

Agenda of Regular

The Board of Trustees El Campo Independent School District

A Regular of the Board of Trustees of El Campo Independent School District will be held November 15, 2011, beginning at 7:00 PM in the Boardroom, 700 W. Norris, El Campo, TX 77437.

The subjects to be discussed are as listed below.

1. Governance
 - A. Review of Draft of Superintendent Performance Goals, 2011-2012;
2012-2013 3
2. Superintendent's Report
 - A. Personnel
3. Adjournment
4. Call to Order/Opening Prayer/Pledge of Allegiance
5. Public Comment
6. Recognition
7. Teachers New to District 10
8. High School Social Studies - Robert Nastoupil
9. Middle School Special Education Inclusion - Amanda Wadsworth
10. Consent Agenda
 - A. Business and Support Services
 1. Review of Monthly Financial Reports 12
 2. Review List of Checks Written for the Month of October, 2011 20
11. Governance
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14. Consider Annual Approval of Superintendent Performance Evaluation
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15. Personnel
16. Consider Annual Approval of Compensation Market Study Comparison
Groups 38
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18. Curriculum and Instruction
 - A. Review Annual Evaluation of CATE Program 46
19. Students
20. Business and Operations
 - A. Consider Approval of Resolution to Commit Fund Balances 52
21. Discuss Public Petition and Other Bus Transportation Issues 60
22. Presentation on Plans for West Loop Park to Include High School Baseball
and Softball Fields 65
23. Curriculum and Instruction

24. Consider Approval of Resolution to Change Voting Locations	73
25. Review of TASB Policy Service Localized Update 91	78
26. Preliminary Report on Required Board Training	91
27. Discuss Completion of Board Effectiveness Inventory for Team of Eight Training on November 29, 2011	153
28. Closed Session:	
A. Texas Government Code § 551.074 (1) PERSONNEL MATTERS, to Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee	
29. The Board Will Meet in a Closed Meeting to Discuss the Appointment of Personnel	
30. Personnel	
31. Governance	
A. Monthly Calendar of Activities and Events	
32. Preliminary Agenda for Regular Meeting on December 13, 2011	
33. Report on Membership of District and Campus Site-Based Committees	
34. Business and Support Services	
35. Report on Foundation School Program Funding - First Nine Weeks	
36. Curriculum and Instruction	
37. Students	
A. Report on Enrollment and Attendance - First Nine Weeks	
38. Monthly DAEP Report	
39. Monthly SRO Report	
40. Community and Governmental Relations	
41. Legislative Update	

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 November 11, 2011 at 2:00 p.m.

For the Board of Trustees

Governance	Review of Superintendent Performance Goals
Summary	<p>Planning is a primary responsibility of the Board. Through the development of district goals and performance goals for the Superintendent, the Board defines their expectations and priorities. The performance goals established by the Board and Superintendent become an integral part of the Superintendent evaluation process.</p> <p>According to research conducted by Katzenbach & Smith in 1993, <i>“Transforming broad directives into specific and measurable performance goals is the surest first step for a team trying to shape a common purpose.”</i></p> <p>In the past the Board has reviewed and/or revised the district goals in the spring or early summer following the superintendent’s evaluation in January. Once the district goals were approved by the Board the superintendent performance goals were developed to address the district goals.</p> <p>This year, because of the school finance crisis and other issues, the district comprehensive goals were not formally approved until October. A set of preliminary performance goals for the superintendent have been developed to address these goals.</p> <p>At this point, six performance goals are being considered to address Goal No. 1 related to increasing student achievement; no performance goals for Goal No. 2 related to effective personnel; one performance goal to address Goal No. 3 on providing a safe environment; and no performance goals to address Goal Nos. 4, 5, and 6 —effectiveness and efficiency, improving public support and confidence in schools, and focusing on a positive district culture respectively.</p>
ECISD Board Policy	BJCD (LOCAL), SUPERINTENDENT: EVALUATION
Effective Date	January 2012
Previous Board Action	The Board annually approves performance goals for the Superintendent.
Future Action Expected	The Board develops goals for the district and sets performance goals for the Superintendent annually.

Background Information and Significant Issues	<p>One of the four best practices identified under the Planning and Governance section of the <i>TASB Effective Board Practices Inventory</i> states that “a comprehensive statement of goals for the district is in place.” Several of the criteria under this section address superintendent performance goals, how they are reviewed, and their implications in the superintendent evaluation process:</p> <p>2.3 The board is familiar with the administration’s written plans for accomplishing the goals. The plan includes time lines for implementation, specific mechanisms for assessing the effectiveness of the plans, and specific times for reporting to the board on progress.</p> <p>3.2 The board’s superintendent evaluation instrument and process focus first and foremost on the superintendent’s success in addressing board-adopted goals.</p>
Fiscal Impact	Unknown.
Student and Public Benefit	Clear, measurable goals provide direction and focus for the district administration in the operations of the school. Periodic review of these goals insures that the administration is making progress toward accomplishment of the goals.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	Once these performance goals are approved by the Board, an action plan for accomplishing the goals will be developed and presented for Board review.
Attachments	<ul style="list-style-type: none"> • Proposed Superintendent Performance Goals for 2011-2012 and 2012-2-13
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	No action required.
Superintendent’s Recommendation	<p>This is a discussion item only.</p> <p>Mark Pool, Superintendent of Schools</p>

El Campo Independent School District

Board of Trustees and Superintendent Performance

Performance Goals 2011-2012; 2012-2013

Goal No. 1: Increase Student Achievement. The students of our district will show performance gains based on scores on STAAR, EOC, SAT, as well as other state and national tests. We will narrow achievement gaps and graduate students who are college- and career-ready.

Performance Goal 1.1: By the spring of 2013 all students will show a gain of at least 2 percentage points on all STARR and EOC exams annually.

Base Line: To be determined on 2012 STAAR and EOC exams.

Performance Goal 1.2: By the spring of 2013 the achievement gap on all STARR and EOC tests taken will decrease 2 percentage points annually between white and African-American students and white and Hispanic students.

Base Line: To be determined on 2012 STAAR and EOC exams.

Performance Goal 1.3: By the spring of 2013 the achievement gap on all STARR and EOC tests taken will decrease 2 percentage points annually between non-economically disadvantaged and economically disadvantage students.

Base Line: To be determined on 2012 STAAR and EOC exams.

Performance Goal 1.4:

By the spring of 2013 the percentage of students tested and scoring at or above the state established criterion on the SAT and ACT college admissions tests be within eight percentage points of the state average.

Base Line: The state established criterion scores are at least a 24 on the ACT composite and at least 1110 on the SAT total.

In 2011 26.9% of the students in the state and 11.7% of the students at El Campo High School who took one or both of the college admissions tests scored at or above the state established criterion.

Performance Goal 1.5:

By the spring of 2013 the percentage of students who meet or exceed the college-readiness standard in ELA and math as reported in the annual Academic Excellence Indicator System (AEIS) report will equal or exceed the state average.

Base Line: ELA College Ready Standard is ≥ 2200 scale score on Exit-level TAKS ELA test; or SAT score that is ≥ 500 on Critical Reading and ≥ 1070 Total; or ACT score that is ≥ 19 on English and ≥ 23 Composite.

Math College Ready Standard is ≥ 2200 scale score on Exit-level TAKS mathematics test; or SAT score that is ≥ 500 on Math and ≥ 1070 Total; or ACT score that is ≥ 19 on Math and ≥ 23 Composite.

In 2011 66% of the students across the state and 64% of El Campo High School students met the college readiness standard for ELA.

In 2011 69% of the students across the state and 59% of El Campo High School students met the college readiness standard for mathematics.

Performance Goal 1.6:

By the spring of 2013 the number of AP exams taken by juniors and seniors will increase by 10 percent annually; and the percent of students tested with at least one AP exam score at a 3 or higher will increase by 2 percentage points annually.

Base Line: In 2011 the number of student in grades 11 and 12 taking at least one AP exam was 9.5%. Statewide the number of students in grades 11 and 12 taking at least one AP exam was 22.7%

In 2011 the number of students tested with at least one AP exam score of a 3 or higher was 22.5%. Statewide the number of students tested with at least one AP exam score of a 3 or higher was 50.8%

DRAFT

Goal No. 2: Effective Personnel. The district will create a culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in the district's quest for excellence.

Performance Goal 1.1:

Base Line:

Goal No. 3: Provide a Safe Environment. The district shall provide an environment where all students feel safe and the atmosphere is conducive to learning. The district will provide safety and security measures at all facilities, and all school related events.

Performance Goal 1.1:

By the spring of 2012 an action plan will be developed and implemented to address the safety and security issues identified in the 2011 Safety & Security Audit.

Base Line: Recommendations from the 2011 Safety & Security Audit.

Goal No. 4: Effectiveness and Efficiency. The district will use a Learning Community model of organizational structure to empower those closest to the point of action. With a district-wide commitment to continuous improvement and a shared accountability system in place, the district shall employ best practices of pedagogical and administrative principles to make optimal use of district resources and taxpayer dollars.

Performance Goal 1.1:

Base Line:

Goal No. 5: Improve Public Support and Confidence in Schools. The relationship between teachers, students, and parents is at the center of what school is about. The board, administration, and support staff exist to serve this relationship, and the environment in which it occurs. The district will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.

Performance Goal 1.1:

Base Line:

Goal No. 6: Focus on a Positive District Culture. With an unwavering focus on our mission and goals, the district will create a share sense of community and direction among personnel, parents, students, and the public. The district realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.

Performance Goal 1.1:

Base Line:
DRAFT

Recognition	A. Teachers New to the District
Summary	We have the following teachers who are new to the district this year: <ol style="list-style-type: none">1. High School Social Studies – Robert Nastoupil (replacing Betty Thomas)2. Middle School Special Education Inclusion – Amanda Wadsworth
ECISD Board Policy	None.
Effective Date	November 15, 2011
Previous Board Action	The Board periodically recognizes and welcomes teachers who are new to the district.
Future Action Expected	The Board periodically recognizes and welcomes teachers who are new to the district.
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	The Board has the opportunity to meet and welcome teachers who are new to the district.
Procedural and Reporting Implications	None.
Public Comments	None.
Other Comments and Related Issues	None
Attachments	None.

Contact Person(s)	Mark Pool, Superintendent of School
Action Required	No action required.
Superintendent's Recommendation	Information item only. Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (4 B.1)
Meeting Date: November 15, 2011
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Monthly Financial Reports for Month of October

Summary

Although there is no statutory or policy requirement for the Board to do so, reviewing the Monthly Financial Report is a good practice for the Board to follow in overseeing the management of the District.

The report provides the Board with a current comparison of actual revenue and expenditures to the budget adopted for the General Fund.

The Tax Collections Report provides the Board with the District's current tax collections for the fiscal year.

The Cash Flow Report provides the Board with both a historical and current perspective of the District's monthly cash flow.

ECISD Board Policy

None.

Effective Date

October 31, 2011

Previous Board Action

Approval of 2011-2012 General Operating Budget on August 30, 2011.

Future Action Expected

The Board will review the monthly financial statements at each regular monthly board meeting.

**Background Information and
Significant Issues**

The unaudited fund balance in the General Fund (Fund 199 only) on August 31, 2011 was \$6,760,897, which is 22.78% of the approved General Fund operating expenditures (as defined in the AEIS Report) of \$29,673,717.

Fund balance designated for replacement of artificial turf at Ricebird Stadium is \$200,000, leaving an undesignated fund balance of \$6,560,897; or 22.11% of the approved General Fund operating expenditures (as defined in the AEIS Report).

The undesignated fund balance currently exceeds the 20% goal by \$626,154.

Fiscal Impact

None.

Student and Public Benefit Closely monitoring actual revenue and expenditures as compared to the adopted budget each month helps to ensure the efficient use of public funds.

Procedural and Reporting Implications None.

Public Comments None.

Alternatives None.

Other Comments and Related Issues **Financial Report.** In the General Operating Fund, we have received 19.79% of our amended revenue projections; and expended 20.05% of our amended expenditure estimates.

Compared to the same time last year, our revenue decreased by \$51,518 and our expenditures decreased by \$288,379.

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp
Sep	19.97%	10.32%	20.59%	11.53%	10.41%	10.59%	9.93%	10.95%	10.63%	12.13%
Oct	36.50%	17.60%	36.88%	17.18%	19.64%	17.92%	18.64%	18.81%	19.79%	20.05%
Nov	40.10%	24.60%	39.46%	24.10%	26.01%	25.17%	27.97%	23.69%		
Dec	55.32%	32.30%	52.68%	31.52%	38.96%	32.11%	41.96%	30.73%		
Jan	75.42%	42.30%	73.77%	38.60%	57.38%	39.07%	60.48%	37.99%		
Feb	83.18%	51.98%	79.39%	48.85%	68.68%	50.45%	66.83%	48.02%		
Mar	85.20%	58.88%	81.29%	55.83%	70.62%	58.65%	68.88%	55.20%		
Apr	86.78%	66.91%	82.79%	62.87%	75.39%	65.99%	73.41%	62.72%		
May	89.07%	76.81%	84.31%	69.96%	79.21%	72.77%	77.20%	69.62%		
Jun	90.38%	82.81%	86.04%	77.28%	85.20%	80.00%	82.93%	76.81%		
Jul	91.72%	88.08%	87.23%	85.52%	91.73%	85.63%	89.99%	84.05%		
Aug	100.03%	99.34%	99.94%	98.05%	100.10%	98.92%	100.38%	98.74%		

Tax Collection Report. Our beginning tax levy of \$13,404,379 has been adjusted by \$5,272 giving us a new adjusted levy of \$13,399,107; and we have currently collected \$40,939 which amounts to 0.31% of the adjusted levy. This leaves an uncollected balance of \$13,358,168.

Delinquent collections YTD are \$72,121 plus \$33,218 in penalty and interest.

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Oct	0.048%	0.01%	0.00%	0.00%	0.35%	0.31%
Nov	6.67%	5.07%	2.58%	0.44%	8.60%	
Dec	29.49%	38.76%	32.28%	30.01%	39.54%	
Jan	86.80%	85.29%	81.82%	73.71%	81.26%	
Feb	94.40%	93.58%	93.04%	92.80%	93.50%	
Mar	95.38%	94.44%	94.06%	94.60%	94.95%	
Apr	96.11%	95.13%	94.97%	95.27%	95.52%	
May	96.69%	95.78%	95.61%	95.84%	96.26%	
Jun	97.40%	96.55%	96.69%	96.50%	96.67%	
Jul	97.64%	96.87%		96.83%	97.10%	
Aug	97.81%	97.15%	97.48%	97.17%	97.74%	
Sep	97.97%	97.31%	97.60%	97.37%	97.88%	

Cash Flow Report. The following spreadsheet shows the actual cash flow compared to the projected (historical) cash flow for the month.

Fiscal Year	Month			Year-to-Date		
	2010-2011	2011-2012	Difference	2010-2011	2011-2012	Difference
Revenue	\$2,901,695	\$2,853,186	(\$48,509)	\$6,212,857	\$6,161,337	(\$51,520)
Expenditures	\$2,526,047	\$2,292,698	(\$233,349)	\$4,088,489	\$3,585,372	(\$503,117)
Balance	\$375,648	\$560,488	\$184,840	\$2,124,368	\$2,575,965	\$451,597

Attachments

- Monthly Financial Report – October 31, 2011
- Tax Collection Recap 2011-2012
- Cash Flow Report 2011-2012

Contact Person(s)

David Bright, Assistant Superintendent of Finance and Operations

Action Required

No Action Required.

Superintendent's Recommendation

This is an information report only.

Mark Pool, Superintendent of Schools

**EL CAMPO INDEPENDENT SCHOOL DISTRICT
MONTHLY FINANCIAL REPORT
November 15, 2011**

**Comparison of Revenue and Expenditures
to the Budget for the General Operating Fund
9-1-11 to 10-31-11**

ESTIMATED REVENUE:

	<i>Original Budget</i>	<i>Amended Budget</i>	<i>Revenue Realized</i>	<i>Revenue Balance</i>
<i>Local:</i>	\$14,322,830	\$14,322,830	\$357,995	(\$13,964,835)
<i>State:</i>	\$15,587,706	\$15,587,706	\$5,655,953	(\$9,931,753)
<i>Federal:</i>	\$1,218,383	\$1,218,383	\$147,389	(\$1,070,994)
<i>Other Resources:</i>	\$0	\$0	\$0	\$0
<i>Total:</i>	\$31,128,919	\$31,128,919	\$6,161,338	(\$24,967,581)

ESTIMATE EXPENDITURES:

<i>Original Budget</i>	<i>Amended Budget</i>	<i>Expended</i>	<i>Outstanding Encumbrances</i>	<i>Expenditures Year to Date</i>	<i>Balance for Year</i>
\$30,015,642	\$30,015,642	\$3,585,372	\$2,434,047	\$6,019,419	\$23,996,223

COMPARISONS TO OCTOBER 31 OF PRIOR YEAR:

	<i>2010-2011</i>	<i>2011-2012</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$6,212,856	\$6,161,338	(\$51,518)
<i>Expenditures:</i>	\$6,307,798	\$6,019,419	(\$288,379)
<i>Cash Position:</i>	\$8,821,093	\$9,585,890	\$764,797

PRIOR MONTH CASH POSITION as of 9/30/11: \$9,502,911

GENERAL FUND - FUND BALANCE	GENERAL OPERATING	FUND BALANCE	% of OPERATING	
GENERAL FUND - FUND BALANCE as of 8-31-07:	\$23,517,713	\$9,759,144	41.50%	
GENERAL FUND - FUND BALANCE as of 8-31-08:	\$25,318,724	\$4,676,422	18.47%	
GENERAL FUND - FUND BALANCE as of 8-31-09:	\$28,005,136	\$5,951,953	21.25%	
GENERAL FUND - FUND BALANCE as of 8-31-10:	\$28,851,273	\$5,832,903	20.22%	
GENERAL FUND - FUND BALANCE as of 8-31-11:	\$29,673,717	\$6,760,897	22.78%	unaudited

BUDGET AMENDMENTS:

NOTE: Cash Position includes Local, State, and Federal Funds. Does not include Capital Projects.

**EL CAMPO INDEPENDENT SCHOOL DISTRICT
TAX COLLECTION RECAP
2011 - 2012**

Reporting Period	Beginning Levy	Adjustments	Adjusted Levy	Current Tax Year Collections	% Collected	% Collected Prior Year	Delinquent Collections	Penalty & Interest	Total Collections	Current Tax Year Uncollected
Monthly Recap										
Oct-11	\$13,404,379	-\$5,272	\$13,399,107	40,939	0.31%	0.35%	\$72,121	\$33,218	\$146,278	
Year To Date				40,939	0.31%	0.35%	72,121	33,218	\$146,278	\$13,358,168

EL CAMPO INDEPENDENT SCHOOL DISTRICT

Cash Flow

2011-2012

199	GENERAL FUND	Actual Sep-11	Actual Oct-10	Actual Oct-11	Actual Nov-10	Actual Dec-10	Actual Jan-11	Actual Feb-11	Actual Mar-11	Actual Apr-11	Actual May-11	Actual Jun-11	Actual Jul-11	Actual Aug-11	2010-11 Totals
REVENUE:															
5700	Local Revenue:														
5711	Taxes Current Year	16,803	40,831	35,389	961,630	3,603,820	4,859,615	1,420,820	169,171	64,787	84,341	47,581	46,591	74,900	11,397,718
5712	Taxes Prior Years	13,911	39,569	64,243	39,161	20,740	40,548	37,597	21,228	10,983	19,951	22,226	23,658	30,017	307,317
5719	Pen, Int, & Other	9,786	14,333	30,346	12,190	10,501	17,319	21,775	23,907	14,098	22,122	17,613	18,751	27,157	212,164
5720	Service to Other LEAs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5730	Tuition and Fees	0	0	0	0	0	0	0	0	0	0	0	0	3,900	3,900
5740	Other Local Sources	31,373	11,063	5,994	9,931	10,678	15,194	15,482	18,455	14,815	10,028	12,439	10,134	169,975	308,813
5750	Co/Curr Activities	36,634	20,062	16,111	33,874	-6,729	860	2,746	2,083	1,432	171	0	5,130	17,959	84,613
	Total Local Rev:	108,507	125,858	152,082	1,056,787	3,639,009	4,933,535	1,498,420	234,844	106,116	136,613	99,860	104,263	323,907	12,314,525
5800	State Revenue:														
5811	Available School Fund	0	141,876	0	122,645	25,491	52,702	52,702	141,876	111,578	111,578	175,046	106,130	0	1,067,469
5812	Foundation Entitlement	3,060,877	2,333,540	2,506,858	1,224,643	0	0	0	400	995,143	659,279	1,321,357	1,718,049	2,717,355	14,163,369
5812	Founda Ent-Prior Yr	0	400	0	0	30,571	0	0	0	0	22,418	0	240	0	53,629
5819	LEP Student Success Init	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5820	Misc State Program Rev	0	0	0	3,495	0	0	0	0	0	0	0	0	5,350	8,845
5831	TRS On-Behalf	88,218	109,955	0	109,990	110,124	110,026	110,116	109,639	109,011	110,974	113,650	100,795	156,816	1,359,831
	Total State Rev:	3,149,095	2,585,771	2,506,858	1,460,773	166,186	162,728	162,818	251,915	1,215,732	904,249	1,610,053	1,925,214	2,879,521	16,653,143
5900	Federal Revenue:														
5930	Federal	0	0	0	0	38,511	0	7,315	0	0	6,805	0	0	6,828	59,458
	Total Federal Rev:	0	0	0	0	38,511	0	7,315	0	0	6,805	0	0	6,828	59,458
7900	Other Res/Non-Oper														
	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	3,424	3,424
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	0	0	3,424	3,424
	Total Revenue:	3,257,602	2,711,629	2,658,940	2,517,561	3,843,707	5,096,263	1,668,553	486,759	1,321,849	1,047,666	1,709,913	2,029,477	3,213,681	29,030,550
EXPENDITURES:															
6000	Expenditures:														
6100	Payroll Costs	891,648	1,873,879	1,531,508	1,912,447	1,865,040	1,856,847	1,863,096	1,866,706	1,856,577	1,892,389	1,994,932	1,714,050	2,441,122	22,313,323
6200	Contracted Services	237,438	127,769	235,722	179,474	155,457	151,504	188,092	229,891	129,218	129,352	119,845	96,026	401,221	1,992,618
6300	Supplies & Materials	84,308	162,541	161,364	258,971	153,976	107,145	107,631	132,393	152,758	137,127	177,822	46,401	165,625	1,715,582
6400	Other Operating	46,415	145,124	173,797	45,012	39,746	148,348	56,257	34,593	149,558	24,510	44,743	408,618	179,056	1,340,460
6500	Debt Services	0	0	0	500	0	0	277,438	0	0	500	0	0	47,006	325,444
6600	Capital Outlay	0	44,949	5,830	8,230	64,338	93,800	6,563	6,758	0	0	9,351	5,253	93,230	415,130
8900	Other Uses/Non Operating	0	0	0	6,037	-6,037	0	0	0	0	0	0	0	0	0
	Total Expenditures:	1,259,808	2,354,262	2,108,221	2,410,671	2,272,520	2,357,644	2,499,076	2,270,342	2,288,112	2,183,878	2,346,692	2,270,347	3,327,261	28,102,556
	ENDING BALANCE	1,997,793	357,367	550,719	106,890	1,571,186	2,738,619	-830,524	-1,783,583	-966,263	-1,136,212	-636,780	-240,870	-113,581	927,995
	GF FB as of 8/31/11	6,760,897													
		8,758,690	8,074,864	9,309,409	9,416,299	10,987,485	13,726,105	12,895,581	11,111,998	10,145,735	9,009,523	8,372,744	8,131,874	8,018,293	

240	FOOD SERVICE	Actual Sep-11	Actual Oct-10	Actual Oct-11	Actual Nov-10	Actual Dec-10	Actual Jan-11	Actual Feb-11	Actual Mar-11	Actual Apr-11	Actual May-11	Actual Jun-11	Actual Jul-11	Actual Aug-11	2010-11 Totals
REVENUE:															
5700	Local Revenue:														
	Earnings from Temp Dep				1,149	0	0	1,293	0	0	1,542	0	0	1,395	5,379
	Foundation Revenue														
	Breakfast	7,821	7,564	7,654	6,560	4,382	8,423	7,856	7,006	7,503	6,925	344	0	7,060	70,201
	Lunch	20,934	19,225	20,726	17,796	11,727	21,548	19,647	18,578	16,479	16,815	355	0	17,556	178,014
	A La Carte	9,299	11,167	8,871	8,916	6,734	11,168	11,166	10,435	8,981	9,917	1,519	0	4,558	95,351
	Adult Lunches	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Catering/Vending	0	106	112	75	125	644	30	367	384	498	204	0	958	3,389
	Summer Food Service	0	0	0	0	0	0	0	0	0	0	69	70	0	139
	Total Local Ren:	38,054	38,062	37,363	34,496	22,967	41,782	39,992	36,386	33,347	35,696	2,492	70	30,131	352,474
5800	State Revenue														
5829	Misc St Program Rev.	0	0	0	0	0	0	0	9,939	0	0	0	0	0	9,939
5831	TRS On-Behalf Benefit	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total State Rev:	0	0	0	0	0	0	0	9,939	0	0	0	0	0	9,939
5900	Federal Revenue														
5921	School Breakfast	0	29,398	29,770	28,191	24,100	17,658	26,517	25,456	25,088	26,437	28,755	3,483	9,492	244,575
5922	National School Lunch	0	103,037	103,863	102,841	87,442	63,799	97,069	91,358	65,302	91,784	97,426	12,545	37,638	850,241
5923	USDA Donated Com	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	8,061	83,721
5929	Fed Rev TEA-Sum Feed	0	0	0	0	0	0	0	0	0	0	0	8,075	4,883	12,958
	Total Federal Rev:	6,878	139,313	140,511	137,910	118,420	88,335	130,464	123,692	97,268	125,099	133,059	30,981	60,074	1,191,495
7900	Other Res/Non-Oper:														
7940	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Revenue:	44,933	177,375	177,874	172,407	141,387	130,118	170,456	170,017	130,615	160,796	135,551	31,051	91,599	1,553,908
EXPENDITURES:															
6000	Expenditures:														
6100	Payroll & Benefits	25,954	50,498	49,166	48,873	47,261	45,146	47,558	49,493	47,805	51,264	46,978	40,802	61,228	570,721
6200	Contracted Services	0	114,290	128,164	94,681	84,834	66,288	73,769	88,066	92,671	80,782	86,260	16,532	46,906	845,079
6300	Supplies & Materials	6,912	6,963	7,009	6,995	6,919	7,069	6,958	7,001	7,014	7,157	7,024	6,952	53,617	130,547
6400	Other Operating	0	34	139	13	70	18	58	39	33	37	68	0	208	576
6600	Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Expenditures:	32,865	171,785	184,477	150,562	139,085	118,521	128,343	144,599	147,523	139,240	140,329	64,286	161,958	1,546,922
	ENDING BALANCE	12,067	7,434	5,464	27,309	29,611	41,208	83,322	108,739	91,831	113,387	108,608	75,374	5,015	6,985

