

Agenda of Regular

The Board of Trustees El Campo Independent School District

A Regular of the Board of Trustees of El Campo Independent School District will be held November 13, 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. Public Comment
2. Recognition
3. Curriculum and Instruction
4. Governance
 - A. Review of TASB Policy Service Localized Update 95 3
5. Call to Order/Opening Prayer/Pledge of Allegiance
6. Consent Agenda
 - A. Personnel
7. Governance
 - A. Consider Approval of Superintendent Performance Appraisal Process and Instrument 47
8. Consider Approval of the Minutes
9. October 23, 2012 - Regular Meeting 60
10. Consider Approval of Proposed Policies and Procedures for STAAR and EOC Exams 66
11. Business and Support Services
 - A. Consider Annual Approval of Resolution to Designate Fund Balance 75
 - B. Review of Monthly Financial Reports 83
 - C. Review List of Checks Written for the Month of October, 2012 90
12. Consider Annual Approval of Compensation Study Market Groups 92
13. Curriculum and Instruction
14. Students
15. Business and Operations
16. Review of Instructional Technology
17. Review of Superintendent Performance Goals 97
18. Review Draft of ECISD Board Monitoring Document
19. Review of 2012 Board Member Continuing Education 102
20. Closed Session:
21. Personnel
22. Superintendent's Report
 - A. Personnel
 - B. Students
23. Governance
24. Business and Support Services

25. Curriculum and Instruction
26. Community and Governmental Relations
27. Adjournment

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

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on November 9, 2012 at 2:00 p.m.

For the Board of Trustees

Agenda Item Summary Sheet (7 C)
Meeting Date: November 13, 2012
Submitted by: Mark Pool, Superintendent

Discussion Only

Governance	Review of TASB Policy Update 95
Summary	<p>Localized Update 95 incorporates recent changes to the Administrative Code regarding bilingual education, student retention and promotion, the required instructional program, tuition for transfer students, and graduation requirements.</p> <p>The Update also includes statutory provisions addressing the official name of the district, board member powers and duties, procurement of legal services, and facilities construction.</p> <p>Several employment-related exhibits and local policies addressing topics of term contract nonrenewal, employee resignations, and grievances are also included.</p>
ECISD Board Policy	BF (LOCAL), BOARD POLICES
Effective Date	Following approval by the Board at the next regular meeting.
Previous Board Action	None.
Future Action Expected	The Board will act to approve all new LOCAL policies at the next regular meeting.
Background Information and Signification Issues	Please bear in mind that the (LEGAL) policies reflect the ever-changing legal context for governance and management of the district. They should not be adopted but, rather, should inform local decision making. The (LOCAL) policy recommendations in this update will need close attention by both the administration and the board to ensure that they reflect the practices of the district and the intentions of the board. Board action will be needed to adopt, revise, or repeal (LOCAL) policy.
Fiscal Impact	None.
Student and Public Benefit	Board policies are designed to promote fair and equitable treatment for all district patrons.
Procedural and Reporting Implications	None.

Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Explanatory Notes for TASB Localized Policy Manual Update 95 • Highlighted Policy Changes • <i>Vantage Points</i> (separate document)
Contact Person(s)	Mark Pool, Superintendent of School
Action Required	None.
Superintendent's Recommendation	<p>This is a discussion item only.</p> <p>Mark Pool, Superintendent of Schools</p>

Explanatory Notes

TASB Localized Policy Manual Update 95

District: El Campo ISD

A25 (INDEX) CROSS-INDEX

The cross-index—shared by all localized policy manuals in districts throughout Texas, the *TASB Policy Reference Manual*, and the *TASB Regulations Resource Manual*—has been updated to reflect new terminology and topic relationships established by changes in law or regulation that have arisen since this document was last updated in 2010.

Please bear in mind that the cross-index is “generic” and presents a structure that serves all these manuals; your policy manual may not address some of the topics shown and may not include some of the policies indicated. This cross-index is also a key element used in searching Policy On Line.

A (LEGAL) BASIC DISTRICT FOUNDATIONS

The A section table of contents is being issued without revision to address a system configuration issue. You will not be charged for this page.

AB (LEGAL) DISTRICT NAME

This legally referenced policy is recommended for inclusion in the district’s policy manual. It includes existing statutory provisions that provide authority for the board to change the name of the district by a resolution, which must be sent to the commissioner.

AB (LOCAL) DISTRICT NAME

This policy is recommended for inclusion in the district’s manual to provide the official name of the district as determined by the board and to provide a basis for use of “the District” throughout the manual, consistent with policy style.

B (LEGAL) LOCAL GOVERNANCE

The B section table of contents is being issued without revision to address a system configuration issue. You will not be charged for these pages.

BBFA (EXHIBIT) ETHICS
CONFLICT OF INTEREST DISCLOSURES

We have lightly edited this exhibit to update outdated language and simplify the portions of the affidavits that a notary public completes.

Explanatory Notes

TASB Localized Policy Manual Update 95

C (LEGAL) BUSINESS AND SUPPORT SERVICES

The C section table of contents is being issued without revision to address a system configuration issue. You will not be charged for these pages.

CKA (LEGAL) SAFETY PROGRAM/RISK MANAGEMENT INSPECTIONS

At MANAGEMENT PLAN, item 7, we have added an existing statutory provision requiring asbestos inspectors and persons who design or carry out response actions to be licensed by the Texas Department of State Health Services.

CR (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT

A revision at PREMIUM PAYMENTS has been made to better reflect statutory language. The revised language clarifies that the district may deduct commercial insurance premiums from an employee's salary only if the employee authorizes the action in writing.

CRE (LEGAL) INSURANCE AND ANNUITIES MANAGEMENT WORKERS' COMPENSATION

On page 4 we have added a Note with information from the 2011 Texas Supreme Court case, *Travis Central Appraisal District v. Norman*, which held that an employee claiming retaliatory discharge for filing a workers' compensation claim cannot bring suit against a school district without the district's consent. The Note further explains that the Texas Labor Code does not waive a school district's immunity and provide such consent.

CV (LEGAL) FACILITIES CONSTRUCTION

Government Code section 2267.059, as included at SUBMISSION on page 3, requires all public work bids and proposals to be sealed. Since Government Code Chapter 2267 prevails over other law relating to a public work contract, we have deleted from the policy the Education Code provisions that allow a district to receive public work bids or proposals through electronic transmission, which are not required to be sealed.

D (LEGAL) PERSONNEL

The D section table of contents is being issued without revision to address a system configuration issue. You will not be charged for these pages.

Explanatory Notes

TASB Localized Policy Manual Update 95

DBD (EXHIBIT) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
CONFLICT OF INTEREST

We have lightly edited this exhibit to update outdated language and simplify the portions of the affidavits that a notary public completes.

DCA (LEGAL) EMPLOYMENT PRACTICES
PROBATIONARY CONTRACTS

This policy addressing employment under a probationary contract includes revisions at UPON REASSIGNMENT to better match statutory language and to duplicate this same language found at DFAC(LEGAL).

DF (EXHIBIT) TERMINATION OF EMPLOYMENT

As part of Update 95, several employment-related exhibits are recommended for inclusion in the district's policy manual. Along with the existing exhibits at DFBB providing notice of term contract nonrenewal, the exhibits added at Update 95 provide the district with an array of notices that can be used when the district is terminating or nonrenewing an employment contract under Chapter 21 of the Education Code. Most of the exhibits are customized based on the district's local policy choices.

The DF(EXHIBIT) includes forms to notify an employee when:

- The board has proposed termination of the employee's probationary, term, or continuing contract during the contract term; and
- The board has taken final action to terminate the contract.

DFAB (EXHIBIT) PROBATIONARY CONTRACTS
TERMINATION AT END OF YEAR

As mentioned above, new exhibits recommended in Update 95 provide assistance when a district is terminating or nonrenewing a Chapter 21 employment contract. This exhibit provides an employee notice when the board has chosen to terminate an employee's probationary contract at the end of the contract period.

DFAC (LEGAL) PROBATIONARY CONTRACTS
RETURN TO PROBATIONARY STATUS

This policy has been structured to reflect the two situations when an employee may be returned to a probationary contract status:

- At UPON REASSIGNMENT, the provisions explain that if an employee voluntarily accepts an assignment to a new professional capacity that requires a different class of certificate from the employee's previous assignment, the district may give the employee a probationary contract.

Explanatory Notes

TASB Localized Policy Manual Update 95

- A district can also return an employee to probationary contract status IN LIEU OF DISCHARGE, TERMINATION, OR NONRENEWAL.

A change at NEW PROBATIONARY PERIOD has been made to better match statutory language.

DFBB (LEGAL) TERM CONTRACTS
NONRENEWAL

An existing statutory provision has been added on page 2 of this legally referenced policy to reflect the option provided by law for the district to have a HEARING EXAMINER appointed by the Commissioner of Education conduct a nonrenewal hearing instead of the board. The district's DFBB(LOCAL) reflects the board's decision that the board will conduct nonrenewal hearings.

Please note: Our records reflect that your district has a student enrollment below 5,000. Please contact your policy consultant if our records are incorrect and your district has 5,000 or more students enrolled.

DFBB (LOCAL) TERM CONTRACTS
NONRENEWAL

Recommended revisions to this local policy include:

- Updated cross-references to the reduction in force policies at items 9 and 10 in the list of REASONS for nonrenewal; and
- The addition of a paragraph at REQUEST FOR HEARING explaining that the board will hold the hearing within 15 days of receiving the request for a hearing and will notify the employee of the hearing date as soon as it is set.

Please note: Your district's current policy indicates that all nonrenewal hearings are held by the board. Please contact your policy consultant for alternative text if this does not reflect the practice in your district.

DFBB (EXHIBIT) TERM CONTRACTS
NONRENEWAL

Recommended revisions to this exhibit simplify the text in the notice of proposed term contract nonrenewal and add two additional forms:

- A form for the district to document how the notice of proposed nonrenewal was delivered to the employee, in accordance with provisions from the last legislative session requiring an attempt at hand delivery; and
- A form to provide the employee notice that the board voted to nonrenew the employee's term contract.

DFE (LOCAL) TERMINATION OF EMPLOYMENT
RESIGNATION

At CONTRACT EMPLOYEES, recommended language has been added to clarify that when an employee resigns effective at the end of the school year or submits a resignation after the last day of the school year and before the penalty-free resignation date, the district need not take action to accept the resignation because the resignation is considered to be automatically accepted upon receipt.

Explanatory Notes

TASB Localized Policy Manual Update 95

A second change is based on a recent Commissioner of Education proposal for decision, *Harris v. Fort Bend Independent School District*, which indicated that although the Education Code allows the board to delegate to one or more individuals the authority to consent to a resignation during the school year, it does not allow the board to grant to the superintendent the authority to further delegate that responsibility to another employee. As a result, we recommend revising the policy language to give the superintendent or other person designated by Board action the authority to accept these resignations.

In Update 42 to the *Regulations Resource Manual*, to be issued in October and made available in the Policy Service Resource Library on myTASB, Policy Service will provide a sample resolution for the board to document when the board has delegated to someone in addition to the superintendent the authority to consent to mid-year contract resignations.

