

# Agenda of Special Meeting

## The Board of Trustees Splendora ISD

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A Special meeting of the Board of Trustees of Splendora ISD will be held June 6, 2022, beginning at 5:30 PM in the Administration Building Boardroom, 23419 FM 2090, Splendora, Texas 77372.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

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*If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.*

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on \_\_\_\_\_, at

\_\_\_\_\_

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For the Board of Trustees



## STRATEGIC DIRECTION - *why we exist*

**VISION** Right People. Right Things. Right Way. Right Resources. Right Relationships

**MISSION** Cultivating Exceptional People

<b>BELIEFS</b> - <i>why we act</i>	<b>PRINCIPLES</b>
<u>Student-Focused</u> : We believe the greatest outcomes result when students come first.	<ul style="list-style-type: none"> <li>• Be accountable.</li> <li>• Live with integrity.</li> <li>• Focus on student needs.</li> </ul>
<u>Relationships</u> : We believe positive and supportive relationships create the conditions for students to be advocates in their education.	<ul style="list-style-type: none"> <li>• Value each other.</li> </ul>
<u>Culture</u> : We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.	<ul style="list-style-type: none"> <li>• Ensure a safe physical, emotional, + social environment.</li> </ul>
<u>Servant Leaders</u> : We believe servant leaders and critical thinkers strengthen our community and democracy.	<ul style="list-style-type: none"> <li>• Develop servant leaders.</li> </ul>
<u>Learning</u> : We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.	<ul style="list-style-type: none"> <li>• Create a dynamic learning environment.</li> </ul>

## LEARNER PROFILE

The Splendor ISD Learner Profile provides an educational setting where every student is empowered to be: Self Motivated, Confident, An Adaptable Learner, A Critical Thinker, A Productive Citizen

## STRATEGIC GOALS

Goal 1: Establish a shared commitment to district beliefs, the need for continuous innovation, and a focus on the future.

Goal 2: Ensure the focus of school district activity is on improving the quality of learning experiences for all.

Goal 3: Enhance the capacity to increase student engagement through digital learning.

Goal 4: Enact a communication strategy that results in a common language and a shared commitment to student success.

Goal 5: Establish a culture that promotes social, emotional and physical well-being for all.

U.S. Pledge:

"I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

Texas Pledge:

"Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."



**Splendor ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: June 6, 2022**

**Submitted Date: June 2, 2022**

**Agenda Business Items:**

- Consent Agenda Item
- New Action

**Information Only Items:**

- Presentation
- Recognition
- Information

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Name of Person Responsible: Brian Kroeger & Laura Wildman

Department or Campus: HR & Professional Development

Topic: DMA Policy - Forming of new Professional Development District Policy

Background Information: SBEC must publish the continuing education and training clearinghouse not later than June 1, 2022. A district must adopt its professional development policy for district personnel not later than August 1, 2022.

Attachments: DMA Legal Policy

Superintendent's Resolutions: Recommended

<b>Staff Development</b>	
Educator	The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.
Principal	The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]  <i>Education Code 21.451(a), (a-1)</i>
Professional Development Policy	A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must:  <ol style="list-style-type: none"><li>1. Be guided by the recommendations for training in the clearinghouse;</li><li>2. Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and</li><li>3. Include a schedule of all training required for educators or other school personnel at the district or school.</li></ol> To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy.  <i>Education Code 21.4515(a), (b)</i>
	<hr/> <b>Note:</b> SBEC must publish the continuing education and training clearinghouse not later than June 1, 2022.  A district must adopt its professional development policy for district personnel not later than August 1, 2022. <hr/>
Requirements	In designing educator staff development, a district must use procedures that, to the greatest extent possible, ensure the training included in the staff development:  <ol style="list-style-type: none"><li>1. Incorporates proactive instructional planning techniques using a framework that:<ol style="list-style-type: none"><li>a. Provides flexibility in the ways:<ol style="list-style-type: none"><li>(1) Information is presented;</li><li>(2) Students respond or demonstrate knowledge and skills; and</li></ol></li></ol></li></ol>

- (3) Students are engaged;
  - b. Reduces barriers in instruction;
  - c. Provides appropriate accommodations, supports, and challenges; and
  - d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and
2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]

*Education Code 21.451(a-1), (b), (c)*

Optional Training

Staff development may include training in:

1. Technology and digital learning; and
2. Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct.

Technology and digital learning training must:

1. Discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and
2. Assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Staff development may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

*Education Code 21.451(d)(1), (d-3), (g)*

Required Training

Staff development must include training on:

1. Suicide prevention;
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution; and

3. Preventing, identifying, responding to, and reporting incidents of bullying.

Required training above must be provided in accordance with the board's professional development policy and use a best practice-based program recommended by the Health and Human Services Commission under Education Code 38.351 [see FFEB]. Required training may include two or more topics listed together.

