managing students in the classroom and on school grounds, for teaching students proper conduct, and for preventing and intervening in student discipline problems.

Texas law requires a school to define misconduct that may – or must – result in a range of specific disciplinary consequences, including removal from a regular classroom, suspension, or expulsion from school. In accordance with state law, the Trinity Basin Preparatory Student Code of Conduct will be posted at the school campus and will be available for review at the office of the campus principal. A copy will also be posted on the school's website. Students new to TBP who attend new student orientation will receive additional guidance on the disciplinary expectations of the District. Parents will be notified of any conduct violation that may result in a student being suspended or expelled.

Campus Authority and Jurisdiction

The school has disciplinary authority over a student:

1. during the regular school day and while on any school transportation (field trips, etc.).
2. while the student is in attendance at any school-related activity, regardless of time or location.
3. for any school-related misconduct, regardless of time or location.
4. when retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.
5. when criminal mischief is committed on or off school property or at a school-related event.
6. for certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas.
7. when the student commits a felony, as provided by Texas Education Code §§37.006 or 37.0081.
8. for certain offenses committed off of school property that result in a true threat of a material and substantial disruption of school, or even a reasonable forecast of such.

Standards for Student Conduct

All students at Trinity Basin Preparatory are expected to:

1. demonstrate courtesy, even when others do not.
2. behave in a responsible manner, always exercising self-discipline.
3. attend all classes, regularly and on time, and be physically and mentally ready to learn.
4. prepare for each class, by taking appropriate materials, necessary supplies to aid in learning such as prescription glasses, and all assignments to class.

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5. obey campus and classroom rules.
6. respect the rights and privileges of students, teachers, and other staff and volunteers.
7. respect the property of others, including campus property and facilities.
8. cooperate with and assist the school staff in maintaining safety, order, and discipline.
9. adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The school prohibits the following:

1. Disregard for Authority

- Failing to comply with directives given by school personnel (insubordination).
- Leaving school grounds or school-sponsored events without permission.
- Disobeying rules for conduct on school transportation.
- Refusing to accept discipline management techniques assigned by a teacher or principal.

2. Mistreatment of Others

- Using profanity or vulgar language or making obscene gestures, orally or in writing.
- Fighting or scuffling, including hitting, kicking, slapping, scratching, pushing or shoving, wrestling, pulling hair, or any other form of inappropriate physical contact, regardless of who started or initiated the fight or scuffle.
- Threatening another student or school employee on or off school property.
- Engaging in bullying, harassment, or making hit lists.
- Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture or any other action, including requests for sexual favors directed toward another student or school employee.
- Engaging in inappropriate or indecent exposure of private body parts.
- Hazing and name calling.
- Causing an individual to act through the use of or threat of force (coercion).
- Committing or threatening to commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engaging in inappropriate verbal, physical, or sexual conduct directed toward another student, school employee, or one's self.
- False accusations or defamation of character levied against students and/or staff.

3. Property Offenses

- Damaging or vandalizing property owned by others.
- Defacing or damaging school property – including walls, doors, textbooks, furniture and other equipment – with graffiti or by other means.
- Stealing from students, staff, or the school.
- Committing or assisting in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code.

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4. Possession of Prohibited Items

Possessing, using, or selling:

- fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- a razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- a weapon or “look-alike” weapon;
- an air gun or BB gun;
- ammunition;
- a stun gun;
- any knife;
- mace or pepper spray;
- pornographic material;
- tobacco products, tobacco-related products, related paraphernalia, and delivery devices, including but not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, “vapor pens,” non-prescribed inhalers, nicotine delivery devices or chemicals;
- matches or a lighter;
- a laser pointer; or
- any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

5. Possession of Telecommunication Devices

The school prohibits the unauthorized use of telecommunication devices and video or photographic devices at school during school hours, on field trips, and at school activities. Teachers and campus administrators may authorize students to display, turn on, and use telecommunication devices for educational purposes. In accordance with the law, telecommunication devices shall be defined as those that emit audible signals or vibrations, display messages, or otherwise summon or deliver a communication to the possessor. Such devices include, but shall not be limited to, cellular telephones, smart watches, MP3 players, and pagers. Telecommunication devices that are confiscated will be returned to the student’s parent or legal guardian for a \$15 fee. Devices confiscated a second time will be returned to the student’s parent or legal guardian after a parent conference and the payment of a \$15 fee. If a device is confiscated a third or subsequent time the offense will be considered repetitive behavior and the student will face disciplinary consequences including the payment of a \$15 fee for the return of the device and suspension.

