



**Marble Falls ISD
Regular Meeting**

**Monday, March 29, 2010
6:00 PM**

**AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

MONDAY, MARCH 29, 2010 – 6:00 PM

Marble Falls Middle School Cafeteria, 1511 Pony Circle, Marble Falls, TX 78654

Notice is hereby given that on March 29, 2010, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls Middle School Cafeteria, 1511 Pony Circle, Marble Falls, TX 78654.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice

1. Call to Order
Presenter: Martin McLean, President
2. Roll Call
3. Invocation
Presenter: Tommy Chaney
4. Pledge to the Flags
Presenter: Rick Edwards
5. Special Board Recognitions
 - A. Marble Falls High School FCCLA
 - B. Elementary Destination Imagination
6. Open Forum
7. Consent Agenda
Presenter: Ryder Warren
 - A. Review and Approval of Minutes from February 15th 4
 - B. Review of Financial Reports 8
 - C. Approval of Budget Amendments 23
 - D. Approval of Yearly Textbook Adoption 24
8. Action Items
Presenter: Ryder Warren
 - A. Discussion and Possible Approval of Order of Cancellation of May 8, 2010 School Board Election 26
 - B. Discussion and Possible Approval of Resolution for Sale of Property Acquired by the Burnet Central Appraisal District 30
 - C. Discussion of Legal Policies in TASB Update 87 / Discussion and Possible Approval of Local Policies in TASB Update 87 33
Local Policies: DFBB - Term Contracts Nonrenewals; DFE - Termination of Employment - Resignation; DI - Employee Welfare; FB - Equal Educational Opportunity; FFAC - Wellness and Health Services - Medical Treatment; FFH - Student Welfare - Freedom from

Discrimination, Harassment, and Retaliation;	
D. Discussion and Possible Approval of Local Policy DEC Revision	60
E. Discussion and Possible Approval of Casting Votes for Region 13 Board of Directors	66
9. Superintendent's Report	
A. Construction Update Presenter: Scott German	70
B. Report on CTE Program Presenter: Allen Roberts, David Smith and Susan Maughan	78
C. Report from Texas Department of Transportation Presenter: Howard Lyons	
D. Discussion of Summer Leadership Institute	109
E. Quarterly Investment Report Presenter: Glenn Graham	133
10. Discussion of Proposed Agenda Items for Regular April Meeting	
11. Executive Session - Govt. Code 551.074	
A. Discussion of MFISD Professional Contracts	134
B. Discussion of Administrative Contracts	
C. Discussion of Personnel Issues	142
12. Discussion and Possible Approval of District Professional Contracts Presenter: Ryder Warren	
13. Discussion and Possible Approval of Administrative Contracts Presenter: Ryder Warren	
A. Assistant Superintendent of District Operations	
B. Assistant Superintendent of Academic Programs	
14. Adjourn	

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, Texas Govt. Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

Ryder Warren, Superintendent of Schools
Marble Falls Independent School District

Marble Falls Independent School District
Board Meeting Minutes
February 15, 2010

Martin McLean, President, called the meeting to order at 7:00 a.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act., Texas Government Code Chapter 551.

Board Members Present: Tommy Chaney, Rick Edwards, Martin McLean, Kevin Naumann, Mike Savage, Karl Westerman
Kelly Fox arrived at 7:10 a.m.

Board Members Absent: None

Administrators Present: Ryder Warren, Glenn Graham, Amy Jacobs, Leslie Baty, Susan Maughan, Cord Woerner, Karol French, Tom Barr, Allen Roberts, John Schumacher, Andy Reddock, Keith Powell, Michael Pittard, Peggy Little, and Linda Romano

Members of the Press: Geoff West, *The Highlander News*,
Daniel Clifton, *The River Cities Tribune*
Jennifer Fierro, *The River Cities Tribune*

Executive Session:

At 7:03 a.m. the Board adjourned into executive session to discuss personnel issues (Gov't Code 551.074), specifically administrators' contracts. The Board reconvened into open session at 7:45 a.m.

