

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 February 21, 2012, 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. Business and Operations	
A. Consider Authorization to Sell Surplus School Buses	4
2. Call to Order/Opening Prayer/Pledge of Allegiance	
3. Public Comment	
4. Recognition	
5. Middle School UIL Winners	7
6. Billy Hibbs Safety Award and Annie Ozella Jones Memorial Scholarship	9
7. Consent Agenda	
A. Business and Support Services	
B. Curriculum and Instruction	
1. Review of Bilingual / ESL Programs Improvement Plan	14
C. Students	
8. Governance	
9. Consider Approval of the Minutes	
A. January 17, 2012 - Regular Meeting	22
10. Take Necessary Actions to Order 2012 Trustee Election	27
11. Consider Approval of Legal Retainer with Walsh, Aderson, Gallegos, Green & Trevino	32
12. Consider Approval of Revisions to EIC (LOCAL), ACADEMIC ACHIEVEMENT, CLASS RANK	42
13. Monthly Review of Financial Reports	48
14. Monthly Review of Checks Written for the Month of January, 2012	56
15. Personnel	
16. Review of Dyslexia Program Improvement Plan	58
17. Discuss Acoustical Treatment of Middle School Gym	63
18. Curriculum and Instruction	
19. Governance	
A. Discuss Proposed Core Initiatives	69
B. Discuss Plans for 2012 Summer Leadership Institute	73
C. Consider Setting a Date for the Spring Curriculum and Instruction Workshop	76
20. Consider Approval of a Resolution Regarding the Lower Colorado River Authority's Potential Elimination or Curtailment of Release of Water from the Highland Lakes	78

21. Consider Approval of a Resolution to Suspend Portions of Policy EIE (LOCAL) for the 2011-2012 School Year Only	81
22. Consider Approval of Interlocal Agreement with the City of El Campo for Hosting Traveling Vietnam Wall Memorial	86
23. Discuss Policies and Procedures for the STAAR and End-of-Course Exams	93
24. Discuss the Possibility of Realigning Elementary School Grades	108
25. Review Graphic of Comprehensive Goals	111
26. Discuss Securing a Table for the Hispanic Education Project Annual Scholarship Banquet	114
27. Consider Setting a Date for a Workshop to Develop Superintendent Performance Goals	118
28. Closed Session:	
29. 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	
30. The Board Will Deliberate the Employment of Administrative Personnel	
31. The Board Will Deliberate the Reassignment of Instructional Personnel	
32. Personnel	
33. Consider Approval of Recommendation on Administrators Contracts	
34. Consider Approval of Recommendation to Reassign PPCD Teacher of Three-Year-Olds from Half-Time to Full-Time	
35. Discuss Teacher Advancement Project	
36. Discuss Possibility of Creating a New Position for Director of Federal Programs and Compliance	
37. Superintendent's Report	
A. Curriculum and Instruction	
B. Community and Governmental Relations	
1. Legislative Update	
38. Governance	
A. Preliminary Agenda for Regular Meeting on March 20, 2012	
39. Monthly Calendar of Activities and Events	
40. District Compliance and Analysis of First Semester Transfers	
41. Business and Support Services	
A. Foundation School Program Funding Report for First Semester	
42. Personnel	
43. Students	
A. Monthly SRO Report	
44. First Semester Report on Enrollment and Attendance	
45. First Semester Report on Student Withdrawals	
46. Monthly DAEP Report	
47. Adjournment	

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 February 17, 2012 at 2:00 p.m.

For the Board of Trustees

Agenda Item Summary Sheet (5 A)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Action Required

Business and Operations	Authorization of Administration to Sell Surplus Vehicles
Summary	<p>The only policy governing the sale of surplus buses is CNB (LEGAL), which states that the district may request that the comptroller to dispose of a school bus. However, the district is not required to dispose of a bus through the state comptroller. This policy is based on the statutory language of <i>Education Code §34.006</i>.</p> <p>Brett Schoppe is requesting approval to sell fifteen surplus buses. A list of the buses that contains the year, make and model, vehicle identification number, fuel type, seating capacity, and mileage is attached. Brett is also recommending a minimum bid for each bus.</p> <p>All of the selected buses are at least twelve years old and some of them are as much as twenty-one years old. They range in mileage from 140,000 to 221,000 miles. All are 65 passenger buses and they all run on diesel fuel.</p>
ECISD Board Policy	CNB (LEGAL), TRANSPORTATION MANAGEMENT: DISTRICT VEHICLES, SALE OF BUSES
Effective Date	February 21, 2012.
Previous Board Action	The Board is asked from time to time to approve the sale of surplus vehicles.
Future Action Expected	The Board is asked from time to time to approve the sale of surplus vehicles.
Background Information and Significant Issues	Please see information provided in attached memorandum from Brett Schoppe to David Bright.
Fiscal Impact	Minimum bid specified for each individual bus.
Student and Public Benefit	Disposal of surplus property in a manner that gets the highest return for the district gets the property off the district's inventory and represents prudent management of public funds.

Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Memorandum from Brett Schoppe, Director of Transportation
Contact Person(s)	<p>David Bright, Assistant Superintendent of Finance and Operations</p> <p>Brett Shoppe, Director of Transportation</p>
Action Required	Motion, second and majority vote approve the sale of surplus buses.
Superintendent's Recommendation	<p>I recommend you approve the sale of the surplus buses listed on the attached memorandum.</p> <p>Mark Pool, Superintendent of Schools</p>

EL CAMPO INDEPENDENT SCHOOL DISTRICT

Mark Pool, Superintendent

700 West Norris Street

El Campo, Texas 77437

(979) 543-6771 Fax (979) 543-1670

David Bright

Assistant Superintendent

Brett Schoppe

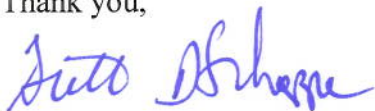
Transportation Director

To: David Bright
From: Brett Schoppe
Date: February 8, 2012
Re: Disposal of Used School Vehicles

I would like to seek board approval to dispose of 15 used school buses. Below you will find information for these vehicles including: the year, make and model, vehicle identification number, fuel type, seating capacity, and mileage. I have also included the suggested minimum bid we would accept for each bus.

Bus #	Year	Manufacturer	Vehicle Identification Number	Fuel	Seating Capacity	Mileage	Minimum Bid
3	1997	IH / Carpenter	1HVBBABN9VH486537	Diesel	65 Passenger	190674	1,800
4	1997	IH / Carpenter	1HVBBABN7VH486536	Diesel	65 Passenger	202464	2,000
6	2000	IH / Bluebird	1HVBBABN6XH254741	Diesel	65 Passenger	143088	2,800
7	1998	IH / Bluebird	1HVBBABN7WH562239	Diesel	65 Passenger	170780	2,800
28	1998	IH / Bluebird	1HVBBABN3WH562240	Diesel	65 Passenger	192805	2,800
32	1989	IH / Carpenter	1HVBAZRN2LH207594	Diesel	65 Passenger	195455	1,000
41	1991	IH / Bluebird	1HVBAZRN2MH371008	Diesel	65 Passenger	189548	1,500
91	1995	IH / Wayne	1HVBBABN3SH200242	Diesel	65 Passenger	220901	2,000
115	1995	IH / Wayne	1HVBBABN7SH200244	Diesel	65 Passenger	151900	2,000
120	1992	IH / Thomas	1HVBA2RN7NH439272	Diesel	65 Passenger	139903	1,500
121	1991	IH / Bluebird	1HVBAZRN0MH371010	Diesel	65 Passenger	177234	1,500
127	1995	IH / Wayne	1HVBBABN45H648554	Diesel	65 Passenger	209216	1,800
128	1991	IH / Bluebird	1HVBAZRN0MH371007	Diesel	65 Passenger	182398	1,500
130	1992	IH / Thomas	1HVBAZRN9NH439273	Diesel	65 Passenger	144105	1,500
162	1997	IH / Carpenter	1HVBBABN0YH486538	Diesel	65 Passenger	179303	2,000

Thank you,



Brett Schoppe

Agenda Item Summary Sheet (3 A)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Information Only

Recognition	UIL Tournament Results – El Campo Middle School
Summary	UIL Tournament Results. El Campo Middle School students recently competed in the District UIL Academic Meet. Our students made a very strong showing and we would like to take the opportunity to recognize some of them at this month’s meeting.
ECISD Board Policy	None.
Effective Date	February 21, 2012
Previous Board Action	The Board periodically recognizes students for their accomplishments above and beyond district level competition or faculty and staff members who have achieved some type of special recognition. This section of the agenda is also used to introduce teachers who are new to the District.
Future Action Expected	The Board periodically recognizes students for their accomplishments above and beyond district level competition or faculty and staff members who have achieved some type of special recognition. This section of the agenda is also used to introduce teachers who are new to the District.
Background Information and Significant Issues	UIL Tournament Results. Individual students’ will be recognized at the meeting.
Fiscal Impact	None.
Student and Public Benefit	The Board has the opportunity to recognize student and faculty for their extra effort.
Procedural and Reporting Implications	None.
Public Comments	None.
Other Comments and Related Issues	None
Attachments	None.

Contact Person(s)

Mark Freeman, Interim Middle School Principal
Kathy Simmons, ECMS UIL Coordinator

Action Required

No action required.

**Superintendent's
Recommendation**

Information item only.

Mark Pool, Superintendent of Schools

Recognition	Billy Hibbs Safety Award and Annie Ozella Jones Memorial Scholarship
Summary	<p>El Campo ISD was recently awarded the Billy Hibbs Safety Award for Exemplary Safety Practices, resulting in the lowest loss ratio in 2010-2011. The district previously received this award in 2004-2005 and 2009-2010.</p> <p>Claims Administrative Services, Inc., also awarded the district with the Annie Ozella Jones Memorial Scholarship for the district's dedication to safety. The selection is based on the district's safety performance and participation in the Texas Educational Insurance Association workers' compensation program.</p> <p>The scholarship in the amount of \$500 is to be awarded to a student of the district's choice, with the criterion that the scholarship be used to attend an accredited institution of higher learning, whether vocational or college.</p>
ECISD Board Policy	None.
Effective Date	February 21, 2012
Previous Board Action	The Board periodically recognizes students for their accomplishments above and beyond district level competition or faculty and staff members who have achieved some type of special recognition. This section of the agenda is also used to introduce teachers who are new to the District.
Future Action Expected	The Board periodically recognizes students for their accomplishments above and beyond district level competition or faculty and staff members who have achieved some type of special recognition. This section of the agenda is also used to introduce teachers who are new to the District.
Background Information and Significant Issues	Please refer to attached documents.
Fiscal Impact	None.
Student and Public Benefit	The Board has the opportunity to recognize student and faculty for their extra effort.
Procedural and Reporting Implications	None.

Public Comments	None.
Other Comments and Related Issues	None
Attachments	<ul style="list-style-type: none"> • Copy of Letter from Bill Costanza, President of Claims Administrative Services, Inc., regarding the CAS Student Scholarship – Lowest Loss Ratio • Information on the Annie Ozella Jones Memorial Student Scholarship • Information on CAS Safety and Claims Scholarship Program
Contact Person(s)	David Bright, Assistant Superintendent of Finance and Operations
Action Required	No action required.
Superintendent's Recommendation	Information item only. Mark Pool, Superintendent of Schools



Claims Administrative Services, Inc.

Our reputation for excellence is no accident.®

January 30, 2012

Mr. Mark Pool
Superintendent
El Campo ISD
700 West Norris Street
El Campo, TX 77437

Re: CAS Student Scholarship - Lowest Loss Ratio

Dear Mark:

CAS - Claims Administrative Services, Inc. is honored to award your district the Annie Ozella Jones Memorial Scholarship for your district's dedication to safety. The selection is based on the district's safety performance and participation in the Texas Educational Insurance Association workers' compensation program. You set the example for all Texas school districts in providing a safe work environment for all the district's employees. Your safe work environment allows for fewer on the job employee injuries, thus protecting your greatest asset, your employees, as well as reducing your workers' compensation cost.

The scholarship in the amount of \$500 is to be awarded to a student of the district's choice, with the criterion that the scholarship be used to attend an accredited institution of higher learning, whether vocational or college.

CAS currently provides workers' compensation programs to over 470 schools and community colleges in the state of Texas with the same dedication to safety for all districts. Since CAS began providing these programs in 1990 our partnership with Texas School Districts has avoided over 30,466 accidents and saved Texas schools and community colleges over \$444,808,785.

El Campo ISD is a true example of an outstanding school district. You will find attached the Annie Ozella Jones Memorial Student Scholarship and additional information. Please notify us of your chosen recipient.

Congratulations, and continue your tradition of excellence at El Campo ISD.

Sincerely,

Bill Costanza
President

Attachments: Annie Ozella Jones Biography
Scholarship Standards
Scholarship Recipient Form
Scholarship Tax Instructions
Scholarship Check
Newspaper Information Sheet

Annie Ozella Jones

Memorial Student Scholarship

Ozella Jones had a love for children and a love for education. She spent her life dedicated to the education of children. Her goal was to give each child she taught the drive to learn more. She taught thousands of children during her 25 years in education at the New Boston Independent School District in New Boston, Texas. She pushed each student to take that extra step to learn more and then to learn even more. Ozella was deeply committed to higher education and to seeing every student reach his or her potential.

Her love of her students and her desire for the highest level of education will continue with the CAS Scholarship Program. CAS - Claims Administrative Services, Inc. was formed in 1990 to provide workers' compensation programs to Texas Schools and Colleges. CAS' key goal is to provide a safer work environment to Texas Schools and Colleges while reducing their cost of insurance. CAS' programs have generated over \$444,808,785 in savings for Texas schools since inception. These savings have allowed Texas Schools to spend more towards the education of students.

CAS, like Ozella, has a deep commitment to continuing education and has established a scholarship fund in her name for member school districts that excel in reducing employee injuries. Scholarships of \$500 each have been established and are awarded to member school districts that have committed to having the Lowest Loss Ratio, Most Improved Loss Ratio and Best 3-Year Loss Ratio. The recipients of the scholarship are encouraged to take that extra step to learn more and then as Ozella would say, "*Learn even more.*"



Safety and Claims Scholarship Program

The CAS Safety and Claims Scholarship Program was established to further promote the importance of providing a safe working environment in all districts and in the spirit of "giving back" to our valued clients. Former CAS President Barry Jones announced the program in January 2000. The first scholarships were awarded in January 2001, based on results from the plan year ending August 31, 2000, and will continue to be awarded each January based on performance for the prior plan year ending August 31.

Number of Scholarships:

CAS will award twenty-seven (27) scholarships each plan year to individual members of the Texas Educational Insurance Association and the Texas Public Junior and Community College Employee Benefits Consortium. The winning school districts will be announced at the CAS Client Appreciation Luncheon held in conjunction with Mid Winter Conference (usually the last week of January). The winning colleges will be awarded at the annual TACCBO Conference, held in June.

Amount of Scholarship:

Each winning district/college will be awarded a scholarship in the amount of \$500.

Basis for Awarding:

CAS will award a separate scholarship based on each of the following criterion:

- 1) Lowest Loss Ratio for the most recent plan year ended.
- 2) Most improved Loss Ratio.
- 3) Best three-year Loss Ratio.

There will be two (2) awards for each of the above criterion per UIL classification, for a total of twenty-four (24) scholarships to be presented. These classifications are K-8/1A; 2A; 3A; 4A/5A. There will be one (1) award for each criterion above for junior and community colleges meeting the same requirements, for a total of three (3) awards. In the event of a tie on any of the criterion listed above, CAS will draw a winner from those districts meeting the eligibility requirement for that criterion category.

Use of Scholarship:

CAS is awarding each scholarship to be used to further the education of a worthy student within the district. CAS requires that the student selected must use the scholarship to attend either an institution of higher learning or an accredited vocational school. CAS makes no other requirements on the criterion the district will use to determine the scholarship recipient.

The winning schools will be presented with an award plaque, check and additional accompanying information for the recipient. The check will be issued in the school's name. Once the district has selected the recipient, the district is responsible for transferring those funds to the student. CAS does require that the district/college notify CAS when the scholarship recipient is selected. A Scholarship Award Form will be included in the presentation packet. Please complete the form and submit it with a photograph of the student. CAS will send a press release to the district's local newspaper, announcing the award.

Agenda Item Summary Sheet (4 D.2)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Discussion Only

Consent Agenda: Curriculum and Instruction	Bilingual Education and ESL Program Improvement Plan
Summary	Last month the Board approved the annual evaluation of our Bilingual Education and English as a Second Language Program. Based upon our self-evaluation of these programs we have developed an improvement plan for your review.
ECISD Board Policy	EHBE (LEGAL), SPECIAL PROGRAMS: BILINGUAL EDUCATION / ESL
Effective Date	February 21, 2012
Previous Board Action	The administration annually prepares a program improvement plan for the Board's review following the Board's evaluation of the program.
Future Action Expected	The administration annually prepares a program improvement plan for the Board's review following the Board's evaluation of the program.
Background Information and Significant Issues	<p>The Bilingual / ESL Program Improvement Plan has the following goals and objectives:</p> <p>Goal 1: All Limited English Proficient (LEP) students will meet or exceed all State standards.</p> <p>Objective 1: By the end of school year 2011-2012, LEP students will exceed State requirements on Texas Assessment of Knowledge and Skills (TAKS) and the Texas English Language Proficiency Assessment System (TELPAS).</p> <p>Objective 2: Work toward bringing ECISD into compliance with State Law which requires that a Bilingual Program be offered in grades PK-5 and that the district have in writing Sheltered Instruction Training and full implementation of the ELPS.</p> <p>Objective 3: Increase parental involvement for all LEP students.</p> <p>Objective 4: Increase opportunity for teachers to attend research based staff development to better educate LEP students.</p>

Fiscal Impact	Cost of strategies for accomplishment of objectives. [Reference Improvement Plan document.]
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	<i>ECISD Bilingual/ESL Program Improvement Plan, 2011-2012.</i>
Contact Person(s)	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction Lisa Hernandez, Bilingual Education / ESL Facilitator
Action Required	None.
Superintendent's Recommendation	This is an information item only. No action required. Mark Pool, Superintendent of Schools

ECISD Bilingual/ESL Program Improvement Plan 2011-12

Goal: All Limited English Proficient (LEP) students will meet or exceed all State standards.

Objective: 1 By the end of school year 2011-12, LEP students will exceed State requirements on Texas Assessment of Knowledge and Skills (TAKS), State of Texas Assessments of Academic Readiness (STAAR) and Texas English Language Proficiency Assessment System (TELPAS).

