

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 April 17, 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. Call to Order/Opening Prayer/Pledge of Allegiance
2. Recognition
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 1. Stephanie Ortiz - Gold Medal
 2. Nick Jasek - Special Merit
3. Curriculum and Instruction
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4. Superintendent's Report
 - A. Personnel
 - B. Students
 - C. Community and Governmental Relations
5. Public Comment
6. Jagavi Naik - Best of Show
7. Daisy Huerta - Gold Medal
8. Hunter Merta - Special Merit
9. Stephanie Janak - Special Merit
10. Texas Association for Health, Physical Education, Recreation and Dance 2011 - 2012 Outstanding Student of the Year Eighth Grade - Lucio Terrazas
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20. Personnel
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31. Closed Session:	
32. 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	
33. The Board Will Meet in a Closed Meeting to Discuss the Employment and Reassignment of Personnel	
34. Personnel	
35. Consider Approval of Recommendation for Middle School Assistant Principal	
36. Consider Approval of Additional Special Education Positions	
37. Governance	
38. Business and Support Services	
39. Curriculum and Instruction	
40. 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.

For the Board of Trustees

Recognition

- A. Houston Rodeo Art Winners
- B. Texas Association for Health, Physical Education, Recreation and Dance Student of the Year

Summary

Houston Rodeo Art Winners. Each year our high school and middle school art students have the opportunity to participate in the area HLSR School Art show in Edna. There are generally four districts that compete in this show —Edna, El Campo, Ganado, and Industrial.

From each school district the judges select a “Best of Show” and two gold medal winners to advance in the competition and these pieces are ultimately displayed in the School Art exhibit in Reliant Center during the Houston Livestock Show and Rodeo. The top fifty pieces from that competition are eligible for the HLSR School Art Auction.

In addition to the Best of Show and Gold Medal winners, judges may also award Special Merit Awards at the district show to move on to the competition in Houston.

This year El Campo had six pieces to advance to the Houston competition:

1. Best of Show – Jagavi Naik
2. Gold Medal – Stephanie Ortiz
3. Gold Medal – Daisy Huerta
4. Special Merit – Nick Jasek
5. Special Merit – Hunter Merta
6. Special Merit – Stephanie Janak

Texas Association for Health, Physical Education, Recreation and Dance Outstanding Student of the Year. Our Adaptive Physical Education Teacher, Ms. Dixie Waldrop, will introduce the TAHPERD Student of the Year —Lucio Terrazas.

ECISD Board Policy

None.

Effective Date

April 17, 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	None.
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)	Rich DuBroc, High School Principal Dezda Hyer, High School Art Teacher Dan Hammock, Director of Special Education Mark Freeman, Middle School Principal Dixie Waldrop, Adaptive Physical Education Teacher
Action Required	No action required.
Superintendent's Recommendation	Information item only. Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (6 A)
Meeting Date: April 17, 2012
Submitted by: Mark Pool, Superintendent

Information Item

Curriculum and Instruction Report from External Campus Improvement Team Members

Summary

When a campus is rated as Academically Unacceptable they are required to develop a School Improvement Plan that is submitted to the Texas Education Agency and monitored by TEA through quarterly reports. The Campus Improvement Team (not to be confused with our local site-based decision making team) that develops and monitors this plan has two external members, selected from a list of TEA approved facilitators; one member from the Region Education Service Center; and two internal members. The external facilitators monitor instruction on the campus through walkthroughs to observe teachers and provide support for teachers in the “targeted areas”. (For El Campo High School that is mathematics.)

Our Campus Improvement Team includes the following members:

External members approved by TEA:

- Bill Silliman
- Tom Jones

Region 3 ESC Representative – Nancy Sandlin

Internal members:

- Carolyn Gordon
- Dollie Coleman

Mr. Silliman and Mr. Jones will attend the meeting to give the Board a progress report on implementation and monitoring of the School Improvement Plan.

ECISD Board Policy

AIA (LEGAL) – ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Effective Date

2011-2012 School Year; 2012-2013 School Year

Previous Board Action

None.

Future Action Expected	Report at the end of each quarterly report.
Background Information and Significant Issues	We have submitted our third quarterly report, which is attached from your review; and we have received a response from TEA, which is also attached.
Fiscal Impact	External TEA team members are paid \$75 per hour by the district.
Student and Public Benefit	Through this process instruction and hopefully test scores will improve so that we improve our accountability rating.
Procedural and Reporting Implications	School Improvement Plan and Quarterly Monitoring Reports are submitted to TEA.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	Since there will be no accountability ratings issued for 2011-2012 we will retain the Academically Unacceptable rating for one more year and will be required to continue with the school improvement process.
Attachments	<ul style="list-style-type: none"> • Third Quarter Monitoring Report • Response to report from Texas Education Agency
Contact Person(s)	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction
Action Required	No action required.
Superintendent's Recommendation	This is an information item only. Mark Pool, Superintendent of Schools

March 31, 2012 – Progress Report

SIP - Proceeding according to established timelines: **Activity 1** - Monitoring/Evaluation of Curriculum Implementation - The External CIT's conducted 19 math classroom observations 18 of the 19 observations resulted in 100% of the targeted students being actively engaged in the lesson; ECHS campus administrators conducted a total of 126 documented core area walkthroughs. Of the 126 total walkthroughs, 36 were conducted in math classrooms; Three PLC meetings were conducted by the math department; 100% of lesson plans continue to be submitted and reviewed by campus administration.

Activity 2 - Instructional Processes/Pedagogy -Teachers and administrators are continuing to utilize the PD360 online researched based program. On February 21, 2012, ECHS Principal and Dean of Instruction (Internal CIT Member), ECHS Math Facilitator, 5 ECHS Math Teachers, K-5 Math Facilitator, ECHS Parent Liaison, 3 Elementary Principals, and 2 External CIT Members attended a six hour professional development entitled "How to Reach Your African American Students" at Region 3 Service Center.

Activity 3 - Data Driven Instructional Decisions – The results of our third 9 week common assessment reflected an overall decrease. Each math teacher will be required to complete the 3rd Nine-week Common Assessment Analysis and Action Plan. Based upon the analysis, teachers will (1) identify the factor(s) they believe impacted the test performance, (2) list at least 2 instructional adjustments he or she will implement and monitor through a variety of formative assessments, and (3) set goal for upcoming 4th nine week common assessment.

Activity 4 - Adult Advocate/Mentor/Advisor -95 out of 140 targeted students have been assigned mentors and meet at least once every two weeks. ECHS is continuing to seek out Adult Advocate/Mentor/Advisors). **Activity 5** - Parent Involvement -Positive messages continue to be sent by ECHS Principal through School Messenger informing parents of their targeted students' progress. Special emphasis will be placed on the importance of parents motivating and encouraging their students to attend school. **Activity 6** - Parent/Community Support (Locations and dates of meeting have been scheduled).

Academics: 81 out of the 122 targeted students in a scheduled math class passed their math class after the third 9 week grading period. The common assessment data for the 3rd 9 weeks decreased as it relates to the 2011 TAKS results. All Students: common assessment percentage passing 28%, TAKS 70%; African American: common assessment percentage passing 15%, TAKS 55%; Economically Disadvantaged: common assessment percentage passing 21%, TAKS 60%. **Attendance** has declined: 0 to 4 days absent, 45 students; 5 to 8 days absent, 33 students; 9 to 12 days absent, 23 students; and 13 or more absences, 39 students. In addition to each math teacher contacting the targeted student's parent/guardian, the Principal and Dean of Instruction will call in targeted students with 10 or fewer absences to find out what the campus can do to assist in increasing their attendance. Targeted students' suggestions will be noted and implemented. Saturday school continues to be offered for students with excessive absences. **Discipline:** 40 out of 140 targeted students were assigned to ISS for at least one day. Offenses included failure to attend detention, excessive tardies, unauthorized use of cell phone during class time, classroom disruptions, and truancy. Three of the four that had been assigned to DAEP have transitioned back to their regular classroom at ECHS as of March 2, 1020. One student remains in DAEP.

From: [Carolyn Gordon](#)
To: [Mark Pool](#); [Rich Dubroc](#)
Subject: FW: El Campo ISD: El Camps High and March Progress
Date: Friday, April 13, 2012 11:47:11 AM

From: Zepeda, Oscar [mailto:Oscar.Zepeda@tea.state.tx.us]
Sent: Thursday, April 12, 2012 10:08 AM
To: Bill Silliman; Tom Jones; Dollie Coleman; Rich Dubroc; Carolyn Gordon
Cc: Nancy Sandlin; Charlotte Baker
Subject: El Campo ISD: El Camps High and March Progress

Good Morning,

Thank you for the March update and for your targeted work. I would guess that for most high schools such as El Campo, getting students to class during the spring semester becomes a challenge. After a review of your FDA, it seems the campus is monitoring attendance, quickly reacts to student absences and notifies parents, and is following the attendance laws . In the FDA the Team does state that 19 of 23 students who were denied credit lost credit during afternoon classes. This leads me to believe that the campus has an open lunch period. Maybe one strategy could be to warn students that should they accumulate "X" number of absences, that their open lunch privileges will be removed should they lost credit, and they will have to check in with an administrator half way during their lunch period. Just a thought since the administration is looking for viable suggestions. I also noticed that students are being placed into ISS for using cell phones during class. Maybe the Team could consider a consequence that takes the phone away for a small period of time and therefore eliminates the possibility that a student will be removed from class for this code of conduct violation.

Once again, thank you for your update and please call upon me if I can be of help. Sincerely, Oscar Zepeda

Oscar Zepeda
Program Specialist V
Division of Program Monitoring and Interventions
Texas Education Agency
512-463-8859

Agenda Item Summary Sheet (4 A.1)
Meeting Date: April 17, 2012
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Governance	Minutes of Previous Meetings <ol style="list-style-type: none"> 1. March 20, 2012 – Special Meeting for Development of Superintendent Performance Goals 2. March 20, 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	April 17, 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. Special Meeting – March 20, 2012 at 6:00 p.m.
2. Regular Meeting – March 20, 2012 at 7:00 p.m.

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
March 20, 2012**

The Board of Trustees of the El Campo Independent School District met in a Regular Session March 20, 2012 in the Board Room, 700 West Norris, El Campo, Texas.

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

MEMBERS ABSENT: None

OTHERS PRESENT: Mark Pool, Carolyn Gordon, David Bright, Natalie Bednorz, V. Rod, Mark Freeman, Scott Gelardi, Molli Bodungeon, Liz Graves, Terese Faas

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

PUBLIC COMMENT: There was no public comment.

RECOGNITION: There was no recognition.

CONSENT AGENDA:

A motion was made by James Russell and seconded by J. J. Croix to approve the consent agenda:

- A. Governance
 - 1. Consider Approval of the Minutes
 - a. February 21, 2012 – Regular Meeting
 - 2. Consider Approval of An Expedited Waiver to the Texas Education Agency to Allow the District to Conduct Additional Staff Development in Lieu of Two Days of Student Instruction
 - 3. Consider Approval of 2012 – 2013 School Calendar
- B. Business and Support Services
 - 1. Review of Budget Assumptions for the 2012 – 2013 General Operating Budget
 - 2. Monthly Review of Financial Reports
 - 3. Monthly Review of Checks Written for the Month of February, 2012
 - 4. Consider Approval of Quarterly Investment Reports
- C. Personnel
 - 1. Consider Approval of New Personnel Position – Director of Federal Programs and Compliance
- D. Curriculum and Instruction
 - 1. Consider Approval of the Annual Evaluation of the District Instructional Technology Program
 - 2. Consider Approval of the annual Evaluation of the State Compensatory Education Program
- E. Students

Motion carried unanimously.

BUSINESS AND OPERATIONS

CURRICULUM AND INSTRUCTION

GOVERNANCE

TAKE THE NECESSARY ACTION TO CANCEL THE MAY 12, 2012 BOARD ELECTION AND TO DECLARE THE UNOPPOSED CANDIDATES ELECTED STUDENTS: A motion was made by Ralph Novosad and seconded by Kristi David the necessary action to cancel the May 12, 2012 board election and to declare the unopposed candidates elected students. Motion carried unanimously.

CONSIDER APPROVAL OF PROPOSED POLICY EIA (LOCAL) AS IT PERTAINS TO END-OF-COURSE ASSESSMENTS EFFECTIVE FOR THE 2012 – 2013 SCHOOL YEAR: A motion was made by Kristi David and seconded by David Hodges to approve a resolution to suspend portions of POLICY EIE (LOCAL) for the 2011 – 2012 school year only. Motion carried unanimously.

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 7:05 p.m. and reconvened in open session at 7:52 p.m. to take the following action: No action taken.

PERSONNEL

CONSIDER APPROVAL OF SUPERINTENDENT’S RECOMMENDATION FOR MIDDLE SCHOOL PRINCIPAL: A motion was made by David Hodges and seconded by Kristi David to approve the Superintendents recommendation of Mark Freeman for Middle School Principal. Motion carried unanimously.

CONSIDER APPROVAL OF ACTION ON NON-ADMINISTRATIVE CONTRACTS AS RECOMMENDED BY THE SUPERINTENDENT: A motion was made by James Russell and seconded by Cecil Davis to approve the Superintendent’s recommendation of action on Non-Administrative contracts. Motion carried unanimously.

SUPERINTENDENT’S REPORT

- A. Governance
 - 1. Preliminary Agenda for Regular Meeting on April 17, 2012
 - 2. Monthly Calendar of Activities and Events
 - 3. Report on District Compliance and Analysis of Student Transfers for the First Semester
- B. Business and Support Services
 - 1. Foundation School Program Funding Report for First Semester
- C. Personnel
- D. Curriculum and Instruction
- E. Students
 - 1. Semester Report on Enrollment and Attendance
 - 2. Semester Report on Student Withdrawals

3. Monthly DAEP Report
 4. Monthly SRO Report
- F. Community and Governmental Relations
1. Legislative Update

There being no further discussion, the meeting adjourned at 8:02 p.m.

DRAFT

PRESIDENT

SECRETARY

**MINUTES OF THE BOARD OF TRUSTEES
EL CAMPO INDEPENDENT SCHOOL DISTRICT
MARCH 20, 2012**

The Board of Trustees of the El Campo Independent School District met in a Special Session March 20, 2012 at 6:00 p.m. in the Boardroom, 700 W. Norris, El Campo, Texas.

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

MEMBERS ABSENT: None

OTHERS PRESENT: Mark Pool

Tommy Turner called the meeting to order at 6:00 p.m. There was a quorum present.

THE BOARD WILL CONDUCT A SPECIAL MEETING FOR DEVELOPMENT OF SUPERINTENDENT PERFORMANCE GOALS: The Board conducted a special meeting for development of Superintendent Performance Goals. There being no further discussion, the meeting adjourned at 6:50 p.m.

DRAFT

President

Secretary

Agenda Item Summary Sheet (4 A.2)
Meeting Date: April 17, 2012
Submitted by: Mark Pool, Superintendent

Action Item

**Consent Agenda:
Governance**

Consider Approval of ECISD Foundations for Success

Summary

In February the Board reviewed a document that Tommy Turner has been working on for some time, in consultation with other members of the Board, which attempts to capture in writing the core values and beliefs of the Board. After some discussion some of the document was modified including the title, which was changed from "Core Initiatives" to "*Foundations for Success.*"

The Board also reviewed a graphic he had developed that would illustrate the idea of these "Foundations for Success" being the five pillars that supported the Board's main goal of improving student achievement.

After some minor modifications to both the document and graphic they are now being presented for Board approval.

ECISD Board Policy

None.

Effective Date

2012-2013 School Year and Beyond

Previous Board Action

The Board reviewed the "Foundations for Success" document and corresponding graphic at the regular meeting in February after numerous previous discussions.

Future Action Expected

None.

**Background Information and
Significant Issues**

The following excerpts from Tommy Turner were in the original document:

In listening to discussions of the board over the past several years, we have covered many topics. Although all have merit, it seems these draw the broadest, and deepest, response from members of the board. I believe we are on the right track. These points of discussion probably identify the foundations for success 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, as well as have a sense of duty, and servitude.

These foundations for success are:

- *An effective teacher in every classroom.*
- *An effective principal in every school*
- *The Triangle: Curriculum, Instruction, and Assessment*
- *Professional Learning Organization*
- *School Improvement and Community Building*

If we are great at these things increased student achievement will be the result. This will take years to achieve. The potential of each and every child is worthy of our patience and commitment to stay focused.

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 foundations for success. Although other ideas have merited our time, and thoughts, I believe these are the pillars for improving student achievement, and suggest them to be the focus of ECISD over the next several years.

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	If approved these documents should be disseminated to every teacher and prominently displayed in their classrooms; and to the public through traditional media, social media, and the district's web site.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	Most successful organizations have some type of document that articulates the core values and beliefs of the Board of Directors and is used to shape the culture of the organization.
Attachments	<ul style="list-style-type: none">• El Campo Independent School District Foundations for Success• District graphic

Contact Person(s)

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

Action Required

Motion, second and majority vote to approve the *“Foundations for Success”* and corresponding graphic.

Superintendent’s Recommendation

I recommend that the Board approve the *“Foundations for Success”* and corresponding graphic as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

El Campo Independent School District

Foundations for Success

The Board of Trustees for the El Campo Independent School District has established the following five areas as the *“Foundations for Success”* required to accomplish our main goal of improving student achievement:

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.