*Education Code 21.451(d)(3), (d-1)*

*Instruction of  
Students with  
Disabilities*

Definition

"Student with a disability" means a student who is:

1. Eligible to participate in a school district's special education program under Education Code 29.003;
2. Covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or
3. Covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

*Education Code 21.001(4)*

Requirements

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), and that:

1. Relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions; and
2. Is designed for educators who work primarily outside the area of special education.

A district is required to provide the training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.

*Education Code 21.451(d)(2), (e)–(f)*

*Suicide  
Prevention*

The required suicide prevention training may be satisfied through independent review of suicide prevention training material that complies with the guidelines developed by TEA and is offered online. *Education Code 21.451(d-2); 19 TAC 153.1013(d)*

Suicide prevention programs on TEA's list of recommended best practice-based programs [see FFEB] must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and
4. Assist students in returning to school following treatment of a mental health concern or suicide attempt.

A district shall provide training described in the components above for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on TEA's list of recommended best practice-based programs [see FFEB] to satisfy this training requirement.

If a district provides the training, a district shall require completion in accordance with the district's professional development policy and maintain records that include district employees who participated in the training.

*Education Code 38.351(e), (g), (h); 19 TAC 153.1013*

Staff Development  
Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

**Child Abuse,  
Trafficking, and  
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see District Improvement Plan at BQ and Sexual Abuse, Trafficking, and Maltreatment Policies and Programs at FFG] must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided in accordance with the district's professional development policy and as part of new employee orientation to all new employees.

The training must include:

1. Factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;
2. Warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse, trafficking, or other maltreatment; and
5. Information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.

A district must maintain records that include staff members who participated in the training.

To the extent that resources are not yet available from TEA or the commissioner of education, districts shall implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district.

*Education Code 38.0041(c)–(f); 19 TAC 61.1051(d)*

**Trauma-Informed  
Care**

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees in accordance with the district's professional development policy. [See BQ, FFBA] *Education Code 38.036(c)*

**Student Discipline**

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance learning methods, such as telecommunications networks, and using available TEA resources.

*Education Code 37.0181*

**Test Administration Training**

The commissioner may require training for district employees involved in the administration of assessment instruments. The commissioner may only require the employee at each district campus who oversees the administration of the assessment instruments to annually receive the training. The district employee who oversees test administration on a district campus may, with discretion, require other district employees involved in the administration of assessment instruments to repeat the training. *Education Code 39.0304(a), (b-1), (b-2)*

**Cybersecurity Training**

Employees identified by the district with access to a district computer system or database and who use a computer to perform at least 25 percent of the employee's required duties must complete a cybersecurity training program selected by the board. The district, in consultation with its cybersecurity coordinator, shall determine how frequently employees must complete the training. [See CQB] *Gov't Code 2054.5191(a-1); Education Code 11.175(g)*

**Special Programs Training**

Teacher Literacy  
Achievement  
Academies

A district shall ensure that:

1. Not later than the 2022–23 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and
2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2022–23 school year or a subsequent school year has attended a

teacher literacy achievement academy developed under Education Code 21.4552 by the end of the teacher's or principal's first year of placement in that grade level or campus.

*Education Code 28.0062(a)(2)*

[See EHAB for kindergarten–grade 3 reading standards]

Gifted and Talented  
Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

*19 TAC 89.2*

Elective Bible  
Course

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a certificate in language arts, social studies, or history that qualifies the teacher to teach at the grade level at which the course is offered with, where practical, a minor in religious or biblical studies. The teacher must successfully complete staff development training developed by the commissioner for elective Bible courses. An elective Bible course may be taught only by a teacher who has successfully completed the commissioner's training under Education Code 21.459. *Education Code 28.011(f)*

Texas English  
Language  
Proficiency  
Assessment  
System Training

The employee assigned to oversee the administration of the Texas English Language Proficiency Assessment System (TELPAS) at a district campus may, with discretion, require other district employees involved in administering the TELPAS to complete training or online calibration activities described by Education Code 21.4571(a). An employee may not be required to complete a training or online calibration activity in one sitting. *Education Code 21.4571(b), (c)*

**Automated External  
Defibrillators**

A district shall, in accordance with its professional development policy, make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheer-leading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

*Education Code 22.902*

**Extracurricular  
Activity Safety  
Training**

The following persons must satisfactorily complete an extracurricular activity safety training program in accordance with the district's professional development policy:

1. A coach, trainer, or sponsor for an extracurricular athletic activity; and
2. A director responsible for a school marching band.

