

BACK TO SCHOOL

Regional Advisory Committee Meeting

Region 14 Education Service Center
Zoom Meeting – 10:00 a.m. – August 5, 2020

Zoom Meeting ID 325-675-7037



AGENDA

Center for Instructional Improvement/Administration – *Shane Fields*

- . Introduce Guests
- . ESC Update
- . Mark Your Calendar 2020-2021
- . ESC Contracts
- . COVID Table Top Exercise
- . Asynchronous Plan
- . Teacher Incentive Allotment Information
- . Teacher Incentive Checklist
- . ACP Information Flyer
- . School District Directory Updates

Center for Instructional Leadership & Federal Programs - *Emilia Moreno*

- . Administrative Updates
- . Curriculum Updates
- . Federal Information
- . Training Opportunities

10:30 a.m.

Zoom Meeting ID 325-675-8674

Center for Teaching and Learning – *Lisa White*

- . Special Education Updates

11:00 a.m.

Zoom Meeting ID 325-675-8616

Center for Technology Services – *Robb McClellan*

- . Digital Innovation Update
- . Technology Update
- . WTTC Update

11:30 a.m.

Zoom Meeting ID 325-675-8681

BCSA Officers

President - Dr. Dana Marable - DeLeon ISD
President-Elect - Dr. David Young - Abilene ISD
Past President - Bobby Easterling - Jim Ned CISD
First Vice-President - Dr. Jason Cochran - Eastland ISD
Second Vice-President - Jonathan Scott - Albany ISD

2020-2021 ESC 14 Event Calendar

Service for World Class Schools

August 2020

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September 2020

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November 2020

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May 2021

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June 2021








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July 2021

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Holidays

Sept. 7	Labor Day
Nov. 25-27	Thanksgiving Break
Dec. 21-Jan. 1	Christmas Break
April 2	Good Friday / Bad Weather Day
May 31	Memorial Day Bad Weather Day
July 5	Fourth of July

	RAC 10:00 a.m. / June BCSA Summer Conf.
	Supt. Forum 10:00 a.m.
	Holidays
	ESC Board Mtg.
	PTC / Kickoff
	Planning Days
	TASA & TASB Conferences



Region 14
Education Service Center

TEA



**Guidebook for
Public Health
Operations**

July 28, 2020



Outline



Guidebook overview



Planning



Prevent



Respond

Public Health Operations Guidebook Aims

- Outline the steps that school systems must take to **develop their plans**
- Provide a set of guidelines and a tool for **planning with local public health entities**
- Share **operational guidance for screening and response** to positive cases that schools can build on
- Provide **communications resources** that school systems and campuses can customize to align to their local plans
- This guidebook is not intended to offer information on instructional practices provided, whether on campus or remotely. See the Strong Start resources for instructional guidance.



Considerations for Response Planning

- This guidebook focuses on steps that schools can, and in some cases must, take to **plan for prevention, mitigation, and response** to positive COVID-19 cases on campus.
- Schools **should not plan on a one-size-fits-all response** in the event of a positive case— e.g., campus closure for a certain number of days. Instead, the response should be:
 - Coordinated with local public health entities
 - Based in the scientific understanding of how the virus spreads; and
 - Communicated transparently and matter-of-factly with relevant parties.

The decision about how to respond in a particular case will depend on the number of individuals with whom the infected individual had close contact and the next steps that the school must take in coordination with public health entities.

Key Concepts Overview

- Symptoms
- Close contact
- Screening
- Case investigation
- Contact tracing
- Staying home
- Self-isolation

Understanding these terms and concepts will give school system leaders the framework needed to determine what steps to take in the event of a positive COVID-19 test.



COVID-19 Symptoms

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

Any of the following symptoms indicate a possible COVID-19 infection:

- Temperature of 100.4 degrees Fahrenheit or higher when taken by mouth;
- Sore throat;
- New uncontrolled cough that causes difficulty breathing (or, for students with a chronic allergic/asthmatic cough, a change in their cough from baseline);
- Diarrhea, vomiting, or abdominal pain; or
- New onset of severe headache, especially with a fever.

Key Concept Definitions

Close contact

- Being directly exposed to infectious secretions (e.g., being coughed on); or
- Being within 6 feet for a cumulative duration of 15 minutes; if either occurred at any time in the last 14 days at the same time the infected individual was infectious. Individuals are presumed infectious at least two days prior to symptom onset, or in the case of asymptomatic individuals who are lab-confirmed with COVID-19, two days prior to the confirming lab test.

Guidance for Schools: Close contacts should follow the stay at home protocol as outlined by the CDC. COVID-19 testing for close contacts is not necessary, as negative test results can occur at any time while the virus is incubating. The role of schools in identifying close contacts is to provide relevant information to local health departments, not to determine close contacts in the absence of public health guidance.



Key Concept Definitions

Screening

Screening is an activity that campuses conduct to identify and temporarily exclude from campus those who may have been exposed to COVID, in an effort to keep the virus out of campuses.

Guidance for Schools: Screening is accomplished by asking questions via electronic methods, by phone, and/or in person to determine that individuals:

- Are not lab-confirmed with COVID-19
- Do not themselves have COVID-19 symptoms
- Have not come into close contact with an individual who is lab-confirmed with COVID-19

Schools have the ability to prevent anyone who either does not complete or does not pass screening from entering their campus. More information on screening protocols and potential screening tools is included in this guidebook.



Key Concept Definitions

Case investigation

- Discussions with a COVID-19-positive individual to determine who may have spread and/or been infected and how that spread may have occurred

Contact tracing

- The identification of individuals who have been exposed as close contacts to COVID-19 and are as a result possibly infected themselves, but pre-symptomatic.

Guidance for Schools: Case investigation and contact tracing will be conducted by the local health entity. If an infected individual was on campus during the infectious period, school personnel will need to provide information to inform the case investigation and contact tracing process.



Key Concept Definitions

Staying home

Staying home allows individuals who may have been exposed to COVID-19 to monitor their symptoms during the period in which they may be infectious. These individuals should **separate themselves from others outside their home, monitor their health, and follow directions from their state or local health entity.**

Guidance for Schools: Because doctors believe a positive person can infect others with COVID-19 for two days prior to experiencing symptoms, and symptoms may take 14 days to appear, if an individual is made aware that they are a close contact to someone who tested positive for COVID-19, they should immediately begin to stay home and continue to do so during the virus incubation period. It is important for schools to keep track of the individuals who have been directed by local public health entities or asked by the school to stay at home so they can temporarily remain home.

In most cases, local health entities will notify close contacts that they should:

- Stay home until 14 days after last close contact with confirmed positive COVID-19 individual
- Check temperature twice a day and watch for symptoms of COVID-19
- If possible, stay away from people who are at higher-risk for getting very sick from COVID-19



Resources

[CDC: Stay home if you might have been exposed to COVID-19](#)



Key Concept Definitions (Slide 1 of 2)

Self-isolation

Self-isolation is used to separate people infected with COVID-19 (including those who are sick with the virus and those with no symptoms) from people who are not infected. People who are in isolation should stay home until it's safe for them to be around others. In the home, anyone sick or infected should separate themselves from others by staying in a specific “sick room” or area and using a separate bathroom (if available).



Resources

[CDC: Isolate if you are sick](#)



Key Concept Definitions (Slide 2 of 2)

Self-isolation

Guidance for Schools: *Self-isolation* allows individuals who may have been infected with COVID-19 to recover while trying not to infect others. Based on medical professionals' understanding of how long an individual is infectious after fever and other symptoms disappear, self-isolation can end when a *symptomatic or lab-confirmed individual*:

Meets all three of the following conditions for return to school:

- 24 hours with no fever;
- Symptoms improved; and
- 10 days have passed since symptoms first appeared

Or:

- Obtain an acute infection test at an approved testing location (<https://tdem.texas.gov/covid-19/>) that comes back negative for COVID-19.

Or:

- A doctor's note indicating an alternate diagnosis



Key Concept Definitions: Stay at Home vs. Self-Isolation

Staying home

- **Purpose of this period is to prevent pre-symptomatic or asymptomatic individuals from spreading the virus**
- Asks individuals to stay at home, but no further precaution required
- Applies to close contacts of confirmed-positive individuals
- Individuals don't have symptoms, but they have been identified as having a higher likelihood that they may have the virus
- Duration lasts for 14 days from close contact
- There is no need to get a test, because the individual could be incubating the virus until the 14-day incubation period ends regardless of result

vs

Self-isolation

- **Purpose of this period is to prevent symptomatic/ lab-confirmed individuals from spreading the virus**
- Asks individuals to stay at home and stay isolated while at home, encourages others in home to wear masks, disinfect frequently
- Applies to individuals who are symptomatic and/or lab-confirmed
- If the individual has symptoms, but doesn't think it's COVID, the individual can end self-isolation with a medical professional's diagnosis that the symptoms are something other than COVID –or– by obtaining an acute infection test at an approved testing location (<https://tdem.texas.gov/covid-19/>) that comes back negative for COVID-19.
- Otherwise, it ends when the virus can no longer spread from the individual, with all three of these being true:
 - 24 hours with no fever;
 - Symptoms improved; and
 - 10 days have passed since symptoms first appeared

Outline



Guidebook overview



Planning



Prevent

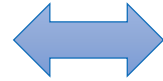


Respond



Requirement for Parental and Public Notices

Develop a plan



Meet with local health entities to refine plan



Practice Changes

- ✓ **What?** Plan addresses how school system will mitigate COVID-19 spread in their schools based on the requirements and recommendations outlined in TEA public health guidance
- ✓ **When?** One or more weeks prior to on-campus activities and instruction
- ✓ **How?** Posted on school system homepage and/or easily found area on system website

Prevention

- Screening protocol for students
- Screening protocol for staff
- Screening protocol for visitors

Mitigation

- School entry/exit procedures
- School lunch procedures
- Masks/Face Shields
- Hygiene
- Janitorial procedures

Human Resources

- COVID leave practices
- Teleworking policies



Resources

- [TEA Public Health Guidance](#)
- [Local Health Entities](#)
- [USDE COVID-19 Information and Resources for Schools and School Personnel](#)



Roles and Responsibilities in Planning and Response

School System Leadership (Superintendent, Central Office)	School Leadership (Principal, Nurse)	Local Health Department	Local Health Authority	Regional Medical Director
<ul style="list-style-type: none">• Manage overall district response• Develop communications to school and district stakeholders	<ul style="list-style-type: none">• Manage campus response• Distribute communications to school stakeholders• Collaborate with public health entities on case investigation	<ul style="list-style-type: none">• Lead case investigation• Identify close contacts through contact tracing• Notify close contacts	<ul style="list-style-type: none">• Determine risk of communicable disease and recommend actions that protect from communicable disease	<ul style="list-style-type: none">• Serves as the local health authority for all the counties in their region, when there is not a local health authority in place, and performs all duties necessary to protect the public health.

Each of the listed individuals should participate in the planning effort and understand the role they would play in any potential response. Planning efforts should also engage **parents** and **teachers**.

School System Planning with Local Health Entities

- School systems, local health departments and local health authorities should make contact prior to the start of school and conduct a tabletop exercise (detailed at the end of this document) to determine how they will work together.
- ESCs will provide their districts with opportunities to engage with local public health on this exercise. School systems can also reach out to their health authority and local public health directly.
- In preparation for this exercise, school systems should provide the local health authority and/or health department with access to their 2020-21 COVID-19 Mitigation Plan
- As part of the exercise, these parties will determine how to best work together in the instance of a positive case.



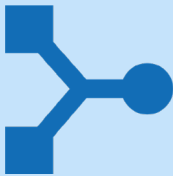
Outline



Guidebook overview



Planning



Prevent



Respond

Screening Requirements

- Screening is an activity that campuses conduct to identify and temporarily exclude from campus those who may have been exposed to COVID, in an effort to keep the virus out of campuses.
- **Each school system must establish a routine for screening teachers, staff, and visitors** for COVID-19 symptoms and using the information from those screens to determine which individuals may enter a school campus.
- **Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms or a positive COVID-19 test. School systems may also establish a screening process for students.**
- School systems should clearly communicate screening requirements and protocols to families. The parent letter template provided below can be adapted for this purpose.
- School systems may also consider making a video for their families to demonstrate screening procedures.



Communication

- [Beginning of Year Notification Letter: Parents/Guardians](#)
- [Beginning of Year Notification Letter: Staff/Educators](#)
- [Visitor Screener](#)
- [Notification of failed screening](#)



Teacher and Staff Screening

Teacher and Staff
Screening

Visitor Screening

Student Screening

Parent/Guardian
Screening

Teachers and staff must self-screen daily for COVID-19 symptoms and for close contact with any individual who is lab-confirmed to have COVID-19.

- Symptoms and close contact are defined in TEA Public Health Guidance, and in this guidebook.
- Teachers should take their temperature each day as part of this self-screen.
- Teachers and staff should notify designated campus COVID-19-point person if they are lab-confirmed with COVID-19, experience symptoms, or have been in close contact an individual who is lab-confirmed.
- A point person on campus should use the screening data collection system to track those who did not pass the screening and determine the day when they will be eligible to return to campus, determined by when they meet criteria to return to campus as outlined in this guidebook under “stay at home” and “self-isolation” procedures
- Teacher and staff screening data must not be permanently retained. Put a process in place to ensure that results for “completed and passed” screening data are routinely destroyed and results for “did not pass” screening are retained only until a teacher or staff member is eligible to return to campus returns to campus.
- Teachers and staff should receive notice of screening requirements. The [Beginning of Year Notification Letter: Staff/Educators](#) can be customized for this purpose.



Visitor Screening

Teacher and Staff
Screening

Visitor Screening

Student Screening

Parent/Guardian Screening

Campuses must screen all individuals who come onto campus. This includes parents, guardians, or caregivers who share a student’s household only if those individuals are not screened as part of a student screening process.

- Designate a secure area for visitors to complete screening before allowing them to proceed onto campus such as a vestibule or hallway area near a campus entrance.
- Campuses should designate one public entry, if possible, to facilitate ease of screening.
- Campuses should have signage and procedures in place to encourage visitors to maintain social distance while awaiting screening.
- Campuses should assign a staff member to collect screening information from visitors.
- The [Visitor Screener](#) should solicit the visitor’s name and response to whether the individual experienced 1) any COVID-19 symptoms or 2) close-contact with a lab confirmed individual.
- Visitors who do not pass or are not willing to complete the screener may be temporarily prohibited from being on the campus.
- Results for “did not pass” screenings must be retained until the visitor meets criteria to return to campus, if they choose to do so. “Did not pass” screening data must then be destroyed.



Student Screening

Teacher and Staff
Screening

Visitor Screening

Student Screening

Parent/Guardian
Screening

Parents **must** ensure they do not send a child to school on campus if the child has COVID-19 symptoms or a positive COVID-19 test. School systems **may** also establish a screening process for students. If student screening is conducted, screening:

- Can be conducted using an app or online form, an automatic dialer survey, or phone calls.
- Should identify students screened as having either “completed and passed” or “did not complete” screening or “did not pass”
- Should capture symptoms and exposure for students as well as for any adult in the household who will regularly pick up and/or drop off the student
- Must be conducted by asking questions of students’ parent or guardian, not of student.
- Should be communicated clearly to students and families. Inform families of the day, timeframe, recurrence, screening questions, and what to expect during screening process, prior to starting the process. The [Beginning of Year Notification Letter: Parents/Guardians](#) can be adapted for this purpose.
- In some cases (e.g., when making phone calls to screen), it may be useful to plan for regular recurring screening windows (e.g., each Sunday from noon to 6pm).



Student Screening

Teacher and Staff
Screening

Visitor Screening

Student Screening

Parent/Guardian
Screening

Campuses that have a student screening process in place may prohibit from being on campus any student for whom a screening has not been completed or who did not pass the screening. Some considerations for use of screening data:

- Determine how staff will verify that each student has successfully completed the screening process. If not using an app to screen, homeroom teachers may need to be provided with a list of students who did not complete the process
- An appropriate location should be identified to send students who may come to campus without completing or passing screening—for example, the Nurse’s Office. Students may then be screened on site or sent home, if needed.
- A point person on campus should use the screening data collection system to track those who did not pass the screening and determine the day when they will be eligible to return to campus, determined by when they meet criteria to return to campus as outlined in this guidebook under “stay at home” and “self-isolation” procedures
- Student screening data must not be permanently retained. School systems should put a process in place to ensure that results for “completed and passed” screening data are routinely destroyed and results for “did not pass” screening are retained only until a student returns to campus.

Parent/Guardian Screening

Teacher and Staff
Screening

Visitor Screening

Student Screening

Parent/Guardian
Screening

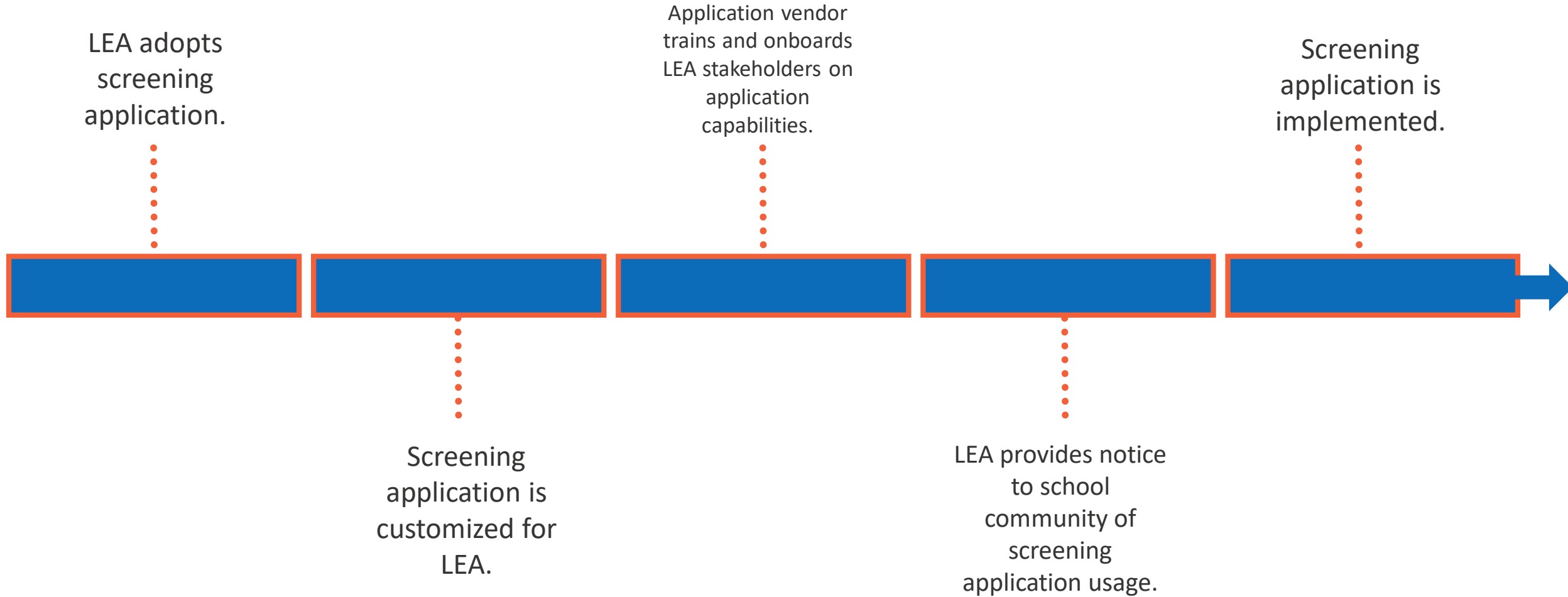
- For student drop-off and pick-up, parents and guardians may be screened at the same time, using the same method as student screening, so long as they share the same household. School systems would then allow the results to apply to the student and all individuals in the household, including caregivers in the household who are responsible for pick up and drop off.
- If a school system does not conduct student screening, parents, guardians and caregivers must be screened as visitors or the system must develop another protocol to screen them on a regular basis.
- For example, a school system could determine that for parents who either (a) never come inside the campus or (b) come inside only briefly to drop-off/pick-up while wearing masks, screening is not necessary. Other similar adaptations are possible at the school's discretion.



COVID-19 Symptom Screening Mobile and Web Applications

- Mobile and web-based software applications can be used to screen staff, students, and visitors for COVID-19 symptoms. LEAs may choose to implement these applications to simplify their screening process.
- These applications allow employees/students/visitors to use the mobile phone application to enter symptoms and/or respond to questions related to screening.
- Information provided is then sent to the LEA and used to create credentials that allow individuals to enter shared spaces.
- Apps provide a variety of methods to provide credentials such as QR codes, certificates, list reports, etc.
- TEA has provided a list of pre-vetted applications later in this presentation.

COVID-19 Symptom Screening Mobile and Web Application Implementation Process





COVID-19 Symptom Screening Mobile and Web Implementation Process

LEA provides access and training to school community for application use.

User enters or answers screening criteria.

Tracking and Reporting Capability

User accesses application via mobile or website.

Credential or certification to allow entry to campus.