6. Drugs and Alcohol

- Possessing, using, transmitting, distributing, or selling any illegal drugs, seeds, controlled substance, narcotic, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
- Possessing, using, distributing, or selling paraphernalia related to any prohibited substance.
- Possessing or distributing look-alike drugs or items attempted to be passed off as drugs or contraband.

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- Abusing the student’s own prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person’s prescription drug on school property or at a school-related event.
- Having or taking prescription drugs or over-the-counter drugs at school other than as provided by school policy.
- Possession, use, transmission, distribution, or being under the influence of alcohol or any alcoholic beverage.
- Abusive use of glue, aerosol can, liquid paper, or any other chemical substance for inhalation.
- Possession, use, transmission, distribution, or being under the influence of any other intoxicant, mood changing, mind-altering, or behavior altering drugs prohibited under the Texas Controlled Substance Act or Federal Drug Abuse Prevention Control Act.
- Being under the influence of drugs or alcohol such that the student’s faculties are noticeably impaired, even if the student is not legally intoxicated.

7. Misuse of Computers and the Internet

- Violating computer use policies, the Internet Safety policy, rules, or agreements signed by the student and/or agreements signed by the student’s parent, including those found in the Trinity Basin Preparatory Student Handbook.
- Using the Internet or other electronic communications, including Snapchat, Instagram, Twitter, Facebook, and other social media sites, to threaten students or employees or cause disruption to the educational program.
- Sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal.
- Using e-mail or Web sites at school to encourage illegal behavior or threaten school safety.

8. Safety Transgressions

- Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engaging in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Threatening use of or possession of prohibited item.
- Terroristic threat.
- Making false accusations or perpetrating hoaxes regarding school safety.
- Making false 911 calls.
- Engaging in any conduct that school officials might reasonably believe will substantially disrupt the school environment or incite violence.
- Throwing objects that can cause bodily injury or property damage.
- Discharging a fire extinguisher or fire alarm without valid cause.

9. Miscellaneous Offenses

- Violating dress and grooming standards as communicated in the Student Dress Code.
- Attending class without materials needed to successfully learn such as

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- prescription glasses.
- Academic dishonesty.
- Inappropriate physical contact (hugging, kissing, or any other conduct of a sexual or intimate nature).
- Falsifying records, passes, or other school-related documents.
- Engaging in actions or demonstrations that substantially disrupt or materially interfere with the classroom or school activities.
- Repeatedly violating specific rules or procedures of campus or classroom standards of conduct.
- Using headphones with phones, smart watches, personal stereos, CD players, or MP3 players during the school day.
- Unauthorized food, candy, gum, etc.
- Littering.
- Violation of classroom or campus rules.
- Gambling.
- Rough play (wrestling, etc.).
- Disrupting class.
- Throwing food in cafeteria.
- Unacceptable language.
- Attendance/tardy violations.

*The school may impose campus or classroom rules in addition to those found in the Code of Conduct. Disregard for these rules will be considered a violation of the Student Code of Conduct and will be dealt with accordingly.

Progressive Discipline

At Trinity Basin Preparatory, discipline is defined as the systematic teaching and learning of appropriate, responsible behaviors. Our progressive discipline system is designed to protect the learning environment and to improve student conduct. Student misbehavior will be addressed through a series of corrective interventions, which will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Corrective interventions will vary according to the specific student behavior, and will be informed by an evaluation of the student’s age and grade level, the frequency of misbehavior, the student’s attitude, the effect of the misconduct on the school environment, and statutory requirements.

While all disciplinary matters are addressed on a case-by-case basis in conformity with the Progressive Discipline system outlined above, most behaviors are classified into four types: the most minor infractions being Type A through the most egregious being Type D. Corrective interventions will be individualized for each student based on the type of offense as well as the circumstances surrounding the specific offense. The Progressive Discipline System – Student Behavior and Corrective Interventions chart on page 6 provides an overview of the most common behavior infractions from Type A through Type D and **possible** corrective interventions for each.

Corrective Interventions

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The following corrective interventions **may** be used – alone or in combination – for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- verbal (oral or written) correction
- cooling-off time or “time-out”
- seating changes within the classroom
- confiscation of items that disrupt the educational process
- rewards or demerits
- behavioral contracts
- counseling by teachers or administrative personnel
- parent-teacher conferences
- Practice Academies – practicing a desired behavior so that the student can learn to implement a desired procedure or skill that the student has failed to use
- Detentions
- removal of student from classroom setting
- withdrawal of privileges, such as participation in activities or school clubs
- school-assessed and school-administered probation
- in-school suspension
- out-of-school suspension, as specified in the Student Code of Conduct
- expulsion, as specified in the Student Code of Conduct
- referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the school
- other strategies and consequences as determined by the school officials

The school prohibits physical activity from being used as a form of punishment.