The Triangle: Curriculum, Instruction, and Assessment

We will have a rigorous and aligned standards-based curriculum. We will have effective instruction and comprehensive assessments that are aligned with curriculum. 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.

Professional Learning Organization

We acknowledge our faculty and staff as a community of learners who possess a wealth of knowledge of how to educate students. We will be a Professional Learning Organization that purposefully creates, supports, and uses learning communities and communities of learners to continually improve systems, processes, and procedures. To increase our pool of knowledge we will use research-based best practice methodologies. We will utilize technology to create and use data to track and monitor performance and hold leadership accountable to a set of objective standards. We will provide staff development to educate all personnel on the effective use of data and have clear expectations of the use of technology. As needed, we will train key personnel on the concepts of continuous improvement.

School Improvement and Community Building

Schools are about future and posterity. There is a link between schools and communities and the civic and moral health of the nation. School improvement and community building go hand in hand. To work together there must be trust, and ultimately all who live within the district will only trust those leaders who trust in them. Believing that people who are well informed are the best judges of what they need, and ensuring that all will feel their needs are being responded to, the ECISD family will embrace beliefs, values, and meanings that create a positive district culture, and clearly define the rules, roles, and relationships of all involved. To support this effort, we will foster effective timely two-way communication to engage parents, students, school personnel, the board, and the broader community.



ECISD



Main Goal:
Increase Student Achievement

Effective
Teachers

Effective
Principals

The
Triangle:
Curriculum
Instruction
Assessment

A
Professional
Learning
Organization

School
Improvement
And
Community
Building

These are ECISD's Foundations for Success.

Agenda Item Summary Sheet (4 A.3)
Meeting Date: April 17, 2012
Submitted by: Mark Pool, Superintendent

Action Item

**Consent Agenda:
Governance**

Approval of Superintendent Performance Goals

Summary

Planning is a primary responsibility of the Board. Through the development of district goals and performance goals for the Superintendent, the Board defines their expectations and priorities. The performance goals established by the Board and Superintendent become an integral part of the Superintendent evaluation process.

According to research conducted by Katzenbach & Smith in 1993, *“Transforming broad directives into specific and measurable performance goals is the surest first step for a team trying to shape a common purpose.”*

At a special meeting on March 20, 2012, the Board conducted a workshop with the Superintendent to develop performance goals for February 2012 – January 2013. These performance goals will become Part I of the 2013 Superintendent Performance Evaluation.

ECISD Board Policy

BJCD (LOCAL), SUPERINTENDENT: EVALUATION

Effective Date

February 2012 – January 2013

Previous Board Action

The Board annually approves performance goals for the Superintendent.

Future Action Expected

The Board develops goals for the district and sets performance goals for the Superintendent annually.

**Background Information and
Significant Issues**

One of the four best practices identified under the Planning and Governance section of the *TASB Effective Board Practices Inventory* states that “a comprehensive statement of goals for the district is in place.” Several of the criteria under this section address superintendent performance goals, how they are reviewed, and their implications in the superintendent evaluation process:

2.3 The board is familiar with the administration’s written plans for accomplishing the goals. The plan includes time lines for implementation, specific mechanisms for assessing the effectiveness of the plans, and specific times for reporting to the board on progress.

3.2 The board's superintendent evaluation instrument and process focus first and foremost on the superintendent's success in addressing board-adopted goals.

Fiscal Impact

Unknown.

Student and Public Benefit

Clear, measurable goals provide direction and focus for the district administration in the operations of the school. Periodic review of these goals insures that the administration is making progress toward accomplishment of the goals.

Procedural and Reporting Implications

None.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

Once these performance goals are approved by the Board, an action plan for accomplishing the goals will be developed and presented for Board review.

Attachments

- El Campo Independent School District Comprehensive Goals
- Final Draft of Proposed Superintendent Performance Goals

Contact Person(s)

Mark Pool, Superintendent of Schools

Action Required

Motion, second and majority vote to approve Superintendent Performance Goals.

Superintendent's Recommendation

I recommend that the Board approve the Superintendent Performance Goals for 2012-2013 as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

EL CAMPO INDEPENDENT SCHOOL DISTRICT COMPREHENSIVE GOALS

Goals: *Our main goal is to increase student achievement.*

Main Goal 1: Increase Student Achievement

The students of our district will show performance gains based on scores on STAAR, EOC, SAT, as well as other state, and national tests. We will narrow achievement gaps, and graduate students who are college- and career-ready.

These subsequent goals support our main goal as follows:

Goal 2: Effective Personnel

The district will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in the district's quest for excellence.

Goal 3: Provide a Safe Environment

The district shall provide an environment where all students feel safe and the atmosphere is conducive to learning. The district will provide safety and security measures at all facilities, and all school related events.

Goal 4: Effectiveness and Efficiency

The district will use a Learning Community model of organizational structure to empower those closest to the point of action. With a district-wide commitment to continuous improvement and a shared accountability system in place, the district shall employ best practices of pedagogical and administrative principles to make optimal use of district resources and taxpayer dollars.

Goal 5: Improve Public Support and Confidence in Schools

The relationship between teachers, students, and parents is at the center of what school is about. The board, administration, and support staff exist to serve this relationship, and the environment in which it occurs. The district will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.

Goal 6: Focus on a Positive District Culture

With an unwavering focus on our mission, and goals, the district will create a shared sense of community and direction among personnel, parents, students, and the public. The district realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.

Superintendent Performance Goals

February 2012 – January 2013

An effective teacher in every classroom.

Comprehensive District Goal No. 2 – Effective Personnel

- Over the next eighteen months the Superintendent will research and explore the feasibility of implementing the Texas TAP System. TAP's comprehensive, research-driven reform model provides career advancement opportunities; continuous on-site professional development; a fair, transparent accountability system; and differentiated compensation for teachers based on their performance in the classroom and the performance of their students. Regular progress reports will be made to the Board of Trustees.

An effective principal on every campus.

The Triangle: Curriculum, Instruction, and Assessment

Comprehensive District Goal No. 3 – Provide a Safe Environment

- Prior to the beginning of the 2012-2013 school year the Superintendent will lead the campus administration in the development and implementation of a student behavior management program that is consistent throughout the district. The program will contain research-based interventions that can be implemented for students referred through the Rtl process for behavior issues. The program may also contain a character and social skills development component, as well as a component for the prevention of bullying. Regular reports will be made to the Board of Trustees and recommendation will be made for approval.

Comprehensive District Goal No. 1 – Increase Student Achievement

- During the 2012-2013 school year the Superintendent will work with the special board committee appointed to establish standards for measuring progress of student academic achievement. The committee will look at a number of indicators of student achievement, including but not limited to: STAAR and EOC exam scores; District Common Assessment scores; SAT and ACT scores; AP exam scores; college readiness indicators; vocational certifications and licenses; and indicators of value-added student growth. Indicators will be compiled into an instrument the Board will use to monitor

student academic achievement. The Board will be given periodic reports on the development of this instrument and asked to approve the final version.

Professional Learning Organization

School Improvement and Community Building.

Comprehensive District Goal No. 5 – Improve Public Support and Confidence in Schools

- Over the next twelve months the Superintendent will work with district staff and members of the community to complete the development of the ECISD Education Foundation.

Comprehensive District Goal No. 5 – Improve Public Support and Confidence in Schools

- Over the next eighteen months the Superintendent will continue to implement new ways to communicate with parents and community patrons including the use of both social networking and print and broadcast media.

Comprehensive District Goals No. 2-6 – Effective Personnel; Provide a Safe Environment; Effectiveness and Efficiency; Improve Public Support and Confidence in Schools; and Focus on a Positive District Culture

- During the 2012-2013 school year the Superintendent will work with the special board committee appointed to establish standards for measuring progress of student academic achievement. The committee will look at a number of indicators to be considered in determining whether or not the district is achieving Comprehensive District Goals 2-6. Indicators will be compiled into an instrument the Board will use to monitor progress toward accomplishment of these goals. The Board will be given periodic reports on the development of the instrument and asked to approve the final version.

Agenda Item Summary Sheet (4 B.1)
Meeting Date: April 17, 2012
Submitted by: Mark Pool, Superintendent

Action Required

**Consent Agenda:
Business and Operations**

Renewal of Contract with ARAMARK for Food Service Management Services

Summary

All school districts in Texas that contract with a Food Service Management Company under the National School Lunch Program and the School Breakfast Program have the option to annually renew the contract for four one-year terms after the procurement year. ECISD first contracted with ARAMARK Educational Services, Inc. for the 2003-2004 school year and continued to renew the contract in 2004-2005, 2005-2006, 2006-2007, and 2007-2008.

In the Spring of 2008 David Bright went through the process of securing competitive sealed proposals for food services management for the 2008-2009 school year. Of the nine companies that received Request for Proposals, ARAMARK was the only company to submit a bid and we entered into another contract with them.

After going through the procurement process in 2008, the Texas Department of Agriculture required all school districts in the state to complete another procurement process within the next two years. Since David had recently gone through this process we decided that it would be simpler to go ahead and repeat the process with the required changes, so in the Spring of 2009 we bid the contract again.

On April 1, 2009 the District received two Food Service Management bids and the Board approved the proposal submitted by ARAMARK Educational Services, LLC at the regular meeting on April 28, 2009, for the 2009-2010 school year. The contract was subsequently renewed for the 2010-2011 and 2011-2012 school years.

We are very pleased with the service they have provided and therefore are recommending that we once again renew our agreement with ARAMARK Educational Services. This proposed renewal for 2012-2013 will be the third one-year term, which means we can renew one more time in 2013-2014 before we are required to rebid the contract.

ECISD Board Policy

CH (LEGAL), PURCHASING AND ACQUISITION

Effective Date

April 17, 2012

Previous Board Action

The Board approved the original contract with ARAMARK Educational Services, Inc. for the 2003-2004 school year. The

contract was renewed annually in 2004-2005, 2005-2006, 2006-2007, and 2007-2008.

In May of 2008 the Board approved a new contract with ARAMARK Educational Services for the 2008-2009 school year; and again in April of 2009 for the 2009-2010 school year.

The contract has subsequently been renewed for 2010-2011 and 2011-2012.

Future Action Expected Annual renewal of the contract or procurement of a new contract.

Background Information and Significant Issues Please reference the attached memo from David Bright.

Fiscal Impact Please reference the attached memo from David Bright.

Student and Public Benefit Students receive nutritious meals at a reasonable price that meets all of the requirements of the National School Lunch Program, the School Breakfast Program, and the Texas Department of Agriculture.

The district saves money by outsourcing our food services to a professional management company and does not have to subsidize the food service budget from the General Fund.

Procedural and Reporting Implications Following approval we will complete and submit the Texas Department of Agriculture's *Certificate of Authority for External Users*.

Public Comments None.

Alternatives None.

Other Comments and Related Issues None.

Attachments

- Memorandum from David Bright regarding the Food Service Management Contract

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

Action Required Motion, second and majority vote to approve a renewal agreement with ARAMARK Educational Services, Inc. to provide food service management services to the district for the 2012-2013 school year.

**Superintendent's
Recommendation**

I recommend that you a renewal agreement with ARAMARK Educational Services, Inc. to provide food service management services to the district for the 2012-2013 school year as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

April 12, 2012

TO: Mark Pool
FROM: David Bright
SUBJECT: **Food Service Management Contract**

As you know we either have to bid or renew our Food Service Management Contract each year. After the initial bid process a school district is allowed to renew up to four years unless change to the Federal requirements mandate a rebid. In 2009 we were required to rebid our contract and as a result awarded the bid to ARAMARK Educational Service, LLC. In 2010 and 2011 we renewed our contract, an option we have again this year. Our Food Service Director, Scott Gelardi came to me in 2011 and indicated ARAMARK was not planning on increasing their fees due to the funding crisis school districts were facing in Texas. This year ARAMARKs fees will be increasing which is an acceptable practice as long as the increases are tied back to the Consumer Price Index (CPI) and can be done under the renewal process. Any fee increases beyond this would require us to rebid. As always we're expecting another year of running a surplus financially speaking in the food service operation.

Based on the success we have experienced, the relationship we have developed with ARAMARK and the fact they are working so hard to keep costs in check, I recommend we extend our contract with ARAMARK for the 2011-12 school year.

Agenda Item Summary Sheet (4 B.2)
Meeting Date: April 17, 2013
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Monthly Financial Reports for Month of March

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

March 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 72.10% of our amended revenue projections; and expended 57.21% of our amended expenditure estimates.

Compared to the same time last year, our revenue increased by \$126,861 and our expenditures decreased by (\$829,708).

	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%	69.97%	50.83%
Mar	85.20%	58.88%	81.29%	55.83%	70.62%	58.65%	68.88%	55.20%	72.10%	57.21%
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 -\$23,576 giving us a new adjusted levy of \$13,380,803; and we have currently collected \$12,763,156 which amounts to 95.38% of the adjusted levy. This leaves an uncollected balance of \$617,647.

Delinquent collections YTD are \$191,182 plus \$122,113 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%	94.04%
Mar	95.38%	94.44%	94.06%	94.60%	94.95%	95.38%
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	\$688,984	\$663,913	(\$25,071)	\$22,318,308	\$22,445,168	\$126,860
Expenditures	\$2,415,340	\$2,365,815	(\$49,525)	\$17,398,935	\$15,811,270	(\$1,587,665)
Balance	(\$1,726,356)	(\$1,701,902)	\$24,454	\$4,919,373	\$6,633,898	\$1,714,525

Attachments

- Monthly Financial Report – March 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
April 17, 2012**

**Comparison of Revenue and Expenditures
to the Budget for the General Operating Fund
9-1-11 to 3-31-12**

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	\$13,566,879	(\$755,951)
<i>State:</i>	\$15,587,706	\$15,587,706	\$8,042,261	(\$7,545,445)
<i>Federal:</i>	\$1,218,383	\$1,218,383	\$836,028	(\$382,355)
<i>Other Resources:</i>	\$0	\$0	\$0	\$0
<i>Total:</i>	\$31,128,919	\$31,128,919	\$22,445,168	(\$8,683,751)

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	\$15,811,271	\$1,362,065	\$17,173,336	\$12,842,306

COMPARISONS TO MARCH 31 OF PRIOR YEAR:

	<i>2010-2011</i>	<i>2011-2012</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$22,318,307	\$22,445,168	\$126,861
<i>Expenditures:</i>	\$18,003,044	\$17,173,336	(\$829,708)
<i>Cash Position:</i>	\$11,041,413	\$13,735,016	\$2,693,603

PRIOR MONTH CASH POSITION as of 2/29/12: \$15,307,136

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	
Feb-12	\$13,404,379	-\$19,526	\$13,384,853	1,288,833	9.63%	12.20%	\$20,903	\$22,244	\$1,331,980	
Mar-12	\$13,404,379	-\$23,576	\$13,380,803	176,268	1.32%	1.45%	\$23,760	\$24,594	\$224,622	
Year To Date				12,763,156	95.38%	94.95%	191,182	122,113	\$13,076,451	\$617,647

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-12	Actual Feb-12	Actual Mar-11	Actual Mar-12	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	5,831,418	1,114,099	169,171	152,370	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	24,184	18,348	21,228	20,942	10,983	19,951	22,226	23,658	30,017	307,317
5719	Pen, Int, & Other	9,786	30,346	12,270	10,830	16,369	28,725	23,907	21,676	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	23,461	20,810	18,455	2,247	14,815	10,028	12,439	10,134	169,975	308,813
5750	Co/Curr Activities	36,634	16,111	6,182	1,199	5,578	3,133	2,083	1,992	1,432	171	0	5,130	17,959	84,613
	Total Local Rev:	108,507	152,082	1,122,054	2,869,326	5,901,011	1,185,116	234,844	199,227	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	28,282	28,282	141,876	169,105	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	400	0	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	89,441	89,279	109,639	89,344	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	117,723	117,561	251,915	258,449	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	5,787	0	0	0	6,805	0	0	6,828	59,458
	Total Federal Rev:	0	0	67,113	0	0	5,787	0	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	6,018,734	1,308,465	486,759	457,677	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	1,604,254	1,617,610	1,866,706	1,578,918	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	320,220	190,649	229,891	451,700	129,218	129,352	119,845	96,026	401,221	1,992,618
6300	Supplies & Materials	84,308	161,364	130,259	105,871	79,179	131,708	132,393	127,640	152,758	137,127	177,822	46,401	165,625	1,715,582
6400	Other Operating	46,415	173,797	40,481	29,135	183,953	36,353	34,593	30,488	149,558	24,510	44,743	408,618	179,056	1,340,460
6500	Debt Services	0	0	500	0	0	282,006	0	0	0	500	0	0	47,006	325,444
6600	Capital Outlay	0	5,830	7,075	-12,907	33,786	0	6,758	1,610	0	0	9,351	5,253	93,230	415,130
8900	Other Uses/Non Operating	0	0	0	0	0	0	0	29,000	0	0	0	0	0	0
	Total Expenditures:	1,259,808	2,108,221	2,228,506	1,787,706	2,221,392	2,258,327	2,270,342	2,219,356	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	3,797,342	-949,863	-1,783,583	-1,761,679	-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	14,943,607	13,993,744	9,735,131	12,232,065	11,265,801	10,129,590	9,492,810	9,251,940	9,138,359	