List of COVID-19 Symptom Screening Applications

- TEA conducted an [Informal Selection Process](#) to identify optional COVID-19 Symptom Screener mobile and web-based software applications for LEAs to use to screen staff, students, parents/guardians, and visitors for COVID-19 symptoms.
- Vendors that were selected during this process are listed to the right.
- LEAs maintain the responsibility to contact the vendors directly
- **LEAs are under no obligation to use vendors from this list and may use other vendors, or no vendor.**



Resources

- [Qualtrics](#)
- [Luminare, Inc.](#)
- [Dr. Owl Health Technologies](#)
- [Virtual Care for Families](#)
- [Allsynx](#)
- [healthATTEND](#)

Outline



Guidebook overview



Planning



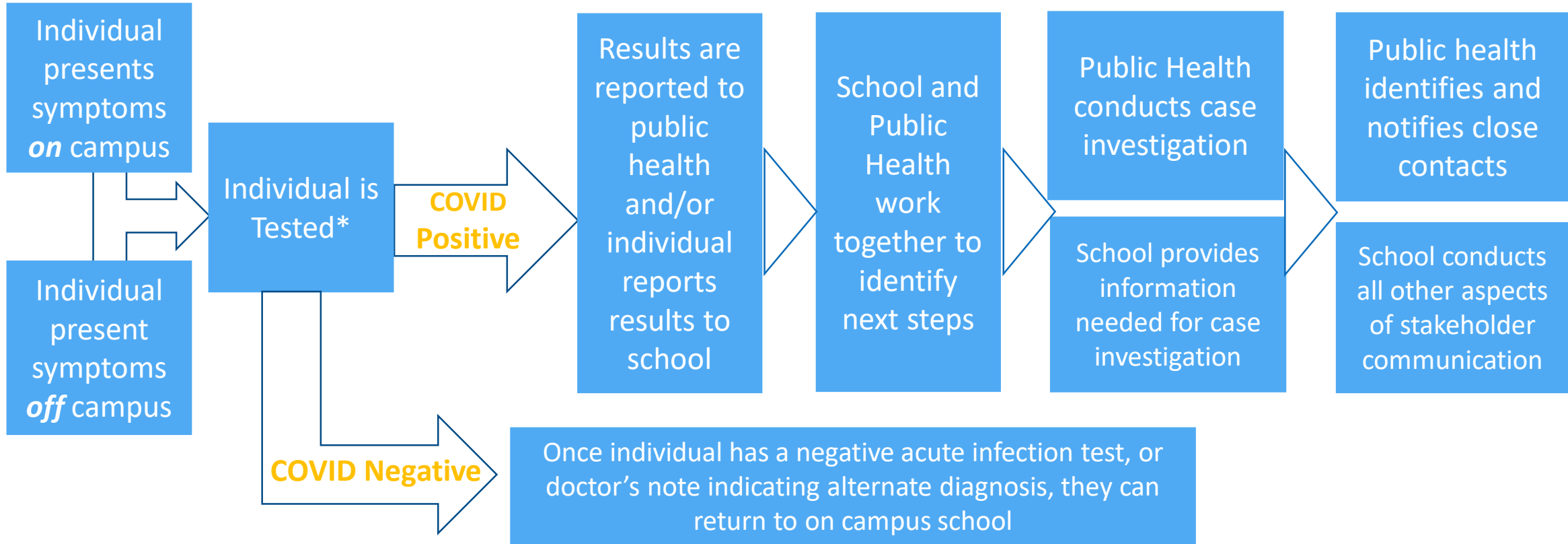
Prevent



Respond



Identifying Impact of COVID-19 Positive Individual On Campus



*Testing is paid for by most insurances, though a co-pay or deductible may apply. Public health entities and community groups also offer free testing in many communities.



Notification Protocols for Lab-Confirmed Case

Campuses will notify all teachers, staff, and student families if any person who participates in campus activities is lab-confirmed to have COVID-19.



Requirements

- Immediately contact your [Local Health Entity](#).
 - If your local health entity has a delayed response, contact your [Regional Medical Director](#).
- Notify student families, teachers, and staff in writing of the presence of a lab-confirmed case.



Recommendations

- Be ready to share when and where the lab-confirmed person was last on campus.
- Determine internal response procedures: who at the school system should be notified and at what points?
- Consider in your plan what conditions would lead you to close the campus to respond to the positive case. The scenarios included here can help you plan.
- Prepare the [Notification of Confirmed COVID-19 Case on Campus](#) template ahead of time and update prior to release.



Communication

[Notification of Confirmed COVID-19 Case on Campus](#)



Cleaning Protocols for Lab-Confirmed Case

Additional cleaning protocols should be taken on any campus that has a positive COVID-19 case.



Requirements

- If 7 days or less since the individual with positive case was on campus, immediately close off areas that were heavily used by this person.
 - Keep these areas closed off until the non-porous (hard) surfaces are disinfected.



Recommendations

- Prepare an area on campus appropriate for students and teachers to continue learning if their primary location must be closed off for disinfecting during an ongoing school day. This will reduce the need for school closures.
- Use the [Beginning of Year Notification Letters](#) templates to inform teachers, staff, and student families of the cleaning protocols taken to keep campus facilities safe for use.



Resources

- [CDC Guidance for Disinfecting Schools](#)
- [EPA Disinfectants for Use Against COVID-19](#)



Isolation Protocols for Lab-Confirmed Case

A teacher, staff member, student, or visitor with COVID-19 symptoms cannot participate in on-campus activities.



Requirements

- In the case of an individual who was diagnosed with COVID-19 or symptomatic, the individual may return to school when all three of the following criteria are met:
 - At least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications);
 - The individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - At least ten days have passed since symptoms first appeared.
- If the individual who has symptoms that could be COVID-19 wants to return to campus before completing the above stay at home period, he or she may either:
 - Obtain a medical professional's note clearing them for return based on an alternate diagnosis; or
 - Obtain an acute infection test at an approved testing location (<https://tdem.texas.gov/covid-19/>) that comes back negative for COVID-19.
- In collaboration with local public health, inform teachers, staff, and student families of potential close contact with a COVID-19 case, who follow the Stay At Home protocol.



Protocol for Symptomatic Individual In School

School personnel must take specific steps when a possible COVID-19 case presents on a campus.



Requirements

- Immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- Notify the parent or guardian of the symptom(s) exhibited, any actions taken by the school (i.e., taking student temperature), and the reentry procedure for allowing the student to return to campus.
- Clean the areas used by the individual who shows COVID-19 symptoms while at school as soon as feasible. See additional information on [cleaning protocols](#).



Recommendations

- Work with the school nurse to identify and prepare a location on campus where individuals can be safely separated should any exhibit potential symptoms.
- Prepare a secondary area on campus appropriate for students and teachers to continue learning if their primary area must immediately be closed off for disinfecting.
- Use the [Beginning of Year Notification Letters](#) template to share the overview of notification procedures with teachers, staff, and student families at the start of the school year.



Tabletop Exercises



TEA Tabletop Exercise Scenarios

for Superintendents, Principals, and Lead Nurses

These tabletop exercises should be conducted virtually before the start of school including the following individuals associated with each school system and local health entities:

School System Participants	Local Health Entity Participants
<ul style="list-style-type: none"> • Superintendent • One or more school principals • One or more school nurses <p><i>If relevant:</i></p> <ul style="list-style-type: none"> • Central office staff focused on student health (e.g., Director of Student Wellness) • Other staff involved directly in planning for COVID-19 response in the school system 	<ul style="list-style-type: none"> Texas Local Public Health Organizations Coronavirus Disease 2019 (COVID-19) Local Health Entities Public Health Regions

When answering questions for each scenario, please refer to the following documents:

- 1) [2020-2021 Public Health Guidance](#)
- 2) Your district’s draft or released plan for COVID-19 mitigation and response, as required in TEA’s public health guidance
- 3) [CDC Guidance on School Opening](#)

TEA Tabletop Exercise Scenarios

For each of the scenarios below, discuss together the actions the school system would take (and who within the school system would be responsible), the planning steps the school system could put in place now (e.g., developing communications resources in advance, etc.), the actions each public health entity would take, and any amendments to the school system plan that are required to address that scenario effectively.

Discuss each scenario, use the questions provided to guide your thinking.

TEA Tabletop Exercise Scenarios

Scenario 1: *Secondary student presents symptoms while on campus (a)*

On a Wednesday, a seventh-grade student begins to present coughing symptoms and reports a loss of sense of taste and smell during her 5th period class. She has been present in school all week and participated in activities. She has worn a mask during all her classes but did not wear a mask during lunch, while playing the flute during band class, and while participating in volleyball practice.

- a. When the student reports feeling ill, what should her 5th period teacher do?
- b. What should the school nurse/ principal's first steps be? How will the student's symptoms be assessed? What communication will go to her parents? How will her care and/or transportation be arranged if the parents are not available to pick her up immediately?
- c. What should the school do prior to learning whether the student has a positive test?
- d. What should the school do to notify or coordinate with local health entities?

TEA Tabletop Exercise Scenarios

Scenario 1: *Secondary student presents symptoms while on campus (b)*

A few days later, the student's mother calls the school to say she went to the family doctor who sent her for a COVID-19 test, and she received a positive result.

- a. What should the school do to notify or coordinate with local health entities at this stage, and how quickly should they expect a response?
- b. What steps should the school take to prevent further spread within the campus? Is campus closure necessary?
- c. According to TEA guidelines, all members of the campus community must be notified. Who will send that communication, and what will it say?
- d. What other communications are necessary—e.g., to close contacts—and who will send those communications?
- e. What communication is necessary to the COVID-positive student regarding her self-isolation period, and who will handle those communications?

Note: These answers are limited to discussing the specific required practices from the public health guideline document. In all scenarios, other operational issues would need to be addressed as well.

Scenario 1

a) Follow **Protocol for Symptomatic Student In School**

The student should be sent to the nurse and separated from other students and staff at the school until her parent/guardian can get her. Ideally, the parent/guardian should take the student to her family physician, who will determine if a COVID-19 test is needed; alternatively, the parent/guardian should take the student to a free COVID-19 testing location. The school should clean areas used by the student. The student must stay home until she has met the criteria for return from self-isolation (slide 12). Until COVID has been lab-confirmed, no other actions are required.

b) Follow **Protocols for Lab-Confirmed Student Case (Notification, Cleaning, Isolation)**

Once the school learns that the student has received a positive COVID-19 test from the parent, the school must notify public health. Public health will lead contact tracing effort and notify close contacts. Close contact adults must remain off campus until they meet the criteria to return from staying home (slide 10), and close contact students should be encouraged to do so as well. The school must also clean the areas of the campus used by the student, because she was on campus within the previous 7 days. Because this student was in middle school and likely changed classes, she likely would have more close contacts and more areas would require cleaning. Although, in both cases, cleaning may have been done already given (a) above. The campus must notify all members of the school community in writing. The student must stay home until she has met the criteria for return from self-isolation (slide 12).

TEA Tabletop Exercise Scenarios

Scenario 2: *Teacher reported illness after a break*

It is the Monday after Christmas break, and the elementary music teacher reported to the front office assistant he has tested positive for COVID-19. He was last on campus the Tuesday before the break for teacher in-service, and he usually travels from classroom to classroom to teach music.

- a. When the teacher reports his lab-confirmed positive case, who should be informed? When? How?
- b. What should the principal's first steps be?
- c. What should the school do to notify or coordinate with local health entities?
- d. Who will be responsible for contact tracing, and how will that be initiated?
- e. Who will send out the appropriate notifications to the affected close contacts and other staff/students?
- f. What steps should the school take to prevent further spread within the campus? Is campus closure necessary?

Note: These answers are limited to discussing the specific required practices from the public health guideline document. In all scenarios, other operational issues would need to be addressed as well.

Scenario 1

a) Follow **Protocol for Symptomatic Student In School**

The student should be sent to the nurse and separated from other students and staff at the school until her parent/guardian can get her. Ideally, the parent/guardian should take the student to her family physician, who will determine if a COVID-19 test is needed; alternatively, the parent/guardian should take the student to a free COVID-19 testing location. The school should clean areas used by the student. The student must stay home until she has met the criteria for return from self-isolation (slide 12). Until COVID has been lab-confirmed, no other actions are required.

b) Follow **Protocols for Lab-Confirmed Student Case (Notification, Cleaning, Isolation)**

Once the school learns that the student has received a positive COVID-19 test from the parent, the school must notify public health. Public health will lead contact tracing effort and notify close contacts. Close contact adults must remain off campus until they meet the criteria to return from staying home (slide 10), and close contact students should be encouraged to do so as well. The school must also clean the areas of the campus used by the student, because she was on campus within the previous 7 days. Because this student was in middle school and likely changed classes, she likely would have more close contacts and more areas would require cleaning. Although, in both cases, cleaning may have been done already given (a) above. The campus must notify all members of the school community in writing. The student must stay home until she has met the criteria for return from self-isolation (slide 12).

Scenario 2:

Follow **Protocols for Lab-Confirmed Student Case (Notification, Cleaning, Isolation)**

Once the school learns that the teacher has received a positive COVID-19 test, the school must notify public health. Public health will lead contact tracing effort and notify close contacts. Public health will take into account the amount of time that has passed in determining the infectious period for potential close contacts. Close contact adults must remain off campus until they meet the criteria to return from staying home (slide 10), and close contact students should be encouraged to do so as well. The school does not need to clean the areas used by the teacher, because he was not on campus within the prior 7 days. The campus must notify all members of the school community in writing. The teacher must stay home until he has met the criteria for return from self-isolation (slide 12).

TEA Tabletop Exercise Scenarios

Scenario 3: *Elementary student self-contained with symptoms*

A 2nd grader at an elementary school passed his screening that morning, but later in the day he reports a headache and sore throat. His teacher sends him to the nurse, where the nurse finds he has a temperature of 101 degrees. The student is in a self-contained classroom.

- a. What are the next steps after the nurse determines the student's temperature?
- b. Where will the student be isolated from potentially exposing others while awaiting his parents?
- c. What should the principal's first steps be?
- d. Should the school notify or coordinate with local health entities at this stage?
- e. What steps should the school take to prevent further spread within the campus? Is campus closure necessary?
- f. What communication to individuals who may have been close contacts is necessary at this stage?

Scenario 3:

Follow Protocol for Symptomatic Student In School

The nurse should keep the student separated from other students and staff at the school until his parent/guardian can get him. Ideally, the student should be taken to his family physician, who will determine if a COVID-19 test is needed; alternatively, the parent/guardian should take the student to a free COVID-19 testing location. The school should clean areas used by the student. The student must stay home until he has met the criteria for return from self-isolation (slide 12). Until COVID has been lab-confirmed, no other actions are required.

TEA Tabletop Exercise Scenarios

Scenario 4: *Local Health Authority notifies campus that a student had a positive test*

On Thursday morning as the school day is beginning, your middle school campus was informed a student with special needs (who is was last present on Monday) has tested positive for COVID-19 by the local health department. The middle schooler spends most of the day in a self-contained classroom with a few other students. However, the student does receive multiple services at the school, including physical therapy and occupational therapy.

- a. What should the school do to notify or coordinate with local health entities at this stage?
- b. What steps should the school take to prevent further spread within the campus? Is campus closure necessary?
- c. According to TEA guidelines, all members of the campus community must be notified. Who will send that communication, and what will it say?
- d. What other communications are necessary—e.g., to close contacts—and who will send those communications?
- e. What communication is necessary to the COVID-positive student regarding his self-isolation period, and who will handle those communications?

Scenario 3:

Follow Protocol for Symptomatic Student In School

The nurse should keep the student separated from other students and staff at the school until his parent/guardian can get him. Ideally, the student should be taken to his family physician, who will determine if a COVID-19 test is needed; alternatively, the parent/guardian should take the student to a free COVID-19 testing location. The school should clean areas used by the student. The student must stay home until he has met the criteria for return from self-isolation (slide 12). Until COVID has been lab-confirmed, no other actions are required.

Scenario 4:

Follow Protocols for Lab-Confirmed Student Case (Notification, Cleaning, Isolation)

Public health will lead contact tracing effort and notify close contacts. The school must also clean the areas of the campus used by the student, because he was on campus within the previous 7 days. Because this student was in a self-contained classroom, he may have fewer close contacts, but the school will need to help inform public health officials so they can determine whether service providers working with the student are also close contacts. Close contact adults must remain off campus until they meet the criteria to return from staying home (slide 10), and close contact students should be encouraged to do so as well. The campus must notify all members of the school community in writing. The student must stay home until he has met the criteria for return from self-isolation (slide 12).

TEA Tabletop Exercise Scenarios

Scenario 5: *Visitor has been exposed to lab-confirmed COVID-19*

The school's copy machine vendor called Monday morning to inform you there have been several positive COVID-19 cases identified amongst their technicians. The school had a technician who was COVID-19 positive out last week to repair a copy machine. The copy machine is located toward the middle of campus in the teacher's lounge.

- a. What should the principal's first steps be?
- b. What information needs to be gathered?
- c. Who should be informed? When? How?
- d. What should the school do to notify or coordinate with local health entities?
- e. Who will send out the appropriate notifications to the affected close contacts and other staff/students?
- f. What steps should the school take to prevent further spread within the campus? Is campus closure necessary?

Scenario 3:

Follow Protocol for Symptomatic Student In School

The nurse should keep the student separated from other students and staff at the school until his parent/guardian can get him. Ideally, the student should be taken to his family physician, who will determine if a COVID-19 test is needed; alternatively, the parent/guardian should take the student to a free COVID-19 testing location. The school should clean areas used by the student. The student must stay home until he has met the criteria for return from self-isolation (slide 12). Until COVID has been lab-confirmed, no other actions are required.

Scenario 4:

Follow Protocols for Lab-Confirmed Student Case (Notification, Cleaning, Isolation)

Public health will lead contact tracing effort and notify close contacts. The school must also clean the areas of the campus used by the student, because he was on campus within the previous 7 days. Because this student was in a self-contained classroom, he may have fewer close contacts, but the school will need to help inform public health officials so they can determine whether service providers working with the student are also close contacts. Close contact adults must remain off campus until they meet the criteria to return from staying home (slide 10), and close contact students should be encouraged to do so as well. The campus must notify all members of the school community in writing. The student must stay home until he has met the criteria for return from self-isolation (slide 12).

Scenario 5:

Follow Protocols for Lab-Confirmed Visitor Cases (Cleaning)

The school must contact the local health department, who can help determine next steps. Depending on the amount of time the technician spent doing the repair and whether there was anyone in the teacher's lounge at the time, the exposure to those in the school may be minimal. Public health will decide whether contact tracing efforts among the school community are necessary, and if so, will notify close contacts. The school must also clean the areas of the campus used by the technician, because he was on campus within the previous 7 days. No notification is required at this point, unless positive cases are identified among campus community members.

TEA Tabletop Exercise Scenarios

Scenario 6: *School nurse has symptoms*

At noon on a Monday, the school nurse has a headache, nausea, and is feeling run down. She does not have a fever. She has reported her symptoms to the campus principal.

- a. What should the principal's first steps be?
- b. Should the school notify or coordinate with local health entities at this stage?
- c. What steps should the school take to prevent further spread within the campus? Is campus closure necessary?
- d. What communication to individuals who may have been close contacts is necessary at this stage?

Scenario 3:

Follow Protocol for Symptomatic Student In School

The nurse should keep the student separated from other students and staff at the school until his parent/guardian can get him. Ideally, the student should be taken to his family physician, who will determine if a COVID-19 test is needed; alternatively, the parent/guardian should take the student to a free COVID-19 testing location. The school should clean areas used by the student. The student must stay home until he has met the criteria for return from self-isolation (slide 12). Until COVID has been lab-confirmed, no other actions are required.

Scenario 4:

Follow Protocols for Lab-Confirmed Student Case (Notification, Cleaning, Isolation)

Public health will lead contact tracing effort and notify close contacts. The school must also clean the areas of the campus used by the student, because he was on campus within the previous 7 days. Because this student was in a self-contained classroom, he may have fewer close contacts, but the school will need to help inform public health officials so they can determine whether service providers working with the student are also close contacts. Close contact adults must remain off campus until they meet the criteria to return from staying home (slide 10), and close contact students should be encouraged to do so as well. The campus must notify all members of the school community in writing. The student must stay home until he has met the criteria for return from self-isolation (slide 12).

Scenario 5:

Follow Protocols for Lab-Confirmed Visitor Cases (Cleaning)

The school must contact the local health department, who can help determine next steps. Depending on the amount of time the technician spent doing the repair and whether there was anyone in the teacher's lounge at the time, the exposure to those in the school may be minimal. Public health will decide whether contact tracing efforts among the school community are necessary, and if so, will notify close contacts. The school must also clean the areas of the campus used by the technician, because he was on campus within the previous 7 days. No notification is required at this point, unless positive cases are identified among campus community members.

Scenario 6:

Follow Protocol for Symptomatic Staff In School

The nurse should separate herself and leave campus as soon as possible. She should also visit her physician, who will determine if a COVID-19 test is needed; alternatively, she can obtain a test from a free COVID-19 testing location. The school should clean areas used by the nurse. The nurse must stay home until she has met the criteria for return from self-isolation (slide 12). Until COVID has been lab-confirmed, no other actions are required.

TEA Tabletop Exercise Scenarios

Scenario 7: *Food services employee has been in close contact with COVID-19 in their household*

On Friday morning, a cafeteria worker calls the school to report that his wife tested positive for COVID-19.

- a. What should the principal's first steps be?
- b. What information needs to be gathered?
- c. Who should be informed? When? How?
- d. What should the school do to notify or coordinate with local health entities?
- e. What steps should the school take to prevent further spread within the campus? Is campus closure necessary?

Scenario 3:

Follow Protocol for Symptomatic Student In School

The nurse should keep the student separated from other students and staff at the school until his parent/guardian can get him. Ideally, the student should be taken to his family physician, who will determine if a COVID-19 test is needed; alternatively, the parent/guardian should take the student to a free COVID-19 testing location. The school should clean areas used by the student. The student must stay home until he has met the criteria for return from self-isolation (slide 12). Until COVID has been lab-confirmed, no other actions are required.

Scenario 4:

Follow Protocols for Lab-Confirmed Student Case (Notification, Cleaning, Isolation)

Public health will lead contact tracing effort and notify close contacts. The school must also clean the areas of the campus used by the student, because he was on campus within the previous 7 days. Because this student was in a self-contained classroom, he may have fewer close contacts, but the school will need to help inform public health officials so they can determine whether service providers working with the student are also close contacts. Close contact adults must remain off campus until they meet the criteria to return from staying home (slide 10), and close contact students should be encouraged to do so as well. The campus must notify all members of the school community in writing. The student must stay home until he has met the criteria for return from self-isolation (slide 12).

Scenario 5:

Follow Protocols for Lab-Confirmed Visitor Cases (Cleaning)

The school must contact the local health department, who can help determine next steps. Depending on the amount of time the technician spent doing the repair and whether there was anyone in the teacher's lounge at the time, the exposure to those in the school may be minimal. Public health will decide whether contact tracing efforts among the school community are necessary, and if so, will notify close contacts. The school must also clean the areas of the campus used by the technician, because he was on campus within the previous 7 days. No notification is required at this point, unless positive cases are identified among campus community members.

Scenario 6:

Follow Protocol for Symptomatic Staff In School

The nurse should separate herself and leave campus as soon as possible. She should also visit her physician, who will determine if a COVID-19 test is needed; alternatively, she can obtain a test from a free COVID-19 testing location. The school should clean areas used by the nurse. The nurse must stay home until she has met the criteria for return from self-isolation (slide 12). Until COVID has been lab-confirmed, no other actions are required.