District Administrators' Contract Renewals/Extensions

Upon a motion by Kevin Naumann, second by Karl Westerman, the Board approved a one year contract extension for Glenn Graham, Asst. Superintendent for Business and Finance.

For: 7 Against: 0 Absent: 0

Upon a motion by Kevin Naumann, second by Kelly Fox, the Board approved a one year contract extension for Susan Maughan, Director of Special Services.

For: 7 Against: 0 Absent: 0

Upon a motion by Kelly Fox, second by Kevin Naumann, the Board approved a one year contract extension for Karol French, Director of Student Services.

For: 7 Against: 0 Absent: 0

Upon a motion by Kelly Fox, second by Rick Edwards, the Board approved a one year contract extension for Amy Jacobs, Executive Director of Curriculum and Instruction.

For: 7 Against: 0 Absent: 0

Upon a motion by Tommy Chaney, second by Karl Westerman, the Board approved a one year contract extension for Cord Woerner, Director of Athletics.

For: Tommy Chaney, Karl Westerman, Martin McLean, Kevin Naumann and Rick Edwards

Against: Mike Savage and Kelly Fox

Absent: 0

Upon a motion by Rick Edwards, second by Tommy Chaney, the Board approved contract extensions for the following:

One year extension

Peggy Little – Principal, Falls Career High School
Allen Roberts – Principal, Marble Falls High School
John Schumacher – Principal, Marble Falls Middle School
Keith Powell – Principal, Highland Lakes Elementary
Michael Pittard – Principal, Spicewood Elementary
Linda Romano – Principal, Colt Elementary
Andy Reddock – Principal, Marble Falls Elementary

For: 7 Against: 0 Absent: 0

Upon a motion by Tommy Chaney, second by Karl Westerman, the Board approved contract renewals/extensions for the following:

One year extension

Rhonda Etheridge – Asst. Principal, Marble Falls High School
Melissa Fields – Asst. Principal, Marble Falls Middle School
John Klein – Asst. Principal, Marble Falls High School
Candice Kutac – Asst. Principal, Marble Falls Elementary
Bruce Peckover – Asst. Principal, Marble Falls High School
Mark Richert – Asst. Principal, Spicewood Elementary
Stan Whittle – Asst. Principal, Marble Falls High School

Two year term

Alton Clark Fields – Asst. Principal, Marble Falls Middle School
Stacy Lashbrook – Asst. Principal, Highland Lakes Elementary
Oscar Perez – Asst. Principal, Marble Falls Middle School

For : 7 Against : 0 Absent : 0

The Board was informed of the following resignations: Kathleen A. Bridges, effective 6/1/2010, and Edmund Lewis, effective 1/25/2010.

Consent Agenda

Upon a motion by Karl Westerman, second by Tommy Chaney, the following items were approved from the consent agenda:

- Minutes of January 18, 2010 meeting
- Financial report of expenditures for January 2010
- Budget Amendments as recommended by Brenda Hudson, Accounting Supervisor

For: 7 Against: 0 Absent: 0

Trustee Election

Upon a motion by Kelly Fox, second by Tommy Chaney, the Board ordered the trustee election to be held on May 8, 2010 for the purpose of electing to the Board of Trustees two trustees for a full three year term each for positions designated as Place 1 and Place 2.

For: 7 Against: 0 Absent: 0

2010-2011 School Calendar

Upon a motion by Rick Edwards, second by Kelly Fox, the Board approved the 2010-2011 School Calendar.

For: 7 Against: 0 Absent: 0

Purchase of Maintenance Vehicles

Upon a motion by Kevin Naumann, second by Karl Westerman, the Board approved awarding the bid for the purchase of maintenance/delivery vehicles to Johnson Sewell Ford in the amount of \$20,998.00 and \$29, 776.34 respectively.