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation																														
1. Ensure that all teachers of Limited English Proficient (LEP) students have a list of their English Language Learners (EEL's) and are including ELPS in their lesson plans.	Campus Principals	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td> </tr> <tr> <td colspan="6"> </td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td> </tr> </table>	A	S	O	N	D	J	X	X	X	X	X	X							F	M	A	M	J	J	X	X	X	X			All Principals Campus Facilitators	None	Copy of Lesson Plans	Increased performance on TAKS, STAAR and TELPAS, AMAOS
A	S	O	N	D	J																															
X	X	X	X	X	X																															
F	M	A	M	J	J																															
X	X	X	X																																	
2. Identify LEP students who are struggling and offer tutorials throughout the school year	Campus Principals	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"> </td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td> </tr> <tr> <td colspan="6"> </td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td> </tr> </table>	A	S	O	N	D	J		X	X	X	X	X							F	M	A	M	J	J	X	X	X	X			Bilingual/ESL teachers All Principals Eduphoria	None	List of students served	Improved student performance for ESL students
A	S	O	N	D	J																															
	X	X	X	X	X																															
F	M	A	M	J	J																															
X	X	X	X																																	
3. Provide Newcomers in grades 3-5 with bilingual support for a portion of their day to be determined by LPAC	Lisa Hernandez Molli Bodungen Mauri Couey	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td> </tr> <tr> <td colspan="6"> </td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td> </tr> </table>	A	S	O	N	D	J	X	X	X	X	X	X							F	M	A	M	J	J	X	X	X	X			Bilingual teacher or paraprofessional.	None	LPAC Documentation	Increase English Language Development of Newcomers.
A	S	O	N	D	J																															
X	X	X	X	X	X																															
F	M	A	M	J	J																															
X	X	X	X																																	

ECISD Bilingual/ESL Program Improvement Plan 2011-12

Objective: 2 Work toward bringing ECISD into compliance with State Law which requires that a Bilingual Program be offered in grades PK-5 and that the district have in writing Sheltered Instruction Training and full implementation of the ELPS.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation																								
1. Bilingual /ESL Facilitator continue to supervise the Bil/ESL program, Sheltered Instruction, LPAC and TELPAS.	Lisa Hernandez, Bilingual Facilitator	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>X</td><td>X</td><td>X</td><td>X</td><td></td><td></td></tr> </table>	A	S	O	N	D	J	X	X	X	X	X	X	F	M	A	M	J	J	X	X	X	X			All Principals	Bil/ESL/Migrant Funds	Time and Effort documentation	Keep the district in compliance with State Law.
A	S	O	N	D	J																									
X	X	X	X	X	X																									
F	M	A	M	J	J																									
X	X	X	X																											
2. Continue to actively recruit Bilingual teachers to fill positions in the district long term staffing plan as indicated on the 2011-12 Bilingual Waiver.	Lisa Hernandez Mauri Couey Liz Graves	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>X</td><td>X</td><td>X</td><td></td><td></td><td></td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td></td><td></td><td>X</td><td>X</td><td>X</td><td>X</td></tr> </table>	A	S	O	N	D	J	X	X	X				F	M	A	M	J	J			X	X	X	X	Bilingual Classroom materials	Bil/ESL Funds	List of Transitional Bilingual students	Improved Tejas Lee and EDL scores.
A	S	O	N	D	J																									
X	X	X																												
F	M	A	M	J	J																									
		X	X	X	X																									
3. Ensure that ALL teachers are including the ELPS in their lesson plans to guarantee that they are making content comprehensible to LEP students.	Campus Principals	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td></tr> <tr><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td></tr> <tr><td>X</td><td>X</td><td>X</td><td>X</td><td></td><td></td></tr> </table>	A	S	O	N	D	J	X	X	X	X	X	X	F	M	A	M	J	J	X	X	X	X			ELPS Academy for Sheltered Teachers and Campus Administrators. Annual sheltered training.	Local - Substitutes	Certificates of attendance and sign in sheets on file.	Increase the number of LEP students receiving passing grades, increased passing rates for TAKS and STAAR, and increased scores on TELPAS.
A	S	O	N	D	J																									
X	X	X	X	X	X																									
F	M	A	M	J	J																									
X	X	X	X																											

ECISD Bilingual/ESL Program Improvement Plan 2011-12

4. Maintain the District Bilingual / ESL Handbook	Lisa Hernandez Bilingual/ESL Teachers	<table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;">A</td> <td style="border: 1px solid black; width: 20px; height: 20px;">S</td> <td style="border: 1px solid black; width: 20px; height: 20px;">O</td> <td style="border: 1px solid black; width: 20px; height: 20px;">N</td> <td style="border: 1px solid black; width: 20px; height: 20px;">D</td> <td style="border: 1px solid black; width: 20px; height: 20px;">J</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;">F</td> <td style="border: 1px solid black; width: 20px; height: 20px;">M</td> <td style="border: 1px solid black; width: 20px; height: 20px;">A</td> <td style="border: 1px solid black; width: 20px; height: 20px;">M</td> <td style="border: 1px solid black; width: 20px; height: 20px;">J</td> <td style="border: 1px solid black; width: 20px; height: 20px;">J</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;">X</td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J				X			Bilingual/ESL Teacher Meetings	Local - Substitutes	Agenda Sign-in Sheets	District Bilingual/ESL Handbook posted to web for Campus Staff.
A	S	O	N	D	J																									
F	M	A	M	J	J																									
			X																											

ECISD Bilingual/ESL Program Improvement Plan 2011-12

Objective: 3 Increase parental involvement for all LEP Students.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation																								
1. Continue to offer Family Literary Nights for parents and students in grades K-12.	Debbie Ehlert Lisa Hernandez	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	S	O	N	D	J	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F	M	A	M	J	J	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All Bilingual/ESL teachers	Local Bil/ESL funds	Calendar, agendas, sign-in sheets	Increase in the number of students and parents attending
A	S	O	N	D	J																									
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
F	M	A	M	J	J																									
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
2. Provide parents of 8 th Grade LEP students the opportunity to attend a Parent Awareness Night concerning high school credit requirements.	Campus Principals Lisa Hernandez	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	S	O	N	D	J	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F	M	A	M	J	J	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Principals Secondary ESL Teacher Counselors Lisa Hernandez	None	Letters, Brochures in English and Spanish	100% of LEP parents informed
A	S	O	N	D	J																									
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
F	M	A	M	J	J																									
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
3. Meet with parents of Bilingual students regarding the Transitional Bilingual Program	Lisa Hernandez Bilingual Teachers	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	S	O	N	D	J	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F	M	A	M	J	J	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bil/ESL Facilitator and Teachers Principal Counselor	None	Sign-in Sheets	100% of Bilingual parents informed.
A	S	O	N	D	J																									
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
F	M	A	M	J	J																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
4. Maintain a Spanish copy of the Course Selection Guide, Student Code of Conduct and Campus Handbooks as provided by the Title VI Civil Rights Act.	Carolyn Gordon Lisa Hernandez Campus Principals	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	S	O	N	D	J	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	F	M	A	M	J	J	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All Principals Secondary Counselors	Local Funds	Copy of said handbooks	100% of Spanish Speaking parents receive Spanish Student Code of Conduct.
A	S	O	N	D	J																									
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																									
F	M	A	M	J	J																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									

ECISD Bilingual/ESL Program Improvement Plan 2011-12

Objective: 4 Increase opportunity for teachers to attend research based staff development to better educate LEP students.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation																								
1. Increase the number of teachers receiving ESL/Bilingual certification.	Lisa Hernandez, Bilingual Facilitator Campus Principals	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td></td><td></td><td style="text-align: center;">X</td><td></td><td></td><td></td> </tr> </table>	A	S	O	N	D	J	X						F	M	A	M	J	J			X				Region III Carolyn Gordon, Asst. Supt.	Bil/ESL funds SCE funds	List of teachers taking test	Increased number of teachers obtaining certification
A	S	O	N	D	J																									
X																														
F	M	A	M	J	J																									
		X																												
2. Continue to provide staff development for all professional and paraprofessional staff on Bilingual/ESL methods, strategies, and appropriate modifications.	Lisa Hernandez, Bilingual Facilitator Campus Principals	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td></td><td style="text-align: center;">X</td><td></td><td></td><td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	A	S	O	N	D	J	X		X			X	F	M	A	M	J	J							Region III TABE Bilingual/ESL Facilitator	Title II, Part A Bil/ESL SCE	Agenda Sign-in sheets Certificate of Attendance	Increase in student performance
A	S	O	N	D	J																									
X		X			X																									
F	M	A	M	J	J																									
3. Ensure that all teachers and paraprofessionals of LEP students attend an ELPS Academy.	Lisa Hernandez, Bilingual Facilitator Campus Principals	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td></td><td></td><td></td><td style="text-align: center;">X</td><td></td><td></td> </tr> </table>	A	S	O	N	D	J	X					X	F	M	A	M	J	J				X			Region III	Local - Substitutes	Certificate of attendance on file	All teachers ELPS trained.
A	S	O	N	D	J																									
X					X																									
F	M	A	M	J	J																									
			X																											
4. All teachers of LEP students shall continue to receive annual Sheltered Instruction training.	Lisa Hernandez, Bilingual Facilitator Campus Principals	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td></td><td></td><td></td><td></td><td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td></td><td></td><td></td><td style="text-align: center;">X</td><td></td><td></td> </tr> </table>	A	S	O	N	D	J	X					X	F	M	A	M	J	J				X			Lisa Hernandez	Title II, Part A Bil / ESL SCE	Sign in Sheets	Increase in student performance
A	S	O	N	D	J																									
X					X																									
F	M	A	M	J	J																									
			X																											

ECISD Bilingual/ESL Program Improvement Plan 2011-12

<p>5. Bilingual Elementary Teachers and ESL Secondary Teachers shall continue to work on C-Scope Curriculum ensuring that the IFD is followed for each nine weeks.</p>	<p>Lisa Hernandez, Bilingual Facilitator Campus Principals</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td> </tr> <tr> <td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td> </tr> <tr> <td colspan="6"> </td> </tr> <tr> <td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td> </tr> <tr> <td>X</td><td>X</td><td>X</td><td>X</td><td></td><td></td> </tr> </table>	A	S	O	N	D	J	X	X	X	X	X	X							F	M	A	M	J	J	X	X	X	X			<p>All Principals Lisa Hernandez</p>	<p>Local - Substitutes</p>	<p>Sign in Sheets</p>	<p>Increase student performance</p>
A	S	O	N	D	J																															
X	X	X	X	X	X																															
F	M	A	M	J	J																															
X	X	X	X																																	

Agenda Item Summary Sheet (4 A.1)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Governance	Minutes of Previous Meetings 1. January 17, 2012 – 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	February 21, 2012.
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 – January 17, 2012

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
January 17, 2012**

The Board of Trustees of the El Campo Independent School District met in a Regular Session January 17, 2012 in the Board Room, 700 West Norris, El Campo, Texas.

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

MEMBERS ABSENT: None

OTHERS PRESENT: Mark Pool, Carolyn Gordon, David Bright, Molli Bodungen, Lisa Hernandez, Natalie Bednorz, Rich Nunez, Dan Hammock, Mark Freeman, Alicia Stary, Scott Gelardi, Mauri Couey, Dollie Coleman, Rich DuBroc, Liz Graves

Board President Tommy Turner called the meeting to order at 7:02 p.m. Kristi David gave the opening prayer followed by the Pledge of Allegiance. There was a quorum present.

PUBLIC COMMENT:

- A. Public Hearing on District's Annual Performance Report: There were no public comments

RECOGNITION:

School Board Recognition Month: Food Service Director, Scott Gelardi served a catered meal to honoring board members for School Board Recognition Month. Mark Pool, Superintendent of Schools read a proclamation in recognition of School Board Recognition Month and campus principals made a presentation to board members for School Board Recognition Month.

CONSENT AGENDA:

A motion was made by James Russell and seconded by Ralph Novosad to approve the consent agenda:

- A. Governance
 - 1. Consider Approval of the Minutes
 - a. December 13, 2011 – Regular Meeting
 - b. January 10, 2012 – Special Meeting for Annual Performance Evaluation of Superintendent
 - 2. Consider Approval of TASB Policy Service Localized Policy Update 92
 - 3. Consider Approval of Board Policy EHBB (LOCAL)
- B. Business and Support Services
 - 1. Annual Approval of List of District Investment Officers
 - 2. Annual Approval of Sources of Training and Report on Investment Officers Training
 - 3. Annual Review of District Investment Policies
 - 4. Monthly Review of Financial Reports
 - 5. Monthly Review of Checks Written for the Month of December, 2011
- C. Personnel

- D. Curriculum and Instruction
 - 1. Annual Report on Federal Accountability Program Adequate Yearly Progress (AYP)
 - 2. Annual Report on State Accountability Program School Report Cards (SRC)
 - 3. Report on Status of Exit Level TAKS
 - 4. Appointment of Instructional Materials Selection Committee
 - 5. Annual Evaluation of Dyslexia Program
 - 6. Annual Review of Bilingual Education / ESL Programs
 - 7. Review of Career and Technology Education improvement Plan
- E. Students

Motion carried unanimously.

BUSINESS AND OPERATIONS

CURRICULUM AND INSTRUCTION

REVIEW OF ANNUAL AEIS REPORT: Mr. Pool and the Board reviewed the Academic Excellence Indicator System Annual Report.

CONSIDER AND APPROVE PROPOSALS FOR NEW COURSE OFFERINGS AND/OR CHANGES IN CURRICULUM: A motion was made by Ralph Novosad and seconded by Cecil Davis to approve new course offerings and/or changes in curriculum as proposed by campus principals. Motion carried unanimously.

DISCUSS POSSIBILITY OF AFTER SCHOOL PROGRAM: The Board discussed the possibility of an after school program for the El Campo Independent School District.

DISCUSS PROPOSED MODIFICATION OF GRADE POINT WEIGHT FOR ADVANCED PLACEMENT COURSES: The Board discussed the proposed modification of grade point weight for Advanced Placement course.

GOVERNANCE

DISCUSS NEW OPTIONS FOR RETAINING POLLING LOCATON AT GLEN FLORA: Mr. Pool, Mr. Bright and the Board discussed new options for retaining polling location at Glen Flora.

REVIEW OF PROPOSED SCHOOL CALENDARS FOR 2012-2013: The Board reviewed the proposed school calendars for 2012-2013.

DISCUSS POSSIBILITY OF PARTICIPATION IN SCHOOL FINANCE LITIGATION: The Board discussed the pros and cons and the possibility of participation in school finance litigation.

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 8:52 p.m. and reconvened in open session at 9:18 p.m. to take the following action: No action taken.

PERSONNEL

CONSIDER APPROVAL OF ACTION ON SUPERINTENDENT’S CONTRACT DISCUSSED IN CLOSED SESSION:

A motion was made by James Russell and seconded by J. J. Croix to approve the Superintendent’s contract as discussed in closed session for one year until June, 2015. Motion carried by a 6 – 1 vote with trustees James Russell, J. J. Croix, Tommy Turner, Cecil Davis, Kristi David and Ralph Novosad in favor and trustee David Hodges opposed. Mr. Hodges stated for the record that the only reason was opposed was that he did not believe in three year contracts.

CONSIDER AND TAKE POSSIBLE ACTION TO REFORM ADMINISTRATOR CONTRACT FOR 2011-2012 AND 2012-2013 SCHOOL YEARS:

A motion was made by James Russell and seconded by David Hodges to reform administrator contract for Raymond Wilsher for the 2011-2012 and 2012-2013 school years. Motion carried unanimously.

SUPERINTENDENT’S REPORT

- A. Governance
 - 1. Preliminary Agenda for Regular Meeting on February 21, 2012
 - 2. Monthly Calendar of Activities and Events
 - 3. Report on Membership of District and campus Site-Based Committees
- B. Business and Support Services
- C. Personnel
- D. Curriculum and Instruction
- E. Students
 - 1. Monthly DAEP Report
 - 2. Monthly SRO Report
 - 3. End of Semester Report on Enrollment and Attendance
- F. Community and Governmental Relations
 - 1. Legislative Update

There being no further discussion, the meeting adjourned at 9:22 p.m.

DRAFT

PRESIDENT

SECRETARY

Agenda Item Summary Sheet (4 A.2)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Action Required

**Consent:
Governance**

Order Trustee Election for Saturday, May 12, 2012, and All Matters Pertaining Thereto

Summary

February is the month to order the annual trustee election.

The following is a list of actions that need to take place in order to order the annual trustee election to be held on May 12, 2012:

1. Order the trustee election to be held on May 12, 2012, from 7:00 a.m. to 7:00 p.m. for the purpose of electing / re-electing trustees for Position No. 1, currently held by J.J Croix, Position No. 2, currently held by David Hodges, and Position No. 3, currently held by James Russell.
2. Designate the location of the polling places to be:
 - (a) Precinct No. 1 – City of El Campo Fire & EMS Building; and
 - (b) Precinct No. 2 – Glen Flora Fire Station.
3. Designate the location of the early-voting polling place to be the City of El Campo Fire & EMS Building at 220 N. Merchant, El Campo, TX;
4. Set the dates and time for early voting to be each week day from 8:00 a.m. to 5:00 p.m. beginning on Monday, April 30, 2012, and ending on Friday, May 4, 2012.

In addition, early voting will be conducted between the hours of 7:00 a.m. and 7:00 p.m. on Monday, May 7, 2012, and Tuesday, May 8, 2012.

5. Designate the early voting clerk and presiding officer.

ECISD Board Policy

BBA (LEGAL), BOARD MEMBERS: ELIGIBILITY / QUALIFICATIONS

BBB (LEGAL), BOARD MEMBERS: ELECTIONS

BBB (LOCAL), BOARD MEMBERS: ELECTIONS

Effective Date

Spring 2012 election. [See separate document identifying key dates.]

Previous Board Action

The Board annually calls the Trustee Election at the regular meeting in February.

Future Action Expected	Votes will be canvassed at a meeting between May 15th and May 23rd, 2012. The regular meeting for the month is scheduled for Tuesday, May 15, 2012.
Background Information and Signification Issues	None.
Fiscal Impact	Approximately \$5,097.00
Student and Public Benefit	Election of Trustees to govern and oversee the management of the District.
Procedural and Reporting Implications	The Order of Election will be filed in the Board Minutes, and Notice of Election will be posted in usual posting places.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> (1) Memorandum from David Bright re: Approval of Election Workers for May 12, 2012 School Board Election (2) Order of Regular Election (3) Memorandum from David Bright re: summary of "key dates" for the 2012 election
Contact Person(s)	David Bright, Assistant Superintendent for Finance
Action Required	Motion, second and majority vote to order a trustee election for May 12, 2012 and all matters pertaining thereto.
Superintendent's Recommendation	<p>I recommend you order the Trustee Election for May 12, 2012, and all matters pertaining thereto as part of the Consent Agenda.</p> <p>Mark Pool, Superintendent of Schools</p>

EL CAMPO INDEPENDENT SCHOOL DISTRICT

ROBERT MARK POOL, Superintendent

DAVID BRIGHT
ASSISTANT SUPERINTENDENT
FOR FINANCE

700 WEST NORRIS STREET
EL CAMPO, TEXAS 77437
(979) 543-6771 • FAX (979) 543-1670

CAROLYN GORDON
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION

February 21, 2012

Board of Trustees
El Campo Independent School District
700 West Norris Street
El Campo, Texas 77437

RE: Approval of Election Workers for May 12, 2012 School Board Election

Dear Board Members:

Once again, it is time to begin preparations for the ECISD Board of Trustees Election to be held on May 12, 2012. Listed below are the recommendations for the election workers for this election:

- Ms. Audrey Wessels, Elections Administrator for Wharton County, is recommended for **early voting clerk** for this election.
- Mr. Tommy Turner is recommended for the **presiding officer**.

The Election Administrator is authorized to hire the judges and alternate judges for the election pursuant to section 6 of the Election Service Contract with Wharton County.