Scenario 7:

Follow Protocol for Close Contact Staff Self-Reported

The worker is a close contact to someone who is lab-confirmed to have COVID. The worker must stay home until 14 days have passed until the last close contact (slide 10). The worker would be eligible for FFCRA while doing so, if unable to work remotely. The last close contact

in this case would be when the worker's wife meets the criteria to the end of self-isolation (slide 12). At that point, the last close contact has occurred, and he must stay at home for an additional period of 14 days, assuming he does not himself demonstrate symptoms during that potential incubation period or otherwise receive a positive COVID-19 test. If he does, he would continue to remain off campus until he meets the criteria to end self-isolation (slide 12). Unless the worker contracts COVID-19, no notification to public health or the community is required, nor or any other actions required.

TEA Tabletop Exercise Scenarios

Scenario 8: Teacher's child tests positive

On Monday morning, a high school teacher calls the high school to let the school know that the teacher's son (who attends a middle school in the district) tested positive for COVID-19. The teacher is not experiencing symptoms at this time.

- a. What should the middle school principal's first steps be?
- b. What information needs to be gathered?
- c. Who should be informed? When? How?
- d. What should the school do to notify or coordinate with local health entities?
- e. What steps should the school take to prevent further spread within the campus? Is campus closure necessary?
- f. When is the teacher able to return to work? What factors will influence that return date?

in this case would be when the worker's wife meets the criteria to the end of self-isolation (slide 12). At that point, the last close contact has occurred, and he must stay at home for an additional period of 14 days, assuming he does not himself demonstrate symptoms during that potential incubation period or otherwise receive a positive COVID-19 test. If he does, he would continue to remain off campus until he meets the criteria to end self-isolation (slide 12). Unless the worker contracts COVID-19, no notification to public health or the community is required, nor or any other actions required.

Scenario 8:

Follow **Protocol for Close Contact Staff Self-Reported**, and

Follow **Protocols for Lab-Confirmed Student Case (Notification, Cleaning, Isolation)**

The teacher is a close contact to someone who is lab-confirmed to have COVID. The teacher must stay home until 14 days have passed until the last close contact (slide 10). Additionally, the teacher may need to stay at home to support her child, and would be eligible for FFCRA while doing so, if unable to work remotely. The last close contact in this case would be when the teacher's son meets the criteria to the end of self-isolation (slide 12). At that point, the last close contact has occurred, and the teacher must stay at home for an additional period of 14 days, assuming she does not himself demonstrate symptoms during that potential incubation period or otherwise receive a positive COVID-19 test. If she does, she would continue to remain off campus until she meets the criteria to end self-isolation (slide 12). Unless the teacher contracts COVID-19, no notification to public health or the community is required, nor or any other actions required at the high school.

For the student case: Public health will lead contact tracing effort at the middle school and notify close contacts. The middle school must also clean the areas of the campus used by the student, assuming he was on campus within the previous 7 days. Close contact adults must remain off campus until they meet the criteria to return from staying home (slide 10), and close contact students should be encouraged to do so as well. The campus must notify all members of the school community in writing. The student must stay home until he has met the criteria for return from self-isolation (slide 12).

TEA Tabletop Exercise Scenarios

Scenario 9: Teacher's child is a close contact

On Thursday, an elementary school teacher calls the elementary school to let the school know that the teacher's daughter (who attends a middle school in the district) was identified as the close contact of a student who tested positive for COVID-19. The teacher is not experiencing symptoms at this time.

- a. What should the middle school principal's first steps be?
- b. What information needs to be gathered?
- c. Who should be informed? When? How?
- d. What should the school do to notify or coordinate with local health entities?
- e. What steps should the school take to prevent further spread within the campus? Is campus closure necessary?
- f. When is the teacher able to return to work? What factors will influence that return date?

in this case would be when the worker's wife meets the criteria to the end of self-isolation (slide 12). At that point, the last close contact has occurred, and he must stay at home for an additional period of 14 days, assuming he does not himself demonstrate symptoms during that potential incubation period or otherwise receive a positive COVID-19 test. If he does, he would continue to remain off campus until he meets the criteria to end self-isolation (slide 12). Unless the worker contracts COVID-19, no notification to public health or the community is required, nor or any other actions required.

Scenario 8:

Follow **Protocol for Close Contact Staff Self-Reported**, and

Follow **Protocols for Lab-Confirmed Student Case (Notification, Cleaning, Isolation)**

The teacher is a close contact to someone who is lab-confirmed to have COVID. The teacher must stay home until 14 days have passed until the last close contact (slide 10). Additionally, the teacher may need to stay at home to support her child, and would be eligible for FFCRA while doing so, if unable to work remotely. The last close contact in this case would be when the teacher's son meets the criteria to the end of self-isolation (slide 12). At that point, the last close contact has occurred, and the teacher must stay at home for an additional period of 14 days, assuming she does not herself demonstrate symptoms during that potential incubation period or otherwise receive a positive COVID-19 test. If she does, she would continue to remain off campus until she meets the criteria to end self-isolation (slide 12). Unless the teacher contracts COVID-19, no notification to public health or the community is required, nor or any other actions required at the high school.

For the student case: Public health will lead contact tracing effort at the middle school and notify close contacts. The middle school must also clean the areas of the campus used by the student, assuming he was on campus within the previous 7 days. Close contact adults must remain off campus until they meet the criteria to return from staying home (slide 10), and close contact students should be encouraged to do so as well. The campus must notify all members of the school community in writing. The student must stay home until he has met the criteria for return from self-isolation (slide 12).

Scenario 9:

Follow **Protocol for Close Contact Student Self-Reported**

The teacher's daughter is a close contact to someone who has COVID-19. The teacher is not considered a close contact unless her daughter contracts COVID-19. Therefore, the teacher may continue to work, and nothing further is required at the elementary school. However, the teacher may need to stay at home to support her child, and would be eligible for FFCRA while doing so, if unable to work remotely.

The daughter is a close contact. The teacher (as a parent) chooses to keep the daughter out of school for the 14-day incubation period. Unless the daughter becomes lab confirmed with COVID, no actions are required for the middle school.

TEA Tabletop Exercise Scenarios

Activity #1

Discuss the school system’s plan for COVID mitigation and response. Discuss any improvements health entities would suggest or require.

Prevent	Mitigate	Respond
<ol style="list-style-type: none">1. What is the system’s plan to conduct required symptom screening for staff and visitors?2. Will the system require campus-initiated screening for students? If so, what is their plan to conduct this screening?3. What other recommendations would the local health entity make regarding preventing COVID-19 positive individuals from entering the campus?	<ol style="list-style-type: none">1. What is the system’s plan to operationalize the mask requirement for all staff and all students age 10 and older?2. Will the system require masks for students younger than 10? If so, what is their plan?3. Where and when will masks not be required?4. What challenges does the system anticipate regarding mask-wearing?5. What is the system’s plan to mitigate spread at points of congregation, such as pick up and drop off?6. What other mitigation strategies will the school system apply?7. What other mitigation strategies would the local health entity suggest?	<ol style="list-style-type: none">1. What is the process the school system plans to follow in the event of a positive case on campus? <p>Consider amendments to this section after reviewing the scenarios in this exercise, which are intended to further clarify the cooperative work required by local health entities and school systems.</p>

TEA Tabletop Exercise Scenarios

Activity #2

You have developed policies and procedures based on all the scenarios and activities outlined above.

- Who on the school system staff needs to be trained to execute against this plan?
- What topics do they need to be trained on?
- Who is responsible for that training?
- Who at the school system is responsible?
- What role can or should public health entities play in training?
- By when must the training be completed?

COVID-19 Training Topic	Who needs to be trained?	Who will conduct the training?	When will the training be conducted?

TEA Tabletop Exercise Scenarios

Appendix

When school begins AAP. *COVID-19 Planning Considerations: Return to In-person Education in School*. Accessed June 30, 2020, at <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools>

CDC, May 2020. *CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again*. Accessed June 22, 2020, at <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf>

CDC. *Consideration for Schools*. Accessed June 22, 2020, at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Returning to School During COVID19 Accessed July 9, 2020, at AAP. *COVID-19 Planning Considerations: Return to In-person Education in School*. Accessed June 30, 2020, at <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools>

CDC, May 2020. *CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again*. Accessed June 22, 2020, at <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf>

CDC. *Consideration for Schools*. Accessed June 22, 2020, at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

TEA



TEA Asynchronous Plan Summary

Timeline

- [Asynchronous Letter of Intent](#) needs to be submitted prior to the first day of instruction. No board approval required.
- [Asynchronous Plan Online Application](#) should be submitted no later than October 01, 2020

Review Process Timeline

- 30-45 days for TEA to review the LEA Asynchronous Plan
- Once notice is provided to LEA revisions will be submitted back to TEA within 30 days
- TEA will have a final review 15-30 days of the resubmission and notify the school of approval

Leverage Resources: Evaluate what is working currently and enhance!

Texas Education Agency Quick Link Resources

- [SY 20-21 Asynchronous Plan Summary](#) -Plans must be submitted through a survey link to TEA.
- [Asynchronous Plan Rubric](#)
- [Asynchronous Look Fors](#)
- TEA exemplars may be found on the [ESC-20 Virtual Instruction site](#) for easy access
- [Webinar on Annotated Asynchronous Plan Exemplars](#)
 - [Webinar Presentation with links](#)
- [TEA Asynchronous Plan Template](#) can be used to create your plan and then transfer into the online application

ESC 14 Resources and Support

- District asynchronous planning sessions will be provided by Region 14 staff to support districts as they develop their plans.

August 25th 9AM- Noon, Nolan Room (ESC North)

<https://pitstop.esc14.net/PITStop/WorkshopLink.aspx?WorkshopID=8761>

September 10th 9AM- Noon, Eastland Room (ESC North)

<https://pitstop.esc14.net/PITStop/WorkshopLink.aspx?WorkshopID=8763>

- When including TEKS Resource System (TRS) in your Asynchronous Plan, feel free to include the [TRS research conducted](#) through ESC-10.

Teacher Incentive Allotment Information

Overview of the Teacher Incentive Allotment

- Local Education Agencies (LEAs), if they choose, may designate high performing teachers as Master, Exemplary, or Recognized based on statewide performance descriptors for these designations.
 - LEAs will receive \$3,000 - \$32,000 per year for every designated teacher they employ.
 - LEAs receive greater funding for designated teachers who work on rural and/or high-needs campuses.
 - At least 90% of the Teacher Incentive Allotment funds must be used on teacher compensation on the campus where the designated teacher works. The remaining funds could be used for costs associated with implementing the local designation system or to support teachers in obtaining designations.
 - National Board Certified Teachers will automatically earn a Recognized designation.
 - There will be fees associated with the designation system (and there are fees currently for teachers to obtain National Board Certification). All fees are now reimbursed out of the Foundation School Program.

Funding

The LEA funding per designation is listed below. The exact dollar amount an LEA would receive for a designated teacher depends on the level of designation, whether the school at which the teacher works is rural, and the level of socio-economic need at the school. The webinar referenced above provides step-by-step examples of how to calculate an allotment.

- Recognized: \$3,000 - \$9,000
- Exemplary: \$6,000 - \$18,000
- Master: \$12,000 - \$32,000

Local Optional Designation System

- An LEA's teacher designation system must include teacher observation and the performance of a teacher's students.
- TEA and Texas Tech University will review the quality, validity, and reliability of the observation tools and student performance measures as part of the LEA designation system approval process.
- LEAs may choose to include other components in their designation system, such as evidence of teacher leadership or student surveys.

Cohorts and Possible Timelines

The table below displays comparative timelines for potential cohorts based on the data capture year. Please consult the table to determine which cohort best matches your district's current level of implementation/planning for strategic compensation based on teacher effectiveness.

Please note that these dates are subject to change.

	Cohort A	Cohort B	Cohort C	Cohort D
Design and Stakeholder Engagement	2017-2018 (or earlier)	2018-2019 (or earlier)	2019-2020 (or earlier)	2020-2021 (or earlier)
Data Capture Year	2018-2019	2019-2020	2020-2021	2021-2022
System Submission to TEA for Review	Spring 2020	Summer 2020	Spring 2020	Spring 2021 (or earlier)
Data Submission to Texas Tech for Review	Spring/Summer 2020	Fall/Winter 2020	Fall/Winter 2021	Fall/Winter 2022
Determination of System Approval	Late Summer 2020	Spring 2021	Spring 2022	Spring 2023
Initial State Funding Flows to Approved Districts	Fall 2020	Spring 2021 or Fall 2021*	Spring 2022 or Fall 2022*	Spring 2023 or Fall 2023*

**Districts with approved systems can choose to delay the start of funding and the start of designations to the fall of the following school year.*

COHORT C	Districts building their local designation system during the 2019-2020 school year and planning for a data capture year of 2020-2021	Cohort C Next Steps and Timelines Cohort C Readiness Checklist
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COHORT D	Districts planning to build a local designation system with a data capture year of 2021-2022 or later	Cohort D Next Steps and Timelines Cohort D Readiness Checklist
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Cohort C Next Steps:

COHORT C

PREREQUISITES

- Districts must be in the process of developing a strategic compensation plan with robust stakeholder input. This plan must be based on, at a minimum, teacher observation and student growth data during SY 2019-2020.
- Prior to the start of SY 2020-2021, districts must communicate to stakeholders that 2020-2021 will be the first data capture year of their community-approved strategic compensation plan.

The list above is just a prerequisite to apply for TIA funds. Districts need to meet other requirements through the system and data review process.

OVERVIEW & PROCESS

Cohort C is for districts planning to participate in TIA based on teacher effectiveness data capture during the 2020-2021 school year.

- System Submission: Districts describe and submit evidence of their local designation plan to TEA including:
 - Teacher observation system
 - Student growth measures
- Data Submission: Districts submit evidence of teacher effectiveness to Texas Tech University that will likely include, at minimum, teacher observation and student growth ratings
- A district's access to TIA funds is directly tied to the validity and reliability of the district's system
- Initial state funding will flow to Cohort C districts after final approval

TIMELINE

Milestone	Tentative Timeframe
Data Capture Year	2020-2021
Review Readiness Checklist and Submit Letter of Intent	By January 24, 2020
System Submission to TEA for Review	Spring 2020
Data Submission to Texas Tech for Review	Fall/Winter 2021
Determination of System Approval	Spring 2022
Initial State Funding Flows to Districts	Spring 2022 or Fall 2022*

**Districts with approved systems can choose to delay the start of funding and the start of designations to the fall of the following school year.*

Cohort D Next Steps:

COHORT D

PREREQUISITES

- Districts must be planning to develop a strategic compensation plan with robust stakeholder input. This plan must be based, at minimum, on teacher observation and student growth data during SY 2020-2021.
- Districts must be planning robust stakeholder engagement throughout SY 2020-2021 and communicate to stakeholders that 2021-2022 will be the first data capture year of their community-approved strategic compensation plan.

OVERVIEW & PROCESS

Cohort D is for districts planning to participate in TIA based on teacher effectiveness data captures during the 2021-2022 school year.

- System Submission: Districts describe and submit evidence of their local designation plan to TEA including:
 - Teacher observation system
 - Student growth measures
- Data Submission: Districts submit evidence of teacher effectiveness to Texas Tech University that will likely include, at minimum, teacher observation and student growth ratings
- A district's access to TIA funds is directly tied to the validity and reliability of the district's system
- Initial state funding will flow to Cohort D districts after final approval

TIMELINE

Milestone	Tentative Timeframe
Data Capture Year	2021-2022
Submit Letter of Intent and Review Readiness Checklist	By January 24, 2020
System Submission to TEA for Review	Spring 2021
Data Submission to Texas Tech for Review	Fall/Winter 2022
Determination of System Approval	Spring 2023
Initial State Funding Flows to Districts	Spring 2023 or Fall 2023*

**Districts with approved systems can choose to delay the start of funding and the start of designations to the fall of the following school year.*

Teacher Incentive Allotment Readiness Checklist

Cohort C and Cohort D

For districts planning to roll out a local designation system based on data from the 2020-2021 school year (**Cohort C**) or based on data from the 2021-2022 school year (**Cohort D**)

Success Factor One: Strongly Calibrated Teacher Observation System	
Key Practices	Success Criteria
A) Strength of teacher evaluation rubric	<ul style="list-style-type: none">• District utilizes a research-based teacher evaluation system/rubric that meets the requirements of TEC 21.3521• Teacher evaluation rubric is a nationally recognized rubric such as T-TESS, Marzano, Danielson, or NIET, or if district-created, is well aligned to nationally recognized rubrics and includes indicators of instructional effectiveness, supportive learning environments, data driven instruction, and teacher professionalism• All indicators have detailed and observable descriptors and correlated performance levels
B) Schedule of observations	<ul style="list-style-type: none">• Teachers receive annual extended observations with feedback and shorter observations with feedback consistently throughout the year• Each year, district publishes requirements for number and type of observations to be used in rating teachers
C) Calibration for evaluators	<ul style="list-style-type: none">• Teacher evaluators are trained and/or certified annually on the teacher evaluation rubric• District leadership implements a system for calibration within and among campuses
D) Congruence of observation scores to student growth	<ul style="list-style-type: none">• District leadership analyzes the correlation between teacher observation scores and student growth
E) District review of observation data	<ul style="list-style-type: none">• Principal managers and district leadership regularly analyze teacher observation trends across campuses, teaching assignments, and appraisers to look for and address potential ratings incongruities• Principal managers and district leadership provide coaching and other supports in response to the observation data review to ensure accuracy and reliability across the district's system• District actively reviews inter-rater reliability measures for all raters and provides calibration support as needed within and across campuses

Success Factor Two: Accurate & Reliable Measures of a Teacher's Impact on Student Growth

Key Practice	Success Criteria
<p>A) Student growth measures included in annual teacher summative ratings</p>	<ul style="list-style-type: none"> • There is a clearly communicated plan for how student growth measures affect a teacher's annual summative ratings • Student growth measures are clearly defined and used for all teachers put forth for designation • Multiple demonstrations of student learning are used to measure student growth
<p>B) Quality of student growth measures and their implementation</p>	<ul style="list-style-type: none"> • District utilizes student growth measures such as: <ul style="list-style-type: none"> ○ Value Added Measures based on STAAR or other normed, valid tests ○ Student Learning Objectives ○ Student Portfolios ○ Pre- and Post-Tests • Assessments used to measure student growth are valid and reliable • Assessments used to measure student growth are implemented with fidelity, according to vetted testing protocols
<p>C) District rules and processes ensure high levels of validity and reliability of student growth measures</p>	<ul style="list-style-type: none"> • Campus and district leaders disaggregate and analyze student growth trends in multiple ways, including by student groups, teaching assignments, and schools, as well as historical student growth data, to ensure results are accurate and reliable • District has appropriate internal procedures to evaluate outlier trends in the data in order to detect and prevent irregularities

Success Factor Three: Developing a Local Designation System

Key Practice	Success Criteria
<p>A) Stakeholder engagement in building a local designation plan</p>	<p>District Engagement</p> <ul style="list-style-type: none"> • Stakeholder groups include, at minimum, teachers, principals, community members, and school board members • District conducts extensive outreach and robust stakeholder input in order to develop: <ul style="list-style-type: none"> ○ a thoroughly vetted system to designate highly effective teachers ○ a clear plan that details the compensation highly effective teachers would receive • District leadership and school board members can articulate the local designation system • District gathers teacher feedback on the local designation system annually via focus groups, surveys, etc. <p>Campus engagement</p> <ul style="list-style-type: none"> • Annually, all campuses provide time at the beginning of the school year to review the district’s local designation system with teachers, with additional supports provided for new teachers • Principals are thoroughly trained and informed on all aspects of the designation plan • Principals play a key role in implementing and gathering feedback on the plan <p>Community engagement</p> <ul style="list-style-type: none"> • District has a mechanism in place by which to gauge community buy-in • Prior to the data capture year, district will publish public-facing documents, including a list of FAQs, clearly outlining their local designation system • Multiple opportunities are available for the larger school community to gather information such as webinars, PD sessions, website, etc.
<p>B) Teacher engagement</p>	<ul style="list-style-type: none"> • District gathers and considers teacher input throughout the development of the local designation plan and continues to gather teacher feedback on the plan once it is in use • District employs a method to ensure clear teacher understanding of the local designation system, such as teacher surveys or teacher interviews • Information sessions are held annually specifically to inform teachers and gather input as part of a continuous improvement cycle • Teacher leaders play a key role in implementing and gathering feedback on the plan
<p>C) Timeline to develop plan</p>	<ul style="list-style-type: none"> • District engages in extensive planning and preparation over the course of at least one school year prior to implementation of the local designation plan
<p>D) Resources, policies and frameworks</p>	<p>The district provides resources for its local designation system including:</p> <ul style="list-style-type: none"> • Written guidelines for: a) all aspects of the teacher appraisal system, b) how the allotment money fits in with the district’s current salary schedule, c) timelines for teacher payout, and d) specific guidelines for student growth measures • A website with clearly accessible information, both for district staff and the public • Detailed resource manuals for teachers, campus and district leaders, and other interested stakeholders

Success Factor Four: TIA Rollout Communication Plan

Key Practice	Success Factors
A) District and school board leadership buy-in to TIA	<ul style="list-style-type: none"> • District leadership and school board members are able to articulate understanding of TIA, including details around issuing designations at each of the three designation levels and potential implications for funding, etc. • District leadership has developed a timeline to seek school board approval for participation in the Teacher Incentive Allotment
B) Stakeholder communication	<p>District commits to:</p> <ul style="list-style-type: none"> • Establishing a schedule for regular communication to all stakeholders for each step of the rollout process • Providing an opportunity for stakeholder feedback, based on communication releases • Establishing clear communication around which groups of teachers on which campuses will be eligible to earn designations, according to district's local designation system
C) Teacher-directed communication	<p>District commits to:</p> <ul style="list-style-type: none"> • Developing and implementing communication plan to inform teachers, prior to the beginning of the data capture year, of the specific requirements for both teacher observation and student growth in order to be eligible to earn designations • Helping teachers understand the performance descriptors for each TIA designation level (Recognized, Exemplary, Master) and providing supports to help teachers earn designations • Ensuring that teachers are aware of how earning designations will affect their current salary, including details around how teachers' pay may change, if applicable