For: 7 Against: 0 Absent: 0

Superintendent's Report

Construction Update:

Scott German presented the following concerning the renovation of Colt Elementary into the district administration office and Falls Career High School:

Current Progress

Work completed during the month of February 2009:

- Installation of millwork and cabinets
- Interior painting complete

Flooring started
Exterior storefronts in place
New exterior brick details constructed
Site utilities in place
Installation of ceiling grid and setting light fixtures

Projected Progress

Work anticipated to be completed during the month of March 2010:

Exterior sidewalks in place
New exterior brick details complete
Painting complete
Flooring complete
Tile set complete
Installation of millwork complete
New marquee signs in place

Annual Announcement of Board Continuing Education Hours

Martin McLean announced the following regarding the status of each trustee's training hours for the current year as required by the Texas Administrative Code:

Tier I: All trustees have satisfied the requirements of the Tier I training.
Tier II: All trustees have satisfied the requirements of the Tier II training.
Tier III: All trustees have exceeded the requirements of the Tier III training

Proposed Agenda Items for the Regular March Meeting

Tommy Chaney requested an update on the CATE program. Kevin Naumann requested an update on the status of the traffic signal at Hwy 1431 E and Mustang Drive from Howard Lyons, TxDOT Engineer.

Adjournment:

Hearing no objection the Board adjourned at 8:20 a.m.

Approved:

Martin McLean, President

Kevin Naumann, Secretary

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of February 28, 2010
50% Of Fiscal Year

	CURRENT YEAR				PRIOR YEAR			
	BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET	
REVENUES								
5710 LOCAL TAX REVENUES	\$ 28,959,337	\$ 26,842,900	\$ 2,116,437	92.69%	\$ 27,927,256	\$ 24,375,485	87.28%	
57XX OTHER LOCAL REVENUES	\$ 624,850	\$ 335,553	\$ 289,297	53.70%	\$ 951,000	\$ 332,858	35.00%	
58XX STATE PROG. REVENUES	\$ 7,120,220	\$ 3,564,630	\$ 3,555,590	50.06%	\$ 8,396,267	\$ 8,487,152	101.08%	
5900 FEDERAL REVENUE	\$ 608,129	\$ 105,415	\$ 502,714	17.33%	\$ 31,212	\$ 674	2.16%	
TOTAL REVENUE	\$ 37,312,536	\$ 30,848,498	\$ 6,464,038	82.68%	\$ 37,305,735	\$ 33,196,169	88.98%	
EXPENDITURES								
11 INSTRUCTION	\$ 19,345,791	\$ 8,671,434	\$ 10,674,357	44.82%	\$ 18,229,192	\$ 8,312,629	45.60%	
12 LIBRARY	\$ 549,291	\$ 269,932	\$ 279,359	49.14%	\$ 514,935	\$ 225,008	43.70%	
13 STAFF DEVELOPMENT	\$ 197,542	\$ 70,624	\$ 126,918	35.75%	\$ 201,631	\$ 82,064	40.70%	
21 INST ADMINISTRATION	\$ 763,224	\$ 368,710	\$ 394,514	48.31%	\$ 728,407	\$ 363,411	49.89%	
23 SCHOOL ADMINISTRATION	\$ 2,189,714	\$ 964,644	\$ 1,225,070	44.05%	\$ 1,958,083	\$ 879,577	44.92%	
31 GUID AND COUNSELING	\$ 1,114,087	\$ 529,685	\$ 584,402	47.54%	\$ 1,050,054	\$ 501,842	47.79%	
33 HEALTH SERVICES	\$ 375,428	\$ 164,822	\$ 210,606	43.90%	\$ 384,912	\$ 175,487	45.59%	
34 PUPIL TRANSP - REGULAR	\$ 1,834,306	\$ 993,240	\$ 841,066	54.15%	\$ 1,742,346	\$ 1,203,887	69.10%	
36 CO-CURRICULAR ACT	\$ 1,487,581	\$ 761,550	\$ 726,031	51.19%	\$ 1,403,151	\$ 646,773	46.09%	
41 GEN ADMINISTRATION	\$ 1,043,999	\$ 509,206	\$ 534,793	48.77%	\$ 990,474	\$ 493,271	49.80%	
51 PLANT MAINT & OPERATION	\$ 4,744,926	\$ 2,408,366	\$ 2,336,560	50.76%	\$ 4,729,965	\$ 2,423,129	51.23%	
52 SECURITY & MONITORING	\$ 102,130	\$ 18,102	\$ 84,028	17.72%	\$ 87,630	\$ 23,964	27.35%	
53 DATA PROCESSING	\$ 1,486,732	\$ 515,501	\$ 971,231	34.67%	\$ 989,783	\$ 558,600	56.44%	
61 COMMUNITY SERVICES	\$ 276,199	\$ 144,602	\$ 131,597	52.35%	\$ 278,929	\$ 140,314	50.30%	
81 FACILITIES ACQ & CONST	\$ 35,000	\$ -	\$ 35,000	0.00%	\$ 10,000	\$ -	n/a	
91 STUDENT ATTENDANCE CR	\$ 2,503,024	\$ 282,700	\$ 2,220,324	11.29%	\$ 4,722,003	\$ 543,650	50.49%	
99 PURCHASES & CONT SRVS	\$ 625,000	\$ 325,081	\$ 299,919	52.01%	\$ 600,000	\$ 302,969	n/a	
TOTAL EXPENDITURES	\$ 38,673,974	\$ 16,998,197	\$ 21,675,777	43.95%	\$ 38,621,495	\$ 16,876,576	43.70%	
7000 Other Sources	\$ -				Other Sources	\$ -		
8000 Other Uses	\$ -				Other Uses	\$ -		
1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 13,850,301				EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2008-2009	\$ 16,319,593		
3000 BEG FUND BAL 9/1/09	\$ 9,511,110							
3000 END FUND BAL 8/31/10	\$ 23,361,411							
3600 UNRESERVED FUND BAL	\$ 23,361,411							