DFFA (EXHIBIT) REDUCTION IN FORCE FINANCIAL EXIGENCY

As mentioned above, new exhibits recommended in Update 95 provide assistance when a district is terminating or nonrenewing a Chapter 21 employment contract. This exhibit includes forms to notify an employee that:

- The board has proposed termination of the employee's probationary contract during the contract term due to financial exigency;
- The board has proposed termination of the employee's term contract during the contract term due to financial exigency; and
- The board has taken final action to terminate the contract.

DGBA (LOCAL) PERSONNEL-MANAGEMENT RELATIONS EMPLOYEE COMPLAINTS/GRIEVANCES

Recommended changes clarify the types of complaints to which the district's complaint policy, DGBA(LOCAL), applies. Some employee complaints must be filed in accordance with another policy in lieu of being filed in accordance with DGBA(LOCAL). For example, an employee whose term contract has been proposed for nonrenewal must proceed in accordance with DFBB(LOCAL). Other complaints must be filed initially in accordance with another policy and then may proceed to DGBA(LOCAL) for further appeal. For example, if an employee files a sexual harassment complaint in accordance with DIA(LOCAL) and is dissatisfied with the outcome of the investigation, the employee may then appeal in accordance with DGBA(LOCAL).

To clarify when an employee should submit a complaint in accordance with a policy other than DGBA(LOCAL), recommended revisions:

- Move the OTHER COMPLAINT PROCESSES provision to the beginning of the policy;
- Reword the introductory sentence to indicate that the employee may need to file a complaint in accordance with another policy; and
- Provide better direction to other relevant policies.

The NOTICE TO EMPLOYEES about the complaint policy has also been moved closer to the beginning of the policy.

A revision at LEVEL THREE specifies that the Level Two record must include the notice of appeal from Level One to Level Two.

Explanatory Notes

TASB Localized Policy Manual Update 95

DL (LEGAL) WORK LOAD

The Commissioner of Education decision *Canutillo Educators Association v. Canutillo Independent School District* provides guidance on teachers' PLANNING AND PREPARATION time by explaining that it must occur during the time students are receiving instruction, not before or after the school day.

Per an attorney general opinion, teachers may not be required to remain on campus during their 30-minute DUTY-FREE LUNCH break.

DMA (LEGAL) PROFESSIONAL DEVELOPMENT REQUIRED STAFF DEVELOPMENT

We have moved to TRAINING SPECIFICS an existing statutory provision explaining that a district may use district-wide staff development that was developed and approved through the district-level decision process and added a margin note regarding staff development relating to instruction of STUDENTS WITH DISABILITIES. In addition, effective with the 2012–13 school year staff development may include training related to bullying (see item 2 at TRAINING SPECIFICS). This change is from HB 1942 passed during the 82nd Legislative Session.

E (LEGAL) INSTRUCTION

The E section table of contents is being issued without revision to address a system configuration issue. You will not be charged for these pages.

EGA (LEGAL) CURRICULUM DEVELOPMENT INNOVATIVE AND MAGNET PROGRAMS

As a result of recent revisions to the Administrative Code clarifying that dual language immersion programs are part of the bilingual education program, we have deleted provisions on dual language immersion from this policy on Innovative and Magnet Programs and moved the provisions to EHBE, Bilingual Education/ESL.

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

As a result of changes to the Administrative Code, effective May 30, 2012, economics was moved to the FOUNDATION CURRICULUM as part of social studies.

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

The required GRADES 9–12 COURSE OFFERINGS, beginning on page 2, have been revised based on changes to the Administrative Code, effective May 30, 2012:

Explanatory Notes

TASB Localized Policy Manual Update 95

- In addition to Integrated Physics and Chemistry, Biology, Chemistry, and Physics, a district must now offer at least two additional science courses from those listed (see item 3);
- Economics is now listed as a required course under social studies (see item 4);
- Health Education has been deleted from the list of courses the district must offer; and
- A district must now offer at least four technology applications courses from those listed (see item 9).

In addition, a district must teach each course required for graduation at least once in any two consecutive years, and a district must teach a course with an end-of-course assessment each year or use alternate delivery methods, such as distance learning, so students can earn credit for those courses.

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

At INDIVIDUALIZED EDUCATION PROGRAM (IEP), item 10 (see page 6), we have updated the text to reflect the current Education Code requirement for districts to begin transition planning not later than the first IEP to be in effect when the child is 14.

EHBE (LEGAL) SPECIAL PROGRAMS BILINGUAL EDUCATION/ESL

Extensive changes to this legally referenced policy on bilingual education are based on changes to the Administrative Code, effective May 28, 2012.

- The Administrative Code now uses the term "English language learner" rather than "limited English proficient," but includes a DEFINITION clarifying that the terms can be used interchangeably.
- At LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES (LPAC), on page 2, LPACs must discharge their duties within "20 school days" rather than "4 weeks."
- In districts and grade levels without a bilingual education program, the MEMBERSHIP OF THE LPAC must include a campus administrator. See page 2.
- Additional details on administration of the HOME LANGUAGE SURVEY have been added on page 3.
- At PARENTAL NOTICE AND CONSENT, beginning on page 3, a district may now identify, exit, or place a student in a bilingual education program without written approval from the student's parent under certain circumstances.
- As reflected on page 4, BILINGUAL AND ESL PROGRAMS must be selected from one of the program models outlined in the Administrative Code, as listed at BILINGUAL EDUCATION PROGRAM MODELS and ESL PROGRAM MODELS on page 6.
- As mentioned above, because a DUAL LANGUAGE IMMERSION PROGRAM (DLIP) is considered part of the bilingual education program, these provisions were moved from EGA with some minor changes.
- At FACILITIES, on page 9, recent immigrant English language learners may only be enrolled in newcomer centers for two years before they are returned to their home campus.

Explanatory Notes

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- Documentation in a student's permanent record must be forwarded in the same manner as other student records to another school in which the student enrolls. See COOPERATION AMONG DISTRICTS on page 9.

Existing provisions from the Administrative Code were added at PROGRAM CONTENT, on page 5, to explain the elements that must be addressed in the ESL program; the required coordination between the ESL program and the regular education program; and to explain that the district must modify the instruction, pacing, and materials in bilingual and ESL programs to ensure that English language learners have a full opportunity to master the TEKS and that students participating in these programs may demonstrate mastery in either their home language or in English.

Please note: A district implementing a DLIP must have a local policy addressing certain aspects of the program. Please contact your policy consultant for sample language if your district has a DLIP.

EIE (LEGAL) ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

A clarification from recent amendments to the Administrative Code has been added at EXCEPTION on page 3. The new language explains that a student in grades 5 or 8 may not be denied promotion to the next grade level because the student failed to perform satisfactorily on a reading or mathematics assessment intended for use above the student's grade level.

Minor rewording at STUDENTS WITH DYSLEXIA, on page 10, corresponds with terminology used in the revised Administrative Code rules.

EIE (LOCAL) ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

Recommended changes at CURRICULUM MASTERY include the addition of a statement that the district shall comply with state and federal requirements, as included in the policy manual at the referenced codes, when determining methods for students with disabilities or students who are English language learners to demonstrate mastery of the curriculum. This sentence replaces more detailed text, previously included in the policy at STANDARDS FOR MASTERY, that listed the ways that English language learners could demonstrate mastery.

Text on STUDENTS RECEIVING SPECIAL EDUCATION SERVICES was revised and moved to the beginning of the policy, but it retains the requirement that the ARD committee must determine any modified promotion standards for such students.

At ACCELERATED INSTRUCTION, we have deleted text indicating that accelerated instruction is only required for students in grades 3 through 8; accelerated instruction requirements apply to all students who fail a state-mandated assessment.

In addition, new text at GRADE ADVANCEMENT TESTING acknowledges the exception for a student assessed in reading or mathematics above his or her enrolled grade level from the requirement to pass the grade 5 and 8 state-mandated assessments in order to be promoted to the next grade level.

EIF (LEGAL) ACADEMIC ACHIEVEMENT
GRADUATION

Beginning on page 4, amendments to the Administrative Code, effective May 30, 2012, update and clarify graduation requirements for each of the three graduation programs beginning with students entering grade 9 in the 2012–13 school year.

Explanatory Notes

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The rules also resulted in minor rewording of the provisions on page 7 addressing a STUDENT WITH A DISABILITY OR ILLNESS who is unable to participate in physical activity. When a committee is formed for a student who is not receiving special education services or services under Section 504 to determine the student's ability to participate in physical activity, the committee must follow the same procedures required of an ARD or Section 504 committee.

On page 8, new provisions from the revised Administrative Code rules govern enrollment and course credit for courses with a required PREREQUISITE.

F (LEGAL) STUDENTS

The F section table of contents is being issued without revision to address a system configuration issue. You will not be charged for these pages.

FDA (LEGAL) ADMISSIONS INTERDISTRICT TRANSFERS

Changes to the Administrative Code, effective April 22, 2012, affect the calculation of tuition charged by the receiving district to the home district to educate students in grade levels not taught in the home district. The tuition payment is the sum of the excess maintenance and operations (M&O) revenue per enrollee and the excess debt revenue per enrollee. The base tuition limit was deleted from the calculation. (See TUITION FOR EDUCATION OUTSIDE DISTRICT.)

FNC (LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES STUDENT CONDUCT

Clarification about the contents of the discipline management program that must be included in the district improvement plan is from HB 1942 passed during the 82nd Legislative Session. The program is required to provide for prevention and education about unwanted physical or verbal aggression and sexual harassment, but HB 1942 deleted the language that required the program to include education about other forms of bullying.

FNF (LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES INTERROGATIONS AND SEARCHES

From *Horton v. Goose Creek Independent School District*, at USE OF TRAINED DOGS beginning on page 2, we have added further explanation about when a sniffer dog is considered to be reasonably reliable so that the district has reasonable cause to search a locker or a car. The case explains that the district does not need to show that the dog is infallible or reliable enough to provide probable cause, only that the dog is reasonably reliable.

Explanatory Notes

TASB Localized Policy Manual Update 95

FNG (LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES STUDENT AND PARENT COMPLAINTS/GRIEVANCES

To coordinate with the changes to the employee complaint policy [see DGBA(LOCAL), above], recommended changes to this policy clarify the types of student and parent complaints to which the district's complaint policy, FNG(LOCAL), applies. Some student and parent complaints must be filed in accordance with another policy in lieu of being filed in accordance with FNG(LOCAL). For example, a parent's complaint about Section 504 services to a student with a disability must proceed in accordance with FB(LOCAL). Other complaints must be filed initially in accordance with another policy and then may proceed to FNG(LOCAL) for further appeal. For example, if a student files a bullying complaint in accordance with FFI(LOCAL) and is dissatisfied with the outcome of the investigation, the student may then appeal in accordance with FNG(LOCAL).

To clarify when a student or parent should submit a complaint in accordance with a policy other than FNG(LOCAL), recommended revisions:

- Move the OTHER COMPLAINT PROCESSES provision to the beginning of the policy;
- Reword the introductory sentence to indicate that the student or parent may need to file a complaint in accordance with another policy and provide better direction to other relevant policies;
- Include retaliation from bullying at item 4;
- Include complaints concerning final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program at item 8; and
- Include complaints concerning admission, placement, or services provided for a homeless student at item 14.