The safety training program must include:

1. Certification of participants by the American Red Cross, the American Heart Association, or a similar organization or by the University Interscholastic League;
2. Current training in:
  - a. Emergency action planning;
  - b. Communicating effectively with 9-1-1 emergency service operators and other emergency personnel; and
  - c. Recognizing symptoms of potentially catastrophic injuries, including head and neck injuries, concussions, injuries related to second impact syndrome, asthma attacks, heatstroke, cardiac arrest, and injuries requiring use of a defibrillator; and
3. A safety drill that incorporates the training and simulates various injuries described above.

*Education Code 33.202(b), (c); 19 TAC 76.1003*

Records

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the

public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

*Education Code 33.206; 19 TAC 76.1003(e)*

**Steroids**

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

*Education Code 33.091(c-1)*

**Concussions**

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

*Education Code 38.158*

**Seizure Recognition  
and Related First Aid**

A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.

A district employee, other than a school nurse, whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid.

*Education Code 38.033(a), (b)*

[See FFAF for information about a seizure management and treatment plan.]



**Splendoria ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: June 6, 2022**

**Submitted Date: May 24, 2022**

**Agenda Business Items:**

- Consent Agenda Item
- New Action

**Information Only Items:**

- Presentation
- Recognition
- Information

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Name of Person Responsible: Suzanne Soto

Department or Campus: Board President

Topic: TASB Advocacy Resolution

Background Information: The Association annually calls upon boards to submit new Advocacy Resolutions that will help form TASB's responses to issues before the Legislature and other governmental entities during the legislative session. TASB will be accepting resolutions between April 1 and June 15 of 2022.

The Advocacy Agenda—the plan of action TASB pursues during the legislative biennium—consists of two parts:

**Advocacy Priorities:** A set of legislative goals arising from TASB's grassroots process.

**Advocacy Resolutions:** District-submitted stances guiding TASB's response to other issues that might arise before the Legislature and other governmental entities.

The TASB Delegate Assembly adopts the Advocacy Agenda each fall. Resolutions require approval by a simple majority of the Delegate Assembly.

Attachments: [TASB Advocacy Documents](#)

Superintendent's Resolutions:

# Advocacy Resolution

**Please note:**

- TASB member boards may propose a new resolution or a resolution adopted by a previous Delegate Assembly. **Resolutions must be submitted on this form.** Attachments will not be considered, and each resolution must have its own member rationale supporting its adoption.
- Express each proposal as a **short, simple sentence** stating the position your board wishes TASB to take regarding a matter of interest to your school board.
- Use copies of this form if submitting more than one resolution.
- Express **in paragraph form** your board’s rationale for the proposed resolution in the “statement of reasons” section below.
- The language of the proposal and rationale will be edited for length, style, and clarity. Substantive changes in the language of the proposed resolution or amendment shall be referred to the board for approval by a board representative.
- Similar submissions will be combined. Each board will then appear as a cosponsor of the combined proposal.

**Proposed resolution:** TASB advocates for

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**Statement of reasons:**

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I hereby certify that the above proposed resolution was approved by our board on \_\_\_\_\_.

*(Date of meeting)*

**Board president’s signature** \_\_\_\_\_

**Name of school district** \_\_\_\_\_

**County-district number** \_\_\_\_\_

Please e-mail your board's proposed resolution(s) by June 15, 2022, to Athena Frangeskou with TASB Governmental Relations at [athena.frangeskou@tasb.org](mailto:athena.frangeskou@tasb.org).

# TASB 2020–2022 Advocacy Agenda Resolutions

*As Amended September 25, 2021 by the TASB Delegate Assembly*

## Accountability and Assessments

TASB advocates for legislation that repeals the notion of rating schools or districts on an A–F scale and supports a rating system that places more emphasis on local accountability.

TASB advocates for an accountability system that does not apply the same sanctions to campuses and districts that receive a D rating over two consecutive years as the sanctions applied to F-rated campuses.