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Progressive Discipline System – Student Behavior and Corrective Interventions

*These are partial lists for explanation purposes and are not meant to exclude other similar behaviors.

Type A Behaviors	Corrective Interventions
Includes: violations of classroom or campus rules; unauthorized food, gum, etc.; littering; disrespect to students, faculty, facility; running/noise in hallways; talking at inappropriate times; possession of banned electronic items (cell phone, iPod, etc.); possession of inappropriate items (toy gun not resembling or mistaken for a real weapon, etc.); attendance violations (tardies or absences); homework not completed or turned in on time; dress code violations that can be corrected in class; rough play.	Corrective intervention is assigned by the teacher, and may include parent notification, conferences, practice academy, additional or makeup work, etc.; in-school suspension. All behavior and corrective interventions documented in student file.
Type B Behaviors	Corrective Interventions
Includes: repetition of Type A behaviors; lying/cheating; possession of another student's property; persistent disruption of classroom environment; throwing food in cafeteria; inappropriate language; persistently unprepared for class or refusal to participate; inappropriate physical contact.	Corrective intervention is assigned by the teacher and/or team of teachers, and may include parent notification, conferences, practice academy, additional/makeup work. Instances of serious or repetitive Type B behaviors may be referred directly to the campus administrator and assigned consequences including parent conference, detention, in-school or out-of-school suspension. All behavior and corrective interventions documented in student file.
Type C Behaviors	Corrective Interventions
Includes: persistent repetition of Type A or B behaviors; dress code violations that cannot be corrected in class; cause or threaten to cause injury; gang or gang-like activity including the display of gang or drug writing, symbols, etc.; racketeering; possession of dangerous item; possession of tobacco; damage to school property; bullying; gross profanity or obscene gestures; overt disrespect/defiance; extortion/threats/intimidation; lewd, indecent, or offensive conduct; sexual harassment; racial slurs; theft/possession of stolen property; possession of a prohibited item.	The student is sent immediately to the campus administrator for corrective intervention at the administrative level. Administrative interventions may include parent conference, detention, in-school or out-of-school suspension, or expulsion. Severe or illegal behaviors will be reported to the appropriate law enforcement authority. All behavior and corrective interventions documented in student file.
Type D Behaviors	Corrective Interventions
Includes: persistent repetition of Type A, B or C behaviors; violence; fighting; possession of drugs or alcohol; possession of weapon/use of item as a weapon/possession of item resembling or mistaken for a real weapon; terroristic threat.	The student is escorted immediately to the campus administrator, and may be suspended immediately pending an expulsion meeting. Severe or illegal behaviors will be reported to the appropriate law enforcement authority. All behavior and corrective interventions documented in student file.

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Bullying

Bullying will not be tolerated at Trinity Basin Preparatory. The district has a local policy that prohibits bullying, harassment, and making hit lists, and it includes, as appropriate for students at each grade level, measures for preventing and correcting bullying behavior. Violation of Trinity Basin Preparatory's Bullying Policy can result in corrective interventions for students, up to and including expulsion.

Type A and B Behaviors

Since appropriate social behavior involves a series of learned skills, it is logical that the "first line" of discipline is in the classroom. For most Type A and B behaviors, teachers will employ corrective interventions within the classroom setting.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, student misbehavior may result in removal from the regular educational setting in the form of a discipline referral.

A teacher or administrator will remove a student from the class in order to protect the educational environment in the classroom. A teacher may also initiate a removal from class if:

- a. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his/her class; or
- b. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Students engaging in Type A and B behaviors may be referred to the campus administrator if the behavior has been determined to be repetitive and the attitude of the student defiant.

When a teacher or staff member observes any instance of Type C or D behavior, the offending student will be escorted to a campus administrator immediately.

The campus administrator will first discuss the behavior or incident with the student and then proceed with further corrective interventions including, but not limited to, counselor referral, behavior contract, detention, suspension, and/or expulsion.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Texas Education Code requires or permits the student to be suspended or expelled. When removing for those reasons, the procedures in the subsequent sections on suspension or expulsion will be followed.

Subsequently the parent/guardian will be informed of the details contributing to the referral and of any disciplinary or corrective interventions prescribed.

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Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or the principal. Consequences will not be deferred pending the outcome of a grievance.

