

**Medina Valley Independent School District  
Board of Trustees  
Special Meeting on Wednesday, September 13, 2023 at 5:00 PM  
Medina Valley ISD Central Office Board Room**

**A Special Board Meeting of the MVIDSD Board of Trustees was held on Wednesday, September 13, 2023, beginning at 5:00 PM at/on Medina Valley ISD Central Office Board Room.**

**I. First Order of Business**

A Establish a Quorum

B Pledge of Allegiance to the Flag followed by a moment of silence

**II. Public Comment**

*At Regular Board Meetings the Board shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. All Public Comments are limited to 5 minutes.*

**III. Team of 8 Board Workshop**

**IV. Adjournment**

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(Items do not have to be taken in the same order as shown on the meeting agenda.)



# Medina Valley I.S.D.

## Board Operating Procedures

The *Medina Valley Independent School District Board Operating Procedures* have been established based on legal and local policies adopted by the Board of Trustees. Formally adopting and adhering to these procedures ensures that the Board operates as a cohesive team to accomplish the District's vision, mission, and goals.

Medina Valley Independent School District  
Board Operating Procedures  
Adoption and Revision Records

Original Adoption Date: *April 18, 2022*

\*Board Approved documents contained in the Board Operating Procedures will be updated as changes are Board Approved.

### **Board Member Annual Commitment**

*Each new board member (after election or appointment and on an annual basis) will execute a signed copy of this commitment after being sworn in. Each current board member will annually execute a signed copy of this commitment after annual revisions are considered.*

As a Medina Valley ISD Board Member I commit to operate under the guidelines of the Adopted MVISD Board Operating Procedures.

I will always strive to put the needs of the children served by the Medina Valley Independent School District above the wants of myself or other adults and will make decisions in terms of the educational welfare of all children in the District regardless of ability, race, creed, ethnicity, sex, or social standing. I agree to abide by the following standards:

- I agree to participate as a cohesive team member of this seven-member board of trustees to govern and oversee the management of the Medina Valley Independent School District.
- I shall not take individual actions that will compromise the Medina Valley Independent School District, the Board, or the district staff. I will not harass or embarrass my fellow Board Members or district employees on any public or private platform, including but not limited to the public media or social media.
- I will not request to put items on the agenda for the purpose of making a public statement, nor will I “play to the audience” in Board meetings. I will ask questions in Board Meetings to get information, not to promote a political or personal agenda.
- I reserve the right to disagree, but I will not be disagreeable, nor will I harbor grudges from past issues or events. I will reserve all discussions about any possible breach of ethics or the code of conduct related to Board Members, District Staff or Students for closed session.
- I will uphold the legally required confidentiality of all information discussed in closed session.
- I shall respect the role of the superintendent and administration of MVISD to decide on how policy should be implemented and will not encroach administrative duties, management of employees or attempt to manage in any way the affairs of the District.
- I will not meet with District personnel regarding District business, unless deemed acceptable and scheduled through the Superintendent’s office.
- I will not meet with or discuss District business with vendors, current or prospective, other than brief visits at conventions or trade shows.

## Medina Valley Independent School District Board Operating Procedures

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**MISSION AND VISION**

**MISSION**

Medina Valley ISD exists to develop, cultivate, and inspire self-directed critical thinkers and life-long learners who strive to achieve their highest potential.

**VISION**

Medina Valley ISD will empower students to exhibit the attributes of the District's Profile of a Graduate.

**CORE BELIEFS AND COMMITMENTS**

**All students will reach their full potential.**

Medina Valley ISD will provide all students with a challenging and well-rounded education.

**We believe student success is best achieved...**

**...through a quality education that addresses all students' academic, social, and emotional needs.**  
Medina Valley ISD will recruit and retain high-quality and highly-qualified staff.

**...by providing an engaging, safe, and balanced learning environment for students involving parents, teachers, and the community.**

Medina Valley ISD will provide a supportive and safe learning environment.

**...by fostering student experiences that teach them to value and respect the differences of others.**  
Medina Valley ISD will provide a collaborative, inclusive, and effective learning community.

**We believe all staff play a critical role in the success of our students.**

Medina Valley ISD will effectively facilitate and contribute to teamwork, and provide relevant and sustainable professional development.

**PROFILE OF A GRADUATE**

**Citizenship**



Responsible, respectful, trustworthy, and self-disciplined citizens who are actively engaged in their community

**Communications**



Can listen and read critically, speak and write articulately, communicate using advanced technologies, and adapt their communication style appropriately

**Academics**



Possess the necessary skills to produce quality work and be prepared for the future

**Problem-Solver**



Collaborative, creative, and innovative critical thinkers

**Well-Rounded**



Confident, goal driven, college and career ready individuals, who challenge themselves to continue to learn and grow

**DISTRICT GOALS**

**Medina Valley ISD will...**

- 1** take a proactive role in planning for our rapidly growing population.
- 2** ensure proper allocation of funds to support all areas of the district.
- 3** provide a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- 4** foster an environment of parental and community involvement through open communication.
- 5** provide relevant and reliable technology for staff, students, and guests.
- 6** provide and maintain facilities that are appropriate for district programs, while instilling a sense of pride.
- 7** exceed federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- 8** recruit and retain quality staff while offering relevant professional development and leadership opportunities.

## Principles of Good Practice

The following principles of good practice are set forth to provide a common perspective on the responsibilities of individual Members of Independent School Boards.

- A Member actively supports and promotes the district’s mission, vision, strategic goals, and policy positions.
- A Member is knowledgeable about the district’s mission and goals, including its commitment to equity and justice, and represents them appropriately and accurately within the community.
- A Member stays fully informed about current operations and issues by attending meetings regularly, coming to meetings well prepared, and participating fully in all matters.
- The Board sets policy and focuses on long-range and strategic issues. An individual Member does not become involved directly in day-to-day management, personnel, or curricular issues.
- The Member takes care to separate the interests of the district from the specific needs of a particular child or constituency.
- A Member accepts and supports board decisions. Once a decision has been made, the board speaks with one voice.
- A Member follows all legal requirements of confidentiality.
- A Member guards against conflict of interest, whether personal or business related.
- A Member has the responsibility to support the school district and its superintendent and to demonstrate that support within the community.
- Authority is vested in the board as a whole. A Member who learns of an issue of importance to the district has the obligation to bring it to the superintendent or to the board president, and must refrain from responding to the situation individually.
- A Member contributes to the development of the district, including strategic planning for development, financial support, and active involvement in annual and capital giving.
- Each Member, not just the finance committee, has fiduciary responsibility to the district for sound financial management.