The NOTICE TO STUDENTS AND PARENTS about the complaint policy has also been moved closer to the beginning of the policy.

A revision at LEVEL THREE specifies that the Level Two record must include the notice of appeal from Level One to Level Two.

G (LEGAL) COMMUNITY AND GOVERNMENTAL RELATIONS

The G section table of contents is being issued without revision to address a system configuration issue. You will not be charged for this page.

GF (LOCAL) PUBLIC COMPLAINTS

To coordinate with the changes to the employee and student and parent complaint policies [see DGBA(LOCAL) and FNG(LOCAL), above], recommended changes to this policy clarify the types of complaints listed at OTHER COMPLAINT PROCESSES that must be filed initially in accordance with another policy and then may proceed to GF(LOCAL) for appeal.

To clarify when a member of the public should submit a complaint in accordance with a policy other than GF(LOCAL), recommended revisions:

- Move the OTHER COMPLAINT PROCESSES provision to the beginning of the policy;

(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.

REASONS

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

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

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

30. Failure to fulfill requirements for certification, including passing certification examinations required by state law for the employee's assignment.
31. Failure to achieve or maintain "highly qualified" status as required for the employee's assignment.
32. Failure to fulfill the requirements of a deficiency plan under an Emergency Permit, a Special Assignment Permit, or a Temporary Classroom Assignment Permit.
33. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
34. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
35. Any reason constituting good cause for terminating the contract during its term.

RECOMMENDATIONS
FROM
ADMINISTRATION

Administrative recommendations for renewal or proposed nonrenewal of professional employee contracts shall be submitted to the Superintendent. A recommendation for proposed nonrenewal shall be supported by any relevant documentation. The final decision on the administrative recommendation to the Board on each employee's contract rests with the Superintendent.

SUPERINTENDENT'S
RECOMMENDATION

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

NOTICE OF
PROPOSED
NONRENEWAL

After the Board votes to propose nonrenewal, the Superintendent or designee shall deliver written notice of proposed nonrenewal in accordance with law.

If the notice of proposed nonrenewal does not contain a statement of the reason or all of the reasons for the proposed action, and the employee requests a hearing, the District shall give the employee notice of all reasons for the proposed nonrenewal a reasonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

REQUEST FOR
HEARING

If the employee desires a hearing after receiving the notice of proposed nonrenewal, the employee shall notify the Board in writing not later than the 15th day after the date the employee received the notice of proposed nonrenewal.

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

HEARING
PROCEDURES

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

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

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

A record of the hearing shall be made.

BOARD DECISION

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

El Campo ISD
241903

TERM CONTRACTS
NONRENEWAL

DFBB
(LOCAL)

NO HEARING

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

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LOCAL)

GENERAL
REQUIREMENTS

All resignations shall be submitted in writing to the Superintendent or designee. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

AT-WILL EMPLOYEES

The Superintendent or designee shall be authorized to accept the resignation of an at-will employee at any time.

CONTRACT
EMPLOYEES

The Superintendent or designee shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. The resignation **requires no further action by the District and** is accepted upon receipt.

The Superintendent or **other person designated by Board action** ~~designee~~ shall be authorized to accept a contract employee's resignation submitted or effective at any other time. The Superintendent or **other Board** designee shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

WITHDRAWAL OF
RESIGNATION

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Board.

COMPLAINTS

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

OTHER COMPLAINT PROCESSES

Employee complaints shall be filed in accordance with this policy, except as provided below:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with DIA.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with DIA.
3. Complaints concerning retaliation relating to discrimination and harassment shall be submitted in accordance with DIA.
4. Complaints concerning instructional materials shall be submitted in accordance with EFA.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

NOTICE TO EMPLOYEES

The District shall inform employees of this policy.

**GUIDING PRINCIPLES
INFORMAL
PROCESS**

The Board encourages employees to discuss their concerns and complaints through informal conferences with their supervisor, principal, or other appropriate administrator.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

**DIRECT
COMMUNICATION
WITH BOARD
MEMBERS**

Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

FORMAL PROCESS If an informal conference regarding a complaint fails to reach the outcome requested by the employee, he or she may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

~~NOTICE TO
EMPLOYEES~~

~~The District shall inform employees of this policy.~~

FREEDOM FROM
RETALIATION

Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.

WHISTLEBLOWER
COMPLAINTS

Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Two. Time lines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]

COMPLAINTS AGAINST
SUPERVISORS

Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaints alleging a violation of law by the Superintendent may be made directly to the Board or designee.

~~COMPLAINTS~~

~~In this policy, the terms "complaint" and "grievance" shall have the same meaning. This policy shall apply to all employee complaints, except as provided below.~~

~~EXCEPTIONS~~

~~This policy shall not apply to:~~

- ~~1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability). [See DIA]~~
- ~~2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violations of Title VII. [See DIA]~~
- ~~3. Complaints concerning retaliation relating to discrimination and harassment. [See DIA]~~
- ~~4. Complaints concerning instructional materials. [See EFA]~~

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

~~5. Complaints concerning a commissioned peace officer who is an employee of the District. [See CKE]~~

~~6. Complaints arising from the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code. [See DFBB]~~

~~7. Complaints arising from the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term. [See DFAA, DFBA, or DFCA, respectively]~~

GENERAL
PROVISIONS
FILING

Complaint forms and appeal notices may be filed by hand-delivery, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

RESPONSE

At Levels One and Two, "response" shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered or sent by U.S. Mail to the employee's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

DAYS

"Days" shall mean District business days, unless otherwise noted. In calculating time lines under this policy, the day a document is filed is "day zero." The following business day is "day one."

REPRESENTATIVE

"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process.

The employee may designate a representative through written notice to the District at any level of this process. If the employee designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

CONSOLIDATING
COMPLAINTS

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not bring separate or serial complaints arising from any event or series of

events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.

UNTIMELY FILINGS

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

COSTS INCURRED

Each party shall pay its own costs incurred in the course of the complaint.

COMPLAINT FORM

Complaints under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiled is within the designated time for filing a complaint.

AUDIO RECORDING

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and hold a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

The administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

LEVEL TWO

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.

4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the employee at Level One and identified in the Level Two appeal notice. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

LEVEL THREE

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two **appeal complaint**. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. **The notice of appeal from Level One to Level Two.**
- ~~2.3.~~ The written response issued at Level Two and any attachments.
- ~~3.4.~~ All other documents relied upon by the administration in reaching the Level Two decision.

If at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

CURRICULUM
MASTERY

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, **intensive, and/or accelerated services.** [See EHBC] **The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum./accelerated services.** [See EHBC]

**STUDENTS
RECEIVING
SPECIAL
EDUCATION
SERVICES**

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

STANDARDS FOR
MASTERY

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:-

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, six weeks, or final ~~exams~~examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

GRADES 1–8

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, mathematics, and language arts other than reading, which includes the disciplines of listening, speaking, writing, grammar, and usage.

GRADES 9–12

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

~~STUDENTS WITH
DISABILITIES~~

~~Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.~~

~~LIMITED ENGLISH
PROFICIENT
STUDENTS~~

~~In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:~~

- ~~1.— Assessment in the primary language.~~
- ~~2.— Assessment using ESL methodologies.~~
- ~~3.— Assessment with multiple varied instruments. [See EHBE]~~

ACCELERATED
INSTRUCTION ~~FOR~~
~~GRADES 3–8~~

If a student ~~in grades 3–8~~ fails to demonstrate proficiency on a state-mandated assessment, the student shall be provided accelerated instruction in accordance with state law. Additionally, students in grades 5 and 8 shall be subject to all provisions of GRADE ADVANCEMENT TESTING, below.

GRADE
ADVANCEMENT
TESTING

Except when a student will be assessed in reading or mathematics above his or her enrolled grade level ~~in addition to local standards for mastery and promotion~~, students in grades 5 and 8 must meet the passing standard on ~~the an~~ applicable ~~assessment instrument in the subjects required under~~ state-mandated ~~assessments law~~ in **reading and mathematics** ~~order~~ to be promoted to the next grade **level, in addition to the District’s local standards for mastery and promotion.**

DEFINITION OF
'PARENT'

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

ALTERNATE
ASSESSMENT
INSTRUMENT

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

STANDARDS FOR
PROMOTION UPON
APPEAL

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

The student shall not be promoted unless:

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

Whether the GPC decides to promote or to retain a student in this manner, the committee shall determine an accelerated instruction plan for the student for the following school year, providing for interim reports to the student's parent and opportunities for the parent to consult with the teacher or principal as needed. The principal or designee shall monitor the student's progress during the following school year to ensure that he or she is progressing in accordance with the plan.

TRANSFER
STUDENTS

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

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

ASSIGNMENT OF
RETAINED STUDENTS

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

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

ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

EIE
(LOCAL)

REDUCING STUDENT
RETENTION

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

COMPLAINTS

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

OTHER COMPLAINT PROCESSES

Student or parent complaints shall be filed in accordance with this policy, except as provided below:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning loss of credit on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning removal to a disciplinary alternative education program shall be submitted in accordance with FOC and the Student Code of Conduct.
7. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
8. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
9. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
10. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
11. Complaints concerning instructional materials shall be submitted in accordance with EFA.

12. **Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.**
13. **Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.**
14. **Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.**

NOTICE TO STUDENTS AND PARENTS

The District shall inform students and parents of this policy.

GUIDING PRINCIPLES

The Board encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, principal, or other campus administrator.

INFORMAL PROCESS

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

FORMAL PROCESS

If an informal conference regarding a complaint fails to reach the outcome requested by the student or parent, the student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

FREEDOM FROM RETALIATION

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

~~NOTICE TO STUDENTS AND PARENTS~~

~~The District shall inform students and parents of this policy.~~

~~COMPLAINTS~~

~~In this policy, the terms "complaint" and "grievance" shall have the same meaning. This policy shall apply to all student and parent complaints, except as provided below.~~

~~EXCEPTIONS~~

~~This policy shall not apply to:~~

- ~~1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion. [See FFH]~~

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

- ~~2. Complaints concerning dating violence. [See FFH]~~
- ~~3. Complaints concerning retaliation related to discrimination and harassment. [See FFH]~~
- ~~4. Complaints concerning bullying. [See FFI]~~
- ~~5. Complaints concerning loss of credit on the basis of attendance. [See FEC]~~
- ~~6. Complaints concerning removal to a disciplinary alternative education program. [See FOC and the Student Code of Conduct]~~
- ~~7. Complaints concerning expulsion. [See FOD and the Student Code of Conduct]~~
- ~~8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504. [See FB]~~
- ~~9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act. [See EHBA, FOF, and the parents' rights handbook provided to parents of all students referred to special education]~~
- ~~10. Complaints concerning instructional materials. [See EFA]~~
- ~~11. Complaints concerning a commissioned peace officer who is an employee of the District. [See CKE]~~
- ~~12. Complaints concerning intradistrict transfers or campus assignments. [See FDB]~~

GENERAL
PROVISIONS
FILING

Complaint forms and appeal notices may be filed by hand-delivery, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

RESPONSE

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

DAYS	<p>“Days” shall mean District business days. In calculating time lines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”</p>
REPRESENTATIVE	<p>“Representative” shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.</p> <p>The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.</p>
CONSOLIDATING COMPLAINTS	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p>
UNTIMELY FILINGS	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p>
COSTS INCURRED	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
COMPLAINT FORM	<p>Complaints under this policy shall be submitted in writing on a form provided by the District.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.</p>

A complaint form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refile is within the designated time for filing a complaint.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and hold a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

The administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any **other** relevant documents or information the administrator believes will help resolve the complaint.