Suspension

Students generally learn most effectively in a classroom, at school. Therefore students will be removed from the regular educational setting via suspension only when multiple, appropriate corrective interventions have been attempted, or such a removal is necessary for the safety and stability of the larger school community. Students may be suspended for any behavior listed in the Student Code of Conduct as a general conduct violation. In deciding whether to order suspension, the appropriate administrator will take into consideration:

1. the student's intent at the time the student engaged in the conduct;
2. the student's disciplinary history;
3. the student's age and grade level;
4. the frequency of the student's behavior;
5. the student's attitude and conduct during the investigation and referral;
6. the effect of the misconduct on the school environment.

Before being suspended, a student will have a conference with the appropriate administrator who shall inform the student of the conduct of which he/she is accused. The student will be given the opportunity to explain his/her version of the incident before the administrator's decision is made. The number of days of a student's suspension will be determined by the appropriate administrator, but will not exceed three school days.

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Expulsion

Behaviors for which a student may be expelled include:

- conduct that contains the element of assault, or threat of assault, against a student, school employee, or volunteer;
- criminal mischief;
- aggravated assault;
- sexual assault;
- sexual harassment;
- criminal attempt to commit murder or capital murder;
- murder or capital murder;
- aggravated robbery;
- conduct relating to a false alarm or report (including a bomb threat), or a terroristic threat involving a public school;
- selling, distributing, possessing, using, or being under the influence of any controlled

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- substance, including alcohol;
- conduct that contains the elements of an offense relating to abusable volatile chemicals;
- arson;
- indecency with a child;
- kidnapping;
- use, exhibition, or possession of a firearm;
- use, exhibition, or possession of a knife, hand instrument designed to cut or stab another by being thrown, dagger, sword, spear, etc.;
- use, exhibition, or possession of a club such as an instrument specifically designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk;
- possession of any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade;
- possession of a prohibited item;
- significant property damage;
- any other offense listed in Section 37.007 of the Texas Education Code; or
- persistent repetition of any other behavior listed in the Student Code of Conduct.

Students under the age of 10 may not be expelled, except under Texas Education Code §37.007(e).

If a student is believed to have committed an expellable offense, the campus administrator will suspend the student immediately pending the expulsion meeting. The expulsion meeting will be scheduled within three school days of the formal referral. The student’s parent will be invited in writing to attend the meeting.

In deciding whether to order expulsion, the school will take into consideration:

1. the student’s intent at the time the student engaged in the conduct;
2. the student’s disciplinary history;
3. the student’s age and grade level;
4. the frequency of the student’s behavior;
5. the student’s attitude and conduct during the investigation and referral;
6. the effect of the misconduct on the school environment.

Expulsion Meeting

A student facing expulsion will be given an audience with campus administration, absent extenuating circumstances. At the expulsion meeting, the student is entitled to:

1. representation by the student’s parent or legal guardian.
2. the opportunity to testify and to present evidence and witnesses in the student’s defense.
3. the opportunity to question school employees.

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After providing notice to the student and parent of the expulsion meeting, the school may hold the meeting and determine the results of the expulsion regardless of attendance of the student or parent. If the parent and student do not attend the expulsion meeting, the campus administrator will make a decision regarding expulsion based upon the information contained in the discipline referral and any other information that the administrator deems appropriate, as well as the factors stated above.

The campus administrator’s decision as to whether the student will be expelled will be made at the conclusion of the expulsion meeting. If the student is expelled, the parent will be given a copy of the completed referral. The completed referral will serve as the expulsion order.

An expulsion order may recommend or suggest that the expelled student participate in certain learning and/or behavioral activities or programs in an effort to be eligible for readmission to TBP. In making this decision, the campus administrator will consider the expulsion factors above, as well as the student’s attitude, emotional and/or mental status, and willingness to participate in any of the recommended programs or activities. If the expelled student and their family agree to participate as requested, the campus administrator will work with the student and provide written progress reports to the Superintendent. Any cost associated with the activities or programs recommended by the school will be the responsibility of the student. When appropriate, as determined by the Superintendent, the school may encourage the expelled student to reapply at TBP. Such application will be subject to all eligibility and or admission requirements outlined in TBP’s Admission and Enrollment Policy; however, the expelled student’s participation and completion of any such programs or activities will be considered by the Superintendent when evaluating the student’s eligibility for readmission.

Special Education and Section 504 Expulsions

If a student who receives special education or Section 504 services violates the Student Code of Conduct in a manner that makes expulsion a possibility, the expulsion process for general education students must be followed exactly with a few additional steps as outlined below.