## Board of Trustees – General Provisions

### Governance

Elected by the people who reside within the 298 square miles of Medina Valley Independent School District, the Trustees have accepted the ultimate responsibility of creating and maintaining an environment that provides our students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

The primary way a school board governs a district is by setting direction for the district, articulating the culture it wants the district to embody, establishing the outcomes the board would like the district to achieve, and expressing and supporting the aspirations of the community for the children of the district. The most efficient vehicle for doing this are a clearly articulated vision and both annual and long-term goals. The goals give staff clear direction in achieving the district vision. Without a well-formed vision and goals there can be a lack of a clear sense of purpose and direction in the district. A clear district vision and goals coordinate the decisions and focus of the district staff. *Effective Board Practices: An Inventory for School Boards, Texas Association of School Boards, Inc., 2014*

It is important that the board and superintendent ensure that a vision and goals are in place for the district and that they use them to guide their own work and the decisions they make. In doing so, the board-superintendent team expresses its commitment to the vision and goals and ensures that they are used to coordinate the efforts within the district. *Effective Board Practices: An Inventory for School Boards, Texas Association of School Boards, Inc., 2014*

### Role and Authority of Board Member and/or Board Officer

The Board shall constitute a body corporate and shall have the exclusive power to govern and oversee the management of the public schools of the District. *Education Code 11.051(a), 11.151(b)*

The board may act only by majority vote of the members present at a meeting held in compliance with Government Code Chapter 551 (Open Meetings Act), at which a quorum of the board is present and voting. Unless authorized by the board, a member of the board may not, individually, act on behalf of the board. *Education Code 11.051(a-1)*

No Board Member or Officer has authority outside the convened Board meeting.

No Board Member or Officer can direct employees in regard to performance of their duties. Such attempts shall be reported by the Superintendent to the Board President.

The President of the Board shall:

- Preside at all Board meetings unless unable to attend.
- Have the right to discuss, make motions and resolutions, and vote on all matters coming before the Board.
- Sign documents as directed by the action of the Board.

The Vice President of the Board shall:

- Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
- Become President only upon being elected to the position.

The Secretary of the Board shall:

- Ensure that an accurate record is kept of the proceedings of each Board meeting.
- Ensure that notices of Board meetings are posted and sent as required by law.
- In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
- Sign or countersign documents as directed by action of the Board.

## **Trustee Elections**

The Medina Valley ISD Board of Trustees consists of seven members, two elected at-large and five elected from single-member districts, serving terms of three years, with elections held annually. The terms of one-third of the Board members, or as near to one-third as possible, expire each year. [*Education Code 11.051(b), .052, .059*] School Board elections for the District are on the May uniform election date.

- Districts 1 and 2: The election for single-member district 1 and 2 shall be held in 2024, 2027, 2030 and in three-year intervals thereafter.
- Districts 3 and 4: The election for single-member district 3 and 4 shall be held in 2022, 2025, 2028 and in three-year intervals thereafter.
- District 5 and the 2 At-Large Positions: The election for single-member district five and the 2 At-Large Positions shall be held in 2023, 2026, 2029 and in three-year intervals thereafter.

## **Board Officer Nominations and Elections**

The Board shall elect a President, Vice President, and a Secretary. Board Members become eligible to hold an officer position on the Board after one year of service on the Board. Officers shall be elected by majority vote of the members present and voting.

Board Officers shall serve for a term of one year, or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties, as required by the Board.

The Board will reorganize after each trustee election. The month prior to reorganization Board Members will be sent an email from the Superintendent's Office requesting each Board Member to respond with their interest in holding or not holding a specific or any Board Officer position. The Superintendent's Office will share these responses with all the Board Members. *BDAA Legal, Education Code 11.061(c)*

Removal from consideration: An individual Board Member may, by simple announcement, remove himself or herself from consideration for any or all offices of the Board.

In the event of a vacancy in an Officer's position, the Board may, by majority action of the Board at any duly called meeting, fill the vacancy.

## Sanctions

In the event of inappropriate behavior by a Board Member, the Board, in consultation with legal counsel, may choose to censure or sanction the Board Member.

The Board may do this privately in a closed session. The censure will consist of a concisely worded statement of the inappropriate behavior of the named Board Member, the desired behavior, and a statement of agreement by a majority of the Board Members that the behavior is inappropriate.

The Board may also choose to issue a public sanction; either concurrently with the private censure or after the private censure if the Board Member has still not modified the behavior. The sanction would consist of a concisely worded statement of the inappropriate behavior of the named Board Member, the desired behavior, and a statement of agreement by a majority of the Board Members that the behavior is inappropriate.

The Board, with an agreement of the majority, may choose to withdraw financial resources from the offending Board Member. Examples might be disallowance of attendance at conventions, seminars, or other District travel plans.

Under extreme conditions, the Board, with an agreement of the majority, may agree to ask the offending Board Member to resign.

## Resignation

To be effective, a board member's resignation must be in writing and signed by the board member and delivered to the presiding officer of the board. A board may not refuse to accept a resignation. *Election Code 201.001*. If a board member submits a resignation, whether to be effective immediately or at a future date, a vacancy occurs on the date the resignation is accepted by the board or on the eighth day after the date of its receipt by the board, whichever is earlier. *Election Code 201.023*

All public officers shall continue to perform the duties of their offices until their successors shall be duly qualified (i.e., sworn in). Until the vacancy created by a board member's resignation is filled by a successor, the board member continues to serve and have the duties and powers of office and continues to be subject to the nepotism provisions. A holdover board member may not vote on the appointment of his or her successor. *Tex. Const., Art. XVI, Sec. 17; Atty. Gen. Ops. JM-636 (1987), O-6259 (1945) [See DBE for more information on nepotism]*

## Filling a Vacancy

If a vacancy occurs on the board, the remaining board members may fill the vacancy by appointment until the next trustee election, or may order a special election to fill the vacancy. If more than one year remains in the term of the position vacated, the vacancy shall be filled not later than the 180th day after the date the vacancy occurs. *Education Code 11.060*

## **Board Relationships**

### **Board Members**

Board Members may use mail, email, voice mail, text messaging, fax, phone, special committee meetings or personal contact to communicate with each individually. Board Members shall never meet, teleconference, text or email regarding district business in a group large enough to constitute a quorum or walking quorum (4 or more Board Members). Board Members are reminded that a walking quorum is a violation of the Texas Open Meetings Act. In email or text messaging, “Reply to All” shall always be avoided.