Success Factor Five: Plan for Spending Allotment Funds

Key Practice	Success Criteria
A) Stakeholder engagement on how to spend funds	District commits to: <ul style="list-style-type: none"> • Gathering input, prior to TIA implementation, from district leadership, principals, teachers, community members, and other interested parties on how to spend allotment funds • Using stakeholder input to inform decisions about how funds will be spent at the campus and district levels
B) TIA use of funds: district support for TIA implementation	District commits to: <ul style="list-style-type: none"> • Developing a clear plan on how to use up to 10% of the district's allotment (if any) on implementing TIA and/or supporting teachers in earning designations • Developing a plan for ongoing support in order to build capacity across the district • Communicating this plan to teachers, district staff, and other interested parties, including looping back to all stakeholder groups
C) TIA use of funds: teacher compensation	District commits to: <ul style="list-style-type: none"> • Abiding by the spending requirements in TEC 48.112 which includes spending at least 90% of TIA funds awarded to the district on teacher compensation on the campuses where the designated teacher works • Developing a plan for how to allocate the funds flowing to campuses for teacher compensation, such as what percent will go to designated teachers and what percent will go toward other teacher compensation on the campus, if any • Providing rationale for their spending decisions which support districts goals for student achievement, teacher recruitment, and teacher retention
D) Plan for designated teacher intra-district transfers	District commits to: <ul style="list-style-type: none"> • Creating a plan for how the district will handle compensation for designated teachers who move across campuses within the district from year to year • Creating a plan for how the district will handle compensation for mid-year transfers of designated teachers across campuses within the district

Success Factor Six: Sustainability of Local Designation System

Key Practice	Success Criteria
A) Human resources system support	<ul style="list-style-type: none"> • District human resources office is well versed in TIA and can articulate how each of the three designation levels affect the district's overall recruitment and retention plans • District human resources office publishes clear information regarding how the TIA designation levels tie to current staffing policies
B) Budget and finance system support	<ul style="list-style-type: none"> • District has clear plan for handling potential changes to the allotment funds a district receives from year to year, based on the allotment funding calculation • District clearly communicates to teachers at the beginning of the year any changes to the TIA amounts that teachers will receive during that school year
C) Payroll system support	<ul style="list-style-type: none"> • Payroll office develops a clear system for payment of allocation dollars to the teachers who the local designation plan identifies as eligible to receive funding • Timelines for payouts are clearly communicated
D) Technology support	<p>Technology support for the designation system is highly functioning and includes support for:</p> <ul style="list-style-type: none"> • Tracking student growth measures • Tracking inter-rater reliability within and across campuses • Tracking teacher survey data • Tracking the flow of both the district funds retained (if any) and campus funds
E) Legal support	<ul style="list-style-type: none"> • District legal offices can articulate a clear understanding of TIA • District legal offices demonstrate knowledge of both the district's local designation plan and the statutes pertaining to TIA
F) Continuous improvement	<p>District has plan for continuous improvement including:</p> <ul style="list-style-type: none"> • Annual monitoring of district teacher observation and student growth data, including the years following a district's system approval • Annual administration of teacher surveys to gauge the fairness and reliability of the local designation system and making all survey results public
G) Support for designated teachers new to a campus	<p>District has a plan to support designated teachers who are new to a campus including:</p> <ul style="list-style-type: none"> • Providing context of the campus with respect to rural status and level of socio-economic need • Providing best practices for achieving student growth on the new campus • Providing training on campus-based norms, traditions, and school culture



Region 14
Education Service Center

Alternative Certification Program

Tina Wyatt	Program Coordinator Teacher Program	325-675-7026	twyatt@esc14.net
Billie McKeever	Superintendent Program	325-675-7014	bmckeever@esc14.net
Greg Priddy	Principal Program	325-675-8684	gpriddy@esc14.net
Candice Escobar	Administrative Assistant	325-675-7020	cescobar@esc14.net

Programs Offered

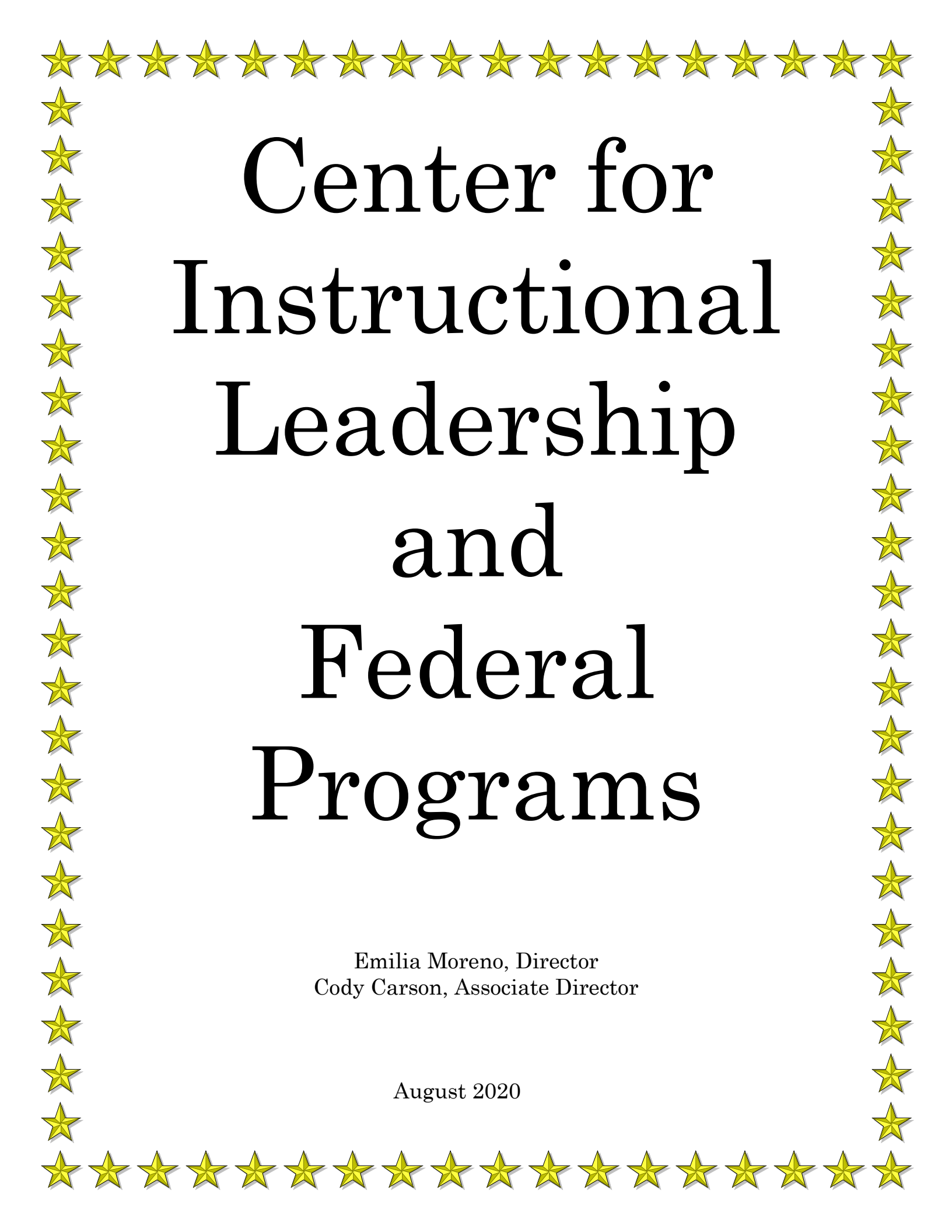
- Teacher Certification
Now Enrolling for 2020-2021 Cohort Which Begins September 26
- Principal Certification
- Master of Education with Principal Certification
- Superintendent Certification
- Associate's Degree in Child Development
- GED Testing

Investigate further at https://www.esc14.net/page/acp_home or bit.ly/312FgNR



School District Directory Updates

Superintendents will receive an email for updates to be made and returned to Melissa Morales at mmorales@desc14.net.



Center for Instructional Leadership and Federal Programs

Emilia Moreno, Director
Cody Carson, Associate Director

August 2020

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Instructional Leadership & Federal Program Updates

August 2020

Emotional Poverty

Emotional Poverty in All Demographics: How to Reduce Anger, Anxiety, and Violence

Full-day training will provide:

- information on the concept of emotional poverty and how it impacts the classroom
- what happens to the brain when students explode and different strategies to mitigate the situation
- explore through bonding and attachment
- why discipline strategies will work for some but not others

Districts may select from two options with Region 14:

Full-day training: \$450.00/day plus cost of book per participant

Coming Soon: On-Demand Ruby Payne's Emotional Poverty sessions

Asynchronous Plan Development

Join district administrative teams as they work through the development of their asynchronous instructional plans. Region 14 staff will help guide districts through this process to ensure that each plan has the required elements.

- Bring your admin team and/or other pertinent personnel
- Training will be available face-to-face and via Zoom
- Session #: 108761
- Two days will be offered to choose from: Aug. 25th or Sept. 10
- Time: 9 am – noon; Nolan Room
- Districts should strive to have their Asynchronous Plan submitted by Oct. 1, 2020
- For more information: please contact Rose Burks

Schoology Update:

- Texas Home Learning (THL) 3.0 will be available outside of Schoology LMS.
- Unsure at this time how districts will access content
- Districts will not have to go through Schoology to get access unit lessons

ESSER Application Q & A session with Region 14

Q & A session: August 19th – 9:00 am - noon

Interested districts can sign up for a one-to-one 20-minute session with Region 14. A sign-up link will be shared with district.

Application Deadline: August 24, 2020

LEA Compliance Reports for 2019-2020

The following compliance reports have been published on eGrants:

- 2019-2020 ESSA Consolidated Compliance Report
- 2019-2020 Rural and Low Income Schools (RLIS) Compliance Report

Coronavirus Relief Funds (CRF) for LEAs

New funding opportunity: This program will be coordinated by the Texas Department of Emergency Management (TDEM) and provides funding to school districts for COVID-19-related expenditures

- 75% funding; 25% match
- Covers costs incurred March 1, 2020 – May 20, 2020
- Covers costs incurred due to Coronavirus emergency

Public Assistance and CRF Training:

- Zoom training sessions: Monday – Friday (Aug 3 -7) from 1:00 PM to 2:00 PM.
 - The training consists of two parts. The first part (approximately 15 minutes) provides an overview of the program. The second part (approximately 45-55 minutes) provides a detailed review of how to use the Grants Management System (GMS), submission of requests for reimbursement, and other GMS based activities.
- LEAs may find their funding allocations and full program information at <https://tdem.texas.gov/crf-lea>
- Application period: Now open and will continue through Sept 30, 2020 (please note that all reimbursement requests must also be submitted by this deadline)
- LEAs may seek reimbursement for eligible costs incurred during this period, up to the maximum amount designated for each LEA. All costs are subject to a 25% matching requirement.
- Only LEAs that register will receive a link to participate in the training sessions. To register to attend a session please go to <https://zoom.us/meeting/register/tJYpfu6urDgvG93eNoD578Ldt7F0yjIOQnto8>

CTE Update:

***NEW 7/28/2020* Attendance & Enrollment FAQ (TEA)**

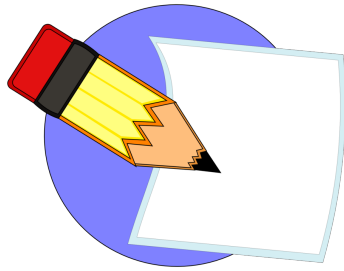
Are CTE courses still required to meet an average of 45 minutes per day in order to receive a V code needed to generate CTE weighted funding? Can you combine the minutes from multiple instructional models in order to meet the 45 minutes per day minimum requirement? For an example, can a hybrid model be used where a course is taught for 25 minutes per day using the synchronous remote learning model and 20 minutes per day using the asynchronous remote learning model for a total of 45 minutes?

- Yes, an average of 45 minutes per day or 450 minutes over a two-week period is still required in order for a CTE course to receive a V1 code needed to generate weighted CTE funding. You may combine minutes across multiple instructional models in order to meet the minimum number of minutes required for CTE funding. In-person instruction, synchronous remote learning instruction, and asynchronous remote learning instruction minutes may be combined.

Announcements and Updates: Grants

- 2020-21 Title I, 1003 School Improvement Grant
 - Available on Sept 8, 2020
 - Pre-award allowed: starting August 1st
 - Grant webinar: September 8th
- 2019-20 Title I, 1003 School Improvement Grant
 - Both Final Expenditure Report & Revised Final Expenditure Report due: Oct 30, 2020
 - End of grant period: Sept 30, 2020
- LEA Instructional Continuity Grant
 - More than 80% of NOGAs have been released
 - TEA is working hard to get remaining NOGAs out as soon as possible.
 - Authorized official on grant will receive final approved application & NOGA via mail.

If you have any questions regarding any information on this notes page, feel free to contact Emilia Moreno (325-675-8674) or Cody Carson (325-675-7031). We are available to help you!



Paraprofessional Academy

September 15-17, 2020

Region 14 ESC is PROUD to have successfully trained over 1,800 paraprofessionals in our region! This three-day academy offers orientation and training in scientifically-based strategies for prospective paraprofessionals to assist in reading, writing, and math instruction. Participants take locally-developed assessments to demonstrate knowledge of, and the ability to assist in instruction in reading, writing, and math, which meet requirements for ensuring that all paraprofessionals are highly qualified. Attendance of all 3 days is required.

When: September 15-17, 2020 from 8:30 AM – 4 PM each day

Where: Virtually **further information will be provided prior to training

Register: Participants must first create an account through PitStop (<https://pitstop.esc14.net/PITStop/>) and then register for the Academy. The fee for the academy is \$100.00 and must be paid at the time of registration.

Session: #108730 [Workshop Link](#)

Contact: Please notify Misty Bloomingdale (Professional Development Secretary) at www.mbloomingdale@esc14.net if you have further questions regarding registration.

For more information, contact:

Danika Hill @ 675-8613

(dhill@esc14.net)

or

Jana Higgins @ 675-8610

(jhiggins@esc14.net)



Region 14
Education Service Center



What are Student Learning Objectives (SLOs)?

Student Learning Objectives provide an effective process for improving instructional practices by encouraging thoughtful, deliberate, and evidence-based decisions that should ultimately result in improved student learning.

Why SLOs?

- *Connection between SLOs & dimensions of T-TESS*
- *Means to teacher instructional growth & ultimately the impact on student learning*
- *Use as Student Growth Measure for TIA (Teacher Incentive Allotment)*

Virtual Training for Administrators

Wednesday, August 12th

8:30 a.m. - 11:30 a.m.*

[#108745](#)

In this training, you will learn more about the purpose of & process for SLOs in order to maximize growth of teachers & students and to ensure validity & reliability of data collection for the TIA.

** Zoom training will be recorded for registered participants that are unable to attend*



For more information contact:

Candilyn Smith

(325)675-8664

csmith@esc14.net

Professional Development Opportunities

A Framework for Understanding Poverty based on the work of Dr. Ruby Payne:

This training provides information on topics such as generational and situational poverty; how to analyze resources, and instructional strategies that teachers can use as they work with students living in poverty. The importance of building relationships, dealing with discipline issues, and understanding the causes of poverty will be covered in this training. The length of the presentation can be adjusted to meet the needs of the school.

For more information contact Lucy Smith, Title I Consultant
(lmsmith@esc14.net) 325.675.8641



Emotional Poverty in All Demographics: How to Reduce Anger, Anxiety, and Violence:

This training provides information on the concept of emotional poverty and how it impacts the classroom. We will also look at what happens to the brain when students explode and different strategies to mitigate the situation. We will explore through bonding and attachment why discipline strategies will work for some but not others. The emotional classroom dance is explained and why there is so much emotional noise in the classroom. This is a full-day workshop.

For more information contact Tina Haywood, Homeless Consultant
(thaywood@esc14.net) 325.675.8624



Bus Driver Training

Summer 2020

Registration fees:

\$ 60 for 8-hour recertification
\$ 150 for 20-hour certification
Additional \$ 150 out of region

8 Hour Recertification

- August 1 Saturday 8:30-5:30 [Session #108222](#)
- August 17-18 Monday-Tuesday 5:30-9:30 [Session #108732](#)

20 Hour Certification

August 25-29 Tuesday-Thursday 5:30-9:30, Sat. 8-5 [Session #108731](#)

Minimum enrollment for trainings must be at least 10 participants.
Additional trainings will be scheduled as needed.

ESC 14 Bus Driver Training Coordinators:

Alan Richey, 325-675-8622 arichey@esc14.net
Alicia Gonzales, 325-675-7001 agonzales@esc14.net

ESC Region 14

Gifted and Talented Services

GT Coordinators' Leadership

- Assure compliance with state law
- Fall/Spring meetings
- Phone and On-Site Technical Assistance
- ESC Region 14 GT Listserv

30 hour GT Foundational PD

Required for teachers who provide instruction and services that are part of a district's defined GT services. Teachers are required to have completed the 30 hours of PD prior to their assignment to district's GT services (19 TAC 89.2(1)). PD offered face to face and online.

6 hour GT Update PD

Required annually for teachers who provide instruction and services that are part of a district's defined GT services. PD is available to teachers online or face to face. (19 TAC 89.2(3))

Program Evaluations

Region 14 offers assistance in the improvement of a district's GT programming. The GT consultant will visit with staff, conduct a program analysis, assure compliance with state law, and offer recommendations to meet best practice.

Customized Professional Development

Call for availability.

Policy and Procedures Development

When districts need to look at current GT policies and procedures for Board approval, Region 14 can help. We will look at current policy to determine the most up to date procedures and the most efficient use of district resources, while ensuring the gifted students' needs are being met.

Resources

- Independent Study
- AP/IB
- Credit By Exam
- Graduation requirements
- Dual Credit
- GT Equity Project
- GT Teacher Toolkit

Texas Performance Standards Projects

Student projects are TEKS based and focus on core content areas with interdisciplinary connections. The tasks help districts capture data on high levels of achievement of GT students.

Nature & Needs for Administrators and Counselors

Six hour workshop designed to show relationships between the nature of gifted learners and program options for these students. Requirement of 19 TAC 89.2 94.

Identification Assessments

State law requires that districts assess annually for gifted learners. Region 14 provides multiple assessments for districts to use as part of the identification process. An identification strategy that includes both objective and subjective assessments is the most effective way to ensure demographic equity of GT services.

Fine Arts

Region 14 also serves fine arts programs through this office.



Vince Moore, PhD
Advanced Academics Consultant

325.675.8689

vmoores@esc14.net

[@ESC14GT](https://twitter.com/ESC14GT)

<https://sites.google.com/view/region14gt/home>

ESC Region 14 Gifted and Talented Services

Meet the New Advanced Academics Consultant

Dr. Vince Moore comes to the service center after spending 16 years in the K-12 classroom. He is a Breckenridge native and graduated from Breckenridge HS in 2000. He earned a degree in geography at the University of Texas in Austin and continued his studies at Hardin-Simmons University, where he gained his teaching certification and his masters of gifted education. He also holds a doctorate in learning technologies from the University of North Texas.

During his teaching career, Dr. Moore led courses at every grade level from 3rd through high school. His background includes technology, business, social studies, science, and (of course) gifted & talented courses. He also served as an assistant band director, assistant theatre director, UIL academics coordinator, golf coach, and bus driver. He currently serves as an adjunct instructor at HSU and UNT.

Dr. Moore's professional passions focus on gifted learners, instructional technology, and rural education.

He lives in Breckenridge with his wife, Abby, who serves as Breckenridge's director of library services, and their two young sons. In his free time, you can find him on the golf course, spending time with family, grilling meats, reading almanacs, or travelling.



Vince Moore, PhD
Advanced Academics Consultant

325.675.8689

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[@ESC14GT](https://twitter.com/ESC14GT)

<https://sites.google.com/view/region14gt/home>

Section 504 Conference with Dave Richards

- September 28th
- Based on the 2019/2020 Section 504 Contracted Services Needs Assessment Survey, Dave Richards, of Richards, Lindsay, & Martin, LLP, will focus on the following topics for the conference:
 - 1- Section 504 updates/guidance since COVID 19
 - 2- Ideas on writing section 504 service plans
 - 3- Background on 504 and the FAPE process
 - 4- Final stroll the the CESD forms

[Register Here](#)

Contact Information

Zan Wilson

Title I/State Assessment/Section
504/Counselor Consortium

zwilson@esc14.net

325-675-8620



District Test Coordinator State Assessment Training

- 1- Choose a date : October 20, October 22 or October 29
- 2- **NEW THIS YEAR:** All sessions are the same. Pick the session that best fits your schedule.
- 3- **NEW THIS YEAR:** Districts are allowed to register campus principals and campus test coordinators; however, this training is DTC specific. DTCs will still be required to train CTCs, test administrators, and campus administrators.



Registration Links

[October 20th DTC Training](#)

[October 22nd DTC Training](#)

[October 29th DTC Training](#)

Contact Information

Zan Wilson

Title I/State

Assessment/Section

504/Counselor Consortium

zwilson@esc14.net

325-675-8620

Title I, Part A Federal Programs



- **Parent and Family Engagement Requirements under Title I, Part A**
 - This ZOOM session will provide information on the parent and family engagement requirements under Title I, Part A, such as: school-parent compact; district and campus parent involvement policies, annual Title I meeting, and communicating with parents. Make plans to attend this session and prepare for effective and meaningful parent involvement.
 - Register [here](#) for the **August 13th** morning zoom session
- **Federal Program Directors Meeting**
 - This session will provide the most current information from TEA and USDE regarding Title I, Part A and other parts of the Every Student Succeeds Act. Make plans to attend and ensure that your district is addressing program requirements and compliance issues in an effective and timely manner.
 - Register [here](#) for the **September 2nd** morning zoom
- **Comprehensive Needs Assessment (CNA), and Campus Improvement Plan (CIP) Overview**
 - This session will provide an overview of the TEA validation requirements regarding the Comprehensive Needs Assessment and the Campus Improvement Plan. This session will be an effective review for experienced federal program contacts/directors; as well as a succinct summary for those new to Title I, Part A.
 - Register [here](#) for the **September 2nd** afternoon zoom

Lucy Smith
lmsmith@esc14.net
325-675-8641

Zan Wilson
zwilson@esc14.net
325-675-8620

Change is Here! Are Your Teachers Ready?



Need Support During This Changing Time?