240	FOOD SERVICE	Actual Sep-11	Actual Oct-11	Actual Nov-11	Actual Dec-11	Actual Jan-12	Actual Feb-12	Actual Mar-11	Actual Mar-12	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	605	0	0	0	1,542	0	0	1,395	5,379
	Foundation Revenue														
	Breakfast	7,821	7,654	7,948	3,379	9,451	9,122	7,006	6,641	7,503	6,925	344	0	7,060	70,201
	Lunch	20,934	20,726	21,714	12,223	25,704	23,950	18,578	20,286	16,479	16,815	355	0	17,556	178,014
	A La Carte	9,299	8,871	8,589	4,965	9,589	9,476	10,435	7,600	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	149	120	367	84	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	39,221	20,951	44,892	43,272	36,386	34,611	33,347	35,696	2,492	70	31,526	352,474
5800	State Revenue														
5829	Misc St Program Rev.	0	0	0	0	0	0	9,939	0	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	9,939	0	0	0	0	0	0	9,939
5900	Federal Revenue														
5921	School Breakfast	0	29,770	28,572	28,082	16,945	29,118	25,456	33,187	25,088	26,437	28,755	3,483	9,492	244,575
5922	National School Lunch	0	103,863	93,743	92,718	56,986	100,804	91,358	101,192	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	80,809	136,801	123,692	141,257	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	125,701	180,073	170,017	175,868	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	45,109	47,594	49,493	42,157	47,805	51,264	46,978	40,802	61,228	570,721
6200	Contracted Services	0	128,164	97,738	100,346	72,549	72,912	88,066	96,840	92,671	80,782	86,260	16,532	46,906	845,079
6300	Supplies & Materials	6,912	7,009	8,376	7,016	7,130	7,064	7,001	7,024	7,014	7,157	7,024	6,952	53,617	130,547
6400	Other Operating	0	139	19	66	51	127	39	37	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	124,838	127,697	144,599	146,059	147,523	139,240	140,329	64,286	161,958	1,546,922
	ENDING BALANCE	12,067	5,464	19,331	18,773	19,636	72,013	109,561	101,823	84,915	106,470	101,692	68,457	-1,901	6,985

511	DEBT SERVICE	Actual Sep-11	Actual Oct-11	Actual Nov-11	Actual Dec-11	Actual Jan-12	Actual Feb-12	Actual Mar-11	Actual Mar-12	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	914,592	174,734	25,187	23,898	9,646	12,557	7,084	6,937	11,152	1,696,838
5712	Taxes Prior Years	1,839	7,878	3,011	0	3,451	2,555	2,635	2,818	1,422	2,400	2,638	3,032	3,999	37,304
5719	Pen, Int, & Other	1,211	2,872	946	0	997	2,434	3,051	2,918	1,629	2,443	1,986	2,381	3,486	23,622
5742	Earnings Fm Temp Dep	66	71	107	0	594	777	1,336	734	1,326	1,391	1,369	1,433	554	10,906
	Total Local Rev:	5,617	16,372	171,687	0	919,633	180,499	32,209	30,367	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	98,000	0	0	0	0	0	0	0	0	35,714
	Total State Rev:	0	0	0	0	98,000	0	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	1,017,633	180,499	32,209	30,367	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	315,000	0	0	0	0	0	0	480,000	790,000
6521	Interest on Bonds	0	0	0	0	0	492,384	0	0	0	0	0	0	501,984	1,010,169
6599	Other Debt Fees	0	0	500	0	0	0	400	400	0	0	0	0	0	900
	Total Expenditures:	0	0	500	0	0	807,384	400	400	0	0	0	0	981,984	1,801,069
	ENDING BALANCE	5,617	21,989	193,176	193,176	1,210,810	583,924	906,434	613,892	627,915	646,706	659,784	673,566	-289,227	3,315
Total Approved Budget															
199, 240, 511															
	TOTAL REVENUE	3,308,151	2,853,186	3,128,455	3,213,343	7,162,068	1,669,037	688,984	663,913	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	2,346,230	3,193,408	2,415,340	2,365,815	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	9,413,156	7,888,784	4,918,223	6,186,882	5,217,734	4,121,869	3,493,388	3,233,066	2,086,333	

Agenda Item Summary Sheet (4 B.3)
Meeting Date: April 17, 2012
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Checks Written – March 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

March 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
February	\$1,993,265.44	\$1,128,501.50	\$874,019.06	\$594,414.61	\$526,943.91
March	\$660,962.20	\$1,107,119.75	\$694,107.70	\$704,337.28	\$656,212.94
Subtotal YTD	\$7,055,488.82	\$6,989,278.75	\$5,679,342.45	\$4,903,163.88	\$4,205,678.88
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 March 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: April 17, 2012
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda:
Curriculum and Instruction

Evaluation of Special Education Program

Summary

The 78th Legislature enacted House Bill 3459 that added § 7.027 to the Texas Education Code. Paragraph (b) of this statute states:

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

To comply with these requirements we have evaluated our Special Education Program and will present the results of that evaluation for your consideration.

ECISD Board Policy

EHBA, SPECIAL PROGRAMS: SPECIAL EDUCATION STUDENTS

Effective Date

April 17, 2012

Previous Board Action

The Board annually evaluates the Special Education Program.

Future Action Expected

Next month the Board will be presented with an *Improvement Plan* for the district's Special Education Program.

The Board will next evaluate the Special Education Program in March 2013.

Background Information and Significant Issues

According to board policy, eligible students with disabilities shall enjoy the right to a free appropriate public education (FAPE), which may include instruction in regular classroom, instruction through special teaching, or instruction through approved contracts. Instruction shall be supplemented by the provision of related services when appropriate.

The District shall ensure that to the maximum extent appropriate, children with disabilities shall be educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Fiscal Impact	None.
Student and Public Benefit	Program evaluation and improvement planning will provide an environment of continuous improvement of all programs for all students.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • PowerPoint handout with Special Education Program information. • Special Education Program Board Evaluation 2012
Contact Person(s)	<p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p> <p>Dan Hammock, Director of Special Education</p>
Action Required	Motion, second and majority vote to Approve the evaluation of the district's Special Education Program as a part of the Consent Agenda.
Superintendent's Recommendation	<p>I recommend that you approve the 2010-2011 evaluation of the ECISD Special Education Program as a part of the Consent Agenda.</p> <p>Mark Pool, Superintendent of Schools</p>

Special Education Program El Campo Independent School District

Dan Hammock,
Director of Special Education
Cheryl Roitsch,
Special Education Coordinator
2011-2012

Student/Program Demographic Overview 2010-2011

- Students in District – 3,537
- Students in Special Education Program – 269
- Percent of Students served – 8%

District Support

- ✦ **District Adopted policies for the Special Education Program**
 - Legal Frameworks - Go to: www.ecisd.org. Click on Administrative Departments. Click on Office of Special Education. Click on Legal Framework. Click on Child Centered Legal Framework. When prompted, enter 241-903 (district number). Then enter ECISD for user name and password.
 - Special Education brochure.

Financial Information

- ✦ **Current entitlement IDEA-B** = \$1,409,404
- ✦ **Current local budget (199)** = \$2,110,770
- ✦ **Current Co-op budget (437)** = \$1,121,041
- ✦ **Expenditures:**
 - Professional and Paraprofessional Salaries
 - Inventory Items
 - Materials and Supplies
 - Staff Development
 - Related Services

Staff Information

- ✦ ECHS
 - 1 Life Skills
 - 6 Resource/Inclusion
 - 1 18+ (Second Step)
 - ✦ ECMS
 - 1 Life Skills
 - 5 Inclusion
 - Northside
 - 1 Inclusion
 - 1 Regional Day School for the Deaf
 - ✦ Hutchins
 - 1 Life Skills
 - 2 Resource/Inclusion
 - ✦ Myatt
 - 1 Resource/Inclusion
 - 2 PPCD
 - 1 Pre-K
 - ✦ Meadow Lane
 - 3.5 Diagnosticians
 - 2 LSSP
 - 1.5 Special Education Counselor
 - 1 Speech Therapist
 - 1 Director
 - 1 Coordinator
 - 1 Autism Specialist
 - 1 Adapted PE Instructor
 - 1 Itinerant Vision Teacher
 - 1 O/M Specialist
- Total = 37 Professional Staff
- ✦ Plus 24 teacher aides/clerical
 - ✦ Staff development activities are provided to staff based on District needs and State and Federal regulations.

Curriculum/Instruction

- ✦ **Students are provided special education and related services based on their IEP's. The instruction is TEKS based. Students that are severely disabled are provided functional and community based instruction. All students participate in the STARR or TAKS testing program using the appropriate STARR or TAKS assessment.**



Parental Information

- **Parents are encouraged to participate in the ARD process and other school-sponsored activities:**
 - Family Literacy Program
 - PTO
 - Parent Conference days
 - College Night
 - Career Day



Performance Based Monitoring Analysis System

- **Last year El Campo was at the IA Stage of Intervention. A Focused Data Analysis was conducted and a Compliance Action Plan was submitted to TEA to correct non-compliance issues.**
- **This year, based on the PBMAS indicators, El Campo is at the 0 (zero) Stage of Intervention and therefore is not subject to data review or submittal.**

ECISD Special Education Program Board Evaluation
April 2012

The following information is a report on progress toward the accomplishment of activities and strategies identified in the ECISD Special Education Improvement Plan for 2010-2011 presented to the Board in April 2011:

Goal: Each Special Education student will be provided the opportunity to attain their full academic potential.

The following data represents the number of special education students in each grade level who met the State passing standards for TAKS and TAKS-M in 2011.

	3	4	5	6	7	8	9	10	11	Total Students	% Passing each content
English Language Arts / Reading	6/12	7/15	9/13	4/10	13/21	12/17	16/31	9/11	11/21	87/151	58%
Writing		8/16			13/20					21/36	58%
Mathematics	7/13	8/14	7/13	3/10	8/21	9/17	9/30	7/11	9/22	58/151	38%
Science			2/7			12/17		3/11	11/22	28/57	49%
Social Studies						13/17		8/11	16/22	37/50	74%
% Passing All Test at each grade level	52%	51%	55%	35%	55%	68%	41%	62%	54%		

Objective 1: By the Spring of 2011, all Special Education students will show an improvement on the TAKS, TAKS A, TAKS M or TAKS Alt assessments.

<i>Activity / Strategy</i>	<i>Person Responsible</i>	<i>Formative Evaluation</i>	<i>Status</i>	<i>Summative Evaluation</i>	<i>Yes or No</i>
1. Provide updated training for all staff at each campus on the ARD Decision Making Process and Standards Based IEP's.	Dan Hammock, Dir. of Special Education Cheryl Roitsch, Sp. Ed. Coord. All Campus Principals	Sign in sheets for Staff Development Staff meeting agendas	Adm. & MLRC staff were trained in October 2011 Campus staff trained during December faculty meetings	Staff trained. Students taking appropriate state assessment with accommodations as determined by ARD.	Yes
2. All Special Education staff will disaggregate and interpret test scores so that the analysis can be utilized to make sound instructional decisions.	Dan Hammock, Dir. of Special Education Cheryl Roitsch, Sp. Ed. Coord. All Campus Principals	Benchmark Results Disaggregated Data	Disaggregated data was used to determine performance levels and appropriate assessments at annual ARD meetings.	Increased performance on appropriate state assessment and/or met ARD expectation.	Yes
3. Continue to provide training for all staff in the use of appropriate accommodations necessary for State assessments	Dan Hammock, Dir. of Special Education Cheryl Roitsch, Sp. Ed. Coord. All Campus Principals	Agendas ARD Decision/Minutes	Appropriate TAKS modifications and accommodations were determined by ARD committee as a result of training.	All special education students were given the appropriate state assessment with appropriate accommodations and/or modifications on grade level.	Yes

Objective 2: By the spring of 2011, identified "at risk" students will have the opportunity to increase their academic performance through a variety of interventions.

<i>Activity / Strategy</i>	<i>Person Responsible</i>	<i>Formative Evaluation</i>	<i>Status</i>	<i>Summative Evaluation</i>	<i>Yes or No</i>
1. Continue to offer a speech (Language Development) class for grades K-1 during the summer of 2011	Dan Hammock, Dir. of Special Education Cheryl Roitsch, Sp. Ed. Coord.	Sign in sheets for Staff Development Staff meeting agendas	Staff development on inclusion was provided to all content teachers in August during Staff Development days.	An increase in the number of students serviced through inclusion.	Yes
2. Each campus will have additional training on the Response to Intervention Model	Cheryl Roitsch, Sp. Ed. Coord. All Campus Principals	Sign in sheets Agendas	Training was provided for all campuses.	All campuses have fully implemented the RTI process.	Yes

Objective 3: Provide educational consultants to assist in staff development in areas of RTI (academic and behavior) and inclusion.

<i>Activity / Strategy</i>	<i>Person Responsible</i>	<i>Formative Evaluation</i>	<i>Status</i>	<i>Summative Evaluation</i>	<i>Yes or No</i>
1. Continue to provide staff development for inclusion of students with disabilities in order to allow access to the general curriculum in the least restrictive placement.	Dan Hammock, Dir. of Special Education Cheryl Roitsch, Sp. Ed. Coord.	Sign in sheets for Staff Development Staff meeting agendas	Staff development on inclusion was provided to all content teachers in August during Staff Development days.	An increase in the number of students serviced through inclusion.	Yes
2. Each campus will have onsite consultative assistance in RTI (academic and behavioral).	Cheryl Roitsch, Sp. Ed. Coord. All Campus Principals	Sign in sheets Agendas	RTI facilitator provides support for all campuses	All campuses have fully implemented the RTI process.	Yes
3. At risk students will be identified by using a specific screening instrument.	Cheryl Roitsch, Sp. Ed. Coord. All Campus Principals	Screeners purchased	AimsWeb and IStation are the 2 screeners that was purchased to screen students	All students were screened and specific needs identified.	Yes
4. Diagnosticians will consult and collaborate with Campus RTI teams to verify information needed for a "good" referral to Special Education.	Dan Hammock, Dir. of Special Education Cheryl Roitsch, Sp. Ed. Coord. Diagnosticians	RTI meeting agendas and sign in sheets	RTI facilitator, Diagnosticians and RTI team worked cooperatively together throughout the year identifying and meeting the needs of students.	Increase in the number of RTI meetings held with fidelity and integrity.	Yes

Agenda Item Summary Sheet (4 D.2)
Meeting Date: April 17, 2012
Submitted by: Mark Pool, Superintendent

Information Only

Consent Agenda: Curriculum and Instruction	Instructional Technology and State Compensatory Education Improvement Plans
Summary	Last month the Board approved the annual evaluation of our Instructional Technology and State Compensatory Education Programs. Based upon our self-evaluation of these programs we have developed improvement plans for your review.
ECISD Board Policy	EHBE (LEGAL), SPECIAL PROGRAMS: BILINGUAL EDUCATION / ESL
Effective Date	April 17, 2012.
Previous Board Action	Following an annual evaluation of the Instructional Technology and State Compensatory Education Programs, 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 Instructional Technology and State Compensatory Education Programs Improvement Plan.
Background Information and Significant Issues	<p>The Instructional Technology Program Improvement Plan has the following goals and objectives:</p> <p>Goal 1: Students will be offered diverse technology learning opportunities.</p> <p>Objective 1: By the end of school year 2012-2013, ECISD will ensure its students the opportunities to excel through technology.</p> <p>The State Compensatory Education Program Improvement Plan has the following goals and objectives:</p> <p>Goal 1: At-Risk students will meet or exceed all State standards.</p> <p>Objective 1: By the end of school year 2012-2013, 70% of all at-risk students will meet or exceed State requirements on State Assessments.</p>

Objective 2: Increase parental involvement for all students.

Objective 3: Increase opportunity for teachers to attend research based staff development to better serve at-risk students.

Fiscal Impact	Cost of strategies for accomplishment of objectives. [Reference Improvement Plan documents.]
Student and Public Benefit	Program evaluation and improvement planning will provide an environment of continuous improvement of all programs for all students.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none">• ECISD Instructional Technology Program Improvement Plan, 2012-2013.• ECISD State Compensatory Education Program Improvement Plan, 2012-2013.
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 Instructional Technology Program Improvement Plan 2012-2013

Goal: Students will be offered diverse technology learning opportunities.