Board Members who participate in social media such as, but not limited to, Facebook, Google+, LinkedIn, Instagram, or Twitter should be careful to avoid online conversations that could be construed as speaking for the Board or constituting an online Board meeting. When creating posts or comments the Board Member will be supportive of the district, superintendent and all Board decisions.

### **Superintendent**

The Superintendent will meet regularly with the Board President and other Board Members as appropriate to develop Board meeting agendas and as needed to discuss other issues. The Superintendent will communicate regularly with all Trustees including sending a weekly Board update outlining major events and progress being made toward district initiatives.

Board Members will keep the Superintendent informed of concerns in a timely manner. It is the Superintendent's job to act to resolve situations. Board Members should not violate the chain of command, causing disrespect and unclear expectations between Staff, Superintendent, and Board.

Questions submitted to the Superintendent via email or other electronic means should NOT be sent simultaneously to the entire Board. Doing so may constitute an online meeting. All responses to questions from the Board will be shared with all members of the Board in an independent means of communication.

Information deemed urgent will be communicated to all Board Members in a timely manner.

Board Members will notify the Superintendent or the Superintendent’s Office prior to all visits to campuses or departments.

### **District Staff**

Board Members are encouraged to visit with district staff members to learn more about the District, and its operations. Board Members will contact the Superintendent or the Superintendent’s Office to arrange these meetings. At no time are Board Members ever permitted to give staff members orders. Any and all questions concerning performance of District staff must be directed to the Superintendent.

Board Members are encouraged to visit campuses, these visits should not impede the delivery of instruction in the classroom. It is advised that Board Members notify the Superintendent or the Superintendent’s Office in advance of all campus visits, unless the visit is directly related to their student. Remember the chain of command for complaints, concerns and requests from staff members during a visit.

When visiting a campus or department Board Members shall wear their name badges and follow all check in procedures.

### **Community**

To be informed and effective, Board Members should be present and active in the local community. As elected officials who were chosen to govern the school district, the constituents appreciate the opportunity to converse with their school board representatives. Full Board attendance at a social function does not constitute a quorum.

The Board President or Board designee shall act as the Board's official spokesman.

When Board Members speak at meetings, hearings, public functions, or to the media, opinion remarks should be clarified as their personal opinion, remarks about Board decisions should be supportive of the Board Decision. The "Board" is the collective group of elected members. Together they should strive to make decisions in the best interest of the District, it's students and staff. There will be times that approved motions will not have a unanimous vote of approval. The approval of Motion represents the majority support of the Board Members and should, after approval be publicly supported by all of the Board Members via all methods of communication, including but not limited to social media accounts.

## Concerns/Complaints or Inquiries

If a citizen brings concerns/complaints or an inquiry to an individual Board Member, he or she shall follow the guidelines below. Anonymous concerns or complaints will not be addressed. The District's Grievance process is available on the website for all students/parents, employees and community members. As the Board hears grievances at the highest level it is necessary for all concerns or complaints to be referred to the proper chain of command or Superintendent's Office to maintain the integrity of the grievance process.

### Constituent contacts Board Member with a Complaint

Board Member responds that they should not hear complaints as the Board is at the highest level for hearing & resolving grievances, listening could jeopardize the process.

#### Constituent is a Community Member

Refer individual to website under Departments to Concerns & Complaints or Superintendents Office to be directed to the appropriate Chain of Command.

#### Constituent is an MVISD Employee

Refer individual to website under Departments to Concerns & Complaints or appropriate Chain of Command:

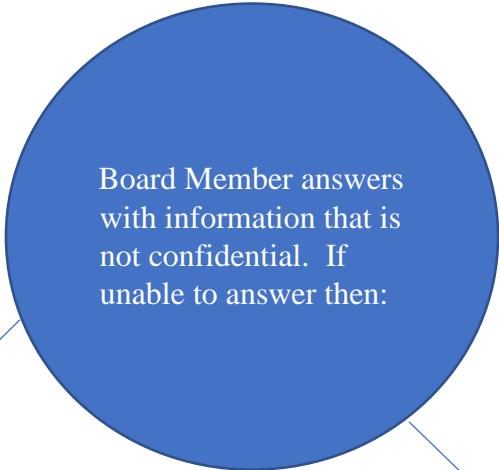
1. Immediate Supervisor
2. Head of Department
3. HR
4. Assistant Supt of Finance & Operations

#### Constituent is a MVISD Parent/Student

Refer individual to website under Departments to Concerns & Complaints or appropriate Chain of Command:

1. Teacher
2. Vice Principal
3. Principal
4. Assistant Supt. of Curriculum, Assessment, & Student Services

# Constituent contacts Board Member with Inquiry



**Constituent is a Community Member**  
 Refer individual to the Superintendent’s Office to be helped.

**Constituent is a MVISD Parent/Student**  
 Refer individual to Superintendent’s Office or if applicable to the appropriate Chain of Command:

1. Teacher
2. Vice Principal
3. Principal
4. Assistant Supt. of Curriculum, Assessment, & Student Services

**Constituent is an MVISD Employee**  
 Refer individual to Superintendent’s Office or if applicable to the appropriate Chain of Command:

1. Immediate Supervisor
2. Head of Department
3. HR
4. Assistant Supt of Finance & Operations

- Note:
- *The chain of command is the appropriate channel to take to get problems solved.*
  - *The person at the lowest level and closest to the problem will strive to solve the issue.*
  - *Involving senior levels too early in the process strips lower levels of their ability and responsibility to solve problems.*
  - *The chain of command moves up through the organization to the Superintendent and ultimately to the Board of Trustees as spelled out in policy.*

## **Advocacy**

Relationships with other elected officials are critical to ensure the School District can achieve all its goals. Board Members are encouraged to meet with and visit City Council members, County Officials, and State Legislators.

The Board shall participate in organizations that promote local economic growth such as Go Medina and local Chambers of Commerce. The Superintendent shall represent the Board and District's best interests in local economic growth planning.

The Board shall participate in organizations that promote and advocate on the behalf of public schools, such as Go Public, TASB, Fast Growth School Coalition, TACS, and Bexar County Education Coalition.

Board Member's interested in becoming more involved in advocacy should meet with the Superintendent to develop a personal plan for involvement.

## **Media**

The Superintendent shall be the official spokesperson **for the District**.

The President or the Board designee shall be the official spokesperson **for the Board**.

All Board Members who receive communications from the media shall direct the inquiries as stated above.

## **Work of the Board**

### **Meetings**

The Board meets at 6:30 pm on the forth Monday of the month for the Regular School Board Meeting. The meeting date and time may be changed by consensus of the Board.

The agenda for the meeting will be prepared by the Superintendent and the Board President.