If there are any questions, or if additional information is desired, please contact me at your convenience.

Sincerely,



David Bright
Assistant Superintendent for Finance

DB/js

ORDER OF REGULAR ELECTION

An election is hereby ordered to be held on Saturday, May 12, 2012, for the purpose of electing to the Board of Trustees of the El Campo Independent School district, three (3) trustees for a 3-year term, for Positions #1, #2, and #3.

The first day to apply for a place on the ballot is February 4, 2012. The filing deadline for candidates is 5:00 P.M. on March 5, 2012. Filings for candidates will be accepted by either Dianne Cerny or Cindy Mahalitic, at the ECISD Administration Office, 700 West Norris Street, El Campo, Texas, as authorized by the Secretary of the Board.

The polling places are as follows:

- Precinct No. 1: City of El Campo Fire & EMS Building
Hillje Street Entrance, El Campo, Texas
- Precinct No. 2: Glen Flora Fire Station
Glen Flora, Texas

Polls open at 7:00 A.M. and close at 7:00 P.M. on Saturday, May 12, 2012.

Early voting by personal appearance will be conducted at the following location:

City of El Campo Fire & EMS Building, 220 N. Merchant, El Campo, Texas

Early voting will be conducted between the hours of 8:00 A.M. and 5:00 P.M. beginning on Monday, April 30, 2012, and ending on Friday, May 4, 2012. In addition, early voting will be conducted between the hours of 7:00 A.M. and 7:00 P.M. on Monday, May 7, 2012, and Tuesday, May 8, 2012.

Applications for ballots by mail shall be mailed to:

Ms. Audrey Wessels, Early Voting Clerk
Wharton County Elections Dept.
P. O. Box 390
Wharton, Texas 77488

Applications for ballots by mail must be received no later than the close of business on May 4, 2012.

Issued this the 21st day of February 2012.

Signature of Presiding Officer

EL CAMPO INDEPENDENT SCHOOL DISTRICT

ROBERT MARK POOL, Superintendent

DAVID BRIGHT
ASSISTANT SUPERINTENDENT
FOR FINANCE

700 WEST NORRIS STREET
EL CAMPO, TEXAS 77437
(979) 543-6771 • FAX (979) 543-1670

CAROLYN GORDON
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION

February 21, 2012

Board of Trustees
El Campo Independent School District
700 W. Norris
El Campo, Texas 77437

Dear Board Members:

Listed below is a summary of "key dates" regarding the 2012 Board of Trustees Election for the El Campo Independent School District:

February 4 th		First day to file
March 5 th	5:00 p.m.	Last day to file
March 5 th	5:05 p.m.	Conduct drawing for position on ballot
April 12 th		First day for notice of election to be published
April 30 th		First day of early voting by personal appearance
May 8 th		Last day of early voting by personal appearance
May 12 th		Election Day
May 15 th – 23 rd		Meeting to be scheduled to canvass votes

Contested Positions:

3-Year Term
Position #1

3-Year Term
Position #2

3-Year Term
Position #3

Please contact me at your convenience if I can be of further assistance.

Sincerely,



David Bright
Assistant Superintendent for Finance

DB/js

Agenda Item Summary Sheet (4 A.3)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Action Required

**Consent Agenda:
Governance**

Legal Services Retainer Agreement

Summary

According to LEGAL policy, the purchasing requirements of Education Code Section 44.031 do not apply to a contract for professional services rendered, including the services of an attorney. Contracts for these professional services shall be made on the basis of demonstrated competence and qualifications to perform the services and for a fair and reasonable price. *Gov't Code 2254.002, 2254.003(a)*

The Board has had a Legal Services Retainer Agreement with Walsh, Anderson, Brown, Schulze & Aldridge, P.C. (now *Walsh, Anderson, Gallegos, Green, and Trevino P.C.*) since 2002. The annual retainer fee is \$1,000 and is billed each year on the anniversary of the District joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$190/hour for associates licensed less than one year, \$200/hour for associates licensed one or two years, \$235/hour for associates licensed over two years, or \$255/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of contract, grievance, nonrenewal, review of construction documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses.

ECISD Board Policy

CH (LEGAL), PURCHASING AND ACQUISITION

Effective Date

February 21, 2012

Previous Board Action

The Board previously approved the Legal Services Retainer Agreement with the Walsh-Anderson firm.

Future Action Expected

Annually the Board will consider the renewal of the Legal Services Retainer Agreement.

Background Information and Significant Issues	The name change of the firm in the past couple of years was the result of Elena M. Gallegos becoming a shareholder in the firm following the death of Eric Schulze who was a leader in the firm for 22 years; Dorcas A. Green becoming a shareholder in the firm following the retirement of David Aldridge; and Oscar Trevino becoming a shareholder following the retirement of Judy Brown. The law firms new name is: Walsh, Anderson, Gallegos, Green & Trevino P.C.
Fiscal Impact	\$1,000
Student and Public Benefit	Tax dollars are saved by being able to obtain certain legal services under a retainer agreement.
Procedural and Reporting Implications	Following approval by the Board, a contract will be signed and returned to Walsh, Anderson, Gallegos, Green & Trevino P.C.
Public Comments	None.
Alternatives	Seek another law firm.
Other Comments and Related Issues	None
Attachments	<ul style="list-style-type: none"> • Copy of Letter re: Renewal of Membership in Independent Retainer Program • Copy of Legal Services Retainer Contract • Copy of Fee Schedule • Benefits of Walsh-Anderson Retainer Program
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	Motion, second and majority vote to approve the Legal Services Retainer Agreement with <i>Walsh, Anderson, Gallegos, Green and Trevino, P.C.</i>
Superintendent's Recommendation	I recommend you approve the Legal Services Retainer Agreement with <i>Walsh, Anderson, Gallegos, Green and Trevino, P.C.</i> as part of the consent agenda. Mark Pool, Superintendent of Schools

WALSH, ANDERSON,
GALLEGOS, GREEN
and TREVIÑO, P.C.

ATTORNEYS AT LAW

February 1, 2012

VIA FIRST CLASS MAIL

Mr. Robert Mark Pool
Superintendent
El Campo ISD
700 West Norris Street
El Campo, Texas 77437

RE: Renewal of Membership in Walsh Anderson's Retainer Program

Dear Mr. Pool:

It's hard to believe another year has gone by but once again it is time to renew El Campo Independent School District's membership in the Walsh Anderson Retainer Program. To that end, enclosed with your monthly statement, you will find our Legal Services Retainer Agreement and our invoice for membership in our Retainer Program. As you know, this valuable program includes the following benefits for just \$1,000.00 per year:

- Unlimited free telephone consultation with attorneys in any of our offices,
- Reduced rates for legal work,
- Reduced fees for inservices,
- Reduced rates for practical Walsh Anderson products such as The Legal Guide to DAEP & Expulsion, Extracurricular Code of Conduct, and A Campus Guide to Response to Intervention,
- A free subscription to our bi-monthly general education newsletter "Time Out with Walsh Anderson,"
- A free subscription to our monthly special education newsletter "This Just In," and
- Email updates about the latest developments in education law.

More information about these services and other advantages of the retainer program are included in the attached description.

We enjoy working with El Campo Independent School District and hope the district will continue its membership in our retainer program. Many districts have adopted the Texas Association of School Boards' policy BDD (local) which requires approval of the agreement by the Board of Trustees; check your policy to see who is authorized to approve and sign the Agreement.

We look forward to receiving your signed contract. In the meantime, please remember that you can call any of our offices and speak with the attorney of your choice to get the advice you need, when you need it. Should you have any questions about the Retainer Agreement or wish to reach me directly, please feel free to contact me at (800) 232-9169.

Sincerely,

A handwritten signature in black ink that reads "Paige Kyle". The signature is written in a cursive, flowing style.

Paige C. Kyle

PCK/hma

Enclosures

cc: Mr. Thomas Turner, Board President
(not including billing statement
or email update form)

WALSH, ANDERSON,
GALLEGOS, GREEN
and TREVIÑO, P.C.

ATTORNEYS AT LAW

**LEGAL SERVICES RETAINER AGREEMENT
FOR
EL CAMPO
INDEPENDENT SCHOOL DISTRICT**

The El Campo Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh, Anderson, Brown, Gallegos & Green, P.C. (hereinafter "Law Firm"), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.
2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.
3. Publications: The Law Firm shall provide at no charge the monthly publication *This Just In*, dealing with special education law issues, and the bi-monthly general school law publication *Time Out with Walsh Anderson*, both published by the Law Firm.
4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.
5. Retainer Term and Cost: There shall be a fee of \$1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.
6. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or

work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.

Executed this _____ day of _____, 2012.

EL CAMPO SPRINGS INDEPENDENT SCHOOL DISTRICT

By: _____
(Signature)

(Print Name)

(Title)

WALSH, ANDERSON, GALLEGOS, GREEN & TREVIÑO, P.C.

By: _____
Oscar G. Treviño
Managing Shareholder

WALSH, ANDERSON,
GALLEGOS, GREEN
and TREVIÑO, P.C.

ATTORNEYS AT LAW

**CURRENT FEE SCHEDULE – SEPTEMBER 2011
(RATES LAST CHANGED JULY 16, 2010)
LEGAL SERVICES RETAINER AGREEMENT**

For Retainer Program Clients

Annual retainer fee is \$1,000 billed each year on the anniversary of the client joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$190/hour for associates licensed less than one year, \$200/hour for associates licensed one to two years, \$235/hour for associates licensed over two years, or \$255/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of a contract, grievance, nonrenewal, review of constructions documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses. A new file is set up so that the billings show legal fees attributable to that particular matter.

For Non-retainer Program Clients

An hourly rate of \$190/hour for associates licensed less than one year, \$200/hour for associates licensed one to two years, \$255/hour for associates licensed over two years, or \$275/hour for shareholders is charged for time spent on any work, including all telephone calls, office visits, litigation, research, opinion letters, hearings, and the like.

The above rates are subject to change at any time.

WALSH, ANDERSON,
GALLEGOS, GREEN
and TREVIÑO, P.C.

ATTORNEYS AT LAW

WALSH ANDERSON E-MAIL UPDATE FORM

El Campo ISD

The Walsh Anderson E-mail Update program is designed to keep our clients informed of the latest developments in school law. These updates address a broad range of topics related to legal issues confronting school districts. In addition, e-mail update recipients will also be notified of upcoming audio/video conferences and specialty publications produced by Walsh Anderson.

Below is the list of personnel and/or Board of Trustees you previously provided us. Please review carefully and make any necessary changes or additions. Also note that there may be some names without an e-mail address or position. Please provide a current e-mail address, indicate whether the individual should remain one of our e-mail update recipients, and provide the named position of the individual. If you are having difficulty receiving our e-mail updates, please ask your technology department to add mypinpointe.com to the list of accepted domains.

<u>Name</u>	<u>Title</u>	<u>E-mail</u>
Mr. Robert Mark Pool	Superintendent	mpool@ecisd.org
Mr. Dan Hammock	Director of Special Education	dhammock@ecisd.org
Ms. Carolyn Gordon	Assistant Superintendent of Curriculum	cgordon@ecisd.org
Mr. David Bright	Assistant Superintendent of Finance	dbright@ecisd.org
Mr. Thomas Turner	Board President	
Ms. Dianne Cerny	Executive Secretary	dcerny@ecisd.org
Ms. Joyce Supak	Finance/Bookkeeper	jsupak@ecisd.org

Attach additional sheets if necessary. Please return this form to Diana Stangl. If you have any questions or need additional information, please contact Diana at (800) 252-3405.

VIA FAX
(512) 467-9318

VIA MAIL
Diana Stangl
Walsh Anderson
P.O. Box 2156
Austin, TX 78768

VIA E-MAIL
info@wabsa.com

WALSH, ANDERSON,
GALLEGOS, GREEN
and TREVIÑO, P.C.

ATTORNEYS AT LAW

BENEFITS OF THE WALSH ANDERSON RETAINER PROGRAM

1. **FREE TELEPHONE CONSULTATION:** The law firm provides unlimited telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 10 free hours of telephone consultation. That is over a \$2,300 value in telephone calls alone!

As a retainer client, the District has exclusive access to the statewide toll-free telephone numbers for calls to the law firm. Before making decisions with legal consequences, use our exclusive toll-free number to reach any Walsh Anderson attorney:

- Austin (800) 252-3405
- San Antonio (800) 232-9169
- Irving (800) 231-4207
- Houston (888) 565-6864
- McAllen (866) 770-6864
- Albuquerque (800) 771-6864

2. **REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional work that goes beyond general telephone consultations, such as analyzing documents, writing opinion letters, or attending school board meetings. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.

3. **FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Anderson Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:

- (1) the informative bi-monthly newsletter "*Time Out with Walsh Anderson*" that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and
- (2) the monthly publication "*This Just In*" which addresses legal issues specific to the special needs of students with disabilities

4. **E-MAIL UPDATES:** As another benefit of the Retainer Program, Walsh Anderson sends periodic e-mail updates to you (and to any other District personnel or trustees you designate) to help keep the District abreast of the latest developments in school law. These updates, averaging more than one per month, address a broad range of timely topics and are

designed to keep you informed and better prepared in your work for the District. In 2011 we sent over 12 updates, including:

- A summary of HB 2380 regarding new options for contracts when promoting employees
- Highlights of the 82nd Legislative Session
- Detailed summaries of new election laws
- Changes in the law regarding charity and fundraiser efforts
- Information on student and employee issues brought on by the summer and fall wildfires across the state
- Changes in the law regarding truancy and measures districts need to take
- How to avoid an automatic exemption of goods in transit within a district
- How to retain the authority of eminent domain
- Board Policies regarding the new STAAR exam
- Impact of health care reform on health benefits for Superintendents and other administrators
- Mandatory Open Government Training for New Board Members
- Requirements for posting board meeting information on-line

Don't let your District personnel miss our next update!

5. **REDUCED RATES ON ALL WALSH ANDERSON INSERVICES:** Our Retainer Program members also receive reduced rates on all inservices presented at the District. Our up-to-date training programs are presented by attorneys with firsthand experience and knowledge about the current legal issues confronting Texas school districts. Our retainer clients also receive priority scheduling for inservice training.
6. **REDUCED RATES ON ALL WALSH ANDERSON PRODUCTS:** To assist clients in their day-to-day operations, we have developed several practical products to save you time and head off potential problems during the school year. These products are easy to navigate, written in plain language, and are full of useful suggestions. As a member of the Retainer Program, clients receive reduced rates on these helpful tools, including:
 - Interactive Student Code of Conduct
 - Discipline Guide for DAEP & Expulsion
 - Student Dress Code
 - Student Activities Guide
 - A School District's Guide to Section 504 and the ADA
 - A Campus Guide to Response to Intervention
 - Extracurricular Code of Conduct
 - School District Bond Elections: The Roles & Responsibilities of Board Members & Employees
 - Tax Ratification Elections: The Roles & Responsibilities of Board Members & Employees
7. **ONE FREE AUDIO CONFERENCE DURING THE 2011-2012 SCHOOL YEAR:** In recognition of the tough economic times facing school districts, this year we are also offering our retainer clients one free audio conference of the District's choice, to be selected from the calendar for the 2011-2012 school year. Our audio conferences provide excellent training for school administrators without having to leave the district.

Agenda Item Summary Sheet (4 A.4)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Action Required

**Consent Agenda:
Curriculum and Instruction**

Consider Revision to Policy EIC (LOCAL), ACADEMIC
ACHEIVEMENT, CLASS RANK

Summary

Last month the administration presented a proposal to revise our LOCAL policy on awarding grade points for ranking graduates. The recommendation was to leave the grade points awarded for Pre-Advanced Placement and Dual Credit courses at a weight of 1.1, and to increase the weight for Advanced Placement courses from 1.1 to 1.2. The rationale for increasing the weight of AP courses is to encourage our higher achieving students to challenge the Advanced Placement curriculum during the junior and senior years.

To accomplish the administration's recommendation the Board needs to amend LOCAL policy EIC, ACADEMIC ACHIEVEMENT, CLASS RANKING. A marked up copy of the proposed changes to the policy is included.

Last month I erroneously reported that the proposed change would take effective beginning with the Freshman class of 2012. The change would actually take effect with next year's Freshman class of 2013.

ECISD Board Policy

EIC (LOCAL), ACADEMIC ACHIEVEMENT, CLASS RANKING

Effective Date

2012-2013 School Year and Thereafter

Previous Board Action

The Board previously approved changes to EIC (LOCAL) in March of 2010 and discussed the current proposed changes last month.

Future Action Expected

None.

**Background Information and
Significant Issues**

None.

Fiscal Impact

None.

Student and Public Benefit

Encourage our juniors and seniors to take more challenging courses.

Procedural and Reporting Implications	If approved the policy changes will be forwarded to TASB Policy Service to be included in our district policies and our on-line policy service.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Marked-Up Copy of EIC (LOCAL), ACADEMIC ACHIEVEMENT, CLASS RANKING
Contact Person(s)	<p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p> <p>Rich DuBroc, High School Principal</p>
Action Required	Motion, second and majority vote to revise policy EIC (LOCAL), ACADEMIC ACHIEVEMENT, CLASS RANKING to provide a greater weight for awarding grade points for Advanced Placement courses.
Superintendent's Recommendation	<p>I recommend that the Board revise policy EIC (LOCAL), ACADEMIC ACHIEVEMENT, CLASS RANKING to provide a greater weight for awarding grade points for Advanced Placement courses.</p> <p>Mark Pool, Superintendent of Schools</p>

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

VALEDICTORIAN AND
SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking as determined by the District's class-ranking procedure. To be eligible to be valedictorian or salutatorian, a student must be a four-year graduate and must have been enrolled in the District high school on or before the first day of the second nine-week period of his or her junior year.

HONOR GRADUATES
FOUR-YEAR
GRADUATES

At the end of the third nine-week period of their fourth year in high school, the top ten percent of students in the four-year graduating class shall be named. From that group, the two highest ranked students shall be awarded to the top two positions and shall deliver the "welcome" and "farewell" speeches at the commencement exercises. Speeches shall be reviewed by the principal no later than three days before commencement. No speech shall be delivered without the principal's approval.

The two highest ranked students shall be named valedictorian or salutatorian and the top ten percent of the senior class shall be recognized as honor graduates. The following provisions for the top ten percent shall apply:

1. The valedictorian and salutatorian shall graduate Summa Cum Laude.
2. Students with a 5.0 and above grade point average shall graduate Magna Cum Laude.
3. The remainder of the top ten percent shall graduate Cum Laude.

THREE-YEAR
GRADUATES

At the end of the third nine-week period of the third year of high school, students who have declared their intent to graduate and have met all of the requirements for graduation in three years shall have their grade point averages (GPA) calculated. If a three-year graduate's GPA is the same or higher than a four-year graduate in the top ten percent, that student shall be included with the list of honor graduates and designated as a three-year graduate. No four-year honor graduate shall be displaced.

ELIGIBILITY

To be eligible to be an honor graduate, a student must have:

1. Completed the two semesters immediately preceding his or her graduation at the District high school.
2. Enrolled for at least five credits during the final two semesters (exclusive of summer school).

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

3. Completed the minimum required credits for graduation as specified by the District prior to the date of the graduation ceremony.
4. Completed all correspondence courses, including final examinations, on or before March 1 of the graduation year.