511	DEBT SERVICE	Actual Sep-11	Actual Oct-10	Actual Oct-11	Actual Nov-10	Actual Dec-10	Actual Jan-11	Actual Feb-11	Actual Mar-11	Actual Apr-11	Actual May-11	Actual Jun-11	Actual Jul-11	Actual Aug-11	2010-11 Totals
REVENUE:															
5700	Local Revenue:														
5711	Taxes Current Year	2,502	6,079	5,550	143,174	536,561	723,533	211,541	25,187	9,646	12,557	7,084	6,937	11,152	1,696,838
5712	Taxes Prior Years	1,839	5,041	7,878	5,308	2,733	5,304	2,691	2,635	1,422	2,400	2,638	3,032	3,999	37,304
5719	Pen, Int, & Other	1,211	1,426	2,872	1,418	821	1,444	2,553	3,051	1,629	2,443	1,986	2,381	3,486	23,622
5742	Earnings Fm Temp Dep	66	144	71	192	441	1,177	1,411	1,336	1,326	1,391	1,369	1,433	554	10,906
	Total Local Rev:	5,617	12,691	16,372	150,092	540,556	731,458	218,197	32,209	14,023	18,791	13,077	13,783	19,191	1,768,670
5800	State Revenue:														
5829	St Rev Dist By TEA	0	0	0	0	0	35,714	0	0	0	0	0	0	0	35,714
	Total State Rev:	0	0	0	0	0	35,714	0	0	0	0	0	0	0	35,714
7900	Other Res/Non-Oper:														
7940	Other Res/Non-Oper Rev	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Revenue:	5,617	12,691	16,372	150,092	540,556	767,172	218,197	32,209	14,023	18,791	13,077	13,783	19,191	1,804,384
EXPENDITURES:															
6000	Expenditures:														
6500	Debt Service														
6511	Bond Principal	0	0	0	0	0	0	310,000	0	0	0	0	0	480,000	790,000
6521	Interest on Bonds	0	0	0	0	0	0	508,184	0	0	0	0	0	501,984	1,010,169
6599	Other Debt Fees	0	0	0	500	0	0	0	400	0	0	0	0	0	900
	Total Expenditures:	0	0	0	500	0	0	818,184	400	0	0	0	0	981,984	1,801,069
	ENDING BALANCE	5,617	17,293	21,989	171,581	712,136	1,479,308	879,321	911,130	925,153	943,944	957,022	970,804	8,011	3,315
Total Approved Budget															
199, 240, 511															
	TOTAL REVENUE	3,308,151	2,901,695	2,853,186	2,840,059	4,525,649	5,993,553	2,057,206	688,984	1,466,487	1,227,253	1,858,541	2,074,311	3,324,471	32,388,842
	TOTAL EXP	1,292,674	2,526,047	2,292,698	2,561,733	2,411,605	2,476,165	3,445,603	2,415,340	2,435,635	2,323,118	2,487,022	2,334,633	4,471,204	31,450,547
	ENDING BALANCE	2,015,477	2,124,367	2,575,965	2,854,292	4,968,336	8,485,724	7,097,327	5,370,971	4,401,822	3,305,958	2,677,477	2,417,155	1,270,422	

Agenda Item Summary Sheet (4 B.2)
Meeting Date: November 15, 2011
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Checks Written – October 2011

Summary

Although there is no statutory or policy requirement for the Board to review the bills paid during the previous month, a monthly review providing the Board an opportunity to ask questions regarding specific expenditures is a good practice for the Board to follow in overseeing the management of the District.

It is very helpful to the administration and helps in conducting an effective board meeting if questions are identified and asked prior to the meeting.

These bills have already been paid, and were previously authorized by the Board when you adopted the 2011-2012 General Operating Budget.

ECISD Board Policy

None.

Effective Date

October 31, 2011

Previous Board Action

Approval of 2011-2012 General Operating Budget on August 30, 2011 authorizing the expenditure of funds.

Future Action Expected

The Board will review the checks written for the previous month prior to each regular monthly board meeting.

**Background Information and
Significant Issues**

None.

Fiscal Impact

Historical comparison of monthly check totals:

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
September	\$589,273.28	\$808,126.97	\$655,949.80	\$629,351.65	\$591,106.98
October	\$804,931.69	\$778,762.11	\$970,451.63	\$640,667.05	\$655,040.01
Subtotal YTD	\$1,394,204.97	\$1,586,889.08	\$1,626,401.43	\$1,270,018.70	\$1,246,146.99
November	\$750,671.57	\$1,140,664.10	\$750,661.87	\$865,783.43	
December	\$1,211,146.13	\$1,030,485.01	\$853,561.12	\$720,971.25	
January	\$1,045,238.51	\$995,619.31	\$880,591.27	\$747,638.61	
February	\$1,993,265.44	\$1,128,501.50	\$874,019.06	\$594,414.61	
March	\$660,962.20	\$1,107,119.75	\$694,107.70	\$704,337.28	
April	\$777,024.72	\$779,634.45	\$846,903.79	\$656,212.94	
May	\$867,612.30	\$1,105,700.63	\$758,644.83	\$620,111.02	
June	\$1,529,388.36	\$816,384.98	\$718,912.56	\$736,989.79	
July	\$803,678.77	\$813,160.04	\$718,935.08	\$658,378.35	
August	\$1,161,873.57	\$873,588.10	\$1,463,086.35	\$1,172,766.92	
Total	\$12,195,066.54	\$11,377,746.95	\$10,185,825.06	\$8,747,622.90	

Student and Public Benefit Close monitoring of monthly bills paid and monthly cash flow helps to ensure the efficient use of public funds.

Procedural and Reporting Implications None.

Public Comments None.

Alternatives None.

Other Comments and Related Issues Beginning in August of 2007, wire payments for the energy management performance contract, maintenance tax notes, and principal and interest on existing debt were included for the first time with the list of checks written for that month. These wire transfers will show up twice per year (May and August) when we pay principal and interest on debt.

Attachments List of checks written during the month of October are available in electronic format and were emailed to each member of the Board.

Contact Person(s) David Bright, Assistant Superintendent of Finance and Operations

Action Required No action required. This is an information report only.

Superintendent's Recommendation Information only.

Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (4 A.1)
Meeting Date: November 15, 2011
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Governance	Minutes of Previous Meetings 1. October 18, 2011 – Regular Meeting
Summary	According to policy BE (LOCAL), BOARD MEETINGS, MINUTES, board action shall be carefully recorded by the secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.
ECISD Board Policy	BE (LOCAL), BOARD MEETINGS
Effective Date	November 15, 2011.
Previous Board Action	The Board approves minutes at each regular monthly meeting.
Future Action Expected	The Board approves minutes at each regular monthly meeting.
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	An accurate record of all discussions and actions by the Board of Trustees is maintained.
Procedural and Reporting Implications	After approval minutes are filed with the official records of the District.
Public Comments	None.
Alternatives	None.

Other Comments and Related Issues

None

Attachments

Minutes of regular and special meetings held on the following dates:

1. Regular Meeting – October 18, 2011

Contact Person(s)

Dianne Cerny, Executive Secretary

Action Required

Motion, second and majority vote to approve the minutes.

Superintendent's Recommendation

I recommend you approve the minutes of previous meetings as part of the consent agenda.

Mark Pool, Superintendent of Schools

**MINUTES OF THE BOARD OF TRUSTEES
EL CAMPO INDEPENDENT SCHOOL DISTRICT
October 18, 2011**

The Board of Trustees of the El Campo Independent School District met in a Regular Session October 18, 2011 in the Board Room, 700 West Norris, El Campo, Texas.

MEMBERS PRESENT: Tommy Turner, Ralph Novosad, J. J. Croix, David Hodges, Cecil Davis, James Russell, Kristi David

MEMBERS ABSENT: None

OTHERS PRESENT: Mark Pool, Carolyn Gordon, David Bright, Harold Simmons, Dan Hammock, Dollie Coleman, Alicia Stary, Mauri Couey, Molli Bodungen, Brenda Sommer, Kathryn Peterson

Board President Tommy Turner called the meeting to order at 7:00 p.m. J. J. Croix gave the opening prayer followed by the Pledge of Allegiance. There was a quorum present.

PUBLIC HEARING: Public Hearing – Financial Management Report, 2011 School FIRST Rating. There was no public comment.

PUBLIC HEARING: Public Hearing – Concerning the contemplated taxation of “Goods-In-Transit” which property, absent action by the District, will become exempt from taxation, effective January 1, 2012, in accordance with the Texas Tax Code, Section 11.235. There were no public comments.

PUBLIC COMMENT: Harold Simmons presented the Board with a petition to reinstate school buses for transportation of students.

RECOGNITION: Rich DuBroc introduced the following new teachers:
High School Construction Science – Aaron Wilson
High School Social Studies – Robert Nastoupil was unable to attend
Dan Hammock introduced the following new teacher:
Speech Therapist – Susanne Oetzel
Mauri Couey introduced the following new teacher:
Third Grade Classroom Teacher – Kathryn Peterson

CONSENT AGENDA: A motion was made by Ralph Novosad and seconded by James Russell to approve the Consent Agenda:

- A. Governance
 - 1. Consider Approval of the Minutes
 - a. September 20, 2011 Regular Minutes
 - 2. Consider Approval of Campus Attendance Committee Members
- B. Business and Support Services
 - 1. Report on Property and Casualty Alliance of Texas (PCAT) Cash Dividend
 - 2. Report Budget Planning and Development Calendar
 - 3. Report of Monthly Financial Reports
 - 4. Review List of Checks Written for the Month of September 2011
- C. Personnel

- D. Curriculum and Instruction
- E. Students

Motion carried unanimously.

BUSINESS AND OPERATIONS

CURRICULUM AND INSTRUCTION

REVIEW AND APPROVAL OF DISTRICT AND CAMPUS PERFORMANCE OBJECTIVES: A motion was made by James Russell and seconded by Cecil Davis to approve District and Campus Performance Objectives with the removal of the words “The students at” from Goal 2. Motion carried unanimously.

REVIEW AND APPROVAL OF SCHOOL IMPROVEMENT PLAN DEVELOPED BY THE CAMPUS LEADERSHIP TEAM: A motion was made by Ralph Novosad and seconded by David Hodges to approve School Improvement Plan developed by the Campus Leadership Team. Motion carried unanimously.

GOVERNANCE

CONSIDER CONTINUATION OF TAXATION ON “GOODS IN TRANSIT”: A motion was made by David Hodges and seconded by Ralph Novosad to approve the continuation of Goods-In-Transit resolution. Motion carried unanimously.

DISCUSS IMPACT OF SB100 AND IMPLICATIONS FOR VOTING LOCATIONS: The Board and Mr. Pool discussed the impact of SB100 and the implications for voting locations.

CONSIDER APPROVAL OF A RESOLUTION SUPPORTING REGION III EDUCATION SERVICE CENTER: A motion was made by J. J. Croix and seconded by Kristi David to approve a resolution supporting Region III Education Service Center. Motion carried unanimously.

DISCUSS POSSIBILITY OF PARTICIPATION IN SCHOOL FINANCE LITIGATION: The Board and Mr. Pool discussed the possibility of participation in School Finance Litigation and will make a decision after further information is obtained.

DISCUSS REQUIRED BOARD TRAINING: Mr. Pool discussed the required board training and informed the Board that board credit hours will be reported in December.

LEGISLATIVE UPDATE: Mr. Pool informed the Board that they will need certification in the Legislative Update.

TEAM OF EIGHT TEAM BUILDING: Team of Eight Team Building with Charlotte Baker of Region III Education Service Center will be on November 29, 2011 from 6:00 p.m. – 9:00 p.m. in the Board Room.

DISCUSS POSSIBLE BOOK STUDY FOR BOARD OF TRUSTEES: The Board will do a book study using the books, *Drive: The Surprising Truth About What Motivates Us* by Daniel H. Pink and *The Seven Habits of Highly Effective People* by Stephen R. Covey.

DISCUSS TASA/TASB CONVENTION SESSIONS: The Board discussed the sessions they attended at the TASA/TASB Convention.

CLOSED SESSION

EXECUTIVE SESSION: The president of the Board called for an Executive Session as authorized by Texas Government Code § 551.074 (1) (a) PERSONNEL MATTERS, to Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee. The Board entered executive session at 9:51 p.m. and reconvened in open session at 10:20 p.m. to take the following action: No action taken.

PERSONNEL

CONSIDER EMPLOYMENT OF PERSONNEL RECOMMENDED FOR THE FOLLOWING POSITIONS: A motion was made by David Hodges and seconded by James Russell to approve probationary contracts for the following positions:

Middle School Special Education Inclusion Teacher – Amanda Wadsworth

Motion carried unanimously.

CONSIDER APPROVAL OF A NEW PERSONNEL POSITION – MIDDLE SCHOOL SPECIAL EDUCATION INCLUSION TEACHER: A motion was made by David Hodges and seconded by J. J. Croix to approve a new position of a middle school special education inclusion teacher. Motion carried unanimously.

CONSIDER APPROVAL OF REVISED SUBSTITUTE COMPENSATION: A motion was made by James Russell and seconded by Cecil Davis to approve the Revised Substitute Compensation as follows:

Regular Non-Degreed	\$60.00
Long Term Non-Degreed	\$65.00
Regular Degreed	\$70.00

Motion carried unanimously.

REVIEW AND DISCUSS COMPENSATION FOR SECONDARY PRINCIPALS: The Board reviewed and discussed compensation for secondary principals.

SUPERINTENDENT'S REPORT

- A. Governance
 - 1. Preliminary Agenda for Regular Meeting on October 18, 2011
 - 2. Monthly Calendar of Activities and Events
 - 3. Report on Superintendent's Annual Travel Plans
- B. Business and Support Services
- C. Personnel
- D. Curriculum and Instruction
- E. Students
 - 1. Report on Beginning of School and Enrollments
 - 2. Monthly DAEP Report
 - 3. Monthly SRO Report
- F. Community and Governmental Relations

1. Legislative Update

There being no further discussion, the meeting adjourned at 10:21 p.m.

DRAFT

PRESIDENT

SECRETARY

Agenda Item Summary Sheet (4 A.2)
Meeting Date: November 15, 2011
Submitted by: Mark Pool, Superintendent

Action Required

**Consent Agenda:
Governance**

Superintendent Performance Evaluation

Summary

According to the *Texas Education Code § 21.354(c)* the Board must appraise the Superintendent annually using either:

- The commissioner's recommended appraisal process and criteria; or
- An appraisal process and performance criteria that are:
 - Developed by the District in consultation with the District- and campus-level committees; and
 - Adopted by the Board.

Texas Education Code § 39.054(3)(c) additionally requires that the information in the annual report describing the educational performance of the District must be a primary consideration of the Board in evaluating the Superintendent.

ECISD Board Policy

BJCD (LOCAL), SUPERINTENDENT: EVALUATION

Effective Date

December 31, 2011

Previous Board Action

The Board annually evaluates the Superintendent's performance in January.

Future Action Expected

The Board annually evaluates the Superintendent's performance in January.

**Background Information and
Significant Issues**

According to policy, the Board shall prepare a written evaluation of the Superintendent at annual or more frequent intervals and may at any time conduct and communicate oral evaluations to augment its written evaluations. The written evaluation shall be based on the Superintendent's job description and other criteria identified by the Board.

The Board must furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in closed meeting.

The policy also lists the objectives that the Board will strive to accomplish in conducting the Superintendent's evaluation:

1. Clarify to the Superintendent his or her role, as seen by the Board.
2. Clarify to Board members the Superintendent's role, according to the Board's written criteria, as expressed in the Superintendent's job description and the District's goals and objectives.
3. Foster an early understanding among new Board members of the evaluation process and the Superintendent's current performance objectives and priorities.
4. Develop and sustain a harmonious working relationship between the Board and the Superintendent.
5. Ensure administrative leadership for excellence in the District.

Fiscal Impact

None.

Student and Public Benefit

Students and the public benefit by there being a clear understanding between the Board and Superintendent of exactly what the Board expects the Superintendent to accomplish.

Procedural and Reporting Implications

Complete individual evaluation instruments and come together in a special meeting on a date to be determined by the Board, prior to the regular meeting on January 17, 2012 to reach a consensus on the evaluation.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- Proposed Evaluation Instrument for 2011

Contact Person(s)

Mark Pool, Superintendent of Schools

Action Required

Motion, second and majority vote to approve the 2011 Superintendent Performance Evaluation Process and Instrument.

Superintendent's Recommendation

I recommend that you approve the 2011 Superintendent Performance Evaluation Process and Instrument as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

El Campo Independent School District

Superintendent Evaluation – Individual Response Form

Superintendent: _____

Date of Review: _____

Board Member: _____

Part I: Performance Goals

Directions:

Review each performance goal and determine whether it has been accomplished or not.

NOTE: Comprehensive District Goals from which the performance goals are developed were not approved by the Board until September 20, 2011. Therefore no performance goals have been developed at this time.

Part II: Duties and Responsibilities

Rating Scale:	5	Exceptional	Progress exceeds expectations
	3	Proficient	Progress meets expectations
	1	Needs Improvement	Progress is insufficient

Directions:

1. Rate each of the duties and responsibilities using the above scale.
2. Calculate an average performance rating for each job responsibility category.
3. Comments are welcome in each area, but must be provided to document any rating of Needs Improvement.

School / Organizational Climate

In the area of school / organizational climate, the Superintendent is responsible for:

_____ Being informed on all aspects of the instructional program and ensuring that there is a continuous focus on improving student academic performance.

_____ Working with the staff, Board, and community in curriculum planning.

_____ Developing, evaluating and annually revising the District improvement plan, with the assistance of the District-level committee.

_____ Promoting goal-oriented performance and support for those involved in achieving District and campus performance objectives.

_____ Conducting periodic evaluations of all programs and operations to determine improvements needed and to foster attainment of District and campus improvement plans.

_____ Assisting the Board in evaluating the effectiveness of school programs.

_____ Demonstrating skill in anticipating, managing, and resolving conflict.

Total _____ ÷ 7 = _____ Average Performance Rating for School/Organizational Climate

Comments: _____

Personnel Management

In the area of personnel management, the Superintendent is responsible for:

_____ Recommending the number, types, and organization of positions, including central administration, needed to carry out District functions effectively.

_____ Performing duties established by the Board regarding the recommendation, employment, suspension, and dismissal of employees.

_____ Assigning and reassigning all personnel, and exercising final placement authority for educators transferred because of enrollment shifts or program changes.

_____ Directing and supervising the staff evaluation program and providing effective two-way communication with District personnel.

_____ Serving as a liaison between the Board and staff.

_____ Developing and recommending pay systems, and recommending pay increases or adjustments for personnel.

_____ Supporting staff development and other professional development programs.

_____ Promoting a positive work environment that fosters high staff morale and excellence within the District.

Total _____ ÷ 8 = _____ Average Performance Rating for Personnel Management

Comments: _____

Administration and Fiscal / Facilities Management

In the area of administration and fiscal / facilities management the Superintendent is responsible for:

_____ Being informed of developments in state, federal, and local laws and public policy affecting education.

_____ Accurately preparing and submitting in a timely manner any and all reports required by the Board, TEA, other federal and state agencies, and any records subpoenaed by a court of law.

_____ Directing and supervising all financial accounting and ensuring that funds are expended legally, in accordance with the approved budget, and controlled effectively.

_____ Ensuring District compliance with all applicable state and federal requirements.

_____ Ensuring that the school plant and facilities are properly maintained and that adequate provision is made for safety of students, employees, and other users of school facilities.

_____ Monitoring District property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

Total _____ ÷ 6 = _____ Average Performance Rating for Adm and Fiscal/Facilities Mgt

Comments: _____

Student Services and Management

In the area of student services and management the Superintendent is responsible for:

_____ Ensuring a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.

_____ Working with staff, Board, and community in planning and implementing support services for students.

Total _____ ÷ 2 = _____ Average Performance Rating for Student Services Management

Comments: _____

School-Community Relations

In the area of school-community relations the Superintendent is responsible for:

_____ Developing and implementing effective communication between the schools and community, and promoting community support and involvement with the schools.

_____ Representing the District in activities involving other school systems, institutions, agencies, and professional community groups.

_____ Interpreting Board policies to the staff, parents, and community.

Total _____ ÷ 3 = _____ Average Performance Rating for School-Community Relations

Comments: _____

Professional Growth and Development

In the area of professional growth and development the Superintendent is responsible for:

_____ Formulating, with the Board, an annual Superintendent's professional development plan and assist the Board in designing a process for evaluating the Superintendent's performance.

_____ Pursuing professional development through reading, attending conferences, and being involved with related agencies.

Total _____ ÷ 2 = _____ Average Performance Rating for Professional Growth / Develop

Comments: _____

Board-Superintendent Relations

In the area of board-superintendent relations the Superintendent is responsible for:

_____ Assisting the Board in identifying individual and team training needs, and in arranging training opportunities.

_____ Preparing the Board agendas and meeting materials in cooperation with the Board president.

_____ Attending and participating in all meetings of the Board except closed meetings when the Board desires to discuss such matters as the Superintendent's contract or evaluation privately.

_____ Keeping the Board continuously informed on issues, needs, and operations of the District.

_____ Exercising discretion and good judgment in matters not covered by Board policy.

_____ Serving as custodian of all minutes and records of the Board.

_____ Communicating with the District's attorney on matters in litigation or potential litigation except as otherwise directed by the Board.

_____ Performing related duties assigned by action of the Board.

Total _____ ÷ 8 = _____ Average Performance Rating for Board-Superintendent Relations

Comments: _____

Part III: Commissioner-Recommended Student Performance Domain Worksheet

The attached worksheet is to be completed by the Superintendent for the Board to use when considering student performance data in its annual evaluation of the superintendent's performance.

The information on this worksheet should be used as only one indicator of the success of the Superintendent in managing specified areas of District operations for increased student performance.

The Board should review the information on this worksheet as part of its local procedures for setting goals with the Superintendent for the next evaluation cycle. District student performance identified on the worksheet as needing to be addressed should be reflected in appropriate locally developed goals.

Part III: Annual Performance Summary

Performance Summary Statement by Board of Trustees:

Comments by Superintendent:

_____	_____	_____	_____
Board President	Date	Superintendent	Date

Agenda Item Summary Sheet (4 C.1)
Meeting Date: November 15, 2011
Submitted by: Mark Pool, Superintendent

Action Required

Personnel

Establish 2012-2013 Compensation Study Market Groups

Summary

For the past seven years the district has utilized a competitive job market compensation plan that was designed by compensation professionals from the Texas Association of School Boards Human Resource Services. The plan was designed to allow the district to attract and retain quality employees through the implementation of a competitive compensation plan that is fair and equitable to all employees.

A part of managing the compensation plan involves an annual study that measures the district's compensation with the market group whom we compete with for hiring and retaining employees. The Board has made a determination to try to keep the district's compensation at 103% to 105% of the market median, which means that we will pay 3.0% to 5.0% above the median pay of other districts in the market group.

In the original study the following districts were used as the comparison districts to assess competitive practices. These districts were selected by the professional compensation consultants with input from the Board of Trustees. Comparison districts were selected on the basis of enrollment and geographic proximity:

Districts	Teachers	Admin/Prof	Auxiliary
Angleton ISD		♦	
Bay City ISD	♦	♦	♦
Boling ISD			♦
Calhoun County ISD	♦	♦	
Columbia-Brazoria ISD		♦	
Columbus ISD	♦		♦
Edna ISD			♦
Hallettsville ISD			♦
Lamar ISD		♦	
Louise ISD	♦		♦
Needville ISD		♦	
Palacios ISD	♦	♦	♦
Rice Cons ISD			♦
Sealy ISD		♦	
Sweeny ISD		♦	
Tidehaven ISD			♦
Van Vleck ISD	♦		♦
Victoria ISD	♦		
Wharton ISD	♦	♦	♦

For the past four years two additional market groups have been used to compare all employees' salaries. The use of these additional market groups provides the Board with more data to base your compensation decisions on and eliminates the argument that the system is unfair because different employee groups are compared to different districts:

Statewide Market Comparison Group

This group includes all districts statewide with enrollments of 3000 to 4000 students that reported their compensation information to TASB HR Services.

Regional ESCs Comparison Group

This group includes all districts in the Regional Education Service Centers listed below with enrollments of 3000 to 4000 students that reported their compensation information to TASB HR Services:

- Region 2 – Corpus Christi
- Region 3 – Victoria
- Region 4 – Houston
- Region 5 – Beaumont
- Region 6 – Huntsville
- Region 13 – Austin
- Region 20 – San Antonio

This year I would like to add a fourth comparison group from the *Districts Like Us* data that we have been using for other benchmark studies. The top fourteen matched districts for El Campo ISD for 2009-2010 include:

1. Taylor
2. Bay City
3. Elgin
4. Gonzales
5. Big Spring
6. Lake Worth
7. Hillsboro
8. Levelland
9. Lockhart
10. Ferris
11. Rice
12. Diboll
13. Luling
14. Yoakum

These districts may change slightly when the 2010-2011 data is received.

Using the *Districts Like Us* comparison group provides us with data from districts from across the state with similar demographics, in addition to the geographic data that we have used in the past.

ECISD Board Policy

DEA (LOCAL), COMPENSATION AND BENEFITS: SALARIES, WAGES, AND STIPENDS

Effective Date

2012-2013 School Year

Previous Board Action

The Board adopted the current compensation plan in 2005, and has updated the plan annually since then through structure adjustments and general pay increases when the budget allowed. Districts used for market comparisons are generally approved at the regular meeting in November.