The deadline for submitting items for inclusion on the agenda is the seventh calendar day before regular meetings and the third calendar day before special meetings. *MVISD Board Policy BE (Local)*.

If possible the agenda and all supporting materials will be available to Board Members one week prior to the meeting. The latest agenda and supporting materials will be available is 72 hours before the Board Meeting. Any questions or requests for additional information on agenda items should be directed to the Superintendent prior to the Board Meeting. All information requested will be shared with all the members of the Board.

The Board Meeting and agenda will be posted for the public 72 hours before the meeting, in accordance with Texas law.

All Board meetings will observe Robert's Rules of Order.

As prescribed in the Texas Open Meetings Act; During the course of the meeting the Board of Trustees may convene into Closed Meeting for confidential discussions as permitted under exceptions to requirement that meetings be open. *BEC Legal and TX Govt. Code Chapter 551*

- Only items listed on the closed meeting agenda may be discussed in the closed meeting as limited by law.
- The Board must vote only in public session.

Trustees participating in closed sessions must consider the following provisions related to confidentiality.

- Confidentiality of Closed Session Record. Certified agendas and tape recordings of the closed portion of the meeting are confidential, available for public inspection and copying only under a court order. *Texas Gov't Code §§ 55.021 and 551.104(c); Tex. Att'y Gen. No. JM-995 (1988).*
- Confidentiality of Other Closed Session Written Information. Because of the nature of the Board's work, Board members have a great deal of access to information that is confidential either temporarily or permanently. Until it is clear that a document reviewed or discussed in closed session is public, individual Board members have no authorization to release such documents. However, the fact that a document was shared and/or discussed in closed session does not protect it indefinitely. Rather, whether a document is confidential or public depends on the nature of the document itself. For example, an employee evaluation document is confidential by law permanently, while an application for a top-level job may be confidential only temporarily, until the position is filled or a certain period of time has expired.
- Confidentiality of Closed Session Oral Discussions. Closed sessions have the purpose of allowing Board members to have frank discussions without concern about an off-hand comment or sensitive topic being revealed and possibly result in legal or other problems. Many sensitive closed session discussions, such as those related to individual employees regarding job performance, or the information being discussed may be preliminary and is likely to change. Any discussion authorized to be discussed in closed session about information not yet available to the public or staff should be limited to that closed session until and unless final action is considered and taken.

A Consent Agenda shall include items of a routine or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. Examples may include: Board meeting minutes, ~~donations over \$500, out of state trips for students,~~ and purchases over \$50,000. All such items shall be acted upon by one vote without separate discussion, unless a Board Member or the Superintendent requests that an item be withdrawn for individual consideration.

All Board Members have an equal vote on all action items. In the case of a tie vote, the item is tabled and returned to the next agenda as an action item.

The Superintendent and Board President may call a "Special Board Meeting" for training, planning, or to take care of business matters that cannot wait for the next Regular Board Meeting.

The public will have an opportunity to address the Board at Regular, Special or Workshop Board Meetings. At Regular Board Meetings public comment may speak about agenda items or non-agenda items. At Special Meetings or Workshops the public comment must only speak about agenda items. ~~The~~

Board can only offer factual information, quote Board policy, or direct the administration to investigate items to report back to the Board. Speakers will be limited to time allowed for public comments found in MVISD Board Policy BED (Local).

### **Trustee Requests for Information**

An individual Board member, acting in his or her official capacity, shall have the right to seek information pertaining to District fiscal affairs, business transactions, governance, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code.

If a Board member is not acting in his or her official capacity, the Board member has no greater right to District records than a member of the public. An individual Board member shall seek access to records or request copies of records from the Superintendent or other designated custodian of records, who shall respond within the time frames required by law. When a custodian of records other than the Superintendent provides access to records or copies of records to an individual Board member, the provider shall inform the Superintendent of the records provided.

At the time a Board member is provided access to confidential records or to reports compiled from such records, the Superintendent shall advise the Board member of the responsibility to comply with confidentiality requirements.

District information provided to the Board shall be used for District purposes only.

Information requested by a Board member will be provided to all Board members.

### **Board Committees**

The Board can form and keep active Standing Committees when they, in conjunction with the Superintendent, deem it necessary. The Board President will annually appoint 2-3 Board Members to each active committee. A Board Member from each committee will present a report of the meetings at the next regularly scheduled Board Meeting.

The Board will create and the Board President shall appoint Board members to special committees to fulfill specific assignments. These committees may or may not include Board Member participation. District personnel and citizens of the community may or may not be invited to join special committees. The function of committees shall be fact-finding, deliberative, and advisory, but not administrative. Special committees shall report their findings to the Board and shall be dissolved upon completion of the assigned task or dissolved by a consensus of the Board.

At the Superintendent's recommendation, the Board will create a Bond Committee consisting of 3 or less Board Members, employees, students and community members. The Bond Committee will evaluate facility assessments and demographic reports to determine the districts needs to maintain/improve/add to the District's capital assets to address the growth of the student population while continuing to provide an environment conducive to student success. When finished with their evaluation the Bond Committee will present a recommendation to the Board detailing a timeline for a Bond Election, amount of Bond and the building needs that the Bond will meet.

## **Hiring the Superintendent**

The Board will collectively determine the method or organization they will utilize to navigate the superintendent search process. This confidential process can take from four to six months.

## **Strategic Plan**

Every 5 years or when deemed necessary the Board will assemble a committee consisting of 2-3 Board Members, staff and community members to evaluate and possibly revise the District's Strategic Plan. This committee will either led by the superintendent or one of the professional services that provides creation/revision of Independent School District's Strategic Plan.

## **Board/Superintendent Goals**

The Board and Superintendent together will establish annual goals. The Board/Superintendent Goals will be adopted annually in a Regular Board Meeting. These goals will align with and expand from the District's Strategic Goals. Goals will be specific and measurable, always moving forward to achieve the District's Shared Vision.

## **Evaluating the Superintendent**

The Board will approve a Superintendent evaluation instrument annually that evaluates the Priority Performance Goals (directly related to the approved Board/Superintendent Goals), and ongoing management responsibilities of the Superintendent.

The Board will annually participate in a training on the usage of the evaluation instrument.

The Board will conduct a summative and formative evaluation of the Superintendent with the approved evaluation instrument annually.

After the Superintendent evaluation process is complete the Board may consider adjustments to the Superintendent's contract.