If the Principal decides to expel, a Manifestation Determination meeting must occur. The Manifestation Determination meeting must be attended by the Special Education Coordinator or the 504/RtI Coordinator and the student’s ARD Committee or 504 Committee.

In the Manifestation Determination meeting, the committee will operate as if the Principal’s decision to expel the student was correct. The committee will not discuss whether the student committed an expellable offense. Rather, only the following questions will be discussed and answered:

1. Was the conduct caused by, or did it have a direct and substantial relationship to, the child’s disability;
2. Was the conduct in question the direct result of the school’s failure to implement the IEP or Section 504 Service Plan?

If the answer to either question is “yes,” then the expulsion must be voided. If the answer to the first question is “yes” for special education students, then a Functional Behavioral Analysis must be conducted in order to create or update a Behavior Intervention Plan.

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It is important to note that the expulsion meeting and the Manifestation Determination meeting are distinct meetings. However, they may be held on the same day, back-to-back. In the expulsion meeting, the Principal has the final, sole authority to determine if the offense was expellable or not, as outlined in the school's Student Code of Conduct. The Manifestation Determination meeting is not a fact finding meeting. The committee is to assume that all facts are true, and their purpose is simply to answer the two questions above. While the Principal is part of the committee in a Manifestation Determination, they are not the final, sole authority to answer these questions.

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Appeal of Expulsion

Any parent/guardian who is not satisfied with the decision of the campus administrator may appeal that decision to the Superintendent within three school days of the expulsion meeting.

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The Superintendent will review all relevant documents. If necessary, the Superintendent may also talk to campus administration, witnesses, the student, and/or the student's parent

Any parent who is unsatisfied with the decision of the Superintendent may similarly appeal to the Board of Directors within three school days. The decision of the Board of Directors is final, and is not subject to further review.

The Board of Directors will review all relevant documents in a closed meeting, unless the parent requests in writing that the matter be held in an open meeting. The Board of Directors may also hear a statement from the student or parent and from the designated administrator. The Board of Directors will base its decision on evidence reflected in the record and on any statements made by the parties at the meeting. The Board of Directors will make and communicate orally its decision at the conclusion of the expulsion review.

Any consequences or punishments assigned the student will not be deferred pending the outcome of the expulsion review.

Restrictions during Expulsion

Expelled students may be prohibited from being on school grounds or attending school-sponsored or school-related activities. No academic credit will be earned for work missed due to the expulsion.

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J.
2020-2021
Allotment
and TEKS
Certification

Allotment and TEKS Certification, 2020-21

The district superintendent, along with the president and secretary of the local board of trustees, or the officers of the governing body of the charter school, certify the following:

- 1) This district's technology and instructional materials allotment is used only for expenses allowed by the Texas Education Code (TEC), §31.0211.
- 2) For the current school year, this district has instructional materials that collectively cover all elements of the Texas Essential Knowledge and Skills of the required curriculum identified in the TEC, §28.002, other than physical education, for each subject and grade level (TEC §31.004).
- 3) Upon request, this district will provide to the State Board of Education the title and publication information for any instructional materials requisitioned or purchased by the district with the district's allotment (TEC §31.101).

Certified	Grade Level	Certified	Subject Area
<input checked="" type="checkbox"/>	Kindergarten	<input type="checkbox"/>	CAREER & TECHNICAL EDUCATION (CTE)
<input checked="" type="checkbox"/>	Grade 1	<input checked="" type="checkbox"/>	ENGLISH LANGUAGE ARTS AND READING
<input checked="" type="checkbox"/>	Grade 2	<input checked="" type="checkbox"/>	ENGLISH LANGUAGE PROFICIENCY STANDARDS
<input checked="" type="checkbox"/>	Grade 3	<input checked="" type="checkbox"/>	FINE ARTS
<input checked="" type="checkbox"/>	Grade 4	<input checked="" type="checkbox"/>	HEALTH
<input checked="" type="checkbox"/>	Grade 5	<input type="checkbox"/>	LANGUAGES OTHER THAN ENGLISH
<input checked="" type="checkbox"/>	Grade 6	<input checked="" type="checkbox"/>	MATHEMATICS
<input checked="" type="checkbox"/>	Grade 7	<input checked="" type="checkbox"/>	SCIENCE
<input checked="" type="checkbox"/>	Grade 8	<input checked="" type="checkbox"/>	SOCIAL STUDIES
<input type="checkbox"/>	Grade 9	<input checked="" type="checkbox"/>	TECHNOLOGY APPLICATIONS
<input type="checkbox"/>	Grade 10		
<input type="checkbox"/>	Grade 11		
<input type="checkbox"/>	Grade 12		