Future Action Expected	The Board will evaluate the market group comparisons next spring when considering structure adjustments and possible general pay increases.
Background Information and Signification Issues	<p>According to LOCAL policy “The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. The Superintendent or designee shall determine annual increases for individual employees, within budgeted amounts.”</p> <p>Market studies are important in considering whether or not to recommend a general pay increase and how much that increase needs to be to keep us competitive with the area education job market.</p> <p>In order to continue to monitor our market position from year to year it is important that we use the same market comparison groups that were established in the original study. Market ratios and relationship to the market can change; i.e., the 103% to 105% range can increase or decrease, but the comparison groups should remain the same.</p> <p>The additional market groups provide the Board with a comparison to districts of similar size statewide and a regional study of districts of similar size in the southeast quadrant of the State. Adding the <i>Districts Like Us</i> data provides us with comparison districts of similar demographics.</p>
Fiscal Impact	None.
Student and Public Benefit	Public has the assurance that the district is basing all employee compensation decisions on the area education job market in order to remain competitive in attracting and retaining quality employees.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	None.

Contact Person(s)

Mark Pool, Superintendent of Schools

David Bright, Assistant Superintendent of Business and Operations

Terese Faas, HR Coordinator

Action Required

Motion, second and majority vote to approve the market group comparison districts to be used in the annual compensation study.

Superintendent's Recommendation

I recommend that the Board approve the market group comparison districts to be used in the annual compensation study as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (4 C.1)
Meeting Date: November 15, 2011
Submitted by: Mark Pool, Superintendent

Information Only

Consent Agenda: Highly Qualified Teacher Report
Personnel

Summary

Section 1119 of the No Child Left Behind Act (NCLB) requires that all core academic subject area teachers must be “highly qualified” in accordance with federal requirements. Beginning with the 2007-2008 school year, we have been required to submit the Highly Qualified Teacher Compliance Report at the beginning of the year reporting the district’s current status with regards to “highly qualified” teachers.

NCLB requires each local district to publicly report progress of the district and its campuses toward meeting the HQ teacher requirements. This year we will be reporting one teacher at the high school that is not highly qualified. This teacher is certified, but teaching out of his/her field (science) and trying to pass the test to become certified in the assigned teaching area (math).

If the district fails to meet the “highly qualified” targets for two consecutive years, the Agency is required by statute to provide technical assistance in the development of an improvement plan that will enable the LEA to meet these objectives and that specifically address the issues that prevented the district from meeting the objectives.

ECISD Board Policy DBA (LEGAL), EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CREDENTIALS AND RECORDS

Effective Date November 15, 2011

Previous Board Action None.

Future Action Expected The Board annually receives a report on the status of NCLB “highly qualified” teacher requirements for the district and each campus.

Background Information and Significant Issues Teachers may be certified by the State Board of Educator Certification and still not meet the highly qualified requirements as prescribed by federal law. In addition, as is the case with this teacher, the teacher’s students may be performing at or above expectations even though the teacher is considered not “highly qualified” by the federal government.

Fiscal Impact	None.
Student and Public Benefit	None.
Procedural and Reporting Implications	<ul style="list-style-type: none"> • Highly Qualified Teacher Compliance Report must be submitted to the Texas Education Agency. • Letters must be sent to parents of students being taught by the teacher who is not highly qualified.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	<p>I think we do everything possible to stay in compliance with state and federal law on certification and “highly qualified” requirements, but the bottom line is whether or not the teacher’s students are improving in their academic performance.</p> <p>We are required to notify parents of students who are being taught by a teacher who does not meet the HQ requirements.</p>
Attachments	Copy of Parent Letter
Contact Person(s)	<p>Mark Pool, Superintendent of Schools</p> <p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p> <p>Terese Faas, Human Resource Coordinator</p>
Action Required	None.
Superintendent’s Recommendation	<p>Information Item only.</p> <p>Mark Pool, Superintendent of Schools</p>

Parent Notification
Compliance with P.L. 107-110, Section 1111(h)(6)(B)

To: All Parents
From: Rich DuBroc
Date: *November 7, 2011*
Subject: Notification to Parents of Teachers Not “Highly Qualified”

As a parent of a student at El Campo High School you have the right to know if your child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet the Federal requirements of “highly qualified.” According to the No Child Left Behind Act of 2001 [P.L. 107-110, Section 9505(23)], a highly qualified teacher is one who:

- Has obtained a Bachelor’s degree;
- Has demonstrated competency in the subject area assigned to teach;
- Has obtained full State certification as a teacher or has passed the State teacher licensing examination; and
- Has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

This notice is to inform you that your child has been assigned to or taught by the following teacher(s) who does not currently meet these requirements:

Clark Collins - Math Modeling

If you have any questions regarding this notice, please contact Rich DuBroc at 979-543-6341.

Agenda Item Summary Sheet (4 D.1)
Meeting Date: November 15, 2011
Submitted by: Mark Pool, Superintendent

Action Item

Consent Agenda: Curriculum and Instruction	Evaluation of Career and Technology Education Programs
Summary	<p>According to policy EHBF (LEGAL), the District shall annually evaluate its career and technology education programs.</p> <p>In addition to this policy, the 78th Legislature enacted House Bill 3459. This legislation added § 7.027 to the Texas Education Code. Paragraph (b) of this statute states:</p> <p><i>The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.</i></p> <p>To comply with these requirements we have evaluated our Career and Technology Education Program and will present the results of that evaluation for your consideration.</p>
ECISD Board Policy	EHBF (LEGAL), SPECIAL PROGRAMS: CAREER AND TECHNOLOGY EDUCATION
Effective Date	November 15, 2011
Previous Board Action	The Board annually reviews an evaluation of the district's Career and Technology Education (CATE) Program.
Future Action Expected	<p>The Board annually reviews an evaluation of the district's Career and Technology Education Program.</p> <p>Next month the Board will be presented with an <i>Improvement Plan</i> for the CATE Program.</p>
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	Program evaluation and improvement planning will provide an environment of continuous improvement of all programs for all students.

Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • PowerPoint Handout for Career & Technology Education • School Board Approval Document, Career and Technology Education Evaluation for the 2010-2011 School Year
Contact Person(s)	<p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p> <p>Steve Wernecke, CATE Coordinator</p>
Action Required	Motion, second and majority vote to approve the evaluation of the District's Career and Technology Education Program.
Superintendent's Recommendation	<p>I recommend that you approve the 2011-2012 evaluation of the District's Career and Technology Education Program as a part of the Consent Agenda.</p> <p>Mark Pool, Superintendent of Schools</p>

Career & Technology Education

Steve Wernecke Asst.
Principal / CTE
Coordinator ECHS

2011-2012 School Year

Student / Program Demographic Overview

- Number of Students in District – 3,542
- Number of Students in ECHS - 991
- Number of Students in Program – 763
- 77% of ECHS students are enrolled in one or more CTE courses
- Courses taken - 7% loss from 2010 to 2011
- 31 fewer students enrolled in ECHS than 2010

District Support

- Board Policy Adopted (EHBF – Legal)
- CTE Advisory Committee

Financial Information

- Total Amount of Funding
 - Local \$1,313,101
 - Federal \$41,110
- Areas of Expenditure
 - Department needs / supplies
 - Contest fees / travel / meals
 - Staff development / conferences

Staff Information

- 16 CTE instructors are highly qualified

- Staff development includes annual conferences, training, continuing educations hours and certification hours

School Board Approval

Career and Technology Education Program 2011-2012 School Year

Indicate yes or no for each item. If the indication is no, define the area for correction.

1. Has the district adopted policies and procedures for this program?

Yes

No

Area for Correction:

2. Do all teachers have the proper certification and/or endorsements required to teach in this area?

Yes

No

Area for Correction:

3. Are academic and CATE programs integrated?

Yes

No

Area for Correction:

4. Does the district evaluate your CATE programs on an annual basis?

Yes

No

Area for Correction:

5. Does your district offer a Career Investigations course at the middle School or Career Connections course at the high school level?

Yes

No

Area of Correction:

6. Does your district encourage parental involvement and provide for parents to participate in school-sponsored activities.

Yes

No

Area of Correction:

Agenda Item Summary Sheet (5 A)
Meeting Date: November 15, 2011
Submitted by: Mark Pool, Superintendent

Action Required

Business and Operations Resolution to Commit District Fund Balance

Summary

At the regular meeting on November 15, 2011, the Board approved the El Campo ISD Fund Balance Policy that was revised to comply with GASB 54. (A copy of the policy is attached.)

The Governmental Accounting Standard Board (GASB) released Statement 54 —“Fund Balance Reporting and Governmental Fund Type Definitions” on March 11, 2009, which was effective for fiscal year ending August 31, 2011. Prior to the end of the fiscal year a resolution must be adopted by the Board of Trustees that “commits fund balance to specific purpose(s) . . . , but the amount(s), if any, which will be subject to the constraint, may be determined in the subsequent period.” The committed amounts may be determined when the audited fund balance amounts are known after the fiscal year end.

At the August 23, 2011, meeting by resolution (a copy of the resolution is attached), the Board committed fund balance to the following specific purposes:

- Campus Activity Funds
- Child Nutrition Funds
- Family Crisis Fund
- Non-Permanent High School Scholarship Funds
- Permanent High School Scholarship Funds

We are now recommending the amounts to be committed to each of these funds.

ECISD Board Policy CE (LOCAL), ANNUAL OPERATING BUDGET

Effective Date 2011-2012 School Year.

Previous Board Action Original resolution to commit district fund balance was approved by the Board at the Regular Meeting on August 23, 2011.

Future Action Expected Resolution will be considered annually to commit fund balance.

Background Information and In addition to the resolution passed on August 23, 2011, that

Significant Issues	<p>committed an additional \$50,000 for future Turf replacement at the El Campo I.S.D. High School Stadium and named the five funds for which fund balance would be committed, we are now recommending a Resolution that commits specific dollar amounts to those funds:</p> <ul style="list-style-type: none"> • Campus Activity Funds \$52,574.06 • Child Nutrition Funds \$287,666.50 • Family Crisis Fund \$67.57 • Non-Permanent High School Scholarship Funds \$5,781.17 • Permanent High School Scholarship Funds \$23,529.36
Fiscal Impact	None.
Student and Public Benefit	The public will see a more structured classification for reporting fund balance.
Procedural and Reporting Implications	Once approved, amounts will be subject to annual financial audit.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Copy of Fund Balance Policy • Copy of August 23, 2011, Resolution to Commit Fund Balance that designated an additional \$50,000 for turf replacement and specified the five funds to which fund balance would be committed • Copy of Resolution to Commit Fund Balance that specifies the dollar amount to be committed to each of the five funds approve in August
Contact Person(s)	David Bright, Assistant Superintendent of Finance and Operations
Action Required	Motion, second and majority vote to approve the proposed Resolution to Commit Fund Balance.

**Superintendent's
Recommendation**

I recommend that the Board approve the proposed Resolution to Commit Fund Balance.

Mark Pool, Superintendent of Schools

El Campo ISD

Fund Balance Policy

(Revised for GASB 54)

Purpose

The purpose of this policy is to establish a key element of the financial stability of the District by setting guidelines for fund balance. Unassigned fund balance is an important measure of economic stability. It is essential that the District maintain adequate levels of unassigned fund balance to mitigate financial risk that can occur from unforeseen revenue fluctuations, unanticipated expenditures, and similar circumstances. The fund balance also provides cash flow liquidity for the District's general operations.

Classifications of Fund Balance

A fund's equity - commonly referred to as 'fund balance' - is generally the difference between its assets and its liabilities. Fund balance will be displayed in the following classifications depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

- **Nonspendable fund balance** – amounts that are not in a spendable form (such as inventory) or are required to be maintained intact (such as the corpus of an endowment fund).
- **Restricted fund balance** – amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government) through constitutional provisions or by enabling legislation.
- **Committed fund balance** – amounts constrained to specific purposes by the government itself. This requires a formal action by the Board of Trustees. Commitments may be changed or lifted only by the Board of Trustees taking the same formal action that imposed the constraint originally.
- **Assigned fund balance** – amounts *intended* to be used by the District for specific purposes. Intent can be expressed by the Board of Trustees or by an official or body to whom the Board of Trustees delegates the authority. In governmental funds other than the general fund, assigned fund balance represents the amount that is not restricted or committed. This indicates that resources in other governmental funds are, at a minimum, intended to be used for the purpose of that fund.
- **Unassigned fund balance** – is the residual classification of the general fund and includes all amounts not contained in other classifications. Unassigned amounts are technically available for any purpose.

Funds with Non-Spendable Fund Balance

The Board of Trustees resolves that all special revenue funds with inventory balances or that received nonexpendable trust funds where only the earnings, and not principal, may be used for purposes that support the reporting organization's programs will report non-spendable fund balance for those special revenue funds based on the definition described within this policy.

Non-Spendable fund balances include:

- Child Nutrition Fund (Fund 240) inventory only portion.
- Family Crisis Fund (Fund 479) principal only portion.
- High School Scholarship-Pam American & Class of 1974 (Fund 802) principal only portion.
- High School Scholarship-Wenglar Scholarships (Funds 803-805) principal only portion.

Funds with Restricted Fund Balance

The Board of Trustees resolves that all special revenue funds which received funds from a grantor agency at the federal, state, or local level and hence are constrained to spend those funds on a specific purpose as dictated by the grantor agency will report restricted fund balance for those special revenue funds based on the definition described within this policy.

Restricted fund balances include:

- Capital Projects Funds (Fund 611) bond proceeds portion.
- Debt Service Funds (Fund 511) for retirement of long-term debt.

Authorization and Action to Commit Fund Balance

The Board of Trustees is the District's highest level of decision-making authority and the formal action that is required to be taken to establish, modify, or rescind a fund balance commitment is a resolution approved by the Board at a District meeting. The resolution must either be approved or rescinded, as applicable, prior to the last day of the fiscal year for which the commitment is made. The amount subject to the constraint may be determined in the subsequent period.

Special Revenue Funds with Committed Fund Balance

The Board of Trustees is committing fund balance via this fund balance policy for the following Special Revenue Funds:

- Campus Activity Funds (Fund 461) for funds generated at the campuses.
- Child Nutrition Fund (Fund 240) for funds generated by the child nutrition department.
- Family Crisis Fund (Fund 479) for interest earnings only.

Other Funds with Committed Fund Balance

The Board of Trustees is committing fund balance via this fund balance policy for the following Other Funds:

- Non-permanent High School Scholarship Fund (Fund 801) for funds generated for high school scholarships.
- Permanent High School Scholarship Funds (Funds 802-805) for interest earnings only to be used for high school scholarships.
- Capital Projects Funds (Fund 611) for bond proceeds interest earnings only; and to be used for future acquisition, building, and renovation of capital projects.

Authorization and Action to Assign Fund Balance

The District has designated the Superintendent and Business Manager as the officials who are authorized to assign fund balance to a specific purpose as approved by this fund balance policy. Both authorized officials must approve each assignment before the item can be presented in the financial statements. Assignments of fund balance do not require formal action by the Board of Trustees and can be made subsequent to year end.

Minimum Unassigned Fund Balance

The District will strive to maintain an unassigned fund balance of not less than 25% of the budgeted operational expenditures in the District's general fund. Due to the volatile nature of a majority of its revenues, it is not deemed excessive for the District to maintain fund balance in the General Fund at a level greater than 33% of the budgeted operational expenditures. The purpose of this unassigned fund balance is to alleviate significant unanticipated budget shortfalls and to ensure the orderly provisions of services. Should unassigned fund balance fall below the goal or has a deficiency, the District will seek to reduce expenditures prior to increasing revenues to replenish fund balance within a reasonable timeframe.

The District will try to avoid using fund balances for recurring operational expenditures. To the extent that the unassigned fund balance exceeds the minimum target, the District may draw upon the fund balance to provide cash financing for capital projects or other one-time purchases. The Board of Trustees may also approve the systematic reduction of any excess fund balance as a tactic to prevent tax increases or offset reductions in State funding.

Order of Expenditure of Funds

When multiple categories of fund balance are available for expenditure (for example, a construction project is being funded partly by bonds, funds set aside by the Board of Trustees, and unassigned fund balance), the District will start with the most restricted category - spending those funds first - before moving down to the next category with available funds.

**El Campo I.S.D.
Resolution to Commit Fund Balance**

**STATE OF TEXAS
COUNTY OF WHARTON**

RESOLUTION

The Board of Trustees of the El Campo Independent School District being convened in Regular Session at the El Campo I.S.D. Administration Office within the boundaries of the El Campo Independent School District, on the 23rd day of August, 2011, with a quorum present in the persons of:

Trustees being absent: _____

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

IT IS HEREBY RESOLVED, ordered, and directed that the El Campo Independent School District commit the following portions of its August 31, 2011 General Fund unassigned fund balance.

BE IT RESOLVED, the District commits an additional \$50,000 for future Turf replacement at the El Campo I.S.D. High School Stadium.

BE IT RESOLVED, the District commits portions of its August 31, 2011, Special Revenue and Other Funds unassigned fund balances as follows:

- Campus Activity Funds – Funds generated at the campuses and accounted for in the campus activity special revenue funds are committed to the respective campus.
- Child Nutrition Funds – Funds generated by the child nutrition department and accounted for in the child nutrition special revenue fund are committed to child nutrition.
- Family Crisis Fund—Funds generated by interest earnings only are committed for family crisis spending.
- Non-Permanent High School Scholarship Funds—Funds generated are committed for awarding student scholarships.
- Permanent High School Scholarship Funds—Funds generated by interest earnings only are committed for awarding student scholarships.

Attest:

Tommy Turner, President
El Campo I.S.D. Board of Trustees

David Hodges, Secretary
El Campo I.S.D. Board of Trustees

**El Campo I.S.D.
Resolution to Commit Fund Balance**

**STATE OF TEXAS
COUNTY OF WHARTON**

RESOLUTION

The Board of Trustees of the El Campo Independent School District being convened in Regular Session at the El Campo I.S.D. Administration Office within the boundaries of the El Campo Independent School District, on the 15th day of November, 2011, with a quorum present in the persons of the El Campo I.S.D. Board of Trustees.

Trustees being absent: _____

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

IT IS HEREBY RESOLVED, ordered, and directed that the El Campo Independent School District commits the following portions of its August 31, 2011, Special Revenue and Other Funds unassigned fund balances as follows:

- **Campus Activity Funds-- \$52,574.06** for funds generated at the campuses and accounted for in the campus activity special revenue funds committed to the respective campus.
- **Child Nutrition Fund--\$287,666.50** for funds generated by the child nutrition department and accounted for in the child nutrition special revenue fund.
- **Family Crisis Fund--\$67.57** for funds generated by interest earnings only for family crisis spending.
- **Non-Permanent High School Scholarship (Fund 801)-- \$5781.17** for funds generated for awarding student scholarships.
- **Permanent High School Scholarship (Funds 802-805)--\$23,529.36** for funds generated by interest earnings only for awarding student scholarships.

Attest:

Tommy Turner, President
El Campo I.S.D. Board of Trustees

David Hodges, Secretary
El Campo I.S.D. Board of Trustees

Business and Operations Public Petition and Other Bus Transportation Issues

Summary

At the last regular meeting on October 18, 2011, Harold Simmons presented the Board with a petition to “reinstate, maintain, and fund public school busing.” The petition had a total of 353 signatures, which we initially attempted to validate. However, only 53 of the signatures were actually on petition forms that outlined the specifics of the petition. Other signatures were on sheets of notebook paper with a handwritten title at the top of “Petition to Reinstate El Campo Independent School District Buses,” or “Bus Petition for ECISD.” Some of the sheets of notebook paper had no heading and one appeared to be a sign-up sheet for a meeting on Monday, August 29th.

On a number of the sheets of notebook paper there appeared to be duplicate signatures, multiple signatures with the same address and phone number that appeared to be written by the same person, and some signatures that did not provide an address nor phone number.

Our legal counsel has advised that the Board treat this as a public petition to be filed with the board minutes, and that there is no need to take any official action unless the Board intends to change its position on this issue. Therefore, unless the Board directs the Superintendent to do so there will be no further agenda items with regards to whether or not to reinstate bus transportation for those within the city limits of El Campo.

Our attorney did say that there is nothing the Board can do to prevent individuals from continuing to bring the issue up in the Public Comment portion of the meeting. However, in the absence of a specific agenda item the Board cannot engage in deliberations or take action on the matter.

ECISD Board Policy BED (LEGAL), BOARD MEETINGS, PUBLIC PARTICIPATION

Effective Date November 15, 2011

Previous Board Action May and June, 2010 – The Board had discussions regarding the possibility of tiered bus routing as a cost saving measure.

March 15, 2011 – The Board again discussed a tiered routing system. An alternative presented to the tiered routing system was the elimination of bus service within a two-mile radius of each campus.

April 19, 2011 – The Board discussed the elimination of bus routes within a two-mile radius of each campus.

May 17, 2011 – Vicki Molina requested to be placed on the agenda to discuss with the Board how the elimination of bus transportation would impact the children who lived in the El Campo Housing Authority. The Board postponed action on the elimination of bus routes within a two-mile radius of each campus in order to receive more information and possible alternatives.

June 1, 2011 – The Board voted to eliminate all regular bus transportation within the El Campo city limits.

June 21, 2011 – Teresa Jones addressed the Board during public comment on the elimination of bus transportation within the El Campo city limits.

July 19, 2011 – The Rev. Edward Dawson addressed the Board during public comment on the elimination of bus transportation within the El Campo city limits.

August 23, 2011 – Darrell Williams and Rev. Edward Dawson addressed the Board during public comment on the elimination of bus transportation within the El Campo city limits.

September 16, 2011 – Rita Hernandez requested to be placed on the agenda and provided information supporting her concern about the elimination of bus transportation within the El Campo city limits.

October 18, 2011 – Harold Simmons presents petition to the Board.

Future Action Expected

None.

Background Information and Significant Issues

As indicated above under “Previous Board Action” the Board has discussed bus transportation issues a number of times over the past eighteen months. Careful consideration has been given to the issues brought forth by district patrons concerned about the elimination of bus transportation for students who live within the El Campo city limits and those concerns have been weighed against the cost savings of this decision for the district.

A review of news clippings reveals that over the past eight months no less than twenty-six news stories have been written that were directly or indirectly related to this issue.

The following are some significant facts:

- We do not have a great number of students who are walking, and those who do are generally clustered in the neighborhoods around each campus. (A map showing the locations where students walk to is attached.)

The following represents the number of registered walkers on each campus, which is not necessarily an indication of the number of students actually walking but rather an indication of the number of students who have permission to walk:

Myatt – 4

Hutchins – 16

Northside – 40 (a number of these walk to neighborhood homes or streets where they are picked up rather than walking to their actual residence)

Middle School – 30 (at least 20 of these students walk to the Civic Center or Subway where they catch rides. This number will be greater on Friday's when there are no afterschool extracurricular activities.)

- Attendance has not been an issue. The following information reflects the attendance percentage for each campus for the first six-week attendance reporting period:

Myatt – 96.4%

Hutchins – 97.8%

Northside – 98.0%

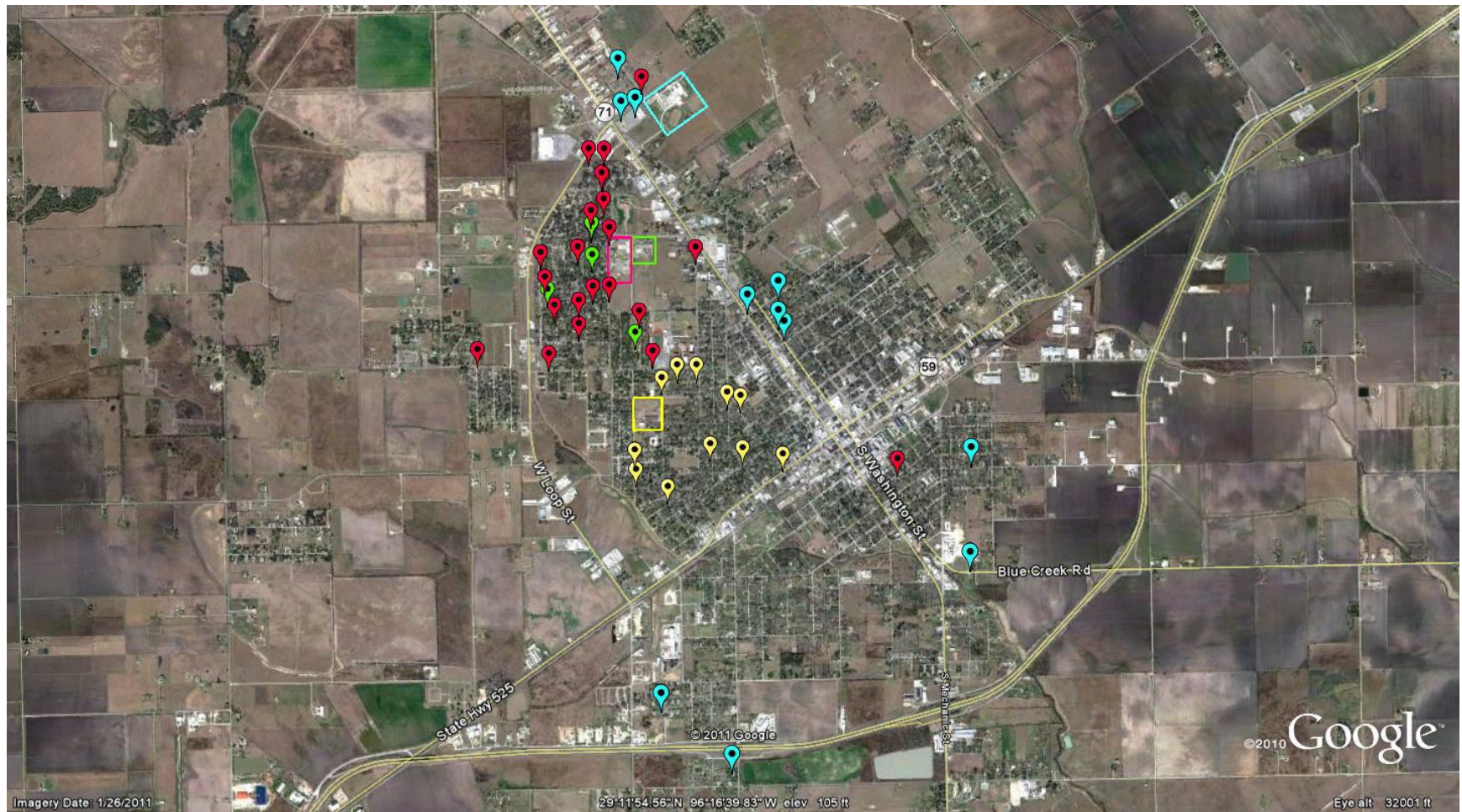
Middle School – 96.4%

High School – 95.8%

Fiscal Impact	Long-term savings is estimated to be \$475,000.
Student and Public Benefit	Prevents cutting classroom instruction and other programs to fund transportation.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.