## **Board Self-Evaluation**

Annually, the Board must assess their development needs as a corporate body to gain an understanding of the vision, structure, accountability, advocacy, and unity needed to provide educational programs and services that ensure the equity and excellence in performance of all students. The Board of Trustees will conduct a self-evaluation of the Board's operation during the past year before evaluating the Superintendent. This process will help the Board review their effectiveness, pinpointing areas in need of improvement.

## **Approving the District Budget and Setting the Tax Rate**

The Board of Trustees is responsible for approving the Districts Annual Fiscal Budget and setting the tax rate. The Superintendent will coordinate annual Budget Workshops to discuss in detail the proposed ideas and options for new year's compensation plan, fiscal budget and tax rate.

## **Board Policy**

It is the Board's responsibility to approve Local Board Policy that governs the operations of the District.

The Board will review and consider TASB initiated Policy updates. Policy Updates will be presented by the Superintendent in one Regular Board Meeting as a "First Reading" for discussion and evaluation. In the next Regular Board Meeting the Superintendent will bring the TASB initiated Policy Update along with any recommended revisions for the Board to consider approving.

The Superintendent may bring to the Board District initiated Local Policy revisions. The proposed revisions will be presented in a first reading one month and then for consideration the next.

The Board shall enlist TASB to conduct a Board Policy Review Session every 5 years as permitted by TASB's schedule.

## **District Sponsored Events**

The Board will attempt to the best of their ability to attend District sponsored events. Attendance at these events publicly demonstrates appreciation and support from the Board to the students and staff of the district.

District Events include but are not limited to Convocation, ACE Awards, Extra-Curricular Events and Award Ceremonies, Academic Award Ceremonies, and Sporting Events and Award Ceremonies.

## **Training**

The Board shall complete all continuing education requirements annually as prescribed by law. TASB provides and maintains an updated overview of all legally required training.

TASB provides a Continuing Education Credit Reporting Service that is utilized by the Board. Non-TASB earned credit may be reported by the Board Member or the Superintendent's Office.

The Board President will publicly announce whether each board member has met, exceeded or is deficient in their training requirements. The announcement will be made in the Regular Board Meeting prior to the trustee election in the May General Election.

The training requirements are measured from the anniversary date of each Board members election or appointment.

The Superintendent's Office will communicate and coordinate required training for new and existing Board Members.

## **Annual Planning Calendar**

The Board President in collaboration with the Superintendent will maintain the Board's Annual Planning Calendar.

# Medina Valley Independent School District

## Board Norms (April 2023)

Medina Valley ISD Board of Trustees is committed to Good Governance and becoming the best Board in the state. To that end, MVISD Trustees are committed to developing a system that supports the *Three Essential Roles* (see model) and is committed to always operating in the Strategic Role while striving for the best processes to support the Tactical and Operational Roles.

Additionally, the MVISD Board of Trustees will model continuous improvement by utilizing a Board Scorecard in order to continuously improve Good Governance outcomes and will oversee the district progress through the use of a district balanced scorecard. By doing so, we are committing to work ON Good Governance and OVERSEE district outcomes.

In addition to adherence to and support of the Three Essential Roles, we will strive for excellence in Good Governance by committing to the following norms which were developed as a Team of Eight in Spring, 2023.

### **At all times, Members will:**

1. Request information from or through the Superintendent, and only from staff members with the prior knowledge of the Superintendent.
2. Refer all persons with positive or negative comments regarding school district operations to the proper staff person or administrator directly responsible for the operational activity. Focus on the Board's role and not become involved in the day-to-day operations of the school system. We will not engage in the resolution of problems; rather we will refer these concerns to the Superintendent.
3. Board Members will notify the Superintendent in advance of visits to district campuses and departments.

### **Before Board Meetings, Members Will:**

1. Submit items for inclusion on the agenda by noon of the Monday of the week preceding the meeting day for regular and special meetings so the Superintendent may assemble information bearing on the item before the meeting
2. Receive all relevant materials, information, data, etc. related to the agenda items at least 72 hours in advance of regular and special meetings. Board members will direct individual requests for additional materials or information specific to agenda related questions to the Superintendent at least 24 hours prior to the meeting.
3. Request information related to the agenda items from or through the Superintendent, and only from staff members with the prior knowledge of the Superintendent.

Medina Valley Independent School District  
Board Norms (April 2023)

**During Board Meetings, Members Will:**

1. Ensure they are fully prepared, on time and ready to participate.
2. Endeavor to start and end meetings on time.
3. Avoid hidden agendas and springing any surprises on other members.
4. Once recognized by the Board President, ensure that each board member is allowed to speak without interruption.
5. Focus on an agenda item until it is resolved or until a specified time has been reached to resume the resolution process.
6. Say it once, say it well.
7. Model the behaviors the Board expects of students, staff, and community members.
8. Before committing to a position on an agenda item or issue make sure all relevant information has been presented, including the Superintendent's recommendation.

**After Board Meetings, Members Will:**

1. Support the decisions of the Board and will not work to undermine Board decisions or encourage others to do so.
2. Abide by the confidentiality laws of executive session and ensure all documents, records, reports, etc. are treated in accordance with applicable laws, regulations, policies, etc.
3. Faithfully serve in trust for the entire community.

During Board meetings, Trustees will commit to staying in the Strategic role by focusing on good questioning techniques. The following questions are a sampling of the types of questions that the Medina Valley Trustees are committed to utilizing.

**MOAK, CASEY & ASSOCIATES**  
 Strategic Thought, Design and Continuous Improvement  
**THREE ESSENTIAL ROLES IN AN ALIGNED SCHOOL SYSTEM**

**Strategic Role**

- Board and Superintendent
- Big Picture...View from 50,000 feet
- Overlooks the entire system and sees how the parts relate to the whole
- Focuses on representing the community's needs and interests
- Looks to the long term...usually 3-5 years
- Provides overall structure for district-wide goals
- Sets clear targets for overall goals
- Works ON macro system

**Superintendent**

**Superintendent**

**Tactical Role**

- Superintendent and Leadership Team
- Sees the wide picture...View from 10,000 feet
- Coordinates the component parts of the organization
- Overlooks the schools and departments
- Focuses on working directly with internal/external customers (faculty and staff, parents, community & students)
- Looks out 1-2 years
- Provides structure at the campus and department level
- Creates and deploys plans that will lead to improvement
- Depending on the situation, the person may work either ON the macro system or IN a micro system

**Administrator**

**Administrator**

**Operational Role**

- Instructional & Operational Leaders and Front-Line Staff
- Focuses on the ground level picture...what is happening day to day
- Coordinates a specific part of the organization
- Overlooks a classroom, department or teaching team
- Focuses primarily on the students and parents
- Looks days or weeks out...sometimes looking at the full year during planning sessions
- Provides structure at the classroom level
- Refines and adjusts plans so that improvement will result
- Works IN micro system