RANKING OF
STUDENTS

All students shall be ranked according to GPA. The following methods shall be used:

For seniors graduating in 2012, 2013, 2014, and 2015, the following method will continue to be used for calculation of grade points:

1. For basic courses, a semester grade of 70 shall be awarded a grade point of 1.0. Every point above 70 shall receive an extra 0.1 grade point. For instance, a grade of 89 would receive 1.0 plus 1.9 for a total of 2.9 grade points.
2. For regular courses, a semester grade of 70 shall be awarded a grade point of 2.0. Every point above 70 shall receive an extra 0.1 grade point. For instance, a grade of 89 would receive 2.0 plus 1.9 for a total of 3.9 grade points.
3. For Pre-Advanced Placement, Advanced Placement, and dual credit college courses (not including tech prep courses), a semester grade of 70 shall be awarded a grade point of 3.0. Every point above 70 shall receive an extra 0.1 grade point. For instance, a grade of 89 would receive 3.0 plus 1.9 for a total of 4.9 grade points.

Beginning with the Freshman Class of 2013 (Graduating Class of 2016), and all classes thereafter, the following method will be used for calculation of grade points:

1. For basic courses, a semester grade of 70 shall be awarded a grade point of 1.0. Every point above 70 shall receive an extra 0.1 grade point. For instance, a grade of 89 would receive 1.0 plus 1.9 for a total of 2.9 grade points.
2. For regular courses, a semester grade of 70 shall be awarded a grade point of 2.0. Every point above 70 shall receive an extra 0.1 grade point. For instance, a grade of 89 would receive 2.0 plus 1.9 for a total of 3.9 grade points.
3. For Pre-Advanced Placement, ~~Advanced Placement~~, and dual credit college courses (not including tech prep courses), a

semester grade of 70 shall be awarded a grade point of 3.0. Every point above 70 shall receive an extra 0.1 grade point. For instance, a grade of 89 would receive 3.0 plus 1.9 for a total of 4.9 grade points.

4. For Advanced Placement courses a semester grade of 70 shall be awarded a grade point of 4.0. Every point above 70 shall receive an extra 0.1 grade point. For instance, a grade of 89 would receive 4.0 plus 1.9 for a total of 5.9 grade points.

COMPUTING GPA A list of how each course is classified for grade point purposes shall be maintained and available at the high school. All grades earned from grades 9–12 shall be adjusted for the purposes of class ranking. A student’s GPA shall be determined by adding all grade points and dividing the total by the number of courses taken. No grades earned in any course shall be changed. This procedure shall only be used to determine GPA for class ranking purposes. All courses taken in grades 9–12 shall be used in computing a student’s GPA.

GPA TIES GPA ties shall not be broken. If two students have identical GPAs, the students shall share the same class rank, and the next class-rank number shall not be used. For example, if two students tied as the 22nd highest-ranked senior, they would both be listed as number 22 and the next highest-ranked student would be listed as number 24, skipping number 23.

TRANSFER CREDITS Academic records of a transfer student shall be reviewed, and the student shall receive grade points for courses and grades as listed on the student’s previous academic record. Grade points shall be assigned according to the District’s class-ranking procedure. A student who transfers into the District shall be entitled to receive weighted credit for courses he or she has taken in another district, pending administration approval; however, no weighted credit shall be issued for courses taken at another district that are not offered to District students.

A student transferring into the District shall receive the numerical grade that was earned in courses at his or her previous high school. Letter grades shall be recorded as follows:

A+	=	98	B+	=	88	C+	=	78	D+	=	73
A	=	95	B	=	85	C	=	77	D	=	72
A-	=	90	B-	=	80	C-	=	75	D-	=	70
								F	=	69	

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

AUDITING A COURSE

Juniors and seniors may audit courses under the following provisions:

1. The audit must be approved by the instructor of the course, the chair of the department, and the principal.
2. There must be space available as determined by the principal.
3. Students shall be expected to participate in class activities and assignments; grade or credit for the course shall not be granted.

TOP TEN PERCENT

All eligible students whose GPAs comprise the top ten percent of the graduating class as determined by the District's class-ranking procedures shall be notified of their eligibility for automatic admission, in accordance with the Education Code. [See EIC(LEGAL)] There shall be no residency requirement for the top ten percent.

Agenda Item Summary Sheet (4 B.1)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Monthly Financial Reports for Month of January

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

January 31, 2012

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 audited 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 64.61% of our amended revenue projections; and expended 40.50% of our amended expenditure estimates.

Compared to the same time last year, our revenue increased by \$540,102 and our expenditures decreased by (\$217,653).

	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%	29.84%	27.07%
Dec	55.32%	32.30%	52.68%	31.52%	38.96%	32.11%	41.96%	30.73%	41.60%	33.20%
Jan	75.42%	42.30%	73.77%	38.60%	57.38%	39.07%	60.48%	37.99%	64.61%	40.50%
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 -\$19,526 giving us a new adjusted levy of \$13,384,853; and we have currently collected \$11,298,055 which amounts to 84.41% of the adjusted levy. This leaves an uncollected balance of \$2,086,797.

Delinquent collections YTD are \$146,519 plus \$75,275 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%	9.54%
Dec	29.49%	38.76%	32.28%	30.01%	39.54%	34.01%
Jan	86.80%	85.29%	81.82%	73.71%	81.26%	84.41%
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	\$5,993,553	\$7,162,068	\$1,168,515	\$19,572,118	\$20,112,218	\$540,100
Expenditures	\$2,476,165	\$2,346,230	(\$129,935)	\$11,537,992	\$10,252,047	(\$1,285,945)
Balance	\$3,517,388	\$4,815,838	\$1,298,450	\$8,034,126	\$9,860,171	\$1,826,045

Attachments

- Monthly Financial Report – January 31, 2012
- 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
 February 21, 2012

**Comparison of Revenue and Expenditures
 to the Budget for the General Operating Fund
 9-1-11 to 1-31-12**

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	\$11,893,786	(\$2,429,044)
<i>State:</i>	\$15,587,706	\$15,587,706	\$7,666,250	(\$7,921,456)
<i>Federal:</i>	\$1,218,383	\$1,218,383	\$552,183	(\$666,200)
<i>Other Resources:</i>	\$0	\$0	\$0	\$0
<i>Total:</i>	\$31,128,919	\$31,128,919	\$20,112,219	(\$11,016,700)

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	\$10,252,048	\$1,904,389	\$12,156,437	\$17,859,205

COMPARISONS TO JANUARY 31 OF PRIOR YEAR:

	<i>2010-2011</i>	<i>2011-2012</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$19,572,117	\$20,112,219	\$540,102
<i>Expenditures:</i>	\$12,374,090	\$12,156,437	(\$217,653)
<i>Cash Position:</i>	\$12,344,063	\$14,218,471	\$1,874,408

PRIOR MONTH CASH POSITION as of 12/31/11: \$11,800,585

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%

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	
Nov-11	\$13,404,379	-\$15,391	\$13,388,988	1,236,387	9.23%	8.25%	\$26,751	\$13,216	\$1,276,354	
Dec-11	\$13,404,379	-\$17,977	\$13,386,402	3,274,720	24.46%	30.94%	\$20,013	\$11,474	\$3,306,207	
Jan-12	\$13,404,379	-\$19,526	\$13,384,853	6,746,009	50.40%	41.72%	\$27,635	\$17,366	\$6,791,010	
Year To Date				11,298,055	84.41%	81.26%	146,519	75,275	\$11,519,849	\$2,086,797

EL CAMPO INDEPENDENT SCHOOL DISTRICT

**Cash Flow
2011-2012**

199	GENERAL FUND	Actual Sep-11	Actual Oct-11	Actual Nov-11	Actual Dec-11	Actual Jan-11	Actual Jan-12	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	35,389	1,068,764	2,830,750	4,859,615	5,831,418	1,420,820	169,171	64,787	84,341	47,581	46,591	74,900	11,397,718
5712	Taxes Prior Years	13,911	64,243	23,740	17,842	40,548	24,184	37,597	21,228	10,983	19,951	22,226	23,658	30,017	307,317
5719	Pen, Int, & Other	9,786	30,346	12,270	10,830	17,319	16,369	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	5,994	11,098	8,705	15,194	23,461	15,482	18,455	14,815	10,028	12,439	10,134	169,975	308,813
5750	Co/Curr Activities	36,634	16,111	6,182	1,199	860	5,578	2,746	2,083	1,432	171	0	5,130	17,959	84,613
	Total Local Rev:	108,507	152,082	1,122,054	2,869,326	4,933,535	5,901,011	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	0	105,172	105,858	52,702	28,282	52,702	141,876	111,578	111,578	175,046	106,130	0	1,067,469
5812	Foundation Entitlement	3,060,877	2,506,858	1,314,677	0	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	0	0	0	0	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	0	0	0	0	0	0	0	0	0	5,350	8,845
5831	TRS On-Behalf	88,218	0	179,337	89,530	110,026	89,441	110,116	109,639	109,011	110,974	113,650	100,795	156,816	1,359,831
	Total State Rev:	3,149,095	2,506,858	1,599,186	195,388	162,728	117,723	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	67,113	0	0	0	7,315	0	0	6,805	0	0	6,828	59,458
	Total Federal Rev:	0	0	67,113	0	0	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	2,658,940	2,788,353	3,064,714	5,096,263	6,018,734	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	1,531,508	1,705,865	1,566,323	1,856,847	1,604,254	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	235,722	344,326	99,284	151,504	320,220	188,092	229,891	129,218	129,352	119,845	96,026	401,221	1,992,618
6300	Supplies & Materials	84,308	161,364	130,259	105,871	107,145	79,179	107,631	132,393	152,758	137,127	177,822	46,401	165,625	1,715,582
6400	Other Operating	46,415	173,797	40,481	29,135	148,348	183,953	56,257	34,593	149,558	24,510	44,743	408,618	179,056	1,340,460
6500	Debt Services	0	0	500	0	0	0	277,438	0	0	500	0	0	47,006	325,444
6600	Capital Outlay	0	5,830	7,075	-12,907	93,800	33,786	6,563	6,758	0	0	9,351	5,253	93,230	415,130
8900	Other Uses/Non Operating	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Expenditures:	1,259,808	2,108,221	2,228,506	1,787,706	2,357,644	2,221,392	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	550,719	559,848	1,277,008	2,738,619	3,797,342	-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	9,309,409	9,869,257	11,146,265	12,349,238	14,943,607	14,113,083	12,329,500	11,363,237	10,227,025	9,590,245	9,349,375	9,235,794	

240	FOOD SERVICE	Actual Sep-11	Actual Oct-11	Actual Nov-11	Actual Dec-11	Actual Jan-11	Actual Jan-12	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			567	0	0	0	1,293	0	0	1,542	0	0	1,395	5,379	
	Foundation Revenue															
	Breakfast	7,821	7,654	7,948	3,379	8,423	9,451	7,856	7,006	7,503	6,925	344	0	7,060	70,201	
	Lunch	20,934	20,726	21,714	12,223	21,548	25,704	19,647	18,578	16,479	16,815	355	0	17,556	178,014	
	A La Carte	9,299	8,871	8,589	4,965	11,168	9,589	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	112	403	385	644	149	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	37,363	38,654	20,951	41,782	44,892	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	29,770	28,572	28,082	17,658	16,945	26,517	25,456	25,088	26,437	28,755	3,483	9,492	244,575	
5922	National School Lunch	0	103,863	93,743	92,718	63,799	56,986	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	140,511	129,193	127,678	88,335	80,809	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	177,874	168,414	148,629	130,118	125,701	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	49,166	48,414	41,759	45,146	45,109	47,558	49,493	47,805	51,264	46,978	40,802	61,228	570,721	
6200	Contracted Services	0	128,164	97,738	100,346	66,288	72,549	73,769	88,066	92,671	80,782	86,260	16,532	46,906	845,079	
6300	Supplies & Materials	6,912	7,009	8,376	7,016	7,069	7,130	6,958	7,001	7,014	7,157	7,024	6,952	53,617	130,547	
6400	Other Operating	0	139	19	66	18	51	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	184,477	154,547	149,187	118,521	124,838	128,343	144,599	147,523	139,240	140,329	64,286	161,958	1,546,922	
	ENDING BALANCE	12,067	5,464	19,331	18,773	42,029	19,636	61,750	87,167	70,260	91,815	87,037	53,802	-16,557	6,985	

511	DEBT SERVICE	Actual Sep-11	Actual Oct-11	Actual Nov-11	Actual Dec-11	Actual Jan-11	Actual Jan-12	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	5,550	167,623	0	723,533	914,592	211,541	25,187	9,646	12,557	7,084	6,937	11,152	1,696,838
5712	Taxes Prior Years	1,839	7,878	3,011	0	5,304	3,451	2,691	2,635	1,422	2,400	2,638	3,032	3,999	37,304
5719	Pen, Int, & Other	1,211	2,872	946	0	1,444	997	2,553	3,051	1,629	2,443	1,986	2,381	3,486	23,622
5742	Earnings Fm Temp Dep	66	71	107	0	1,177	594	1,411	1,336	1,326	1,391	1,369	1,433	554	10,906
	Total Local Rev:	5,617	16,372	171,687	0	731,458	919,633	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	35,714	98,000	0	0	0	0	0	0	0	35,714
	Total State Rev:	0	0	0	0	35,714	98,000	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	16,372	171,687	0	767,172	1,017,633	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	500	0	0	0	0	400	0	0	0	0	0	900
	Total Expenditures:	0	0	500	0	0	0	818,184	400	0	0	0	0	981,984	1,801,069
	ENDING BALANCE	5,617	21,989	193,176	193,176	1,474,613	1,210,810	610,823	642,632	656,655	675,446	688,523	702,306	-260,487	3,315
Total Approved Budget 199, 240, 511															
	TOTAL REVENUE	3,308,151	2,853,186	3,128,455	3,213,343	5,993,553	7,162,068	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	2,292,698	2,383,552	1,936,893	2,476,165	2,346,230	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	2,575,965	3,320,868	4,597,318	8,032,977	9,413,156	8,024,758	6,298,402	5,329,254	4,233,389	3,604,908	3,344,587	2,197,854	

Agenda Item Summary Sheet (4 B.2)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Checks Written – January 2012

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

January 31, 2012

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
November	\$750,671.57	\$1,140,664.10	\$750,661.87	\$865,783.43	\$718,579.69
December	\$1,211,146.13	\$1,030,485.01	\$853,561.12	\$720,971.25	\$355,804.15
January	\$1,045,238.51	\$995,619.31	\$880,591.27	\$747,638.61	\$701,991.20
Subtotal YTD	\$4,401,261.18	\$4,753,657.50	\$4,111,215.69	\$3,604,411.99	\$3,022,522.03
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 January 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 D.1)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Information Only

Consent Agenda	Dyslexia Program Improvement Plan
Summary	Last month the Board approved the annual evaluation of our Dyslexia Program. Based upon our self-evaluation of this program we have developed an improvement plan for your review.
ECISD Board Policy	EHBE (LEGAL), SPECIAL PROGRAMS: BILINGUAL EDUCATION / ESL
Effective Date	February 21, 2012.
Previous Board Action	Following an annual evaluation of the Dyslexia Program, the Board annually reviews a program improvement plan that addresses areas identified through the evaluation process to be in need of improvement.
Future Action Expected	The Board annually reviews the Dyslexia Program Improvement Plan.
Background Information and Significant Issues	<p>The Dyslexia Program Improvement Plan has the following goals and objectives:</p> <p>Goal 1: All identified dyslexia students will meet or exceed all State standards.</p> <p>Objective 1: Increase opportunity for teachers to attend research based staff development to better educate dyslexic students.</p> <p>Objective 2: Increase parental awareness of the Dyslexia Program.</p>
Fiscal Impact	Cost of strategies for accomplishment of objectives. [Reference Improvement Plan document.]
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	<i>ECISD Dyslexia Program Improvement Plan, 2011-2012.</i>
Contact Person(s)	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction
Action Required	None.
Superintendent's Recommendation	This is an information item only. No action required. Mark Pool, Superintendent of Schools

ECISD Dyslexia Program Improvement Plan 2011-2012

Goal: All identified dyslexia students will meet or exceed all State standards.

Objective: 1 Increase opportunity for teachers to attend research based staff development to better educate dyslexia students.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
1. Continue to provide awareness to general education teachers on dyslexia characteristics including strategies and accommodations through the RTI process.	Campus Principals	A S O N D J <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> F M A M J J <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Ginger Kacal Dyslexia Coordinator Campus Counselors Rhea Prasek, RTI Facilitator	None	RTI meetings Agenda Sign-in sheets	Increase in state assessments scores
2. Continue to provide staff development for Dyslexia Intervention Teachers.	Campus Principals	A S O N D J <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> F M A M J J <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Region III MaryAnn McLemore	Title 1 SCE	Registration forms List of participants Absent from duty reports	Training provided for teachers

ECISD Dyslexia Program Improvement Plan 2011-2012

<p>3. Provide training for each 504 campus committee on policies and procedures related to Dyslexia</p>	<p>Ginger Kacal, Dyslexia Coordinator</p>	<p>A S O N D J <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> F M A M J J <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>Dyslexia Policy 504 committee members</p>		<p>504 reports Agendas Minutes Sign-in sheets</p>	<p>Training completed</p>
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ECISD Dyslexia Program Improvement Plan 2011-2012

Objective: 2 El Campo Independent School District will increase parental awareness of the Dyslexia Program.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
1. Provide parental awareness for the dyslexia characteristics including strategies and accommodations.	Ginger Kacal, Dyslexia Coordinator	A S O N D J <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> F M A M J J <input type="checkbox"/> X <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Dyslexia Policy Dyslexia teacher	Title 1	Agenda Sign-in sheet	100% of parents informed

Business and Operations Acoustical Treatment for Middle School Gym

Summary

The acoustics in the middle school gym have been an issue since the school was built. The design with the slotted CMU blocks did not provide enough sound absorption to provide an acceptable acoustical level for the large volume of open space. This issue seems to be a problem with many gyms that are built and later require some type of acoustical remediation.

In August 2010, we discussed the issue with RWS Architects, who in contacted a consulting engineer firm that specializes in sound and acoustical treatments. Some of the gyms and arenas they have consulted on include:

- Lancaster High School, Dallas
- Saginaw High School, Saginaw
- Guyer High School, Denton
- University of Missouri, Columbia, MO
- California State University, Fresno, CA
- American Airlines Center, Dallas
- Toyota Center, Houston
- United Center, Chicago

Their recommendations included the installation of Tectum acoustic wall and ceiling panels. A copy of their recommendation is attached.

In January, Mark Freeman talked with two different vendors about acoustical ceiling baffles for the gym. Both companies agreed that ceiling baffles should improve the acoustics dramatically, and both agreed that wall treatments were a waste of money.

I have seen both types of acoustical remedies used, but have a difficult time knowing which one is the best treatment for our problem. If the Board is in agreement that we move forward with trying to remediate the sound problem, then I would like to visit installations of both solutions and talk to the principals and maintenance personnel at those schools before making a decision. I would then like to solicit proposals for the best treatment before bringing a recommendation to the Board.

ECISD Board Policy None.

Effective Date February 21, 2012.