Attachments	<ul style="list-style-type: none">• Map Plotting Registered Walkers from Each Campus
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	No action required.
Superintendent's Recommendation	This is a discussion item only. Mark Pool, Superintendent of Schools

Plot of Registered Walkers from Each Campus



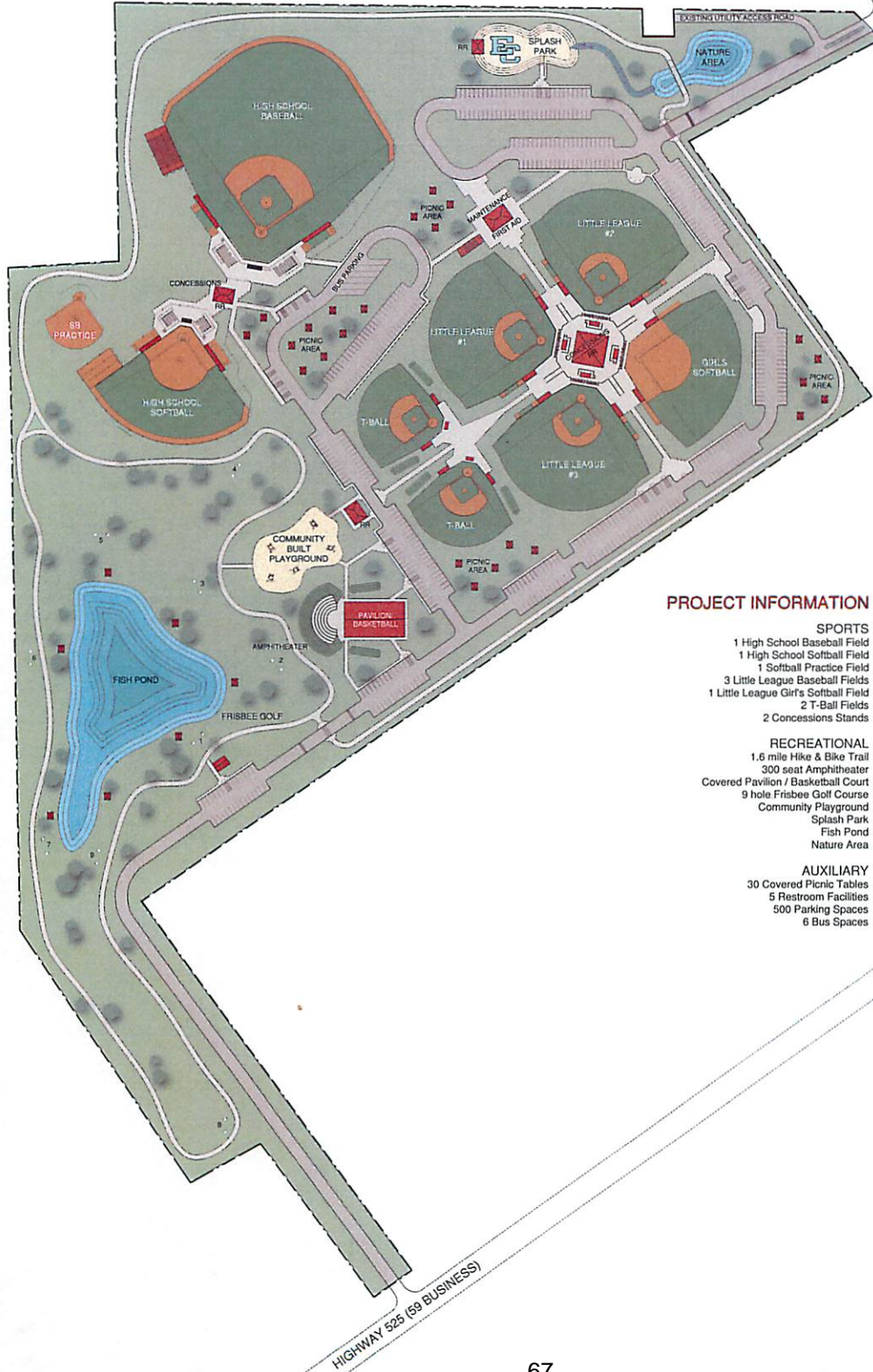
Myatt Elementary, Hutchins Elementary, Northside Elementary, El Campo Middle School

Business and Operations	Presentation of Plans for West Loop Park
Summary	For several months I have participated as a member of the West Loop Park Advisory Committee. The City is considering plans for the development of a city park on the West Loop that will contain Little League baseball and softball fields and the high school baseball and softball fields. A presentation of the current concept will be presented at the meeting.
ECISD Board Policy	None.
Effective Date	November 15, 2011
Previous Board Action	The Board had a previous presentation and discussion with members of the Little League Board regarding their proposal for building new Little League fields and renovations to the high school fields.
Future Action Expected	At some point the Board may be asked to approve an Interlocal Agreement with the City for the maintenance of the high school fields and amenities.
Background Information and Significant Issues	<p>The high school baseball and softball teams have historically played on fields owned by the Little League. Our current annual fee for use of those fields is \$18,000.</p> <p>The Little League Board has been in the process of developing plans and trying to raise the funds to do major renovations on the current Little League fields for well over a year. The high school baseball and softball fields are currently not included in these plans.</p> <p>Because of the fact that the City has better opportunities for grants the Little League Board has recently decided to explore the possibility of including their project with the proposed West Loop Park project.</p>
Fiscal Impact	None other than in-kind contribution through an Interlocal Agreement. The intent is for the City to build and maintain this facility without the use of revenue generated from property taxes. The concept is to use grants and in-kind contributions to build the

park and sales tax monies to maintain it.

Student and Public Benefit	New high school baseball and softball fields that are much closer to the school and at a greatly reduced cost.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none">• Park Master Plan• Scope of Work by Phase
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	No action required.
Superintendent's Recommendation	This is an information item only. Mark Pool, Superintendent of Schools

CITY OF EL CAMPO WEST LOOP PARK



PROJECT INFORMATION

SPORTS

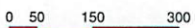
- 1 High School Baseball Field
- 1 High School Softball Field
- 1 Softball Practice Field
- 3 Little League Baseball Fields
- 1 Little League Girls Softball Field
- 2 T-Ball Fields
- 2 Concessions Stands

RECREATIONAL

- 1.6 mile Hike & Bike Trail
- 300 seat Amphitheater
- Covered Pavilion / Basketball Court
- 9 hole Frisbee Golf Course
- Community Playground
- Splash Park
- Fish Pond
- Nature Area

AUXILIARY

- 30 Covered Picnic Tables
- 5 Restroom Facilities
- 500 Parking Spaces
- 6 Bus Spaces



Scope of Work by Phase

West Loop Park City of El Campo

November 3, 2011

Phase I

Little League Complex

Three (3) Little League Fields – Includes dugouts and warm-up area

One (1) Girls Softball Field– Includes dugouts and warm-up area

Two (2) T-Ball Fields – Includes scorer's booth

Center Concessions/Restroom Facility

Full service concessions kitchen

Male and Female Restrooms

Audio Equipment Storage

Janitorial Closet

Ramps

Four (4) Stadium Seating Area/Raised Scorer's Structure – enclosed and conditioned

Concrete Area for portable bleachers

Lighting for all six fields and score boards

Access Roads and Parking

Asphaltic Concrete on stabilized base with curb and gutter edges shall be established as the base proposal with Concrete Paving as a possible alternate. Available parking: 376 standard 9' x 19', 25 handicap spaces with associated accessible aisles, and 6 bus spaces, road width approximately 25' back of curb, includes painted crosswalk & stop signs at future playground.

Sidewalks and other amenities

Minimum 10' wide walks to each of the four Little League Fields and paved plaza area at the T-Ball Fields. Minimum 5' walks at the head end of all parking spaces associated with ball fields.

Hitting cages with covered screen.

Twenty-three (23) 12' x 15' picnic tables with BBQ pits, 9 of which has power and water.

Maintenance-First Aid-Meeting Room

46' x 32' need program for this building. 68

Phase II

High School Baseball and Softball Complex

One (1) Baseball Field – Includes dugouts with storage, dual warm up cages, covered batting cage with retractable netting for infield practice with indoor/outdoor synthetic surfaces. Provide manual hose bibb and electrical behind pitcher’s mound for grounds keeping and pitching machine. Metal fencing shall include a high section at center field and Score Board behind

One (1) Girls Softball Field – Includes dugouts with storage, dual warm up cages, and one covered batting cage with three fixed lanes with netting. Note Softball Infield shall be dirt full arc from dugout to dugout to behind home plate. Provide manual hose bib and electrical behind second base in outfield area for grounds keeping. Chain link fencing shall enclose outfield with score board behind.

One (1) Lighted Skinned Infield with Backstop for Softball Practice with water source for grounds keeping.

Concessions/Restroom Building with Electrical Room for Lighting Contactors

Chain link fenced area between fields for ticket sales

Bleachers area at each field should hold 256 occupants with accommodations for four handicap seats.

Each field will have an elevated scorer’s booth incorporated into the elevated bleacher system.

Community Built Playground

22,000 sq. ft. reserve area for development of the community built playground, the theme discussed is that of a farming community.

Restroom Buildings

One (1) Male and Female Restroom Building with drinking fountains 30’ x 40’ at Pavilion

Phase III

Splash Park

20' x 26' Restroom/Pump Station Recirculation vs. City Water

Three (3) Shade structures with water resistant seating areas

Splash Features:

- Lighted EC
- Water Cannons
- Water Tower Dump
- Geyser Spay with mini blast
- Mushroom Drip
- Slide Section with flat run out and rubber stop
- Rock formations and rock seating under and around shading structures

Nature Park

.36 Acre swimming pond maximum depth 4 ft with water feature

Walk bridge to connect hike/bike trails

Flowing rock creek recirculation of pond for aeration to prevent algae growth

Access Roads and Parking

Asphaltic Concrete on stabilized base with curb and gutter edges shall be established as the base proposal with Concrete Paving as a possible alternate. Available parking: 56 standard 9' x 19', 4 handicap spaces with associated accessible aisles, road with approximately 25' back of curb.

Sidewalks and other amenities

Minimum 10' wide sidewalk with ramp, ramp section shall provide change in elevation of 36".

Memorial Landscape Feature

Includes three flag poles, monument, and name plaque wall for honoring El Campo Citizens.

Located at the intersection of the entry access roads and Little League Field No.2.

Phase IV

Pavilion Complex

Covered Basketball court open air structure 70' x 120' with basketball goals, modify end-wall to create proscenium opening for amphitheater. Hot Dip Galvanized exposed structure. With side berms for additional seating.

Concrete Amphitheater with aluminum raised seating, includes wing wall and berms development at back and sides of structure.

Hike and Bike Trails

Approximately 1.6 miles of trails to be utilized by both pedestrian and bicycle riders, width of the trails are minimum 10' marble chip on base with metal edge trim for confinement of surface materials. Note that these trails shall encompass the entire park site with options for users to interface the desired length of travel. Provide rest stations at intervals or at intersections. Trails shall have site lighting for safety.

Fish Pond

5.633 acre feet of detained water for application to develop a community catch and release fishing pond. Pond should be equipped with aeration and water source feed by wind or solar power. Application for stocking of fish by Texas Parks and Wildlife. Maximum depth should not exceed 6 ft. unless directed by other regulatory requirements.

Seven (7) 12' x 15' picnic tables with BBQ pits, with additional outdoor bench seating along edge of pond

Frisbee Golf

Course shall meander around pond along Hike/Bike trails. Initial setup will be a 9 Hole course with two tee box locations at each hole for application of 18 Hole tournaments.

Access Roads and Parking

Asphaltic Concrete on stabilized base with curb and gutter edges shall be established as the base proposal with Concrete Paving as a possible alternate. Available parking: 54 standard 9' x 19', 4 handicap spaces with associated accessible aisles, road with approximately 25' back of curb.

Restroom Buildings

One (1) Male and Female Restroom Building with drinking fountains 20' x 30' with Shaded Sitting Area at Hike/Bike parking area.

Sidewalks and other amenities

Minimum 5' walks at the head end of all parking spaces associated with buildings and playgrounds.

Other Exclusions:

General Landscaping and Tree Planting will be as needed for each Phase and can be planted in stages as community projects are established. Each Phase shall have Hydromulch Grass planting for disturbed construction areas.

City of El Campo infra-structure shall determine water source and is not included in the Opinion of Probable Cost. Options for Ponds shall be on-site ground source wells or City Water Supply looped from West Loop to Highway 525 (Business 59).

Agenda Item Summary Sheet (7 A)
Meeting Date: November 15, 2011
Submitted by: Mark Pool, Superintendent

Action Item

Governance Resolution to Change Voting Locations

Summary

Last month the Board discussed the implications of SB 100 on future Trustee elections and the options available to the district. From that discussion it was my understanding that the Board wants to continue to hold an annual election on the Second Saturday in May. As discussed, in order to do so former County Election Administrator, Judy Owens, has stated that we must consolidate our polling places to one location, which would be the El Campo EMS Building, or incur the expense of purchasing or leasing voting machines and conducting the election ourselves.

For a number of years the ECISD has named two polling places: El Campo Fire and EMS Building in the City of El Campo, and the Glen Flora Fire Station. In more recent years the district has held a joint election with the City of El Campo at the Fire and EMS Building, but chose to continue to maintain a polling place at the Glen Flora Fire Station for voting precinct 202 with 533 registered voters eligible to vote in the ECISD elections.

I have discussed this issue with the district's legal counsel. A consolidation of voting locations will require a pre-clearance from the U.S. Department of Justice with no other action other than the designation of the new polling locations in the Order of Election that will be considered in February. However, since this has been a discussion topic on a couple of agendas with coverage in the Leader News, and there is a definite need to inform the ECISD eligible voters of voting precinct 202 that the Glen Flora location will be closed, legal counsel has recommended that the most transparent course of action is to pass a resolution now outlining the consolidation of polling locations.

ECISD Board Policy BBB (LOCAL) – BOARD MEMBERS, ELECTIONS

Effective Date May 12, 2012

Previous Board Action

Judy Owens, former Wharton County Election Administrator, addressed the Board regarding this issue at the regular meeting on July 19, 2011.

At the regular meeting on October 18, 2011, the Board discussed SB 100, the implications on future Trustee elections, and the recommendation of former County Elections Administrator, Judy Owens.

Future Action Expected	<p>Polling locations to be designated on the Order of Election that will be considered at the regular meeting on February 21, 2012.</p>
Background Information and Significant Issues	<p>At the regular board meeting on July 19, 2011, former Wharton County Election Administrator, Judy Owens, offered the district an alternative to changing to a November election or a bi-annual election in May:</p> <p>The county has enough voting machines to continue to hold school board elections (joint elections with the city) annually on the second Saturday in May provided we close the Glen Flora voting location. Ms. Owens stated that if the Glen Flora voting location remained open she would not have enough voting machines in even-numbered years due to the requirement to secure the machines for the primary runoff date. The county will only be able to provide a limited number of voting machines at the four joint election voting locations; i.e., Wharton, El Campo, East Bernard, and Needville.</p> <p>The other option she offered would be for ECISD to conduct our own election using paper ballots at the Glen Flora voting location. We would still have to purchase or lease an American with Disabilities Act (ADA) compliant machine for that location.</p>
Fiscal Impact	<p>The Glen Flora voting location has historically not been cost effective when the cost per vote cast was the only consideration.</p>
Student and Public Benefit	<p>Consolidating polling locations will simplify the voting process for El Campo ISD voters.</p>
Procedural and Reporting Implications	<p>Any change in how we conduct our school board election will require pre-clearance from the U.S. Department of Justice.</p>
Public Comments	<p>None.</p>
Alternatives	<p>Other than the recommended course of action, the ECISD has the following options with regards to future school board elections:</p> <ol style="list-style-type: none"> 1. Change the election to the general election in November; 2. Change terms of board members and conduct a board election on the second Saturday in May of odd-numbered years; or 3. Conduct our on election with paper ballots at the Glen Flora voting location, which would require the district to purchase or lease an ADA compliant voting machine.

Other Comments and Related Issues

None.

Attachments

Resolution for Polling Place Change.

Contact Person(s)

David Bright, Assistant Superintendent for Finance and Operations

Action Required

Motion, second and majority vote to approve the Resolution of the El Campo Independent School District Board of Trustees Polling Place Change.

Superintendent's Recommendation

I recommend you approve the Resolution of the El Campo Independent School District Board of Trustees Polling Place Change.

Mark Pool, Superintendent of Schools

**A RESOLUTION OF THE EL CAMPO INDEPENDENT SCHOOL
DISTRICT BOARD OF TRUSTEES POLLING PLACE CHANGE**

- WHEREAS,** El Campo ISD holds its general trustee elections on the May uniform election date each year;
- WHEREAS,** Texas Education Code, Section 11.0581 requires the District to hold its general trustee elections jointly with a municipality located wholly or partially within the boundaries of the District if it chooses to conduct such elections on the May uniform election date;
- WHEREAS,** the District currently holds its general trustee elections jointly with the City of El Campo in compliance with Texas Education Code Section 11.0581;
- WHEREAS,** the District currently elects its trustees to staggered three-year terms in annual elections;
- WHEREAS,** Wharton County conducts the general elections annually for the District and the City;
- WHEREAS,** Texas Election Code Section 41.001 was modified by S.B. 100 in the 82nd Texas Legislature to allow County Election Administrators the option to decline to perform election services requested by school districts on the May uniform election date in *even-numbered years*;
- WHEREAS,** Wharton County has informed the District and City of El Campo that it *will* be able to provide electronic voting equipment for May elections held in even-numbered years provided the District and City reduce the number of polling locations utilized in their elections;
- WHEREAS,** consolidating polling locations, and thereby avoiding the need to change election dates, election cycles, and extend trustee terms which would otherwise be necessary in order to guarantee County assistance, will result in both continuity of the District's trustee election system and costs savings in election administration; and
- WHEREAS,** consolidating polling locations will also simplify the voting process for El Campo ISD voters;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE EL CAMPO INDEPENDENT SCHOOL DISTRICT:

that the District will utilize one polling location for general trustee elections to be conducted jointly with the City of El Campo annually on the May uniform election date, the El Campo EMS Building, located at 220 N. Merchant Street, El Campo, Texas;

BE IT FURTHER RESOLVED:

that the Glen Flora Fire Station, located at 131 S. Bridge Street, Glen Flora, Texas will no longer be used as a polling place for general trustee elections; and

BE IT FINALLY RESOLVED:

that the District's Superintendent is hereby authorized to take any steps necessary to implement these changes, including submitting all changes to the U.S. Department of Justice for preclearance consideration.

RESOLVED on this ___ day of _____, 2011 by a vote of ___ Ayes and _____ Nays by the Board of Trustees of the El Campo Independent School District.

President
Board of Trustees, El Campo ISD

ATTEST:

Secretary
Board of Trustees, El Campo ISD

Governance	Update on Board Continuing Education
Summary	<p>According to LEGAL policy, each Trustee must complete any training required by the State Board of Education; and the minutes of the last regular meeting of the Board held during a calendar year must reflect whether each Trustee has met or is delinquent in meeting the training required to be completed as of the date of the meeting.</p> <p>Continuing education for Board members includes orientation sessions, an annual team building session with the Board and the Superintendent, and specified hours of continuing education based on identified needs.</p> <p>The purpose of reviewing the continuing education this month is to provide the opportunity to correct any records and/or make up any deficiencies prior to the formal record in the minutes in December.</p>
ECISD Board Policy	BBD (LEGAL), BOARD MEMBERS: TRAINING AND ORIENTATION
Effective Date	January 1, 2011 through December 31, 2011
Previous Board Action	Board Training updates are done annually prior to the required disclosure at the December meeting.
Future Action Expected	Board Training updates are done annually prior to the required disclosure at the December meeting.
Background Information and Significant Issues	<p>According to the <i>Texas Education Code § 11.159</i>, each trustee must complete any training required by the State Board of Education. The required training is as follows:</p> <p>Tier 1</p> <p>New Members. New members shall participate in a local orientation session within 60 days before or after their election or appointment. The purpose of this orientation is to familiarize new Board members with local Board policies and procedures and District goals and priorities.</p> <p>All newly elected Board members shall also receive the orientation to the Texas Education Code within the first year of</p>

service. The orientation shall be delivered by regional education service centers and shall be three hours in length.

Legislative Updates. After each session of the Texas Legislature, each Board member shall receive an updated session from a regional education service or any registered provider to the basic orientation to the Texas Education Code. This update session shall be of sufficient length to familiarize Board members with major changes in the Education Code and other relevant legal developments related to school governance.

Tier 2

Team Building. The entire Board, including all Board members, shall annually participate with the Superintendent in a team building session facilitated by the regional education service center or any registered provider. The team building session shall be of a length deemed appropriate by the Board, but generally at least three hours. The purpose of the team building session is to enhance the effectiveness of the Board-Superintendent team and to assess the continuing education needs of the Board-Superintendent team.

Tier 3

Continuing Education. In addition to the orientation and team building, all Board members shall receive additional continuing education on an annual basis. In the first year of service, Board members shall receive at least ten hours of continuing education.

Following the first year of service, Board members shall receive at least five hours of continuing education.

The Board President shall receive continuing education related to leadership duties of the Board President as some portion of the annual requirement.

Specific Open Meetings Training. Within 90 days after taking the oath of office, each Board member shall complete a course of training regarding the responsibilities of the Board and its members under Chapter 551 of the Texas Government Code.

Fiscal Impact

None.

Student and Public Benefit

The Board is the educational policy-making body for the District. To effectively meet the challenges of public education, the Board and the Superintendent must function together as a leadership team. Continuing education is designed to achieve that end.

Procedural and Reporting Implications	At next month's meeting, the Board President shall publicly read the School Board Continuing Education Record, cause it to be reflected in the minutes, and provide the information to the media.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Chart Summarizing Board Member Continuing Education for 2011 • Individual Board Member Continuing Education Report
Contact Person(s)	Dianne Cerny, Administrative Assistant to Superintendent
Action Required	None.
Superintendent's Recommendation	This is an information item only. Mark Pool, Superintendent of Schools

School Board Continuing Education Update

January 1, 2009 – December 31, 2009

NAME	TIER ONE		TIER TWO	TIER THREE		*
	Local Orientation (New Members Only)	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	Specified Open Meetings Training	
Tommy Turner	N/A	Region III ESC 2011 Legislative Update On-Line November 4, 2011	Scheduled for November 29, 2011	2011 TASA/TASB Annual Convention Austin, Texas 9.50 hours	N/A	E 4.50 Hours
Cecil Davis	N/A	2011 TASA/TASB Annual Convention Austin, Texas	Scheduled for November 29, 2011	2011 TASA/TASB Annual Convention Austin, Texas 11.50 hours	N/A	E 6.50 Hours
Ralph Novosad	N/A		Scheduled for November 29, 2011	2011 TASA/TASB Annual Convention Austin, Texas 5.00 hours	N/A	

School Board Continuing Education Update

January 1, 2009 – December 31, 2009

NAME	TIER ONE		TIER TWO	TIER THREE		*
	Local Orientation (New Members Only)	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	Specified Open Meetings Training	
David Hodges	N/A		Scheduled for November 29, 2011	2011 TASA/TASB Annual Convention Austin, Texas 5.00 hours	N/A	
James Russell	N/A		Scheduled for November 29, 2011		N/A	
J.J. Croix	N/A		Scheduled for November 29, 2011		N/A	

School Board Continuing Education Update

January 1, 2009 – December 31, 2009

NAME	TIER ONE		TIER TWO	TIER THREE		*
	Local Orientation (New Members Only)	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	Specified Open Meetings Training	
Kristi David	Local Orientation June 21, 2011	ESC Provided Training TEC Orientation Victoria, TX	Scheduled for November 29, 2011	2011 Spring Workshop Victoria, TX 2011 TASA/TASB Annual Convention Austin, Texas 13.75 hours	2011 TASA/TASB Annual Convention Austin, Texas	E 3.75 Hours

D = Deficient in required hours for current assessment year
 C = Completed required hours for current assessment year
 E = Exceeded required hours for current year

**Texas Association of School Boards
Board Member Continuing Education Report**

Reporting Period: 01/01/2011 - 12/31/2011

El Campo ISD

District # 0241903

Tommy Turner ID# 1053966

<u>TIER-3</u>		<u>Hours earned</u>	<u>Date earned</u>
2011 TASA/TASB Annual Convention	Austin		
Utilizing a Balanced Scorecard to Inform Teachers, Administrators, and the	7:30 - 8:45 am	1.25	09/30/2011
Your District's Facebook: Dodging the Pitfalls and Using Social Media Wisel	9:00 - 10:15 am	1.25	09/30/2011
Board Presidents' Legal Duties and Responsibilities (Board Presidents Acade	1:00 - 3:45 pm	2.50	09/30/2011
General Session: Jimmy Wales	4:00 - 5:30 pm	1.00	09/30/2011
Increasing Student Motivation by Increasing Their Self-Beliefs	9:00 - 10:15 am	1.25	10/01/2011
General Session: The Tuohy's	10:30 - 12:00 pm	1.00	10/01/2011
Transforming Learning and Teaching through Technology	1:30 - 2:45 pm	1.25	10/01/2011
<i>Total hours for TIER-3</i>		9.50	
<i>Total hours for Reporting Period 1/1/2011 -12/31/2011</i>		9.50	

ATTN Board Members: Because your district, not TASB, is the official keeper of record for your continuing education credits, you should report any errors or missing training credits to your superintendent's secretary rather than to TASB.

ATTN District Personnel: If you have revisions or additions to the training detail contained in this report, please follow the instructions below.

1. If information already listed on the report needs to be revised, the district recordkeeper should mark the necessary change on the report itself and fax it to TASB. Please allow 30 days for TASB to post the changes.
2. If TASB training took place that is not listed on the report and it has been at least 30 days since the training, the recordkeeper should fax TASB a copy of the certificate or credit/scantron form provided at the event. If training documentation has been lost, fax TASB the name of the board member, name and date of the event, name of each session attended and the number of credit hours earned for each session. Please allow 30 days for TASB to post the changes.
3. If non-TASB training took place that is not listed on the report, the recordkeeper should submit the credit on-line.