TASB advocates for an accountability system in which the Texas Education Agency informs school districts about accountability standards no later than the beginning of the school year in which the standards are to be applied.

TASB advocates for the modification of the current accountability system to increase the weight of the community-based measures for district and campus ratings.

TASB advocates for the availability of state assessments in a student's home language through secondary for recent immigrants and students in dual-language programs.\*

TASB advocates for the official state definition and tracking of long-term English language learners.\*

## Charter Schools and Privatization of Public Education

TASB advocates for a review and approval process to prevent an oversaturation of charter schools in particular geographic areas.

TASB advocates for legislation that prevents the use of the Permanent School Fund to back charter school bonds with a low underlying rating.

TASB advocates for legislation that requires charter schools to accept all students who wish to enroll, including students with a documented history of discipline problems.

TASB advocates for legislation that would require the commissioner to consider, at a minimum, whether a charter holder has achieved the representations and goals included in its initial charter application.

TASB advocates for legislation that provides state funding for charter schools at a per-student funding level that is no greater than that of the school districts where they are located.

TASB advocates for transparency and notice requirements in charter applications and amendment requests, including specific locations of proposed new campuses, sufficient notice and opportunity for analysis and public comment, and a fiscal note including a charter's cost to the state, impact on local districts, and cost of anticipated enrollment growth over ten years.

TASB opposes any efforts to force school districts to sell or lease district property to charter schools.\*

TASB advocates for increased oversight by the State Board of Education over charter school applications, financial accountability, and academic accountability.\*

TASB advocates for legislation that would require the commissioner, before granting an expansion, to consider, at a minimum, whether a charter holder had achieved the representations and goals included in its initial charter application.\*

TASB advocates for legislation that excludes charter schools with an enrollment of 5,000 or more from receiving the small and midsize allotment.\*

## **COVID-19 Pandemic**

TASB advocates for no reductions in state funding due to COVID-19.

TASB advocates for ceasing the administration of STAAR™ (State of Texas Assessments of Academic Readiness) standardized testing for the 2020–21 and 2021–22 school years and affording school districts the opportunity to utilize locally developed diagnostic assessment or universal screeners.

TASB calls upon the Texas Legislature to designate “broadband internet access” as an essential utility for the State of Texas by supporting a statewide approach to connect all Texas families to broadband and providing funding so that school districts may update their technology infrastructure for wider access and faster communication to counter the disruptions caused by COVID-19 and other future natural disasters and emergencies.

Due to the funding pressures created by COVID-19, TASB advocates for the removal or delay of the requirement established by House Bill 3 (86th Session) that all kindergarten through third-grade teachers, including special education teachers, and principals must attend a “teacher literacy achievement academy” by the 2022–23 school year.

TASB advocates for district accountability based on industry-based certification be waived due to the unknown factors caused by COVID-19.

TASB advocates that the 90 percent attendance rule for class credit or final grade be waived for the 2020–21 school year.

TASB advocates for the extension of the educator certification waiver created in response to the COVID-19 pandemic for an additional year.

TASB advocates for additional funding to preserve staff during economic recovery.

TASB advocates for the postponement of School Financial Integrity Rating System of Texas (FIRST) ratings for the 2020–21 year.

TASB advocates all retired school personnel be authorized to substitute in a vacant position for up to 90 school days instead of the current 20.

TASB supports using student enrollment in the calculation of the weighted average daily attendance instead of the current “seat time” attendance reporting.

TASB opposes federal waivers on the CARES Act funding that would allow the state to reduce its maintenance of effort, i.e., that allows the state to supplant its funding with federal funds.

TASB calls upon the Texas Legislature to amend current law to authorize school districts to provide their own full remote learning opportunity for their students without limited credit options.

TASB advocates for waiving the requirement in Texas Education Code § 44.008 for districts to submit their annual audit within 150 days of the end of their fiscal year.

TASB advocates for allowing school districts to count as present for purposes of average daily attendance students who receive online instruction during extended absences.

TASB advocates for K–12 public schools to remain “in-person” and not be entirely replaced by a virtual learning platform, except when it would threaten the health and safety of students or staff.