Objective: 1 By the end of school year 2012-2013, ECISD will ensure its students the opportunities to excel through technology.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation																								
1. Install a district-wide video distribution system.	Turk Krenek, Director of Information Systems	<table border="1" style="width: 100%; text-align: center;"> <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></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></td><td></td><td></td><td></td></tr> </table>	A	S	O	N	D	J	X	X					F	M	A	M	J	J							Turk Korenek	85% E-rate 15% Local	Purchase orders	Increase in video streaming and multimedia access
A	S	O	N	D	J																									
X	X																													
F	M	A	M	J	J																									
3. Continue to offer Credit Recovery classes at ECHS and order additional titles through OdysseyWare and A+.	Rich DuBroc, ECHS Principal	<table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td>X</td><td></td><td></td><td></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></td><td></td><td></td><td>X</td><td></td><td></td></tr> </table>	A	S	O	N	D	J		X				X	F	M	A	M	J	J				X			ECHS Counselors Pam Hunt, Teacher A+ software OdysseyWare software	SCE funds Rural Technology funds	List of eligible students Credit Recovery reports	Increased number of students obtaining credit
A	S	O	N	D	J																									
	X				X																									
F	M	A	M	J	J																									
			X																											

ECISD Instructional Technology Program Improvement Plan 2012-2013

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation																								
4. Continue infrastructure upgrades and hardware obsolescence plan and also increase work stations in classrooms..	Turk Krenek, Director of Information Systems	<table border="1" style="width: 100%; text-align: center;"> <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></td><td></td><td></td><td></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></td><td></td><td></td><td>X</td><td>X</td><td></td></tr> </table>	A	S	O	N	D	J	X					X	F	M	A	M	J	J				X	X		All Principals Donald Oldag Bobby Loehr, Technicians	Technology Funds AARA funds	Inventory of hardware	Upgrades completed per plan
A	S	O	N	D	J																									
X					X																									
F	M	A	M	J	J																									
			X	X																										
5. Continue to provide update training on Skyward Student Management System to all personnel.	Jackie Korenek, Teacher Technology Specialist	<table border="1" style="width: 100%; text-align: center;"> <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></td><td></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></td><td></td><td></td><td></td></tr> </table>	A	S	O	N	D	J	X						F	M	A	M	J	J							David Bright, Asst. Supt. for Finance Carolyn Gordon, Asst. Supt. For Instruction	Title II, Part D Technology Funds Local Funds	List of teachers and staff attending training	100% of personnel trained
A	S	O	N	D	J																									
X																														
F	M	A	M	J	J																									
6. Purchase Interactive SMARTBoards for the remainder of ECHS, Northside, Hutchins and Myatt core teachers.	Jackie Korenek, Teacher Technology Specialist	<table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></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></td><td>X</td><td></td><td></td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J				X			Carolyn Gordon, Asst. Supt. For Instruction Technology companies	Grant funds	Purchase orders	Purchase of equipment
A	S	O	N	D	J																									
F	M	A	M	J	J																									
			X																											
7. Increase wireless capability in larger areas at each campus.	Turk Krenek, Director of Information Systems	<table border="1" style="width: 100%; text-align: center;"> <tr><td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td></tr> <tr><td></td><td></td><td></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></td><td></td><td>X</td><td>X</td></tr> </table>	A	S	O	N	D	J							F	M	A	M	J	J					X	X	Turk Krenek Donald Oldag Bobby Loehr, Technicians	Rural Tech grant	Purchase orders	ECISD classrooms equipped with interactive boards
A	S	O	N	D	J																									
F	M	A	M	J	J																									
				X	X																									

ECISD State Compensatory Education Program Improvement Plan 2012-2013

Goal: At-Risk students will meet or exceed all State standards.

Objective: 1 By the end of school year 2012-2013 70% of all at-risk students will meet or exceed State requirements on State Assessments.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
1. Continue to provide teachers a list of at-risk students in order to monitor progress throughout the school year.	ECISD Principals	September 2012	All principals Teachers All Counselors	None	List of students Nine-week common assessments	Increased performance on State assessments
2. Continue to provide intervention activities for at-risk students needing additional instruction at grades K-12.	ECISD Principals	Ongoing throughout the year	Teachers Counselors At-risk Counselor Intervention Team	SCE funds	List of at-risk students Agendas from intervention meetings	Improved student performance for at-risk students

ECISD State Compensatory Education Program Improvement Plan 2012-2013

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
3. Continue to provide at-risk students the opportunity to attend tutorials before and after school.	ECISD Principals	Ongoing throughout the year	All teachers At-risk Counselor Learning Labs (GCS, Credit Recovery)	SCE funds	List of students attending and progress made	Improved student performance on State Assessments
4. Continue to supplement a percent of salaries for Instructional Intervention, Instructional Facilitators, Teen Leadership, AVID Elective Teacher, counselors and computer lab aides.	Carolyn Gordon, Asst. Supt. For Instruction	August	Campus Principals Ane Farthing, Federal Clerk	SCE funds	List of personnel	Improved student academic performance
5. Continue to utilize state compensatory funds for specialized instructional materials for at risk students.	Carolyn Gordon, Asst. Supt. For Instruction	Ongoing throughout the year	Campus Principals Campus Facilitators	SCE funds	List of purchased materials	Improved student academic performance
6. Continue to purchase equipment such as computers, Smart Boards and other technology equipment as needed.	Carolyn Gordon, Asst. Supt. For Instruction	Ongoing throughout the year	Campus Principals	SCE funds	List of purchased equipment	Improved student academic performance

ECISD State Compensatory Education Program Improvement Plan 2012-2013

Objective: 2 Increase parental involvement for all students.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
1. Continue to provide opportunities for all parents to be welcomed and involved in their child's education.	ECISD Principals	Ongoing throughout the year	Principals Teachers Counselors	None	Letters Brochures Sign-in sheets from Parent Conferences	100% of parents informed
2. Continue to provide supplemental support for Family Literacy and Parent Involvement Conferences.	Carolyn Gordon, Asst. Supt. for Instruction	Ongoing throughout the year	Principals Teachers	SCE funds	Scheduled Dates Sign-in sheets	Increase in number of families participating
3. Continue to supplement Parent Liaison salary.	Carolyn Gordon, Asst. Supt. for Instruction	August	Campus Principals Ane Farthing, Federal Clerk	SCE funds	Contact list of parents	Increase number of parent contact

ECISD State Compensatory Education Program Improvement Plan 2012-2013

Objective 3: Increase opportunity for teachers to attend research based staff development to better serve at-risk students

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
1. Continue to provide teachers the opportunity to attend Capturing Kids Hearts conference and other conferences offering strategies for at-risk students.	ECISD Principals	Ongoing throughout the year	Carolyn Gordon, Asst. Supt. For Inst.	SCE funds	List of teachers and counselors attending	Increased number of personnel trained

Business and Operations Discuss Major Summer Maintenance Projects

Summary We have at least two major summer maintenance projects that will be addressed this summer:

1. Replacement of transformers and electrical power supply to Hutchins Elementary School.

You will recall that earlier this spring we had one leg of our power supply to short out following a heavy rain. Upon pulling wire from the conduit it was discovered that there were a number of places where the insulation was damaged or missing. We plan to replace the transformer and power supply this summer. The current transformer is located on a utility pole. We will replace it with a transformer on the ground. AEP will be assisting with this project.

2. Asbestos abatement and replacement of floor tiles in the High School AVS (Career and Technology) building.

The floor tiles in the AVS Building need to be replaced. Many floor tiles are broken and/or coming up from the floor. These vinyl composition tiles are glued down with an adhesive that contains asbestos. Abatement of this asbestos is part of our Asbestos Management Plan.

ECISD Board Policy CLB (LOCAL), BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT MAINTENANCE

Effective Date April 17, 2012

Previous Board Action The Board previously approved funds in the 2011-2012 General Fund Budget for maintenance of facilities.

Future Action Expected None.

Background Information and Significant Issues Both of these projects are past due on our Preventive Maintenance Plan and have a high priority ranking. The plan shows the following installation year for the transformers and power panels at Hutchins:

Building A 1959 (53 years)

Building B 1965 (47 years)
Building C 1989 (23 years)

The installation year of the current flooring in the AVS Building is 1997 (15 years)

Jeff Balcar has indicated that he has money in the current maintenance budget to complete both projects.

We did explore the possibility of using a new exclusive product from Carpet One that would be a “floating” floor installed over the existing floor. This would eliminate the need to do the asbestos abatement and is being marketed as a product that would require less maintenance. The flooring product is, however, more expensive than vinyl composition tile (VCT).

I have included as an attachment a quote from Carpet One for the new product and traditional vinyl composition tile. The approximate installed cost of the new product is \$71,485. The approximate installed cost of VCT is \$25,225.

As noted on the quote from Carpet One, the approximate cost of the asbestos abatement that will be required with VCT, but not the new product, is \$45,272.25. (We actually have a quote from Texas Environmental Control, which is attached, that is closer to \$30,000.) This makes the comparison between the two at \$71,485 for the new flooring product compared to \$55,225 for the VCT and asbestos abatement.

It should be noted on Carpet One’s quote that they estimate a ten year floor maintenance savings on the new product of \$79,425. However, in conversations with Service Solutions they have indicated that installation of the new product would not significantly reduce our contract price with them.

We are recommending the installation of the vinyl composition tile and asbestos abatement for the following reasons:

- The abatement in that building is part of our Asbestos Management Plan;
- The vinyl composition tile, plus the cost of the abatement, is less than the new flooring product; and
- Service Solutions was not able to guarantee us any significant savings in our contract from use of the new product.

Fiscal Impact

1. Replacement of transformers and electrical power supply to Hutchins Elementary School — approximately \$20,000
2. Asbestos abatement and replacement of floor tiles in the High School AVS (Career and Technology) building — VCT

Flooring approximately \$25,225; Asbestos Abatement approximately \$45,272.

Student and Public Benefit	Preventive maintenance helps do reduce the need for costly deferred maintenance and is the most efficient use of tax dollars to create and maintain an optimum learning environment for our students.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none">• Copy of quote from Carpet One.• Copy of quote from Texas Environmental Control
Contact Person(s)	David Bright, Assistance Superintendent of Finance and Operations Jeff Balcar, Director of Maintenance
Action Required	No Action Required.
Superintendent's Recommendation	Information item only. Mark Pool, Superintendent of Schools

LIFE TIME INSTALLATION WARRANTY

(LIFE OF FLOOR)

PROPOSAL SUBMITTED TO :

P.O. Box 1359 / 2371 E. Jackson St.

WORK TO BE PERFORMED AT:

E.C.I.S.D.

El Campo, Tx 77437

(979) 541-5600

FAX (979) 543-8065

DATE: APRIL 10, 2012

PLACE: HIGH SCHOOL (AVS BUILDING)

ADDRESS:

CITY: EL CAMPO

QUANTITY	WE HEREBY PROPOSE TO FURNISH THE MATERIAL AND PERFORM THE LABOR NECESSARY FOR THE COMPLETION OF:	
15,875 SF	Invincible Tile 10 year & Labor	\$ 66,310.00
	Transitions & Cove Base	\$ 4,050.00
15 units	Float is an Estimate. We will charge \$75.00 per unit as needed.	\$ 1,125.00
15,875 SF	Asbestos Abatement (\$2.85 SF)	\$0.00
15,875 SF	10 year wax free (\$0.50 SF)	\$0.00
	TOTAL	\$ 71,485.00
15,885 sf	Armstrong Standard VCT, Glue, & Labor	\$ 20,050.00
	Transitions & Cove Base	\$ 4,050.00
15 units	Float is an Estimate. We will charge \$75.00 per unit as needed.	\$ 1,125.00
15,885 sf	Asbestos Abatement (\$2.85 SF)	\$ 45,272.25
15,885 sf	10 year wax free (\$0.50 SF)	\$ 79,425.00
	TOTAL	\$ 149,922.25

All material is guaranteed to be as specified, and the above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a substantial workmanlike manner.

With payments to be made as follows: 1/2 DOWN TO START PROJECT. THE ADD ON'S & REMAINING BALANCE IS DUE AT COMPLETION.

Note---This proposal may be withdrawn by us if not accepted within (30 Days)

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified.

Payments will be made as outlined above.

Respectfully Submitted El Campo Carpet One

Per ALBERT CAVAZOS



April 2, 2012

IVC US
101 IVC Dr.
Dalton, Ga. 30721
888 225 8287

To Whom it May Concern,

Please be aware that the Invincible LVT is an exclusive line of product offered only to the Carpet One buying group. This product while offering a very competitive price level, is also a unique and exceptionally versatile product. In addition to a lifetime Residential warrantee, it offers a 10 year Commercial warrantee.

It has a full 22 mil wear layer which is the second thickest in the industry. This surface provides a hardened layer of Urethane, that withstands the commercial rolling loads and sliding use such as with desks and chairs. The urethane surface is harder than either a commercial VCT, or the Acrylic surface application placed on it. The body of the product is designed to allow for a 3/8" deflection rate in a 10 foot span, and is encapsulated with a fiberglass mesh, for stability. The joint, once assembled is fully waterproof, and will maintain that integrity.

It can be installed over virtually any subfloor with the exception of carpet, with no pad, tape, or glue to be affected by moisture situations.

Please find this product as a part of your exclusive line, and know that you can offer this product with the same full pride you offer any IVC product in your market.

Sincerely,

A handwritten signature in cursive script that reads 'James R. Brown'.

James R. Brown

Territorial Manager



4623 Steffani Lane, Houston, Texas 77041

(713)466-6717

(713)466-5160 FAX

April 10, 2012

Jeff Balcar
El Campo ISD
700 W Norris
El Campo, TX 77437

via e-mail jbalcar@ecisd.org

Re: Asbestos abatement: Asbestos containing floor tile and mastic from AVS Building, El Campo ISD, El Campo, TX 77437.

Dear Mr. Jeff Balcar,

In accordance with your request, we are pleased to submit our price for furnishing labor, materials, tools, equipment, and supervision necessary to complete the scope of work for this project. This proposal is valid for 30 days.

Texas Environmental Control, Inc. (TECI) will comply with all United States Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), and the Texas Department of State Health Services (TDSHS) regulations for the safe removal of asbestos containing material (ACM). TECI will send written notification as required by United States EPA, NESHAPS 40 CFR 61 Part M, and TDSHS regulations at least ten working days prior to the start of any removal activity. Once the TDSHS receives this Notification, they will assess and invoice the property owner a fee (Asbestos Reporting Unit Fee). The ARU Fee is based on the volume of ACM material removed from the project. ARU Fee **is not included** in TECI price. TECI has provided the Notification (ARU) Fee amount as a line item in the proposal.

Asbestos Abatement Scope of Work: This project consists of the proper removal and disposal of approximately 15,750 square feet of ACM floor tile and mastic from the AVS Building, El Campo ISD, El Campo, TX 77437.

TECI price includes:

- ~Asbestos licensed, trained, and respirator fit tested workers with asbestos physicals.
- ~Manifest, transportation of asbestos containing materials, and asbestos landfill costs.
- ~Negative Pressure, 3 Stage D-Con, Wet Method for removal of ACM ceiling texture.
- ~ Encapsulation of all abated surfaces.
- ~TECI estimates eight (8) work days to complete this project.

TECI price does not include:

- ~Asbestos Consultant price for air monitoring or air clearance testing. *\$ 500 a day*
- ~Replacement of removed materials.
- ~Payment of Notification (ARU) Fee.

Owner's responsibility:

- ~Owner supplies water and electricity for the project.
- ~Owner pays Notification (ARU) Fee.

Pricing:

Asbestos Abatement.....\$ 24,570.00

Bid Submitted by: _____ **Dan Williams** _____
Dan Williams

Bid Accepted by: _____
Signature

Print Name and Title

Notification (ARU) Fee-paid by the owner of the property.....\$ 300.00

Agenda Item Summary Sheet (6 B)
Meeting Date: April 17, 2012
Submitted by: Mark Pool, Superintendent

Discussion Topic

Curriculum and Instruction Concerns with Common Assessment

Summary

We have been on a mission for several years now to align our curriculum, instruction, and assessment. The curriculum is “What” we teach. We have chosen CSCOPE, as have most of the other districts throughout the State, as our curriculum. The instruction piece is “How” we teach the curriculum, and entails all of the different things that go on in the classroom. Assessment is the piece that provides us with the evidence of whether or not the students are mastering the curriculum.

Assessment has both a state and district component. The district component is our common assessments that provide both formative (are the students getting it) and summative (did the students get it) information. Our curriculum facilitators have worked tirelessly to make sure that our common assessments are testing the curriculum that is being taught and that it is tested at a high level of rigor.

I am always concerned about how our students perform on the state assessments and College Board Exams; but my philosophy is that if our common assessments are testing the curriculum at a high level of rigor, and our students are performing well on our common assessments, then they should perform well on the state assessments and College Board Exams.

Since our curriculum is the anchor point of the triangle, i.e., what we are supposed to be teaching, and our common assessments are testing the curriculum at a high level, if our students are not performing well on the common assessments then we have a problem with instruction, student motivation to excel, or both.

We are not seeing the kind of student performance on our common assessments that I believe we should be seeing if we are expecting our students to perform well on the state assessments and College Board Exams.

ECISD Board Policy

EIA (LOCAL) – ACADEMIC ACHIEVEMENT:
GRADNING/PROGRESS REPORTS TO PARENTS

Effective Date

2012-2013 School Year

Previous Board Action

None.

Future Action Expected

None.

Background Information and Significant Issues

Very similar to what TEA does in phasing in the passing standards of the state assessments, we have adjusted student's common assessment grades using a square root curve. (I have attached a chart showing how the square root curve works.)

Because the common assessment is written to test whether or not the student's have mastered the curriculum at a high level it counts as 20% of a student's nine-weeks grade. If we used the raw scores from the common assessments, rather than the adjusted scores, an unacceptable number of students would fail for the nine-weeks and many would be in a position that mathematically they could never recover enough to pass the class.

A number of teachers have questioned the use of the curve and some claim it is a de-motivator for students. Rather than students accepting that the curve is a safety net some teachers claim that many students "play" the curve and have no fear of failure because they know the curve is in place.

To address this issue we have discussed the possibility of implementing for next year a procedure that would require students to "earn" the curve; i.e., in order to have the curve applied to their raw score on their common assessment students would be required to meet a certain standard with regards to attendance, tardiness, discipline referrals, and effort. (This concept is very similar to the one we have for seniors who fail to pass the state assessment but are still allowed to participate in commencement exercises.)