*Marble Falls
Independent
School District*

Financial Report

March 29, 2010

*****Check Payment Fund Summary*****

*****Expenditure to Budget Report*****

Check Payment Fund Summary

For Bills Paid

February 1 – February 28, 2010

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
199	GENERAL FUND	110.80	7,614.26	714,348.55	722,073.61
204	ESEA TITLE IV SAFE&DRUG FREE	0.00	0.00	583.74	583.74
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	23,447.37	23,447.37
224	IDEA PART B FORMULA	0.00	0.00	10,322.24	10,322.24
225	IDEA PART B PRESCHOOL	0.00	0.00	110.15	110.15
226	IDEA PART B DISCRETIONARY	0.00	0.00	6,038.00	6,038.00
240	FOOD SERVICE	0.00	0.00	54.96	54.96
244	VOC. ED.-BASIC GRANT	0.00	0.00	748.81	748.81
255	TITLE II PART A TCHR & PRINCPL	0.00	0.00	860.03	860.03
263	TITLE III - BILINGUAL	0.00	0.00	605.68	605.68
283	IDEA B FORMULA ARRA STIMULUS	0.00	0.00	491.64	491.64
285	TITLE I PART A ARRA STIMULUS	0.00	0.00	208.43	208.43
394	LIFE SKILLS FOR STUDNT PARENTS	0.00	0.00	95.84	95.84
404	ACCELERATED INSTRUCTION PROG	0.00	0.00	1.33	1.33
428	HIGH SCHOOL ALLOTMENT	0.00	0.00	277.40	277.40
599	DEBT SERVICE	0.00	0.00	1,594,993.14	1,594,993.14
699	CAPITAL PROJECTS	0.00	0.00	417,058.37	417,058.37
863	PAYROLL CLEARING	705,616.09	0.00	0.00	705,616.09
***	Fund Summary Totals ***	705,726.89	7,614.26	2,770,245.68	3,483,586.83

***** End of report *****

Expenditure to Budget Report

March 29, 2010

General Operating Fund

&

Food Service Fund

COMPARISON OF REVENUE TO BUDGET (Date: 2/2010)