Previous Board Action	None.
Future Action Expected	The Board may be asked to approve a project to remediate the acoustical problem in the middle school gym.
Background Information and Significant Issues	Please reference attached information from acoustical consulting firm.
Fiscal Impact	Unknown.
Student and Public Benefit	Improved acoustics in the middle school gym.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Acoustic Design Recommendations from Wrightson, Johnson, Haddon & Williams, Inc.
Contact Person(s)	David Bright, Assistant Superintendent of Finance and Operations Jeff Balcar, Director of Maintenance
Action Required	No action required.
Superintendent's Recommendation	This is a discussion item only. Mark Pool, Superintendent of Schools



Wrightson, Johnson, Haddon & Williams, Inc.
Designers and Planners for Sound, Video, Multi-Media
Telecommunications, Broadcast, Theatre & Acoustics
Dallas • San Antonio

August 2, 2010

Mr. John Robertson
RWS Architects
3100 Timmons Lane
Suite 410
Houston, TX 77027

original sent via email pp 19

**Subject: El Campo ISD Middle School Gymnasium
Competition Gymnasium Acoustic Design Recommendations**

Dear Mr. Robertson,

The following report discusses recommended acoustic treatments for the Competition Gymnasium at the El Campo ISD Middle School. Our recommendations are based on the construction documents and sketches provide via email dated 21 July 2010. Included herein are applicable treatment recommendations, sketches, products cut sheets, and details. Modifications or changes to the recommended materials and locations should be sent to WJHW for review.

Summary

The Competition Gymnasium (G101) will require acoustic treatment due to the room volume, existing hard finishes and planned activities within the space. Our intentions were to design a space that would achieve an acceptable environment for typical recreational activities and sporting events. The recommended acoustic treatments will improve teacher-to-student communication, public address system intelligibility, and reduce the overall "loudness" of the space. The inclusion of the recommended acoustic treatments is not specifically designed to accommodate events with amplified music or speech but should provide a satisfactory environment for such events.

Recommendations

Wall Panels

Sketches provided via email propose 2-inch thick 4x8' Tectum acoustic wall panels be applied to the surfaces of the walls 6-inches below the existing slotted CMU block of the gymnasium. This treatment will be effective, but due to the large volume and hard finishes of the space, will not provide the necessary amount of absorption needed to achieve the desired reverberation time. We recommend a total of 656 square feet of acoustical wall panels be applied to surfaces of the wall and additional treatment be applied to the underside deck. Wall panels should remain minimum 2-inches thick and selected with an emphasis on durability and maintainability while still achieving the desired acoustic performance. Tectum Finalé Wall Panels, Decoustics High Impact Resilient (HIR#2) Wall Panels, and Kinetics High Impact HardSide Wall Panels all meet this criteria.

Acoustic wall panels should be installed as low to the finished floor as practicable to reduce reflections at typical head height. Wall panels placed too high or near the ceiling will have little effect in this gymnasium. The recommended wall panel locations were laid out in each 'bay' as

shown in the sketches provided via email dated 21 July 2010. The wall panels shown in our attached sketches have the bottom edge located at 7'-2" AFF.

The elevation sketches were approximated from the existing Competition Gymnasium drawings and do not include existing features of the gymnasium that would prevent the installation of certain panels. The sketches show the recommended panel layout for the four walls. The panel sizes shown are a combination of 4x4' and 4x8' fiberglass wall panels.

Ceiling Treatment

It is recommended the acoustic ceiling design strive for complete coverage of the exposed roof deck using acoustic treatment of your choice. A CMA Banner system, ALPRO perforated ceiling panels with 2" thick fiberglass backing material (typically included and supplied by the manufacturer), or pin-up insulation such as Johns Mansville's InsulShield or CertainTeeds CertaPro are acceptable for ceiling installation. When accounting for gymnasium lighting, HVAC registers, and other obstructions, the realized coverage of the installation should be a minimum 80% for the El Campo ISD Middle School Competition Gymnasium.

Acoustic treatment added to the deck should be installed at a height above the finished floor which is flush to the structural purlins. This will create a void behind the panels allowing for more efficient absorption at low frequencies. If this location is not possible due to restrictions, such as a fire suppression system, the ceiling treatments should be hung as far from the deck as practical.

Conclusion

The recommended 2-inch thick wall panels and ceiling treatment should provide an acceptable acoustic environment for the Competition Gymnasium at the El Campo ISD Middle School. The treatment will provide an acceptable environment for typical recreational activities and sporting events, as well as improve teacher-to-student communication, public address system intelligibility, and reduce the overall 'loudness' in the gymnasium. As previously stated, the inclusion of these recommended acoustic treatments is not specifically designed to accommodate events with amplified music or speech but should provide a satisfactory environment for such events.

I trust this information to be helpful. If you have questions or need additional information, please feel free to contact me directly.

Sincerely,

Wrightson, Johnson, Haddon, & Williams, Inc.

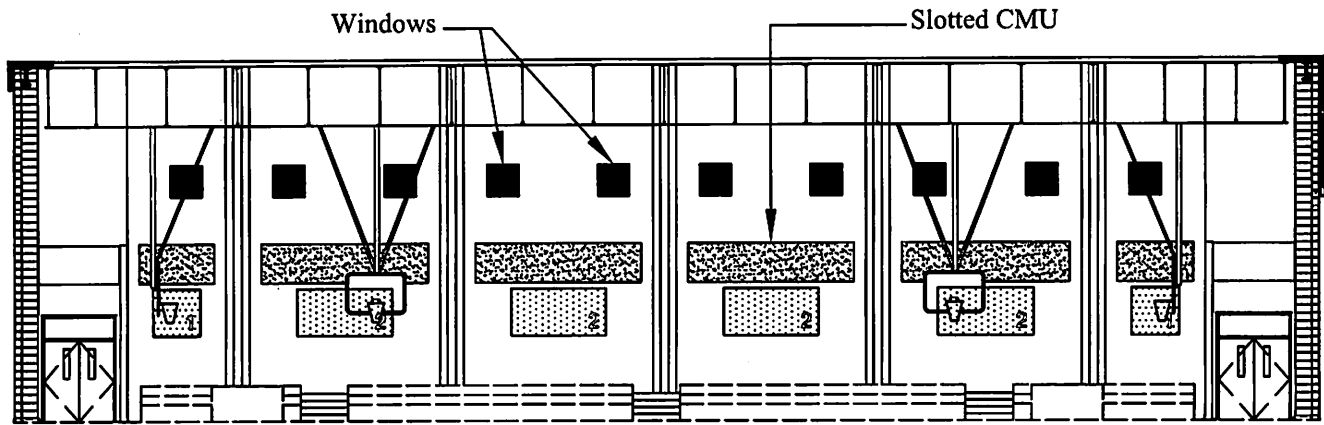


Kyle Matthis
Designer

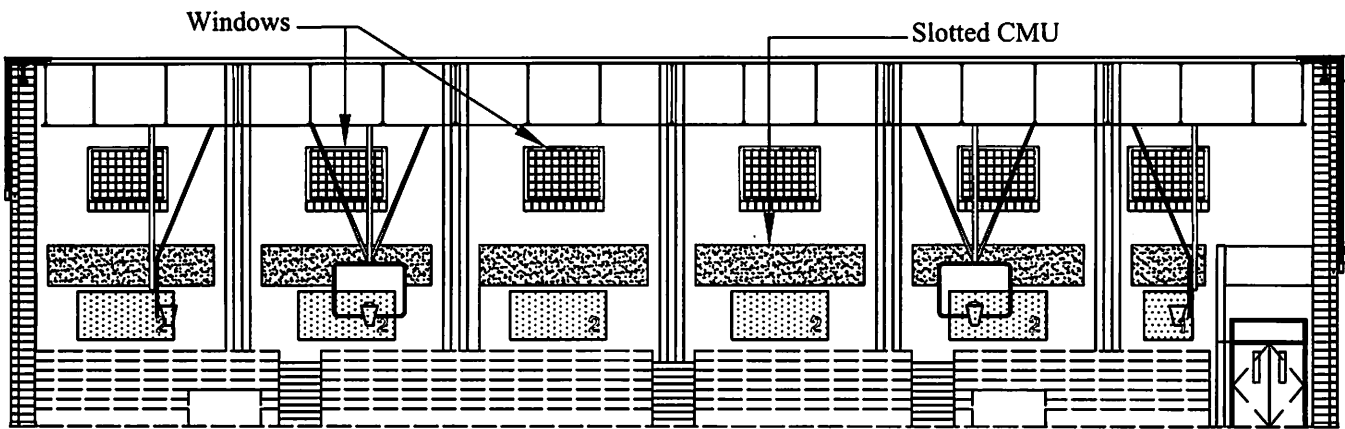
Cc: Greg Hughes

WJHW


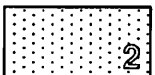
Wrightson, Johnson, Haddon & Williams, Inc.
Designers and Planners for Sound, Video, Multi-Media,
Telecommunication, Broadcast, Theatre & Acoustics



North Wall Acoustical Treatment



South Wall Acoustical Treatment

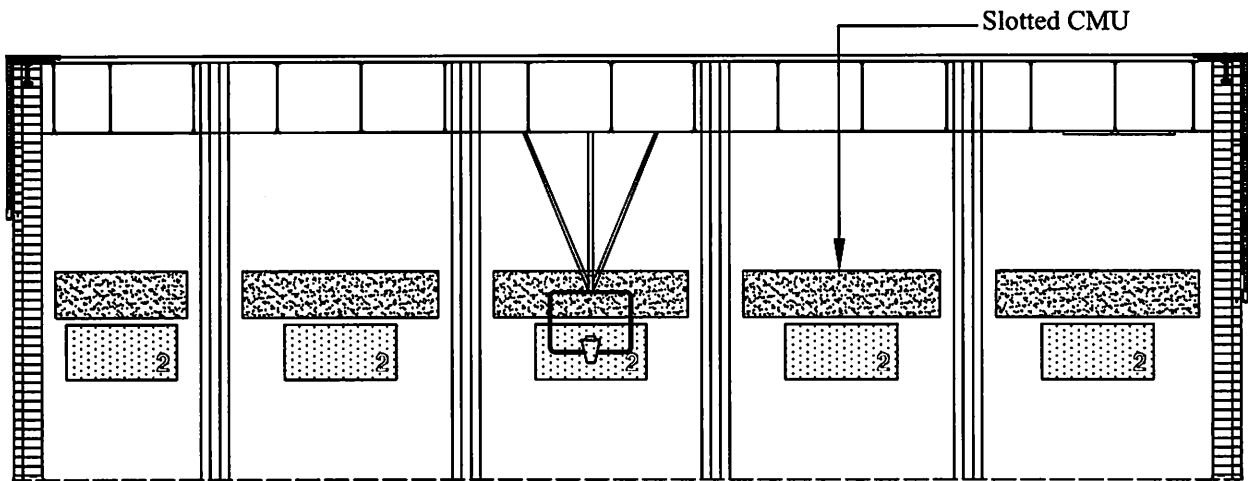
	High Impact Resistant Acoustical Wall Panel, 4'X4'
	High Impact Resistant Acoustical Wall Panel, 4'X8'

DATE: 08/2/10 DRAWN: KJM CHECKED:

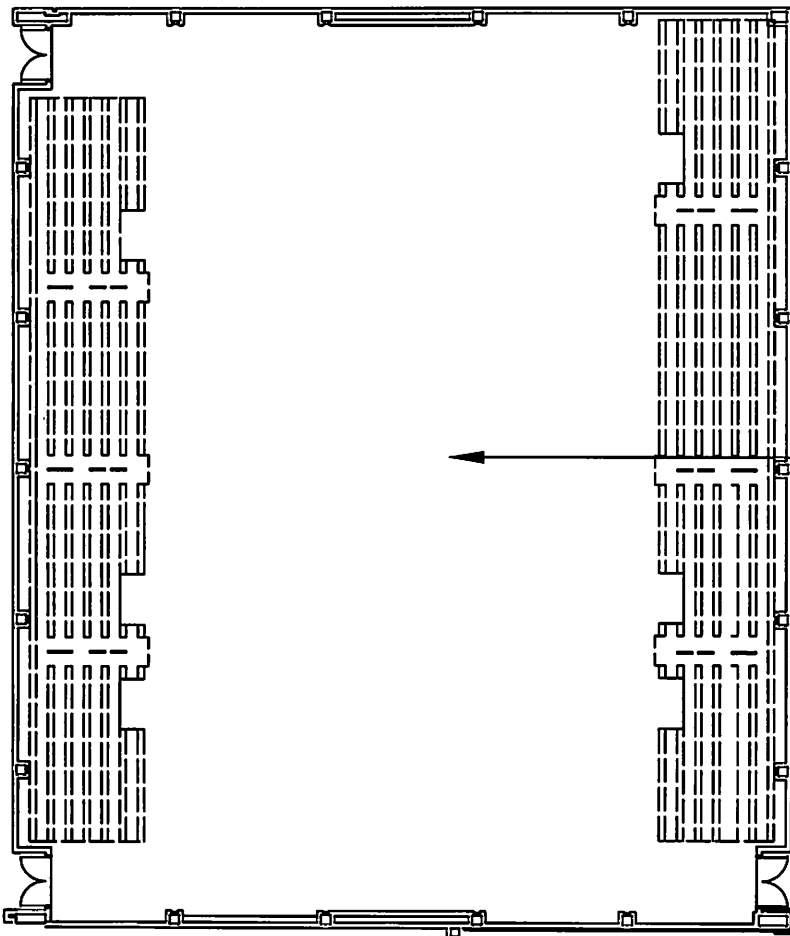
SHEET: SCALE: NOT TO SCALE

EL CAMPO ISD MIDDLE SCHOOL GYM
ACOUSTICAL TREATMENT APPLICATIONS


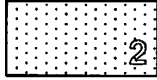
WJHW - WRIGHTSON JOHNSON HADDON & WILLIAMS
4801 Spring Valley Rd, Suite 113 Dallas, TX 75244
Voice 972.934.3700 Fax 972.934.3720



East & West Wall Acoustical Treatment



Ceiling Acoustical Treatment
(minimum 80%)

	1	High Impact Resistant Acoustical Wall Panel, 4'X4'
	2	High Impact Resistant Acoustical Wall Panel, 4'X8'

Ceiling Acoustical Treatment

DATE	DRAWN	CHECKED
08/2/10	KJM	
SHEET	SCALE	
	NOT TO SCALE	

EL CAMPO ISD MIDDLE SCHOOL
ACOUSTICAL TREATMENT APPLICATIONS

WJHW - WRIGHTSON
JOHNSON
HADDON &
WILLIAMS
4801 Spring Valley Rd. Suite 113 Dallas, TX 75244
Voice 972.934.3700 Fax 972.934.3720

Governance Discuss Proposed Core Initiatives

Summary For some time Tommy Turner and I have discussed the need for a written document that captures the consensus of the Board of Trustees on the direction we want to go as a District. Tommy has worked hard to capture these thoughts and compile them into a one and one-half page document that outlines five core initiatives:

- An effective teacher in every classroom;
- An effective principal in every school;
- Rigorous instructional standards and support;
- Data driven accountability; and
- A culture of trust through action

This “Core Initiatives” document is being presented for your review and discussion.

ECISD Board Policy None.

Effective Date 2012-2013 School Year and Beyond

Previous Board Action The Board has had informal discussions from time to time on setting a direction for the future.

Future Action Expected The Board may formally adopt the proposed document or a revised version of the same.

Background Information and Significant Issues Please refer to the attached document that outlines the five core initiatives.

Fiscal Impact None.

Student and Public Benefit Both will benefit from a definite direction and vision for the future provided and supported by the Board of Trustees.

Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	Copy of Proposed Core Initiatives
Contact Person(s)	Mark Pool, Superintendent of Schools Tommy Turner, President of Board of Trustees
Action Required	No action required.
Superintendent's Recommendation	This is a discussion item only. Mark Pool, Superintendent of Schools

In listening to discussions of the board over the past several years, we have covered many topics. Although all have merit, I have tried to prioritize them into which draw the broadest, and deepest, response from members of the board. As I put the ideas on paper, I believe we are on the right track. These points of discussion probably identify the core initiatives that will together enable us to transform ECISD to be a district where parents want their children to be, and other districts seek us out to learn how to effectively prepare students so that upon graduation they are ready to succeed in the college and/or career of their choice

These core initiatives are:

- An effective teacher in every classroom.
- An effective principal in every school
- Rigorous instructional standards and support
- Data driven accountability
- A culture of trust through action

If we are great at these things increased student achievement will be the result. This will take years to achieve. The patience and collective vigilance to stay focused is worthy, of the potential our children possess.

An effective teacher in every classroom

When our teachers grow, our students grow. We need a teacher appraisal and development system where the teachers receive regular feedback and individualized support that will help them grow professionally at every stage of their careers.

An effective principal in every campus

Our goal is to ensure that our principals are empowered instructional leaders and decision makers with clear expectations. They deserve a rigorous, fair principal appraisal system. There should be clear standards and recommended practices to guide decision making. They deserve a robust instructional leadership development program. Last, there should be standards and supports for safe, secure, and healthy school environments.

Rigorous instructional standards and supports

We will have an aligned standards-based curriculum and assessment system. We will encourage all children to challenge themselves with the advanced alternatives. Using the Response to Intervention model district wide we will provide early, effective assistance to children with behavior issues and/or who have difficulty learning. We will implement a comprehensive literary program in grades Pre K through 12. We will implement a comprehensive numeracy/mathematics program in grades Pre K through 12.

Data Driven Accountability

The strategic use of data to track and monitor performance and hold leadership accountable to a set of objective standards has been a critical factor in the success of many education reform efforts across the country. We will have the technology to build better systems for collecting, retrieving, analyzing, and reporting data. We will have effective and efficient processes and procedures in place to optimize resources and results. We will provide staff development to educate all personnel on the effective use of data and have clear expectations of the use of technology, in their evaluations.

Culture of trust through action

A powerful sense of community and a shared direction among all stakeholders is crucial to increased student achievement at ECISD. We need to make communication more interactive, transparent, and better utilize technology. We need communication strategies and process that foster engagement, commitment, and unity of parents, students, staff members, the board, and the broader community. We will focus on effective timely two-way internal communication to engage staff members. Also, we will foster effective, timely two-way external communication to engage parents and community members.

We have discussed many ideas over the past several years. Based on the time spent on ideas, and the board agreement during the discussions I believe these are our core initiatives. Although other ideas have merited our time, and thoughts, I believe these are the foundation for improving student achievement, and suggest them to be Mr. Pool's focus for the coming year.

Agenda Item Summary Sheet (7 H)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Discussion Only

Governance	Plans for Summer Leadership Institute
Summary	In trying to make plans for the summer we need to know if any members of the Board plan to attend one of the TASB Summer Leadership Institutes in San Antonio, June 14-16; or Ft. Worth, June 28-30. Brochures for these institutes will not be available until late February, but I do not think that TASB will waive the registration fees since they waived the fees for the TASB/TASA Annual Conference last fall.
ECISD Board Policy	BBD (LEGAL), BOARD MEMBERS – TRAINING AND OREINTATION
Effective Date	Registration and Housing open April 2 nd
Previous Board Action	In the past, up until last year, the Board has attended this TASB event.
Future Action Expected	None.
Background Information and Significant Issues	None.
Fiscal Impact	Registration fee, hotel, meals, and travel costs for each member that attends.
Student and Public Benefit	Board members are able to receive their required continuing education hours and network with other Trustees from throughout the state.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.