LEVEL TWO

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to

the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the student or parent at Level One and identified in the Level Two appeal notice. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

LEVEL THREE

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the **date of the** written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

The Superintendent or designee shall provide the Board the record of the Level Two ~~appeal~~ **complaint**. The student or parent may request a copy of the Level Two record.~~.-~~

The Level Two record shall include~~:-~~:

1. The Level One record.
- 2. The notice of appeal from Level One to Level Two.**
- ~~2.3.~~ The written response issued at Level Two and any attachments.
- ~~3.4.~~ All other documents relied upon by the administration in reaching the Level Two decision.

If~~;~~ at the Level Three hearing~~;~~ the administration intends to rely on evidence not included in the **Level Two record**~~records~~, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

COMPLAINTS

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

OTHER COMPLAINT PROCESSES

Complaints by members of the public shall be filed in accordance with this policy, except as provided below:

- 1. Complaints concerning instructional materials shall be filed in accordance with EFA.**
- 2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.**

**GUIDING PRINCIPLES
INFORMAL
PROCESS**

The Board encourages the public to discuss concerns and complaints through informal conferences with the appropriate administrator.

Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

FORMAL PROCESS

If an informal conference regarding a complaint fails to reach the outcome requested by an individual, he or she may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

**FREEDOM FROM
RETALIATION**

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

COMPLAINTS

~~In this policy, the term “complaint” and “grievance” shall have the same meaning. This policy shall apply to all complaints from the public except as provided below.~~

EXCEPTIONS

~~This policy shall not apply to:~~

- ~~1. Complaints concerning instructional materials. [See EFA]~~
- ~~2. Complaints concerning a commissioned peace officer who is an employee of the District. [See CKE]~~

PUBLIC COMPLAINTS

GF
(LOCAL)

GENERAL PROVISIONS	Complaint forms and appeal notices may be filed by hand-delivery, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
FILING	
RESPONSE	At Levels One and Two, "response" shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered or sent by U.S. Mail to the individual's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
DAYS	"Days" shall mean District business days. In calculating time lines under this policy, the day a document is filed is "day zero." The following business day is "day one."
REPRESENTATIVE	"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process. The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
CONSOLIDATING COMPLAINTS	Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.
UNTIMELY FILINGS	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

PUBLIC COMPLAINTS

GF
(LOCAL)

COSTS INCURRED Each party shall pay its own costs incurred in the course of the complaint.

COMPLAINT FORM Complaints under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiling is within the designated time for filing a complaint.

LEVEL ONE

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and hold a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

The administrator shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any **other** relevant documents or information **the administrator believes will help resolve the complaint.**

LEVEL TWO

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a

conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the individual at Level One and identified in the Level Two appeal notice. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within ten days following the conference. The written response shall set forth the basis ~~offer~~ the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

LEVEL THREE

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two re-

sponse or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board ~~with~~ the record of the Level Two ~~complaint~~ **appeal**. The individual may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
- 2. The notice of appeal from Level One to Level Two.**
- ~~2.3.~~ The written response issued at Level Two and any attachments.
- ~~3.4.~~ All other documents relied upon by the administration in reaching the Level Two decision.

If at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next

El Campo ISD
241903

PUBLIC COMPLAINTS

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(LOCAL)

regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

DATE ISSUED: 10/4/2012~~5/16/2008~~
UPDATE 9583
GF(LOCAL)-A

ADOPTED:

6 of 6

Agenda Item Summary Sheet (4 A.3)
Meeting Date: November 13, 2012
Submitted by: Mark Pool, Superintendent

Action Required

**Consent Agenda:
Governance**

Superintendent Performance Evaluation Process

Summary

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

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

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

ECISD Board Policy

BJCD (LOCAL), SUPERINTENDENT: EVALUATION

Effective Date

December 31, 2012

Previous Board Action

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

Future Action Expected

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

**Background Information and
Significant Issues**

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

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

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

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

Fiscal Impact

None.

Student and Public Benefit

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

Procedural and Reporting Implications

Complete individual evaluation instruments and come together in a special meeting on a date to be determined by the Board, prior to the regular meeting on January 22, 2013 to reach a consensus on the evaluation.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- Proposed Evaluation Instrument for 2012

Contact Person(s)

Mark Pool, Superintendent of Schools

Action Required

Motion, second and majority vote to approve the 2012 Superintendent Performance Evaluation Process and Instrument.

Superintendent's Recommendation

I recommend that you approve the 2012 Superintendent Performance Evaluation Process and Instrument as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

El Campo Independent School District

Superintendent Evaluation – Individual Response Form

Superintendent: _____

Date of Review: _____

Board Member: _____

Part I: Performance Goals

Directions:

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

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.

_____ Yes _____ No _____ In Progress

Comments: _____

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 RtI 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.

_____ Yes _____ No _____ In Progress

Comments: _____

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.

_____ Yes _____ No _____ In Progress

Comments: _____

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.

_____ Yes _____ No _____ In Progress

Comments: _____

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.

_____ Yes _____ No _____ In Progress

Comments: _____

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.

_____ Yes _____ No _____ In Progress

Comments: _____

Part II: Duties and Responsibilities

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

Directions:

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

School / Organizational Climate

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

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

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

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

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

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

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

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

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

Comments: _____

Personnel Management

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

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

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

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

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

_____ Serving as a liaison between the Board and staff.

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

_____ Supporting staff development and other professional development programs.

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

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

Comments: _____

Administration and Fiscal / Facilities Management

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

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

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

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

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

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

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

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

Comments: _____

Student Services and Management

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

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

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

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

Comments: _____

School-Community Relations

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

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

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

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

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

Comments: _____

Professional Growth and Development

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

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

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

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

Comments: _____

Board-Superintendent Relations

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

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

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

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

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

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

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

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

_____ Performing related duties assigned by action of the Board.

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

Comments: _____

Part III: Commissioner-Recommended Student Performance Domain Worksheet

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

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

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

Part III: Annual Performance Summary

Performance Summary Statement by Board of Trustees:

Comments by Superintendent:

_____	_____	_____	_____
Board President	Date	Superintendent	Date

Agenda Item Summary Sheet (4 A.1)
Meeting Date: November 13, 2012
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Governance	Minutes of Previous Meetings
	1. October 23, 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	November 13, 2012.
Previous Board Action	The Board approves minutes at each regular monthly meeting.
Future Action Expected	The Board approves minutes at each regular monthly meeting.
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	An accurate record of all discussions and actions by the Board of Trustees is maintained.
Procedural and Reporting Implications	After approval minutes are filed with the official records of the District.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None

Attachments

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

1. Regular Meeting – October 23, 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
October 23, 2012**

The Board of Trustees of the El Campo Independent School District met in a Regular Session October 23, 2012 in the Board Room, 700 West Norris, El Campo, Texas.

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

MEMBERS ABSENT: None

OTHERS PRESENT: Mark Pool, Carolyn Gordon, David Bright, Melissa Koop, Scott Gelardi, Natalie Bednorz, Dianne Cerny, Mollie Bodungen, Mauri Couey, Turk Krenek, Mark Freeman, Russell Krenek, Trey Maffett, Ross Kurtz, Rich DuBroc, Carol Turner, Pat Krpec, Vanessa Rod, LaWanda Mikulenska, Mindi Snyder, Charles Burditt, Leroy Collins, Justin Howard, Ken Shanks

Board President Tommy Turner called the meeting to order at 7:00 p.m. Kristi David 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 J. J. Croix and seconded by James Russell to approve the consent agenda with the removal of Items B1 and B2 and with corrections to the minutes of September 18, 2012 Regular Meeting:

- A. Governance
 - 1. Consider Approval of the Minutes
 - a. September 18, 2012 – Regular Meeting
 - b. October 2, 2012 –Special Meeting – Joint Workshop with the City Council, City of El Campo
 - c. August 28, 2012 – Special Meeting to Conduct a Facilities Workshop
 - 2. Consider Approval of Parameters for Development of 2013 – 2014 School Calendar
- B. Business and Support Service
 - 1. Consider Approval of Scholarship Fund Subaccount Balances
 - 2. Consider Approval of Budget Amendments to Reconcile Student Activity
 - 3. Review of Planning and Preparation Calendar
 - 4. Review of Monthly Financial Reports
 - 5. Review List of Checks Written for the Month of September, 2012
- C. Personnel
 - 1. Consider Approval of Adjunct Faculty Members
- D. Curriculum and Instruction
- E. Students

Motion carried unanimously.

ITEM B1 CONSIDER APPROVAL OF SCHOLARSHIP FUND SUBACCOUNT BALANCES: A motion was made by David Hodges and seconded by J. J. Croix to approve the Scholarship Fund Subaccount Balances. Motion carried unanimously.

ITEM B2 CONSIDER APPROVAL OF BUDGET AMENDMENTS TO RECONCILE STUDENT ACTIVITY FUND AND SCHOLARSHIP FUND: A motion was made by J. J. Croix and seconded by David Hodges to approve Budget Amendments to reconcile Student Activity Fund and Scholarship fund. Motion carried unanimously.

BUSINESS AND OPERATIONS

CONSIDER APPROVAL OF BID(S) AND TAKE ALL NECESSARY ACTION(S) FOR THE SALE OF THE OLD MIDDLE SCHOOL PROPERTY LOCATED ON MLK BLVD: A motion was made by James Russell and seconded by David Hodges to approve a bid and approve the Superintendent to take all necessary action for the sale of the Old Middle School Property located on MLK BLVD. Motion carried unanimously.

CURRICULUM AND INSTRUCTION

REVIEW OF DISTRICT AND CAMPUS PERFORMANCE OBJECTIVES: Mr. Pool reviewed District and Campus Performance objectives.

REVIEW RETENTION RATE DATA AND DISCUSS POSSIBLE INITIATIVES TO ELIMINATE THE RETENTION OF LARGE NUMBERS OF STUDENTS: Molli Bodungen, Principal of Northside Elementary reviewed Retention Rate Data and Mr. Pool and the Board reviewed and discussed possible initiatives to eliminate the retention of large numbers of students.

REVIEW PRE-PLANNING DAY, PLANNING DAY, AND POST-PLANNING DAY REQUIREMENTS: Melissa Koop, Assistant Superintendent for Curriculum and Instruction, and Mr. Pool reviewed pre-planning day requirements.

REVIEW THE USE OF EDUPHORIA FORETHOUGHT AS THE DISTRICT LESSON PLANNER: Melissa Koop, Assistant Superintendent for Curriculum and Instruction, reviewed the use of Eduphoria Forethought as the District Lesson Planner.

REVIEW OF SKYWARD FAMILY ACCESS LOGINS: Mr. Pool reviewed the number of Skyward Skyward Family Access.