TASB advocates for accountability changes that take pandemic-related school closures into consideration.\*

TASB advocates for legislation to fund the implementation of industry-standard safety measures and protocols, to include COVID-19 mitigation, counseling services, and mental health programs, for all school districts to benefit all students.\*

TASB advocates for the Legislature to continue to work with local school districts to identify and address student needs during and after disasters, such as access to technology, broadband services, mental health resources, meals, social services, and remediation upon returning to school.\*

## **Governance**

TASB advocates that trustees of independent school districts maintain all powers and duties to govern their respective school districts if not otherwise outlined in statute and that those rights should be preserved and protected from any state agency or other entity that would substitute its judgment for the lawful execution of those powers and duties by trustees of independent school districts.

TASB opposes legislation that increases ballot language requirements, limits dates upon which elections may be held, or creates additional requirements for voter-approved tax rate elections and bond elections, such as voter turnout thresholds.

TASB calls upon the commissioner of education, State Board of Education, and Texas Education Agency to collaborate with public education stakeholders when drafting legislation and rules to enact policy that is in the best interest of students and schools.

TASB advocates for legislation that will ensure the authority to make decisions regarding district consolidation will remain with local school districts.

TASB advocates for legislation that requires that local boards of trustees have discretion over the spending of any additional funding dedicated to compensation of district staff.

TASB opposes adding measures or initiatives that would designate use of Foundation School Program funding for mandated programs thereby lessening local discretionary funding per pupil.

TASB advocates for ceasing the crossing of district boundaries to transport students into another district without interlocal agreements.

TASB advocates for the continuation of the Texas Tax Code Chapter 313 as currently allowed by state statute and extending the current expiration date of the program.

TASB advocates for removing “transfer annually” from Texas Education Code § 25.036 and adding language making school transfer agreements terminable at any time by either the district or parent.

TASB advocates for an extension of the option to allow school boards to move their election dates to November elections.\*

TASB advocates for legislation that protects district of innovation law.\*

TASB advocates for legislation that would allow school districts to use low-bid purchasing for goods.\*

TASB supports legislation that would allow school districts utilizing solar systems to use batteries to store power.\*

TASB advocates for limiting additional required training for trustees and consolidating training related to safety and security into a single, three-hour session that must be conducted every three years.\*

TASB advocates for the requirement of state legislators to meet with their local school boards or vice versa at least twice per biennium.\*

## **Instructional Materials and Curriculum**

TASB advocates for legislation that adequately funds the Instructional Materials Allotment (IMA) to ensure districts are able to meet increasing costs and adequately fund required materials adoptions. Legislation also should be explored that would serve to tie funding under IMA to the State Board of Education proclamations that are issued. Finally, the statute governing IMA should be revised to include an element of permanency as the current language leaves funding to the whim of each legislative session.

TASB calls upon the Texas Legislature to require that the State Board of Education streamline the Texas Essential Knowledge and Skills. Limiting standards for each subject at each grade level to what can be taught prior to state-mandated tests within the given school year.

TASB advocates for a requirement to allow the use of open education resources in agreements and memorandums of understanding between local education districts and institutions of higher education regarding textbooks and educational resources for dual-credit programs.

TASB advocates for the inclusion of industry-based and military professionals in the Texas Essential Knowledge and Skills (TEKS) streamlining process for the purpose of TEKS prioritization and alignment with the goal of college, career, and military readiness for all students.

TASB advocates that all students have access to an equitable delivery of music, dance, theatre, and visual arts education taught by certified fine arts educators.

TASB advocates for public internet and Wi-Fi throughout the community.\*

TASB advocates for legislation that would allow school districts flexibility in the use of Technology and Instructional Materials Allotment funds to support digital transformation.\*

TASB supports that the responsibility for setting curriculum standards and reviewing and adopting instructional materials should remain with the State Board of Education.\*

TASB advocates for transferring the remote teaching and learning skills acquired during the pandemic to situations where students are home due to illness or injury and allowing these remote learning situations be counted the same as if the student was attending in person.\*

TASB advocates for a curriculum that does not limit its instruction and discussions about current events, American and Texas history, and Government.\*

## **Public School Finance**

TASB advocates for increased sustainable state revenue sources to ensure the continued financial support to school districts provided by House Bill 3 (86th Session).

TASB advocates for legislation that reviews modifications made to the state maximum compressed tax rate outlined in House Bill 3 (86th Session).

TASB advocates for legislation that improves funding for facilities, such as through the Existing Debt Allotment, Instructional Facilities Allotment, and New Instructional Facilities Allotment, to include a higher percentage of students and so that funding is provided for fast-growth districts.