Here's an opportunity for teachers to get ongoing PD and support

Collaborative Lesson Design

- **Free Training in Kagan Cooperative Learning and Thinking Maps**
- **Flexible Coaching to support your district or campus initiatives**
- **Ongoing Support for Designing and Planning Lessons**
- **Job Embedded PD for 2020-2021**
- **Real-time, relevant lesson planning**

Contact Anne Post
Project Manager
Collaborative Lesson Design
apost@esc14.net
675-8644

Child Nutrition Program

Region 14

NSLP

Barbara Braden
325-675-8678

Cynthia
Whitfield
325-675-8623

SFSP

Cody Polk
325-675-8661



TDA Fall Planning Resources

An additional webpage has been added to the TDA Squaremeals webpage with the intent to support schools as they plan for meal service in the fall while mitigating risks posed by COVID-19.

Resources posted at [Fall Planning Resources](#) are:

- Guidance documents from TEA
- Information pages on decision making modules and strategies
- Fact pages addressing sanitation and safety
- Recordings of TDA, F&N webinars and trainings

Summer Cost Reporting

Agriculture Code, Title 2, §12.0029 mandates school districts to offer a summer nutrition program if 50 percent or more of the students are eligible for free or reduced-price meals, and **report all costs** for operating the program even if the costs were \$0.

The summer cost report must be submitted through TX-UNPS by **October 9, 2020**





School Health Region 14

Cody Polk
cdpolk@esc14.net
325-675-8661

2020-2021 WHAT WE KNOW:

Review School Vaccine Update

School vaccination rules **are in effect** for the 2020-2021 school year regardless of whether the education is received via virtual learning **or** on campus. Information regarding school vaccination rules for the 2020-2021 school year is located on the [DSHS Immunization Unit COVID-19 School Updates](#).

Compliance with Vision, Hearing, and Spinal Screening Requirements Is Required for 2020-2021 School Year

Schools should follow these guidelines for students to obtain [vision](#), [hearing](#) and [spinal](#) screenings that are receiving in person **or** online instructions.

- Send a letter to parents notifying them in advance that screenings will be conducted on designated dates
- Request parent to please bring student receiving online instructions to the school so screenings may be performed in accordance with the statutes
- In lieu of the screening(s) provided by the school:
 - parents or guardians may provide screening record signed by a licensed professional
 - parents or guardians may provide signed statement that the vision, hearing or spinal screening conflicts with the tenets and practices of a church or religious denomination of which the affiant is an adherent or member



CAREER AND TECHNICAL EDUCATION UPDATES AS OF JULY 28TH

ATTENDANCE & ENROLLMENT FAQ (TEA)

NEW
7/28/2020

31. Are CTE courses still required to meet an average of 45 minutes per day in order to receive a V code needed to generate CTE weighted funding? Can you combine the minutes from multiple instructional models in order to meet the 45 minutes per day minimum requirement? For an example, can a hybrid model be used where a course is taught for 25 minutes per day using the synchronous remote learning model and 20 minutes per day using the asynchronous remote learning model for a total of 45 minutes? **NEW July 28, 2020**

Yes, an average of 45 minutes per day or 450 minutes over a two-week period is still required in order for a CTE course to receive a V1 code needed to generate weighted CTE funding. You may combine minutes across multiple instructional models in order to meet the minimum number of minutes required for CTE funding. In-person instruction, synchronous remote learning instruction, and asynchronous remote learning instruction minutes may be combined.

LOOK FOR UPCOMING SURVEY FOR CAREER & TECHNICAL EDUCATION PROGRAMS.

The survey will be asking questions about the support needs of CTE programs such as virtual learning, LMS, lab courses, etc. The survey will be sent to the district CTE contact.

**2020-2021 Perkins V:
Strengthening Career &
Technical Education for the 21st
Century Grant Application**

Due: September 3, 2020

Career & Technical Education Resource Links

[Texas CTE Resource Center](#)

[TEA Career & Technical
Education Webpage](#)

[Region 14 Career & Technical
Educational Webpage](#)

2020-2021 Professional Development

All fall PD and meetings will be held through zoom. Dates are to be TBD and a PD update will be shared with the district CTE contact.

CTE Leadership Meetings

New CTE Teacher Cohort

Counselors and CTE

CTE Teacher Support

Perkins V ESC SSA Members

Region 14 CTE Specialist Contact

Vicki Hayhurst

vhayhurst@esc14.net

325-675-8669 (work)

325-733-3005 (cell-leave a message or text)



CAREER & EDUCATION OUTREACH

PROFESSIONAL DEVELOPMENT '20-'21

LABOR MARKET DATA - WHAT IT IS AND WHY IT MATTERS:

~1.5 HRS :: GEARED TOWARDS CLASSROOM INSTRUCTORS

Learn the importance of labor market data, where to find it, and how to use it in the classroom. Labor market data helps educators increase career awareness, a foundational aspect of the work-based learning continuum. Attendees will learn how to find up-to-date, region-specific labor market data and how to share it with their students in a meaningful and impactful way.

EMPLOYABILITY SKILLS 101:

~1.5 HRS :: GEARED TOWARDS CLASSROOM INSTRUCTORS

Those who have daily contact with students will benefit from learning what employability skills are most important to employers and how to implement these skills into the classroom. No matter the subject taught, employability skills are learned in every class during a student's school day. Attendees will learn easy steps for implementing these skills into the classroom. Educators will leave armed to prepare students to be productive employees in any industry.

KEEP THE CONVO GOING - CAREER ADVISING RESOURCES:

~ 1.5 HRS :: GEARED TOWARDS ADMIN, CLASSROOM INSTRUCTORS

Many tools and resources exist that are useful when engaging in career conversations with students. Attendees will learn where to access career tools and resources and how best to implement career resources in an education setting.

WORKFORCE SOLUTIONS FOR SCHOOLS:

~ 30 MIN. :: GEARED TOWARDS ADMIN, COUNSELORS, & TEACHERS :: AVAILABLE AS STAND-ALONE OR ADD-ON

Learn about the many programs and initiatives available for students and schools through a relationship with Workforce Solutions of West Central Texas. Includes an overview of the Career and Education Outreach program, Student HireAbility, and the Young Adult program.

**REGISTER FOR
TRAININGS AT
WFSWCT.ORG/PD**

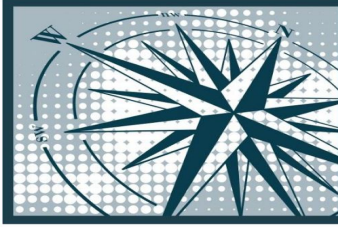


QUESTIONS? EMAIL US AT CAREREDUCATION@WORKFORCESYSTEM.ORG

Region 14 ESC

Bilingual/ESL/Title III Workshops

Date	Workshop	Location
Sept. 17th & 18th <u>Session # 108749</u>	ESL TE _x ES Prep	Distance Learning (zoom)
Sept. 23rd <u>Session # 108750</u>	Increasing & Strengthening Parent, Family & Community Engagement	Distance Learning (zoom)
Oct. 1st <u>Session # 108751</u>	Supporting English learners using the ELPS	ESC 14 North Eastland room
October (date pending)	Moving English learners forward on the TELPAS Listening & Speaking	Distance Learning (zoom)
October (pending TEA training)	LPAC Decision-Making Process for TELPAS & STAAR	Distance Learning (zoom)
Nov. 11th <u>Session # 108752</u>	Sheltered Academic Instruction 2.0	ESC 14 North Eastland room
Nov. 18th <u>Session # 108753</u>	ESL TE _x ES Prep	Distance Learning (zoom)
Dec. 3rd <u>Session # 108754</u>	Enhancing Instructional Opportunities for Immigrant Students	Distance Learning (zoom)
Dec. 15th <u>Session # 108755</u>	Effective Early Childhood Instruction for the Young EL	Distance Learning (zoom)



EXPLORE MORE



TEXQUEST: YOU NEVER KNOW WHAT YOU'LL FIND

Need Resources for Students at Home? Find them in TEXQuest!

12 Reasons to Use TEXQuest...

Reliable Online Resources



Increased Achievement



Differentiated Instruction



Health & Safety



Standards Alignment



College & Career Readiness



Copyright Safe



Parental Involvement



Accessibility Features



Language Support



Keep Current



Equal Access



\$0.29 per student/year

TEXQuest provides access to reliable online resources for Texas public schools provided with support from the Texas Legislature. Sign up is easy at <https://texquest.net/welcome/signup>. Give your teachers and students the access they need today!

For more information, contact **Myra Rains**, ESC 14 TEXQuest Support at mrains@esc14.net 325-675-8688 or the **TEXQuest Support Center** at texquest@esc20.info 844.719.1501 (toll free)

**Center
for
Teaching and
Learning**

August 5, 2020

Lisa White - Director

Meet the CTL Staff

Special Education Department



Amber Davies
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Lisa White
Special Education Director
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325-675-8616



Review and Support Updates

- Cyclical Monitoring Schedule for Cycles 3-6 have been released and can be found on the TEA webpage
<https://tea.texas.gov/academics/special-student-populations/review-and-support/differentiated-monitoring-and-support-dms>
- Self-Assessment will be released in January 2021 for all LEA's to complete by April/May 2021

TEA Special Education Cyclical Monitoring Schedule Cycles 3-6

REGION 14

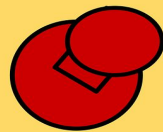
Cycle 3 Reviews 2021-2022			Cycle 4 Reviews 2022-2023		
Group 1 (Oct.-Dec.)	215-901 067-904	BRECKENRIDGE ISD GORMAN ISD	Group 1 (Oct.-Dec.)	030-906 221-904 221-911	EULA ISD MERKEL ISD JIM NED CISD
Group 2 (Jan.-Mar.)	030-901 127-904 168-903 047-901	CROSS PLAINS ISD HAWLEY ISD WESTBROOK ISD COMANCHE ISD	Group 2 (Jan.-Mar.)	104-901 221-905 127-903	HASKELL CISD TRENT ISD HAMLIN ISD
Group 3 (Apr.-June)	217-901 047-905	ASPERMONT ISD SIDNEY ISD	Group 3 (Apr.-June)	177-902	SWEETWATER ISD

REGION 14

Cycle 5 Reviews 2023-2024			Cycle 6 Reviews 2024-2025		
Group 1 (Oct.-Dec.)	127-901 177-903 208-901 076-904	ANSON ISD BLACKWELL CISD HERMLEIGH ISD ROTAN ISD	Group 1 (Oct.-Dec.)	104-903 104-907 047-902	RULE ISD PAINT CREEK ISD DE LEON ISD
Group 2 (Jan.-Mar.)	208-903 221-912 177-905 209-902	IRA ISD WYLIE ISD HIGHLAND ISD MORAN ISD	Group 2 (Jan.-Mar.)	127-905 076-903	LUEDERS-AVOCA ISD ROBY CISD
Group 3 (Apr.-June)	221-901 208-902	ABILENE ISD SNYDER ISD	Group 3 (Apr.-June)	067-907 047-903 067-908	RANGER ISD GUSTINE ISD RISING STAR ISD

Board Policies and Local Operating Procedures

- ALL LEA's must upload/link their Board Policies and Local Operating Procedures into legal framework by **October 31st.**



Remember!

Special Education COVID-19

Reminders

- No changes to special education law and requirement to provide FAPE during COVID-19
- Special Education students' needs will each be considered individually
- As decisions are being made at the district level, consider the impact on special populations
- Be sure to include considerations for SPED when creating Asynchronous/Synchronous plans

Reminders (cont.)

- As students return, conversations around Compensatory Services will begin
- Let your Special Education director know ASAP when you know which SPED kids will be receiving remote instruction and which ones will be instructed in-person
- Continue to communicate with parents



12TH ANNUAL BIG COUNTRY LEGAL CONFERENCE: STUDENTS WITH SPECIAL NEEDS

Denise Hays,

Walsh Gallegos Trevino Russo & Kyle, P.C.

Our annual legal conference will provide administrative legal updates related to various special education issues.

School law attorney, Denise Hays will discuss timely topics including COVID updates and the ARD/IEP process.

WE ARE GOING VIRTUAL!

AUGUST 18, 2020

9:00 AM – 3:00 PM

CONFERENCE MOVED
TO ONLINE

REGISTER IN PITSTOP
[HTTPS://PITSTOP.ESC14.NET/
PITSTOP/WORKSHOPLINK.ASP
X?WORKSHOPID=7769](https://pitstop.esc14.net/pitstop/workshoplink.asp?workshopid=7769)

REGISTRATION FEE:
\$25.00

FOR MORE INFORMATION
CONTACT:
LISA WHITE
(325) 675- 8616
LWHITE@ESC14.NET

Zoom Link and
Handouts will be
sent prior to the
workshop.



TBRI® & Trauma-Informed Classrooms

Karen Purvis Institute of Child Development

Facilitated by Angi Thomas

(325) 675-8676 athomas@esc14.net

TBRI & Trauma-Informed Classrooms training is a digital training designed to equip educators to help children from backgrounds of abuse, neglect, and/or trauma. Join us to learn how to disarm fear, optimize learning, and facilitate healing for vulnerable children in the classroom. This four-part seminar includes the following sessions:

1. [Trauma & The Brain: The Impact of Trauma at School](#) (1 ½ hour session)
2. [Empowering Our Students: Meeting Physical Needs](#) (1 ½ hour session)
3. [Connecting in the Classroom: Creating Relationships that Matter](#) (1 ½ hour session)
4. [Correcting Behavior: Rethinking Classroom Management](#) (2 hour session)

(Click on the session title to register.)

All four sessions will be facilitated by Angi Thomas and you may click [here](#) for the downloadable note taking guide.

Sessions will be offered **individually** and credit will only be awarded through Region 14 PitStop accounts.

Special permission was granted to share and facilitate these sessions through Region 14. Sessions will NOT be recorded, however, you can access them for FREE until August 31 [here!](#)

SLP Webinar Series

Fall 2020 ESC Webinar Series

Webinar 1: September 4, 2020 (9 am – 12 noon). 2.5 TSHA CEUs

Title: Ready-to-use social skills resources to use effectively in telehealth services for children with high functioning ASD

Presenter: Joel Shaul, M.A

Description: Though we may be seasoned therapists and teachers, when we carry out social skills and social communication lessons via telehealth, the work is daunting. Switching to remote provision of services via computer screens and tablets into children's homes requires preparation with materials and methods more likely to work under these conditions. This presentation will provide a number of games, worksheets and other activities specifically designed by the presenter to use in telehealth social skills and social communication teaching for verbal children with high functioning autism. The presenter will demonstrate the methods on-screen during the webinar and the resources will be available for free download after the session.

Webinar 2: October 9, 2020 (9 am – 12 noon). 2.5 TSHA CEUs

Title: Best Practice for the Use of Standardized Assessment Tools for Speech-Language Evaluations with considerations for Remote Administration

Presenter: Ellen Kester, PhD; CCC-SLP

Description: This workshop will address best practices for administering standardized measures of receptive language, expressive language, pragmatic language, and articulation and phonology skills. We will review the psychometric properties of tests, discuss why the metrics differ between language tests and speech tests, discuss the meaning of sensitivity and specificity calculations, and describe what to look for when selecting a measure. We will discuss ways to interpret test results and consider the impact of cultural and linguistic diversity in the testing process. We will address the use of these tools in both face-to-face and remote formats.

Webinar 3: November 13, 2020 (9 am – 12 noon). 2.5 TSHA CEUs

Title: Best Practice for the Use of Informal Assessment Measures for Speech-Language Evaluations with considerations for Remote Administration

Presenter: Ellen Kester, PhD; CCC-SLP

Description: This workshop will address best practices for administering informal assessment measures of receptive language, expressive language, pragmatic language, and articulation and phonology skills. We will discuss approaches to diagnostic decisions when informal measures are not consistent with formal measures, including the use of dynamic assessment techniques. We will discuss the practical elements of designing and implementing informal measures, as well as ways to analyze the results gained from informal measures. We will consider the impact of cultural and linguistic diversity in the testing process, as well as the use of these measures in both face-to-face and remote formats.

Webinar 4: December 4, 2020 (9 am – 12 noon). 2.5 TSHA CEUs

Title: SI Legal

Presenter: Gigi Driscoll, JD

Description: This session will provide the most current information regarding legal issues that specifically affect the SLP in daily job activities. The training is designed to prepare participants to deliver the speech-language pathology services in their school districts based on the most current legal state and federal framework, IDEA, ESSA and the Texas Commissioner's Rules be included in the discussion of current legal requirements. Legal briefs & court decisions involving current legal regulations will be reviewed.

Region 14 ESC
RAC Meeting
August 2020

Center For Technology Services

Robb McClellan, Director

McClellan, Robb	325-675-8681	Technology Services	Director	2
Cate, Christy	325-675-7028	Technology Services*	Consultant, Digital Innovation	
Deal, Kim	325-675-8621	Technology Services*	Secretary to Director	
Dickerson, Gina	325-675-8668	Technology Services*	PEIMS/TxEIS Student Support	
Hall, Joe	325-675-8657	Technology Services*	Consultant, Technology	
Hatch, Liz	325-675-8611	Technology Services*	Consultant, TxEIS Student and PEIMS	
Jones, Jeremy	325-675-7049	Technology Services*	Consultant, WTTC, TxEIS Hosting	
Judah, Deborah	325-675-8621	Technology Services*	Contracted Consultant, Library Services	
Mahaffey, Jeremiah	325-675-8696	Technology Services*	Distance Learning Assistant	
Miller, Hilary	325-675-8630	Technology Services*	Consultant, Digital Innovation	
Polk, Chelsie	325-675-7015	Technology Services*	Consultant, TxEIS Student and PEIMS	
Priddy, Sally	325-675-8639	Technology Services*	PEIMS/TxEIS Student Support	
Pursley, Brit	325-675-8627	Technology Services*	Consultant, ERATE	
Raglin, Dontay	325-675-8637	Technology Services*	Consultant, Security	
Schlueter, Shawn	325-675-8645	Technology Services*	Consultant, Digital Innovation	
Smith, Larry	325-675-7035	Technology Services*	System Programmer	
Turner, Karen E	325-675-8639	Technology Services*	TSDS Consultant	
Watkins, David	325-675-7009	Technology Services*	App Services Consultant/Developer	
Wetsel, Mike	325-675-8662	Technology Services*	Consultant, WTTC, TxEIS Hosting	
Willis, Tim	325-675-7027	Technology Services*	Consultant, Technology, Network Services	
Wilson, Jeri	325-675-8621	Technology Services*	Contracted Consultant, Library Services	



DIGITAL INNOVATION



Supporting Non-Traditional Instructional Strategies through Modern Learning Experiences

- G Suite for Education
- MakerEd
- Coding
- COMPILE
- Social Media
- PBL
- Design Thinking
- AR/VR in EDU
- BreakoutEDU
- Drones
- Robotics
- 3D Design and Printing
- Laser Design
- CNC Production
- Video and Podcast
- Discovery Education
- Tech Apps
- Dig Inn! Collaboration
- Digital Docs - On Call!
- ENDLESS DESTINATIONS!

Digital Innovation Consultants

Christy Cate
ccate@esc14.net
 (325) 675-7028

Hilary Miller
hmiller@esc14.net
 (325) 675-8630

Shawn Schlueter
sschlueter@esc14.net
 (325) 675-8645



Let's enjoy the ride





DIGITAL INNOVATION



Remote Learning Tool Map for Educators

COMMUNICATE

Post information on a regular schedule, including:

- Weekly Overviews
- Daily Check-Ins
- Announcements



Zoom



Google Meet

TEACH

Best practice learning online:

- Start with the TEKS
- Limit Time (Age+1 min.)
- Have a Plan B
- Keep parents in the loop



Google Classroom



Seesaw



Discovery Education



Lead 4ward

COLLABORATE

Students need to interact:

- Let students share with other students
- Have students interact with teachers



Flipgrid



PearDeck & Google Slides





DIGITAL INNOVATION



ASSESS

Get evidence of what each student has learned:

- What is fundamental?
- What is advanced?
- Is there choice?



Kahoot



Quizizz

ADDITIONAL RESOURCES



Google's hub of information to help teachers during COVID-19



COVID-19 Educational Resources App - search by content and age group

- [School Closure Planning Documents](#) by Nicole Zumpano
- [Online Learning Doctrine](#) by Jennifer Pearson



More Guides and Resources Available



<https://sites.google.com/esc14.net/remote-learning>



<https://goo.gl/Ry1UJZ>

August 2020

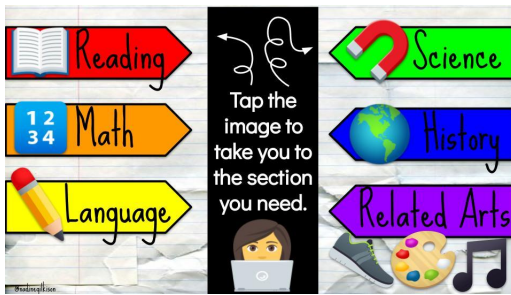


DIGITAL INNOVATION



LESSON TEMPLATES

10-Day Remote Learning Plans by Beaverton School District



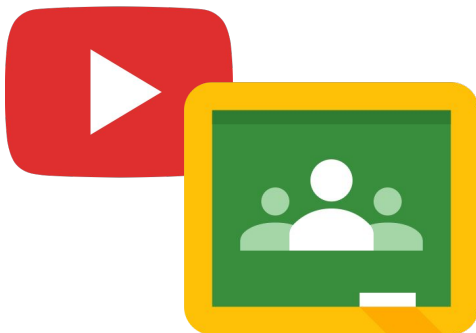
eLearning Day Template K-5
By Nadine Gilkison

GOOGLE

	What is Google Docs?	<ul style="list-style-type: none"> Google's First Day of Google Docs 3 Ways to Supercharge Google Docs with Add-ons How to Force a Copy of a Google Doc 5 Ways to Use the Google Docs Explore Tool Shaping Learning Google Docs Cheat Sheet
	What is Google Sheets?	<ul style="list-style-type: none"> Google's First Day of Google Sheets 10 Google Sheets Tricks Google Sheets Cheat Sheet
	What is Google Slides?	<ul style="list-style-type: none"> Google's First Day of Google Slides 50 Interactive Google Slides Activities 100+ Activities and Examples of Google Slides Slide into Science: Demonstrating Learning with Google Slides Google Slides Interactive Notebooks - 20 activities to fill them
	What is Google Drawings?	<ul style="list-style-type: none"> Google Drawings Manifesto for Teachers 25 Free Google Drawings Graphic Organizers & How to Make Your Own Shaping Learning Google Drawings Cheat Sheet

R14 Google Resources
& Video Tools

GOOGLE CLASSROOM VIDEOS



- BEGINNER
- INTERMEDIATE
- ADVANCED





DIGITAL INNOVATION



THL 3.0's SCHOOLOGY vs. GOOGLE CLASSROOM



Schoolology

PROS

- Pre-built lessons (when available)
- Campus-wide overviews

CONS

- 4-8 week set-up
- Complex interface
- Costs (after 2 yrs.)