Signature of Superintendent

Signature

Signatures of Board President and Secretary or Governing Board Officers

Board President

Board Secretary

Scan the signed certification document and attach it to an [Instructional Materials Help Desk](#) ticket with the following subject line: [your district] certification (ex: Anywhere ISD)

K.
**Revised Bond
Resolution**

RESOLUTION OF THE BOARD OF DIRECTORS OF TRINITY BASIN PREPARATORY, INC. AUTHORIZING A BORROWING FROM THE ARLINGTON HIGHER EDUCATION FINANCE CORPORATION TO FINANCE EDUCATIONAL FACILITIES, APPROVING THE ISSUANCE OF BONDS, DELEGATING AUTHORITY TO EFFECT THE SALE, ISSUANCE AND DELIVERY OF BONDS AND TO APPROVE, EXECUTE AND DELIVER CERTAIN DOCUMENTS RELATED THERETO, AND CONTAINING OTHER RELATED MATTERS

WHEREAS, the Board of Directors (the “Board”) of Trinity Basin Preparatory, Inc. (the “Company”) has determined that it is in the best interest of the Company to enter into a borrowing to finance and refinance the acquisition, construction, renovation and equipping of certain educational facilities described in Exhibit A attached hereto (the “Project”), and (ii) to pay the costs of such financing; and

WHEREAS, Chapter 53, Texas Education Code, as amended (the “Act”), authorizes and empowers the Arlington Higher Education Finance Corporation (the “Issuer”) to issue revenue bonds to finance the cost of an “educational facility,” as defined in the Act; and

WHEREAS, the Company has requested (the “Company Request”) that the Issuer issue bonds designated the Arlington Higher Education Finance Corporation Education Revenue Bonds (Trinity Basin Preparatory, Inc.) Series 2020A and Arlington Higher Education Finance Corporation Taxable Education Revenue Bonds (Trinity Basin Preparatory, Inc.) Series 2020B (the “Bonds”) in a combined aggregate principal amount not to exceed \$60,000,000 pursuant to a Trust Indenture and Security Agreement (the “Bond Indenture”) between the Issuer and Wilmington Bank, National Association, as bond trustee (the “Bond Trustee”); and

WHEREAS, the proceeds of the Bonds will be loaned by the Issuer to the Company pursuant to a Loan Agreement (the “Loan Agreement”) between the Issuer and the Company; and

WHEREAS, in the Loan Agreement, the Company will agree to make payments in the amounts and at the times required to pay all principal of and interest and premium, if any, on the Bonds, together with other payments with respect thereto; and

WHEREAS, the Company has previously entered into a Master Trust Indenture and Security Agreement (the “Master Indenture”), dated as of August 1, 2014, between the Company and Wilmington Trust, National Association, as master trustee (the “Master Trustee”), for the purpose of pledging certain revenues of the Company to secure the debt of the Company issued pursuant thereto; and

WHEREAS, the Loan and the obligations of the Company under the Loan Agreement will be evidenced by promissory notes (the “Notes”) issued pursuant to the Master Indenture, to be delivered by the Company to the Issuer and assigned by the Issuer to the Bond Trustee; and

WHEREAS, as additional security it is proposed that the Company enter into one or more deeds of trust (collectively, the “Deed of Trust”) encumbering the real property constituting the Project for the benefit of the Master Trustee; and

WHEREAS, the Board now desires to (i) approve and ratify the submission of the Company Request to the Issuer with respect to the issuance of the Bonds; (ii) approve the issuance of the Bonds; (iii) delegate the authority to effect the sale, issuance, and delivery of the Bonds to each of the President of the Board of Directors of the Company, the Chief Executive Officer, the Chief Financial Officer, and Chief Legal and Operations Officer (the “Authorized Representatives” and each an “Authorized Representative”), (iii) authorize the execution, delivery and performance by the Company of the documents relating to the sale, issuance, and delivery of the Bonds, and (iv) take and authorize certain other actions in connection with the foregoing;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF TRINITY BASIN PREPARATORY, INC., as follows:

RESOLVED, that the action or directed action of the Company in connection with the submission of the Company Request to the Issuer for the issuance of the Bonds is hereby approved and ratified; and

RESOLVED FURTHER, that the Company hereby authorizes and approves the issuance of the Bonds in a combined aggregate principal amount not to exceed \$60,000,000 pursuant to the Bond Indenture; and