GOVERNANCE

REVIEW OF THE PHASE 2 EL CAMPO LITTLE LEAGUE MASTER PLAN AND DISCUSS THE DISTRICT'S POSSIBLE PARTICIPATION: Charles Burditt, Leroy Collins, Justin Howard , and Ken Shanks of Burditt Consultants, presented plans for Phase 2 El Campo Little League Master Plan. Mr. Pool and the Board discussed possible participation in the construction of the El Campo Little League Master Plan.

DISCUSS THE POSSIBILITY OF GRANTING A DRAINAGE EASEMENT TO THE CITY OF EL CAMPO IN CONJUNCTION WITH THE CONSTRUCTION OF THE EL CAMPO LITTLE LEAGUE PARK: Charles Burditt, Leroy Collins, Justin Howard , and Ken Shanks of Burditt Consultants, presented plans for the possibility of granting a drainage easement to the City of El Campo in conjunction with the construction of the El Campo Little League Park.

DISCUSS THE POSSIBILITY OF SELLING SCHOOL PROPERTY: Mr. Pool and the Board discussed the possibility of selling school property along Blossom Meyer with an entrance off of Blossom Meyer.

DISCUSS THE POSSIBILITY OF PURCHASING ADDITIONAL PROPERTY: Mr. Pool and the Board discussed the possibility of purchasing additional property.

DISCUSS THE POSSIBILITY OF CHANGING SCHOOL AUDITORS: Mr. Pool and the Board discussed the possibility of changing school auditors.

CONSIDER AND TAKE POSSIBLE ACTION ON LITIGATION RELATED TO FORMER EMPLOYEE MATTER: No action taken.

CLOSED SESSION

EXECUTIVE SESSION: The president of the Board called for an Executive Session as authorized by Texas Government Code § 551.071, 551.129 CONSULTTION WITH BOARD'S ATTORNEY Regarding Anticipated Litigation on Former Employee Matter. The Board entered executive session at 8:50 p.m. and reconvened in open session at 9:01 p.m.
No action was taken.

The president of the Board called for an Executive Session as authorized by Texas Government Code § 551.072 DELIBERATION REGARDING REAL PROPERTY, to Deliberate the Purchase, Exchange, Lease, or Value of Real Property. The Board entered executive session at 7:41 p.m. and reconvened in open session at 8:37 p.m. to take the following action:
No action was taken.

PERSONNEL

SUPERINTENDENT'S REPORT

- A. Governance
 - 1. Preliminary Agenda for Regular Meeting on November 20, 2012
 - 2. Monthly Calendar of Activities and Events
 - 3. Report on Superintendent's Annual Travel Plans
 - 4. Report on Membership of District and Campus Site-Based Committees
- B. Business and Support Services
- C. Personnel
- D. Curriculum and Instruction

- E. Students
 - 1. Report on Beginning of School and Enrollments
 - 2. Monthly DAEP Report
 - 3. Monthly SRO Report
- F. Community and Governmental Relations

There being no further discussion, the meeting adjourned at 9:20 p.m.

DRAFT

PRESIDENT

SECRETARY

Agenda Item Summary Sheet (4 A.2)
Meeting Date: November 13, 2012
Submitted by: Mark Pool, Superintendent

Action Item

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

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

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

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

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

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

Effective Date 2011-2012 School Year

Previous Board Action At the regular meeting last February, the Board considered these policies and procedures, but they were never formally adopted because in the interim the Commissioner of Education authorized districts to request a waiver for the 2011-2012 school year only.

Future Action Expected

It is anticipated that the Legislature may revise some of these requirements during the next session, which starts in January. The Board may need to revisit this issue again if significant changes are made.

Background Information and Significant Issues

EIA (LOCAL) – CREDIT

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

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

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

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

Recommendation: We are recommending the following policy language:

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

EIA (LOCAL) – RETAKES

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

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

- Students who are trying to achieve the necessary scores for graduation may take an EOC assessment multiple times and several years after taking the course.
- Students may wish to retake assessments to raise their final course grades for purposes of college admissions,

scholarships, or other honors.

- Students who are struggling to earn course credit could retake an EOC assessment multiple times, depending on the district's policy on whether retake scores are calculated into the final course grade.

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

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

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

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

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

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

(Chart showing options for retaking end-of-course assessments

to improve final grade is attached.)

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

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

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

EIA (LOCAL) – SPECIAL EDUCATION

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

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

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

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

EIA (LOCAL) – GRADING

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

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

Fiscal Impact	Unknown.
Student and Public Benefit	None.
Procedural and Reporting Implications	Once policy recommendations have been formally approved by the Board, TASB Policy Services will be notified to included the revised policies in our official policies and publish them in <i>Policy Online</i> .
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	<p>STAAR significantly differs from the previous TAKS program in the following ways:</p> <ul style="list-style-type: none"> • STAAR assessments evaluate content and skills from the Texas Essential Knowledge and Skills at greater depth and a higher level of cognitive complexity. • STAAR assessments emphasize readiness in terms of subsequent grades or courses, and ultimately, college and career readiness. • EOC assessments constitute a new form of exit-level testing. To graduate, students must achieve a cumulative score at least equal to the product of the passing standard times the number of EOC assessments in each foundation area (English language arts, mathematics, science, and social studies). In general, students on the Recommended or the Advanced/Distinguished Achievement Programs are required to take all twelve EOC assessments. Students on the Minimum Program will usually take fewer EOC assessments.

Administrative Regulations

GRADING

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

Failure to meet passing standard = 69

Meets passing standard = 89

Commended Performance = 99

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

EXAMPLES:

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

(A conversion chart is attached.)

CLASS RANK

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

Attachments

- EIA (LOCAL), ACADEMIC ACHEIVEMENT, GRADING/PROGRESS REPORTS TO PARENTS
- Proposed EOC Conversion Chart

Contact Person(s)

Mark Pool, Superintendent of Schools

Melissa Koop, Assistant Superintendent of Curriculum and Instruction

Rich DuBroc, El Campo High School Principal

Action Required

Motion, second and majority vote to approve the LOCAL policies and procedures for STAAR and EOC exams.

Superintendent's Recommendation

I recommend that you approve the LOCAL policies and procedures for STAAR and EOC exams as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

RELATION TO
ESSENTIAL
KNOWLEDGE AND
SKILLS

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

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

END-OF-COURSE
ASSESSMENTS

When required by law, a student's score on the initial end-of-course exam will count as 15 percent of the grade for the course as reported on the student's transcript.

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

RETAKES

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

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

SPECIAL
EDUCATION

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

GRADING

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

GUIDELINES FOR
GRADING

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

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

PROGRESS
REPORTING

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

INTERIM REPORTS

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

CONFERENCES

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

ACADEMIC
DISHONESTY

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

EOC Conversion Chart

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

Agenda Item Summary Sheet (4 B.1)
Meeting Date: November 13, 2012
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Resolution to Commit District Fund Balance

Business and Operations

Summary

At the regular meeting on November 11, 2011, the Board approved the El Campo ISD Fund Balance Policy that was revised to comply with GASB 54. (A copy of the policy is attached.)

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

At the August 21, 2012, meeting by resolution (a copy of the resolution is attached), the Board committed fund balance to the following specific purposes:

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

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

ECISD Board Policy CE (LOCAL), ANNUAL OPERATING BUDGET

Effective Date 2012-2013 Fiscal Year.

Previous Board Action Original resolution to commit district fund balance was approved by the Board at the Regular Meeting on August 21, 2012.

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

Background Information and Significant Issues	<p>In addition to the resolution passed on August 21, 2012, that committed an additional \$50,000 for future Turf replacement at the El Campo I.S.D. High School Stadium and named the five funds for which fund balance would be committed, we are now recommending a Resolution that commits specific dollar amounts to those funds:</p> <ul style="list-style-type: none"> • Campus Activity Funds \$64,029.87 • Child Nutrition Funds \$364,524.61 • Family Crisis Fund \$105.57 • Non-Permanent High School Scholarship Funds \$20,720.87 • Permanent High School Scholarship Funds \$26,891.37
Fiscal Impact	None.
Student and Public Benefit	The public will see a more structured classification for reporting fund balance.
Procedural and Reporting Implications	Once approved, amounts will be subject to annual financial audit.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Copy of Fund Balance Policy • Copy of August 21, 2012, Resolution to Commit Fund Balance that designated an additional \$50,000 for turf replacement and specified the five funds to which fund balance would be committed • Copy of Resolution to Commit Fund Balance that specifies the dollar amount to be committed to each of the five funds approve in August
Contact Person(s)	David Bright, Assistant Superintendent of Finance and Operations
Action Required	Motion, second and majority vote to approve the proposed Resolution to Commit Fund Balance.

**Superintendent's
Recommendation**

I recommend that the Board approve the proposed Resolution to Commit Fund Balance as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

El Campo ISD

Fund Balance Policy

(Revised for GASB 54)

Purpose

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

Classifications of Fund Balance

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

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

Funds with Non-Spendable Fund Balance

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

Non-Spendable fund balances include:

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

Funds with Restricted Fund Balance

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

Restricted fund balances include:

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

Authorization and Action to Commit Fund Balance

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

Special Revenue Funds with Committed Fund Balance

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

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

Other Funds with Committed Fund Balance

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

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

Authorization and Action to Assign Fund Balance

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

Minimum Unassigned Fund Balance

The District will strive to maintain an unassigned fund balance of not less than 20% of the budgeted operational expenditures in the District's general fund. Due to the volatile nature of a majority of its revenues, it is not deemed excessive for the District to maintain fund balance in the General Fund at a level greater than 33% of the budgeted operational expenditures. The purpose of this unassigned fund balance is to alleviate significant unanticipated budget shortfalls and to ensure the orderly provisions of services. Should unassigned fund balance fall below the goal or has a deficiency, the District will seek to reduce expenditures prior to increasing revenues to replenish fund balance within a reasonable timeframe.

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

Order of Expenditure of Funds

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

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

**STATE OF TEXAS
COUNTY OF WHARTON**

RESOLUTION

The Board of Trustees of the El Campo Independent School District being convened in Regular Session at the El Campo I.S.D. Administration Office within the boundaries of the El Campo Independent School District, on the 21st day of August, 2012, with a quorum present in the persons of:

Trustees being absent: _____

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

IT IS HEREBY RESOLVED, ordered, and directed that the El Campo Independent School District commit the following portions of its August 31, 2012 General Fund unassigned fund balance.

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

BE IT RESOLVED, the District commits portions of its August 31, 2012, Special Revenue and Other Funds unassigned fund balances as follows:

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

Attest:

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

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

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

**STATE OF TEXAS
COUNTY OF WHARTON**

RESOLUTION

The Board of Trustees of the El Campo Independent School District being convened in Regular Session at the El Campo I.S.D. Administration Office within the boundaries of the El Campo Independent School District, on the 13th day of November, 2012, with a quorum present in the persons of the El Campo I.S.D. Board of Trustees.