Google Classroom

PROS

- Already utilized
- Integrated with G Suite applications
- Simple interface
- No cost (always)

CONS

- Limited campus/district-level reporting

- What do you expect to need from your Remote Learning solution?
- Which LMS reduces the “doubling” of work by teachers and IT at your district, serving in-class and at-home students simultaneously?

TCEA





DIGITAL INNOVATION



MAKE YOUR OWN PERSONAL PROTECTIVE EQUIPMENT (PPE)



If your district has 3D printers, making face shields for staff is an easy solution for PPE.

1. [Download](#) and print the headband.
2. The clear part can be cut from overhead transparencies used by teachers. The Service Station has laser cutters able to help your staff quickly cut transparencies, if needed.

Contact Shawn, Christy, or Hilary for assistance.





InformationStation Updates

Send links to others through your email

Covid-19 Early Childhood Education Updates ✕

March 31, 2020 ➕ To-Do 🔗 Copy

Updated: [March 31, 2020 9:56 AM](#)

Covid-19 Early Childhood Education Updates

The latest TEA update as of March 26, 2020.
This update can also be found on the Covid-19 TEA webpage, under "Miscellaneous"

Andrea Smith

Create a custom TO-DO LIST to organize important posts

My To-Do List ✕

Region 14 ESC sends a weekly reminder email with a list of posts you have added to your To-Do list.

- To receive this email, add one or more posts to your To-Do list.
- You may add or remove posts from your To-Do list at any time.
- Your To-Do list can also be accessed here at any time.

Added to your To-Do list on: [June 30, 2020 11:15 AM](#)

[March 31, 2020](#)

Covid-19 Early Childhood Education Updates

This post is available until: [March 31, 2021 11:59 PM](#)

Added to your To-Do list on: [June 30, 2020 11:15 AM](#)

[March 19, 2020](#)

TRS Message to Employers Regarding COVID 19 concerns - Reporting Employees

This post is available until: [March 19, 2021 11:59 PM](#)



[Home \(/\)](#) / [About TEA \(/about-tea\)](#) / [News & Multimedia \(/about-tea/news-and-multimedia\)](#)



AGENCY NEWS

Brought to you by the
Texas Education Agency

Division of Communications

(512) 463-9000

teainfo@tea.texas.gov

tea.texas.gov

TEA News Releases Online (<https://tea.texas.gov/about-tea/news-and-multimedia/tea-news-releases>)

TEA Will Offer Free Learning Management System to Texas Schools for Two Years to Help Bolster Remote and Classroom Instruction

Date: Thu, 07/30/2020 - 14:55

This new offering will save school systems up to \$40M, and reduce total taxpayer cost up to \$22M

AUSTIN, Texas – July 30, 2020 – The Texas Education Agency (TEA) has officially launched Texas Home Learning 3.0 (THL 3.0), a comprehensive initiative to support school systems, teachers, parents, and students during the public health crisis and beyond with high-quality instructional materials, technology solutions, and professional development resources. As part of THL 3.0, TEA announced this week that it will offer all Texas school systems a world-class Learning Management System (LMS) from PowerSchool's Schoology for two years at no cost. Like other THL 3.0 offerings, use of the Schoology LMS will be optional for Texas school systems. Currently, Schoology is used in schools representing more than one million students across Texas (1 in 5 students statewide).

The LMS that the agency is offering can serve as an online learning hub for digital content and communication to help keep students learning while easing the burden on teachers and staff, saving schools across Texas time and money in the process. The LMS brings together teachers, students, parents, and administrators to provide easy access to classes, assignments, grades, and more, supporting learning in the classroom, at home, or both. The tool allows parents to track their students' progress throughout the school year, which is especially useful as many families in Texas choose for their children to receive instruction remotely because of COVID-19.

An LMS helps schools, students, and families to keep learning on track, even in a remote environment



Remote learning is hard. The right technology can help.



An LMS allows schools and families to manage student learning, even at a distance, to keep kids on track.



An LMS brings together teachers, students, parents, and administrators to provide easy access to classes, assignments, grades, and more.



With an LMS, administrators can take a heavy burden off of teachers and staff and save valuable time and money.

TEA

Using CARES Act funding, the TEA is providing this critical, high-quality remote learning software system free for every Texas school system, saving school systems up to 40 million dollars out of their local budgets over two years. And by using the purchasing power of the state, TEA was able to bring prices down that ultimately save the taxpayer up to 22 million dollars over two years.

There are significant benefits to Texas school systems; this innovative learning solution will—

- **Bring Everyone Together**—The LMS connects everyone in a school district within a single teaching and learning hub, so parents, students, teachers, can all share resources, answer questions, and stay connected;
- **Keep the Learning Going**—Teachers can easily create and/or deliver courses in the LMS that support in-person, online, and blended models—enabling learning to continue regardless of the circumstances in a particular school or district;
- **Save Teachers Time**—By eliminating administrative tasks, the LMS gives teachers more time to engage with students and innovate their instruction; and
- **Cover all Costs for Texas Schools**—As part of the Texas Home Learning 3.0, TEA will fund the LMS for any Texas LEA for two years at no cost to the LEA.

“Texas schools are working mightily to meet the educational needs of millions of kids who will participate in school remotely given the public health situation. TEA is working to provide as much support to school systems as possible, including fully funding schools for remote instruction and providing schools with free, high-end teaching technology so that the remote education experience is effective for our students,” said Texas Education Commissioner Mike Morath. “This Learning Management System allows teachers to seamlessly communicate with their students and helps their students stay focused on their lessons while learning from home and will go a long way toward ensuring Texas students continue making major academic gains even during the pandemic.”

Bryan ISD Superintendent Dr. Christie Whitbeck stated, "We implemented Schoology during this unprecedented pandemic. The ability to distribute quality lessons to our teachers and monitor our students' participation and progress led to 97 percent student engagement. The Schoology team provided continual training and support allowing for a smooth transition and a valued new partnership. TEA's free offering to school systems will provide tremendous opportunities for students and teachers alike."

"We are so proud to partner with TEA to provide Schoology Learning to any school system in Texas that wants it or needs it, ensuring that educators, parents and students have the tools they need to be successful," said Hardeep Gulati, CEO of PowerSchool. "At PowerSchool, we believe in the simple truth that every student deserves the best opportunities in life and we help make that a reality as the leading provider of K-12 education application technology supporting 45 million students in over 80 countries for blended learning, remote operations, and virtual talent management."

For more information on Texas Home Learning 3.0, click here (<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/covid-19-support-texas-home-learning>).

For more information on how to sign up for PowerSchool's Schoology Learning Management System, click here (<https://www.powerschool.com/texas/>).

###



Welcome Texas Districts!

PowerSchool Is Here to Help Keep Learning Going Whether at Home, In the Classroom or Both



TEA is Funding Schoology For Every LEA in Texas

PowerSchool is proud to partner with the Texas Education Agency (TEA) as part of its Texas Home Learning Initiative to provide Schoology Learning, the leading K-12 learning management system, to all TEA member districts across the entire state.

Get Schoology for your LEA

For LEAs interested in leveraging the TEA partnership please provide information below and a representative will contact you.

<input type="text" value="First Name"/>	<input type="text" value="Last Name"/>
<input type="text" value="Email Address"/>	<input type="text" value="Phone Number"/>
<input type="text" value="Job Title"/>	<input type="text" value="School/District"/>
<input type="text" value="Country"/>	<input type="button" value="Submit"/>

Must be a phone number. 503-555-1212



ON-DEMAND WEBINAR

Texas Education Agency Funds Schoology Learning LMS for Two Years to Texas School Districts

On this on-demand webinar, hear from PowerSchool leadership on how the offering works for districts new to Schoology as well as existing customers. You'll also hear from a few of your colleagues in Texas on why they chose Schoology and how it has helped their district during COVID-19.

[Watch Now!](#)

“The reason that we selected Schoology as our final LMS is because it was important for us to have connections with one another as educators.”

-Brooke Sims, Director of Professional Learning, Coppell ISD, Coppell Texas (Dallas, TX)

PowerSchool is proud to support Texas educators with back-to-school planning during these uncertain times. As part of Texas Education Agency's Texas Home Learning 3.0 goal of "Bringing Quality At-Home Learning to Texas Students," TEA will fund Schoology Learning, along with several digital curriculum and content solutions, to any Texas LEA for two years.

The transition to distance learning was difficult for many and uncertainties about this year's back to school remain a concern. But we know that with the right tools and preparation, we can keep the learning going at home, in the classroom, or both. With the Schoology learning management system, LEAs will receive a platform that centralizes digital instruction, improves student engagement, and delivers high-quality free content to LEAs.

PowerSchool has deep experience helping support education in Texas with over 1.2 million students using our LMS today. Our team is excited and ready to help the additional 4 million Texas students who need our support.

Provide Opportunity and Access to All Students:

Ensures that all students receive the same quality of teaching and learning, regardless of their socio-economic status, special education needs, or any other circumstances.

Put Teachers and Parents on the Same Team:

Schoology Learning focuses on bringing entire communities together, providing relevant learning experiences and easy-to-digest data that provides true insight for how to best support their child's education no matter where it is taking place.

Integration with Teachers Favorite Productivity Tools:

We know that teachers love to use Google and Microsoft materials as assignments and in lessons. That's why we created an amazing, integrated user experience within Schoology for using Google and Microsoft in your classroom.

State Provided Content:

In addition to Schoology Learning, TEA is also providing content and curriculum from other leading education technology providers to LEAs which will be integrated with Schoology Learning.

Student Information System Integration:

Schoology supports integration with most SIS platforms, LEAs using the Powerschool SIS or eSchoolPlus SIS will have a seamless experience.



E-rate Update

August 1, 2020

Funding Status – FY 2020

Wave 12 for FY 2020 was released on Thursday, July 23rd for a total of \$39.7 million. Cumulative commitments are \$1.18 billion. Nationwide, USAC has now funded over 76% of the FY 2020 applications received during the filing window representing about 41% of the requested funding.

FCC Releases Draft ESL for FY 2021

The FCC released a draft of the Eligible Services List (“ESL”) for FY 2021 ([DA 20-767](#)). As is usually the case, the draft ESL remains virtually unchanged from the previous year, and the comment period is unlikely to engender additional updates. The accompanying Public Notice notes only two minor additions/changes including (a) a reference to the prohibition on the use of equipment and services provided by “covered companies” deemed threats to national security, and (b) updated language on the new Category 2 budget rules for school districts and library systems.



E-rate Update

August 1, 2020

E-Rate Updates and Reminders

Upcoming E-Rate Dates:

July 27 Implementation of multifactor authentication (“MFA”) as a requirement for E-rate applicants to access EPC or the BEAR Form systems through a new “One Portal” (see USAC News Brief referenced below).

August 20 Deadline for submitting initial comments on the FCC’s draft ESL for FY 2021 ([DA 20-767](#)) —. Reply comments are due September 4th.

FFL 2020 Applicant Survey Findings:

This was FFL’s tenth annual nationwide survey — a particularly important one coming at a time of expanded need for critical E-rate support. Earlier this month, FFL presented the results of its 2020 survey to FCC staff. Key findings of FFL’s survey,



E-rate Update

August 1, 2020

with an impressive response rate of 10% of E-rate applicants, included the following:

- The E-rate program is succeeding in its mission to provide faster, cost-effective, Internet services to more students and library patrons.
- Additional E-rate support is needed for cybersecurity, redundant Internet access , VoIP services, and school bus WiFi.
- Emergency and ongoing funding is needed to support remote learning.

ESL, MFA

1. The FCC's release of the draft Eligible Services List ("ESL") for FY 2021.
2. This past weekend's implementation of a new multifactor authentication ("MFA") process to enable applicant access to USAC's EPC and BEAR Form systems effective July 27th.



E-rate Update

August 1, 2020

To login, a user will first enter their regular username and password. The system will then send the user a temporary security passcode to be entered as shown below.



Email Authentication

USAC requires multifactor authentication to add an additional layer of security when signing in to your account.

✔ Passcode has been sent to the following email address!

Email Address

Enter passcode

[Re-send Email](#)

[Verify](#)



E-rate Update

August 1, 2020

Closer to Home:

To provide your district the most effective and efficient E-rate service we have created a system called TechTrack. Anytime you have an erate question or issue just submit a TechTrack ticket through [District Depot](#) and we'll respond as quickly as possible. The goal is to provide timely communication as well as accurate documentation. Your login credentials should be the same as your Pitstop credentials. Click on the Region 14 TechTrack icon and follow the prompts.

Link to District Depot:

<https://districtdepot.esc14.net/DistrictDepot/Login.aspx?ReturnUrl=%2fDistrictDepot%2f>



E-rate Update

August 1, 2020

What is E-rate?

E-rate: Universal Service Program for Schools and Libraries:

The FCC's E-rate program makes information services more affordable for schools and libraries. With funding from the [Universal Service Fund](#), E-rate provides discounts for Internet access and internal connections to eligible schools and libraries.

The ongoing proliferation of innovative digital learning technologies and the need to connect students, teachers and consumers to jobs, life-long learning and information have led to a steady rise in demand for bandwidth in schools and libraries.

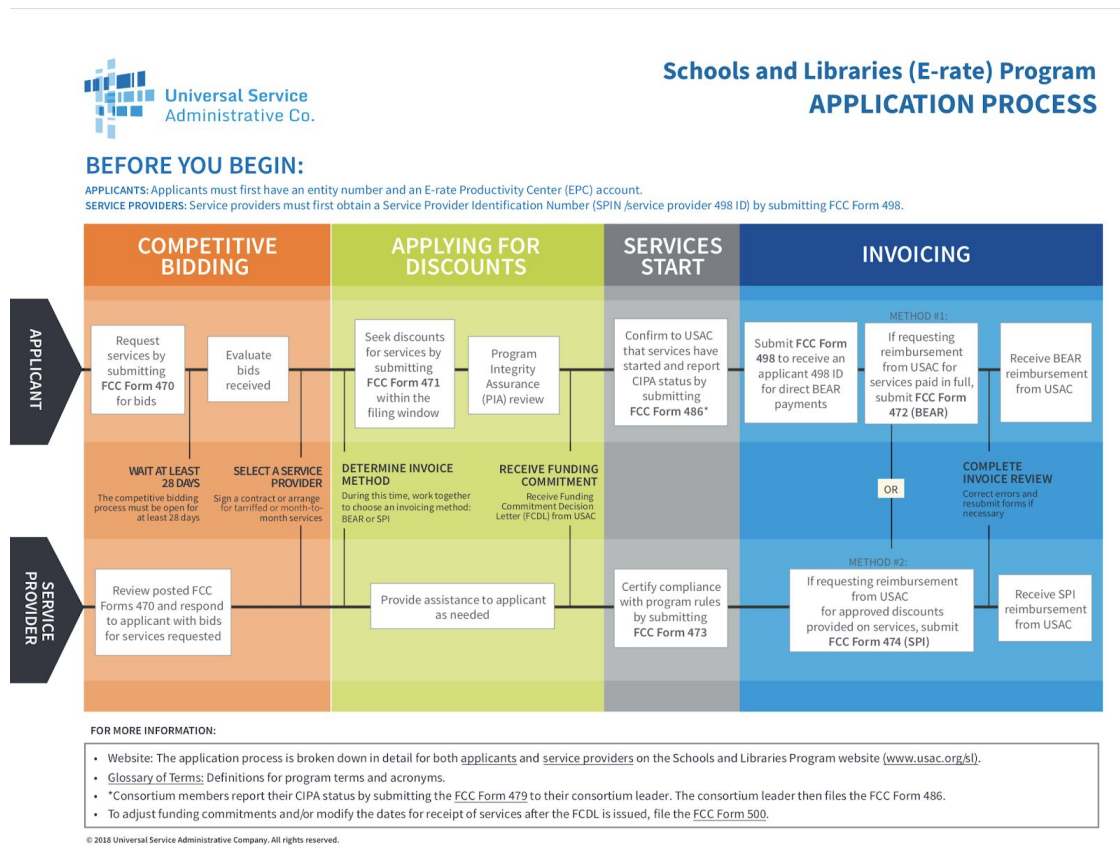
In recent years, the FCC refocused E-rate from legacy telecommunications services to broadband, with a goal to significantly expand Wi-Fi access. These steps to modernize the program are helping E-rate keep pace with the need for increased Internet access. Eligible schools and libraries may receive discounts on Internet access, as well as internal connections, managed internal broadband services and basic maintenance of internal connections. Discounts range from 20



E-rate Update August 1, 2020

to 90 percent, with higher discounts for higher poverty and rural schools and libraries. Recipients must pay some portion of the service costs.

Erate Process at a glance:



I look forward to assisting you in any way I can.

Brit Pursley
ESC 14 / E-rate
325-675-8627
bpursley@esc14.net



ESC 14 App Services ²¹

<https://goo.gl/8AaAUd>



HOT TOPICS



● COVID-19 Remote Support Access:

- Online meeting with Zoom
 - <https://zoom.us/my/dwatkins>
- Remote computer support with Bomgar
 - <https://support.esc14.net/>
- dwatkins@esc14.net
- 325-675-7009

● ESC 14 COVID-19 Info Resources

- General Info - One Stop, Quick Access
- Instructional Resources

Important Notice: Through April 3rd, all Region 14 face-to-face workshops will be cancelled.



Region 14
Education Service Center

HOME

Search...



Service for World Class Schools

Departments

Programs & Services

R14 Districts

PITStop

Jobs

R14 Service Station

ESC Employees

About Us

COVID-19

General Info

Instructional

PITStop
(Workshop Training)



District
Depot



Video
Conferences

David Watkins dwatkins@esc14.net



Region 14
Education Service Center

Search...



Service for World Class Schools

HOME

Departments

Programs & Services

R14 Districts

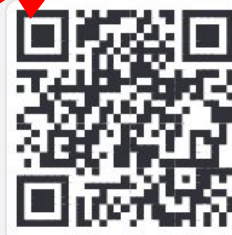
PITStop

Jobs

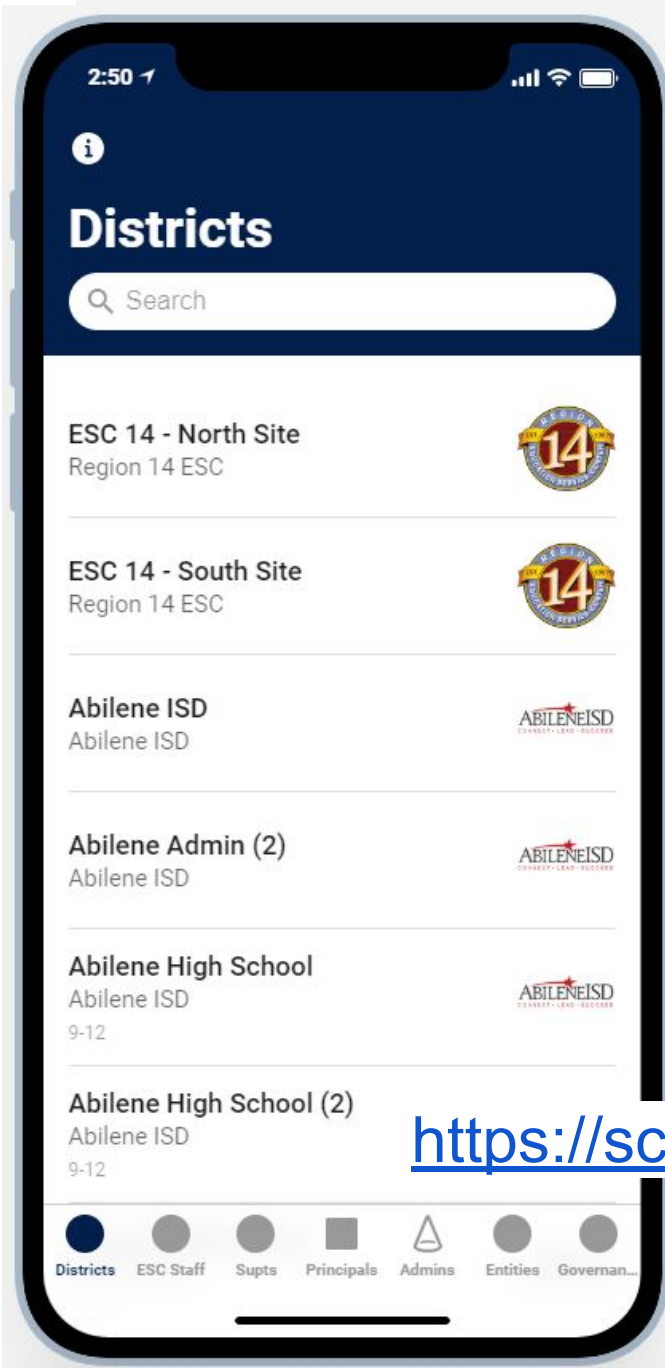
ESC Employees

About Us

<http://www.esc14.net>



Scan with camera to install app.