**Administrator**

**Administrator**

**GOOD GOVERNANCE PRIMER SERIES:  
PURPOSEFUL LEADERSHIP IN THE STRATEGIC ROLE  
WITHIN THE CONTINUOUS IMPROVEMENT FRAMEWORK**

**INDICATOR 2: SETTING A CADENCE OF ACCOUNTABILITY UTILIZING BALANCED SCORECARD (BSC)  
AND MONTHLY REVIEW SESSIONS**

**WHY:** If the BSC represents what is most important to the Board, then the oversight of the BSC should be prominently featured as part of the monthly Board meetings. By establishing this systematic process, the Board is demonstrating to the community and staff that it takes seriously its responsibility to monitor what is most important and its commitment to these Strategic Objectives not getting lost in the day-to-day whirlwind of school activities. The Board must commit to rise above the minutia and commit to (at least) a 30 minute, strategic conversation once a month. The BSC conversation should provide the community and staff with a clear, easy to understand description of progress in the four perspectives. This systematic action demonstrates commitment to continuous improvement and strategic focus.

Board members typically only see what is presented to them by the Tactical Team. The inquisitive Board member may want more information than what is being shares. The best way to receive such information is to ask good questions. Furthermore, board members can play a transformational role in creatin space for deep reflection in the Tactical Team by asking good questions.

**WHAT:** The Board Balanced Scorecard Report is a systematic process for review of all four perspectives at least twice annually. When scheduling reports, it is important to do them at a logical time of year. For example, Perspective Four (financial) could be conducted in Spring in conjunction with budget preparation for the following year. The Board’s role in Balanced Scorecard Reports is to assess if adequate progress is being made and if initial targets are realistic.

Board member questions, in general, should be strategic in nature, reflect a genuine curiosity on the part of the Trustee and not be politically driven and/or trying to delve into the Tactical Role. To this end, it may be most prudent for some larger, organization-wide questions to not be answered “on the spot”, but rather ask the Tactical Team to reflect and respond to the full – later (in writing). Finally, it is best to not ask a question unless you fully understand what you are asking. It may be that you have questions that are helping you understand enough to form the big question you wish to ask. Just be clear when asking these that you alert the Tactical Team of your intent to ask a question, or series of questions, to help you formulate the overarching question.

**HOW:** Use the Moak Casey BSC Board Report Calendar to assist in setting your systematic calendar for BSC review. The Superintendent and Tactical Team will likely want to conduct an internal review in the month prior to each Board Report. This is an opportunity to engage your Community Advisory Committee (CAC) in a meaningful manner. After a 30 minute overview, CAC members can be asked to complete a Four-Square Analysis (clear, partly cloudy, strength, opportunity for improvement) on what they heard. The focus on organizational improvement across all four perspectives is the goal.

**Key Concepts To Remember During Balanced Scorecard Reporting:**

- Keep reports less than 30-45 minutes.

- Back up data may be needed to help the Board, but every Board question does not necessarily have to be answered.
- Setting the target is the Board’s role (the what and when) ... Setting the action plan (the how) is the Tactical Team’s role.
- The Board has an obligation to systematically monitor progress towards targets.
- The Board should constantly monitor if original targets are still attainable in light of status of other perspectives.
- Comparison results should only be considered with sensitivity to demographic similarities/differences and only used for organizational improvement (not staff evaluation).
- When possible, data should follow the L-T-C Model (Level-Trend-Comparison). (See example.)
- Good data access and quick transference to knowledge should become increasingly important.
- Even a failed attempt at improvement may be considered a success (organizational learning).

**Key Questions for Board to Consider in Three Categories:**

**1. Broad, Self-Reflective Questions:**

- a. What am I hearing about in the community that I am not hearing in Board meetings, and where does it fit in our strategic direction?
- b. What do I not know enough about in the District? How would this knowledge help me be a better Board member?
- c. What do I regularly see being discussed but not resolved?
- d. Do I think about the District from a balanced lens? (Four Perspectives)
- e. How well do I know and trust fellow Trustees and Tactical Team members that regularly interact with the Board?

**2. Overarching Questions for the Full Board to Consider/Discuss:**

- a. Does our agenda reflect our strategic intent?
- b. Are we adequately thinking/talking long-term?
- c. How would we collectively describe our culture?
  - i. The Strategic Team?
  - ii. The District?
- d. Are we keeping a balanced approach to thinking, talking, and decision-making?
- e. Is the community environment changing in ways that are not imbedded in our conversations?
- f. Is our communication protocol(s) with the Tactical Team working?

**3. Sample Strategic Questions for Balanced Scorecard Reporting:**

- a. How does this idea/program fit into our Strategic Plan?
- b. What is the vision for this program/idea/concept?
- c. How do we quantify progress in this area? How does it trend? How does it compare?
- d. How do our stakeholders know this service exists? How would we self-rate our marketing efforts?
- e. What percent of the total budget is dedicated to this effort?
- f. What is the best way for the Board to help?
- g. What else (do we need to know), (do you need in order to be successful), (have we not thought of)?
- h. What concerns us most about this?

- i. What is worthy of a celebration?
- j. Have we aligned the appropriate resources with this initiative?
- k. Do our measures appropriately address both progress and cultural impact?
- l. Are there budgeted items that are so removed from our strategic direction that they can be strategically abandoned?
- m. How does this proposed budgetary expenditure align to our strategic direction and how will it ultimately (positively) impact our community? How much does it cost to sustain? Can we afford it? Does it replace something else or is it an additional expenditure?
- n. Is our target set too high? Too low?
- o. Is this the best measure for success?
- p. Which Perspective does this help? Is there a potential negative unintended impact on another perspective?
- q. What do these data seem to tell us? Not tell us?
- r. What improvement need might arise from these data?
- s. Did we miss something in our Strategic Objective when we first defined it?
- t. Are we validating with our ears too much (anecdotal) and not with our eyes (data)? And, vice-versa...?
- u. Are we maintaining our strategic focus or are we off track?
- v. What research would we need to undertake in order to “know what we don’t know”?
- w. How is this being perceived at the operational level (front-line)? (Besides anecdotal evidence)
- x. How do we know this is aligned to our customers’ needs?
- y. Are our Strategic Objectives well understood at the operational level? How do we know?
- z. Are we innovative enough? What is our tolerance/process for innovation?