Trustees being absent: _____

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

IT IS HEREBY RESOLVED, ordered, and directed that the El Campo Independent School District commits the following portions of its August 31, 2012, Special Revenue and Other Funds unassigned fund balances as follows:

- **Campus Activity Funds-- \$64,029.87** for funds generated at the campuses and accounted for in the campus activity special revenue funds committed to the respective campus.
- **Child Nutrition Fund--\$364,524.61** for funds generated by the child nutrition department and accounted for in the child nutrition special revenue fund.
- **Family Crisis Fund--\$105.57** for funds generated by interest earnings only for family crisis spending.
- **Non-Permanent High School Scholarship (Fund 801)-- \$20,720.87** for funds generated for awarding student scholarships.
- **Permanent High School Scholarship (Funds 802-805)--\$26,891.37** for funds generated by interest earnings only for awarding student scholarships.

Attest:

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

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

Agenda Item Summary Sheet (4 B.2)
Meeting Date: November 13, 2012
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Monthly Financial Reports for Month of October

Summary

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

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

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

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

ECISD Board Policy

None.

Effective Date

October 31, 2012

Previous Board Action

Approval of 2011-2012 General Operating Budget on August 21, 2012.

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, 2012 was \$8,868,411, which is 32.58% of the approved General Fund operating expenditures (as defined in the AEIS Report) of \$27,221,253.

Fund balance designated for replacement of artificial turf at Ricebird Stadium is \$250,000, leaving an undesignated fund balance of \$8,618,411; or 31.66% of the approved General Fund operating expenditures (as defined in the AEIS Report).

The undesignated fund balance currently exceeds the 20% goal by \$3,176,160.

Fiscal Impact

None.

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

Procedural and Reporting Implications None.

Public Comments None.

Alternatives None.

Other Comments and Related Issues **Financial Report.** In the General Operating Fund, we have received 19.84% of our amended revenue projections; and expended 22.74% of our amended expenditure estimates.
Compared to the same time last year, our revenue decreased by (\$69,799) and our expenditures increased by \$1,175,979.

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp
Sep	20.59%	11.53%	10.41%	10.59%	9.93%	10.95%	10.63%	12.13%	10.87%	15.21%
Oct	36.88%	17.18%	19.64%	17.92%	18.64%	18.81%	19.79%	20.05%	19.84%	22.74%
Nov	39.46%	24.10%	26.01%	25.17%	27.97%	23.69%	29.84%	27.07%		
Dec	52.68%	31.52%	38.96%	32.11%	41.96%	30.73%	41.60%	33.20%		
Jan	73.77%	38.60%	57.38%	39.07%	60.48%	37.99%	64.61%	40.50%		
Feb	79.39%	48.85%	68.68%	50.45%	66.83%	48.02%	69.97%	50.83%		
Mar	81.29%	55.83%	70.62%	58.65%	68.88%	55.20%	72.10%	57.21%		
Apr	82.79%	62.87%	75.39%	65.99%	73.41%	62.72%	77.12%	64.95%		
May	84.31%	69.96%	79.21%	72.77%	77.20%	69.62%	81.11%	71.59%		
Jun	86.04%	77.28%	85.20%	80.00%	82.93%	76.81%	87.17%	78.14%		
Jul	87.23%	85.52%	91.73%	85.63%	89.99%	84.05%	93.70%	85.44%		
Aug	99.94%	98.05%	100.10%	98.92%	100.38%	98.74%	100.06%	98.47%		

NOTE: \$875,000 expenditure to pay off Limited Tax Refunding Bonds, Series 2004, increased expenditure percentage for September 2012.

Tax Collection Report. Our beginning tax levy of \$13,656,685 has been adjusted by +\$220 giving us a new adjusted levy of \$13,656,905; and we have currently collected \$28,747 which amounts to 0.21% of the adjusted levy. This leaves an uncollected balance of \$13,628,158.

Delinquent collections YTD are \$43,506 plus \$17,259 in penalty and interest.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Oct	0.01%	0.00%	0.00%	0.35%	0.31%	0.21%
Nov	5.07%	2.58%	0.44%	8.60%	9.54%	
Dec	38.76%	32.28%	30.01%	39.54%	34.01%	
Jan	85.29%	81.82%	73.71%	81.26%	84.41%	
Feb	93.58%	93.04%	92.80%	93.50%	94.04%	
Mar	94.44%	94.06%	94.60%	94.95%	95.38%	
Apr	95.13%	94.97%	95.27%	95.52%	96.12%	
Jun	95.78%	95.61%	95.84%	96.26%	96.75%	
Jun	96.55%	96.69%	96.50%	96.67%	97.14%	
Jul	96.87%		96.83%	97.10%	97.65%	
Aug	97.15%	97.48%	97.17%	97.74%	97.90%	
Sep	97.31%	97.60%	97.37%	97.88%	97.98%	

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		
	2011-2012	2012-2013	Difference	2011-2012	2012-2013	Difference
Revenue	\$2,853,186	\$2,753,212	(\$99,974)	\$6,161,337	\$6,091,538	(\$69,799)
Expenditures	\$2,292,698	\$2,365,917	\$73,219	\$3,585,372	\$4,652,358	\$1,066,986
Balance	\$560,488	\$387,295	(\$173,193)	\$2,575,965	\$1,439,180	(\$1,136,785)

Attachments

- Monthly Financial Report – October 31, 2012
- Tax Collection Recap 2012-2013
- Cash Flow Report 2012-2013

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
TAX COLLECTION RECAP
2012 - 2013**

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-12	\$13,656,685	\$220	\$13,656,905	28,747	0.21%	0.31%	\$43,506	\$17,259	\$89,512	
Year To Date				28,747	0.21%	0.31%	43,506	17,259	\$89,512	\$13,628,158

EL CAMPO INDEPENDENT SCHOOL DISTRICT

Cash Flow

2012-2013

199 GENERAL FUND	Actual Sep-12	Actual Oct-11	Actual Oct-12	Actual Nov-11	Actual Dec-11	Actual Jan-12	Actual Feb-12	Actual Mar-12	Actual Apr-12	Actual May-12	Actual Jun-12	Actual Jul-12	Actual Aug-12	2011-12 Totals
REVENUE:														
5700 Local Revenue:														
5711 Taxes Current Year	8,760	35,389	34,802	1,068,764	2,830,750	5,831,418	1,114,099	152,370	85,358	73,272	43,439	58,481	28,737	11,338,880
5712 Taxes Prior Years	10,408	64,243	37,972	23,740	17,842	24,184	18,348	20,942	19,723	20,647	16,304	9,114	17,622	266,621
5719 Pen, Int, & Other	8,087	30,346	15,298	12,270	10,830	16,369	28,725	21,676	19,206	17,779	15,049	12,748	17,883	212,668
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	5,035	2,646	0	-235	7,446
5740 Other Local Sources	6,509	5,994	27,565	11,098	8,705	23,461	20,810	2,247	14,837	19,254	6,552	10,974	133,381	288,686
5750 Co/Curr Activities	13,964	16,111	20,917	6,182	1,199	5,578	3,133	1,992	2,862	199	0	14,361	11,568	99,820
Total Local Rev:	47,728	152,082	136,554	1,122,054	2,869,326	5,901,011	1,185,116	199,227	141,987	136,187	83,990	105,679	208,956	12,214,122
5800 State Revenue:														
5811 Available School Fund	104,551	0	37,009	105,172	105,858	28,282	28,282	169,105	99,262	110,266	161,831	0	14,035	822,093
5812 Foundation Entitlement	3,047,666	2,506,858	2,174,905	1,314,677	0	0	0	0	1,058,196	695,373	1,393,696	1,809,666	1,767,244	13,606,587
5812 Founda Ent-Prior Yr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	5,925	5,925
5831 TRS On-Behalf	87,122	0	87,327	179,337	89,530	89,441	89,279	89,344	88,677	89,014	90,645	88,689	176,167	1,158,342
Total State Rev:	3,239,339	2,506,858	2,299,241	1,599,186	195,388	117,723	117,561	258,449	1,246,135	894,653	1,646,172	1,898,355	1,963,371	15,592,947
5900 Federal Revenue:														
5930 Federal	0	0	124,398	67,113	0	0	5,787	0	0	0	6,677	0	4,762	84,339
Total Federal Rev:	0	0	124,398	67,113	0	0	5,787	0	0	0	6,677	0	4,762	84,339
7900 Other Res/Non-Oper														
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:	3,287,067	2,658,940	2,560,193	2,788,353	3,064,714	6,018,734	1,308,465	457,677	1,388,122	1,030,840	1,736,839	2,004,034	2,177,089	27,891,408
EXPENDITURES:														
6000 Expenditures:														
6100 Payroll Costs	1,065,364	1,531,508	1,600,937	1,705,865	1,566,323	1,604,254	1,617,610	1,578,918	1,597,334	1,606,917	1,604,420	1,596,506	2,154,196	19,055,499
6200 Contracted Services	190,538	235,722	197,996	344,326	99,284	320,220	190,649	451,700	212,171	292,533	252,788	256,848	429,996	3,323,675
6300 Supplies & Materials	71,269	161,364	104,894	130,259	105,871	79,179	131,708	127,640	128,314	187,884	108,488	111,025	181,499	1,537,539
6400 Other Operating	42,229	173,797	190,782	40,481	29,135	183,953	36,353	30,488	179,177	98,364	81,135	405,156	29,645	1,334,099
6500 Debt Services	879,868	0	0	500	0	0	282,006	0	0	500	0	0	41,331	324,338
6600 Capital Outlay	0	5,830	23,207	7,075	-12,907	33,786	0	1,610	18,310	0	14,828	50,767	60,446	179,745
8900 Other Uses/Non Operating	0	0	61,479	0	0	0	0	29,000	0	0	0	0	0	29,000
Total Expenditures:	2,249,269	2,108,221	2,179,295	2,228,506	1,787,706	2,221,392	2,258,327	2,219,356	2,135,306	2,186,198	2,061,658	2,420,302	2,897,113	25,783,894
ENDING BALANCE	1,037,798	550,719	380,898	559,848	1,277,008	3,797,342	-949,863	-1,761,679	-747,184	-1,155,358	-324,819	-416,268	-720,024	2,107,514
GF FB as of 8/31/12	8,868,411													
	9,906,209	9,309,409	10,287,107	10,846,955	12,123,962	15,921,304	14,971,441	13,209,762	12,462,578	11,307,220	10,982,401	10,566,133	9,846,108	