R14 School Directory

by App Script

Region 14 ESC School Directory

SHARE APP

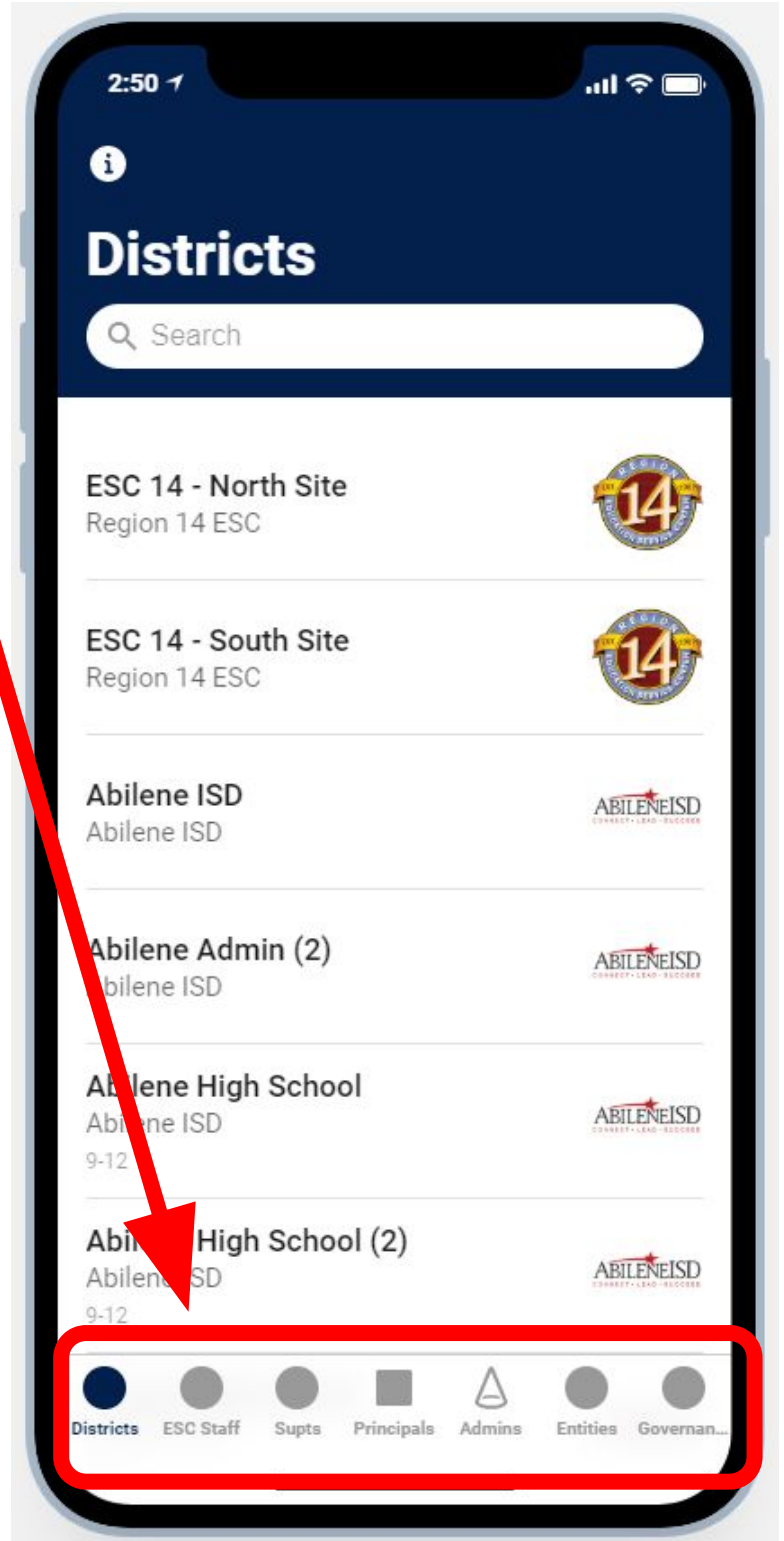
<https://schooldirectory.esc14.net/>

Searchable tabs:

- Districts
- ESC Staff
- Supts
- Principals
- Admins
- Entities
- Governance

Updates ESC 14 distribution lists:

- Supts.
- Supts. Secretaries
- Curriculum
- Erate
- Secondary Principals
 - Grades 6-12
- Elementary Principals
 - Grades EE-5



ESC 14 Contact to update your info:

- Melissa Morales
- mmorales@esc14.net
- 325-675-8608

ESC 14

App Services

Info Site

www.esc14.net

The screenshot shows the website header with the Region 14 logo and navigation menu. A red box highlights 'Departments' in the menu, with an arrow pointing to a dropdown menu. A red box labeled '1.' points to 'Technology Services' in the dropdown. A second red box labeled '2.' points to 'Programs' in the dropdown. A third red box labeled '3.' points to the 'Apps Services' icon in a grid of service icons.

HOME

Search...

Service for World Class Schools

Departments Programs & Services R14 Districts PITStop Jobs R14 Service Station ESC Employees About Us

Technology Services - Home
Technology Services - Staff
Programs
Bomgar

Technology Services Programs

1. Choose "Technology Services"

2.

3.

Apps Services Digital Innovation Distance Learning eRate

Library Services / Media Services Media Production Lab Network Services TSDS

TxEIS Student WTTC

ESC 14

App Services

Info Site

<https://goo.gl/8AaAUd>

App Services Home



Select Icon Links below for Information on Specific Services



[TimesAway](#)



[TimeKeeper](#)



[TransTrack](#)



[HelpTrack](#)



[TravelTrack](#)



[App Services](#)

[Overview and Contact Info](#)

David Watkins dwatkins@esc14.net

ESC 14 App Services

<https://goo.gl/8AaAUd>

- District Custom G-Suite applications

- **TimesAway**



- Absence from Duty/Sub requests



- **TimeKeeper**



- Hourly time clock system

- **HelpTrack**



- Support requests(tech, maint, etc.)

- **TransTrack**



- Transportation requests/assignments

- **TravelTrack** - designed with co-ops in mind




- Mileage tracking/reimbursements

Staff/Student Upload Services

- **ESTAR/MSTAR** <https://goo.gl/jDapu8> **ESTAR/MSTAR**
- **PITStop**
- **Eduphoria**
- **Library Services**
- **TEA's Roster Validation Data**
- **misc district requests for third party applications**
- **based on TxEIS export .sql scripts**

TimeKeeper - Time Management



Date	Time	Daily Calculations	TimeKeeper Action	Name	Employee Number	Job Code	Additional Info	Resolved Note
5/9/2016	1:08 PM		Clock In	Staff Names	Empl. #s	Maintenance/Custodian		
5/9/2016	2:58 PM	1.84	Clock Out			Maintenance/Custodian		
5/9/2016	2:58 PM		Clock In			Transportation		
5/9/2016	4:22 PM	1.39	Clock Out			Transportation		
5/10/2016	6:00 AM		Clock In			Transportation		
5/10/2016	7:35 AM	1.58	Clock Out			Transportation		
5/10/2016	7:35 AM		Clock In			Maintenance/Custodian		
5/10/2016	11:34 AM	4	Clock Out			Maintenance/Custodian		
5/10/2016	1:02 PM		Clock In			Maintenance/Custodian		
5/10/2016	2:57 PM	1.93	Clock Out			Maintenance/Custodian		
5/10/2016	2:58 PM		Clock In			Transportation		
5/10/2016	4:21 PM	1.39	Clock Out			Transportation		
5/11/2016	6:08 AM		Clock In			Transportation		
5/11/2016	7:36 AM	1.47	Clock Out			Transportation		
5/11/2016	7:36 AM		Clock In			Maintenance/Custodian		
5/11/2016	11:40 AM	4.06	Clock Out			Maintenance/Custodian		
5/11/2016	1:07 PM		Clock In			Maintenance/Custodian		
5/11/2016	2:56 PM	1.81	Clock Out			Maintenance/Custodian		

- Easy Clock In/Out Management
- Error notifications/flags

Select Employee	1/29/2017	2/4/2017		2/5/2017		2/11/2017		2/12/2017		2/18/2017		2/19/2017		2/25/2017		Pay Period Totals		
	Job Code Hours	Ttl Hrs	Reg Hrs	Prem Hrs	Ttl Hrs	Reg Hrs	Prem Hrs	Ttl Hrs	Reg Hrs	Prem Hrs	Ttl Hrs	Reg Hrs	Prem Hrs	Ttl Hrs	Reg Hrs	Prem Hrs	Reg Hrs	Prem Hrs
Alde																		
Bus_Driver	5.95	5.16	0.79	6.12	5.34	0.78	4.93	4.93									15.43	1.57
Cafeteria																		
Maintenance	40.16	34.84	5.32	39.74	34.66	5.08	31.93	31.93									101.43	10.40
Secretary																		
Student_Worker																		
Substitutes																		
Teacher																		
Technology																		
UIL																		
YHU																		
Total Hours	46.11	40.00	6.11	45.86	40.00	5.86	36.86	36.86			0.00			0.00			116.86	11.97
>Sub-Total Regular Weekly Hours	40			40			36.86				0.00			0.00				
>Sub-Total Premium Hours	6.11		13.25%	5.86		12.78%												

Weekly Job Code Subtotals

- OT hours auto-proportioned
- Assists with Blended Rate Calculations



TimeKeeper - My TimeKeeper Site

Employee Access

- Today's TimeKeeper Actions
- Current Pay Period Total and Weekly Summary
- TimeKeeper Actions for entire pay period

MY CURRENT PAY PERIOD SUMMARY

Today's TimeKeeper Actions

[Print](#)

Date	Time	Action	Name	Empl. Number	Job Code	Additional Info
2017/05/23	4:59 AM	Clock In	[REDACTED]	542	500 Maintenance/Custodian	

Current Pay Period Summary

[Print](#)

User_Name	Pay Period Reg. Hrs.	Pay Period OT Hrs.	Week 1 Reg. Hrs	Week 1 Extra Hrs.	Week 2 Reg. Hrs	Week 2 Extra Hrs.	Week 3 Reg. Hrs	Week 3 Extra Hrs.	Week 4 Reg. Hrs	Week 4 Extra Hrs.	Week 5 Reg. Hrs	Week 5 Extra Hrs.
[REDACTED]	94.09	13.46	40	6.5	40	6.96	14.09					

Current Pay Period TimeKeeper Actions

[Print](#)

Date	Time	TimeKeeper Action	Daily Calculations	Name	Employee Number	Job Code	Additional Info	Resolved Note
2017/05/08	4:16 AM	Clock In		[REDACTED]	542	500 Maintenance/Custodian		
2017/05/08	8:00 AM	Clock Out	3.73	[REDACTED]	542	500 Maintenance/Custodian		
2017/05/08	10:17 AM	Clock In		[REDACTED]	542	500 Maintenance/Custodian		
2017/05/08	3:10 PM	Clock Out	4.88	[REDACTED]	542	500 Maintenance/Custodian		
2017/05/09	4:45 AM	Clock In		[REDACTED]	542	500 Maintenance/Custodian		



App Services

2019-2020



Updates Implemented

- **Dashboard Approach - Web Interface**
- **Performance & Feature enhancements**



TimesAway



TimeKeeper



TransTrack

- **Staff Absence Report**
- **TxEIS Transmittal Prep**
- **District App Services sites**
-
- **Schedule Now:**
 - **Demos**
 - **New Admin Staff Trainings**

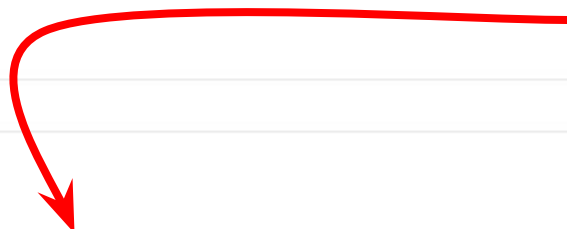
Campus Access - Sub Search Site



TODAY'S SUBS

Print

Substitute	Start Date	Day(s)	Staff Member	Reason	Request ID
Subs	03/23/2017	1	Staff	SCHOOL BUSINESS	1703_10110455
	03/23/2017	1		STATE PERSONAL	1703_21023519



UPCOMING SUBS NEEDED

Print

Staff Member	Start Date	Day(s)	Sub Assign	Status	Reason	Request ID
Staff	03/28/2017	1	Sub Assign Link	PENDING	STATE PERSONAL	1703_21113007
	04/06/2017	1/2 (pm only)	Sub Assign Link	PENDING	STATE PERSONAL	1703_10113507
	05/04/2017	1	Sub Assign Link	PENDING	SCHOOL BUSINESS	1703_07100401

SUB SEARCH



Choose a Date then View List for Campus subs that are not booked on that day.

View List



My TimesAway Site



Employee Access

MY TIMESAWAY - PREVIOUS, CURRENT AND UPCOMING

Print

Name	Start Date	End Date	Days	Edit/Cancel	Reason	Substitute	Requ ID	State
Staff Name	2017/02/22	2017/02/22	1/2 (pm only)		STATE PERSONAL	Subs Name	1703_01103708	APPROVED
	2017/02/27	2017/02/27	1		STATE PERSONAL		1703_07083336	APPROVED
	2017/03/03	2017/03/03	1		STATE PERSONAL		1703_07085542	APPROVED
	2017/03/06	2017/03/06	1		STATE PERSONAL		1703_07085932	APPROVED
	2017/03/07	2017/03/07	1		STATE PERSONAL		1703_07090502	APPROVED
	2017/03/08	2017/03/08	1		STATE PERSONAL		1703_07090758	APPROVED
	2017/05/04	2017/05/04	1	Edit/Cancel link	SCHOOL BUSINESS		1702_23010500	APPROVED

My Sub Assignments Site

MY CURRENT AND UPCOMING SUB ASSIGNMENTS

Substitute Access



Select Name, Enter Employee Number and select VIEW to see current and upcoming assignments.

Select Name...

Print

Name	Campus	Start Date	End Date	Days	Substitute	Requ ID	State
Staff Names	Elementary	2017/03/08	2017/03/08	1	My Name	1703_07090947	APPROVED
	Elementary	2017/03/09	2017/03/09	1		1703_03114456	APPROVED
	Elementary	2017/03/20	2017/03/20	1		1703_19043150	APPROVED
	Elementary	2017/03/29	2017/03/29	1		1703_10111512	APPROVED
	Elementary	2017/04/06	2017/04/06	1		1703_10113715	APPROVED
	Elementary	2017/04/11	2017/04/11	1		1703_10114248	APPROVED
	Elementary	2017/04/26	2017/04/26	1/2 (am only)		1703_22092501	APPROVED
	Elementary	2017/05/03	2017/05/03	1		1703_11022313	APPROVED
	Elementary	2017/05/04	2017/05/04	1		1703_11022529	APPROVED
	Elementary	2017/05/19	2017/05/19	1		1703_07102829	APPROVED

Staff Absence Report



Name:	Substitute	Start Date of Absence:	End Date of Absence:	Category	Staff Days charged	Sub - Number of Days	Campus	Reason for absence:	Event Details:	Absence / Sub Confirmed	Sub Hours Day 1	Sub Hours Day 2	Sub Hours Day 3	Sub Hours Day 4	Sub Hours Day 5
Staff1	Sub1	1/30/2017	2/3/2017	STATE PERSON	5	5	Elementary	Personal	Personal	Yes	8.13	8.38	7.28	8.05	8.1
Staff2	Sub2	1/30/2017	1/30/2017	DISTRICT LEAVE	1	1	Junior High	Personal	personal	Yes	7				
Staff3	Sub3	1/30/2017	1/30/2017	STATE PERSON	1	1	High School	Personal	SICK	Yes	8.1				

- HR confirmation and compilation report

- Combines:



- TimesAway info from each absence
- TimeKeeper sub hours if applicable

- Allows Campus level confirmation

- Enhanced error notifications/flags

Name:	Substitute	Start Date of Absence:	End Date of Absence:	Category	Staff Days charged	Sub - Number of Days	Request Id	Event Details:	Position	Absence / Sub Confirmed	Sub Hours Day 1
Staff4	Sub7	1/17/2017	1/17/2017	02 LOCAL PER	1.0	1.0	1701_17022052		Support Sta	Remove	4.2
Staff4	Sub7	1/17/2017	1/17/2017	02 LOCAL PER	1.0	0.5	1701_17022052		Support Sta	Yes	4.2



Staff Absence Report Help Page:

<https://goo.gl/mVbUfq>

Staff Abs - TkSubMatch (1)

tkSubstitute	Date	Hours	Staff Member	StaffAbs Length	Check - 26
Subs with TimeKeeper Clock In days	2019/1/18	7.75	Staff member and absence length from matching day sub assignment on Staff Absence Report		
	2019/1/21	7.75			
	2019/1/22	7.75			
	2019/1/24	7.75			
	2019/1/25	4.87			
	2019/1/7	7.97			
	2019/1/8	7.77			
	2019/1/9	7.48			
	2019/1/14	4.6			
	2019/1/15	8.17			
	2019/1/16	7.9			
	2019/1/17	4.02			
	2019/1/18	4.3			
	2019/1/21	7.75			
	2019/1/22	7.83			
	2019/1/23	4.33			

- **Substitute - TimeKeeper Actions**
 - Lists each day with hours when a substitute clocked in.
- **Confirms day match on Staff Absence Report**
 - Lists Staff Member and absence length for days matched to a sub assignment
 - Highlights row in yellow if no day match is found on Staff Absence Report



Staff Abs - TkSubMatch (2)



TimeKeeper Subs	Days - Clocked In	Days - Hrs. Est.	StaffAbs Total
	5	4.5	3
	13	11	9
	1	1	0
	5	5	3
	3	3	2
	4	3.5	1.5
	6	5.5	4
	6	5	5
	5	4	3
	2	2	2
	1	1	1
	7	7	4.5
	10	9.5	8.5
	2	1.5	1.5
	4	4	2
	3	2.5	0.5
	5	4.5	3
	10	9	8
	4	3.5	3
	12	11.5	9.5

Substitutes
with
TimeKeeper
Clock In days

- **TimeKeeper Subs**
- **Days - Clocked In**
 - TimeKeeper total day count
- **Days - Hrs. Est.**
 - Estimates the number of sub days based on daily hours clocked in.
 - Less than 5.5 hours = ½ sub day
 - 5.5+ hours = full sub day
- **StaffAbs Total**
 - Total Staff Absence sub assigned days

ESC 14 App Services



● TxEIS transmittal-prep version update



TxEIS prep - Nightly updates from TxEIS

- Staff Info
- Sub Info
- Leave balances



Update lists throughout App Services



- TimeKeeper, TimesAway, etc.
- Staff lists
- Sub lists
- TxEIS Prep
 - Displays current leave balances

Schedule a demo for the TxEIS Prep version update when your district is ready to check on the transition.

TxEIS Transmittal Files

- Combines:



- TimesAway leave absences
- TimeKeeper sub hours if applicable



- New version can include supplemental pay for extra duty hours

- Proof and check prior to file creation
- District preferences - customization
- Enhanced error notifications/flags

App Services

TxEIS Transmittal file creation:



- **Payroll Transmittal**
 - Includes hourly workers
 - Includes Sub pay
 - Can include supplemental pay



- **Leave Transmittal**
 - Includes Staff Leave upload

- Help Document:
<https://goo.gl/tn1JSd>



Security Coop

July 31, 2020

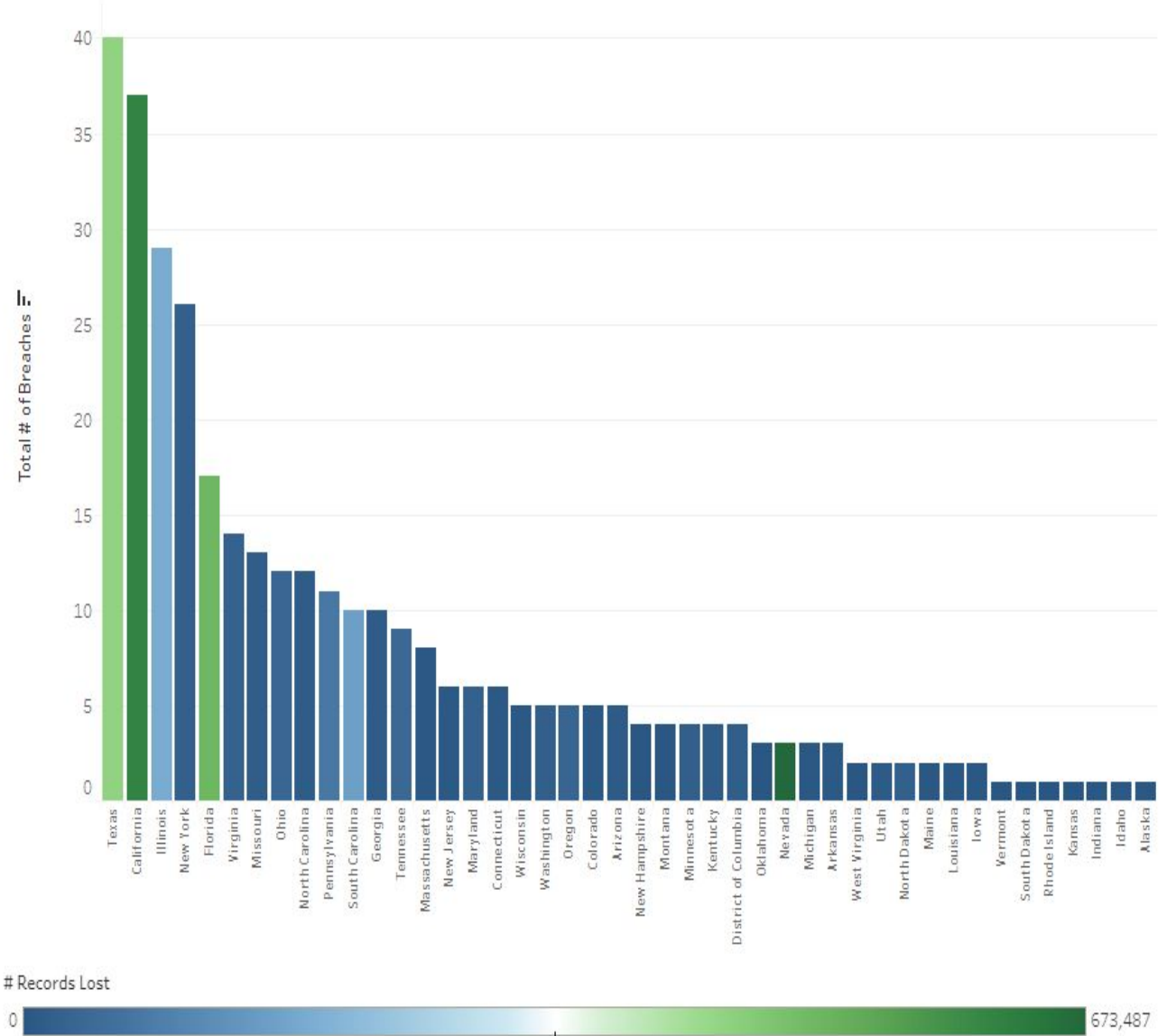
Schools hit with Data Breaches in June 2020

During the month of July 2020, there have been 16 publicly-disclosed school incidents, including student and staff data breaches, ransomware and other malware outbreaks, phishing attacks, and other social engineering scams, denial-of-service attacks, and a wide variety of other incidents. There are two items I wanted to identify. One of which is Athens' ISD in Texas paying \$50,000 in ransomware for release of school data as well as how many records were leaked in K12 since 2005. Since 2005, schools in the United States have leaked 24.5 million records and 1,327 data breaches. Below is a chart of US Educational Data Breaches from 2005-2020 from Data Journalist, with Texas leading the way of the most breaches in K12. Below will be the link to the Athens ISD cybersecurity attack and a chart of Texas with the most data breaches in K12.