**BALANCED SCORECARD BOARD REPORT CALENDAR**

MONTH	ADMIN TEAM REPORT	BOARD REPORT	WHICH MEASURES TO REVIEW?
AUG	Perspective One	Review Of Scorecard Status based on Previous Year Results	
SEPT	Perspective Two	Perspective One	
OCT	Perspective Three	Perspective Two	
NOV	Perspective Four	Perspective Three	
DEC	Perspective One	Perspective Four	
JAN	Perspective Two	Perspective One	
FEB	Perspective Three	Perspective Two	
MARCH	Perspective Four	Perspective Three	
APRIL	Perspective One	Perspective Four	
MAY	Perspective Two	Perspective One	
JUNE	Perspective Three and Four	Perspectives Two, Three, Four	

## Medina Valley ISD Strategic Plan 2023-2027

### In Medina Valley ISD, We Believe:

- All students will reach their full potential by providing all students with a challenging and well rounded education.
- Student Achievement is best achieved through
  - a quality education that addresses all students’ academic, social, and emotional needs.
  - by providing an engaging, safe, and balanced learning environment for students involving parents, teachers, and the community.
  - by fostering student experiences that teach them to value and respect the differences of others.
- All staff play a critical role in the success of our students

**Mission:** Medina Valley ISD exists to develop, cultivate, and inspire self-directed critical thinkers and life-long learners who strive to achieve their highest potential.

**Vision:** Medina Valley ISD will empower students to exhibit the attributes of the District’s Profile of a Graduate

### Profile of a Graduate:

- **Citizenship** - Responsible, respectful, trustworthy, and self-disciplined citizens who are actively engaged in their community
- **Communications** - Can listen and read critically, speak and write articulately, communicate using advanced technologies, and adapt their communication style appropriately
- **Academics** - Possess the necessary skills to produce quality work and be prepared for the future
- **Problem-Solver** - Collaborative, creative, and innovative critical thinkers
- **Well-Rounded** - Confident, goal driven, college and career ready individuals, who challenge themselves to continue to learn and grow

PRIORITIES:	PERFORMANCE OBJECTIVES:	KEY STRATEGIC ACTIONS:	PROGRESS MEASURES:	LONG TERM OUTCOMES: X to Y by 2027
<b>21: Student</b>	1.1 Every student grows every year	1.1.1 Create a systematic schedule at each campus for teacher teams to study data and learn best instructional strategies to increase student engagement and growth.  1.1.2 Ensure robust horizontal and vertical curriculum alignment across the district with teacher and principal involvement.	1.1.1 Norms, Meeting agendas, and data protocols are collected at regular intervals to ensure teams are focused on increasing student growth.  1.1.2 District Common Assessments and Screeners: <ul style="list-style-type: none"> <li>● PK: AIM BOY, MOY</li> <li>● K-2: mClass/iStation Math BOY, MOY</li> <li>● 3-8: iStation Rdg/Math BOY, MOY</li> </ul>	1.1.1 - 1.1.4 <ul style="list-style-type: none"> <li>● STAAR Growth Measure</li> <li>● AIM EOY</li> <li>● Istation EOY</li> <li>● mClass EOY</li> <li>● Telpas</li> <li>● IEP Completion</li> <li>● Percentage of students requiring TIER III interventions/referrals for special services</li> </ul>

		<p>1.1.3 Ensure districtwide systematic processes are in place to serve our special populations.</p> <p>1.1.4 Strengthen MTSS process with districtwide procedures and interventions.</p>	<ul style="list-style-type: none"> <li>● 2-12: 5 TC common assessments</li> </ul> <p>1.1.3 District Common Assessments and Screeners: PK: AIM BOY, MOY</p> <ul style="list-style-type: none"> <li>● K-2: mClass/iStation Math BOY, MOY</li> <li>● 3-8: iStation Rdg/Math BOY, MOY</li> <li>● 1-12: 5 TC common assessments</li> </ul> <p>1.1.4 District Common Assessments/Decline in the percentage of special education referrals</p>	
	1.2 CCMR	<p>1.2.1 Implement a K-12 College, Career &amp; Military Readiness Program including age-appropriate counseling lessons, technology resources, college &amp; career presentations/field trips, college fair, and advanced academics.</p> <p>1.2.2 Increase testing opportunities and offer curriculum support including technology in AP, TSIA, PSAT/SAT/ACT</p> <p>1.2.3 Increase alignment for CTE Completer status and IBC attainment</p> <p>1.2.4 Support students to explore military enlistment opportunities.</p>	<p>1.2.1 Utilization data from the following technology resources:</p> <ul style="list-style-type: none"> <li>● K-5: Paws in Jobland</li> <li>● 6-12: Choices 360</li> <li>● Education Advanced Technology</li> <li>● Student participation in presentations, field trips, college fair and career days.</li> </ul> <p>1.2.2</p> <ul style="list-style-type: none"> <li>● Test prep resources including Edgenuity and other curriculum resources</li> <li>● Participation in school wide testing days</li> </ul> <p>1.2.3 Utilization data from the following technology resources:</p> <ul style="list-style-type: none"> <li>● Education Advanced Technology</li> </ul> <p>1.2.4</p> <ul style="list-style-type: none"> <li>● ASVAB testing opportunities</li> <li>● Log student recruitment activities</li> <li>● Enrollment in JROTC</li> </ul>	<p>1.2.1-1.2.3</p> <ul style="list-style-type: none"> <li>● Improve participation and performance on College Board, TSIA, ACT</li> <li>● Maintain A in CCMR Accountability</li> <li>● Increase CTE completer status to ?%</li> </ul>
	1.3 Safety & well-being	<p>1.3.1 Define a clear, consistent positive behavior support system.</p> <p>1.3.2 Define a clear, consistent character education program.</p> <p>1.3.3 Sustain social-emotional learning, including the comprehensive counseling and social worker model.</p>	<p>1.3.1 Incorporate positive character recognitions.</p> <p>1.3.2 Implementation of CharacterStrong.</p> <p>1.3.3</p> <ul style="list-style-type: none"> <li>● Establish Campus Advisory Teams, to include various stakeholders such as Admin, Teachers, Parents, Community, etc. to address specific campus social-emotional needs.</li> <li>● Facilitate Needs Assessments through guidance classroom visits.</li> <li>● Expand awareness and accessibility of campus referrals for counseling and social work services via Howdy Lessons, posted QR codes, newsletter links, email signatures, etc.</li> </ul>	<p>1.3.1-1.3.3</p> <ul style="list-style-type: none"> <li>● Improve positive self-concept</li> <li>● Develop self-regulation skills</li> <li>● Demonstrate positive attitude</li> <li>● Engage in goal-setting</li> <li>● Utilize appropriate conflict-resolution skills</li> <li>● Develop and maintain healthy relationships</li> </ul>
	1.4 6-12 Extracurricular activities	<p>1.4.1 Increase opportunities for students in extracurricular activities.</p> <p>1.4.2 Increase the number of students participating in extracurricular activities.</p>	<p>1.4.1 Campus extracurricular committees formed at each campus to discuss extracurricular opportunities.</p> <p>1.4.2 Review BOY, MOY, and EOY participation rates in all extracurricular activities.</p>	<p>1.4.1-1.4.2</p> <ul style="list-style-type: none"> <li>● Activity lists in Skyward for all extracurricular activities</li> </ul>
<b>P2: Recruit and retain staff while offering relevant professional development and leadership opportunities</b>	2.1 Recruit	<p>2.1.1 Host multiple Job Fairs that occur at strategic times of the year</p> <p>2.1.2 Develop stronger partnerships with local Universities and explore non traditional methods to recruit more Student Teachers</p> <p>2.1.3 Enhance marketing information for all positions</p>	<p>2.1.1 Quarterly vacancy reports campus/department</p> <p>2.1.2 District will meet with University Education departments twice annually (fall and spring) for the availability of student teachers for the coming semester</p> <p>2.1.3 Quarterly analytics on social media, website advertisements and job fair attendance</p> <p>2.1.4 Committee formed and explore potential options through surveys</p>	<p>2.1.1 Vacancy rates track by campus and departments</p> <p>2.1.2 Increased number of student teacher placements per semester</p> <p>2.1.3 Vacancy rates track by campus and departments</p> <p>2.1.4 Informed decision is made regarding flexible calendars</p>