E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-680-8272 ext. 2219



**Texas Association of School Boards
Board Member Continuing Education Report**

Reporting Period: 01/01/2011 - 12/31/2011

El Campo ISD

District # 0241903

Ralph A. Novosad ID# 1060299

<u>TIER-3</u>			<u>Hours earned</u>	<u>Date earned</u>
2011 TASA/TASB Annual Convention	Austin			
UIL Update		7:30 - 8:45 am	1.25	09/30/2011
Preparing High Schools for the EOC/STAAR Assessments		9:00 - 10:15 am	1.25	09/30/2011
Planning for 2012-13: What Districts Are Doing to Reduce Costs		10:30 - 11:45 am	1.25	09/30/2011
Keep the Doors Open: Creative Tips for Reducing M&O Costs of Existing Facil		1:00 - 2:15 pm	1.25	09/30/2011
<i>Total hours for TIER-3</i>			5.00	
				<hr/>
<i>Total hours for Reporting Period 1/1/2011 - 12/31/2011</i>			5.00	

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E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-580-8272 ext. 2219



Texas Association of School Boards
Board Member Continuing Education Report

Reporting Period: 01/01/2011 - 12/31/2011

El Campo ISD

District # 0241903

David J. Hodges ID# 1057398

<u>TIER-3</u>			<u>Hours earned</u>	<u>Date earned</u>
2011 TASA/TASB Annual Convention	Austin			
UIL Update		7:30 - 8:45 am	1.25	09/30/2011
Preparing High Schools for the EOC/STAAR Assessments		9:00 - 10:15 am	1.25	09/30/2011
Planning for 2012-13: What Districts Are Doing to Reduce Costs		10:30 - 11:45 am	1.25	09/30/2011
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<i>Total hours for TIER-3</i>			5.00	
<i>Total hours for Reporting Period 1/1/2011 - 12/31/2011</i>			5.00	

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E-Mail:
cecc@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-580-8272 ext. 2219



**Texas Association of School Boards
Board Member Continuing Education Report**

Page 1 of 1
Printed 11/14/2011

Reporting Period: 01/01/2011 - 12/31/2011

El Campo ISD

District # 0241903

James S. Russell ID# 1072253

**James S. Russell has no training data showing for the date range that you entered.
The most complete credit information is displayed when the "all dates" box is
selected. Please hit the back button and make another selection.**

ATTN Board Members: Because your district, not TASB, is the official keeper of record for your continuing education credits, you should report any errors or missing training credits to your superintendent's secretary rather than to TASB.

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1. If information already listed on the report needs to be revised, the district recordkeeper should mark the necessary change on the report itself and fax it to TASB. Please allow 30 days for TASB to post the changes.
2. If TASB training took place that is not listed on the report and it has been at least 30 days since the training, the recordkeeper should fax TASB a copy of the certificate or credit/scantron form provided at the event. If training documentation has been lost, fax TASB the name of the board member, name and date of the event, name of each session attended and the number of credit hours earned for each session. Please allow 30 days for TASB to post the changes.
3. If non-TASB training took place that is not listed on the report, the recordkeeper should submit the credit on-line.

E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-680-8272 ext. 2219



**Texas Association of School Boards
Board Member Continuing Education Report**

Page 1 of 1
Printed 11/14/2011

Reporting Period: 01/01/2011 - 12/31/2011

El Campo ISD

District # 0241903

J. J. Croix ID# 1072252

J. J. Croix has no training data showing for the date range that you entered. The most complete credit information is displayed when the "all dates" box is selected. Please hit the back button and make another selection.

ATTN Board Members: Because your district, not TASB, is the official keeper of record for your continuing education credits, you should report any errors or missing training credits to your superintendent's secretary rather than to TASB.

ATTN District Personnel: If you have revisions or additions to the training detail contained in this report, please follow the instructions below.

1. If information already listed on the report needs to be revised, the district recordkeeper should mark the necessary change on the report itself and fax it to TASB. Please allow 30 days for TASB to post the changes.
2. If TASB training took place that is not listed on the report and it has been at least 30 days since the training, the recordkeeper should fax TASB a copy of the certificate or credit/scantron form provided at the event. If training documentation has been lost, fax TASB the name of the board member, name and date of the event, name of each session attended and the number of credit hours earned for each session. Please allow 30 days for TASB to post the changes.
3. If non-TASB training took place that is not listed on the report, the recordkeeper should submit the credit on-line.

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**Texas Association of School Boards
Board Member Continuing Education Report**

Reporting Period: 01/01/2011 - 12/31/2011

El Campo ISD

District # 0241903

Kristi David ID# 1077467

<u>TIER-1</u>		<u>Hours earned</u>	<u>Date earned</u>
ESC Provided Training - TEC Orientation	Victoria, Texas		
Orientation to Texas Education Code		8:00 - 3:30 pm	3.00
			05/19/2011
		<i>Total hours for TIER-1</i>	3.00

<u>TIER-3</u>		<u>Hours earned</u>	<u>Date earned</u>
2011 Spring Workshops	Victoria		
Board Engagement: Maximixing Your Potential Impact		8:30 - 9:30 am	1.00
Quick Tips for New Board Members		2:30 - 3:30 pm	1.00
			05/19/2011
			05/19/2011
2011 TASA/TASB Annual Convention	Austin		
Parents at the Table: Education Leadership's Missing Link to School Improve		7:30 - 8:45 am	1.25
Boardsmanship Basics (TASB ISD)		9:00 - 11:45 am	2.50
School Law Basics (TASB ISD)		1:00 - 2:15 pm	1.25
Introduction to the Texas Open Meetings Act (Required Open Govt Training)		2:30 - 3:45 pm	1.25
General Session: Jimmy Wales		4:00 - 5:30 pm	1.00
Bullies in Schools in Relationship to Domestic Violence		7:30 - 8:45 am	1.25
Turn Out the Lights...		9:00 - 10:15 am	1.25
General Session: The Tuohy's		10:30 - 12:00 pm	1.00
TASB Delegate Assembly		2:00 - 4:00 pm	1.00
			09/30/2011
			09/30/2011
			09/30/2011
			09/30/2011
			10/01/2011
			10/01/2011
			10/01/2011
		<i>Total hours for TIER-3</i>	13.75

Total hours for Reporting Period 1/1/2011 -12/31/2011 **16.75**



Explanatory Notes

TASB Localized Policy Manual Update 91

District: El Campo ISD
ATTN (LOCAL) POLICY REVIEW

Please note: Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to bills from the 82nd Regular Legislative Session. Bills from the First Called Session of the 82nd Legislature are so noted. All referenced bills have already gone into effect unless otherwise noted.

AIC (LEGAL) ACCOUNTABILITY
INVESTIGATIONS AND SANCTIONS

New provisions from SB 738 have been added on page 6 at PARENT REQUEST. The parents of a majority of the students enrolled at a campus that has had an unacceptable performance rating for three consecutive years after the campus is reconstituted can sign a petition specifying which action—either repurposing, alternative management, or closure—the commissioner should order. The commissioner must order the specific action requested by the petition unless the school board presents a written request specifying a different action, in which case the commissioner may order the action that the board requested.

B (LEGAL) LOCAL GOVERNANCE

We have revised the B section table of contents to rename BJCG Superintendent, Resignation.

BBA (LEGAL) BOARD MEMBERS
ELIGIBILITY/QUALIFICATIONS

To be elected as a board member, a person must be a qualified voter. A change from HB 1226 modifies the definition of QUALIFIED VOTER to clarify that a person is not considered to have been finally convicted of a felony and therefore disqualified from voting if criminal proceedings are deferred without an adjudication of guilt.

BBB (LEGAL) BOARD MEMBERS
ELECTIONS

Multiple bills affected school board elections. Significant changes are described with the relevant bill number in parenthesis. **Please note that the provisions that come from SB 100 are not applicable to November 2011 elections.** TASB Legal Services has published Frequently Asked Questions providing further information on conducting your district's elections under SB 100 available at: http://www.tasb.org/services/legal/esource/governance/documents/sb100_elec_related_changes_aug11.pdf.

At ADJUSTMENTS, a board may adopt a resolution by December 31, 2011, to change the length of board member terms, which must consist of staggered three- or four-year terms. Changes are effective with the first regular election occurring after January 1, 2012. (SB 100)

Explanatory Notes

TASB Localized Policy Manual Update 91

**BJCG (LEGAL) SUPERINTENDENT
RESIGNATION**

Provisions from SB 8 (First Called Session) specify that if a board declares a financial exigency, the board may amend the terms of the superintendent's term contract. If the board amends the superintendent's contract, the superintendent may resign without penalty by providing notice to the board and may continue to work for the district during the notice period under the terms of the prior contract.

Also, the subtitle of this legally referenced policy has been changed to Resignation to better reflect the content.

BQ (LEGAL) PLANNING AND DECISION-MAKING PROCESS

This legally referenced policy has been reorganized into several major sections: the requirement for a district to establish a district- and campus-level planning and decision-making process, general requirements that apply to both district- and campus-level plans, and specific provisions governing the district plan and campus plans.

In addition, the following changes were made:

- Existing statutory text requiring the DISTRICT IMPROVEMENT PLAN to address performance of students in special education programs has been added on page 2.
- From SB 471, the district improvement plan (see item 11) must now include a program to address maltreatment, defined as abuse and neglect, of children in addition to the existing requirement to address child sexual abuse.

**BQA (LEGAL) PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL**

In addition to the reorganization of several provisions in this policy, the following changes were made:

- SB 778 adds a requirement that, if practicable, the PROFESSIONAL STAFF on the district-level planning and decision-making committee will include an individual with the primary responsibility for educating students with disabilities.
- Throughout, the text was revised to better match statutory language and to delete text repeated from BQ(LEGAL).

**BQB (LEGAL) PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL**

In addition to the reorganization of several provisions in this policy, the following changes were made:

- SB 778 adds a requirement that, if practicable, the PROFESSIONAL STAFF on the campus-level planning and decision-making committee will include an individual with the primary responsibility for educating students with disabilities.
- Throughout, the text was revised to better match statutory language and to delete text repeated from BQ(LEGAL).

Explanatory Notes

TASB Localized Policy Manual Update 91

BR (LEGAL) REPORTS

Pursuant to SB 1618, all district reports to TEA will be submitted electronically.

SB 6 (First Called Session) repealed the requirement for the superintendent to report a district's maximum attendance to the commissioner for textbook requisition purposes, and we have deleted that item from the list of reports.

At item 24, SB 149 amends the district reporting requirements regarding the college credit program. Districts must annually report to TEA the number of students who participated in the program, not just those who earned credit, and the courses in which students earned high school credit.

C (LEGAL) BUSINESS AND SUPPORT SERVICES

We have revised the C section table of contents to reflect a new code, CEA, Financial Exigency.

In addition, the CV series has been rearranged to match the structure of new Government Code Chapter 2267 on facilities construction, as follows:

- Construction Manager-Agent has been moved to CVC.
- Construction Manager-At-Risk has been moved to CVD.
- Design-Build has been moved to CVE.

CBA (LEGAL) STATE AND FEDERAL REVENUE SOURCES STATE

SB 8 (First Called Session) requires, by July 1 of each year, the commissioner to determine whether each district is estimated to receive less funding under the foundation school program for maintenance and operations for the following school year than the district received for the 2010–11 school year. If the funding will be less, the commissioner will certify the percentage decrease in funding. A district must receive this certification from the commissioner in order to implement a furlough as allowed by SB 8. See FUNDING LEVELS.

CCA (LEGAL) LOCAL REVENUE SOURCES BOND ISSUES

As reflected on pages 2–3, SB 100 changed the deadline for a district to make a CALL FOR ELECTION for a bond election on the November uniform election date to the 78th day before election day rather than the 70th day. However, for an election held on a uniform election date other than the November uniform date, the election must be called not later than the 71st day before election day. Please note that these provisions from SB 100 are not applicable to November 2011 bond elections.

In each bond PROPOSITION, HB 360 requires a district to state the total principal amount of the bonds to be issued and a general description of the purposes of the bonds. See page 4.

Effective March 7, 2011, new Administrative Code rules add additional requirements regarding ELIGIBILITY and APPLICATION for credit enhancement of bonds. See pages 6–7.

Explanatory Notes

TASB Localized Policy Manual Update 91

CCG (LEGAL) LOCAL REVENUE SOURCES
AD VALOREM TAXES

In the Note on page 1, we have added a link for easy access to the comptroller's Web site.

In addition, several bills affected this legally referenced policy:

- SB 1 (First Called Session) provides that if a district has a DECREASE IN DEBT SERVICE RATE after the publication of the required notice of the budget and tax rate meeting, the board president is not required to post another notice or call another meeting to discuss and adopt the budget and the proposed lower rate. A conforming change requires the TAX RATE to be based on the *calculated* rather than the *published* debt service rate. See page 3.
- HB 360 requires a PROPOSITION submitted to the voters for imposition of a new tax or a tax increase to state the amount of the tax or the maximum tax rate.
- SB 100 changed the deadline for a district to make a CALL FOR ELECTION on the November uniform election date to the 78th day before election day rather than the 70th day. However, for an election held on a uniform election date other than the November date, the election must be called not later than the 71st day before election day. See page 5. Please note that these provisions from SB 100 are not applicable to November 2011 elections.
- Each year after the district adopts a tax rate, it must provide information related to the tax rate to the county assessor-collector for each county in which any part of the district is located for posting on the county's Web site. This change at TAX INFORMATION TO COUNTY beginning on page 5 is from HB 2338.
- At RESCISSION on page 6, HB 2169 authorizes a board to rescind a tax discount previously adopted by the board.
- HB 499 allows a district to collect ADDITIONAL PENALTIES on delinquent taxes. See page 9.
- HB 2853, SB 627, and SB 1 (First Called Session) amended the Tax Increment Financing Act as reflected at REINVESTMENT ZONES/TAX INCREMENT FINANCING beginning on page 11. HB 2853 removes provisions requiring notice to the district and the opportunity to comment prior to the designation. An existing provision on when a county or municipality may designate a reinvestment zone was added in its place. The bills change provisions on appointing membership to the zone board and collection and deposit of tax increments.
- SB 1 (First Called Session) amended the tax exemption for GOODS-IN-TRANSIT, reflected on page 13. To tax goods-in-transit, a district must take official action on or after October 1, 2011, even if the district had previously taken action to provide for the taxation.

Existing statutory text was added at NOTICE OF OPTIONAL EXEMPTION on page 11. This provision requires a district to notify the appraisal office of exemptions within 30 days of adopting, amending, or repealing an exemption.

Citations were updated throughout, and we deleted a provision about split payment of taxes that applies only to districts in Galveston County.

CDA (LEGAL) OTHER REVENUES
INVESTMENTS

HB 2226 made several changes to district investment provisions.

Explanatory Notes

TASB Localized Policy Manual Update 91

- Districts must include in their investment policies procedures to monitor rating changes in investments and to take prudent measures to liquidate investments that do not meet minimum ratings. See WRITTEN POLICIES on page 1.
- In current law, the chief financial and investment officers must attend investment training every two years. HB 2226 clarifies that the two-year period begins on the first day of the district's fiscal year and includes the two consecutive fiscal years after that date. See ONGOING on page 3.
- The mandatory QUARTERLY REPORTS are no longer required to be prepared in compliance with generally accepted accounting principles or state the additions and changes to the market value during the period covered by the report. References to these requirements have therefore been deleted. See pages 4-5.
- AUTHORIZED INVESTMENTS (at item 1) now include obligations fully guaranteed or insured by the Federal Deposit Insurance Corporation or by the full faith and credit of the United States. HB 2226 also amended the criteria to invest in certificates of deposit and fully collateralized repurchase agreements. See items 2 and 3.

Also at AUTHORIZED INVESTMENTS, at item 11, SB 1543 permits a district that qualifies as an *issuer* to invest in corporate bonds. The definition of *issuer* is included in the policy manual at CCF(LLEGAL), which is not included in this update.

Existing statutory language was added at LOSS OF REQUIRED RATING. An investment that requires a minimum rating does not qualify as an authorized investment during the period that the investment does not meet the minimum rating. A district must take all prudent measures consistent with its investment policy to liquidate an investment that does not have the minimum rating.

CDA	(LOCAL)	OTHER REVENUES INVESTMENTS
-----	---------	-------------------------------

We recommend new text at MONITORING RATING CHANGES to satisfy the requirement from HB 2226 for districts to include in their investment policies procedures to monitor rating changes in investments and to take prudent measures to liquidate investments that do not meet minimum ratings. The recommended text requires, in accordance with the Government Code, that the investment officer develop procedures to monitor investment ratings and to liquidate investments that do not maintain satisfactory ratings.

As mentioned in the explanatory note for CDA(LLEGAL), a district that qualifies as an *issuer* may invest in corporate bonds. To be an issuer, a district must have an ADA of 50,000 or more or have (1) a principal amount of at least \$100 million in outstanding long-term indebtedness, proposed indebtedness, or a combination thereof; and (2) some amount of long-term indebtedness outstanding or proposed to be issued that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation. [See CCF in your policy manual.] If your district meets these criteria and will permit investment of district funds in corporate bonds, please contact your policy consultant for appropriate text.

If your district does not present an annual comprehensive report on the district's investment program to the board, please contact your policy consultant to adjust your policy.

Please note: We have retained unchanged your district's locally developed provision concerning TRUST FUNDS.

Explanatory Notes

TASB Localized Policy Manual Update 91

CDB (LEGAL) OTHER REVENUES
SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPER-
TY

Changes at PUBLICATION OF NOTICE AND BIDDING REQUIREMENTS and HIGHER EDUCATION INSTITUTIONS are to better reflect statutory language.

At OTHER POLITICAL SUBDIVISIONS on page 2, HB 2690 adds an exception to the rule requiring that before land owned by a school district can be sold or exchanged, notice to the general public must be published in a newspaper. The notice and bidding requirements do not apply to a donation or sale of the property or interest in the property for less than fair market value to another political subdivision if the land will be used in carrying out a purpose that benefits the public interest of the district, the donation or sale is made under terms that effect and maintain the public purpose, and the title and right to possession of the land or interest revert to the district if the acquiring political subdivision ceases to use the land in carrying out the public purpose.

A cross-reference to CQA for information regarding geospatial data projects has been added in the Note on page 4.

CE (LEGAL) ANNUAL OPERATING BUDGET

A new provision from HB 628 allows a district to enter into an agreement regarding IMPROVEMENTS TO REAL PROPERTY not owned or leased by the district if the improvement *benefits* real property owned or leased by the district. Benefits include highways, roads, streets, sidewalks, crosswalks, utilities, and drainage improvements.

SB 764 prohibits a school district from using district funds or resources or acquiring property for the design, construction, renovation, or operation of a HOTEL.

SB 1 (First Called Session) provides that if a district has a DECREASE IN DEBT SERVICE RATE after the publication of the required notice of the budget and tax rate meeting, the board is not required to post another notice or call another meeting to discuss and adopt the budget and the proposed lower rate. See page 4.

CEA (LEGAL) ANNUAL OPERATING BUDGET
FINANCIAL EXIGENCY

This new policy includes provisions on financial exigency from SB 8 (First Called Session). The bill requires a board to adopt a resolution to declare a financial exigency, limits the duration of the declaration to the end of the fiscal year unless the board adopts another resolution, requires notice to the commissioner, and requires the commissioner to set the minimum standards for the financial conditions that must exist for a declaration of financial exigency.

TASB Legal Services has a Frequently Asked Questions on SB 8 available at:
http://www.tasb.org/services/legal/esource/personnel/documents/sb8_flexibilities_reducing_costs_july11.pdf.

CH (LEGAL) PURCHASING AND ACQUISITION

Changes to this legally referenced policy on purchases of goods and services are from HB 628 unless otherwise noted. HB 628 created Government Code Chapter 2267 to address purchasing methods used for construction contracts. See CV series, below.

Explanatory Notes

TASB Localized Policy Manual Update 91

HB 1728 also gives districts greater flexibility in FINANCING energy savings performance contracts. At CONTRACT PROCUREMENT, a board may contract with the provider of energy or water conservation measures to perform work that is related to, connected with, or otherwise ancillary to the measures identified in the scope of the energy savings performance contract.

CMD (LEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT
INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

SB 6 (First Called Session) significantly changed the law on instructional materials, as reflected in this legally referenced policy, including:

- References to *textbooks* have been changed to *instructional materials* throughout.
- At INSTRUCTIONAL MATERIALS on page 1, districts may not charge students a fee for materials purchased with the instructional materials allotment (IMA), except if a student fails to return materials in an acceptable condition. In addition, the district rather than the state owns materials purchased with the IMA.
- At FUNDING on page 1, each district is entitled to an annual IMA for each student enrolled in the district on a date during the preceding year specified by the commissioner. The commissioner determines the amount of the IMA based on the money available in the state instructional materials fund. However, there may be an ALLOTMENT ADJUSTMENT for changes in enrollment.
- IMA funds may be used as specified at PERMITTED EXPENDITURES, and the district must make a CERTIFICATION OF ALLOTMENT USE, as reflected on page 3, that the funds were used only for permitted expenses. Notably, IMA funds can be used to pay for staff training and for salary and other expenses of an employee who provides technical support for use of technological equipment. The ORDER OF PURCHASE is specified by statute, however. First districts must purchase materials that cover all elements of the essential knowledge and skills, except physical education. Then districts can purchase other materials or equipment as needed by the district. For the next biennium, districts must use IMA funds to purchase materials that will assist the district in meeting performance standards on STAAR.
- The commissioner will maintain an INSTRUCTIONAL MATERIALS ACCOUNT for each district. The district will requisition materials to be purchased through the ONLINE REQUISITION SYSTEM by June 1 of each year.
- SUPPLEMENTAL INSTRUCTIONAL MATERIALS and BILINGUAL INSTRUCTIONAL MATERIALS will be purchased with IMA funds rather than textbook credits. See page 4.
- The CERTIFICATION requirements beginning on page 4 have been amended to provide a list for a district to use in determining whether each student has instructional materials that cover all elements of the TEKS.
- At OWNERSHIP on page 5, the requirement that books be covered has been deleted.
- A district must determine appropriate SALE OR DISPOSAL of instructional material and technological equipment, beginning on page 6.

Explanatory Notes

TASB Localized Policy Manual Update 91

CNA (LEGAL) TRANSPORTATION MANAGEMENT
STUDENT TRANSPORTATION

A new provision from SB 1 (First Called Session) at TRANSPORTATION FUNDING FOR ELIGIBLE STUDENTS authorizes a district to charge a student a reasonable transportation fee if the district does not receive any transportation allotment funds or participate in a county transportation system for which a transportation allotment is provided for the student.

HB 3506 permits a district to use transportation allotment funds to provide BUS PASSES OR CARDS for another transportation system to each student who is eligible to use the regular transportation system but for whom the regular system is not a feasible method of providing transportation.

CNC (LEGAL) TRANSPORTATION MANAGEMENT
TRANSPORTATION SAFETY

A school district is required to equip school buses with a three-point seat belt for each passenger, including the operator, only to the extent that the legislature has appropriated money for the purpose of reimbursing these expenses. However, no funds were appropriated for the biennium beginning September 1, 2011. This change at REQUIRED ON BUSES is from SB 1610.

HB 359 provides that students in grade 6 or below who engage in DISRUPTION OF TRANSPORTATION may no longer be charged with a misdemeanor offense.

COB (LEGAL) FOOD SERVICES MANAGEMENT
FREE AND REDUCED-PRICE FOOD PROGRAM

SB 89 repeals the previous summer nutrition program and creates a new program administered by the Texas Department of Agriculture (TDA). The new program:

- Requires a district in which 50 percent or more of the students qualify for free and reduced-price lunch to provide or arrange for a summer nutrition program for at least 30 days during the summer. Former law required a summer program if 60 percent of a district's students were eligible for free and reduced-price lunch.
- Requires TDA to notify districts that are subject to the requirement.
- Allows a board to request a waiver by January 31st. However, the board must notify the school health advisory council of its intentions and the reasons for seeking a waiver by November 30th of the prior year.
- Includes new waiver standards.

CQA (LEGAL) TECHNOLOGY RESOURCES
DISTRICT, CAMPUS, AND CLASSROOM WEB SITES

HB 1147 requires that if, in certain circumstances, an Internet Web site contains geospatial data or a map or includes information about a service involving geospatial data or a map, the district must include a specific disclaimer statement on the site. See GEOSPATIAL DATA PRODUCTS beginning on page 2.

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CV (LEGAL) FACILITIES CONSTRUCTION

Changes to this legally referenced policy on facilities construction are from HB 628 unless otherwise noted. HB 628 created Government Code Chapter 2267 to address purchasing methods used for construction contracts.

In addition to reordering existing provisions, we have made substantive changes from HB 628, which include:

- A new statement establishing the BOARD'S AUTHORITY to adopt rules necessary to implement Chapter 2267 and a new DELEGATION OF AUTHORITY statement. The board may delegate its authority regarding an action authorized or required by Chapter 2267 to a designated representative, committee, or other person. Notice of the delegation must be included in the request for bids, proposals, or qualifications. Because of these changes, we have deleted the specific provision from Education Code Chapter 44 allowing delegation in the case of a disaster and authorizing individuals to request an injunction for contracts made in violation of Chapter 44 of the Education Code. A Note on page 1 now refers readers to CH(LEGAL) for these provisions.
- The list of purchasing methods at CONTRACTS VALUED AT OR ABOVE \$50,000 has been revised. Although HB 628 did not add any new methods, the statutory language was amended slightly.
- In considering and SELECTING A CONTRACTING METHOD other than competitive bidding, the board must, before advertising, determine the method that provides the best value for the district.
- The reverse auction procedure may not be used on a public work contract that requires a payment or performance bond. See EXCEPTIONS on page 2.
- The CONTRACT SELECTION CRITERIA, beginning on page 2, have been amended to require a district to consider any existing laws related to historically underutilized businesses and the use of women- or minority-owned, small, or disadvantaged businesses. In addition, the list of factors that the district may consider in awarding a contract was revised.
- In PUBLISHING CRITERIA on which to evaluate offerors, the district must provide the applicable weighted value for each criterion.
- New limitations on district-approved CHANGE ORDERS specify that if a change in plans or specifications is necessary after performance has begun, the district may approve change orders. However, the total contract price may not be increased unless additional money is approved from available money or is provided for through time warrants. A contract with an original contract price of \$1 million or more may not be increased by more than 25 percent. If a contract originally for less than \$1 million is increased to \$1 million or more, subsequent change orders may not increase the revised contract amount by more than 25 percent of the original contract price. See page 4.
- A district must provide or contract separately for construction materials engineering, testing, and inspection services and the verification testing services necessary for acceptance of the facility by the district. See INSPECTION, VERIFICATION, AND TESTING.
- ENERGY SAVINGS PERFORMANCE CONTRACTS are not subject to Chapter 2267.
- ARCHITECTS AND ENGINEERS must be selected on the basis of demonstrated competence and qualifications—the process used for procuring professional services.