TASB advocates for greater transparency of district tax revenue by creating a separate line item in each taxpayer's bill that shows the portion of district maintenance-and-operations tax revenue recaptured by the state.

TASB advocates for the Texas Legislature to share the cost of funding public schools by providing at least 50 percent of the Foundation School Program formula funding.

TASB advocates for modifying the property value study to increase the margin of error from 5 percent to 10 percent and, if the local appraisal roll value is deemed invalid, to allow a school district to qualify for a grace period if the appraisal district made a good faith effort to appraise at market value.

TASB supports legislation that exempts public school buses from paying tolls for use of toll roads operated by the state and regional mobility authorities or their contractors.

TASB advocates for legislation that supports the use of the rainy day fund to limit cuts to the Foundation School Program.\*

TASB advocates for a formula-driven mechanism or index, to be implemented annually, to increase the basic allotment to keep up with the additional inflationary pressures in public schools.\*

TASB advocates for legislation that would create an index adjusting the basic allotment for the biennium based on the average statewide property value per student enrolled.\*

TASB advocates for legislation that would ensure that all federal funding for Texas schools reaches Texas schools as intended and without interference or delay from the state.\*

TASB advocates for adequate funding and support for special education to include higher pay and specialized training for special education paraprofessionals, as well as education for board members, staff, students, and community members about the challenges faced by students in special education.\*

TASB advocates for legislation that protects school district fund balances.\*

TASB opposes providing funding or bonuses to school districts under the Foundation School Program on the basis of students' performance on a statewide test.\*

TASB advocates for a plan to increase school funding over time to provide an amount by 2030 that equals, at a minimum, the national per-student funding average.\*

TASB advocates for legislation requiring an independent study on geographic variations in resource and education costs due to factors beyond the control of districts.\*

TASB advocates for a study to determine whether the current law providing transportation funding for students living more than two miles from campus should be adjusted.\*

## **Student Issues**

TASB advocates for full funding for statewide, universal, high-quality, full-day prekindergarten programs to include facilities.

TASB advocates for adequate funding and support for special education.

TASB advocates for the protection of vulnerable student groups, such as English language learners, those with special needs, or those from low-income families who tend to feel the brunt of education cuts, and ensure that any cuts made to education do not fall disproportionately on these high-need student groups.

TASB advocates for legislation that examines current student enrollment growth and considers adjusting the basic allotment and/or special program weights to adequately fund the educational needs of special populations to include those with limited English proficiency, special needs, economic disadvantage, or factors that qualify them as at risk.

TASB advocates for an assessment system that recognizes students who have successfully completed advanced coursework and prohibits the administration of state exams for courses completed in previous grades by those students.

TASB advocates for an equitable education environment for Texas students and supports an exemplary education that values diversity of race, culture, natural hair, gender, learning ability, and socioeconomic background in an environment that is equitable for all students and free of stereotypical expectations to ensure both a physically and mentally safe environment.\*

TASB advocates for adequate funding to provide students more robust college and career counseling by reducing the counselor-to-student ratio.\*

TASB advocates for legislation to study the cost of conducting universal vision and hearing screenings for public school students, as well as the resources needed to conduct the screenings.\*

## **Teacher and Staff Issues**

TASB advocates for choice of healthcare insurance providers.

TASB calls upon the Texas Legislature to increase state funding of TRS-ActiveCare and TRS-Care so that the benefits for and contributions from district employees are equivalent to state employees under the Employees Retirement System of Texas.

*\*Added by the 2021 Delegate Assembly*



**Splendoria ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: June 6, 2022**

**Submitted Date: May 24, 2022**

**Agenda Business Items:**

- Consent Agenda Item
- ~~New Action~~

**Information Only Items:**

- Presentation
- Recognition
- Information

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Name of Person Responsible: Suzanne Soto

Department or Campus: Board President

Topic: TASB Advocacy Resolution

Background Information: The Association annually calls upon boards to submit new Advocacy Resolutions that will help form TASB's responses to issues before the Legislature and other governmental entities during the legislative session. TASB will be accepting resolutions between April 1 and June 15 of 2022.

The Advocacy Agenda—the plan of action TASB pursues during the legislative biennium—consists of two parts:

**Advocacy Priorities:** A set of legislative goals arising from TASB's grassroots process.

**Advocacy Resolutions:** District-submitted stances guiding TASB's response to other issues that might arise before the Legislature and other governmental entities.