Other Comments and Related Issues

None.

Attachments

Summer Leadership Institute information from TASB webpage.

Contact Person(s)

Mark Pool, Superintendent of Schools
Dianne Cerny, Executive Secretary

Action Required

No action required.

Superintendent's Recommendation

This is a discussion item only.
Mark Pool, Superintendent of Schools



Texas Association of School Boards

... > [Leadership Team Services](#) > [Events](#) > Summer Leadership Institute (SLI)

Summer Leadership Institute (SLI)

From One Room to One World

The annual Summer Leadership Institute (SLI) is the flagship training conference for the Texas Association of School Boards. The purpose of the institute is (1) to provide new school board members with immediate training following the May school board elections, (2) to offer newly elected board presidents the training they need to lead effectively, and (3) to provide experienced board members with current practices and information about the key concerns facing Texas school districts. And now you have a choice to attend the Institute that best fits your summer plans...San Antonio, or Fort Worth!

SLI is designed to meet the needs of school board members and school district personnel. *Commercial vendors may participate as sponsors only.*

SLI SAN ANTONIO

June 14-16, 2012

Marriott Rivercenter

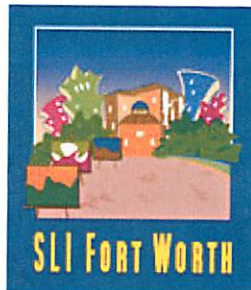


- [Call for Programs](#) -deadline extended! (doc)
- Brochure (available late February)
- Registration/Housing (opens April 2)
- Session Descriptors (available late March)

SLI FORT WORTH

June 28-30, 2012

Omni Hotel



- [Call for Programs](#) -deadline extended! (doc)
- Brochure (available late February)
- Registration/Housing (opens April 2)
- Session Descriptors (available late March)

Questions? Call 800.580.8272.

Housing or special needs: Extension 2243 or michele.freeman@tasb.org

Registration: Extension 2219 or registrar@tasb.org

Program: Extension 6171 or kathy.dundee@tasb.org

Agenda Item Summary Sheet (7 K)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Discussion Item

Governance	Workshop for Spring Curriculum and Instruction Workshop
Summary	For the past couple of years we have had facilitators and other professional instructional support personnel to attend regular monthly board meetings to discuss curriculum and instruction issues. Last fall the decision was made to have a workshop where we focused solely on curriculum and instruction and to eliminate the monthly discussions at regular meetings. The suggestion was made following that workshop that we schedule curriculum and instruction workshops twice per year, once in the fall and once in the spring.
ECISD Board Policy	None.
Effective Date	Spring 2012
Previous Board Action	The Board conducted a Curriculum and Instruction Workshop in the Fall of 2011.
Future Action Expected	The Board may conduct a Curriculum and Instruction Workshop in the Spring of 2012.
Background and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	A specific time is set aside to meet with facilitators and other instructional support personnel to discuss ways to improve instruction and academic achievement.
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
Tommy Turner, Board President

Action Required

The board president may call special meetings based on the consensus of the Board.

Superintendent's Recommendation

None. Discussion item only.
Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (7 A)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Action Item

Governance	Consider Approval of Resolution to the Lower Colorado River Authority
Summary	<p>It has been reported for some time that the Lower Colorado River Authority (LCRA) intends to curtail or eliminate the release of water from the Highland Lakes that is so essential to local agriculture irrigation and waterfowl habitats. Even though only a very limited amount of rice and other irrigated crops grown within the boundaries of the El Campo ISD are dependent upon this water for irrigation purposes, the eastern part of Wharton, Colorado, and Matagorda Counties are very dependent upon this water source. Our local economy from agriculture related businesses could be adversely impacted without this water source for irrigated crop production.</p> <p>We have been asked by neighboring school districts to join in their request to the LCRA Board of Directors to continue to allow the release of water from the Highland Lakes for sale to municipal, agricultural and industrial users.</p>
ECISD Board Policy	None.
Effective Date	February 21, 2012
Previous Board Action	None.
Future Action Expected	None.
Background Information and Significant Issues	None.
Fiscal Impact	The financial implications from the negative impact on our local economy from the elimination or curtailment of water by the LCRA for irrigated crop production could be significant.
Student and Public Benefit	Attempt to mitigate the negative impact of this action by the LCRA on our local economy.
Procedural and Reporting Implications	Resolution will be sent to the Board of Directors of the Lower Colorado River Authority and elected state officials.

Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	Copy of Proposed Resolution.
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	Motion, second and majority vote to approve a resolution requesting that the Lower Colorado River Authority Board of Directors continue to allow the release of water from the Highland Lakes for sale to municipal, agriculture, and industrial users.
Superintendent's Recommendation	I recommend the Board approve a resolution requesting that the Lower Colorado River Authority Board of Directors continue to allow the release of water from the Highland Lakes for sale to municipal, agriculture, and industrial users. Mark Pool, Superintendent of Schools

EL CAMPO INDEPENDENT SCHOOL DISTRICT

ROBERT MARK POOL, SUPERINTENDENT

DAVID BRIGHT
ASST. SUPERINTENDENT

700 WEST NORRIS
EL CAMPO, TX 77437
(979) 543-6771 – FAX (979) 543-1670

CAROLYN GORDON
ASST. SUPERINTENDENT

Whereas, El Campo ISD has become aware of reports that the current drought may potentially cause the Lower Colorado County River Authority (LCRA) to eliminate or curtail the release of water from the Highland Lakes;

Whereas, such water from the Highland Lakes is essential to local agriculture irrigation and waterfowl habitats; and

Whereas, the local economy in the El Campo ISD boundaries, its infrastructure, job base, and resulting employed population are all dependent on agriculture, and in particular, irrigated crop production; and

Whereas, the loss of irrigated crop production will potentially result in significant harm to the local economy, forcing current community members to seek residence and employment outside the boundaries of the El Campo ISD; and

Whereas, the potential decrease in student population will have a substantial, negative impact on the State revenues generated by the enrolled students and the El Campo ISD's ability to exist in its current form while striving to meet the mandates for educating students as set forth by the Federal and the State of Texas governments and the high standards of the El Campo ISD; and

Whereas, the elimination of irrigated production over multiple years would result in a decrease in property value to the current crop land, potentially forcing the District to increase the Interest and Sinking (I and S) rate charged to its taxpayers to meet the taxpayer approved bonded indebtedness as stipulated by Texas Education Code 45.0031;

Therefore, be it resolved as the elected leaders of one of the independent school districts which relies on water from the Colorado River and whose existence is directly tied to a continual flow of usable water within the banks of the river;

The El Campo Independent School District Board of Trustees respectfully requests that the LCRA Board of Directors continue allowing the release of water from the Highland Lakes, furthering the mission of LCRA to regulate water discharges to manage floods, and to release water for sale to municipal, agricultural and industrial users.

Adopted this _____ day of _____, 2012

President, El Campo ISD Board of Trustees

Secretary, El Campo ISD Board of Trustees

BOARD OF EDUCATION

TOMMY TURNER, PRESIDENT

CECIL DAVIS, VICE PRESIDENT

DAVID HODGES, SECRETARY

J. J. CROIX

KRISTI DAVID

80

RALPH NOVOSAD

JAMES RUSSELL

Agenda Item Summary Sheet (7 B)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Action Item

Governance	Consider Approval of Resolution to Suspend Portions of Policy EIE (LOCAL) for the 2011-2012 School Year
Summary	<p>A subsection of policy EIE (LOCAL), ACADEMIC ACHIEVEMENT, RETENTION AND PROMOTION – GRADE ADVANCEMENT TESTING outlines the state mandated requirement that students in grades 5 and 8 must meet the passing standard on applicable state-mandated assessment instruments (for this year that would be the STAAR test) to be promoted to the next grade level.</p> <p>TEA’s Transition Plan to the new STAAR assessment program and the STAAR Questions and Answers document (August 26, 2011) explain that performance standards for grades 3 through 8 will not be established until the fall of 2012, which is several months after students have taken the first round of assessments this spring and decisions have been made regarding promotion or retention. Because of this timeline, the Student Success Initiative (SSI) promotion requirements will not include use of the STAAR results in the 2011-2012 school year only.</p> <p>To suspend the local policy requiring students to pass the grade 5 and 8 (STAAR) assessments, TASB Policy Service has suggested that the board consider adopting a resolution to this effect for the 2011-2012 school year. Otherwise, the Board would need to revise board policy twice —once to remove the provisions and a second time to add back the requirement before the 2012-13 school year.</p>
ECISD Board Policy	EIE (LOCAL), ACADEMIC ACHIEVEMENT, RETENTION AND PROMOTION
Effective Date	February 21, 2012
Previous Board Action	The Board previously updated policy EIE (LOCAL) in TASB Localized Policy Update 88, issued on August 31, 2010.
Future Action Expected	None.
Background Information and Significant Issues	None.

Fiscal Impact	None.
Student and Public Benefit	Prevents Board from having to change the policy twice.
Procedural and Reporting Implications	Communication to parents and students.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Copy of Proposed Resolution. • Highlighted Copy of EIE (LOCAL)
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	Motion, second and majority vote to approve a resolution to suspend for the 2011-2012 school year only the portions of EIE (LOCAL) that require students in grades 5 and 8 to meet the passing standards on the applicable state-mandated assessment instruments for those grade levels to be promoted to the next grade.
Superintendent's Recommendation	<p>I recommend the Board approve a resolution to suspend for the 2011-2012 school year only the portions of EIE (LOCAL) that require students in grades 5 and 8 to meet the passing standards on the applicable state-mandated assessment instruments for those grade levels to be promoted to the next grade.</p> <p>Mark Pool, Superintendent of Schools</p>

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

CURRICULUM MASTERY	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See EHBC]
STANDARDS FOR MASTERY	<p>In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:</p> <ol style="list-style-type: none">1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, six weeks, or final examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
GRADES 1–8	In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, mathematics, and language arts other than reading, which includes the disciplines of listening, speaking, writing, grammar, and usage.
GRADES 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]
STUDENTS WITH DISABILITIES	Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.
LIMITED ENGLISH PROFICIENT STUDENTS	<p>In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:</p> <ol style="list-style-type: none">1. Assessment in the primary language.2. Assessment using ESL methodologies.3. Assessment with multiple varied instruments. [See EHBE]
ACCELERATED INSTRUCTION FOR GRADES 3–8	If a student in grades 3–8 fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of GRADE ADVANCEMENT TESTING below.

GRADE
ADVANCEMENT
TESTING

In addition to local standards for mastery and promotion, students in grades 5 and 8 must meet the passing standard on an applicable assessment instrument in the subjects required under state law in order to be promoted to the next grade.

DEFINITION OF
'PARENT'

For purposes of this policy and decisions related to grade advancement requirements, a student's "parent" shall be defined to include either of the student's parents or guardians; a person designated by the parent, by means of a Power of Attorney or an authorization agreement as provided in Section 34 of the Family Code, to have responsibility for the student in all school-related matters [see FD]; a surrogate parent acting on behalf of a student with a disability; a person designated by the parent or guardian to serve on the grade placement committee (GPC) for all purposes; or in the event that a parent, guardian, or designee cannot be located, a person designated by the Superintendent or designee to act on behalf of the student. [See EIE(LEGAL)]

ALTERNATE
ASSESSMENT
INSTRUMENT

The Superintendent or designee shall select from the state-approved list, if available, for each applicable subject an alternate assessment instrument that may be used for the third testing opportunity. Each student's GPC shall decide whether he or she shall be given the statewide assessment instrument or the applicable alternate instrument for the third testing opportunity. The committee's decision shall be based on a review of the student's performance in the previous testing opportunities, local assessments, and any other circumstances it deems appropriate.

STANDARDS FOR
PROMOTION UPON
APPEAL

If a parent initiates an appeal of his or her child's retention following the student's failure to demonstrate proficiency after the third testing opportunity, the GPC shall review all facts and circumstances in accordance with law.

The student shall not be promoted unless:

1. All members of the GPC agree that the student is likely to perform on grade level if given additional accelerated instruction during the following school year in accordance with the educational plan developed by the GPC; and
2. The student has completed required accelerated instruction in the subject area for which the student failed to demonstrate proficiency.

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The princip-

al or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

TRANSFER
STUDENTS

When a student transfers into the District having failed to demonstrate proficiency on applicable assessment instruments after two testing opportunities, a GPC shall convene for that student. The GPC shall review any available records of decisions regarding testing and accelerated instruction from the previous district and determine an accelerated instruction plan for the student.

If a parent initiates an appeal for promotion when a student transfers into the District having failed to demonstrate proficiency after three testing opportunities, the GPC shall review any available records of decisions regarding testing, accelerated instruction, retention, or promotion from the previous district and issue a decision in accordance with the District's standards for promotion.

ASSIGNMENT OF
RETAINED STUDENTS

In the event a student is not promoted to the next grade level, the District shall assign the student nevertheless to an age-appropriate campus, unless:

1. The student's parent requests that the student be assigned to the same or a similar campus setting; or
2. The student's GPC determines that it would be in the student's best interest to be assigned to the same or a similar campus setting. Criteria to be considered for this decision may include:
 - a. Recommendations from the student's teachers.
 - b. Observed social and emotional development of the student.

REDUCING STUDENT
RETENTION

The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students. [See EHBC]

Agenda Item Summary Sheet (7 C)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Action Item

Governance	Consider Approval of Interlocal Agreement with the City of El Campo for Hosting the Traveling Vietnam Wall Memorial
Summary	<p>The Traveling Vietnam Memorial Wall will be coming to Wharton Co. this summer. I have agreed to allow the City to use district property just south of Myatt Elementary School for the display from July 11th – 15th. (Please reference attached flyer.)</p> <p>We need to enter into an Interlocal agreement with the City to allow them to do any leveling and dirt work necessary for the display.</p>
ECISD Board Policy	GKD (LOCAL), COMMUNITY RELATIONS, NONSCHOOL USES OF FACILITIES
Effective Date	February 21, 2012
Previous Board Action	None .
Future Action Expected	None.
Background Information and Significant Issues	None.
Fiscal Impact	The District may be asked to provide event insurance in the minimum amount of \$1 million with the Vietnam and All Veterans of Brevard, Inc., named as an additional insured.
Student and Public Benefit	This is a great opportunity for our community.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.

Other Comments and Related Issues

None.

Attachments

- Copy of The Vietnam Traveling Memorial Wall flyer.
- Copy of Proposed Interlocal Agreement with the City of El Campo

Contact Person(s)

Mark Pool, Superintendent of Schools

Action Required

Motion, second and majority vote to approve the Interlocal Agreement with the City of El Campo for site preparation and hosting The Vietnam Traveling Memorial Wall.

Superintendent's Recommendation

I recommend the Board approve the Interlocal Agreement with the City of El Campo for site preparation and hosting The Vietnam Traveling Memorial Wall.

Mark Pool, Superintendent of Schools

JULY 11 - JULY 15



THE VIETNAM TRAVELING MEMORIAL WALL ®

MYATT ELEMENTARY, EL CAMPO, TX

501 W. Webb & Blossom Meyer

Citizens of Wharton County join together
to honor all who have bravely served our country and remember
the fallen soldiers of the Vietnam War.

July 11, 2012 4:00 pm – 9:00 pm

July 12 - 15, 2012 9:00 am – 9:00 pm

A special ceremony will be held Saturday, July 14th at 9:00 am

**A Veterans Hospitality Tent for ALL Veterans will be set up
throughout the event with complementary water and refreshments.**

Volunteers and Donations

To volunteer please contact:

Sarah L. Hudgins, County Organizer (281) 433-3357

Chris Barbee, Community Services Director, City of El Campo (979) 541-5010

Wall Set Up is at 8:00 am, July 11, 2012 Wall Take Down is 8:00 am July 16, 2012

To make a donation to help fund this honored event contact:

Johnnie Gonzales, Commander, American Legion Post 87

113 E. Belle, Wharton TX 77488 (979) 282-9610 or (979) 618-6344

All monies donated will go toward the cost of bringing this event to Wharton County. Any money raised over the amount needed will go to the American Legion Post 87, the VFW Post 4474 Relief Fund, and the Patriots and Heroes Outdoors. Donations are payable to the American Legion Post 87. To receive a copy of the projected cost necessary to fund this event, contact Sarah Hudgins.



1959-1975

OVER 58,000 SOULS

ONE WALL

WE WILL NEVER FORGET



**INTERLOCAL AGREEMENT BETWEEN
THE CITY OF EL CAMPO, TEXAS AND THE
EL CAMPO INDEPENDENT SCHOOL DISTRICT**

THIS INTERLOCAL AGREEMENT ("Agreement") is entered into and in accordance with the provisions of the Interlocal Cooperation Act, Chapter 791, Texas Government Code by and between the **CITY OF EL CAMPO, TEXAS** ("City"), a political subdivision of the State of Texas, and the **EL CAMPO INDEPENDENT SCHOOL DISTRICT**, ("District"), also a political subdivision of the State of Texas.

General Terms and Conditions

Chapter 791 of the Texas Government Code, as amended (the "Act"), provides authorization for political subdivisions to contract with one another for the performance of governmental functions and exchange of services under the terms of the Act. The City and District are serving as host organizations for the "Vietnam Traveling Memorial Wall" (the "Wall") which is an educational program and exhibit that will be temporarily displayed to the public in El Campo, Texas. The District owns property south of Myatt Elementary School and east of Blossom Meyer Street in El Campo (the "Site") that will accommodate the display of the Wall and public access thereto. City and District agree to cooperate with one another to facilitate locating the Wall on such District property that will be mutually beneficial to both entities and the general public.

NOW, THEREFORE, for and in consideration of the mutual covenants, terms and conditions set forth herein, and the mutual benefits to each party, the receipt and sufficiency of which are hereby acknowledged, City and District hereby contract, covenant, warrant and agree as follows:

1. **Purpose.** The purpose of this Interlocal Agreement is for the authorization of the City to use its equipment, materials and work force to enter upon and prepare the Site to display the Wall and for the District to allow the display of the Wall and public access for visitors thereto on

the Site.

2. Agreement. City and District mutually agree to enter into this interlocal agreement and abide by its terms.
3. Obligations of the Parties. City and District agree that City shall provide and be responsible for all equipment, materials and work force necessary to prepare the Site for the display of the Wall. District agrees to allow City the non-exclusive access to the Site beginning March 1, 2012 and continuing thereafter until July 31, 2012. District further agrees to allow such authorized personnel who are associated with the Wall access to the Site and allow the general public access to the Site for viewing purposes. District shall have no financial obligations related to the Project but will allow access to the Site during such time.
4. Indemnification and Hold Harmless. To the extent allowed by law, City agrees to indemnify and hold District harmless from any claim for damages arising from any work performed by City or any of its employees in conjunction with the preparation of the Site. The provisions of this indemnification are solely for the benefit of the parties hereto and not intended to create or grant any rights, contractual or otherwise, to any other person or entity. Further, the indemnification and hold harmless contained herein shall not be deemed a waiver of any sovereign immunity allowed pursuant to Tex. Civ. Proc. & Rem. Code Section 101.001 et. seq., or otherwise.
5. Notices. Any notice required to be given under this Agreement shall be deemed to have been adequately given if deposited in the United States mail in an envelope with sufficient postage and properly addressed to the other party as follows:

TO CITY:

City of El Campo, Texas
315 East Jackson Street
El Campo, Texas 77437
Attention: City Manager

TO DISTRICT:

El Campo Independent School District
700 West Norris Street
El Campo, Texas 77437
Attention: Mark Pool, Superintendent

6. Miscellaneous Provisions

a. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

b. This Agreement constitutes the sole and only agreement of the parties hereto and supersedes any prior understandings or written or oral agreements between the parties respecting the subject matter hereof.

c. No amendment, modification or alteration of the terms hereof shall be binding unless the same be in writing, dated subsequent to the date hereof and duly executed by the parties.

d. This Agreement may be executed concurrently in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

e. If, in case anyone or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision hereof and this Agreement shall be construed as if such invalid, illegal or unenforceable provision had never been contained herein.

f. The obligations and undertakings of each of the parties to this Agreement are and shall be performable in Wharton County, Texas.

g. Each party hereto warrants that it has received authority from its governing body to enter into this Agreement.