Explanatory Notes

TASB Localized Policy Manual Update 91

- As reflected at ENFORCEMENT ACTIONS on page 11, a school district that files suit to recover damages for defective design, construction, renovation, or improvement of an instructional facility financed through the Instructional Facilities Allotment must provide written notice of the action to the commissioner. The commissioner may join the action, and a district must send the comptroller any portion of the state's share not used to remedy the defect.

Citations have been updated throughout.

CV (LOCAL) FACILITIES CONSTRUCTION

As mentioned above, HB 628 establishes limitations on district-approved change orders for construction contracts. As a result, at CHANGE ORDERS we recommend adding clarifying language that change orders *permitted by law* will be approved prior to changes being made in the plans or construction of a facility.

Your district's policy requires the superintendent to submit to the board for approval construction contracts valued at or above the dollar amount stated in your policy. Please confirm that this dollar amount is still appropriate for your district. If changes are needed, contact your policy consultant.

Other recommended changes at FINAL PAYMENT are editorial in nature.

Please note: HB 628 adds two other local policy options for the board to consider. The board may delegate to an administrative official the authority to approve change orders that are allowed by law. In addition, the board may now delegate the authority to determine the project delivery/contract award method to be used for each construction contract to a representative, committee, or other person. Please contact your policy consultant if you wish to see text for either of these options.

CVA (LEGAL) FACILITIES CONSTRUCTION COMPETITIVE BIDDING

In addition to reordering existing provisions, we have made changes from HB 628 to this legally referenced policy on competitive bids, including:

- On page 1, a new definition of *competitive bidding* and a new requirement to award the contract to the lowest responsible bidder. Under previous law, the contract was awarded to the bidder offering the best value according to the selection criteria.
- A reference at item 4 on page 1 to the procedural requirement in CV(LEGAL) to contract separately for construction materials engineering, testing, and inspection services and the verification testing services necessary for acceptance of the facility by the district.
- A requirement for the district to include the construction documents, estimated budget, project scope, estimated project completion date, and other relevant information in the PREPARATION OF A REQUEST.
- An obligation for the district to receive, publicly open, and read aloud the names of the offerors and their bids when OPENING BIDS.

CVB (LEGAL) FACILITIES CONSTRUCTION COMPETITIVE SEALED PROPOSALS

In addition to reordering existing provisions, we have made changes from HB 628 to this legally referenced policy on competitive sealed proposals, including:

Explanatory Notes

TASB Localized Policy Manual Update 91

- Clarification that a district must select or designate an ARCHITECT OR ENGINEER to prepare the construction documents *on or before* the selection of the construction manager-at-risk.
- A requirement for the district to state the weighted value for each criterion in the SELECTION PROCESS. The statute no longer includes the specific list of criteria that may be included.
- A requirement for the district to make the proposal rankings public not later than the seventh day after the date the contract is awarded. See NOTICE OF RANKINGS on page 3.
- Deletion of a requirement for the district to review all trade contractor or subcontractor BIDS OR PROPOSALS. Only the construction manager-at-risk is required to conduct this review but the district may request to see the bids or proposals.
- Rewording of provisions throughout that were previously included in Chapter 44 of the Education Code but were moved to Chapter 2267 of the Government Code.

CVE (LEGAL) FACILITIES CONSTRUCTION
DESIGN-BUILD

As mentioned above, provisions on design build have been moved to CVE from CVC.

In addition to reordering existing provisions, we have made substantive changes from HB 628 to this legally referenced policy on design-build, including:

- A new definition of *design-build*.
- New provisions stating the circumstances when the design-build method may be used. A district must enter into a single contract with a design-build firm.
- A reference at item 5 on page 1 to the procedural requirement in CV(LEGAL) to contract separately for construction materials engineering, testing, and inspection services and the verification testing services necessary for acceptance of the facility by the district.
- A provision stating that a DESIGN-BUILD FIRM must be a sole proprietorship, partnership, corporation, or other legal entity or team that includes an architect or engineer and a construction contractor.
- A requirement for the district to state the weighted value for each criterion in the REQUEST FOR QUALIFICATIONS and a prohibition on requiring offerors to submit architectural or engineering designs as part of a proposal or a response to a request for qualifications.
- A list of requirements for the DESIGN CRITERIA PACKAGE.
- A provision allowing a district to request information about *costing methodology* and a definition of that term. See PROPOSALS on page 3.
- A requirement for the district to make the proposal rankings public not later than the seventh day after the date the contract is awarded. See NOTICE OF RANKINGS.
- A requirement for the FINAL CONSTRUCTION DOCUMENTS to note any changes made during construction.
- Rewording of provisions throughout that were previously included in Chapter 44 of the Education Code but were moved to Chapter 2267 of the Government Code.

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DC (LEGAL) EMPLOYMENT PRACTICES

The provision requiring a board to determine acute shortage areas was repealed by SB 1669, which made significant changes to the rules on TRS payments when a retired employee returns to work for a school district.

We have added an existing statutory provision stating that the district's employment policy may include a provision to allow an employee an opportunity to transfer to another school or position. See TRANSFERS on page 2.

DCA (LEGAL) EMPLOYMENT PRACTICES
PROBATIONARY CONTRACTS

As reflected at VOLUNTARY REASSIGNMENT, HB 2380 allows a district to employ an educator under a probationary contract if the educator is reassigned to a new professional capacity that requires a different class of certificate than required by the educator's previous professional capacity and the educator voluntarily accepts the reassignment.

DECB (LEGAL) LEAVES AND ABSENCES
MILITARY LEAVE

Amendments to CHAPTER 431 of the Texas Labor Code by HB 1178 expand the employment protections given to members of the state military forces. A district is prohibited from terminating employment of a member of the state military or a member of another state's military because the employee is ordered to training or duty. The employee is entitled to reemployment rights at the end of the training or duty period, but the employee must give notice of intent to return to employment as soon as practicable.

DF (LEGAL) TERMINATION OF EMPLOYMENT

HB 1610 imposes new termination standards when an educator is convicted of certain offenses:

- A district must terminate as soon as practicable a person employed under a Chapter 21 contract if the district receives notice from SBEC that the educator's certificate was revoked because the educator was convicted of a Title 5 felony or an offense requiring registration as a sex offender. This is a MANDATORY TERMINATION. See page 2.
- However, it is a DISCRETIONARY TERMINATION if the district becomes aware that a person employed under a Chapter 21 contract has been convicted or received deferred adjudication for a felony offense that does not meet the criteria for a mandatory termination.
- If the district provides NOTICE TO THE EMPLOYEE under either termination procedure, the employee's contract is void. There is NO APPEAL permitted under these provisions.

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**DFD (LEGAL) TERMINATION OF EMPLOYMENT
HEARINGS BEFORE HEARING EXAMINER**

From SB 8 (First Called Session), the appeal process before an independent hearing examiner does not automatically apply to a decision based on financial exigency to terminate a term or probationary contract in the middle of the contract period or to terminate a continuing contract at any time. Instead, the board will decide whether to use the process for a nonrenewal hearing or the independent hearing examiner process. See APPLICABILITY on page 1.

SB 8 also includes provisions on the board's options in responding to a hearing examiner's recommendations. The law clarifies that a determination by a hearing officer regarding good cause is a conclusion of law and the board or board committee may adopt, reject, or change the determination. Previously a board could change this determination only if it was not supported by substantial evidence. See DECISION on page 4.

**DFE (LEGAL) TERMINATION OF EMPLOYMENT
RESIGNATION**

HB 1610 requires a superintendent to complete an INVESTIGATION of an employee who has resigned under suspicion of abuse of a student, despite the resignation.

DG (LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

Provisions on immunity for employees have been moved, unchanged, to new code DGC(LEGAL).

A new provision at REPORTING CHILD ABUSE OR MALTREATMENT, beginning on page 3, is from SB 471. This new law specifies that a district may not discharge, nonrenew, or suspend an employee for complying with the law regarding prevention of abuse and other maltreatment of children.

An existing statutory provision has also been added on page 4. This provision specifies that a district may not discharge, nonrenew, or suspend an employee for an employee's USE OF PHYSICAL FORCE against a student to the extent justified by Penal Code 9.62. However, a district may enforce a policy relating to corporal punishment.

As a result of SB 6 (First Called Session), we have revised provisions on employee responsibility for textbooks to refer to instructional materials.

HB 1682 prohibits a district from coercing or requiring an employee to make or to refrain from making CHARITABLE CONTRIBUTIONS. This includes requiring employees to attend meetings at which charitable contributions are solicited.

**DGC (LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES
IMMUNITY**

Provisions on immunity for employees have been moved, unchanged, from DG(LEGAL) to this new code.

A new provision at CHILD ABUSE AND MALTREATMENT on page 3 is from SB 471. This new law clarifies that an employee's actions to comply with the law regarding prevention of abuse and other maltreatment of children are considered to involve an employee's judgment and discretion for purposes of immunity from liability. In general, professional employees are not personally liable for actions within the scope of their duties that involve the exercise of judgment or discretion.

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**DLB (LEGAL) WORK LOAD
REQUIRED PLANS AND REPORTS**

As a result of SB 6 (First Called Session), we have revised item 5 at RESTRICTIONS ON WRITTEN REPORTS to refer to instructional materials instead of textbooks.

**DMA (LEGAL) PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT**

SB 471 requires a district to train employees regarding child sexual abuse and other maltreatment of children. The training, which will include the listed elements, must be provided to new employees at orientation and may be provided annually to other employees through staff development. A district must maintain records of participation. A district without sufficient resources to conduct the training may partner with a community organization. See CHILD ABUSE AND MALTREATMENT beginning on page 1.

As reflected beginning on page 5, certain district employees who are involved in athletic activities are required to take a training course on CONCUSSIONS at least once every two years as a result of HB 2038. Each listed employee must submit proof of completion to the superintendent or designee. See FM(LLEGAL) for other new provisions on concussions.

DP (LEGAL) PERSONNEL POSITIONS

SB 6 (First Called Session) repealed the requirement for the principal to report a district's maximum attendance to the superintendent for textbook requisition purposes. We have deleted that item from the list of DUTIES.

E (LEGAL) INSTRUCTION

We have revised the E section table of contents to reflect the new subtitle of EFA, Instructional Materials, and the new title and subtitle of EFAA, Instructional Materials, Selection and Adoption.

EF (LEGAL) INSTRUCTIONAL RESOURCES

Changes from SB 6 (First Called Session) reflect the change from the term *textbooks* to *instructional materials* throughout.

New language provides that instructional materials purchased with instructional materials allotment (IMA) funds must be provided to students free of charge, except as specified at Texas Education Code section 31.104(d) regarding loss or damage of instructional materials.

**EFAA (LEGAL) INSTRUCTIONAL MATERIALS
SELECTION AND ADOPTION**

SB 6 (First Called Session) made significant revisions to the law on instructional materials, as reflected in this legally referenced policy, including the following:

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- References to *textbooks* have been changed to *instructional materials* throughout.
- DEFINITIONS of *instructional material and technological equipment* have been added.
- References throughout to the conforming and nonconforming lists have been deleted. The State Board of Education (SBOE) will produce a single list of approved materials that cover at least half of the TEKS in each subject and grade level, rather than a conforming list and a nonconforming list. See SBOE INSTRUCTIONAL MATERIALS LIST.
- The COMMISSIONER INSTRUCTIONAL MATERIALS LIST must address instruction in personal financial literacy for students in kindergarten through grade eight.
- A requirement has been added for a district to notify the SBOE of any LOCAL SELECTION of instructional materials.
- If a board selects supplemental instructional materials, the district must certify to TEA that the supplemental instructional materials, in combination with any other instructional materials or supplemental instructional materials used by the district, cover the essential knowledge and skills for the course. See SUPPLEMENTAL MATERIALS on page 2.
- A new provision permits a district to adopt state-developed open-source instructional material at any time, regardless of the instructional material review and adoption cycle. See OPEN-SOURCE MATERIAL on page 2.
- References to the classroom set of textbooks have been deleted as these are no longer required.

EFAA (LOCAL) INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

As mentioned above, SB 6 (First Called Session) made significant revisions to the laws on selection and adoption of instructional materials, resulting in recommended changes to this local policy.

Because SB 6 replaces *textbooks* with the term *instructional materials*, we have changed the *textbook* selection committee to the *instructional materials* selection committee.

The reference to the State Board instructional materials lists has been broadened to refer to the *state* lists to incorporate the instructional materials list adopted by the commissioner.

We have added flexibility regarding the makeup of the committee by deleting the requirement that only professional staff may be members of the committee. The policy still requires a majority of the committee to be classroom teachers.

Your local policy currently requires board approval of instructional materials committee members. This method of selection reflects previously repealed state rules. The board also has the option of delegating to the superintendent the authority to select committee members. Please contact your policy consultant if you would like to revise your policy to allow for the superintendent to select committee members.

Several procedural provisions are recommended for deletion as they are unnecessary to include in board-adopted local policy, including provisions addressing the process the board uses to approve members of the instructional materials committee, a requirement for the superintendent to serve on and be a chair of the committee, a requirement that a quorum of committee members be present when selections are made, and a provision requiring the superintendent to coordinate the time frame for meetings to ensure compliance with state timelines.

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EHAA (LEGAL) BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

SB 6 (First Called Session) removes economics from the ENRICHMENT CURRICULUM. Economics is now a subject within social studies in the FOUNDATION CURRICULUM but is not specifically listed there because that section of the Education Code was not amended.

EHAC (LEGAL) BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

At GRADES 9–12 COURSE OFFERINGS, HB 34 requires an economics course to provide instruction in personal financial literacy, including instruction in completing the federal student aid application. A district may use an existing program that provides students the instruction at no charge. A district must ensure that a district student enrolled in an economics dual credit course receives the financial literacy instruction.

A district must include the financial literacy instruction with students entering ninth grade on or after June 17, 2011. The SBOE materials will be available beginning with the 2013–14 school year.

EHB (LEGAL) CURRICULUM DESIGN
SPECIAL PROGRAMS

At REASSESSMENT, SB 866 prohibits a district from retesting a student for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates information obtained from previous testing.

EHBAB (LEGAL) SPECIAL EDUCATION
ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

At INDIVIDUALIZED EDUCATION PROGRAM (IEP), beginning on page 5, SB 1788 provides that the written statement of the student's IEP may be required to include only the information on the model IEP form that TEA must create by December 1, 2011. A district may use TEA's model form to comply with the federal IEP requirements.

At TEACHER REQUEST TO REVIEW IEP on page 9, HB 1335 requires a district to develop a process for a teacher who instructs a student with a disability in a regular classroom setting to request review of a student's IEP. The process must provide for a timely district response to a teacher's request and provide for notification to the student's parent or guardian of the district response.

EHBAD (LEGAL) SPECIAL EDUCATION
TRANSITION SERVICES

SB 1788 requires that transition planning for students receiving special education services begin by the time a student is 14 years old. See INDIVIDUAL TRANSITION PLANNING.

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**EHBK (LEGAL) SPECIAL PROGRAMS
 OTHER INSTRUCTIONAL INITIATIVES**

We have added a new provision from HB 3616, which designates the month of October as PERSONS WITH DISABILITIES HISTORY AND AWARENESS MONTH. Districts may but are not required to observe Persons with Disabilities History and Awareness Month with appropriate activities as determined by the school.

On page 3, HB 2909 renames "Education: Go Get It" Week to GENERATION TEXAS WEEK. During this week districts are now required to provide students with information on college readiness standards and expectations.

**EHDD (LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT
 COLLEGE COURSE WORK/DUAL CREDIT**

SB 149 amends the district reporting requirements regarding the COLLEGE CREDIT PROGRAM. Districts must annually report to TEA the number of students who participated in the program, not just those who earned credit, and the courses in which students earned high school credit.

**EHDE (LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT
 DISTANCE LEARNING**

SB 1 (First Called Session) included several revisions to the Texas Virtual School Network (TxVSN):

- A PROVIDER SCHOOL DISTRICT may now offer electronic courses to students and adults who reside in Texas and students who reside outside Texas who meet eligibility requirements.
- At STUDENT ELIGIBILITY on page 2, a student may enroll in a TxVSN course if the student is younger than 26 on September 1 of a school year and has been admitted by a school district to complete the requirements for a high school diploma. [See FD(LOCAL) in your policy manual.] Previously enrollment was limited to students younger than 21 years of age.
- As reflected on page 3, a district must adopt a POLICY that provides students with the opportunity to enroll in electronic courses through the TxVSN. The policy must be consistent with parental rights under Texas Education Code 26.0031 regarding notice about and an opportunity to seek their child's enrollment in TxVSN courses. Districts that have adopted EHDD and EHDE(LOCAL) in Update 89 already have appropriate policy language on the TxVSN sufficient to meet this policy requirement. Therefore, there are no recommended local policy changes included in this update.
- For purposes of the policy requirement, the determination of whether an electronic course will meet the needs of STUDENTS WITH DISABILITIES will be made by the student's admission, review, and dismissal committee in a manner consistent with federal law. See page 4.

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EIA (LEGAL) ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

An amendment at NOTICE OF STUDENT PERFORMANCE, on page 2, is from SB 6 (First Called Session). When a student fails to perform satisfactorily on a state-mandated assessment, a district must provide the student's parent notice of *educational resources* instead of *online educational resources* and is no longer required to provide information on educational resources described by Education Code 32.252(b)(2).

EIE (LEGAL) ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

Revisions to this legally referenced policy are from HB 2135, which exempts certain students from the administration of a fifth or eighth grade state assessment instrument, as indicated at PROMOTION. Further details are included at EXCEPTION on page 3. A student enrolled in the fifth or eighth grade need not be administered the fifth or eighth grade assessment in a subject if the student is enrolled in a course in that subject that is intended for students above the student's grade level and the student will be administered an assessment instrument for the course, including an end-of-course assessment. If the student does take an assessment the student is not required to take, the district may not deny the student promotion for failure to perform satisfactorily on the assessment.

EIF (LEGAL) ACADEMIC ACHIEVEMENT
GRADUATION

We have added provisions on DIPLOMAS FOR VETERANS on page 1. SB 966 modifies existing statutory provisions, not previously included in the policy manual, that allowed a district to issue a diploma to a person who was scheduled to graduate between 1940 and 1975 and who served in World War II, the Korean War, or the Vietnam War. The new provisions allow a district to issue a diploma to a person who was scheduled to graduate after 1989. It also expands eligible service to include the Persian Gulf War, the Iraq War, the war in Afghanistan, or other listed military engagements.

At STUDENT WITH DISABILITY OR ILLNESS on page 7, HB 692 permits, in accordance with SBOE rules, a student who cannot participate in physical activity because of disability or illness to substitute a credit in English language arts, mathematics, science, or social studies or an academic elective credit for the required physical education credit. The student cannot use the selected course to satisfy another graduation requirement in addition to physical education. The determination regarding a student's ability to participate must be made by the student's ARD committee, Section 504 committee, or, if neither committee applies, a committee of persons with appropriate knowledge regarding the student.

EKB (LEGAL) TESTING PROGRAMS
STATE ASSESSMENT

HB 2135 creates an EXCEPTION from certain state-mandated testing. A student is not required to take a state-mandated test in grades 3-8 at the student's grade level if the student is enrolled in a course intended for a higher grade level that has a required state-mandated assessment instrument, including an end-of-course (EOC) assessment. See page 4.

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Another provision from HB 2135 has been added at STUDENTS ENROLLED BELOW HIGH SCHOOL LEVEL, on page 5. A student who is not yet in high school but who takes a high school course is not prohibited from being administered the EOC assessment for that course. The commissioner must adopt rules to ensure the student's performance is considered in the same manner as that of a high school student's performance. The student's performance will be aggregated with the performance of other students enrolled at the same grade level.

FBA (LEGAL) EQUAL EDUCATIONAL OPPORTUNITY
SERVICE ANIMALS

On March 11, 2011, the federal rules on SERVICE DOGS were corrected to clarify that the work or tasks performed by the animal must be directly related to the *individual's* rather than the *handler's* disability. This change was made because the animal handler may not always be the same person as the individual with the disability.

FD (LEGAL) ADMISSIONS

To better reflect the holding of *Plyler v. Doe*, on page 4, we have changed the margin note to IMMIGRATION STATUS.

Changes at AUTHORIZATION AGREEMENT are from SB 482 and expand the list of persons with whom a parent may enter into an authorization agreement. A parent may enter into an agreement with a relative or other person with whom the Department of Family and Protective Services (DFPS) has placed the child during an investigation of abuse or neglect or while DFPS is providing services to the parent. In addition, a new provision explains that only one authorization agreement may be in effect for a child at one time.

As reflected on page 5, SB 653 created the TEXAS JUVENILE JUSTICE DEPARTMENT, effective December 1, 2011, to take over the responsibilities previously held by the Texas Youth Commission, which has been abolished.

HB 742 requires a district to request, on enrollment, FOOD ALLERGY INFORMATION that the parent decides to disclose so that the district can take any necessary precautions regarding the child's safety. A district may disclose the information to teachers, counselors, nurses, and other appropriate personnel consistent with FERPA and the laws on student medical records. See pages 6-7.

FEA (LEGAL) ATTENDANCE
COMPULSORY ATTENDANCE

As reflected at STUDENT LIABILITY on page 6, SB 1489 limits the application of the offense of failure to attend school to a student who is 12 to 17 years old. Per HB 734, these children may be prosecuted for nonattendance in a constitutional county court of the county in which the child resides or in which the school is located if the county has a population of 1.75 million or more. Previous law required the county to have a population of two million or more.

SB 1489 also changed provisions at CONDUCT IN NEED OF SUPERVISION, on page 7. For purposes of this provision, "child" is defined as a person who is ten years old or older who engaged in the relevant acts before turning 18 and who is required to attend school.

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FFC (LEGAL) STUDENT WELFARE
STUDENT SUPPORT SERVICES

HB 826 requires a district to appoint an employee to serve as a liaison for children in the conservatorship of the state who enroll in or transfer to the district. The *TASB 2011–12 Model Student Handbook* post-legislative supplement includes a place for the district to insert the name or position of this liaison.

SB 8 (First Called Session) deleted the requirement for a district to call public hearings to consider the need for and availability of child care before and after school and during school holidays and vacations.

FFG (EXHIBIT) STUDENT WELFARE
CHILD ABUSE AND NEGLECT

SB 653 created the Texas Juvenile Justice Department to take over the responsibilities previously held by the Texas Juvenile Probation Commission, which has been abolished. This change is reflected at "To whom do I make a report?"

FFH (LOCAL) STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RE-
TALIATION

The definition and examples of DATING VIOLENCE in this policy have been updated to include changes from the Family Code definition in accordance with SB 116. It is now considered dating violence if a person who dated or is dating a student commits the violent acts listed in the policy against the student's current spouse or dating partner.

Please review the contact information for the district's Title IX and ADA/Section 504 coordinators, as reflected in this policy. If changes are needed, contact your policy consultant.

FL (LEGAL) STUDENT RECORDS

On page 3, new provisions on records that include FOOD ALLERGY INFORMATION are from HB 742. These records must be retained in the student's record, but may not be placed in the student's health record maintained by the district unless a physician provides the documentation. However, a registered nurse may enter appropriate notes about a food allergy in a student's health record, including that the child's student record includes parental notification that the student has a possible food allergy.

SB 1106 amends the provisions on release of records to JUVENILE JUSTICE OFFICIALS, on page 8. A district must disclose information from a student's educational record to a juvenile service provider if the student has been taken into custody or referred to a juvenile court for engaging in conduct that was delinquent or indicated a need for supervision.

From HB 1907, a superintendent who receives WRITTEN NOTICE OF ARREST OR REFERRAL of a student must send the information to any district employee who has direct supervisory responsibility over the student. Under previous law, a superintendent could but was not required to send this information. See page 20.

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Upon receiving ORAL NOTICE OF CONVICTION OR ADJUDICATION or NOTICE OF TRANSFER OR REENROLLMENT of a student, a superintendent must within 24 hours of receiving the notice or before the next school day, whichever is earlier, notify instructional and support personnel who have regular contact with the student. Under previous law, a superintendent was only required to notify staff within 24 hours of receiving the notice from law enforcement. The CONTENTS OF THE NOTICE are specified by law. These changes are from HB 1907.

FM (LEGAL) STUDENT ACTIVITIES

HB 2038 adds provisions on PREVENTION, TREATMENT, AND OVERSIGHT OF CONCUSSIONS, beginning on page 2, including definitions of "interscholastic athletic activity" and "concussion." Other new provisions include:

- The board of a district with students who participate in an interscholastic activity must appoint or approve a CONCUSSION OVERSIGHT TEAM. The team must include a physician and, to the extent practicable, one or more of the following: an athletic trainer, advanced practice nurse, neuropsychologist, or physician assistant. If the district employs an athletic trainer, the trainer must be on the team. Each member of the team must have training on concussions at the time of appointment and every two years.
- The concussion oversight team must establish a RETURN-TO-PLAY PROTOCOL. Before a student can participate in an interscholastic activity, the student and the student's parent must sign a UIL-approved REQUIRED ANNUAL FORM acknowledging they received the district information on concussions.
- At REMOVAL FROM PLAY, a student must be removed from practice or competition if a coach, physician, licensed health-care professional, or the student's parent believes the student might have sustained a concussion. Detailed procedures on RETURN TO PLAY have also been added, including requiring the student to be evaluated and complete the return-to-play protocol and requiring the student and parent to sign a consent form. A coach may not authorize a student to return to play.
- The new law preserves IMMUNITY for a district and its employees.

New FOOTBALL HELMET SAFETY REQUIREMENTS are from HB 675 and prohibit a district from using a helmet that is 16 years old or older, require helmets that are 10 years old or older to be reconditioned every two years, and require a district to make documentation available to parents about helmets used in the football program. See page 5.

New provisions addressing PROTECTIVE GEAR FOR BULL RIDING are from Administrative Code rules, effective August 1, 2011, and require a child to wear a protective vest and helmet to engage in bull riding. See page 6.

FNCG (LEGAL) STUDENT CONDUCT WEAPONS

SB 1416 adds a tire deflation device to the list of OTHER PROHIBITED WEAPONS. See item 10 on page 3.

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**FNCH (LEGAL) STUDENT CONDUCT
 ASSAULTS**

SB 24 expands the definition of AGGRAVATED SEXUAL ASSAULT to include acts or words that place a victim in fear that a person will become the victim of an offense of smuggling persons and acts or words occurring in the presence of the victim that threatens or causes a person to become the victim of the offense of smuggling of persons.