240	FOOD SERVICE	Actual Sep-12	Actual Oct-11	Actual Oct-12	Actual Nov-11	Actual Dec-11	Actual Jan-12	Actual Feb-12	Actual Mar-12	Actual Apr-12	Actual May-12	Actual Jun-12	Actual Jul-12	Actual Aug-12	2011-12 Totals
REVENUE:															
5700	Local Revenue:														
	Earnings from Temp Dep				567	0	0	605	0	0	773	0	0	754	2,699
	Foundation Revenue														
	Breakfast	7,590	7,654	8,493	7,948	3,379	9,451	9,122	6,641	7,435	7,286	34	0	4,863	71,633
	Lunch	23,117	20,726	29,957	21,714	12,223	25,704	23,950	20,286	17,461	18,642	20	0	17,313	198,973
	A La Carte	9,523	8,871	9,720	8,589	4,965	9,589	9,476	7,600	7,456	7,792	28	0	2,848	76,512
	Adult Lunches	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Catering/Vending	0	112	52	403	385	149	120	84	676	1,286	378	0	1,045	4,638
	Summer Food Service	0	0	0	0	0	0	0	0	0	0	214	163	0	377
	Total Local Ren:	40,230	37,363	48,222	39,221	20,951	44,892	43,272	34,611	33,029	35,779	674	163	26,823	354,831
5800	State Revenue														
5829	Misc St Program Rev.	0	0	0	0	0	0	0	0	0	9,800	0	0	0	9,800
5831	TRS On-Behalf Benefit	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total State Rev:	0	0	0	0	0	0	0	0	0	9,800	0	0	0	9,800
5900	Federal Revenue														
5921	School Breakfast	0	29,770	31,461	28,572	28,082	16,945	29,118	33,187	32,577	52,054	34,376	1,382	6,954	293,015
5922	National School Lunch	0	103,863	94,732	93,743	92,718	56,986	100,804	101,192	80,985	89,162	97,656	3,135	26,880	847,126
5923	USDA Donated Com	7,195	6,878	7,195	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	8,850	84,511
5929	Fed Rev TEA-Sum Feed	0	0	0	0	0	0	0	0	0	0	0	5,049	0	5,049
	Total Federal Rev:	7,195	140,511	133,388	129,193	127,678	80,809	136,801	141,257	120,440	148,095	138,910	16,444	42,684	1,229,701
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:	47,425	177,874	181,611	168,414	148,629	125,701	180,073	175,868	153,469	193,673	139,585	16,606	69,507	1,594,332
EXPENDITURES:															
6000	Expenditures:														
6100	Payroll & Benefits	29,839	49,166	44,913	48,414	41,759	45,109	47,594	42,157	46,430	47,755	40,892	42,697	57,295	535,223
6200	Contracted Services	0	128,164	133,987	97,738	100,346	72,549	72,912	96,840	103,645	87,685	89,287	20,183	24,454	893,802
6300	Supplies & Materials	7,334	7,009	7,578	8,376	7,016	7,130	7,064	7,024	6,889	6,936	7,012	7,243	17,376	95,986
6400	Other Operating	0	139	144	19	66	51	127	37	142	114	140	0	76	911
6600	Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Expenditures:	37,173	184,477	186,622	154,547	149,187	124,838	127,697	146,059	157,106	142,490	137,332	70,123	99,201	1,525,921
	ENDING BALANCE	10,253	5,464	5,242	19,109	18,551	19,414	71,790	101,600	97,963	149,147	151,400	97,883	68,188	68,410

511	DEBT SERVICE	Actual Sep-12	Actual Oct-11	Actual Oct-12	Actual Nov-11	Actual Dec-11	Actual Jan-12	Actual Feb-12	Actual Mar-12	Actual Apr-12	Actual May-12	Actual Jun-12	Actual Jul-12	Actual Aug-12	2011-12 Totals
REVENUE:															
5700	Local Revenue:														
5711	Taxes Current Year	1,374	5,550	3,752	167,623	443,970	914,592	174,734	23,898	13,387	11,492	6,813	9,172	4,507	1,778,240
5712	Taxes Prior Years	1,332	7,878	5,533	3,011	2,170	3,451	2,555	2,818	2,370	2,766	2,008	1,220	1,994	34,079
5719	Pen, Int, & Other	974	2,872	1,961	946	644	997	2,434	2,918	2,263	2,289	1,798	1,775	1,872	22,018
5742	Earnings Fm Temp Dep	154	71	162	107	230	594	777	734	728	763	747	780	421	6,019
	Total Local Rev:	3,834	16,372	11,409	171,687	447,015	919,633	180,499	30,367	18,748	17,310	11,366	12,947	8,794	1,840,356
5800	State Revenue:														
5829	St Rev Dist By TEA	0	0	0	0	0	98,000	0	0	0	0	0	0	0	98,000
	Total State Rev:	0	0	0	0	0	98,000	0	0	0	0	0	0	0	98,000
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:	3,834	16,372	11,409	171,687	447,015	1,017,633	180,499	30,367	18,748	17,310	11,366	12,947	8,794	1,938,356
EXPENDITURES:															
6000	Expenditures:														
6500	Debt Service														
6511	Bond Principal	0	0	0	0	0	0	315,000	0	0	0	0	0	500,000	815,000
6521	Interest on Bonds	0	0	0	0	0	0	492,384	0	0	0	0	0	486,084	978,469
6599	Other Debt Fees	0	0	0	500	0	0	0	400	0	0	0	0	0	900
	Total Expenditures:	0	0	0	500	0	0	807,384	400	0	0	0	0	986,084	1,794,369
	ENDING BALANCE	3,834	21,989	15,243	186,430	633,445	1,651,079	1,024,193	1,054,161	1,072,909	1,090,219	1,101,585	1,114,532	137,241	143,987
Total Approved Budget															
199, 240, 511															
	TOTAL REVENUE	3,338,326	2,853,186	2,753,212	3,128,455	3,660,358	7,162,068	1,669,037	663,913	1,560,340	1,241,823	1,887,789	2,033,587	2,255,389	31,424,096
	TOTAL EXP	2,286,441	2,292,698	2,365,917	2,383,552	1,936,893	2,346,230	3,193,408	2,365,815	2,292,412	2,328,688	2,198,989	2,490,425	3,982,399	29,104,184
	ENDING BALANCE	1,051,885	2,575,965	1,439,180	2,184,083	3,907,548	8,723,386	7,199,014	5,497,112	4,765,039	3,678,175	3,366,975	2,910,136	1,183,127	

Agenda Item Summary Sheet (4 B.3)
Meeting Date: November 13, 2012
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Checks Written – October 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 2012-2013 General Operating Budget.

ECISD Board Policy

None.

Effective Date

October 31, 2012

Previous Board Action

Approval of 2012-2013 General Operating Budget on August 21, 2012 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:

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
September	\$808,126.97	\$655,949.80	\$629,351.65	\$591,106.98	\$629,530.76
October	\$778,762.11	\$970,451.63	\$640,667.05	\$655,040.01	\$710,446.37
Total	\$1,586,889.08	\$1,626,401.43	\$1,270,018.70	\$1,246,146.99	\$1,339,977.13
November	\$1,140,664.10	\$750,661.87	\$865,783.43	\$718,579.69	
December	\$1,030,485.01	\$853,561.12	\$720,971.25	\$355,804.15	
January	\$995,619.31	\$880,591.27	\$747,638.61	\$701,991.20	
February	\$1,128,501.50	\$874,019.06	\$594,414.61	\$526,943.91	
March	\$1,107,119.75	\$694,107.70	\$704,337.28	\$656,212.94	
April	\$779,634.45	\$846,903.79	\$656,212.94	\$554,991.73	
May	\$1,105,700.63	\$758,644.83	\$620,111.02	\$891,849.50	
June	\$816,384.98	\$718,912.56	\$736,989.79	\$751,699.54	
July	\$813,160.04	\$718,935.08	\$658,378.35	\$762,236.64	
August	\$873,588.10	\$1,463,086.35	\$1,172,766.92	\$798,167.33	

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 None.

Attachments List of checks written during the month of September 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 C.1)
Meeting Date: November 13, 2012
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Personnel Establish 2012-2013 Compensation Study Market Groups

Summary

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

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

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

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

We have also used three additional market groups to provide the Board with more data to base your compensation decisions on and eliminates the argument that the system is unfair because different employee groups are compared to different districts:

Statewide Market Comparison Group

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

Regional ESCs Comparison Group

This group includes all districts in the Regional Education

Service Centers listed below with enrollments of 3000 to 4000 students that reported their compensation information to TASB HR Services:

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

Districts Like Us Comparison Group

Using the *Districts Like Us* comparison group provides us with data from districts across the state with similar demographics, in addition to the geographic data provided by the other three groups.

The top fourteen matched districts for El Campo ISD for 2010-2011 include:

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

NOTE: Because of the change from TAKS to STAAR in 2011-2012, this is the most recent demographic comparison group available.

Using the four groups provides us with area, regional, state, and demographic data.

ECISD Board Policy

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

Effective Date

2012-2013 School Year

Previous Board Action

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

approved at the regular meeting in November.

Future Action Expected

The Board will evaluate the market group comparisons next spring when considering structure adjustments and possible general pay increases.

Background Information and Signification Issues

According to LOCAL policy “The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. The Superintendent or designee shall determine annual increases for individual employees, within budgeted amounts.”

Market studies are important in considering whether or not to recommend a general pay increase and how much that increase needs to be to keep us competitive with the area education job market.

In order to continue to monitor our market position from year to year it is important that we use the same market comparison groups that were established in the original study. Market ratios and relationship to the market can change; i.e., the 103% to 105% range can increase or decrease, but the comparison groups should remain the same.

The additional market groups provide the Board with a comparison to districts of similar size statewide and a regional study of districts of similar size in the southeast quadrant of the State. Adding the *Districts Like Us* data provides us with comparison districts of similar demographics.

Fiscal Impact

None.

Student and Public Benefit

Public has the assurance that the district is basing all employee compensation decisions on the area education job market in order to remain competitive in attracting and retaining quality employees.

Procedural and Reporting Implications

None.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments	None.
Contact Person(s)	Mark Pool, Superintendent of Schools David Bright, Assistant Superintendent of Business and Operations Terese Faas, HR Coordinator
Action Required	Motion, second and majority vote to approve the market group comparison districts to be used in the annual compensation study.
Superintendent's Recommendation	I recommend that the Board approve the market group comparison districts to be used in the annual compensation study as a part of the Consent Agenda. Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (7 A)
Meeting Date: November 13, 2012
Submitted by: Mark Pool, Superintendent

Information Only

Consent Agenda: Governance	Progress Report on Superintendent Performance Goals
Summary	The Board approved the Superintendent Performance Goals for 2012 on April 17, 2012. Performance goals for the superintendent should be an integral component of the chief administrator's evaluation and be incorporated into the evaluation instrument
ECISD Board Policy	None.
Effective Date	November 13, 2012
Previous Board Action	Superintendent Performance Goals are approved annually following the Superintendent's Summative Evaluation in January and should be reviewed periodically throughout the year.
Future Action Expected	Progress toward the accomplishment of Superintendent Performance Goals should be reviewed periodically throughout the year.
Background Information and Significant Issues	None.
Fiscal Impact	Unknown.
Student and Public Benefit	The priority items the Superintendent has been asked to focus on are monitored on a regular basis.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.

Other Comments and Related Issues

None.

Attachments

Superintendent's Performance Goals Progress f0r 2012

Contact Person(s)

Mark Pool, Superintendent of Schools

Action Required

No action required.

Superintendent's Recommendation

This is an informational item only.

Mark Pool, Superintendent of Schools

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.

February 21, 2012 – Board agenda item for presentation of information for board review and discussion.

September 18, 2012 – Presentation to Administrative Team and Board of Trustees by Stephanie Mosqueda, Assistant Director of Texas TAP System.

Ongoing - Discussions with Administrative Team on different components of the system that might work in ECISD.

Next Steps – Planning Administrative Team visits to Texas TAP schools.

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.

May 2012 – School safety and behavior consultants from the Region 3 Education Service Center completed a *Behavioral Audit*.