The TASB Delegate Assembly adopts the Advocacy Agenda each fall. Resolutions require approval by a simple majority of the Delegate Assembly.

Attachments: [TASB Advocacy Documents](#)

Superintendent's Resolutions:



**Splendoria ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: May 16, 2022**

**Submitted Date: May 3, 2022**

**Agenda Business Items:**

- Consent Agenda Item
- New Action

**Information Only Items:**

- Presentation
- Recognition
- Information

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**Name of Person Responsible: Dr Jeff Burke**

**Department or Campus: Superintendent**

**Topic: Consider Approval of Hire of Director of Multilingual Services**

**Background Information:**

**Attachments: n/a**

**Superintendent's Resolutions: Recommended**



**Splendoria ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: June 6, 2022**

**Submitted Date: June 2, 2022**

**Agenda Business Items:**

- Consent Agenda Item
- New Action

**Information Only Items:**

- Presentation
- Recognition
- Information

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**Name of Person Responsible: Dr Jeff Burke**

**Department or Campus: Superintendent**

**Topic: Consider Approval of Hire of Mental Health & Wellness Specialist**

**Background Information:**

**Attachments: n/a**

**Superintendent's Resolutions: Recommended**



**Splendoria ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: June 6, 2022**

**Submitted Date: June 2, 2022**

**Agenda Business Items:**

- Consent Agenda Item
- New Action

**Information Only Items:**

- Presentation
- Recognition
- Information

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**Name of Person Responsible: Dr Jeff Burke**

**Department or Campus: Superintendent**

**Topic: Consider Approval of Hire of Timber Lakes Principal**

**Background Information:**

**Attachments: n/a**

**Superintendent's Resolutions: Recommended**



**Splendoria ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: June 6, 2022**

**Submitted Date: June 2, 2022**

**Agenda Business Items:**

- Consent Agenda Item
- New Action

**Information Only Items:**

- Presentation
- Recognition
- Information

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**Name of Person Responsible: Dr Jeff Burke**

**Department or Campus: Superintendent**

**Topic: Consider Approval of Hire of Peach Creek Principal**

**Background Information:**

**Attachments: n/a**

**Superintendent's Resolutions: Recommended**



**Splendor ISD Board of Trustees  
Agenda Item Information Form**

**Board Meeting Date: June 6, 2022**

**Submitted Date: June 2, 2022**

**Agenda Business Items:**

- Consent Agenda Item**
- New Action**

**Information Only Items:**

- Presentation**
- Recognition**
- Information**

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**Name of Person Responsible: Dr Jeff Burke**

**Department or Campus: Superintendent**

**Topic: June Regular Meeting Agenda Review**

**Background Information:**

**Attachments: n/a**

**Superintendent's Resolutions:**

1. Strategic Direction - Why We Exist

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2. ROLL CALL

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3. INVOCATION

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4. U.S. & STATE OF TEXAS PLEDGE OF ALLEGIANCES

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5. GOOD THINGS

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6. DISTRICT RECOGNITION

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6.A. Exceptional Leader II Candidates

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6.B. R.B. Tullis Presentation

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7. AUDIENCE

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8. SUPERINTENDENT'S REPORT

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8.A. Enrollment

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8.B. Month-At-A-Glance

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8.C. Miscellaneous

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9. INFORMATION ITEMS

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9.A. Monthly Police Report

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9.B. Safety Committee Recommendations

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10. ADMINISTRATIVE PRESENTATIONS

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10.A. Curriculum Management Plan Presentations

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10.A.1. Curriculum Audit

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10.A.2. Teaching & Learning Update

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11. CONSENT AGENDA ITEMS

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11.A. Minutes

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11.B. Financials, Tax Report, Investment Report, and Accounts Payable

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11.C. Consider Approval of Professional Development Policy

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11.D. Consider Employee Handbook 2022-2023

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11.E. Consider Student Insurance

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11.F. Consider Republic / Dumpsters Contract

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12. Consider Renewal of Property/Casualty Insurance with Texas Political Subdivisions

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13. ACTION ITEMS

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13.A. Consider Approval of 2022-2023 Budget

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13.B. Consider Approval of the 2022-2023 District Goals

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14. CLOSED SESSION ITEMS

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14.A. Personnel - Section 551.074

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14.B. Security - Section 551.076

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15. POSSIBLE ACTION ARISING FROM CLOSED SESSION

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16. POSSIBLE AGENDA ITEMS FOR NEXT MEETING

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17. ADJOURN

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