This Agreement shall be effective as of the date signed by each party

APPROVED BY THE CITY COUNCIL OF THE CITY OF EL CAMPO, TEXAS, in its meeting held on the 27th day of February, 2012, and executed by its authorized representative.

CITY OF EL CAMPO, TEXAS

RICHARD YOUNG, Mayor

ATTEST:

CINDY CERNY, City Secretary

APPROVED BY THE BOARD OF TRUSTEES OF THE EL CAMPO INDEPENDENT SCHOOL DISTRICT, in an open meeting held on the 21st day of February, 2012, and executed by its authorized representative.

EL CAMPO INDEPENDENT SCHOOL DISTRICT

By: _____
MARK POOL, Superintendent

ATTEST:

DIANE CERNY, Secretary

Governance Proposed Policy and Procedures for STAAR and End-of-Course Exams

Summary Beginning this school year (2011-2012), the Texas Education Agency will implement the State of Texas Assessments of Academic Readiness (STAAR) program, which includes new assessments in grades 3 through 8 and development of twelve end-of-course (EOC) assessments for students in grades 9 through 12. STAAR phases out the Texas Assessment of Knowledge and Skills (TAKS) program, in place since 2003.

Students enrolled for the first time in grade 9 in this (2011-2012) school year must perform successfully on the EOC assessments to graduate. To graduate on the Recommended or Advanced/Distinguished Achievement Programs, students must also meet performance targets on certain assessments.

As a result of this new testing framework, TASB Policy Service has reviewed policies concerning grading and class rank, along with a range of other issues associated with the implementation of EOC assessments. Implementation of the STAAR program will have an impact on three board policies:

- EIA (LOCAL), ACADEMIC ACHEIVEMENT, GRADING/PROGRESS REPORTS TO PARENTS
- EIC (LOCAL), ACADEMIC ACHIEVEMENT, CLASS RANKING
- EIE (LOCAL), ACADEMIC ACHEIVEMENT, RETENTION AND PROMOTION

Two key EOC assessment concepts have significant policy implications for districts in the areas of course credit, grading, and class rank.

- First, districts are required to have local board policy stating that an EOC assessment score counts as 15 percent of the final course grade.
- Second, a student is permitted to retake an EOC assessment for any reason at any of the scheduled testing administrations, with the district determining whether to count the retake score as 15 percent of the final course grade.

ECISD Board Policy EIA (LOCAL), ACADEMIC ACHEIVEMENT, GRADING/PROGRESS REPORTS TO PARENTS

EIC (LOCAL), ACADEMIC ACHIEVEMENT, CLASS RANKING
EIE (LOCAL), ACADEMIC ACHEIVEMENT, RETENTION AND
PROMOTION

Effective Date 2011-2012 School Year

Previous Board Action None.

Future Action Expected The Board will formally approve changes to LOCAL policies.

Background Information and Significant Issues **EIA (LOCAL) – CREDIT**

Issue: A district must count an EOC assessment score as 15 percent of a student’s final course grade. The TEA STAAR Questions and Answers document indicates that the award of credit must be made using the final course grade that includes the EOC assessment score. Therefore, a student who has a passing grade in a course before the EOC assessment score is calculated, but a failing grade in the course after the EOC assessment score is calculated in as 15 percent of the final grade, may not be given credit for the course.

Decisions: Districts must consider options to allow the student to gain credit for the course, which could include summer school or other remediation or retaking the EOC assessment.

Districts must also determine how the assessment score will be calculated to count for 15 percent of the final grade.

Problem: TEA is not planning to provide a conversion table to convert the scale EOC assessment scores to percentage scores that can be used to calculate the final course grade. Therefore, each school district has local discretion to create its own conversion chart for this purpose.

Recommendation: We are recommending the following policy language:

END-OF-COURSE ASSESSMENTS. When required by state law, a student’s score on the initial end-of-course (EOC) assessment shall count for 15 percent of the student’s final grade for the course as reported on the student’s transcript.

Note: At our Mid-Winter Conference during the last week of January Commissioner Scott stated that standardized testing in Texas has become a “perversion of its original intent.” He indicated that he would waive the 15% requirement for the current school year but did not have the authority to do so under

his general waiver authority or the current statute.

Since that time leaders of the both the Senate Public Education Committee and the House Public Education Committee have notified Commissioner Scott that they agree that he does not have the authority to waive the requirement under his general waiver authority. However, they have conceded that he could waive the requirement for the 2011-2012 school year as a part of the transition to the new assessment and accountability system.

It is my opinion that the Commissioner will waive this requirement for the current school year, but we need to move forward with the development of our policy until we have further information.

(A copy of an article from the *Texas Tribune*, and copies of letters from the Senate Public Education Committee and House Education Committee are attached.)

EIA (LOCAL) – RETAKES

Issue: In accordance with law, a district cannot prohibit a student from retaking an EOC assessment, but the law gives districts the option of whether to count retake scores in the calculation of the final course grade.

Students may want to retake an EOC assessment for a variety of reasons:

- Students who are trying to achieve the necessary scores for graduation may take an EOC assessment multiple times and several years after taking the course.
- Students may wish to retake assessments to raise their final course grades for purposes of college admissions, scholarships, or other honors.
- Students who are struggling to earn course credit could retake an EOC assessment multiple times, depending on the district's policy on whether retake scores are calculated into the final course grade.

A decision to include retake scores in the final course grade could require the district to recalculate and change a student's transcript multiple times. Districts considering this approach should consider the staff time required for these activities.

Options: Option 1 provides that the district will include retake scores as 15 percent of the final course grade only to allow a student who does not have a passing grade in the course to gain credit for the course. Subsequent retakes will not be included in the final course grade.

The following related issues should be addressed in the district's grading guidelines:

- The number of times the district will accept a student's retake score for the purpose of earning course credit;

e.g., a district could choose to include only an initial retake in the final course grade

- The time frame within which retakes will be accepted for the purpose of earning course credit; e.g., a district could choose to include in the final course grade only a retake taken during the summer after completion of the course.
- The use of scores when a student takes the assessment multiple times; e.g., a district could choose to use the highest retake score rather than an average of the retake scores.

In Option 2, retake scores will never count in the final course grade calculation. If a district chooses this option, the district will need to consider other methods of recovery for a student who does not have a passing grade in the course to earn credit.

Recommendation: If a student retakes an EOC assessment, the District will include the retake score as 15 percent of the final course grade only if the retake score allows a student to gain credit for the course. This only applies to the score of the first retake offered during the summer after completion of the course; and then only if the student failed the first administration of the EOC assessment and had a passing grade in the course prior to the inclusion of the EOC grade as 15% of the final grade. Subsequent retakes will count toward the student's cumulative EOC exam score, but will not be included in the calculation of the final course grade.

(Chart showing options for retaking end-of-course assessments to improve final grade is attached.)

Note: If the district uses a 69 for the numerical grade for a failed EOC assessment this is a mute issue; i.e., if a student passes their course work and fails the EOC assessment, they will still receive credit for the course.

Example of worst case scenario – a student passes the course work with a 70, but fails the EOC assessment and receives a numerical grade of a 69. The student still receives a final course grade of a 70.

$(70 \text{ preliminary course grade} \times .85) + (69 \text{ EOC assessment grade} \times .15) = 69.9 \text{ final course grade}$

EIA (LOCAL) – SPECIAL EDUCATION

Issue: If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's

achievement and progress or whether an alternative assessment is more appropriate.

STAAR Modified and STAAR Alternate are the alternative assessments in the STAAR program.

Options: If a student takes a STAAR Modified or Alternate assessment, the student's ARD committee will determine whether the score on the EOC assessment will count 15 percent of the student's final grade, as well as whether successful performance and a cumulative score on the EOC assessments will be required for graduation.

Recommendation: See EIA (LOCAL) mark-up, which is attached.

EIA (LOCAL) – GRADING

Issue: A district's rules for calculating the final course grade with the EOC assessment score should be included in the district or campus grading guidelines (administrative regulation) rather than in local board policy.

Districts that choose to include EOC assessment scores in individual semester grades will need to specify how and when semester grades will be calculated to include the EOC assessment score. Districts have discretion in this area as long as the EOC assessment score totals 15 percent of the final course grade.

Fiscal Impact	Unknown.
Student and Public Benefit	Prevents Board from having to change the policy twice.
Procedural and Reporting Implications	Once policy recommendations have been formally approved by the Board, TASB Policy Services will be notified to include the revised policies in our official policies and publish them in <i>Policy Online</i> .
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	STAAR significantly differs from the previous TAKS program in the following ways: <ul style="list-style-type: none">• STAAR assessments evaluate content and skills from the

Texas Essential Knowledge and Skills at greater depth and a higher level of cognitive complexity.

- STAAR assessments emphasize readiness in terms of subsequent grades or courses, and ultimately, college and career readiness.
- EOC assessments constitute a new form of exit-level testing. To graduate, students must achieve a cumulative score at least equal to the product of the passing standard times the number of EOC assessments in each foundation area (English language arts, mathematics, science, and social studies). In general, students on the Recommended or the Advanced/Distinguished Achievement Programs are required to take all twelve EOC assessments. Students on the Minimum Program will usually take fewer EOC assessments.

For a complete overview of the STAAR program, see Section I of TEA's *Transition Plan for House Bill 3* at <http://www.tea.state.tx.us/student.assessments/hb3plan/>

Administrative Regulations

GRADING

Since TEA is not providing a conversion table to convert scale scores to percentage scores, and in lieu of the fact that at this time we don't know what the passing standard (passing scale score for mastery) will be, so as not to place our students at a competitive disadvantage to other students throughout the state we are recommending the following conversion chart to be used in the 15 percent calculation of the final grade:

Failure to meet passing standard = 69

Meets passing standard = 89

Commended Performance = 99

For example, if a student meets the passing standard, that will be established at a future date by the TEA, they will receive a numerical grade of 89 for their EOC assessment. The 89 will then be averaged in with their preliminary course grade at 15 percent to come up with a final course grade.

EXAMPLES:

- $(93 \text{ preliminary course grade} \times .85) + (89 \text{ EOC assessment grade} \times .15) = 92.4 \text{ final grade}$

(A conversion chart is attached.)

CLASS RANK

Class ranking will be determined in accordance with policy EIA (LOCAL). Class ranking will be done using the preliminary course grade before the 15% EOC assessment grade is calculated into the final course grade.

Attachments

- EIA (LOCAL), ACADEMIC ACHEIVEMENT, GRADING/PROGRESS REPORTS TO PARENTS
- Proposed EOC Conversion Chart
- Copy of news report from *The Texas Tribune* on TEA being granted the authority to waive the 15% requirement
- Copies of letters from the Senate Education Committee and the House Education Committee

Contact Person(s)

Mark Pool, Superintendent of Schools

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

Rich DuBroc, El Campo High School Principal

Action Required

No action required.

Superintendent's Recommendation

This information is for discussion only.

Mark Pool, Superintendent of Schools

RELATION TO
ESSENTIAL
KNOWLEDGE AND
SKILLS

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course.

END-OF-COURSE
ASSESSMENTS

When required by law, a student's score on the initial end-of-course grade for the course as reported on the student's transcript.

For purposes of calculating a student's final course grade, those students who fail to master the end-of-course assessment will receive a numerical grade of 69 for their end-of-course assessment grade; those students who meet the state passing standard for the end of course assessment will receive a numerical grade of 89 for their end-of-course assessment grade; and those students who receive the commended designation on the end-of-course assessment will receive a numerical grade of 99 for their end-of-course assessment grade.

RETAKES

If a student retakes an EOC assessment, the District will include the retake score as 15 percent of the final course grade only if the retake score allows a student to gain credit for the course.

This only applies to the score of the first retake offered during the summer after completion of the course; and then only if the student failed the first administration of the EOC assessment and had a passing grade in the course prior to the inclusion of the EOC grade as 15% of the final grade. Subsequent retakes will count toward the student's cumulative EOC exam score, but will not be included in the calculation of the final course grade.

SPECIAL
EDUCATION

A student's ARD committee shall determine the type of assessment to be administered and how the score on an EOC assessment shall be used for final course grades, credit decisions, and graduation requirements.

GRADING

Calculation of grades with EOC assessments scores shall be in accordance with the District's grading guidelines.

GUIDELINES FOR
GRADING

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

PROGRESS
REPORTING

Grade reports shall be issued every nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

INTERIM REPORTS

Interim progress reports shall be issued for all students after the third week and the sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

CONFERENCES

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed. Parents shall be notified every nine weeks of the opportunity for a parent/teacher conference.

ACADEMIC
DISHONESTY

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

EOC Conversion Chart

Preliminary Course Grade	Commended EOC Grade	Final Course Grade	Mastery EOC Grade	Final Course Grade	Failed EOC Grade	Final Course Grade
100	99	99.9	89	98.4	69	95.4
99	99	99.0	89	97.5	69	94.5
98	99	98.2	89	96.7	69	93.7
97	99	97.3	89	95.8	69	92.8
96	99	96.5	89	95.0	69	92.0
95	99	95.6	89	94.1	69	91.1
94	99	94.8	89	93.3	69	90.3
93	99	93.9	89	92.4	69	89.4
92	99	93.1	89	91.6	69	88.6
91	99	92.2	89	90.7	69	87.7
91	99	92.2	89	90.7	69	87.7
90	99	91.4	89	89.9	69	86.9
89	99	90.5	89	89.0	69	86.0
88	99	89.7	89	88.2	69	85.2
87	99	88.8	89	87.3	69	84.3
86	99	88.0	89	86.5	69	83.5
85	99	87.1	89	85.6	69	82.6
84	99	86.3	89	84.8	69	81.8
83	99	85.4	89	83.9	69	80.9
82	99	84.6	89	83.1	69	80.1
81	99	83.7	89	82.2	69	79.2
80	99	82.9	89	81.4	69	78.4
79	99	82.0	89	80.5	69	77.5
78	99	81.2	89	79.7	69	76.7
77	99	80.3	89	78.8	69	75.8
76	99	79.5	89	78.0	69	75.0
75	99	78.6	89	77.1	69	74.1
74	99	77.8	89	76.3	69	73.3
73	99	76.9	89	75.4	69	72.4
72	99	76.1	89	74.6	69	71.6
71	99	75.2	89	73.7	69	70.7
70	99	74.4	89	72.9	69	69.9
69	99	73.5	89	72.0	69	69.0
68	99	72.7	89	71.2	69	68.2
67	99	71.8	89	70.3	69	67.3
66	99	71.0	89	69.5	69	66.5
65	99	70.1	89	68.6	69	65.6
64	99	69.3	89	67.8	69	64.8
63	99	68.4	89	66.9	69	63.9
62	99	67.6	89	66.1	69	63.1
61	99	66.7	89	65.2	69	62.2
60	99	65.9	89	64.4	69	61.4

★ THE TEXAS TRIBUNE

Shapiro Says TEA Can Waive STAAR Requirement

by [Morgan Smith](#) | 2/13/2012 | [9 Comments](#)



[Enlarge](#)

photo by: Bob Daemmrich

State Sen. Florence Shapiro, R-Plano, thanks the Senate for passing SB8 on June 27, 2011.

REFERENCE MATERIAL

[Shapiro Letter of Intent on STAAR Exams](#)

[PDF \(93.6 KB\)download](#)

In the midst of ongoing anxiety over the implementation of the new state student assessment system, education leaders in the state Senate told the Texas Education Agency today that it had the power to waive a requirement that the new tests count toward 15 percent of high school students' final grades. (Download the letter to the left.)

Many school officials and parents have asked the agency for a delay of the exams' consequences for students. Thus far, the agency has said that it does not have the legal authority to modify the policies surrounding the 15 percent requirement, which many school districts are still figuring out how to apply. Education Commissioner Robert Scott recently caused a stir when he told 4,000 school administrators that standardized testing in Texas has become a "perversion of its original intent."

Scott said he believed the new system would ultimately be an improvement over the current one, but he expressed concerns about how the transition was playing out in classrooms.

Among the four senators that signed the letter is [Florence Shapiro](#), who has strongly opposed any retreat from the rollout of the STAAR exams in the past. The letter of intent, from Shapiro but also signed by Sens. Royce West, Kel Seliger and Dan Patrick, says they support a waiver as a way to ease the transition into the more challenging exams for school districts and students.

"In the last couple of weeks, there's been a lot of angst and anger, and I'm hoping with this it will temper things a little," Shapiro said, adding that it was never lawmakers' intent that ninth graders had unintentionally been singled out by the transition to the new system. She said that it was also unfair for students to feel the consequences of the new exams while school districts will be given a one year reprieve from having their scores factored into accountability ratings.

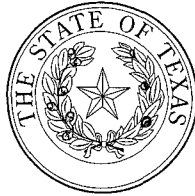
The letter makes clear that the lawmakers do not back any change in the requirement that the exams be a part of graduation requirements, and that the measure should be regarded "solely as a transition" to the new system — not a abolition of the requirement altogether.

A spokeswoman for the Texas Education Agency said that the commissioner was currently reviewing the letter and could not give a timeline for when he might respond.

The Tribune thanks our Supporting Sponsors

CAPITOL:
P.O. Box 12068, Room 1E.3
Austin, Texas 78711
(512) 463-0108
(512) 463-7579 (Fax)
Dial 711 for Relay Calls

DISTRICT:
5000 Legacy Drive
Suite 494
Plano, Texas 75024
(972) 403-3404
(972) 403-3405 (Fax)



FLORENCE SHAPIRO
Texas State Senator
District 8

COMMITTEES:
Education, Chair
Finance
Administration
Transportation and
Homeland Security

President Pro Tempore
2005

February 13, 2012

Robert Scott
Commissioner of Education
1701 N. Congress Ave.
Austin, Texas 78701

Dear Commissioner Scott:

Recognizing the on-going concern in the school community regarding the impact of end-of-course assessments on current ninth grade students, **this letter clarifies our legislative intent as the authors of SB 1031 (80R) and the sponsor of HB 3 (81R). SB 1031 amended Section 39.023(c) of the Texas Education Code to require that an end-of-course assessment be counted as 15% of a student's final grade in a course and HB 3 established a transition plan. We understand that you have been asked to grant a waiver of the 15% provision for the 2011-2012 school year. While we agree that the provisions of Chapter 39 may not be waived under your general waiver authority, we believe that you have authority by virtue of the transition plan authorized under Section 39.025(f) to defer the requirement that an end-of-course assessment count as 15% of a final grade until the 2012-2013 school year to coincide with full implementation of the testing and accountability changes.**

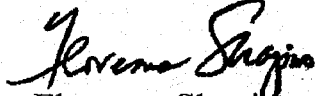
We wish to be clear that **we do not support any change in the requirement that end-of-course assessments be completed as part of high school graduation requirements. A waiver of that graduation requirement is explicitly prohibited within the waiver statute itself. However, the application of an end-of-course assessment to a final grade can be deferred to allow the new testing system to be introduced and aligned with an accountability system based on those new outcomes.**


We strongly support the transition to end-of-course assessments as crucial to enhancing the college readiness of our students. We support the waiver of the course grade requirement solely as a transition to the new testing and

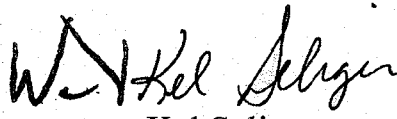
accountability system, for which your office was given additional authority to deal with unforeseen consequences in the legislation.