[Athens ISD pays \\$50K for data in a ransomware attack](#)

US K-12 schools data breach hot spots

US Educational Data Breaches 2005-2020: K-12 Schools



Ports that are being

Blocked:

Palo Alto is setup to block the following.

Dynamic list of known ransomware domains and IP addresses. Block all countries except Canada and the US. Only allow DNS for root servers and known good DNS.

- BLOCKED PROTOCOLS
- SMB
- QUIC
- ICMP
- Ping
- SNMP
- SMTP
- DNS
- IPSec
- SSH-Tunnels
- TELNET
- NTP

Steps we are taking to protect you:

- Implement the 46 policies into your security plan.
- Completed the 7 procedures for this year.
- Being behind our Firewall.
- Training users with KnowBe4.
- Blocking sites with Smoothwall.

Steps we will take in the future:

- Make sure all staff is aware of the district policies and procedures.
- Using SendSafely or Gmail to send sensitive information through email.
- Documentation on Data Classification.
- Penetration Testing
- Vulnerability Testing



Region 14
1850 TX-351
Abilene, TX 79601
325-675-8600
draglin@esc14.net



Texas Goes TxEIS

Secure Web-based Software for Texas Schools



Awarded as a state-sponsored student information system

Secure your future – upgrade to TxEIS Plus



TxEIS-sized Hosting

We're upgrading your hosting experience by adding backup TCC data centers!

A fully integrated, Web-based product, **TxEIS PLUS** can be hosted at a regional ESC data center – providing **EXCLUSIVE** access to these hosting advantages:

- + Redundant systems keep the hosting environment up and running
- + Guaranteed business continuity and disaster recovery
- + Maintenance-free hosting managed by ESC technical experts
- + Data access remains district controlled
- + Automatic backups, upgrades and new releases
- + Eliminates expenses to maintain and upgrade your on-site servers

TxEIS-sized Service

With over 40 years of experience providing service in Texas, **TxEIS PLUS** offers superior quality support from your trusted ESC representatives.

Our support services include:

- + Phone and email support
- + Training/Workshops
- + Training Documents/User Guides
- + Inclusion on Distribution Lists
- + Problem Resolution

Select your ideal support package from the following options:



Platinum



Gold



Silver



Bronze

TxEIS-sized Value

As part of our continued service to our loyal customers, ESC representatives are eager to work with each school district and charter school to ensure that **TxEIS PLUS** fits comfortably within your budget.

Contact your local ESC for pricing information.

(Please see back page for contact information.)



Texas Goes TxEIS

PLUS

Secure Your Future

Seeing the news images of the devastation from major hurricanes and tornadoes, do you wonder about it happening in your community? Most of us don't. But stop and think about your own surroundings. Is there ever heavy rain, snow, or hail? Could a gas leak cause a potential explosion? Could a water main break cause flooding? Could a fire caused by nature or by arson wreak havoc on your facilities?

What would you do? Do you have current backups of your student and financial data? Are they in what was advertised as a "fire proof" vault? Are they stored at least five miles away from your district or charter school? Have you made arrangements to bring up your computer environment in another location with the hardware capacity you need? Will you have staff available who can configure the equipment and restore the necessary software programs, along with the data, to get you back in operation - without missing the next payroll or report card due date?

Most schools do not have a disaster recovery plan in place that would address all of these vulnerabilities.

You do not have to live in an area at risk for hurricanes to need disaster recovery.

No matter where you are, you need it!

What Are My Options?

If you are one of the almost 900 LEAs using TxEIS, or you are considering TxEIS as your software of choice, here are some benefits you should know:

Option 1

Most ESCs offer a hosting option, where your data is housed in a secure, protected environment.

- Your data is backed up nightly and sent to one of the two TxEIS Data Centers.
- The TxEIS Data Centers replicate the backed up data between each other, offering a third degree of protection.
- Weekly backups of data are created and maintained by TxEIS Data Center staff for 90 days at a secure off-site facility.
- In the event of a disaster at your host ESC, one of the Data Centers will have you back in operation in 48 hours or less as of the last backup received at the TxEIS Data Center.



TxEIS: The only administrative software designed exclusively for Texas schools

Offering:

- Secure hosting - leave the hardware and maintenance to others
- Disaster recovery/business continuity
- Texas-specific software at the best value in Texas
- Premier support from your local ESC
- Service Level Agreements with guaranteed response times

Option 2

A second hosting option is to be hosted at one of the two TxEIS Data Centers located at the ESCs in San Antonio (ESC-20) and Fort Worth (ESC-11). The TxEIS Data Centers were designed for the purpose of hosting multiple tenants with security, high-availability, backup, and disaster recovery. The architecture is built around Cisco and Dell industry-leading technologies as a multisite, fully redundant design with automated disaster recovery failover from each site to the other site. Included in the architecture is a comprehensive security solution using state-of-the-art Cisco firewalls, security appliances, and switches.

- Your data is backed up nightly and sent to the other TxEIS Data Center.
- Additionally, incremental backups are made and sent every two hours to the other TxEIS Data Center.
- Weekly backups of data are created and maintained for 90 days at a secure off-site facility.
- In the event of a disaster at one TxEIS Data Center, the other center will have you back in operation within a matter of hours, with two hours or less loss of data, guaranteeing business continuity.
- The TxEIS Data Centers have been certified by an SSAE-16 SOC2 Type 1 audit of internal controls, providing peace of mind regarding security and availability.
- You are still supported by your local ESC!



Texas Computer Cooperative (TCC)

A Tradition of Performance

A Vision for the Future

Turn to the leader in the most comprehensive administrative software available for Texas schools, and let us give you the proper tools to manage your school district's future.



iTCCS

With over 45 years of public education and software development experience, iTCCS applications provide you with powerful tools for managing your school district's future. iTCCS applications are widely used in the state of Texas servicing the needs of over 335,000 students. iTCCS is managed by the Texas Computer Cooperative (TCC) offering a comprehensive range of business and student administrative applications written specifically for Texas school districts and charter schools. iTCCS is your school management software partner for the future: a cooperative effort that is attentive to your needs and offers you qualified expertise, a full product line, and comprehensive service, support, consulting, and training.

Visit tcc-itccs.net for more information.



TxEIS

TxEIS offers a state-sponsored Student information system, as well as a complete range of Business applications, designed exclusively for Texas local education agencies (LEAs). TxEIS is a fully integrated solution that streamlines operational needs and simplifies reporting requirements. And why not add secure data center hosting, with disaster recovery, supported by trained service technicians. TxEIS gives you localized support from 19 Education Service Centers across Texas who have expertise in the needs of their local LEAs and dedication to local customer support. With TxEIS, you'll get complete peace of mind.

The Texas Computer Cooperative (TCC) is a cooperative of 19 of the Texas Education Service Centers (ESCs) currently serving 875 districts across the state and over 1.1 million Texas students. For nearly 50 years the TCC has been the leader in delivering products and services that support Texas LEAs in managing student and business information. The TCC has been working with strategic partners to develop a comprehensive Business Plan that will ensure we continue to provide the best products and services to you, our clients.

By 2021, the TCC will establish a single new product suite, merging the functionality of the current TxEIS and iTCCS products. This new product suite will build on our success as the leader in the state in compliance and reporting, provide an enhanced user experience, and further empower LEAs to easily make informed decisions and engage stakeholders through powerful yet flexible tools and applications.

Current iTCCS clients can expect continued high quality, responsive support. The TCC and your ESC support team will ensure a smooth transition to the new product, which will offer new functionality as well as a significantly improved user interface and navigation. ESC support teams will work with each client individually to develop a customized transition plan.

Current TxEIS clients can expect the same ease of use and navigation with more robust integration with third party software. We will continue to introduce new software features and enhancements. Clients will experience a seamless transition to the new product.

Future TCC clients can expect a top quality business and student Enterprise Information System that meets the needs of *all* Texas LEAs. We will continue to outperform our competitors with the largest, most knowledgeable business and student support teams who can be onsite at any client location in the state in under three hours. TCC software is developed specifically for Texas LEAs. No competitor matches our understanding of and compliance with Texas school business rules and requirements.

Sincerely,

Jeff

Jeff Goldhorn, Ph.D.

Executive Director

Education Service Center, Region 20

1314 Hines Avenue, San Antonio, Texas 78208

jeff.goldhorn@esc20.net

Ph: (210)370-5600

Cell: (210)363-8024

TxEIS & TSDS Fall 2020 Workshops

You may find these trainings in PitStop on the Region 14 website!

August 4-Session 108672 TxEIS New User Training-This is good for anyone that has less than 3 years' experience in TxEIS. We go over Registration, Attendance, and Grade Reporting Applications in TxEIS as well as get you started working in TxEIS.

August 13-Session 108673 TSDS Unique ID-Enrollment Tracking-Trex-Participants will learn how to upload and download files into the TSDS UID system in order to get Staff and Student Unique ID numbers, submit weekly Enrollment Tracking files and resolve errors, and send and receive student records through TREx.

August 18 – Session 108674 TSDS TWEDS - PEIMS Data Standards Student Records and Teacher Responsibility– Training is an in-depth training for new users with less than 3 years PEIMS experience using the Texas Web Enabled Data Standards (TWEDS). Training will cover coding PEIMS student data for student data collected in PEIMS AND Teacher Responsibility records.

September 3- Session 108675 PEIMS Update & Attendance Handbook Training -Student Attendance Accounting Handbook updates and PEIMS Fall Changes.

September TBD -TxEIS Discipline-TxEIS Discipline - This is for anyone who inputs discipline incidents into the Discipline application in TxEIS.

September 29 – Session 108678 TSDS Technical & PEIMS Training – Participants will learn how upload their PEIMS interchange files using the eDM Data Load system as well as manage the data loaded into the TEA ODS. This training will also cover the TSDS PEIMS system that ALL districts use to submit their PEIMS files.

October 1 – Session 108679 TSDS Technical Training and Core

Applications (not PEIMS) Participants will learn how upload their CORE interchange files using the eDM Data Load system as well as manage the data loaded into the TEA ODS. This training will also touch on other non PEIMS TSDS CORE applications. Training for CORE Applications are provided by webinars through the department that supports the application. (ex. ECDS, RF Tracker, SPPI14, SELA.

October 6- Session 108680 TxEIS Health Application- In this session you will learn all about the Health Application for nurses in TxEIS. This will be an in depth look at the application with a chance to ask questions. This is a great training for your new nurses.

October 29 – Session 108681 TxEIS Student Fall PEIMS Extract- The session will provide instruction on extracting all Fall and Mid-Year PEIMS data (Business and Student) and review the reports that should be run in TxEIS to ensure data is correct.

December 15- Session 108682 TxEIS End of Semester and Grade Averaging- This workshop will provide information on reports and Grade Avg and Class Ranking for districts to do at the end of the 1st Semester procedures.

January 21 – TxEIS Personal Graduation Plans - Training will be on the TxEIS PGP application. This is a great training for your campus secretaries, counselors, or anyone that would be working in the PGP application. **NOT IN PITSTOP YET**



What's New In TSDS? August 5, 2020

It is time for Fall PEIMS! The due date is December 5, 2019. Districts could begin loading Fall PEIMS on October 28th.

ECDS Kindergarten submission due date is January 30th, 2019.

Residential Facility (RF) Tracker Data Collection has been added to the TSDS system. (SPED)

SPPI-14 Data Collection has been added to the TSDS system. (SPED)

Classroom Roster Collection has been added to the TSDS system. Two Submissions per year

mccllellan@esc14.net

325-675-8681

keturner@esc14.net

325-675-8639

lhatch@esc14.net

325-675-8611

gdickerson@esc14.net

325-675-8668

cpolk@esc14.net

325-675-7015

Trainings 2020-2021

August 6th Zoom meeting on new Attendance codes

August 13-Session 108673 TSDS Unique ID-Enrollment Tracking-Trex-

**August 18 – Session 108674 TSDS TWEDS - PEIMS Data Standards
Student Records and Teacher Responsibility**

September 3- Session 108675 PEIMS Update & Attendance Handbook

September 29 – Session 108678 TSDS Technical & PEIMS Training

**October 1 – Session 108679 TSDS Technical Training and Core
Applications (not PEIMS)**

Additional Workshops may be added.

**For handouts and other resources go to the Region 14 ESC
Website.**

**Go to the TSDS and TxEIS Student icons on the Technology
Services Program page. Each icon will take you to a new page
that has documents and handouts uploaded from our
trainings.**

What is TSDS?????????????????

The Texas Student Data System is a suite of applications that will improve education data collection in the state of Texas, and equip educators with timely, actionable, and historical student data.

What is TEDS?????

All validations used in TSDS are listed in the Texas Education Data Standards in Section 3 and 5. (TEDS)

What is TSDS Unique ID???????

TSDS Unique ID is necessary in order to integrate the various subsystems of TSDS smoothly and accurately – it is better able to reduce duplicates and other errors than TEA's previous identification management system.

LEAs use Unique ID numbers to load student and staff information to the TSDS Education Data Warehouse (EDW). Each student and staff member will have a single unique 10-digit identifier for his or her entire career within the Texas educational system (from early education programs through the twelfth grade). Individuals will retain the same unique identifier even if they leave the Texas education system and return years later or transition from being a student to a staff member.

All student/staff additions and changes must be made through Unique ID.

All LEAs must have UIDs for their students and staff to submit data for all collections.

TSDS Required Trainings:

TSDS PEIMS Training – This training provides participants the knowledge on how to get your data into the Validation Tool to the Data Transfer Utility, To the Data Manager, to the TSDS PEIMS Application

TSDS ECDS Training– Early Childhood Data System

This is to provide participants the knowledge on how to get your Kindergarten and Pre-K data uploaded into the TSDS system.

TSDS Unique ID – This training provides the most up to date information on the Unique ID process and how to use the application.

TSDS TIMS – TSDS Incident Management Escalation Process

This training explains how a district person writes a ticket after calling the ESC and the problem is escalated to TEA. TEA requires a ticket system for workflow. The district must begin the ticket and escalate the ticket to Level 2 (ESC), we then escalate to Level 3 (TEA) for further assistance.

TSDS Technical Resources-This training instructs personal on how your data goes through the Validation Tool to the Data Transfer Utility, To the Data Manager, to the TSDS PEIMS Application

Pricing for TSDS

TEA set a standard price of \$21,280.00 for Region Centers to charge each district no matter the size. Region 14 worked hard to discount that price and use the ADA of our districts to customize the price for each district. Robb worked out a formula that is all inclusive of technical support and trainings that includes consultants traveling to districts to help as needed. When districts are not a part of our contracted services they are charged \$95.00 an hour for support and training. A workshop is 6 hours and would cost a district \$575.00 per person to attend.

Terms to Know

- **Unique ID** - the TSDS module for managing identification numbers
- **Operational Data Store** – the ODS, the system's data store, will include a wide range of educational data from the LEAs, spanning multiple years.
- **Dashboard Data Mart** – the DDM is a voluntary repository for multiple years of performance data that uses information loaded by participating LEAs to the

ODS to calculate performance metrics and power the optional [studentGPS® Dashboards](#).

- **[TSDS PEIMS](#)** – the replacement for EDIT+, TSDS PEIMS is a repository for PEIMS data and enables the selective loading, validation, and reporting required to finalize and submit a PEIMS collection.
- **[Core Collections](#)** - the application that houses all other TEA data collection in TSDS, such as the Early Childhood Data System (ECDS), SPPI-14, Residential Facility (RF) Tracker.
- **[Texas Education Data Standards](#)** – TEDS provides specifications for loading LEA educational data into the EDW for reporting and analysis purposes. TEDS is based on the national Ed-Fi standards and is more expandable and widely compatible than the legacy PEIMS standards

HOME FOR PARENTS PRIVACY & TERMS STATEMENTS ABOUT OUR DATA HELP RESOURCES ABOUT US CONTACT US

tpeir
TEXAS EDUCATION REPORTS

EDUCATION OVERVIEW PK-12 HIGH SCHOOL TO COLLEGE HIGHER EDUCATION SCHOOL TO EMPLOYMENT EDUCATORS

Education Counts!

Welcome to TPEIR Texas Education Reports

The Texas Public Education Information Resource (TPEIR) website provides reports and data on Texas educational topics and trends.

These reports combine multiple data sources to produce useful information about Texas public school students from PK through college and into the workforce. Teacher certification and school district staff reports are also available.

To get started, click one of the categories above or use the Find a Report function.

New Reports and Updates

- College Enrollment and/or Employment Following HS Graduation by CTE Participation
- Education at a Glance Summary

Find a Report

FOCUS
Select an option

LEVEL
Select an option

KEYWORD
Select an option

SEARCH REPORTS

<http://www.texaseducationinfo.org/>

What is the TPEIR?

The Texas P-20 Public Education Information Resource is a longitudinal data warehouse that links students from pre-K through enrollment and graduation from Texas colleges (P-20). It is managed by TEA in partnership with the Texas Higher Education Coordination Board.

In addition to **20+ years** of P-12 and higher education data from Texas colleges and universities and information on teacher certification and teacher preparation programs, the warehouse has been expanded to link critical missing **pre-kindergarten, college readiness, and workforce** (wage, industry, and employment) data.

WTTC Board of Directors 2019-2020

Name	Category	Organization	Years Served	Fax #	E-mail	Phone #
Bill Alcorn	K-12	Haskell CISD	1	940-864-8096	balcorn@haskell.esc14.net	940-864-2602
Bryan Allen*	K-12	Breckenridge ISD	1	254-522-9600	bryan.allen@breckenridgeisd.org	254-522-9600
Jay Baccus	K-12	Anson ISD	3	325-823-4444	jbaccus@anson.esc14.net	325-823-3671
Kenny Berry	K-12	Clyde CISD	1	325-893-4024	kjberry@clydeisd.org	325-893-4222
Patti Blue**	K-12	Gustine ISD	2	325-667-7281	pblue@gustine.esc14.net	325-667-7303
Randy Burks	K-12	Hamlin ISD	2		rburks@hamlin.esc14.net	325-576-2722
Sheron Caton	Higher Education	Cisco College	1		sheron.caton@cisco.edu	325-794-4530
Greg Decker	K-12	Rotan ISD	1	325-735-2686	gdecker@rotan.esc14.net	325-735-2332
Shane Fields	Gov't Agencies	Region 14 Ed. Svc. Cntr.	1	325-675-8659	sfields@esc14.net	325-675-7037
Scott Hamm	Higher Education	Hardin Simmons	2		Scott.E.Hamm@hsutx.edu	325-670-1099
Joey Light	K-12	Wylie ISD	1	325-695-3438	jlight@wylie.esc14.net	325-692-4353
Mary Ross	Gov't Agencies	West Central Texas Workforce Center	2	325-795-4300	mary.ross@workforcesystem.org	325-795-4301
Jonathan Scott	K-12	Albany ISD	2		jonathanscott@albany.esc14.net	325-762-2823
Gary Speegle	K-12	Comanche	3	254-734-3393	gspeegle@comancheisd.net	325-356-2727
Bob Spikes	K-12	Lueders Avoca	1	325-228-4513	bspikes@lueav.esc14.net	325-228-4211
Glen Teal	K-12	Jim Ned ISD	1	325-554-7740	gteal@jimned.esc14.net	325-554-7500
* - Board Chair						
** - Vice Chair						
Robb McClellan	Director of CTS	Region 14 Ed. Svc. Cntr.		325-675-8659	mcclellan@esc14.net	325-675-8681
Mike Wetsel	WTTC Administrator	Region 14 Ed. Svc. Cntr.		325-675-8659	mwetsel@esc14.net	325-675-8662



Meeting Minutes
February 14, 2020

Call to order:

Meeting was called to order at 9:01 a.m. by Bryan Allen

Board members present: Bryan Allen, Patti Blue, Shane Fields, Bill Alcorn, Jay Baccus, Gary Speegle, Joey Light, Glen Teal, Greg Decker, Mary Ross, and Kenny Berry

WTTC Administrator: Mike Wetsel; **WTTC Director:** Robb McClellan

Visitors: Earl Jarrett, David Turner, Charlotte Weiser, Tony Spradlin, Carrie Owens, Brit Pursley, Dontay Raglin, Suzie Steckly, Dwayne Dove, Cary Owens

Introduction of Guests: Welcome new board members

Roll Call for DL Participants: None

Approval of Minutes:

Bill Alcorn made a motion to approve the minutes from November 6, 2019. Motion was seconded by Joey Light. Motion was approved unanimously.

Financial Report:

Mike stated that everything is in good shape and that we are waiting on a check from Sudden Link from the fiber project. Jay Baccus made the motion to approve the Financial Report. Gary Speegle seconded. Motion was approved unanimously.

WAN Update: Mike stated that WAN is running smoothly and that Smoothwall and firewall issues have been fixed.

Board Member(s) Mike Wetsel spoke about having more participation from colleges on the board. Bill Alcorn made a motion to add Sharon Caton from Cisco College to join the board. The motion was seconded by Gary Speegle and was approved unanimously. We have an open seat for a superintendent. Mike will be reaching out to Jonothan Scott to see if he would like to serve the remainder of that term.

USAC Update: Brit stated deadline 2/26 to file for 470's

Other:

Mike presented the upcoming RUS Grant for the amount of one million dollars. He stated that Christy Cate and Shawn Schlueter are working on innovative areas we can offer to districts. Areas such as robotics, mobile lab, glow forge, 3D printing, Google Expedition Kits, and other portable options to transport to schools. One of the main focuses has been the success of the MakerSpace. Robb mentioned the idea of being able to offer a mobile makerspace. Shane Fields and



Robb spoke about the possibility of contacting local auto-dealerships and giving them advertising space on the mobile unit. Robb will be sending out an email to the superintendents requesting interests and feedback. DL components and equipment were also discussed.

Adjourn:

Motion made to adjourn by Jay Baccus and seconded by Joey Light. Approved by all at 9:28 a.m.



Agenda

Wednesday, August, 2020

Zoom Room 9:00 am

<https://zoom.us/j/95489135979>

- Call to Order
- Introduction of Guests
- Roll Call for DL Participants
- Minutes from February 5, 2020 Meeting
- Financial Report
 - Budget
- WAN Update
 - 2020-2021 Elections
- Other

Next meeting – November 4, 2020