Another thing we are considering is the possibility of taking two days at the end of each nine-weeks (in lieu of Saturday School, which has had very limited success) to remediate and re-teach those students who failed to pass the common assessment. Elementary students who did pass the common assessment would use those days for well thought out and planned enrichment activities, e.g., field trips to a museum, etc., and secondary students could be given the day off. This idea could serve as a student motivator, but more importantly it provides teachers with the time they say they do not have now to re-teach the curriculum concepts that were not mastered.

Hopefully these two ideas would help to mitigate the student motivation factor. If we then continued to not get the desired results on our common assessments we would know that instruction was an issue and that we must change the way we deliver the curriculum.

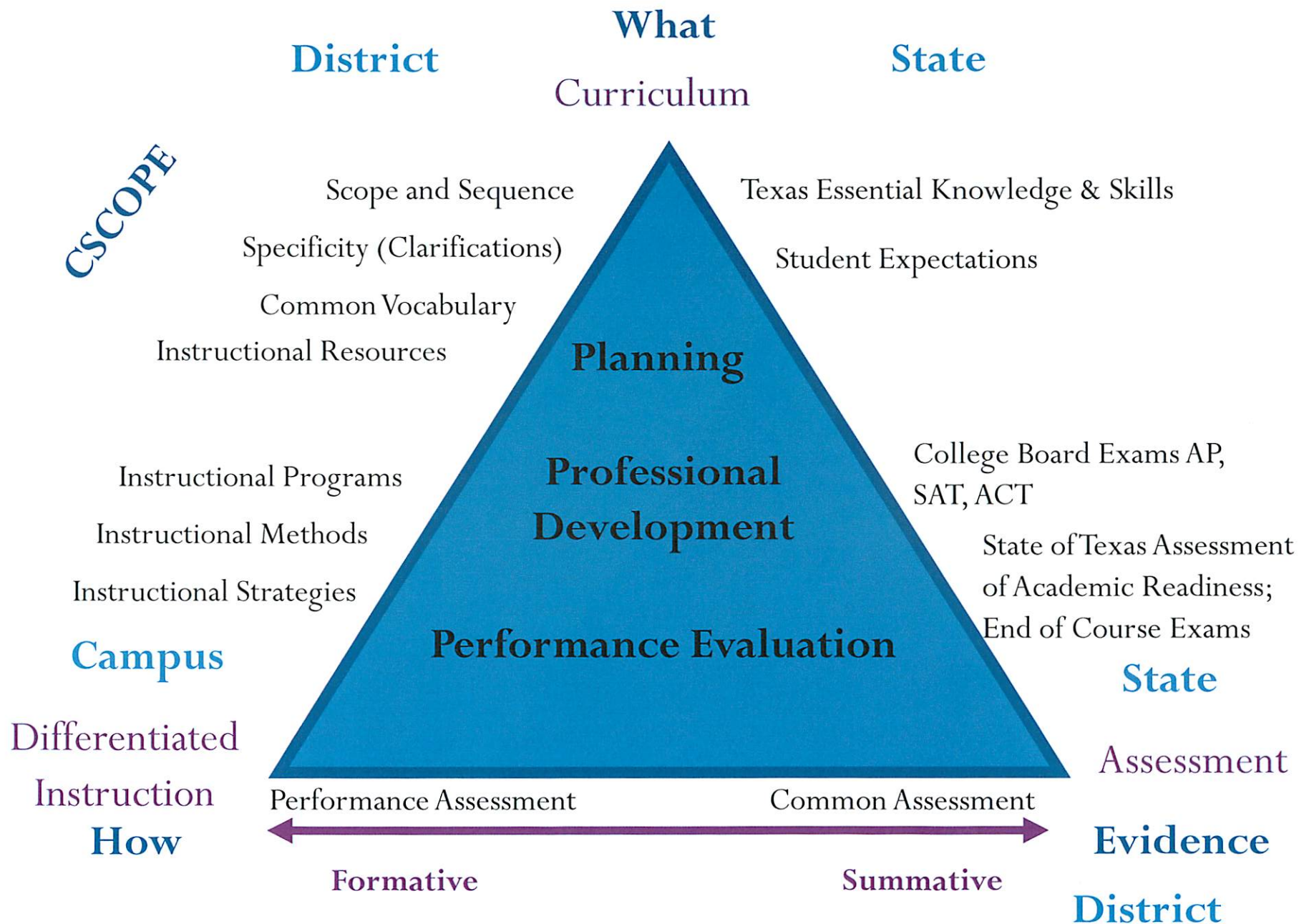
Fiscal Impact

Some added expense for enrichment activities.

Student and Public Benefit

Improved student achievement.

Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Curriculum, Instruction, Assessment Alignment Triangle • Square Root Curve
Contact Person(s)	<p>Mark Pool, Superintendent of Schools</p> <p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p>
Action Required	No action required.
Superintendent's Recommendation	<p>This is a discussion item.</p> <p>Mark Pool, Superintendent of Schools</p>



Common Assessment Score Adjustments

Raw Score	Square Root	Adjusted Score	Progressive Curve
100	10	100	0
95	9.746794345	97	2
90	9.486832981	95	5
85	9.219544457	92	7
80	8.94427191	89	9
75	8.660254038	87	12
70	8.366600265	84	14
65	8.062257748	81	16
60	7.745966692	77	17
55	7.416198487	74	19
50	7.071067812	71	21
45	6.708203932	67	22
40	6.32455532	63	23
35	5.916079783	59	24
30	5.477225575	55	25

Governance	Review of TASB Policy Update 93
Summary	<p>Localized Update 93 represents the second of the post-legislative updates and encompasses changes in law from the 82nd Legislative Session. Update 93 addresses a variety of major topics, including financial exigency, genetic nondiscrimination, reports of educator misconduct, partnership programs with community colleges, student early mental health intervention and suicide prevention, student expulsion for serious misbehavior while in DAEP, and student records.</p> <p>Also included in Update 93 are LOCAL policies that address employee standards of conduct, challenges to instructional materials, bullying, and harassment.</p>
ECISD Board Policy	BF (LOCAL), BOARD POLICES
Effective Date	Following approval by the Board at the next regular meeting.
Previous Board Action	None.
Future Action Expected	The Board will act to approve all new LOCAL policies at the next regular meeting.
Background Information and Signification Issues	Please bear in mind that the (LEGAL) policies reflect the ever-changing legal context for governance and management of the district. They should not be adopted but, rather, should inform local decision making. The (LOCAL) policy recommendations in this update will need close attention by both the administration and the board to ensure that they reflect the practices of the district and the intentions of the board. Board action will be needed to adopt, revise, or repeal (LOCAL) policy.
Fiscal Impact	None.
Student and Public Benefit	Board policies are designed to promote fair and equitable treatment for all district patrons.
Procedural and Reporting Implications	None.

Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	(1) Update 93 Policy Revisions (2) Explanatory Notes for TASB Localized Policy Manual Update 93;
Contact Person(s)	Mark Pool, Superintendent of School
Action Required	None.
Superintendent's Recommendation	This is a discussion item only. Mark Pool, Superintendent of Schools

(LOCAL) Policy Comparison Packet

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

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

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

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

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

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Each~~All~~ District **employee**~~employees~~ shall perform **his or her**~~their~~ duties in accordance with state and federal law, District policy, and ethical standards. [See DH(EXHIBIT)]

Each~~All~~ District **employee**~~employees~~ shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee~~Employees~~ wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

VIOLATIONS OF
STANDARDS OF
CONDUCT

Each employee~~Employees~~ shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to **his or her**~~their~~ status as **a District em-
ployee**~~employees~~. Violation of any policies, regulations, or guidelines may result in disciplinary action, including termination of employment. [See DCD and DF series]

ELECTRONIC MEDIA

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing Web sites, editorial comments posted on the Internet, and social network sites. Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and Web-based applications.

USE WITH
STUDENTS

In accordance with administrative regulations, a certified or licensed employee, or any other employee designated in writing by the Superintendent or a campus principal, may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. All other employees are prohibited from using electronic media to communicate directly with students who are currently enrolled in the District. The regulations shall address:

1. Exceptions for family and social relationships;
2. The circumstances under which **an employee**~~employees~~ may use text messaging to communicate with students; and
3. Other matters deemed appropriate by the Superintendent or designee.

Each~~An~~ employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic media. [See CPC]

PERSONAL USE

An employee~~Employees~~ shall be held to the same professional standards in **his or her**~~their~~ public use of electronic media as ~~they~~

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

~~are~~ for any other public conduct. If an employee's use of electronic media violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

SAFETY
REQUIREMENTS

~~Each employee~~~~All employees~~ shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

HARASSMENT OR
ABUSE

~~An employee~~~~Employees~~ shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect]

While acting in the course of ~~their~~ employment, ~~an employee~~~~employees~~ shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

RELATIONSHIPS WITH
STUDENTS

~~An employee~~~~Employees~~ shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

TOBACCO USE

~~An employee~~~~Employees~~ shall not use tobacco products on District premises, in District vehicles, or at school or school-related activities. [See also GKA]

ALCOHOL AND DRUGS

~~An employee~~~~Employees~~ shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while at school or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering ~~drug~~~~drugs~~.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

EXCEPTIONS	An employee who manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities, or who uses a drug authorized by a licensed physician prescribed for the employee's personal use shall not be considered to have violated this policy.
NOTICE	<p>Each employee shall be given a copy of the District's notice regarding drug-free schools. [See D1(EXHIBIT)]</p> <p>A copy of this policy, a purpose of which is to eliminate drug abuse from the workplace, shall be provided to each employee at the beginning of each year or upon employment.</p>
ARRESTS, INDICTMENTS, CONVICTIONS, AND OTHER ADJUDICATIONS	<p>An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:</p> <ol style="list-style-type: none">1. Crimes involving school property or funds;2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or4. Crimes involving moral turpitude, which include:<ul style="list-style-type: none">• Dishonesty; fraud; deceit; theft; misrepresentation;• Deliberate violence;• Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;• Felony possession or conspiracy to possess, or any misdemeanor or felony, transfer, sale, distribution, or conspiracy to possess, transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;• Felony driving while intoxicated (DWI); or• Acts constituting public intoxication, operating a motor vehicle while under the influence of alcohol, or disorderly conduct, if any two or more acts are committed within any 12-month period; or• Acts constituting abuse or neglect under the Texas Family Code.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

DRESS AND
GROOMING

An employee'sThe dress and grooming ~~of District employees~~ shall be clean, neat, in a manner appropriate for **his or her assignment**~~their assignments~~, and in accordance with any additional standards established by **his or her supervisor**~~their supervisors~~ and approved by the Superintendent.

The District shall provide a wide range of instructional resources for students and faculty that present varying levels of difficulty, diversity of appeal, and a variety of points of view. Although trained professional staff are afforded the freedom to select instructional resources for their use in accordance with this policy and the state-mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

OBJECTIVES

In this policy, “instructional resources” refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other **instructional** materials, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District’s educational program. [See EFAA for **the** selection and adoption **process** of state-adopted **in-****structional materials.**]~~textbooks]~~

The Board shall rely on District professional staff to select and acquire instructional resources that:

1. Enrich and support the curriculum, taking into consideration students’ varied interests, abilities, learning styles, and maturity levels.
2. Stimulate growth in factual knowledge, enjoyment of reading, literary appreciation, aesthetic values, and societal standards.
3. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives.
4. Represent many ethnic, religious, and cultural groups and their contributions to the national heritage and world community.
5. Provide a wide range of background information that will enable students to make intelligent judgments in their daily lives.

SELECTION CRITERIA

In the selection of instructional resources ~~other than textbooks~~, especially library acquisitions and supplemental materials for classroom use, professional staff shall ensure that materials:

1. Support and are consistent with the general educational goals of the state and District and the aims and objectives of individual schools and specific courses consistent with the District and campus improvement plans.

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

2. Meet high standards in presentation, format, readability, content, accuracy, artistic or literary quality, and educational significance.
3. Are appropriate for the subject and for the age, ability level, learning styles, and social and emotional development of the students for whom they are selected.
4. Are designed to provide information that will motivate students to examine their own attitudes and behavior, to understand their rights, duties, and responsibilities as citizens, and to make informed judgments in their daily lives.

Recommendations for library acquisitions shall involve administrators, teachers, other District personnel, and community representatives, as appropriate. Gifts of instructional resources shall be evaluated according to these criteria and accepted or rejected accordingly.

Selection of materials is an ongoing process that includes the removal of resources no longer appropriate and the periodic replacement or repair of materials still of educational value.

CONTROVERSIAL
ISSUES

The selection of library acquisitions on controversial issues shall endeavor to maintain a balanced collection representing various views. Library materials shall be chosen to clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems. [See also EMB regarding instruction about controversial issues and EHAA regarding human sexuality instruction.]

CHALLENGED
MATERIALS

A parent of a District student, any employee, or any District resident may formally challenge an instructional resource used in the District's educational program on the basis of appropriateness.

INFORMAL
RECONSIDERATION

The school receiving a complaint about the appropriateness of an instructional resource shall try to resolve the matter informally using the following procedure:

1. The principal or ~~other knowledgeable professional staff~~ **designee** shall explain the school's selection process, the criteria for selection, and the qualifications of the professional staff who selected the questioned material.
2. The principal or ~~other knowledgeable professional staff~~ **designee** shall explain the role the questioned material plays in the educational program, its intended educational usefulness, and any additional information regarding its use.

INSTRUCTIONAL RESOURCES
INSTRUCTIONAL MATERIALS

EFA
(LOCAL)

3. If appropriate, the principal **or designee** may offer a concerned parent **other instructional material**~~another resource~~ to be used by that parent's child in place of the challenged material.
4. If the complainant wishes to make a formal challenge, the principal **or designee** shall provide the complainant a copy of this policy and a Request for Reconsideration of Instructional Materials form [see EFA(EXHIBIT)].

FORMAL
RECONSIDERATION

All formal objections to instructional resources shall be made on the Request for Reconsideration of Instructional Materials form. The form shall be completed and signed by the complainant and submitted to the principal or designee. Upon receipt of the request, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who either has experience teaching the challenged material or is familiar with the challenged material. Other members of the committee may include District-level staff, library staff, secondary-level students, parents, and others deemed appropriate by the principal.

All members of the committee shall review the challenged material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy. The committee shall then prepare a written report. Copies of the report shall be provided to the principal, the Superintendent or designee, and the complainant.

APPEAL

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting **with the appropriate administrator. [See DGBA, FNG, and GF]at Level Two.** The appeal shall contain **documentation**~~a copy~~ of the **informal reconsideration process, if any, the Request for Reconsideration of Instructional Materials form**~~original complaint~~, the reconsideration committee's report, and dates of conferences with the principal or designee.

GUIDING
PRINCIPLES

The following principles shall guide the Board and staff in responding to challenges of instructional resources:-

1. **A complainant**~~A parent of a District student, any employee, or any District resident~~ may raise an objection to an instructional resource used in a school's educational program, despite the fact that the professional staff selecting the resources were qualified to make the selection, followed the

proper procedure, and adhered to the objectives and criteria for instructional resources set out in this policy.

2. A parent's ability to exercise control over reading, listening, or viewing matter extends only to his or her own children.
3. When instructional resources are challenged, the principles of the freedom to read, listen, and view must be defended as well.
4. Access to challenged material shall not be restricted during the reconsideration process.

The major criterion for the final decision on challenged materials is the appropriateness of the material for its intended educational use. No challenged library material shall be removed solely because of the ideas expressed therein.

CLASS CHANGES

The campus principal shall be authorized to investigate and approve **the transfer**~~transfers~~ of **a student**~~students~~ from one classroom to another.

Note: For **the transfer**~~transfers~~ of **a student**~~students~~ who **is the victim**~~are victims~~ of bullying **or who engaged in bullying**, see FDB(LEGAL). For **the transfer**~~transfers~~ of **a student**~~students~~ who **attends**~~attend~~ a persistently dangerous school, **becomes a victim**~~become victims~~ of a violent criminal offense, or **becomes a victim**~~become victims~~ of sexual assault, see FDE.

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. **Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.** ~~For provisions regarding bullying, see FFI.~~

STATEMENT OF
NONDISCRIMINATION

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

DISCRIMINATION

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

PROHIBITED
HARASSMENT

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

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

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

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

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

BY OTHERS

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

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

EXAMPLES

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

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

**GENDER-BASED
HARASSMENT**

Gender-based harassment includes physical, verbal, or non-verbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

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

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

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

EXAMPLES	Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.
RETALIATION	The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination , serves as a witness, or otherwise participates in an investigation.
EXAMPLES	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action discipline .
EXAMPLES	Examples of retaliation include threats, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances, such as negative comments that are justified by a student's performance in the classroom.
PROHIBITED CONDUCT	In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.
REPORTING PROCEDURES	Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, or other District employee, or the appropriate District official listed in this policy.
STUDENT REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.
EMPLOYEE REPORT	Alternatively, a student may report prohibited conduct directly to one of the District officials below:

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

DEFINITION OF DISTRICT OFFICIALS	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
TITLE IX COORDINATOR	Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended: Name: Carolyn Gordon Position: Assistant Superintendent for Instruction Address: 700 W. Norris Street, El Campo, TX 77437 Telephone: (979) 543-6771
ADA / SECTION 504 COORDINATOR	Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended: Name: Dan Hammock Position: Special Education Director Address: 2620 Meadow Lane, El Campo, TX 77437 Telephone: (979) 543-9051
SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent. A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately promptly report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE OF REPORT	Any District employee who receives notice that a student has or may have experienced prohibited conduct shall immediately notify
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~~the appropriate District official listed above and take any other steps required by this policy.~~

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF
THE REPORT

The District may request, but shall not ~~require~~**insist upon**, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending. **If not, the District official shall refer the complaint for consideration under FFI.**

If an investigation is required in accordance with this policy, the District official shall also determine whether the allegations, if proven, would constitute bullying, as defined by FFI.