RESOLVED FURTHER, that the Company hereby authorizes each of the Authorized Representatives to take all actions and approve the form, terms, and provisions of and to execute and deliver or certify to the Company’s approval of all such agreements, instruments and other documents (the “Transaction Documents”) on behalf of the Company as they may deem necessary or desirable (as conclusively evidenced by the taking of such action or the execution and delivery of such agreements, instruments or other documents by the Authorized Representatives) in connection with the issuance of the Bonds by the Issuer and the Loan to the Company or in order to effectuate the further purposes of any of these resolutions, including without limitation those Transaction Documents specifically described below:

- (i) the Loan Agreement;
- (ii) the Supplemental Master Trust Indenture amending and supplementing the Master Indenture to authorize the issuance of the Notes;
- (iv) the Notes;
- (v) the Bond Indenture, which shall include the final terms of the Bonds, including, without limitation, the aggregate principal amount of the Bonds, the years in which the Bonds will mature, the principal amount to mature in each year of maturity, the dated date, the rate of interest to be borne by each such maturity, any optional and mandatory redemption provisions, and the places of payment;
- (v) the Deed of Trust;
- (vi) a Bond Purchase Agreement among the Issuer, BB&T Capital Markets (the “Underwriter”), and the Company, the terms of which will provide for the sale of the Bonds;

(vii) the Preliminary Official Statement for use in the initial offering and sale of the Bonds and a final Official Statement reflecting the final terms of the Bonds. The Authorized Representatives are hereby authorized to deem final the Preliminary Official Statement as of its date, within the meaning of subparagraph (b)(1) of Rule 15c(2)-12 of the Securities and Exchange Commission, and the Authorized Representatives or other appropriate officials of the Company are hereby authorized to sign and/or to deliver a certificate pertaining to such Official Statement as prescribed therein; and

(viii) any and all documents, certificates, financing statements, filings, and other instruments, any agreements, covenants, options, remedies or restrictions, whether or not herein mentioned, as the Authorized Representatives may determine to be necessary or desirable in order to carry out the issuance, sale and delivery of the Bonds, the guarantee of the Bonds by the Permanent School Fund, the Loan to the Company, the acquisition of title insurance, the financing, acquisition, construction, and completion of the Project, and the terms and provisions of this resolution and the documents described herein; and

RESOLVED FURTHER, that the Authorized Representatives may consent to and approve such changes or amendments to such Transaction Documents, as they may deem necessary or desirable to effect the transactions contemplated hereby, such approval to be conclusively evidenced by their execution and delivery of such documents; and

RESOLVED FURTHER, upon execution and delivery, the Transaction Documents shall be valid and binding obligations of the Company enforceable in accordance with their respective terms and the proper officers, agents, and employees of the Company are hereby authorized, empowered, and directed to do all such acts and things and to executed and deliver such documents as may be necessary to carry out and comply with the provisions of the Transaction Documents;

RESOLVED FURTHER, that the Secretary or any other officer of the Company is hereby authorized to certify to the due adoption of this Resolution and to provide certified copies of this Resolution to any party in connection with the transactions contemplated by this Resolution and to attest the execution of any Transaction Document by any other officer on behalf of the Company; and

RESOLVED FURTHER, that the Company hereby confirms, approves and ratifies all agreements signed by any officer of the Company and any action taken by any officer on behalf of the Company in connection with the foregoing matters.

* * *

PASSED AND APPROVED the ____ day of July, 2020.

By: _____
President, Board of Directors

By: _____
Secretary, Board of Directors

EXHIBIT A

The Project

The Project consists of financing and refinancing the costs of acquiring, constructing, improving, renovating, furnishing, and equipping the following “educational facilities” (as defined in Chapter 53, Texas Government Code) of the Company:

- a. Mesquite Campus located at 2901 E. Meadows Blvd, Mesquite, Texas;
- b. Panola Campus located at 4400 Panola Ave., Fort Worth, Texas; and
- c. Ledbetter Campus located at 2524 W. Ledbetter Dr., Dallas, Texas.

L.

**Principal
Credit Card
Limit for 2020-
2021**

Trinity Basin Preparatoy, Inc
Campus - Annual Principal Spending Limits

Principal discretionary account for prudent and necessary operational expenses.