**FNCI (LEGAL) STUDENT CONDUCT
 DISRUPTIONS**

Under HB 359, a student in grade 6 or below may no longer be charged with a Class C misdemeanor for DISRUPTION OF CLASSES.

FO (LEGAL) STUDENT DISCIPLINE

The following changes are from HB 359:

- A district peace officer or school resource officer is subject to the same prohibitions on use of seclusion that apply to other district employees, except when the officer is performing LAW ENFORCEMENT DUTIES as defined in the policy. See page 4.
- A district must file electronic RESTRAINT REPORTS with TEA to disclose the use of restraint by a peace officer performing law enforcement duties on school property or during a school activity.
- In districts where the board has adopted a policy permitting the use of CORPORAL PUNISHMENT as a disciplinary method, an educator may not use corporal punishment if the parent provides a signed statement to the board in the manner established by the board prohibiting its use with the parent's child. This statement must be provided annually. A parent may revoke at any time a previously submitted statement prohibiting the use of corporal punishment. The new DEFINITION of corporal punishment includes the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. It does not include physical pain caused by reasonable physical activities associated with athletic activities or the use of restraint as permitted by law. See page 5.

FO (LOCAL) STUDENT DISCIPLINE

Text addressing detention has been revised and moved to item 3 at GENERAL GUIDELINES. We recommend deletion of the general provisions that are not specific to detention. These provisions, such as allowing a student an opportunity to explain the conduct, are applicable to all conduct violations and are better suited to the Student Code of Conduct. The remaining text continues to require the district to provide notice to the student's parent before assigning a student under 18 years of age to detention outside regular school hours so that the parent can make transportation arrangements.

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G (LEGAL) COMMUNITY AND GOVERNMENTAL RELATIONS

We have revised the G section table of contents to reflect a subtitle change at GRA to State and Local Governmental Authorities. Two new codes are at GRAA and GRAC, subtitled Law Enforcement Agencies and Juvenile Service Providers, respectively.

GBA (LEGAL) PUBLIC INFORMATION PROGRAM ACCESS TO PUBLIC INFORMATION

SB 602 reworded the provision in the first paragraph at INFORMATION THAT MUST BE DISCLOSED, on page 1, to state that the listed categories of information are public information and not excepted from required disclosure unless made confidential under Government Code Chapter 522 or other law. Previously the attorney general had opined that Chapter 522 did not make information confidential, only other law could make information confidential. The new provision clarifies that Chapter 522 can make information confidential in addition to other law. At this same margin note, we have deleted a provision that addressed when a court could order a district to withhold information, since this is not a district responsibility.

A current or former employee or board member or a peace officer or security officer may choose whether to allow public access to PERSONAL INFORMATION, which now includes emergency contact information in accordance with SB 1638. See page 2. This change is also reflected in the list of information excepted from public disclosure, beginning on page 5. Rewording at NOTICE TO REQUESTOR, on page 3, is to better match statutory language.

Beginning on page 3, SB 602 authorizes a district to redact CREDIT CARD, DEBIT CARD, CHARGE CARD, AND ACCESS DEVICE NUMBERS without first seeking a determination from the attorney general.

Except for certain information, such as social security numbers, INFORMATION EXCEPTED FROM PUBLIC DISCLOSURE, beginning on page 5, is no longer excepted from disclosure after the 75th anniversary of the date the district created or received the information.

Several different bills affect the categories of information that are excepted from disclosure to the public, including the following:

- On page 9, item 24, SB 602 authorizes a district to redact certain driver's license or motor vehicle record information without first seeking a determination from the attorney general. SB 1638 expands the information covered by this provision to include driver's license or motor vehicle record information from another state or country.
- On page 11, item 29, SB 1638 expands the confidential information relating to network security to include a copy of an identification badge issued to an official or employee of a district.
- On page 12, item 32, HB 2460 adds records of a TRS member or of another retirement system, if the records are in the custody of a district acting in cooperation with or on behalf of the retirement system.
- SB 1 (First Called Session) deleted the category of investment information from the list of information that is excepted from disclosure. However, a district may still consider Government Code 552.0225 if a request for investment information is received.

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GRA (LEGAL) RELATIONS WITH GOVERNMENTAL ENTITIES
STATE AND LOCAL GOVERNMENTAL AUTHORITIES

We have reorganized the GRA policy series, which previously focused generally on other local governmental authorities. With this update, we have shifted the emphasis of this legally referenced policy to focus on CPS investigations and taking students into custody. Provisions on other topics, such as notices to and from law enforcement agencies and sharing information with juvenile service providers, were moved to GRAA(LEGAL) and GRAC(LEGAL), respectively. See the explanatory notes for those codes, below.

At this code, text at STUDENTS TAKEN INTO CUSTODY and STUDENTS IN CUSTODY was revised to better reflect statutory structure and wording.

GRA (EXHIBIT) RELATIONS WITH GOVERNMENTAL ENTITIES
STATE AND LOCAL GOVERNMENTAL AUTHORITIES

To conform with the reorganization of the GRA policy series, this exhibit addressing student offenses that principals must report to local law enforcement authorities has been moved to GRAA(EXHIBIT). GRAA now addresses notices to and from law enforcement agencies.

GRAA (LEGAL) STATE AND LOCAL GOVERNMENTAL AUTHORITIES
LAW ENFORCEMENT AGENCIES

This new legally referenced policy focuses on notices to and from law enforcement agencies and dissemination of notices from law enforcement agencies to district employees. Much of the material was moved from GRA(LEGAL) and was revised to better reflect current statutory wording.

At NOTICES TO LAW ENFORCEMENT AGENCIES, moved from GRA(LEGAL), we simplified the text in the first paragraph to require the principal or designee to notify local law enforcement of relevant acts of misconduct and moved the detailed information about to whom the principal reports below the list of misconduct. We also added an existing statutory provision requiring the principal or designee to notify each instructional or support employee of the school who has regular contact with a student whose conduct is the subject of the notice.

At NOTICES FROM LAW ENFORCEMENT AGENCIES, we have provided a general outline of the circumstances when law enforcement agencies are required to give notice to a district.

HB 1907 added detail on the CONTENTS OF THE NOTICE, which must include details of the offense or conduct.

An existing statutory provision explains that a juvenile justice system representative may provide ELECTRONIC NOTICE instead of oral notice. If so, written notice is not required.

HB 1907 amended provisions requiring notice of a student's ARREST or referral to the juvenile board, beginning on page 3:

- The ORAL NOTICE must come from the *head of the agency or designee* instead of the *agency*.
- The oral notice must be made within 24 hours or *before* rather than *on* the next school day, whichever is earlier.
- The WRITTEN NOTICE must include the facts in the oral notice, the name of the person notified, and the date and time of the oral notice.

Explanatory Notes

TASB Localized Policy Manual Update 91

SB 1106 requires a district to disclose a student's educational records to a JUVENILE SERVICE PROVIDER, as defined beginning on page 1, as required by the Family Code. Under previous law, sharing of records was discretionary. As reflected on page 2, DISCLOSURE OF EDUCATIONAL RECORDS is only required if the student has been taken into custody or referred to a juvenile court for engaging in conduct that was delinquent or indicated a need for supervision. A district must keep the disclosed information for seven years.

SB 1106 requires a CERTIFICATION FROM THE REQUESTOR that the information will not be disclosed except as allowed by law and that the information will be used only to verify the identity of a student and to provide delinquency prevention or treatment services to the student. Student information released to a service provider remains confidential. See CONFIDENTIALITY OF INFORMATION on page 3.

To reduce the administrative burden of the information sharing requirements, a district is authorized to create an INTERNAL PROTOCOL OR MEMORANDUM OF UNDERSTANDING with another juvenile service provider. See pages 2 and 3.

A juvenile service provider that requests student records must pay a FEE to the district in accordance with the Public Information Act fee provisions, unless one of the exceptions to the fee provision in the Family Code is met.

Governance	Review of TASB Policy Update 91
Summary	<p>Localized Update 91 represents the first of three post-legislative updates and encompasses changes in law from the 82nd Legislative Session that have an immediate effect on the governance and management of the district. Update 91 addresses a variety major topics, including elections, purchasing and construction contracts, investments, instructional materials, employee contracts, student truancy and discipline, student concussions, and district records.</p> <p>Also included in Update 91 are local policies that address nonrenewal of employee contracts, facilities construction, investments, corporal punishment, dating violence, and instructional materials.</p> <p>To better focus board attention and expedite the review of Update 91, TASB Policy Service furnishes board members with <i>Vantage Points</i>, which offers a highly summarized overview of the update and is intended to provide local officials a first glance at the scope of the update —as a prelude to studying the detailed Explanatory Notes.</p>
ECISD Board Policy	BF (LOCAL), BOARD POLICES
Effective Date	Following approval by the Board at the next regular meeting.
Previous Board Action	None.
Future Action Expected	The Board will act to approve all new LOCAL policies at the next regular meeting.
Background Information and Signification Issues	Please bear in mind that the (LEGAL) policies reflect the ever-changing legal context for governance and management of the district. They should not be adopted but, rather, should inform local decision making. The (LOCAL) policy recommendations in this update will need close attention by both the administration and the board to ensure that they reflect the practices of the district and the intentions of the board. Board action will be needed to adopt, revise, or repeal (LOCAL) policy.
Fiscal Impact	None.

Student and Public Benefit	Board policies are designed to promote fair and equitable treatment for all district patrons.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> (1) Explanatory Notes for TASB Localized Policy Manual Update 91; (2) Local Policy Comparison Packet; and (3) <i>Vantage Points, A Board Member's Guide to Update 91.</i> [Included under separate cover.]
Contact Person(s)	Mark Pool, Superintendent of School
Action Required	None.
Superintendent's Recommendation	<p>This is a discussion item only.</p> <p>Mark Pool, Superintendent of Schools</p>

(LOCAL) Policy Comparison Packet

Each marked-up (LOCAL) policy in this collection reflects an automated comparison of the updated policy with its precursor, as found in the TASB Policy Service records.

The comparison is generated by an automated process that shows changes as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow.

For further assistance in understanding changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

INVESTMENT
AUTHORITY

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be executed on a delivery versus payment basis.

APPROVED
INVESTMENT
INSTRUMENTS

From those investments authorized by law and described further in CDA(LEGAL), the Board shall permit investment of District funds in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load money market mutual funds and no-load mutual funds as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

SAFETY AND
INVESTMENT
MANAGEMENT

The main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

LIQUIDITY AND
MATURITY

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

DIVERSITY

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

MONITORING MARKET
PRICES

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant declines in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisors, and representatives/advisors of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**MONITORING RATING
CHANGES**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

FUNDS / STRATEGIES

Investments of the following fund categories shall be consistent with this policy and in accordance with the strategy defined below.

OPERATING FUNDS

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

AGENCY FUNDS

Investment strategies for agency funds shall have as their objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

DEBT SERVICE
FUNDS

Investment strategies for debt service funds shall have as their objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

CAPITAL PROJECTS	Investment strategies for capital project funds shall have as their objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
TRUST FUNDS	Investment strategies for trust funds shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
SAFEKEEPING AND CUSTODY	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
BROKERS / DEALERS	Prior to handling investments on behalf of the District, brokers/dealers must submit required written documents in accordance with law. [See SELLERS OF INVESTMENTS, CDA(LEGAL)] Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the Financial Industry Regulatory Authority (FINRA).
SOLICITING BIDS FOR CD'S	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
INTEREST RATE RISK	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
INTERNAL CONTROLS	<p>A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:</p> <ol style="list-style-type: none">1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.2. Avoidance of collusion.3. Custodial safekeeping.4. Clear delegation of authority.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

PORTFOLIO REPORT

In addition to the quarterly report required by law and signed by the District's investment officer, a comprehensive report on the investment program and activity shall be presented annually to the Board.

FACILITIES CONSTRUCTION

CV
(LOCAL)

COMPLIANCE WITH
LAW

The Superintendent shall **establish**~~be responsible for establishing~~ procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

CONSTRUCTION
CONTRACTS

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series]

For construction contracts valued at or above \$25,000, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH]

CHANGE ORDERS

Change orders permitted by law shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

PROJECT
ADMINISTRATION

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

~~CHANGE ORDERS~~

~~Change orders shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.~~

FINAL PAYMENT

The District shall not make final~~Final~~ payments for construction ~~work and/~~or the supervision of **construction**~~such work in the District shall not be made~~ until the work has been completed and ~~accepted by~~ the Board **has accepted the work.**

REASONS

The recommendation to the Board and its decision not to renew a contract under this policy shall not be based on an employee's exercise of Constitutional rights or based unlawfully on an employee's race, color, religion, sex, national origin, disability, or age. Reasons for proposed nonrenewal of an employee's term contract shall be:

1. Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
5. Insubordination or failure to comply with official directives.
6. Failure to comply with Board policies or administrative regulations.
7. Excessive absences.
8. Conducting personal business during school hours when it results in neglect of duties.
9. Reduction in force because of financial exigency. [See DFF]
- ~~9-10.~~ **Reduction in force because of a** ~~or~~ program change. [See DFF]
- ~~10-11.~~ A decision by a campus intervention team that the employee not be retained at a reconstituted campus. [See AIC]
- ~~11-12.~~ The employee is not retained at a campus that has been repurposed in accordance with law. [See AIC]
- ~~12-13.~~ Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on school property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
- ~~13-14.~~ The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
- ~~14-15.~~ Failure to meet the District's standards of professional conduct.

- ~~15-16.~~ Failure to report any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
- ~~16-17.~~ Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
- ~~17-18.~~ Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
- ~~18-19.~~ Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job.
- ~~19-20.~~ Any activity, school-connected or otherwise, that, because of publicity given it, or knowledge of it among students, faculty, and community, impairs or diminishes the employee's effectiveness in the District.
- ~~20-21.~~ Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
- ~~21-22.~~ Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
- ~~22-23.~~ A significant lack of student progress attributable to the educator.
- ~~23-24.~~ Behavior that presents a danger of physical harm to a student or to other individuals.
- ~~24-25.~~ Assault on a person on school property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
- ~~25-26.~~ Use of profanity in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
- ~~26-27.~~ Falsification of records or other documents related to the District's activities.
- ~~27-28.~~ Falsification or omission of required information on an employment application.

~~28-29.~~ Misrepresentation of facts to a supervisor or other District official in the conduct of District business.

~~29-30.~~ Failure to fulfill requirements for certification, including passing certification examinations required by state law for the employee's assignment.

~~30-31.~~ Failure to achieve or maintain "highly qualified" status as required for the employee's assignment.

~~31-32.~~ Failure to fulfill the requirements of a deficiency plan under an Emergency Permit, a Special Assignment Permit, or a Temporary Classroom Assignment Permit.

~~32-33.~~ Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.

~~33-34.~~ Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.

~~34-35.~~ Any reason constituting good cause for terminating the contract during its term.

RECOMMENDATIONS
FROM
ADMINISTRATION

Administrative recommendations for renewal or proposed nonrenewal of professional employee contracts shall be submitted to the Superintendent. ~~Each administrator's recommendation for non-renewal shall be accompanied by copies of all pertinent information necessary to a decision to recommend~~ proposed nonrenewal **shall be supported by any relevant documentation.** The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

SUPERINTENDENT'S
RECOMMENDATION

The Superintendent shall prepare lists of employees whose contracts are recommended for renewal or proposed nonrenewal by the Board. Supporting documentation, if any, and reasons for the recommendation shall be submitted for each employee recommended for proposed nonrenewal. The Board shall consider such information, as appropriate, in support of recommendations for proposed nonrenewal and shall then act on all recommendations.

NOTICE OF
PROPOSED
NONRENEWAL

After the Board votes to propose nonrenewal, the ~~The~~ Superintendent **or designee** shall deliver ~~to the employee by hand or certified mail, return receipt requested,~~ written notice of proposed nonrenewal ~~not later than the 45th day before the last day of instruction required~~ in **accordance with law** ~~the contract~~.

If the notice of proposed nonrenewal does not contain a statement of the reason or all of the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee

notice of all reasons for the proposed nonrenewal a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

REQUEST FOR
HEARING

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal. ~~When a timely request for a hearing on a proposed nonrenewal is received by the presiding officer, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The employee shall be given notice of the hearing date as soon as it is set.~~

HEARING
PROCEDURES
PROCEDURE

Unless the employee requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the employee, the Superintendent, their representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The employee and the administration may choose a representative. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the administration's presentation, supported by such proof as it desires to offer.
3. The employee may cross-examine any witnesses for the administration.
4. The employee may then present such testimonial or documentary proof, as desired, to offer in rebuttal or general support of the contention that the contract be renewed.
5. The administration may cross-examine any witnesses for the employee and offer rebuttal to the testimony of the employee's witnesses.
6. Closing arguments may be made by each party.

A record of the hearing shall be made ~~so that a certified transcript can be prepared, if required.~~

BOARD DECISION

The Board may consider only evidence presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the employee's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the employee by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

NO HEARING

If the employee fails to request a hearing, the Board shall take the appropriate action and notify the employee in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

INSTRUCTIONAL MATERIALS ~~SELECTION AND ADOPTION~~
~~TEXTBOOK~~ SELECTION AND ADOPTION

EFAA
(LOCAL)

Formatted Table

**INSTRUCTIONAL
MATERIALS**
~~TEXTBOOK~~
SELECTION
COMMITTEE

At an appropriate time following adoption of ~~instructional materials~~ by the **state instructional materials lists** ~~State Board~~, the Superintendent shall make recommendations to the Board for appointment of **an instructional materials** ~~a local textbook~~ selection committee.

~~A~~ ~~Members of the committee shall be professional staff, and the majority shall be classroom teachers.~~

~~Should the Board reject any recommendation, the Superintendent shall present another recommendation. The official minutes of the Board meeting at which the appointment is made shall include names of the persons appointed to serve.~~

~~The Superintendent or designee shall be a member and serve as chair of the committee. A quorum, consisting of a majority of the committee members shall be classroom teachers., must be present when selections are made.~~

RECOMMENDATION
AND ADOPTION

After examining all instructional materials ~~adopted by the State Board and~~ reflected on the ~~state~~ **multiple** lists, the **instructional materials** ~~textbook~~ selection committee shall select ~~items~~ **materials** for use in the District and recommend the selections to the Board for ratification. In the event the Board does not ratify all of the selections, the reasons shall be recorded in Board minutes. The committee shall make other recommendations for selection until the Board has ratified all selections.

~~The Superintendent or designee shall be responsible for coordinating the time frame for meetings of the committee and meetings of the Board to ensure compliance with state timelines.~~

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. For provisions regarding bullying, see FFI.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.-

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sex-

ual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

DATING VIOLENCE

Dating violence occurs when **a person**~~one partner~~ in a **current or past** dating relationship, ~~either past or current, intentionally~~ uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other **person in the relationship**. **Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense**~~partner~~.

~~EXAMPLES~~

~~Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.~~

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

RETALIATION

The District prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regard-

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

ing discrimination or harassment, including dating violence, is subject to appropriate discipline.

EXAMPLES

Examples of retaliation include threats, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances, such as negative comments that are justified by a student's performance in the classroom.

PROHIBITED
CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING
PROCEDURES

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Alternatively, a student may report prohibited conduct directly to one of the District officials below:

DEFINITION OF
DISTRICT
OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX
COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Carolyn Gordon

Position: Assistant Superintendent for Instruction

Address: 700 W. Norris Street, El Campo, TX 77437

Telephone: (979) 543-6771

ADA / SECTION
504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Dan Hammock

Position: Special Education Director

Address: 2620 Meadow Lane, El Campo, TX 77437

Telephone: (979) 543-9051

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE OF REPORT	Any District employee who receives notice that a student has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	<p>The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.</p> <p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.</p> <p>If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.</p> <p>The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p>

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FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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	<p>and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.</p>
DISTRICT ACTION	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.</p> <p>The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.</p>
CONFIDENTIALITY	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.</p>
APPEAL	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.</p>
RECORDS RETENTION	<p>Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).</p>
ACCESS TO POLICY	<p>Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.</p>

STUDENT DISCIPLINE

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GENERAL GUIDELINES **A** District ~~employee~~~~personnel~~ shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain ~~essential~~ order, or to protect other students, school employees, or property.
2. **A student**~~Students~~ shall be treated fairly and equitably. Discipline shall be based on ~~ana~~~~careful~~ assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student's age;
 - c. The frequency of misconduct;
 - d. The student's attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. **Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.**

STUDENT CODE OF CONDUCT

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's Web site and/or as hard copy to students, parents, teachers, administrators, and to others on request.

REVISIONS

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

~~'PARENT'~~~~PARENTS'~~
DEFINED

Throughout the Student Code of Conduct and discipline policies, the term "~~parent~~~~parents~~" includes a parent, legal guardian, or other person having lawful control of the child.

~~DETENTION~~

~~For violations of the Student Code of Conduct or campus or classroom rules, teachers or administrators may detain students after~~

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FO(LOCAL)-~~A1~~~~A4~~

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~~school hours on one or more days, as provided by the discipline management program and/or Student Code of Conduct. Before being assigned to detention, a student shall be informed of the behavior that allegedly constitutes the violation and shall be given an opportunity to explain his or her version of the incident. The period of time for which a student is assigned to detention shall be used for educational purposes.~~

~~NOTICE TO PARENTS~~

~~When detention is assigned, notice shall first be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for the necessary transportation. Except in the case of a student who is 18 years of age or older, the detention shall not begin until the parents have been notified. The student's parents, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.~~

CORPORAL PUNISHMENT

Corporal punishment may be used as a discipline management technique in accordance with **this policy and** the Student Code of Conduct.

~~Corporal punishment shall~~ **not be limited to spanking or paddling the student and shall** be administered **to a student whose parent has submitted to the principal a signed statement for the current school year prohibiting the use of corporal punishment only in accordance** with his or her child. The parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal. ~~the following guidelines:~~

GUIDELINES

Corporal punishment shall be limited to spanking or paddling the student and shall be administered in accordance with the following guidelines:

1. The student shall be told the reason corporal punishment is being administered.
2. Corporal punishment shall be administered only by the principal or designee.
- 3. Corporal punishment shall be administered only by an employee who is the same sex as the student.**
- ~~3.4.~~ The instrument to be used in administering corporal punishment shall be approved by the principal.
- ~~4.5.~~ Corporal punishment shall be administered in the presence of one other District professional employee and in a designated place out of view of other students.

~~PARENT REQUEST~~

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~~The District shall honor a parent request that corporal punishment not be administered to his or her child; however, the District shall impose other disciplinary measures consistent with the offense.~~

DISCIPLINARY
RECORDS

The disciplinary record **reflecting the use** of ~~any~~ corporal punishment shall include any related disciplinary actions, the corporal punishment administered, the name of the person administering the punishment, the ~~names~~ **names of the witness** ~~witnesses~~ present, and the date and time of punishment.

PHYSICAL RESTRAINT

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.
4. Control an irrational student.
5. Protect property from serious damage.

EXTRACURRICULAR
STANDARDS OF
BEHAVIOR

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

A student ~~Students~~ shall be informed of any extracurricular behavior standards at the beginning of each school year or when the ~~student~~ ~~students~~ first ~~begins~~ ~~begin~~ participation in the activity. **A student** ~~Students~~ and ~~his or her parent~~ ~~their parents~~ shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these stan-

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dards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

VIDEO ~~AND~~ /AUDIO
MONITORING

Video ~~and~~ /audio **recording** equipment shall be used for safety purposes to monitor student behavior on ~~buses and in common areas on~~ District **property**. ~~campuses.~~

**THE DISTRICT
SHALL POST SIGNS
NOTIFYING
STUDENTS NOTICE**

~~Students and parents~~ **about** ~~shall be notified regarding~~ the **Dis-**
trict's use of video ~~cameras on school buses and on campuses.~~
~~Signs stating that students may be video recorded shall be posted~~
~~in District buildings~~ and **audio recording equipment** ~~on buses.~~
Students shall not be notified when the equipment is turned on.

USE OF
RECORDINGS

The principal ~~Recordings~~ shall **review recordings** ~~be reviewed~~ as
needed ~~by the principal~~, and evidence of student misconduct shall
be documented. A student found to be in violation of the District's
Student Code of Conduct shall be subject to appropriate discipline.

ACCESS TO
RECORDINGS

Recordings shall remain in the custody of the campus principal and
shall be maintained as required by law. A parent or student who
wishes to view a ~~video~~ recording in response to disciplinary action
taken against the student may request such access under the pro-
cedures set out by law. [See FL(LEGAL)]

Governance	TASB Effective Board Practices Inventory
Summary	<p>This is the time of year when boards typically do some type of self-assessment and goal setting for the following school year. In September we began to discuss having Charlotte Baker from Region III as a facilitator of our Team of Eight training, and we talked about using the <i>TASB Effective Board Practices Inventory</i> as a self-evaluation tool</p> <p>The <i>TASB Effective Board Practices Inventory</i> replaces the <i>TASB Board Effectiveness Audit</i> that we used for a number of years. (The Board initially completed the <i>Board Effectiveness Audit</i> in May 2004, and continued the practice of reviewing the audit each year through 2007.)</p>
ECISD Board Policy	None.
Effective Date	November 29, 2011.
Previous Board Action	The Board initially completed the <i>Board Effectiveness Audit</i> in May 2004 and was reviewed annually through 2007.
Future Action Expected	The Board Activity and Events Calendar has a team building activity scheduled for November when the Board typically focuses on Board self-assessment and goal setting.
Background Information and Significant Issues	<p>Every school board wants first and foremost to ensure that students in the district succeed at the highest levels possible. Every decision the board makes and all the resources it marshals for the district are ultimately intended to promote this end.</p> <p>To be successful over the long haul in promoting increased student achievement, the board must govern with vision, knowledge, and consistency.</p> <p>Effective boards are marked by certain characteristics:</p> <ol style="list-style-type: none">1. They have embraced a vision and a set of clearly defined priorities for the district that structure both the board's decision making and the work of the district staff. Vision and goals ensure both the district and the board have a clear focus for their efforts. When well considered, a vision and

goals can also energize the staff, students, and the entire community to work together for the common good of the community's and citizens' future.

2. They have a clear picture of what their work entails. That is, the board understands its job relative to the work of others and knows the tools at the board's disposal for performing the job.
3. They have formalized their work. That is, the board has developed and follows clearly defined procedures and schedules for doing their work.
4. They foster, through their own practices, the free flow of information within the community. The free flow of information ensures the community is informed about and involved in the district's efforts to make the vision a reality.