If appropriate, the District shall promptly take interim action calculated to ~~address~~**prevent** prohibited conduct **or bullying** during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the ~~campus~~-principal, or by a third party designated by the District, such as an attorney. When appropriate, the ~~campus~~ principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. **The report shall include a determination of whether prohibited conduct or bullying occurred.** The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take or corrective action reasonably calculated to address the conduct.
PROHIBITED CONDUCT	
CORRECTIVE ACTION THE DISTRICT MAY TAKE	Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where harassment has occurred, and reaffirming the District's policy against discrimination and harassment.
BULLYING	If based on the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
IMPROPER CONDUCT	If the investigation reveals improper conduct that, even if the conduct did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the or unlawful conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually to District employees and included in the employee and student handbooks. handbook. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and readily available at each campus and the District's administrative offices.

Note: This policy addresses bullying of District students. For provisions regarding discrimination ~~and~~ harassment, ~~and retaliation~~ involving District students, see FFH. **Note that FFI shall be used in conjunction with FFH for certain prohibited conduct.** For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy **and is prohibited.**

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, **expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:** ~~or physical conduct that:~~

1. **Has the effect or will** ~~will~~ have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, ~~and/or~~ pervasive **enough** that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. **Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and**
2. **Interferes with a student's education or substantially disrupts the operation of a school.**

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name ~~-~~calling, rumor spreading, ~~or~~ **and** ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately promptly report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES STUDENT REPORT	To obtain assistance and intervention, any Any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee. A report may be made orally or in writing.
EMPLOYEE NOTICE OF REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the campus principal or designee.
A REPORT FORMAT INVESTIGATION OF REPORT MAY BE	If a report is made orally or in writing. The , the campus principal or designee shall reduce any oral reports the report to written form.
PROHIBITED CONDUCT	The campus principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct and if so proceed under that policy instead.
INVESTIGATION OF REPORT	The campus principal or designee shall conduct an appropriate investigation based on the allegations in the report. The campus principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying ; however, the campus principal or designee shall take additional time if necessary to complete a thorough investigation. The campus principal or designee shall prepare a final , written report of the investigation. The report shall include, including a determination of whether bullying occurred, and if so, whether the

	<p>victim used reasonable self-defense. Asend a copy of the report shall be sent to the Superintendent or designee.</p>
NOTICE TO PARENTS	<p>If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.</p>
DISTRICT ACTION BULLYING	<p>If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take or corrective action reasonably calculated to address the conduct. in accordance with the District's Student Code of Conduct. [For information on student transfers due to bullying, see FDB.]</p>
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to The District may take action based on the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to results of an investigation, even if the Student Code of Conduct.</p>
CORRECTIVE ACTION	<p>Examples of corrective action may include a training program for District concludes that the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
TRANSFERS	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
COUNSELING	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
IMPROPER CONDUCT	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action bullying under this policy.</p>
CONFIDENTIALITY	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and</p>

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STUDENT WELFARE
FREEDOM FROM BULLYING

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(LOCAL)

witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with CPC(LOCAL).

ACCESS TO POLICY
AND PROCEDURES

~~This information regarding this~~ policy **and any accompanying procedures** shall be distributed annually ~~to District employees and included~~ in the **employee and student handbooks.** ~~handbook.~~ Copies of the policy **and procedures shall be posted on the District's Web site, to the extent practicable, and** shall be readily available at each campus and the District's administrative offices. -

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ADOPTED:

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Explanatory Notes

TASB Localized Policy Manual Update 93

District: El Campo ISD

ATTN (LOCAL) POLICY REVIEW

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

AIA (LEGAL) ACCOUNTABILITY
ACCREDITATION AND PERFORMANCE INDICATORS

From HB 2135, we have added a provision allowing the commissioner to award a distinction designation to a campus with a significant number of students below grade 9 who perform satisfactorily on an end-of-course assessment. See CAMPUS DESIGNATIONS, beginning on page 4.

As reflected also on page 4, SB 653 created the Texas Juvenile Justice Department to take over the responsibilities previously held by the Texas Youth Commission, which has been abolished.

BBBA (LEGAL) ELECTIONS
REPORTING CAMPAIGN FUNDS

Two existing statutory provisions from the Election Code have been added to this legally referenced policy. The first requires a specific-purpose committee for supporting or opposing a board candidate to file its campaign treasurer appointment with the secretary of the district. The second provision, related to the process used to terminate the campaign treasurer appointment of an inactive candidate or committee, requires the board to define "inactive candidate or political committee" and requires written notice to the affected candidate or committee about the termination.

A new provision from HB 336 includes a requirement for larger districts to post on their Web sites certain campaign reports filed under Election Code Chapter 254. Reports must be posted not later than the fifth business day after the report is filed with the district. See INTERNET POSTING on page 2.

BDAF (LEGAL) OFFICERS AND OFFICIALS
SELECTION AND DUTIES OF CHIEF TAX OFFICIALS

We have made several changes to this legally referenced policy on assessing and collecting taxes, including:

- Deleting an existing statutory provision giving the county appraisal district responsibility for appraising school district property located within the appraisal district, since this text has been moved to CCH.
- At REGISTRATION REQUIREMENTS, updating the name of the licensing agency to the Texas Department of Licensing and Regulation and adding the existing requirement for school district tax officials to satisfy certification requirements. In addition, we have clarified that the board designates the district's tax officials.
- Revising item 4 at DUTIES of the ASSESSOR to reflect new language from HB 843 that allows, by agreement of the assessor and tax payer, electronic delivery of tax bills.
- Reordering provisions so that more general provisions appear first in the policy.

Explanatory Notes

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**BDF (LEGAL) BOARD INTERNAL ORGANIZATION
CITIZEN ADVISORY COMMITTEES**

At COMPOSITION, SB 736 allows a board to appoint representatives of local domestic violence programs to the school health advisory council (SHAC).

BQ (LEGAL) PLANNING AND DECISION-MAKING PROCESS

The elements of the DISTRICT IMPROVEMENT PLAN have been revised as a result of HB 1386. Beginning with the 2012–13 school year, the district improvement plan must include any suicide prevention programs adopted by the district, in accordance with the Health and Safety Code. See item 3 on page 3.

See the explanatory note for FFB.

C (LEGAL) BUSINESS AND SUPPORT SERVICES

We have revised the C section table of contents to rename CDH, now subtitled Public and Private Facilities, and CW, now titled Naming Facilities.

**CCG (LEGAL) LOCAL REVENUE SOURCES
AD VALOREM TAXES**

Beginning on page 10, changes to this legally referenced policy address tax exemptions for DISABLED VETERANS and their surviving spouses.

From SB 516 (approved by voters in November 2011) are new provisions allowing a SURVIVING SPOUSE of a disabled veteran to continue to receive the property tax exemption for a residential homestead after the veteran's death. A homestead will qualify if:

- It received the exemption from property taxes under the disabled veteran's exemption;
- The property was the residence homestead of the surviving spouse when the disabled veteran died;
- The property remains the residence homestead of the surviving spouse; and
- The surviving spouse has not remarried.

A surviving spouse who moves his or her residence homestead and has not remarried since the death of the disabled veteran may also qualify for an exemption on the new residence homestead.

Another provision from SB 201 provides for a PRORATED EXEMPTION based on a veteran's disability if the veteran or a surviving spouse qualified for an exemption for only part of a tax year.

**CCH (LEGAL) LOCAL REVENUE SOURCES
APPRAISAL DISTRICT**

We have moved from BDAF(LEGAL) an existing statutory provision giving the county appraisal district responsibility for appraising school district property located within the appraisal district. See APPRAISAL FUNCTION on page 1.

Explanatory Notes

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A new NEPOTISM provision comes from HB 1887. An individual is ineligible to serve on an appraisal district board of directors if the individual is related within the third degree by consanguinity or second degree by affinity to a member of the appraisal district's board of directors.

An amendment from HB 2702, reflected at EXCEPTION beginning on page 4, permits the local administrative district judge in a county with a population of 550,000 (previously 350,000) that is adjacent to a county with a population of 3.3 million or more to appoint the members of the appraisal review board. This provision is only applicable to Fort Bend County.

From HB 896, we have added on page 5 a new provision authorizing the board of directors of an appraisal district to provide for AUXILIARY APPRAISAL REVIEW BOARD MEMBERS to hear taxpayer protests before the appraisal review board and to assist the board in performing its duties.

CDH (LEGAL) OTHER REVENUES PUBLIC AND PRIVATE FACILITIES

New provisions at PUBLIC AND PRIVATE FACILITIES AND INFRASTRUCTURE PARTNERSHIPS are from SB 1048, which created Government Code Chapter 2267. Chapter 2267 promotes and supports public-private partnerships to address public need for timely acquisition and development of education facilities, technology and other public infrastructure, and government facilities. The new law authorizes a school district to enter into a partnership with a private entity for this purpose.

CEA (LEGAL) ANNUAL OPERATING BUDGET FINANCIAL EXIGENCY

As authorized by SB 8 (First Called Session), on November 21, 2011, the commissioner published minimum standards a district must meet before the board may declare a financial exigency. In addition to meeting one of the six conditions listed at DECLARING A FINANCIAL EXIGENCY, the board must provide NOTICE TO THE COMMISSIONER within 20 calendar days of the adoption of a resolution declaring or extending a declared financial exigency. The notice must include the date of the resolution and the reason for the financial exigency and must be signed by the board president.

CH (LEGAL) PURCHASING AND ACQUISITION

From SB 760 (approved by voters in November 2011), a new provision permits INTERLOCAL AGREEMENTS between governmental entities to be for a specified number of years rather than renewing annually. See pages 7 and 8.

CQ (LEGAL) TECHNOLOGY RESOURCES

A new provision from SB 1 (First Called Session) prohibits a district from paying a fee or reimbursement to a state agency that donates surplus or salvage data processing equipment to the district. See DONATIONS on page 4.

HB 300 requires a district that owns or licenses computerized data that includes sensitive personal information to notify any "individual" rather than any "resident of this state" about a breach of system security. See page 5 at SECURITY BREACH NOTIFICATION, TO INDIVIDUALS.

Explanatory Notes

TASB Localized Policy Manual Update 93

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

Two new REQUIRED INTERNET POSTINGS have been added:

- At item 13, HB 1942 requires a district to post the procedure for reporting bullying as established in the district's local bullying policy; and
- At item 14, HB 336 requires certain larger districts to post a campaign-related report required by Election Code Chapter 254.

CRD (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT HEALTH AND LIFE INSURANCE

SB 155, as reflected at CONTINUATION COVERAGE on page 5, clarifies an employee's ability to continue health insurance through the summer after the employee has resigned. Previous law provided that an employee who resigns after the last day of instruction could continue health insurance until the first anniversary of the date participation in or coverage in the health insurance was first made available to district employees for the last instructional year.

The new law provides that the employee may continue coverage through the earlier of the date described above or the last calendar day before the first day of instruction of the next school year.

D (LEGAL) PERSONNEL

We have revised the D section table of contents to rename DAB, now subtitled Genetic Nondiscrimination. Provisions on Objective Criteria for Personnel Decisions, previously at DAB, have been moved to DAC.

DAA (LEGAL) EMPLOYMENT OBJECTIVES EQUAL EMPLOYMENT OPPORTUNITY

A cross-reference to DAB has been added next to the reference to genetic information at NONDISCRIMINATION—IN GENERAL. DAB, Genetic Nondiscrimination, is a new code at Update 93 that includes material from the Genetic Information Nondiscrimination Act. See the explanatory note for DAB, below.

At RELIGIOUS DISCRIMINATION, on page 3, we have added an existing statutory provision that prohibits the district from directly or indirectly asking about the religious affiliation of a person applying for employment.

The other changes to this legally referenced policy result from final rules on the Americans with Disabilities Act Amendments Act (ADAAA), effective March 25, 2011. Changes include:

- Reorganization of existing provisions to accommodate new material;
- At MITIGATING MEASURES beginning on page 4, clarification that "ordinary eyeglasses and contact lenses" as defined in the regulations will be considered in determining whether an impairment substantially limits a major life activity;

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- New definitions of 'PHYSICAL OR MENTAL IMPAIRMENT' and 'MAJOR LIFE ACTIVITIES' on page 5;
- Clarification that the district has no duty to provide REASONABLE ACCOMMODATIONS when an individual meets the definition of disability solely under the "regarded as" prong of the definition (see page 6);
- On page 7, a prohibition on the use of QUALIFICATION STANDARDS that screen out or tend to screen out individuals with disabilities unless the standards are shown to be job related for the position and consistent with business necessity; and
- New references to the legal authority addressing use of SERVICE ANIMALS by employees.

For more information on the ADA rules, see www.federalregister.gov/articles/2011/03/25/2011-6056/regulations-to-implement-the-equal-employment-provisions-of-the-americans-with-disabilities-act.

Please note: Policy Service records reflect that your school district employs 15 or more employees. If this information is no longer correct, contact your policy consultant for appropriate policy provisions.

DAB (LEGAL) EMPLOYMENT OBJECTIVES GENETIC NONDISCRIMINATION

This new legally referenced policy includes information on Title II of the federal Genetic Information Non-discrimination Act (GINA). In general, GINA prohibits discrimination against employees or applicants based on genetic information; restricts districts from requesting, requiring, or purchasing genetic information; and strictly limits the disclosure of genetic information. The Equal Employment Opportunity Commission adopted final regulations, effective January 10, 2011.

As explained in the Note at the beginning of the legally referenced policy, GINA only applies to districts with 15 or more employees. However, this legally referenced policy is recommended for inclusion in all school district policy manuals because of possible fluctuations in a district's number of employees, which could trigger application of the statutory provisions for a district not previously subject to the provisions.

This policy organizes the material into four main sections: definitions, notices, prohibited practices, and confidentiality.

Districts subject to GINA must post a workplace notice with excerpts from the regulation and information about filing a complaint. TASB HR Services has updated its work-site posters, available in the TASB Bookstore at <http://store.tasb.org>, to include the required notification provisions.

The Equal Employment Opportunity Commission has further information on GINA, available at: <http://www.eeoc.gov/laws/types/genetic.cfm>.

DAB (LOCAL) EMPLOYMENT OBJECTIVES GENETIC NONDISCRIMINATION

We have moved material addressing Objective Criteria for Personnel Decisions to DAC. DAB now addresses Genetic Nondiscrimination.

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**DAC (LOCAL) EMPLOYMENT OBJECTIVES
OBJECTIVE CRITERIA FOR PERSONNEL DECISIONS**

This local policy text addressing Objective Criteria for Personnel Decisions has been moved unchanged from DAB to accommodate new material now at that code addressing the Genetic Information Nondiscrimination Act (GINA).

**DBAA (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CRIMINAL HISTORY AND CREDIT REPORTS**

From new State Board for Educator Certification (SBEC) rules, effective December 19, 2011, we have added a definition of "reported criminal history." SBEC has defined this term to mean information concerning any formal criminal justice system charges and dispositions. See SBEC NOTIFICATION on page 5.

**DBB (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
MEDICAL EXAMINATIONS AND COMMUNICABLE DISEASES**

We have added on page 2 a provision from the Genetic Information Nondiscrimination Act (GINA) regulations addressing receipt of GENETIC INFORMATION when a district lawfully requests medical information not related to a request for leave under the Family and Medical Leave Act (FMLA). If the district's request for medical information includes specific language telling the provider not to include any genetic information, any release of genetic information will be deemed inadvertent.

A similar provision has been added in this update at DECA(LEGAL) to address requests for medical information pursuant to the FMLA.

Please note: Policy Service records reflect that your school district employs 15 or more employees. If this information is no longer correct, contact your policy consultant for appropriate policy provisions.

**DECA (LEGAL) LEAVES AND ABSENCES
FAMILY AND MEDICAL LEAVE**

In Section III on Notices and Medical Certification, we have added to this legally referenced policy a provision from the Genetic Information Nondiscrimination Act (GINA) regulations for districts subject to GINA. [See DAB(LEGAL) for information about the applicability of GINA.] The regulations address receipt of GENETIC INFORMATION when a district lawfully requests medical information pursuant to the Family and Medical Leave Act (FMLA). See page 15. If the district's request for medical information includes specific language telling the provider not to include any genetic information, any release of genetic information will be deemed inadvertent.

A similar provision has been added in this update at DBB(LEGAL) to address requests for medical information not made pursuant to the FMLA.

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DF (LEGAL) TERMINATION OF EMPLOYMENT

At REPORT TO SBEC OF EDUCATOR MISCONDUCT, beginning on page 4, we have added a new provision from amended State Board for Educator Certification (SBEC) rules, effective December 19, 2011, explaining that a superintendent may notify SBEC of any educator misconduct that the superintendent believes in good faith may be subject to sanctions by SBEC. This new provision has also been added to DH(LEGAL) in Update 93.