Summer 2012 – Scheduled meetings with Administrative Team to review findings of *Behavioral Audit*, and discuss consistent implementation of a student behavior management program.

October 24, 2012 – Met with Melissa Koop, Carolyn Gordon, Dan Hammock, and Rhea Prasek to discuss Rtl process for behavior issues.

Next Steps – Professional development for faculty on January 21, 2013 “*Building Champions*,” a follow-up to Flip Flippen’s *Capturing Kids Hearts*.

Summer 2013 – Flippin Leadership Training, three day administrator training for *Capturing Kids Hearts*.

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.

Ongoing – A number of meetings have been held with Tommy Turner, J.J. Croix, Kristi David, and now Melissa Koop throughout the year to work on a *Board Monitoring Document*.

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.

No Progress

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.

July 24, 2012 – Turk Krenek and I met with Trista Lauristen, *Circle L Digital Media*, to discuss the possibility of outsourcing our district website re-development and maintenance. On July 31st, Trista informed me that the project was more than her company had the capacity to handle.

Next Steps – A decision was made to have Chris Skinner to serve as the district webmaster. Redesign of the district website has been delayed to allow Chris to adapt to his new position as Instructional Technology Specialist. Plans are to have focus groups (parents, students, faculty and staff) provide input on the redesign of the district website and the use of social media for communicating with the public.

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.

Ongoing – A number of meetings have been held with Tommy Turner, J.J. Croix, Kristi David, and now Melissa Koop throughout the year to work on a *Board Monitoring Document*.

Governance	Update on Board Continuing Education
Summary	<p>According to LEGAL policy, each Trustee must complete any training required by the State Board of Education; and the minutes of the last regular meeting of the Board held during a calendar year must reflect whether each Trustee has met or is delinquent in meeting the training required to be completed as of the date of the meeting.</p> <p>Continuing education for Board members includes orientation sessions, an annual team building session with the Board and the Superintendent, and specified hours of continuing education based on identified needs.</p> <p>The purpose of reviewing the continuing education this month is to provide the opportunity to correct any records and/or make up any deficiencies prior to the formal record in the minutes in December.</p>
ECISD Board Policy	BBD (LEGAL), BOARD MEMBERS: TRAINING AND ORIENTATION
Effective Date	January 1, 2012 through December 31, 2012
Previous Board Action	Board Training updates are done annually prior to the required disclosure at the December meeting.
Future Action Expected	Board Training updates are done annually prior to the required disclosure at the December meeting.
Background Information and Significant Issues	<p>According to the <i>Texas Education Code § 11.159</i>, each trustee must complete any training required by the State Board of Education. The required training is as follows:</p> <p>Tier 1</p> <p>New Members. New members shall participate in a local orientation session within 60 days before or after their election or appointment. The purpose of this orientation is to familiarize new Board members with local Board policies and procedures and District goals and priorities.</p> <p>All newly elected Board members shall also receive the orientation to the Texas Education Code within the first year of</p>

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

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

Tier 2

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

Tier 3

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

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

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

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

Fiscal Impact

None.

Student and Public Benefit

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

Procedural and Reporting Implications	At next month's meeting, the Board President shall publicly read the School Board Continuing Education Record, cause it to be reflected in the minutes, and provide the information to the media.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Chart Summarizing Board Member Continuing Education for 2012 • Individual Board Member Continuing Education Report
Contact Person(s)	Dianne Cerny, Administrative Assistant to Superintendent
Action Required	None.
Superintendent's Recommendation	<p>This is an information item only.</p> <p>Mark Pool, Superintendent of Schools</p>

School Board Continuing Education Update

January 1, 2012 – December 31, 2012

NAME	TIER ONE		TIER TWO	TIER THREE		*
	Local Orientation (New Members Only)	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	Specified Open Meetings Training	
Tommy Turner	N/A			2012 Summer Leadership Institute San Antonio 12.00 hours	N/A	E 6.00 Hours
Cecil Davis	N/A			2012 Summer Leadership Institute San Antonio 10.75 hours	N/A	E 4.50 Hours
Ralph Novosad	N/A			2012 Summer Leadership Institute San Antonio 12.00 hours	N/A	E 6.00 Hours

School Board Continuing Education Update

January 1, 2012 – December 31, 2012

NAME	TIER ONE		TIER TWO	TIER THREE		*
	Local Orientation (New Members Only)	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	Specified Open Meetings Training	
David Hodges	N/A	N/A		2012 Summer Leadership Institute San Antonio 10.75 hours	N/A	E 4.50 Hours
James Russell	N/A	N/A			N/A	D 6.00 Hours
J.J. Croix	N/A	N/A			N/A	D 6.00 Hours

School Board Continuing Education Update

January 1, 2012 – December 31, 2012

NAME	TIER ONE		TIER TWO	TIER THREE		*
	Local Orientation (New Members Only)	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	Specified Open Meetings Training	
Kristi David	N/A	N/A			N/A	D 6.00 Hours

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

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

Reporting Period: 01/01/2012 - 12/31/2012

El Campo ISD

District # 0241903

Tommy Turner ID# 1053966

<u>TIER-3</u>			<u>Hours earned</u>	<u>Date earned</u>
2012 Summer Leadership Institute San Antonio	San Antonio			
Thursday General Session - Donna Beegle		8:00 - 9:15 am	1.00	06/14/2012
Simplistic Formula for School Success!		9:30 - 10:45 am	1.25	06/14/2012
Show Me the Money: Increasing Student Attendance throu		11:00 - 12:15 pm	1.25	06/14/2012
Navigating Success: Moving Families Out of Poverty and		1:30 - 2:45 pm	1.25	06/14/2012
Children in Stress: The "Baggage" Kids Bring to School		3:00 - 4:15 pm	1.25	06/14/2012
Friday General Session - Michael Wesch		8:00 - 9:15 am	1.00	06/15/2012
Professional Learning Communities 101		9:30 - 10:45 am	1.25	06/15/2012
Don't Kill the Messenger or the Message (Master Mind Se		11:00 - 12:15 pm	1.25	06/15/2012
How Strong Schools Can Help Families in a Weak Economy		1:30 - 2:45 pm	1.25	06/15/2012
How Successful Teams Think		3:00 - 4:15 pm	1.25	06/15/2012
<i>Total hours for TIER-3</i>			12.00	
<i>Total hours for Reporting Period 1/1/2012 --12/31/2012</i>			12.00	

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

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

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

Fax:
512-467-3642

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



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

Reporting Period: 01/01/2012 - 12/31/2012

EI Campo ISD

District # 0241903

Cecil Davis ID# 1037049

<u>TIER-3</u>		<u>Hours earned</u>	<u>Date earned</u>
2012 Summer Leadership Institute San Antonio	San Antonio		
Thursday General Session - Donna Beegle		8:00 - 9:15 am 1.00	06/14/2012
TLC3 (Transforming Learning in the Class, Campus, & Co		9:30 - 10:45 am 1.25	06/14/2012
The New Generation of Academic Dishonesty		11:00 - 12:15 pm 1.25	06/14/2012
Wearing Many Hats: Risk Mgmt Way of Life for Districts		1:30 - 2:45 pm 1.25	06/14/2012
On-Line Postings, Blogs, & Other Off-Campus Speech: Wh		3:00 - 4:15 pm 1.25	06/14/2012
Friday General Session - Michael Wesch		8:00 - 9:15 am 1.00	06/15/2012
Professional Learning Communities 101		9:30 - 10:45 am 1.25	06/15/2012
Don't Kill the Messenger or the Message (Master Mind Se		11:00 - 12:15 pm 1.25	06/15/2012
Demographic Change and School Governance		8:30 - 9:45 am 1.25	06/16/2012
<i>Total hours for TIER-3</i>		10.75	
<i>Total hours for Reporting Period 1/1/2012 -12/31/2012</i>		10.75	

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

Reporting Period: 01/01/2012 - 12/31/2012

EI Campo ISD

District # 0241903

Ralph A. Novosad ID# 1060299

<u>TIER-3</u>			<u>Hours earned</u>	<u>Date earned</u>
2012 Summer Leadership Institute San Antonio	San Antonio			
Thursday General Session - Donna Beegle		8:00 - 9:15 am	1.00	06/14/2012
TLC3 (Transforming Learning in the Class, Campus, & Co		9:30 - 10:45 am	1.25	06/14/2012
The New Generation of Academic Dishonesty		11:00 - 12:15 pm	1.25	06/14/2012
District "Flip:" Lessons Learned & What Matters in Tra		1:30 - 2:45 pm	1.25	06/14/2012
Keeping it Positive in a World of Negative Vibes		3:00 - 4:15 pm	1.25	06/14/2012
Friday General Session - Michael Wesch		8:00 - 9:15 am	1.00	06/15/2012
Professional Learning Communities 101		9.30 - 10.45 am	1.25	06/15/2012
Preparing a Skilled Work Force for Industry		11:00 - 12:15 pm	1.25	06/15/2012
Best Practices for Improving Finances & Performance		1:30 - 2:45 pm	1.25	06/15/2012
How Successful Teams Think		3:00 - 4:15 pm	1.25	06/15/2012
<i>Total hours for TIER-3</i>			12.00	
<i>Total hours for Reporting Period 1/1/2012 --12/31/2012</i>			12.00	

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

Reporting Period: 01/01/2012 - 12/31/2012

El Campo ISD

District # 0241903

David J. Hodges ID# 1057398

<u>TIER-3</u>			<u>Hours earned</u>	<u>Date earned</u>
2012 Summer Leadership Institute San Antonio	San Antonio			
Thursday General Session - Donna Beegle		8:00 - 9:15 am	1.00	06/14/2012
Simplistic Formula for School Success!		9:30 - 10:45 am	1.25	06/14/2012
Show Me the Money: Increasing Student Attendance throu		11:00 - 12:15 pm	1.25	06/14/2012
School Board Conversations: HELP! We Need New Ideas ab		1:30 - 2:45 pm	1.25	06/14/2012
On-Line Postings, Blogs, & Other Off-Campus Speech: Wh		3:00 - 4:15 pm	1.25	06/14/2012
Friday General Session - Michael Wesch		8:00 - 9:15 am	1.00	06/15/2012
Legal Issues in Employee Compensation		9:30 - 10:45 am	1.25	06/15/2012
Compensating Our Teachers: What Comes Next		11:00 - 12:15 pm	1.25	06/15/2012
The Board's Role in Hearings: Handling Grievances, Cont		1:30 - 2:45 pm	1.25	06/15/2012
<i>Total hours for TIER-3</i>			10.75	

Total hours for Reporting Period 1/1/2012 - 12/31/2012 **10.75**

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

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Printed 11/09/2012

Reporting Period: 01/01/2012 - 12/31/2012

El Campo ISD

District # 0241903

James S. Russell ID# 1072253

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

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

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Printed 11/09/2012

Reporting Period: 01/01/2012 - 12/31/2012

EI Campo ISD

District # 0241903

J. J. Croix ID# 1072252

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

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

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Printed 11/09/2012

Reporting Period: 01/01/2012 - 12/31/2012

El Campo ISD

District # 0241903

Kristi David ID# 1077467

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

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

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

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

E-Mail:
cec@tasb.org

Fax:
512-467-3642

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