		2.1.4 Explore flexible calendar options		
	2.2 Retain	2.2.1 Hire and develop highly effective Principals that create a positive working environment/culture. 2.2.2 Initiate Staff Advisory Council to meet quarterly (move to bi-annual) in order to increase two-way communication and career progression. 2.2.3 Initiate Salary study to be conducted by a third party. 2.2.4 Research possible strategies to assist with covering class periods that go unfilled by substitutes	2.2.1 Exit Interview results and trends 2.2.2 All meetings are held at designated time, consistent attendance, and feedback transitions from current issues to future thinking utilizing quality feedback tools. 2.2.3 Staff salary study (regional comparison group) completed, and effort made to move to top quartile in all classifications of staff.  2.2.4 Meet with local districts to gather ideas and best practices	2.2.1, 2.2.2 and 2.2.3: a. Staff satisfaction survey results (from x to y by z) b. Retention rate by campus/department
	2.3 PD and leadership opportunities	2.3.1 Initiate a program to encourage and offset costs for teachers to earn advanced degrees and certifications 2.3.2 Create a Leadership Academy 2.3.3 Develop a meaningful and differentiated Professional Development Plan based on job embedded requirements and staff input and choice (Teachers and non teachers) 2.3.4 Implement the new teacher induction and mentor	2.3.1 Program initiated and staff needs assessed  2.3.2 Attendance/Participation in Academy  2.3.3 Mid year SWOT analysis or mid year survey  2.3.4 New Teacher survey	2.3.1 100% of staff, expressing need, have entered and completed advanced degree and have filled open positions with MVISD 2.2.3  2.3.3a Specific questions on staff year end staff satisfaction survey. 2.3.3b 100% of staff hired prior to the beginning of August participate in Summer professional development opportunities 2.3.4 Increase number of new teacher return the following year in MVISD or profession
<b>P3: Community</b>	3.1 Foster an environment of parental and community involvement	3.1.1 Implement/enhance mass communication system (one-way and two-way) 3.1.2 Create a PTO President Advisory Council and increase parent involvement on campuses 3.1.3 Grow Community Ambassador Program	3.1.1 Monthly reports of communication frequency by campus and at the district level (one-way and two way) 3.1.2 Mid-year SWOT or survey 3.1.3 Mid-year SWOT or survey	3.1.1 Specific questions on parent satisfaction survey. (x to y by z) 3.1.2 Specific questions on parent satisfaction survey. (x to y by z) 3.1.3 Specific questions on parent satisfaction survey. (x to y by z) 3.1.4 Specific questions on parent satisfaction survey. (x to y by z)
	3.2 Inform all stakeholders with up to date campus and district news/announcements	3.2.1 Increase community mail outs 3.2.2 Create realtor and clergy advisory council to meet bi-annually 3.2.3 Create Alumni Outreach Program	3.2.1 Two targeted mail outs in the fall and in the spring 3.2.2 Created and has held an organizational meeting 3.2.3 Build an alumni database	3.2.1 Increase from 2 to 4 annually 3.2.2 Meeting bi-annually 3.2.3 Annually increase alumni database
	3.3 Increase customer service satisfaction	3.3.1 Maintain bi-annual surveys of all stakeholders 3.3.2 Sustain Contact Us Forms 3.3.3 Provide customer service training to all staff	3.3.1 Survey Results 3.3.2 Track # of Contact Us Forms submitted 3.3.3 Survey Results	
<b>P4: Finance and Operations</b>	4.1 Take a proactive role in planning for a rapidly growing population.	4.1.1 Utilize quarterly demographic reports to create a 4 year staffing plan 4.1.2 Create and utilize instructional resources and materials plan 4.1.3 Create and implement 10 year facility master plan 4.1.4 Long Term systemic approach to High School equity prior to HS #2 opening	4.1.1 4 year staffing plan is completed and reviewed annually 4.1.2 Plan is completed and reviewed annually 4.1.3 Plan is completed and reviewed semi-annually 4.1.4 District Equity plan is embedded in the expenditure project plan.	4.1.1, 4.1.2, 4.1.3, 4.1.4 Annual review of the 4 plans with; senior leadership; community advisory committee; board of trustees
	4.2 Ensure strong financial stewardship and clear	4.2.1 Utilize quarterly demographic reports to create a 4 year budget plan	4.2.1 Quarterly review of 4 year budget plan 4.2.2 Create calendar by September 1 each year	4.2.1 , 4.2.2, 4.2.3 First Rating and clean Audit report

	communication with all stakeholders	4.2.2 Budget Calendar provided to all stakeholders 4.2.3 Improve Public School Finance understanding with budget managers	4.2.3 Bi-annual meetings and review	
	4.3 Ensure operational effectiveness and efficiency.	4.3.1 Create and implement long term expenditure projection plan 4.3.2 Create systematic internal efficiency review process 4.3.3 Create model of ensuring timeliness, accuracy and effectiveness of internal key work processes	4.3.1 4.3.2 4.3.3	TBB