All boards embody these characteristics in some measure. Truly effective boards—those that have positioned themselves to contribute consistently to increased student achievement—have institutionalized certain practices to make sure the tasks that promote improvement are performed regularly, consistently, and effectively.

Effective Board Practices: An Inventory for School Boards examines how fully the board currently embraces these characteristics of effectiveness. It lists practices in four areas that are the foundations for embodying the characteristics. If the board ignores the practices listed or performs them only perfunctorily, its capacity for leadership and the district's capacity for sustained improvement are left to chance and haphazard action. If it embraces them fully, the board will be positioned to make a consistent and sustained contribution to increased student achievement.

Fiscal Impact

None.

Student and Public Benefit

A Board that is committed to a higher set of standards for school governance and the evaluation of effective governance practices.

Procedural and Reporting Implications

Please complete the *Effective Board Practices Inventory* and return them to Dianne Cerny no later than 8:30 a.m. on Monday, November 28th. Dianne will scan the inventory of each board member and email them to Charlotte Baker. Your original copy will be returned to you for the November 29th workshop.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

Effective Board Practices: An Inventory for School Boards

Contact Person(s)

Mark Pool, Superintendent of School

Action Required

No action required.

Superintendent's Recommendation

This is a discussion item only.

Mark Pool, Superintendent of Schools

Effective Board Practices: An Inventory for School Boards



Effective Board Practices: An Inventory for School Boards



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Effective Board Practices: An Inventory for School Boards

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Introduction

Every school board wants first and foremost to ensure that students in the district succeed at the highest levels possible. Every decision the board makes and all the resources it marshals for the district are ultimately intended to promote this end.

To be successful over the long haul in promoting increased student achievement, the board must govern with vision, knowledge, and consistency.

Effective boards are marked by certain characteristics:

1. *They have embraced a vision and a set of clearly defined priorities for the district that structure both the board's decision making and the work of the district staff.* Vision and goals ensure both the district and the board have a clear focus for their efforts. When well considered, a vision and goals can also energize the staff, the students, and the entire community to work together for the common good of the community's and its citizens' future.
2. *They have a clear picture of what their work entails.* That is, the board understands its job relative to the work of others and knows the tools at the board's disposal for performing the job.
3. *They have formalized their work.* That is, the board has developed and follows clearly defined procedures and schedules for doing its work.
4. *They foster, through their own practices, the free flow of information within the community.* The free flow of information ensures the community is informed about and involved in the district's efforts to make its vision a reality.



All boards embody these characteristics in some measure. But truly effective boards—those that have positioned themselves to contribute consistently to increased student achievement—have institutionalized certain practices to make sure the tasks that promote improvement are performed regularly, consistently, and effectively.

Effective Board Practices: An Inventory for School Boards examines how fully the board currently embraces these characteristics of effectiveness. It lists practices in four areas that are the foundations for embodying the characteristics. If the board ignores the

practices listed here or performs them only perfunctorily, its capacity for leadership and the district's capacity for sustained improvement are left to chance and haphazard action. If it embraces them fully, the board will be positioned to make a consistent and sustained contribution to increased student achievement.

The Inventory is intended in large measure as a *planning* tool for boards that want to move to a higher level of effectiveness. *Very few boards are expected to be able to check off all the items on the Inventory in their initial review.* In fact, many boards will be able to check off only a handful. Inability to check off many items on the list does not mean the board is doing a poor job. It means only that the board may not be in a position to sustain its success over the long run. By incorporating more of the practices into its standard operations, the board will be providing both the district and the community with important vehicles for continued success.

Before checking your board's practices against the Inventory, be sure to read the pages that follow. These pages provide insight into why each of the activities is important. For more information about different activities contained in the Inventory, check the TASB Web Site at LTS.tasb.org/resources. This resources section contains information about the Inventory and other information about best practices in governance and oversight.

Working as a corporate board to secure the best education for the children of the community is a far more difficult task than it may seem to the average community member. The Inventory can help your board make sure its work is structured to promote both board and district success.

1. Planning and Governance

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 future of its children. The most efficient vehicles 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.

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.

Vision

A vision statement outlines an ideal picture of what is desired for the district in the long term. It should be attainable and cause the district to reach beyond where it is currently. A well-formed vision statement is written and usually speaks to what is desired for the students, their learning environment, and the community.

A good vision statement should energize the board-superintendent team and the district staff. It should go beyond platitudes or generic statements and express the real aspirations of the community for the future of its children. Because the vision statement is really a statement of community aspirations, the board-superintendent team, which has been entrusted by the community to articulate and follow through on these aspirations, may want to solicit input from the staff and community when the vision is being developed. This will make the vision broader and will increase the support by the community and staff for its long-term attainment.

Even though a good vision statement may be useful for many years, it should be reviewed periodically and updated as needed. A good rule of thumb is to review the vision statement at least every five years. Some districts choose to review their vision statement more frequently.



Goals

District goals are more specific than a district vision. They can be short- or long-term and are focused on the results the district's leaders would like as part of the effort in achieving the vision. The goals address the issues the board would like the district's staff to spend special time, effort, and resources on in the coming year and in the long term. The board uses these goals to assess its decision making. The administration should use the goals to set work priorities for itself and the staff.



When setting goals, it is important that the board look comprehensively at the needs of the district and choose priorities carefully. To do this, the board needs the input of the superintendent and staff when setting district goals.

In addition to goals, the board must adopt student performance objectives each year. These objectives are related to the measures in the Academic Excellence Indicator System (AEIS). These objectives address specific and important student achievement measures. While these student performance objectives are required by law, they may not fully reflect the board's top priorities for the district. It is common for a district to have a set of district goals (three to eight is a common number) along with performance

objectives related to the AEIS. Some of those goals may pinpoint aspects of the student performance objectives the board feels deserve special attention.

For each goal that is developed, there should be specific criteria included. These criteria help clarify what is expected by those charged in achieving them. Without clear criteria for achieving goals, staff may become confused about what specifically is expected.

District goals can be developed in a number of different ways. They can be developed by the board and the superintendent and possibly the inclusion of some other key administrators. In some districts, other staff members and/or parents may be involved in the development of the district goals. In others, district goals are developed by the administration and given to the board for its consideration and adoption.

Regardless of how the goals are developed, it is important that the board be fully committed to them. To ensure that the goals consistently represent the priorities of the district, it is important that the board take some action on them annually. This can include the board's reviewing, revising, and readopting the goals.

Achieving the Vision and Goals

The district's vision and goals should be consistently on the board's mind. The board should take no action on major items without first formally questioning what, if any, effect it will have on the district moving forward toward accomplishing its goals.

One of the ways the board can monitor the advancement of district goals is by focusing the superintendent's evaluation process on the attainment of the district goals. To do this the board will want to develop superintendent performance goals. These performance goals clearly articulate what the board wants to see the superintendent focusing his or her time on to achieve the district goals. If the board is clear in its expectations, it is more likely that the superintendent will devote significant time in ensuring the district's priorities are achieved.

As part of the process of developing superintendent performance goals, the board should request scheduled periodic reports from the superintendent. These reports are designed to give the board information on what the superintendent and staff are doing to ensure progress is being made on specific district goals. Another of the things the board must do to ensure the successful completion of district goals is to adopt a budget that adequately funds the district's priorities. The board needs to ask questions about the adequacy of funding for district goals of the superintendent when he or she presents the budget. If the goals are adequately funded, the likelihood of their being achieved is far greater than if they are underfunded.

The Planning and Governance items in the Inventory will assist the board in knowing if it has fully incorporated effective practices into its routine operations.

2. Oversight of Management

Clearly defining and respecting the differences between the board's and superintendent's roles are crucial to avoiding misunderstandings, inefficiency, and possible conflict between the board and superintendent. Texas statute assigns to the board the task of "overseeing the management of the district." The task of managing the district is assigned to the superintendent, who is the chief executive officer of the district. Understanding the difference between these two functions is absolutely essential.

A simple but effective way to characterize these two distinct activities is as follows:

Management consists of three activities:

- Putting plans, procedures, programs, and systems in place to achieve a clearly defined, desired result
- Monitoring those plans, procedures, programs, and systems against appropriate benchmarks or measures of effectiveness
- Changing the plans, procedures, etc., if they are not proving successful in achieving the desired result



Oversight of management consists of three related activities:

- Making sure there are clearly defined, desired results in place for the major areas under management
- Making sure the clearly defined, desired results are appropriate
- Making sure that plans, procedures, programs, or systems are in place, that they are monitored, and that they are changed if necessary

One sometimes hears about board efforts to "micromanage" the district. Micromanagement by boards, when it occurs, is usually a product of the failure of the board and superintendent to adequately and explicitly discuss and define the difference between management and oversight of management. Micromanagement by individual trustees usually occurs when the board has not fully established appropriate vehicles for the board to oversee management as a body corporate.

In essence, the superintendent is responsible for systematically managing the district by ensuring plans, systems, and procedures exist, are monitored, and adjusted as necessary. The board's oversight function is to ensure that the superintendent is systematically managing the district by doing these things.



As the manager of the district, the superintendent should ask and answer certain questions about the major areas of district operations. “What are we trying to accomplish in this area of district operations?” “How can we assess whether or not we are succeeding?” “What standard of performance are we aiming at?” Some of the areas of operations the superintendent should be asking these questions about include maintenance, transportation, food services, human resources, and curriculum development and assessment, among others. Another important part of the superintendent's job is determining how to measure and assess the effectiveness in each of these areas.

The board, in its oversight role, will want to ensure that the superintendent is clear on what the measures for success or standards are for all of the major areas of district operations. To do this, the board should be systematically briefed by the superintendent about key operational areas. These periodic briefings should include what the measures of success are in the different operational areas and how well the district is doing in meeting these measures. By understanding the standards, the board can use this information to guide its deliberations on budgets, policy, and other issues related to operations that come before the board. The briefings about the operational areas will help the board understand what areas need improvement so it can make decisions to support those areas as needed.

Systematic management by superintendents will compel better decision making and should discourage second guessing by the board. Second guessing the superintendent's individual management decisions by the board is counterproductive and does not further the cause of good management or good oversight of management over the long term.

Oversight and Superintendent Evaluation

The board's annual evaluation of superintendent performance should focus foremost on the superintendent's success in meeting priority performance goals discussed in the Planning and Governance Section above. These goals should be tied to district goals, including those that address student achievement. The focus of priority performance goals should be how well the superintendent has done in moving the district forward in achieving the district's goals.

In addition, however, the board will want to evaluate the superintendent's success in systematically managing the district. Items on the evaluation document that target systematic management should focus on how well the superintendent has done in putting plans, programs, and procedures in place to achieve desired results in the major areas of district operations; whether the standards are appropriate; how effectively the plans are monitored; and whether data from the monitoring is used to plan improvements.

This approach offers a suitable avenue for assessing oversight of management. It discourages the common tendency among boards to focus on management style in the evaluation instead of on recognizing where the superintendent is effectively performing the basic tasks of systematic management.

The Oversight of Management items in the Inventory will assist the board in knowing if it has fully defined with its superintendent the respective roles of the board and superintendent in this crucial area of district operations.

3. Board-Superintendent Team Operations

Clarifying Assumptions and Expectations

Local school boards are expected to work as a body corporate in making decisions. To do this well, the board must set shared and clear assumptions and expectations for the group's work to function in this unique way. Several tools and practices exist to help clarify the work and expectations of the board-superintendent team. These include team building, a code of ethics, written board operating procedures, and a board activity calendar. These practices and tools can help clarify the work of the board-superintendent team. Working as a body corporate demands that the members agree on procedures in advance, since no one member has the authority to dictate or decide for the entire team. Personal conflicts will decrease and the possibility of the board's success will increase as each member gains familiarity with his or her colleague's intentions, expectations, and assumptions.



Self-Assessment and Team Building

Any organization that expects to operate effectively will periodically engage in some form of self-assessment. Conducting a self-assessment is an opportunity for the board to evaluate how well it has done in functioning as a body corporate. Completing a self-assessment as part of the annual team-building requirement is an opportunity for the board and superintendent team to determine what needs to be improved to function more effectively in the future. It is important that expectations and standards on how to improve the team's practices and behaviors are clearly articulated during this process.

Ethics and Operating Procedures

Two good ways for a board to clarify assumptions and expectations are to adopt a code of conduct or statement of ethical principles and written board operating procedures. Statements of ethical principles help to articulate ideal behavior and are intended to guide board members' actions. Discussion by board members about what to include in a code of conduct and in a set of operating procedures can help the members of the team further understand the expectations, priorities, and motivations among members of the board. These types of discussions can help identify possible sources of conflict in the future and reduce their likelihood.

Written board operating procedures are intended to define clearly how to carry out regular board tasks. Many people wrongly assume that the way to perform routine tasks is commonly known and understood by all members of the board. This is an incorrect assumption and often contributes to inefficiency, inconsistency in trustee actions, and failure to carry out important tasks.



New board members and new superintendents often find written operating procedures to be very helpful. They help new members of the team understand the operations of the team in an efficient and useful manner. Lack of operating procedures can cause new members to learn by trial and error.

Operating procedures should be reviewed at least once a year to make sure they are still benefiting the team. Of course, procedures can be reviewed and updated at any time the board believes it is necessary. The review needn't be extensive, but members should have an opportunity to comment on any procedures they think can be improved. Many board-superintendent teams like to review and discuss their procedures after board elections or when new board members join the team. The discussion can form part of their required orientation to the local district. A more thorough review, including development of additional, needed procedures, is one option for the annual team-building session.

It is important that all members of the board reach consensus on the language for board operating procedures and a code of ethics when they are being developed and updated. The process in reaching consensus requires discussion that further clarifies expectations and assumptions. The consensus process increases the value of these types of documents and the level of commitment to them by members of the board-superintendent team.

Annual Board Activity Calendar

Another tool that is helpful to maintain smoother board-superintendent operations is a written board activity calendar. This calendar outlines the key tasks and commitments the board will be responsible for throughout the year. Ideally the calendar will also include details about the types of information and reports the board will receive and take action on during the year.

A written board activity calendar serves several purposes. Among them, it does the following:

- Helps the board, especially new board members, know what to expect at any given time of year
- Ensures the board does not overlook any major responsibilities
- Helps the board prepare in advance for the regular tasks an effective board performs

- Assists the board and administration in judiciously scheduling their work, including developing agendas
- Ensures the board receives the regular information on district progress and operations success

Board activity calendars can take many different forms. The bottom line is that the calendar be (1) comprehensive, (2) consulted regularly in planning the board's work, and (3) followed. The calendar should be reviewed and updated at least once a year, or whenever necessary, to ensure that it is accurate and up-to-date. One of the times to consider reviewing the calendar is after board elections or any time new members join the board-superintendent team.

The Board-Superintendent Team Operations items in the Inventory will assist the board in knowing if it has in place and appropriately used the tools that promote efficiency in its own operations.

4. Advocacy

The school board is entrusted with the education of the children of its community. One of the things that the board does to advance this aim is to advocate for the district within the community and beyond.

Within the community, the board should take an active role in generating support for the district. This can be done in a number of ways. First, board members need to listen to what is going on in the community. Next the board needs to ensure that the community is aware of what is happening in the district. They can do this by ensuring that the community and staff are aware of the district's vision and goals, among other things. Some boards go a step further by inviting a broad range of community and staff members to participate in the development and/or revision of the district's vision and goals.

The board makes sure that the superintendent and staff have a plan in place to keep the community and staff aware of what is happening in the district. The superintendent should keep the board informed regularly about how the community and staff are being kept aware of district issues.

Developing Partnerships

School board-superintendent teams that wish to build partnerships with their communities have to plan for it. Partnerships must be grown in a systematic way. Therefore, it is important that the board ensure that a plan is in place to develop partnerships. In addition to relying on the superintendent and staff to implement a plan, the board will want to decide what the board itself can do to build partnerships. Whether the goals of a partnership are to share resources between the schools and a municipality, find tutors for students, or raise funds, the board as a body corporate and board members individually can be very helpful in developing these relationships. To ensure that the board is engaged in the process of building partnerships with the community, it is important that the board has a plan in place to hold itself accountable. This plan should include what the board members will do to assist in the development of partnerships. Additionally, the board will want to note on its board activity calendar when it will review progress.



Advocacy for the District with Other Elected Officials

School boards have an important responsibility to advocate for the district with legislators and other elected officials. Since school board members are entrusted by the local community with the interests of students of their district, they need to remember that occasionally they need to promote those interests with other elected officials. The board should plan for how it will represent the district. The plan for advocating for the district should be written and should list the activities the board as whole, individual board members, and the superintendent will undertake to gain support for the district.

Since board members are elected, they often have more influence over legislators and other publically elected officials than individuals or special-interest groups. Therefore, it is important that the board is actively involved in the process of advocating for the district. Some things that board members can do to advocate effectively for their district include keeping in touch with their legislators, inviting legislators to visit their districts, and encouraging the communities to contact legislators before crucial votes.

To ensure that the board is actively involved in advocating for the district, it should consider making it a long-term commitment. It is helpful for the board to review its advocacy activity on a regular basis. The board should review this activity at least every two years and make adjustments where necessary.

The Advocacy items in the Inventory will assist the board in knowing if it is taking all the steps necessary to have an effective advocacy program for the district.

5. Effective Board Practices: An Inventory for School Boards

Note that in the Inventory checklist, to respond to each of the numbered and shaded statements, please review the lettered criteria first. Each criteria item should be marked “Yes,” “No,” or “Unsure.” After responding to the criteria statements, respond to the numbered main item. The “Yes” response should be marked for the main item only if all the criteria received a “Yes.” Otherwise, “No” or “Unsure” is the appropriate response.

After individual members have completed the inventory, it is important that the entire board-superintendent team discusses the results together, reaches consensus on the rating of each item, and determines the next steps the team will take in improving its performance.



Planning and Governance

1. A vision statement is in place for the district.

1.1 The vision statement meets the criteria for a well-developed vision statement listed in the supporting materials.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check “Yes” for the above item if you check “Yes” to all the criteria below:</i>			
a. Your vision statement is written.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b. It lists or describes desired qualities for at least each of the following: students of the district, the community, and the schools in the district.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
c. Staff and community input was solicited in some fashion and was considered.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
d. All current members of the board and the superintendent have agreed, in a formal adoption or readoption by the board, to be guided by the vision.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

1.2	The board reviews and readopts the vision through formal board action.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>				
a.	The board has formally adopted or readopted its vision statement within the last five years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b.	The board's annual calendar of activities or another written document clearly specifies when the vision statement will next be considered for review.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

1.3	The vision is disseminated throughout the district.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>				
a.	The vision statement is clearly posted in the board meeting room or copies are available at each meeting.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b.	The vision statement is available on all campuses and all staff members have been informed about it.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

2. A comprehensive statement of goals for the district is in place.

2.1	The board adopts or reaffirms a comprehensive list of district goals each year through formal board action.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>				
a.	The board formally adopted or reaffirmed a list of goals within the past 12 months.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b.	Workshop documents from the goal-setting process indicate the board considered a broad range of district issues and student achievement measures before limiting the goals to those included in its list.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
c.	Each member of the board can state in general terms the substantive content of current goals.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
d.	The board can point to specific, written criteria that will be used to assess whether the district is succeeding in reaching its goals.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

2.2 Mechanisms for disseminating the goals for the district are clearly identified and in writing. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. Current goals are either posted in the board room or made available to the audience at board meetings. Yes No Unsure

b. The goals are available on all campuses and the district Web site, and all staff members have been informed about them. Yes No Unsure

2.3 The board is familiar with administration's written plans for accomplishing the goals. The plans include time lines for implementation, specific mechanisms for assessing the effectiveness of the plans, and specific times for reporting to the board on progress. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The board has looked at copies of, or been formally briefed about, the administration's plans for accomplishing the current district goals. Yes No Unsure

b. The written plans state what results the board will see after implementation and include time lines for implementation, procedures for assessing effectiveness, and a schedule for progress reports to the board. Yes No Unsure

3. Board actions reinforce the central importance of the goals to the work of the district.

3.1 Deliberation on major items before the board routinely includes a discussion of the recommended action's impact on meeting district goals. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. Board agenda materials routinely summarize the impact agenda items will have on the achievement of current goals. Yes No Unsure

b. Board deliberations routinely include an acknowledgement of whether the given agenda item directly or indirectly supports a district goal. Yes No Unsure

3.2 The board's superintendent evaluation instrument and process focus first and foremost on the superintendent's success in addressing the board-adopted goals. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. Board agenda materials or minutes indicate the board formally adopts written priority performance goals for the superintendent at the beginning of the evaluation cycle. Yes No Unsure

b. The majority of the priority performance goals for the superintendent are clearly derived from current or former district goals. Yes No Unsure

c. The board's regularly scheduled formative and summative evaluation conferences begin with reports by the superintendent on actions taken in support of the priority performance goals or with summaries of reports provided earlier. Yes No Unsure

3.3 The board's budget review process specifically identifies how goals are funded in the proposed budget, whether funding is adequate, and whether funding priorities are consistent with board-adopted goals. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. Board agenda materials or minutes indicate that the board annually discusses budget priorities with the superintendent in advance of the superintendent's budget preparation. Yes No Unsure

b. Budget review materials used in adopting the current district budget clearly identify the funding associated with each district goal. Yes No Unsure

4. The board monitors plan implementation and district success in a formal, scheduled manner.

4.1 Time lines in the plans for reporting to the board are incorporated into the board's annual activity calendar and included on appropriate monthly agendas. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. Board agendas or minutes from the past 12 months indicate the board received and formally discussed at least one report of progress on district goals. Yes No Unsure

b. The board's calendar for the coming year lists the months in which reports on goal implementation will be provided. Yes No Unsure

Oversight of Management

5. Goals, performance standards, and/or benchmarks have been established for major aspects of district operations.

5.1 The board receives information annually from the superintendent on the goals, standards, or benchmarks the administration uses to assess effectiveness for the major areas of district operations. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- a. Board agenda materials or minutes from the past 12 months indicate the board and superintendent formally discussed goals, standards, or benchmarks the superintendent uses in assessing operational effectiveness in major areas. Yes No Unsure
- b. The board can point to a document or documents outlining the measures used by the administration to assess success in at least three major areas of district operations. Yes No Unsure

5.2 The board receives regular, scheduled updates on operations effectiveness as measured against standards or benchmarks. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- a. Board agenda materials or minutes indicate that the board received a report on operations success relative to established standards or benchmarks within the last 12 months. Yes No Unsure

6. The board is familiar with the broad outlines of the systems the superintendent has put in place to manage district operations.

6.1 The board and superintendent have a schedule for periodic updates on major management systems in the district, including presentations on how benchmark data is used to plan improvements. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- a. Board agenda materials or minutes indicate the board received a briefing on at least one major management system within the past 12 months. Yes No Unsure
- b. The board can point to a document with a schedule for briefings on major management systems. Yes No Unsure

6.2	The board’s evaluation of the superintendent’s performance in district operations focuses on the superintendent’s establishing appropriate measures and standards of performance for major district operations, monitoring success, and using data for improvement.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
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You can check “Yes” for the above item if you check “Yes” to all the criteria below:

a.	Exclusive of priority performance goals, items on the board’s evaluation instrument focus on whether appropriate performance standards are in place for major areas of district operations, whether the standards are being monitored, and whether they are being met.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
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Board-Superintendent Team Operations

7. The board and superintendent team regularly checks expectations and assesses board-superintendent operations.

7.1	The board and superintendent participate in an annual team-building activity.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
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You can check “Yes” for the above item if you check “Yes” to all the criteria below:

a.	Board agenda materials or minutes indicate the board and superintendent participated together in a team-building session or self-assessment discussion during the past 12 months.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b.	Written documents or reports from the team-building session indicate the session included review of actual board practices and behaviors and resulted in agreements about future operations.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
c.	Board agenda materials, board minutes, or documents related to the most recent team-building session indicate the board formally discussed continuing education needs as a part of its team-building activity.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
d.	The board can point to written plans for continuing education for its members that include, at a minimum, the topics to be addressed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

7.2 The board has adopted and annually reaffirms an ethics statement or code of conduct for board members. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The board can point to a code of conduct or ethics statement that has been formally adopted by the board. Yes No Unsure

b. Board agenda materials or minutes indicate the statement has been affirmed by all current members of the board, or the board's calendar of activities includes reaffirmation of the ethics statement or code of conduct as an agenda item within the next six months. Yes No Unsure

8. Written operating procedures for the board and superintendent are in place.

8.1 A written annual calendar of board events, outlining major board activities by month, is in place. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. All members of the board have copies of a written, 12-month calendar on which major board responsibilities have been scheduled. Yes No Unsure

b. At least 75 percent of the board tasks on the calendar for the past 12 months were performed in the months scheduled or were rescheduled on the calendar for another specific time. Yes No Unsure

8.2 Operating procedures are codified in a written board-superintendent procedures document; new board members are oriented to operating procedures within the first 60 days of service. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The board can point to written board operating procedures. Yes No Unsure

b. The operating procedures are stated in terms of observable actions: what the board, trustee, or superintendent is actually expected to do or not do. Yes No Unsure

c. Any members who have joined the board-superintendent team within the last 12 months have copies of all written board operating procedures. Yes No Unsure

8.3 An annual review of operating procedures is included on the board activity calendar.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>			
a. Board agenda materials, minutes, or other documents indicate the board and superintendent have formally discussed operating procedures within the past 12 months.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b. The review of operating procedures usually occurs in the same month each year.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

Advocacy

9. The board is an active advocate for the district within the community.

9.1 The board has an active plan for its generating support for the district, its vision, and its goals with patrons, the business community, and other organizations in the area.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>			
a. The plan is written and reviewed each year.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b. The plan lists activities the board members themselves or the board as a whole will do to generate support and partnerships within the community.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
9.2 The board reviews board and board member success in generating support for the district annually.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>			
a. The board's activity calendar includes a month in which this review takes place.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b. Agenda materials, workshop materials, or minutes from the last 12 months indicate that board discussed the success of its plan and its efforts.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

10. The board is an active advocate for the district with other elected officials.

10.1 The board has an active plan for advocating for the district's interest with legislators and other elected public officials. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The plan is written and reviewed at least every two years. Yes No Unsure

b. The plan lists activities the board members themselves or the board as a whole will do to support the district's interest before legislators and other elected public officials. Yes No Unsure

10.2 Every two years, the board reviews board and board member success in advocating for the district with legislators and other elected officials. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The board's activity calendar includes a month in which this review takes place. Yes No Unsure

b. Agenda materials, workshop materials, or minutes from the last 24 months indicate that board discussed the success of its plan and its efforts. Yes No Unsure

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Texas Association of School Boards