The amended rules also affected the definition of "SOLICITATION OF A ROMANTIC RELATIONSHIP," beginning on page 5. The revised definition explains that a romantic relationship is often characterized by a strong emotional or sexual attachment, but does not include relationships that arise out of legitimate contexts, such as familial connections or longtime acquaintance. The list of acts that may constitute evidence that an educator has solicited a romantic relationship must be considered in context and now includes creating or transmitting sexually suggestive photographs or images, or encouraging the student to transmit sexually suggestive photographs or images and requesting sexual contact, or any activity intended for the sexual gratification of the educator.

DFE (LEGAL) TERMINATION OF EMPLOYMENT RESIGNATION

Amended State Board for Educator Certification (SBEC) rules, effective December 19, 2011, addressing SANCTIONS FOR ABANDONMENT OF CONTRACT have been added, beginning on page 1. Previously the deadline for the board to submit a written complaint to SBEC was within 30 calendar days after the educator submitted a written resignation. Under the amended rules, a board must file the complaint within 30 days of the effective date of the separation. Unless there is a written agreement to the contrary, the effective date of separation is the first day that the educator fails to appear for work without permission. A former provision allowing the district to designate an effective date not later than 14 days after the educator fails to report for duty has been deleted.

The amended rules also list the documents that must be attached to the written complaint, which include the resignation letter, if any; any agreement regarding the effective date of separation from employment; the educator's contract; and board meeting minutes indicating that the board found no good cause for the resignation. If the board does not meet within 30 calendar days of the separation from employment, the minutes may be submitted within 10 calendar days of the next board meeting.

DH (LEGAL) EMPLOYEE STANDARDS OF CONDUCT

Revisions to this legally referenced policy are from amended State Board for Educator Certification (SBEC) rules, effective December 19, 2011, and include:

- A new definition of "reported criminal history" to mean information concerning any formal criminal justice system charges and dispositions;
- Reordering of the list of circumstances a superintendent must report to match the order in the rules; and
- A new provision explaining that a superintendent may notify SBEC of any educator misconduct that the superintendent believes in good faith may be subject to sanctions by SBEC.

On page 2, we have also added an existing statutory provision requiring a superintendent to provide NOTICE to the board and the educator that the superintendent has filed a written report with SBEC.

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DH (LOCAL) EMPLOYEE STANDARDS OF CONDUCT

Recommended changes at ARRESTS, INDICTMENTS, CONVICTIONS, AND OTHER ADJUDICATIONS, item 4, reflect revisions to the drug and alcohol related offenses described in Administrative Code Chapter 19, section 249.16(b). As revised, crimes involving moral turpitude include conspiracy to possess a controlled substance or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute a controlled substance. In addition, felony driving while intoxicated (DWI) is listed as a crime involving moral turpitude, replacing previous text that included acts constituting public intoxication, operating a vehicle under the influence, or disorderly conduct. An act constituting neglect under the Family Code is also a crime involving moral turpitude.

Minor stylistic revisions have been made throughout the policy.

DH (REGULATION) EMPLOYEE STANDARDS OF CONDUCT

Our records indicate that you have a regulation at this code that you may need to review and revise in light of the changes in this update. Please advise us:

- If this regulation is obsolete and should be deleted from Policy Service's records of your localized policy manual; or
- If you have revisions that you wish to submit to Policy Service for editorial and legal review and incorporation into Policy Service records.

DH (EXHIBIT) EMPLOYEE STANDARDS OF CONDUCT

Based on amended State Board for Educator Certification (SBEC) rules, effective December 19, 2011, we have revised the heading of this exhibit to read EDUCATORS' CODE OF ETHICS.

We have also revised Standards 3.6 and 3.9 to better match Administrative Code language:

- Standard 3.6 now prohibits an educator from soliciting or engaging in sexual conduct or a romantic relationship with a student "or minor."
- Standard 3.9 has been adjusted to clarify that the list of electronic communications an educator should not engage in with a student or minor is not an exhaustive list. The list of factors that may be considered in assessing whether a communication is inappropriate is also not exhaustive.

EB (LEGAL) SCHOOL YEAR

HB 1555 creates an EXCEPTION from the general prohibition on scheduling the first day of instruction before the fourth Monday in August. A district may schedule the first day of school on or after the *first* Monday in August at a campus, or at not more than 20 percent of the district's campuses, if the district enrolls 190,000 or more students and the district funds supplemental days of instruction in addition to the statutorily required days of instruction at each campus. Each campus must be undergoing comprehensive reform as determined by the board, and a majority of the students on each campus must be educationally disadvantaged. Currently this exception only applies to Houston ISD.

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EEM (LEGAL) INSTRUCTIONAL ARRANGEMENTS JUVENILE RESIDENTIAL FACILITIES

As reflected on page 1 at DEFINITIONS, SB 653 created the Texas Juvenile Justice Department to take over the responsibilities previously held by the Texas Youth Commission, which has been abolished.

EFA (LOCAL) INSTRUCTIONAL RESOURCES INSTRUCTIONAL MATERIALS

SB 6 (First Called Session) made significant revisions to the law on instructional materials, including replacing the term "textbooks" with "instructional materials." As a result, we recommend changes to this local policy at OBJECTIVES and at INFORMAL RECONSIDERATION, item 3, to refer to *instructional materials*.

At APPEAL, recommended changes:

- Direct the complainant to file an appeal with the appropriate administrator, rather than a specific level, under the district's grievance policies; and
- Clarify the documentation that the complainant must include with the appeal, including documentation of the informal reconsideration process, if any, and the Request for Reconsideration of Instructional Materials.

Other recommended changes include:

- Clarifying that the SELECTION CRITERIA apply to the selection of all instructional resources;
- Adding principal *or designee* throughout at INFORMAL RECONSIDERATION; and
- Replacing the specific list of individuals who may raise an objection with the more general term "a complainant" at GUIDING PRINCIPLES.

EHBC (LEGAL) SPECIAL PROGRAMS COMPENSATORY/ACCELERATED SERVICES

HB 3708 and SB 975 establish a new type of PUBLIC JUNIOR COLLEGE PARTNERSHIP PROGRAM. See page 4. Beginning September 1, 2012, a school district may partner with a community college district in which the school district is located to provide a dropout recovery program on the community college campus for students to successfully complete and receive a high school diploma from the school district. See the explanatory note for GNC, below.

Information on MAXIMUM ALLOWABLE INDIRECT COST has also been added to this legally referenced policy, beginning on page 9. As revised by the State Board of Education in November 2011, for the 2011–12 school year the indirect cost allotments increased for compensatory, special, bilingual, and career and technical education. Indirect cost allotments for gifted and talented programs were not changed.

Beginning with the 2012–13 school year, a district may choose to use a greater indirect cost allotment than specified to the extent the district receives less funding per weighted student in maintenance and operations revenue than in the 2011–12 school year.

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**EHLB (LEGAL) SPECIAL PROGRAMS
HIGH SCHOOL EQUIVALENCY**

As reflected throughout this legally referenced policy, SB 653 created the Texas Juvenile Justice Department to take over the responsibilities previously held by the Texas Youth Commission, which has been abolished.

**FDB (LEGAL) ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGN-
MENTS**

Applicable with the 2012–13 school year, HB 1942 provides new options for a school district to transfer STUDENTS WHO ENGAGE IN BULLYING, as reflected on page 2.

Districts are currently permitted to transfer a victim of bullying. The new law now allows a board to transfer a student who has engaged in bullying to another classroom within the same campus. The decision to transfer a student receiving special education services must be made by an ARD committee.

HB 1942 also established a new definition of bullying, as referenced in this policy and included in FFI(LEGAL), also issued at this update. See the explanatory note for FFI.

**FDB (LOCAL) ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGN-
MENTS**

As explained above, beginning with the 2012–13 school year, HB 1942 allows a board to transfer a student who engaged in bullying in addition to a student who was a victim of bullying. As a result, we recommend a change to the Note in this local policy to refer to transfers of victims of bullying or students “who engaged in bullying.”

Other minor revisions to the text are recommended for consistency with policy style.

**FEB (LEGAL) ATTENDANCE
ATTENDANCE ACCOUNTING**

As added by HB 3708 and SB 975, effective September 1, 2012, a student who is not on campus when attendance is taken may be considered in attendance if the student is participating in a DROPOUT RECOVERY EDUCATION PROGRAM operated by a public junior college under Education Code 29.402. See page 4.

See also the explanatory note for GNC.

**FFB (LEGAL) STUDENT WELFARE
CRISIS INTERVENTION**

This new legally referenced policy addressing crisis intervention includes new provisions from HB 1386 on early mental health intervention and suicide prevention programs.

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HB 1386 requires that the Texas Department of State Health Services (TDSHS) and TEA provide a list of recommended early mental health intervention and suicide prevention programs for implementation in public schools within the general education setting. Each school district may select a program or programs from the list to implement.

The board may adopt a POLICY concerning early mental health intervention and suicide prevention that:

- Establishes procedures for providing notice to the student's parent or guardian within a reasonable amount of time after identification of the early warning signs;
- Includes a reporting mechanism;
- Permits the district to designate at least one person to act as a liaison officer for purposes of identifying students in need of early mental health intervention or suicide prevention;
- Sets out available counseling alternatives; and
- Prohibits the use of medical screening to identify a student without prior consent of the student's parent or guardian.

The policy and procedures must be included in the student handbook and district improvement plan. See the explanatory note for BQ(LEGAL).

District policy and procedures are not intended to give a school district the authority to prescribe medications. All medical decisions are to be made by the student's parent or guardian.

TASB Policy Service has developed sample language for districts that wish to adopt a local policy on this topic. If you would like to see the sample text for this optional policy, please contact your policy consultant at 800-580-7529.

FFB (LOCAL) STUDENT WELFARE
CRISIS INTERVENTION

As mentioned above, TASB Policy Service has developed sample language for districts that wish to adopt a local policy on early mental health intervention and suicide prevention programs. If you would like to see the sample text for this optional policy, please contact your policy consultant at 800-580-7529.

FFF (LEGAL) STUDENT WELFARE
STUDENT SAFETY

This new legally referenced policy includes material from SB 407 on programs addressing visual material depicting minors. By January 1, 2012, the Texas School Safety Center (TxSSC) and the attorney general must develop programs for use by school districts that address:

- The legal consequences and penalties of sharing visual material depicting a minor engaged in sexual conduct;
- Other consequences such as negative effects on relationships, loss of educational and employment opportunities, and possible removal from school programs and extracurricular activities;
- The characteristics of the Internet and other networks that might affect visual material such as replication and distribution to a worldwide audience;
- The prevention of, identification of, response to, and reporting of incidents of bullying; and

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- The connection between bullying, cyberbullying, harassment, and a minor sharing visual material depicting a minor engaged in sexual conduct.

The TxSSC Web site on SB 407 is available at <http://www.txssc.txstate.edu/K12/sexting>; the Sexting Prevention Educational Program is available at <http://beforeyoutext.com/>.

Annually and beginning with the 2012–13 school year, each district is required to provide information on these educational programs to parents and students at an appropriate grade level.

FFH (LOCAL) STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND
RETALIATION

Special Note About Adoption of FFH(LOCAL) and FFI(LOCAL): Many of the Update 93 recommendations regarding FFH(LOCAL) and FFI(LOCAL) are based on HB 1942, which is effective beginning with the 2012–13 school year. Based on the effective date of HB 1942, some districts may want to implement the Update 93 policy recommendations for FFH(LOCAL) and FFI(LOCAL) effective with the 2012–13 school year so that any current (LOCAL) policies at FFH and FFI are not affected until then. The Update 93 policy recommendations are being provided at this time so districts can begin development of next year's student handbooks and codes of conduct. Policy Service will release the 2012–2013 *Model Student Handbook* and 2012 *Model Student Code of Conduct* on March 20.

If you wish to delay the effective date of the Update 93 recommendations for FFH(LOCAL) and FFI(LOCAL), the board may indicate in the motion for action that the Update 93 changes to FFH(LOCAL) and FFI(LOCAL) are adopted effective on a future date. A suggested motion for board action on Localized Update 93 is as follows:

"I move that the board add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 93 [with the following changes:]. FFH(LOCAL) and FFI(LOCAL) are adopted effective [insert specific date, not school year]."

Most of the recommended revisions to this local policy are to coordinate the district's response when alleged conduct could constitute prohibited conduct, as defined at FFH (discrimination, harassment, and dating violence), and/or bullying, as defined at FFI. As indicated in the Note on page 1, the district will need to use FFH and FFI in conjunction in these circumstances, since the district may have additional notification obligations if the conduct also constitutes bullying.

Recommended changes at INVESTIGATION OF THE REPORT specify that if the district official determines that the alleged conduct *would not* constitute prohibited conduct as defined by the policy, the district official will then refer the complaint for consideration under FFI so that the district may consider whether the alleged conduct constitutes bullying. When the district official determines that the alleged conduct *could* constitute prohibited conduct and thus proceeds with an investigation under FFH, the district official must also determine whether the allegations constitute bullying. If appropriate, the district must take interim action to address prohibited conduct or bullying during the investigation.

At CONCLUDING THE INVESTIGATION, new recommended text requires the investigation report to include a determination of whether prohibited conduct or bullying occurred since the DISTRICT ACTION will depend on what type of conduct the investigation reveals.

- If PROHIBITED CONDUCT occurred, the district will take appropriate disciplinary action and may take corrective action reasonably calculated to address the conduct. Examples of CORRECTIVE ACTION are included in the policy.

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- If BULLYING occurred, the district will refer to FFI for appropriate notice to parents and district action and to FDB for transfer provisions.
- If IMPROPER CONDUCT occurred that did not rise to the level of prohibited conduct or bullying, the policy clarifies that the district may still take disciplinary or other corrective action to address the conduct.

Other recommended changes to the policy include:

- The addition of a definition and examples of GENDER-BASED HARASSMENT, which includes harassment of a non-sexual nature based on the student's gender or gender stereotyping, including the failure to conform to stereotypical notions of masculinity or femininity. Although this recommended local policy has always prohibited harassment based on gender, the federal Office for Civil Rights (OCR) has recently been emphasizing a need for districts to define and provide examples of gender-based harassment in local policy.
- Clarification that retaliation is *prohibited* at STATEMENT OF NONDISCRIMINATION and that the district prohibits RETALIATION *by a student or district employee* against a student involved in an incident or report of prohibited conduct. The EXAMPLES of retaliation have been updated accordingly.
- The addition of *humiliating conduct* in the EXAMPLES of prohibited harassment on page 1, since this is often listed as an example by the OCR.
- Reordering of the provisions addressing FALSE CLAIMS, STUDENT REPORTS, and EMPLOYEE REPORTS for better flow. The employee reporting standard has also been broadened to require a report if the employee *suspects* prohibited conduct occurred.
- Revising the paragraph on ACCESS TO POLICY AND PROCEDURES to match the new legal requirements for bullying policies and procedures, as described at FFI.

FFI (LEGAL) STUDENT WELFARE
FREEDOM FROM BULLYING

This new legally referenced policy on bullying includes material from HB 1942, effective with the 2012–13 school year.

As mentioned above, HB 1942 established a new DEFINITION of bullying. The definition retains much of the previous definition, but clarifies that bullying includes engaging in expression through electronic means. It removes language stating that the existence of bullying is determined by the board or designee. Behavior is considered bullying if the conduct exploits an imbalance of power between the students involved through written or verbal expression or physical conduct and interferes with a student's education or substantially disrupts the operation of a school.

HB 1942 also requires a board to adopt a POLICY, and any necessary procedures, that:

- Prohibits bullying of a student;
- Prohibits retaliation against any person who in good faith provided information concerning an incident of bullying, including a victim or witness;
- Establishes a procedure to provide notice of an incident of bullying to the parents of the victim and the bully within a reasonable amount of time after the incident;
- Establishes actions a student should take to obtain assistance and intervention in response to bullying;

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- Sets out the available counseling options for a victim of or witness to bullying, or a student who engages in bullying;
- Establishes a procedure for reporting incidents of bullying, investigating reported incidents, and determining whether the reported incident occurred;
- Prohibits the discipline of a student who reasonably uses self-defense in a bullying incident and is found to have been the victim in the incident; and
- Requires that any discipline of a student with disabilities found to have engaged in bullying comply with applicable requirements of federal law, including the IDEA.

The policy and procedures adopted by the board must be included in student and employee handbooks on an annual basis and in the district improvement plan. The procedures for reporting bullying must be posted on a district's Web site "to the extent practicable."

FFI (LOCAL) STUDENT WELFARE
FREEDOM FROM BULLYING

Special Note About Adoption of FFH(LOCAL) and FFI(LOCAL): Many of the Update 93 recommendations regarding FFH(LOCAL) and FFI(LOCAL) are based on HB 1942, which is effective beginning with the 2012–13 school year. Based on the effective date of HB 1942, some districts may want to implement the Update 93 policy recommendations for FFH(LOCAL) and FFI(LOCAL) effective with the 2012–13 school year so that any current (LOCAL) policies at FFH and FFI are not affected until then. The Update 93 policy recommendations are being provided at this time so districts can begin development of next year's student handbooks and codes of conduct. Policy Service will release the 2012–2013 *Model Student Handbook* and 2012 *Model Student Code of Conduct* on March 20.