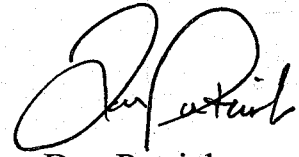
Thank you for your attention to the matter and your dedication to the public schools and schoolchildren of our state.

Very truly yours,


Florence Shapiro
Senator


Royce West
Senator


Kel Seliger
Senator


Dan Patrick
Senator



COMMITTEE ON PUBLIC EDUCATION

TEXAS HOUSE OF REPRESENTATIVES

P.O. Box 2910

AUSTIN, TEXAS 78768-2910

(512) 463-0804

Rob Eissler
Chairman

Scott Hochberg
Vice Chairman

February 17, 2012

Commissioner Robert Scott
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Dear Commissioner Scott:

During the 2011 legislative session, the Texas House of Representatives went on record opposing the overemphasis of standardized testing in our public schools. Opposing excessive testing is not a retreat on school accountability and rigorous standards in the classroom. We firmly believe that a student who graduates with a Texas diploma must be ready with the skills and knowledge necessary to successfully pursue a college degree or enter the workforce.

For the 2011-2012 school year, districts will not receive an accountability rating as we transition into the new system, but unfortunately our students are being held accountable for all provisions immediately. This is not fair or good policy.

Current law requires that an end-of-course assessment be counted as 15% of a student's final grade in a course. We would like to formally request that you defer the 15% provision for the 2011-2012 school year. While we agree that the provisions of Chapter 39 may not be waived under your general waiver authority, we believe that you have authority, by virtue of the transition plan authorized under Section 39.025(f), to defer the requirement that an end-of-course assessment count as 15% of a final grade until the 2012-2013 school year to coincide with full implementation of the testing and accountability changes.

We strongly believe this action is in the best interest of our ninth grade students. Thank you for your attention to this matter.

Options for Retaking End-of-Course Assessments

Grade Before Including End-of-Course Assessment Grade (85% of Final Grade)	Grade on End-of-Course Assessment (15% of Final Grade)	Final Grade	Options for Retaking End-of-Course Assessment
≥ 70 Passing before inclusion of EOC Grade	Passing Grade on EOC Assessment	≥ 70 Passing after inclusion of EOC Grade	Retake of EOC will not be included in final grade.
≥ 70 Passing before inclusion of EOC Grade	Failing Grade on EOC Assessment	≤ 70 Failing after inclusion of EOC Grade	First retake offered during the summer after completion of the course (only) may be used in final grade calculation.
≤ 70 Failing before inclusion of EOC Grade	Passing Grade on EOC Assessment	≥ 70 Passing after inclusion of EOC Grade	Retake of EOC will not be included in final grade.
≤ 70 Failing before inclusion of EOC Grade	Failing Grade on EOC Assessment	≤ 70 Failing after inclusion of EOC Grade	Retake of EOC will not be included in final grade.

Governance	Possibility of Realigning Elementary School Grades
Summary	<p>Since I moved to El Campo in 2003 there has been much discussion about how much better off we would be instructionally if we had community K-5 schools. I have generally dismissed the idea because of the impracticality of doing so with our existing schools. I have to admit that I was looking at this issue with blinders on because in my mind I only considered a K-5 grade arrangement.</p> <p>Recently the issue came up again as I was doing my semi-annual faculty visits on each campus and two of our Northside Elementary teachers asked if I had ever considered leaving Myatt as a primary campus with grades PK-1, and making Hutchins Elementary and Northside Elementary both 2-5 campuses. As I pondered that idea and began to discuss it with the administrative staff and other faculty members it was evident that there was a lot of support for the idea.</p>
ECISD Board Policy	None.
Effective Date	2013-2014 School Year
Previous Board Action	The Board has had informal discussions from time to time on how we might implement a community school concept.
Future Action Expected	Further discussion and a review of the research on elementary grade span configuration and its impact on student achievement.
Background Information and Significant Issues	<p>In my mind the biggest hurdle to reconfiguring our elementary school grades is the need to create equity between the two schools; i.e., how do we ensure that each campus has a balance of teachers and students?</p> <p>Balancing the instructional staff would be an administrative responsibility that I believe presents an excellent opportunity to better utilize the strengths and compensate for the weaknesses of individual teachers.</p> <p>Balancing the students with regards to number, ethnicity, and socio-economic status will prove to be more difficult and would require the expertise of a consulting demographer to assist with the establishment of attendance zones that accomplish this goal for the immediate and foreseeable future. With that in mind, I</p>

have talked with Stephen Stewart from DeskMaps, Inc. Stephen is the demographer who did the demographic study when we built the new middle school. He does this kind of work all over the state and already has a significant amount of data on our district in his system. There are other demographers that do the same type of work whose services would probably be more expensive since they would have to start from scratch.

In the minds of our elementary administrative staff (principals and assistant principals), and at least some of our teaching staff who have joined in the conversation, the benefits of reconfiguration far outweigh the attendance zone issue. The following is a list of advantages they have compiled for your consideration:

- More stability for children due to fewer campus transitions and stability of campus personnel. Research has shown that campus transitions have a negative impact on student achievement.
- Stronger relationships between students, parents, administrators, and instructional staff for four years as opposed to the current two-year span.
- Administrators are better able to place students with the appropriate teacher by having known the students and their parents for a longer period of time. This makes for a better blending of classrooms based on ability, personality, etc.
- Vertical alignment and planning across multiple grades will lead to stronger instruction and more sharing of instructional strategies.
- Fewer teachers per grade level (7-8 as opposed to 14-16) provides for stronger grade level teams and is more conducive to planning and horizontal alignment of instruction across the grade level.
- Peer cross-age tutoring utilizing 5th / 3rd grade pairs and 4th / 2nd grade pairs would be possible, as well as other cross-age opportunities in the area of positive behavior and social skill development.
- Increased ownership of all content areas that are tested on STAAR (reading, writing, mathematics, science, and social studies) as opposed to just being concerned about reading and mathematics.
- Increased participation in PTO and other campus activities by parents who have developed ownership in their child's campus due to the extended time spent on that campus (four years as opposed to two years).
- Potentially fewer drop-off/pick-up locations for families with multiple children, thus having a positive impact on reducing traffic congestion.
- Greater safety for students involved in custody issues, protective orders, health problems, CPS involvement, etc. by being on one campus for more than two years.
- There is a definite possibility of more efficiency by utilizing cluster sites for Bilingual/ESL and Life Skills students. Multi-grade clusters for gifted and talented students, students with behavior problems, and autistic children may also be possibilities.

These are all practical advantages from the professionals who work with these children every day.

I am in the process of reviewing the clinical research on elementary grade span configurations best practice and the impact on student achievement. I hope to present some of that research next month.

Fiscal Impact Minimal. We would be out the cost of a demographic study and the development of attendance zones, but there are no infrastructure issues, i.e., smaller restroom fixtures, lower water fountains, etc., since both campuses are designed for the 2-5 age group. There would be a need for some age appropriate playground equipment at Northside.

Student and Public Benefit Identified above.

Procedural and Reporting Implications None.

Public Comments If we choose to pursue this idea I would want the preliminary attendance zones drawn and presented in two to three public hearings with the opportunity for public input before any final decision was made.

Alternatives We have also discussed the possibility of moving the portables from Myatt to Hutchins and Northside campuses allowing for a grade span of 1-5, with Myatt only for Pre-Kindergarten and Kindergarten. This would allow us some extra rooms to increase our sections of Pre-K. However, there could be significant additional costs for infrastructure changes that would be required at the Hutchins and Northside campuses to accommodate six-year-olds.

Other Comments and Related Issues None.

Attachments None.

Contact Person(s) Mark Pool, Superintendent of Schools
Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction
Elementary Principals

Action Required No action required.

Superintendent's Recommendation This is a discussion item only.
Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (7 F)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Discussion Only

Governance	Graphic for Comprehensive Goals
Summary	<p>Getting the message out in a clear, concise manner is important. More often than not this can be done with some type of simple graphic that everyone in the organization recognizes and understands.</p> <p>Tommy Turner has worked on a graphic that illustrates the comprehensive district goals that have been adopted by the Board of Trustees. The graphic is being presented for your ideas and comments on how to make it better to get the Board's message out.</p>
ECISD Board Policy	None.
Effective Date	2012-2013 School Year and Beyond
Previous Board Action	The Board previously adopted a set of comprehensive district goals.
Future Action Expected	Consensus agreement on the design and use of a graphic representation of the comprehensive district goals.
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	Both will benefit from a clear, concise way of communicating the Board's comprehensive district goals.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.

Other Comments and Related Issues

None.

Attachments

Proposed Graphic

Contact Person(s)

Mark Pool, Superintendent of Schools
Tommy Turner, President of Board of Trustees

Action Required

No action required.

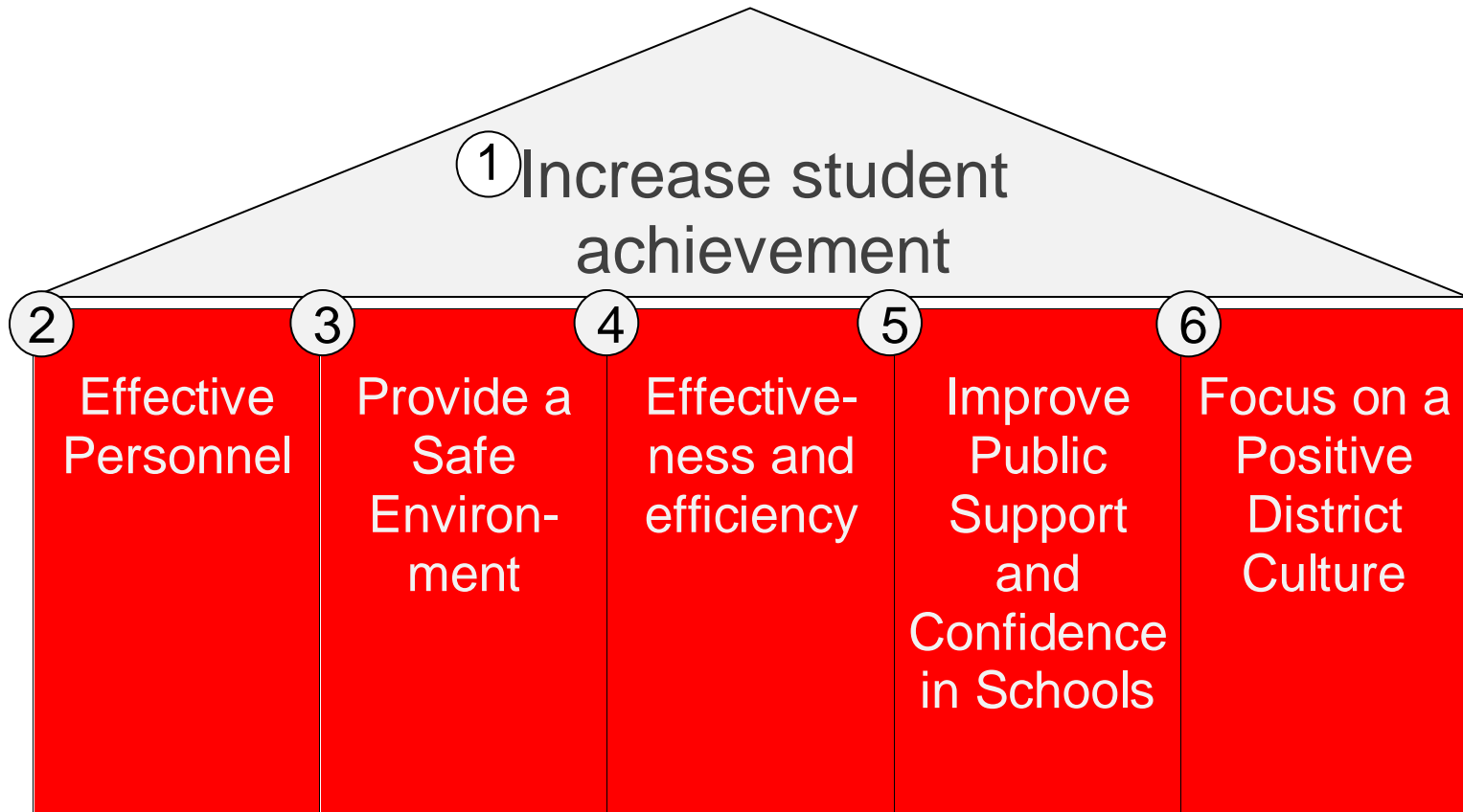
Superintendent's Recommendation

This is a discussion item only.
Mark Pool, Superintendent of Schools



ECISD

ECISD has developed a clear set of district goals



Agenda Item Summary Sheet (7 I)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Discussion Only

Governance	Hispanic Education Project 20 th Annual Scholarship Banquet
Summary	<p>I have received our invitation to purchase a table(s) for the Hispanic Education Project Scholarship Banquet. This year's banquet is scheduled for Saturday, March 31st at the El Campo Civic Center.</p> <p>We need to get a count of how many members of the Board and guests plan to attend so that we can reserve an appropriate number of seats.</p>
ECISD Board Policy	None.
Effective Date	Deadline for purchase of tickets is March 20 th .
Previous Board Action	Historically we have purchased a table for members of the Board and their guest.
Future Action Expected	None.
Background Information and Significant Issues	Please reference attached letter.
Fiscal Impact	Gold Tables are \$300 each. Reserved tables are \$100 each.
Student and Public Benefit	Funds from the Hispanic Education Project Scholarship Banquet benefit Hispanic students graduating from El Campo and Louise High Schools.
Procedural and Reporting Implications	Table reservations must be made by March 20, 2012.
Public Comments	None.
Alternatives	None.

Other Comments and Related Issues

None.

Attachments

Letter of Invitation

Contact Person(s)

Mark Pool, Superintendent of Schools
Dianne Cerny, Executive Secretary

Action Required

No action required.

Superintendent's Recommendation

This is a discussion item only.
Mark Pool, Superintendent of Schools

H *Hispanic*
E *Education*
P *Project*

P. O. BOX 102 El Campo, Texas 77437

February 2, 2012

Mr. Mark Pool, Superintendent
700 West Norris St.
El Campo, Texas 77437

Dear Mr. Pool,

On behalf of the Hispanic Education Project, we would like to thank you for your past support of our endeavor, and we want to extend a cordial invitation for your attendance at our banquet. We are currently planning our 20th annual scholarship banquet scheduled for March 31 at the El Campo Civic Center. We look forward to seeing you there.

The Hispanic Education Project's goal is to promote education and provide scholarships to outstanding high school and postsecondary students. These scholarships provide financial assistance for current and prospective students to pursue a professional career or technical education. This program has been able to award over \$130,000 through local donations and annual fundraisers since its inception in 1993. We award over thirty scholarships annually to El Campo High School and Louise High School graduates.

At this time, we would like to ask that you consider purchasing a Gold Table for \$300.00, or reserve a table for \$150.00. Please contact **Mary Arredondo at 979-541-6271** for your Gold Table. We are also offering an ad on our placemats; you can advertise your place of business or congratulate your graduate. The prices are \$25 for a small ad, \$50 for a double-sized ad and \$100 for the quadruple ad. The deadline for the placemat ads is February 20, 2012. We look forward to hearing from you in the next few weeks to confirm your participation this year. You may contact **Bobby Perez at 979-257-9288**; Tickets must be purchased by March 20, 2012.

Once again thank you for the support you have afforded us in the past and for supporting educational opportunities for the youth of El Campo and Louise.

Sincerely,

Olga Arredondo

Olga Arredondo

Hispanic Education Project

www.hispaniceducationproject.com

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PL 01 001 008 El Centro, Texas 77834

February 5, 1982

Mr. Frank [illegible]
 100 Main Street
 El Centro, Texas 77834

Dear Mr. [illegible]:

In the name of the Hispanic Education Project, we would like to thank you for your past support of our organization and to extend a cordial invitation for your attendance at our forum. We are currently planning our 30th annual scholarship banquet scheduled for March 31 at the El Centro Civic Center. We look forward to seeing you there.

The Hispanic Education Project's goal is to provide education and provide activities for our students. We have established a scholarship fund to provide financial assistance for students and provide a program to prepare a professional career in technical education. The program has been in existence since the inception in 1952. We award over thirty thousand dollars to El Centro High School and local high school graduates.

We would like to ask that you consider purchasing a Gold Table for \$300.00 or reserve a table for \$100.00. We would like to extend a cordial invitation to you for your Gold Table. We are also offering an additional discount on your purchase of business or corporate your guest. The price is \$25.00 for a Gold Table and \$10.00 for the graduate. The deadline for the placement of the Gold Table is February 15, 1982. We would like to honor you in the next few weeks in our participation in the banquet. Please contact Bob [illegible] at 337-3333. Tickets will be purchased by March 30, 1982.

Once again, thank you for the support you have provided us in the past and for supporting educational opportunities for the youth of El Centro and Llaneta.

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Agenda Item Summary Sheet (7 J)
Meeting Date: February 21, 2012
Submitted by: Mark Pool, Superintendent

Discussion Item

Governance	Workshop to Conduct Develop Superintendent Performance Goals
Summary	<p>Now that the 2011 Superintendent Evaluation has been completed it is time to develop Superintendent Performance Goals for 2012.</p> <p>Tommy Turner and I have discussed the need for a board workshop to work together in the development of these performance goals.</p>
ECISD Board Policy	None.
Effective Date	2012 Performance Evaluation Cycle
Previous Board Action	Board annually approves Superintendent Performance Goals
Future Action Expected	Board will formally approve this year's Annual Superintendent Performance Goals.
Background and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	A good set of Superintendent Performance Goals keeps the superintendent focused on the issues that the Board sees as being the most important.
Procedural and Reporting Implications	2012 Superintendent Performance Goals become a part of next year's annual evaluation.
Public Comments	None.
Alternatives	None.

**Other Comments and
Related Issues**

None.

Attachments

None.

Contact Person(s)

Mark Pool, Superintendent of Schools
Tommy Turner, Board President

Action Required

The board president may call special meetings based on the
consensus of the Board.

**Superintendent's
Recommendation**

None. Discussion item only.

Mark Pool, Superintendent of Schools