Obj	Obj	2009-10 ESTIMATED REVENUE	February 2009-10 MTHLY ACTIVITY	2009-10 Activity	REVENUE BALANCE	PERCENT REALIZED	2009-10 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
	571- LOCAL REAL-PROPERTY TAXES	28,959,337.00	3,361,370.96	26,842,900.02	2,116,436.98	93.43	92.69
	573- TUITION & FEES FROM PATRONS	168,000.00	9,545.72	67,682.35	100,317.65	44.71	40.29
	574- TRANS FROM WITHIN STATE	322,000.00	25,278.70	179,918.19	142,081.81	55.97	55.88
	575- ENTERPRISING ACTIVITIES	138,935.00	8,973.35	87,952.85	50,982.15	65.59	63.31
	57-- REVENUE-LOCAL & INTERMED	29,588,272.00	3,405,168.73	27,178,453.41	2,409,818.59	92.62	91.86
5800	STATE PROGRAM REVENUES						
	581- PER CAPITA-FOUNDATION REV	4,940,663.00	0.00	2,782,795.00	2,157,868.00	56.32	56.32
	582- STATE REVENUE DISTRBD BY TEA	6,000.00	0.00	5,837.00	163.00	97.28	97.28
	583- TRS ON BEHALF BENEFIT	1,600,000.00	134,543.75	775,997.58	824,002.42	48.50	48.50
	58-- STATE PROGRAM REVENUES	6,546,663.00	134,543.75	3,564,629.58	2,982,033.42	54.45	54.45
5900	FEDERAL PROGRAM REVENUES						
	593- VOC ED NON FOUNDATION	10,000.00	0.00	105,415.43	-95,415.43	1,054.15	1,054.15
	59-- FEDERAL PROGRAM REVENUES	10,000.00	0.00	105,415.43	-95,415.43	1,054.15	1,054.15
	---- GENERAL FUND	36,144,935.00	3,539,712.48	30,848,498.42	5,296,436.58	85.97	85.35

COMPARISON OF REVENUE TO BUDGET (Date: 2/2010)

Obj	Obj	2009-10 ESTIMATED REVENUE	February 2009-10 MTHLY ACTIVITY	2009-10 Activity	REVENUE BALANCE	PERCENT REALIZED	2009-10 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
574-	TRANS FROM WITHIN STATE	2,000.00	166.36	1,097.47	902.53	54.87	54.87
575-	ENTERPRISING ACTIVITIES	767,188.00	84,162.07	451,034.51	316,153.49	61.29	58.79
57--	REVENUE-LOCAL & INTERMED	769,188.00	84,328.43	452,131.98	317,056.02	61.27	58.78
5800	STATE PROGRAM REVENUES						
582-	STATE REVENUE DISTRBTD BY TEA	12,304.00	0.00	0.00	12,304.00	0.00	0.00
58--	STATE PROGRAM REVENUES	12,304.00	0.00	0.00	12,304.00	0.00	0.00
5900	FEDERAL PROGRAM REVENUES						
592-		1,191,494.00	136,386.99	652,409.81	539,084.19	54.76	54.76
59--	FEDERAL PROGRAM REVENUES	1,191,494.00	136,386.99	652,409.81	539,084.19	54.76	54.76
----	FOOD SERVICE	1,972,986.00	220,715.42	1,104,541.79	868,444.21	56.96	55.98

COMPARISON OF REVENUE TO BUDGET (Date: 2/2010)

Obj	Obj	2009-10 ESTIMATED REVENUE	February 2009-10 MTHLY ACTIVITY	2009-10 Activity	REVENUE BALANCE	PERCENT REALIZED	2009-10 YTD %
266	SFSF - STIMULUS FUNDS						
5900	FEDERAL PROGRAM REVENUES						
592-		1,173,088.00	0.00	0.00	1,173,088.00	0.00	0.00
59--	FEDERAL PROGRAM REVENUES	1,173,088.00	0.00	0.00	1,173,088.00	0.00	0.00
----	SFSF - STIMULUS FUNDS	1,173,088.00	0.00	0.00	1,173,088.00	0.00	0.00

***** End of report *****

MARBLE FALLS ISD
RECAP OF REVENUE BY FUND (Date: 2/2010)