If you wish to delay the effective date of the Update 93 recommendations for FFH(LOCAL) and FFI(LOCAL), the board may indicate in the motion for action that the Update 93 changes to FFH(LOCAL) and FFI(LOCAL) are adopted effective on a future date. A suggested motion for board action on Localized Update 93 is as follows:

"I move that the board add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 93 [with the following changes:]. FFH(LOCAL) and FFI(LOCAL) are adopted effective [insert specific date, not school year]."

Recommended changes to this policy reflect the new local policy requirements added by HB 1942, as explained above:

- Conduct that is reported to the district as alleged bullying may also constitute prohibited conduct (discrimination, harassment, and dating violence), as defined at FFH; therefore, the Note on page 1 requires the consideration of both FFH and FFI when an allegation is made.
- The DEFINITION of bullying has been revised to match the statutory definition.
- We have added a new provision prohibiting RETALIATION by a student or district employee against any person who reports bullying, serves as a witness, or otherwise participates in an investigation. EXAMPLES of retaliation have also been included.
- At STUDENT REPORT, we have added text to clarify that the purpose of the report is for the student to obtain assistance and intervention.

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- New provisions at PROHIBITED CONDUCT emphasize that alleged bullying may also constitute prohibited conduct, as defined at FFH (discrimination, harassment, and dating violence). If the principal determines that the allegations would constitute prohibited conduct, the investigation will proceed under FFH and that investigation will need to include a determination on both prohibited conduct and bullying.
- At CONCLUDING THE INVESTIGATION, we have added a requirement that the investigation report include a determination of whether the victim used reasonable self-defense. This is based on the new law, which states that a student who is a victim of bullying and who used reasonable self-defense in response to the bullying cannot be subject to disciplinary action. See also DISCIPLINE.
- If BULLYING occurred, the district shall take appropriate disciplinary action, may take corrective action reasonably calculated to address the conduct, and shall refer to FDB for TRANSFER provisions. Examples of CORRECTIVE ACTION are included in the policy. As stated in the new law, the discipline of a student with a disability is subject to state and federal law. In addition, the principal must notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available COUNSELING options.
- If IMPROPER CONDUCT occurred that did not rise to the level of prohibited conduct or bullying, the policy clarifies that the district may still take disciplinary or other corrective action to address the conduct.
- New requirements govern publication of the policy and any accompanying procedures. These must be distributed annually in the employee and student handbooks and posted on the district's Web site to the extent practicable. The policy continues to require that the materials be available at each campus and the district's administrative offices.

Other recommended changes to the policy include:

- Reordering of the provisions addressing student FALSE CLAIMS and REPORT FORMAT for better flow.
- Broadening of the employee reporting standard to require a report if the employee *suspects* bullying occurred, whether of a single student or a group of students.

If your district has a designated staff member who coordinates districtwide anti-bullying programs and you would like to include that person's contact information in the district's bullying policy, please contact your policy consultant for sample policy text.

FL (LEGAL) STUDENT RECORDS

New Family Educational Rights and Privacy Act (FERPA) regulations, effective January 3, 2012, resulted in several changes to this legally referenced policy, including:

- New definitions of 'AUTHORIZED REPRESENTATIVE' and 'EDUCATION PROGRAM,' on page 6.
- Beginning on page 9, a new provision clarifying that ORGANIZATIONS CONDUCTING STUDIES for or on behalf of districts must destroy personally identifiable information when no longer needed. These organizations are no longer permitted to return the information to the district in lieu of destroying the information. Another new provision at this margin note provides that a district may redisclose personally identifiable information from education records as part of an agreement with an organization conducting a study for or on behalf of the district.

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- On page 17, the new rules clarify that a district may designate as DIRECTORY INFORMATION student ID numbers or other unique personal identifiers displayed on a student ID badge if the number or identifier cannot be used by itself without a PIN, password, or other factor to gain access to education records. If a student or other person could access student records using only the ID number or identifier, then the district could not list the student ID number or identifier as directory information.

FNAA (LEGAL) STUDENT EXPRESSION
DISTRIBUTION OF NONSCHOOL LITERATURE

We have added to this legally referenced policy on distribution of nonschool literature, at NO VIEWPOINT DISCRIMINATION, the recent Fifth Circuit Court of Appeals case *Morgan v. Swanson*. In this case, the Fifth Circuit recognized that private, non-disruptive, student-to-student speech expressing a religious viewpoint is protected speech under the First Amendment and a district may not discriminate against a student based on that speech.

At TIME, PLACE, AND MANNER LIMITATIONS, we have revised the text to refer to permissible viewpoint-neutral regulations and have added a citation to the Fifth Circuit Court of Appeals case *Canady v. Bossier Parish School Board*.

FO (LEGAL) STUDENT DISCIPLINE

As mentioned above, HB 1942, effective with the 2012–13 school year, adopts a new definition of bullying. As a result, we have revised item 7 on page 1 to explain that the definition of bullying has the meaning provided by Education Code 37.0832 as included in FFI.

FOC (EXHIBIT) STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION
SETTING

As reflected in this exhibit, at Penal Code Section 20A.02, HB 260 changed the felony offense of “trafficking of persons” to “smuggling of persons.”

FOD (LEGAL) STUDENT DISCIPLINE
EXPULSION

HB 968 revises the provisions addressing permissive expulsion for persistent misbehavior in DAEP to permit expulsion when a student engages in documented SERIOUS MISBEHAVIOR IN DAEP despite documented behavioral interventions. See page 4. These changes apply beginning with the 2012–13 school year.

“Serious misbehavior” is defined to include deliberate violent behavior that poses a direct threat to the health or safety of others; extortion; coercion; and conduct that constitutes the offense of public lewdness, indecent exposure, criminal mischief, hazing, or harassment of a student or district employee. Previous language permitting removal for “persistent misbehavior” has been deleted.

Explanatory Notes

TASB Localized Policy Manual Update 93

G (LEGAL) COMMUNITY AND GOVERNMENTAL RELATIONS

We have revised the G section table of contents to add the new code GC, Public Notices.

GC (LEGAL) PUBLIC NOTICES

This new legally referenced policy includes provisions from HB 1812 that govern newspaper publication of notices when the law does not specify the manner of publication, including the number of times the notice must be published or the period during which the notice must be published.

If a district is required to publish notice in a county with a population between 30,000 and 36,000 that borders the Red River or in a county that does not have a newspaper meeting the requirements for regular newspaper publication, the district may select a newspaper for publication with less stringent requirements. See SELECTION OF NEWSPAPER IN CERTAIN COUNTIES on page 2.

The legal RATE FOR PUBLICATION is defined as the newspaper's lowest published rate for classified advertising. If no newspaper in the district or county will publish the notice at or below the legal rate, a district may publish the notice using an alternate method of publication, as specified in the policy.

GNC (LEGAL) RELATIONS WITH EDUCATIONAL ENTITIES COLLEGES AND UNIVERSITIES

HB 3708 and SB 975 establish a new type of DROPOUT RECOVERY PROGRAM. Beginning September 1, 2012, a school district may partner with a community college district in which the school district is located to provide a dropout recovery program on the community college campus for students to successfully complete and receive a high school diploma from the school district. The APPLICABILITY requirements for colleges and school districts to participate in the program are included on page 3 and limit which colleges and districts may enter into such an agreement. These applicability provisions expire September 1, 2013.

To be eligible to enroll in the program, a student must be under 26 years of age and either: (1) lack no more than three course credits to graduate or (2) have failed to perform satisfactorily on state assessments needed to graduate.

As reflected at FUNDING, the school district must pay the college district a negotiated amount for each enrolled student, not to exceed a certain amount. The student is included in the school district's ADA.

Agenda Item Summary Sheet (7 A)
Meeting Date: April 17, 2012
Submitted by: Mark Pool, Superintendent

Action Required

Governance

Resolution Concerning High Stakes Standardized Testing of Texas Public School Students

Summary

In 2006 about 30 superintendents from across the state began a two-year process, the Visioning Institute, that resulted in a document entitled "*Creating a New Vision for Public Education in Texas.*" This Visioning Institute document has been embraced by the Texas Association of School Administrators and has steadily gained a following throughout the State.

The concepts in the document have begun to have an impact on some members of the Texas Legislature as evidenced by the passage of SB 1557, which creates the Texas High Performance Schools Consortium. The statute's purpose is to allow local districts and schools to serve as a resource for transforming public schools in this state by improving student learning, emphasizing digital learning; high priority learning standards; multiple assessments to inform continuous improvement; and local control to enable greater parent and community involvement.

The Commissioner of Education has also been receptive to some of the ideas in the visioning document. In January he told the State Board of Education, and later reiterated these comments at the TASA Midwinter Conference of School Administrators, that the mentality that standardized testing is the "end-all, be-all" is a "perversion" of what a quality education should be. Commissioner Scott said, "*What we've done in the past decade, is we've doubled down on the test every couple of years, and used it for more and more things, to make it the end-all, be-all.* He continued, "*...You've reached a point now of having this one thing that the entire system is dependent upon. It is the heart of the vampire, so to speak.*"

At the TASA Midwinter Conference the Texas Association of School Administrators also launched an initiative to begin to transform the "new vision for public education in Texas" into reality with "*Mission: School Transformation for Student-Centered Schools and Future-Ready Students.*"

In support of the new vision through efforts of the Texas Association of School Administrators, and now the Texas Association of School Boards, a resolution has been developed to be presented to the Texas Legislature concerning high stakes standardized testing of Texas public school students. The resolution calls on them to "*reexamine the public school accountability system in Texas and to develop a system that encompasses multiple assessments, reflects greater validity, uses more cost efficient sampling techniques, and other external evaluation arrangements, and more accurately reflects what*

students know, appreciate and can do in terms of rigorous standards essential to their success, enhances the role of teachers as designers, guides to instruction and leaders, and nurtures the sense of inquiry and love of learning in all students.”

The resolution underscores the importance for a new accountability system, one that accurately reflects the performance of Texas public school students and one that encourages innovation and creativity in the classroom, not rote memorization and test-taking strategies.

ECISD Board Policy

None.

Effective Date

April 17, 2012

Previous Board Action

Ideas from *“Creating a New Vision for Public Education in Texas”* have previously been shared with the Board.

Future Action Expected

Continuing with activities to transform our schools.

Background Information and Significant Issues

This resolution drafted by TASA is a philosophical statement that, among other things, challenges the notion that standardized testing should be the single measure of a district and endorses more engaging learning experiences. TASA’s goal is to draw attention to the transformation that needs to happen in Texas public schools and to speak with a clear and unified voice to Texas lawmakers about the concerns —not just of educators but also business leaders, parents and students— regarding the current accountability system.

On March 31st, the Texas Association of School Boards Board of Directors voted unanimously to support this resolution. The TASB Board agreed that the current accountability system is *“strangling our public schools and undermining any chance that educators have to transform a traditional system of schooling into a broad range of learning experiences that better prepares our students to live successfully and be competitive on a global stage.”*

As of Friday afternoon, April 13th, 282 districts across the state representing close to 1 million students, have approved the resolution. In the Region 3 Education Service Center region, ten districts have already adopted the resolution (Bay City, Columbus, Goliad, Industrial, Karnes City, Kenedy, Louise, Palacios, Runge, and Shiner) with a number of others scheduled to do so at their meeting this month.

The resolution has also garnered national attention as well and has been covered in the press by *The Washington Post* and *Education Week*, as well as a number of news outlets across Texas. The Community District Education Council 30 in Queens, New York, unanimously passed a nearly identical resolution at their board meeting on March 22nd, essentially

substituting New York for Texas. They also encouraged other New York City area districts to adopt similar resolutions.

Fiscal Impact

None.

Student and Public Benefit

The entire public education system in the State of Texas will benefit from any relief of an over reliance on standardized, high stakes testing as the only assessment of learning that really matters in the state and federal accountability systems.

Procedural and Reporting Implications

Notification to TASA that the ECISD Board of Trustees has passed the resolution.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

The following are some excerpts taken from the *Dallas Morning News* of comments Commissioner Scott made to the State Board of Education in January:

"I've been a proponent of standardized testing, for some things, and I continue to use it, for some things. But we have overemphasized it, and even if we haven't overemphasized it specifically at the state level, the perception out there is that it is the end-all, be-all, and even if that's not the intent at the state level, that's reality. And perception is reality, so once they perceive that is all that counts, that it's all we're looking at, that's all they focus on."

"...I've been very supportive of the Visioning Institute bill that is going to give this agency the authority to get 20 districts to serve as pilots for a new accountability system that maybe doesn't focus on testing every kid every year and maybe does sampling like the NAEP, and allows us to think beyond this current system that we have, because we do have many districts and many campuses that are overemphasizing testing."

"Testing is good for some things. It is good for data, it is good for instructional practices, it is good for feedback, it is not the end-all, be-all of the universe. But it is important ... in making the system care about kids. I say this all the time: Parents care about kids, teacher care about kids, individual in this room care about kids."

"The system doesn't give a damn about kids unless you make it care. And that's really what the idea of testing and accountability was about, was to make the system care about kids, about the different subgroups of kids, and not leave one subgroup to be stranded while the law of averages makes the campus look great."

“Now I agree that we’ve reached a point where there’s going to be a backlash against standardized testing …”

“If you look at it, this is where the frustration comes from—you know, ‘drill and kill,’ and teachers getting burnout. I don’t know how to stop that behavior, other than to say that’s not the intent, and to tell them, ‘It’s not going to work.’”

“When you fundamentally get back to it, it’s the quality of the teacher in the classroom, it’s the quality of professional materials, and the alignment of professional development, all of those things that go into the development of a quality classroom.”

“What we’ve done in the past decade, is we’ve doubled down on the test every couple of years, and used it for more and more things, to make it the end-all, be-all ... You’ve reached a point now of having this one thing that the entire system is dependent upon. It is the heart of the vampire, so to speak.”

“All you have to do is kill that, and you’ve killed a whole lot of things. I think there needs to be a balance here.”

Attachments

- Copy of Resolution

Contact Person(s)

Mark Pool, Superintendent of Schools

Action Required

Motion, second and majority vote to approve the “Resolution Concerning High Stakes, Standardized Testing of Texas Public School Students.”

Superintendent’s Recommendation

I recommend that you take the necessary action to approve the “Resolution Concerning High Stakes, Standardized Testing of Texas Public School Students.”

Mark Pool, Superintendent of Schools

**BOARD OF TRUSTEES
 _____ INDEPENDENT SCHOOL DISTRICT**

**RESOLUTION CONCERNING HIGH STAKES, STANDARDIZED TESTING
 OF TEXAS PUBLIC SCHOOL STUDENTS**

STATE OF TEXAS §
 COUNTY OF _____ §

WHEREAS, the over reliance on standardized, high stakes testing as the only assessment of learning that really matters in the state and federal accountability systems is strangling our public schools and undermining any chance that educators have to transform a traditional system of schooling into a broad range of learning experiences that better prepares our students to live successfully and be competitive on a global stage; and

WHEREAS, we commend Robert Scott, Commissioner of Education, for his concern about the overemphasis on high stakes testing that has become “a perversion of its original intent” and for his continuing support of high standards and local accountability; and

WHEREAS, we believe our state’s future prosperity relies on a high-quality education system that prepares students for college and careers, and without such a system Texas’ economic competitiveness and ability and to attract new business will falter; and

WHEREAS, the real work of designing more engaging student learning experiences requires changes in the culture and structure of the systems in which teachers and students work; and

WHEREAS, what occurs in our classrooms every day should be student-centered and result in students learning at a deep and meaningful level, as opposed to the superficial level of learning that results from the current over-emphasis on that which can be easily tested by standardized tests; and

WHEREAS, we believe in the tenets set out in *Creating a New Vision for Public Education in Texas* (TASA, 2008) and our goal is to transform this district in accordance with those tenets; and

WHEREAS, our vision is for all students to be engaged in more meaningful learning activities that cultivate their unique individual talents, to provide for student choice in work that is designed to respect how they learn best, and to embrace the concept that students can be both consumers and creators of knowledge; and

WHEREAS, only by developing new capacities and conditions in districts and schools, and the communities in which they are embedded, will we ensure that all learning spaces foster and celebrate innovation, creativity, problem solving, collaboration, communication and critical thinking; and

WHEREAS, these are the very skills that business leaders desire in a rising workforce and the very attitudes that are essential to the survival of our democracy; and

WHEREAS, imposing relentless test preparation and boring memorization of facts to enhance test performance is doing little more than stealing the love of learning from our students and assuring that we fall short of our goals; and

WHEREAS, we do not oppose accountability in public schools and we point with pride to the performance of our students, but believe that the system of the past will not prepare our students to lead in the future and neither will the standardized tests that so dominate their instructional time and block our ability to make progress toward a world-class education system of student-centered schools and future-ready students; therefore be it

RESOLVED that the _____ ISD Board of Trustees calls on the Texas Legislature to reexamine the public school accountability system in Texas and to develop a system that encompasses multiple assessments, reflects greater validity, uses more cost efficient sampling techniques and other external evaluation arrangements, and more accurately reflects what students know, appreciate and can do in terms of the rigorous standards essential to their success, enhances the role of teachers as designers, guides to instruction and leaders, and nurtures the sense of inquiry and love of learning in all students.

PASSED AND APPROVED on this _____ day of _____, 2012.

By: _____
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Title:

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