2020-2021	Ewing	10th St.	Jeff	Paff	Panola	Ledbetter	Mesquite	CAO	Total
<i>Enrollment*</i>	560	690	864	944	796	664	384		4518
<i>\$ per Student</i>	12.00	12.00	12.00	12.00	12.00	12.00	12.24		14.39
	\$ 6,700	\$ 8,300	\$ 10,400	\$ 11,300	\$ 9,600	\$ 8,000	\$ 4,700	\$ 6,000	\$ 65,000

2019-2020	Ewing	10th St.	Jeff	Paff	Panola	Ledbetter	CAO	Total
<i>Enrollment*</i>	560	690	864	944	656	498		4212
<i>\$ per Student</i>	12.00	12.00	12.00	12.00	12.00	12.00		13.42
	\$ 6,720	\$ 8,280	\$ 10,368	\$ 11,328	\$ 7,872	\$ 5,976	\$ 6,000	\$ 56,544

* Planned capacity

Increase:	\$	8,456
		15.0%

M.
Minutes from
meeting on
6/15/20

**TRINITY BASIN PREPARATORY
MEETING OF THE BOARD OF DIRECTORS
2730 N HWY 360
GRAND PRAIRIE, TEXAS, 75050
MONDAY, JUNE 15, 2020**

12:00 P.M. OPEN SESSION

- I. CALL TO ORDER:** Loren Hitchcock called the meeting to order at 12:03 p.m. He announced that a quorum was present. The members in attendance via videoconference were:

Randy Shaffer, President, Member
Ken Petree, Vice President, Member
Julia Gomez, Member
Dana Bickford, Member
Loren Hitchcock, Member
Mike Winemiller, Member (ABSENT)
Frederick Brown, Member

Others in attendance were:

James Dworkin, Chief Financial Officer, Board Treasurer
Trey Varner, Chief Legal and Operations Officer, Board Secretary
Lesley Austin, Chief Academic Officer
Brandon Duck, Chief Development Officer

NOTE: This meeting was conducted in accordance with the Governor's authorization concerning suspension of certain open meetings law requirements for COVID-19 disaster. All attendees attended the meeting via videoconference and were visible and audible to the entire group and any others joining the meeting for the entirety of the meeting. An audio recording was made of the entire meeting.

- II. OPEN SESSION – 12:03 p.m.**

III. NON-AGENDA RELATED PUBLIC COMMENTS

This forum allows anyone in attendance to address the Board on any matter except personnel and individual student issues. Any personnel concerns should be brought to the attention of the CEO prior to the meeting. Speakers will be limited to three (3) minutes. Non-agenda items will be taken for no more than 30 minutes.

IV. ACTION ITEMS:

- a. **Financial report and COVID 19 response** —No Action Taken
- b. **Academic Report and COVID 19 response**—No Action Taken
- c. **Campus Operations and Expansion Report and COVID 19 response**—No Action Taken
- d. **Enrollment Report and COVID 19 response**—No Action Taken
- e. **Technology Report and COVID 19 response**—No Action Taken
- f. **Development Report and COVID 19 response**—No Action Taken
- g. **Consider and/or vote on resolution approving non-expansion charter amendment request to add remote learning to TBP's educational program**—Dana Bickford made the motion to adopt

the resolution approving the non-expansion charter amendment request to add remote learning as presented. Loren Hitchcock seconded. The vote was unanimous.

- h. Consider and/or vote on waiver for missed school days**—Dana Bickford made the motion to approve the waiver for missed school days as presented. Julia Gomez seconded. The vote was unanimous.
- i. Consider and/or vote on attestation related to support of educational program**—Ken Petree made the motion to approve the attestation to support the educational program as presented. Julia Gomez seconded. The vote was unanimous.
- j. Consider and/or vote on minutes from meeting on 05/18/20**—Ken Petree made the motion to approve the minutes from the meeting on 05/18/20 as presented. Loren Hitchcock seconded. The vote was unanimous.
- k. Consider and/or vote on minutes from meeting on 06/01/20**—Dana Bickford made the motion to approve the minutes from the meeting on 06/01/20 as presented. Julia Gomez seconded. The vote was unanimous.

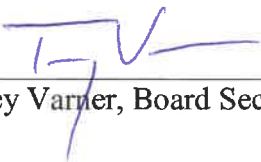
l. ADJOURNMENT

V. CLOSED SESSION PER TEXAS GOVERNMENT CODE. If at any time during the meeting, the Board determines that a closed or executive meeting is required, then such closed or executive meeting will be held by the Board as authorized by the Texas Open Meetings Act, including, but not limited to the following sections:

- a. Private Consultation with the Board’s Attorney (Sec. 551.071)**—No discussion.
- b. School Children; School District Employees; Disciplinary Matter or Complaint (Sec. 551.082)**—No discussion.

VI. ADJOURNMENT—2:00 p.m.

Minutes Reviewed by:



Trey Varner, Board Secretary