Obj	Obj	2009-10 ESTIMATED REVENUE	February 2009-10 MTHLY ACTIVITY	2009-10 Activity	REVENUE BALANCE	2009-10 YTD %
199	GENERAL FUND					
	5--- REVENUE	36,144,935.00	3,539,712.48	30,848,498.42	5,296,436.58	85.35
	---- GENERAL FUND	36,144,935.00	3,539,712.48	30,848,498.42	5,296,436.58	85.35
240	FOOD SERVICE					
	5--- REVENUE	1,972,986.00	220,715.42	1,104,541.79	868,444.21	55.98
	---- FOOD SERVICE	1,972,986.00	220,715.42	1,104,541.79	868,444.21	55.98
266	SFSF - STIMULUS FUNDS					
	5--- REVENUE	1,173,088.00	0.00	0.00	1,173,088.00	0.00
	---- SFSF - STIMULUS FUNDS	1,173,088.00	0.00	0.00	1,173,088.00	0.00

***** End of report *****

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 2/2010)

Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	February 2009-10 ACTIVITY	BALANCE	2009-10 YTD %
199	GENERAL FUND						
11	INSTRUCTION						
	61-- PAYROLL COSTS	18,147,703.00	0.00	8,017,478.63	1,531,127.51	10,130,224.37	44.18
	62-- PURCHASE & CONTRACTED SVS	349,918.00	77,534.53	267,750.11	20,430.64	4,633.36	76.52
	63-- SUPPLIES AND MATERIALS	699,706.00	83,177.03	324,018.39	58,828.39	292,510.58	46.31
	64-- OTHER OPERATING EXPENSES	147,549.00	10,742.81	47,091.94	11,308.99	89,714.25	31.92
	66-- CPTL OUTLY LAND BLDG & EQ	0.00	405.00	15,095.00	0.00	-15,500.00	0.00
	---- INSTRUCTION	19,344,876.00	171,859.37	8,671,434.07	1,621,695.53	10,501,582.56	44.83
12	INST. RESOURCES & MEDIA SVCS						
	61-- PAYROLL COSTS	423,349.00	0.00	199,901.42	33,304.80	223,447.58	47.22
	62-- PURCHASE & CONTRACTED SVS	26,487.00	6,404.00	5,115.21	1,236.00	14,967.79	19.31
	63-- SUPPLIES AND MATERIALS	98,587.00	7,122.08	62,791.39	16,583.44	28,673.53	63.69
	64-- OTHER OPERATING EXPENSES	5,868.00	0.00	2,123.80	948.80	3,744.20	36.19
	---- INST. RESOURCES & MEDIA S	554,291.00	13,526.08	269,931.82	52,073.04	270,833.10	48.70
13	CURRICULUM DEV & INST STFF DEV						
	61-- PAYROLL COSTS	91,382.00	0.00	46,256.98	7,596.12	45,125.02	50.62
	62-- PURCHASE & CONTRACTED SVS	62,300.00	11,425.00	17,900.00	2,975.00	32,975.00	28.73
	63-- SUPPLIES AND MATERIALS	16,860.00	158.61	327.06	75.60	16,374.33	1.94
	64-- OTHER OPERATING EXPENSES	27,000.00	4,595.95	6,140.35	162.57	16,263.70	22.74
	---- CURRICULUM DEV & INST STF	197,542.00	16,179.56	70,624.39	10,809.29	110,738.05	35.75
21	INSTRUCTIONAL LEADERSHIP						
	61-- PAYROLL COSTS	700,599.00	0.00	353,093.67	59,106.14	347,505.33	50.40
	62-- PURCHASE & CONTRACTED SVS	8,800.00	1,502.00	1,845.58	185.00	5,452.42	20.97
	63-- SUPPLIES AND MATERIALS	28,800.00	1,682.79	5,476.42	558.94	21,640.79	19.02
	64-- OTHER OPERATING EXPENSES	21,025.00	810.95	8,294.26	1,411.81	11,919.79	39.45
	---- INSTRUCTIONAL LEADERSHIP	759,224.00	3,995.74	368,709.93	61,261.89	386,518.33	48.56

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 2/2010)

Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	February 2009-10 ACTIVITY	BALANCE	2009-10 YTD %
199	GENERAL FUND						
23	SCHOOL LEADERSHIP						
	61-- PAYROLL COSTS	2,039,362.00	0.00	906,756.31	151,208.78	1,132,605.69	44.46
	62-- PURCHASE & CONTRACTED SVS	50,176.00	13,042.15	22,763.34	1,743.82	14,370.51	45.37
	63-- SUPPLIES AND MATERIALS	77,766.00	2,364.34	23,169.46	2,156.43	52,232.20	29.79
	64-- OTHER OPERATING EXPENSES	22,410.00	1,073.22	11,954.75	2,181.73	9,382.03	53.35
	66-- CPTL OUTLY LAND BLDG & EQ	0.00	15,675.32	0.00	0.00	-15,675.32	0.00
	---- SCHOOL LEADERSHIP	2,189,714.00	32,155.03	964,643.86	157,290.76	1,192,915.11	44.05
31	GUIDANCE & COUNSELING						
	61-- PAYROLL COSTS	1,034,581.00	0.00	489,966.36	85,851.25	544,614.64	47.36
	62-- PURCHASE & CONTRACTED SVS	32,229.00	13,780.00	15,694.79	1,555.00	2,754.21	48.70
	63-- SUPPLIES AND MATERIALS	34,060.00	2,737.80	15,185.75	4,541.43	16,136.45	44.59
	64-- OTHER OPERATING EXPENSES	17,217.00	909.75	8,838.25	795.29	7,469.00	51.33
	---- GUIDANCE & COUNSELING	1,118,087.00	17,427.55	529,685.15	92,742.97	570,974.30	47.37
33	HEALTH SERVICES						
	61-- PAYROLL COSTS	361,092.00	0.00	159,491.94	30,309.14	201,600.06	44.17
	62-- PURCHASE & CONTRACTED SVS	824.00	0.00	211.71	211.71	612.29	25.69
	63-- SUPPLIES AND MATERIALS	11,812.00	599.49	4,884.92	1,081.81	6,327.59	41.36
	64-- OTHER OPERATING EXPENSES	1,700.00	24.60	233.20	149.00	1,442.20	13.72
	---- HEALTH SERVICES	375,428.00	624.09	164,821.77	31,751.66	209,982.14	43.90
34	PUPIL TRANSPORTATION						
	61-- PAYROLL COSTS	1,289,316.00	0.00	666,141.22	119,922.30	623,174.78	51.67
	62-- PURCHASE & CONTRACTED SVS	28,583.00	3,993.58	4,350.39	839.79	20,239.03	15.22
	63-- SUPPLIES AND MATERIALS	443,550.00	46,771.44	202,125.48	49,860.84	194,653.08	45.57
	64-- OTHER OPERATING EXPENSES	-206,150.00	475.80	-52,905.39	-16,101.19	-153,720.41	25.66
	66-- CPTL OUTLY LAND BLDG & EQ	279,007.00	87,779.00	173,528.00	173,528.00	17,700.00	62.19
	---- PUPIL TRANSPORTATION	1,834,306.00	139,019.82	993,239.70	328,049.74	702,046.48	54.15

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 2/2010)

Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	February 2009-10 ACTIVITY	BALANCE	2009-10 YTD %
199	GENERAL FUND						
36	COCURR./EXTRACURR.ACTIVITIES						
	61-- PAYROLL COSTS	652,661.00	0.00	324,297.19	56,671.90	328,363.81	49.69
	62-- PURCHASE & CONTRACTED SVS	186,775.00	20,961.94	139,385.05	31,890.34	26,428.01	74.63
	63-- SUPPLIES AND MATERIALS	189,468.00	21,862.41	91,686.49	19,706.17	75,919.10	48.39
	64-- OTHER OPERATING EXPENSES	454,872.00	12,253.18	206,181.02	50,138.29	236,437.80	45.33
	66-- CPTL OUTLY LAND BLDG & EQ	3,805.00	10,805.00	0.00	0.00	-7,000.00	0.00
	---- COCURR./EXTRACURR.ACTIVIT	1,487,581.00	65,882.53	761,549.75	158,406.70	660,148.72	51.19
41	GENERAL ADMINISTRATION						
	61-- PAYROLL COSTS	728,099.00	0.00	375,424.89	61,566.00	352,674.11	51.56
	62-- PURCHASE & CONTRACTED SVS	188,780.00	29,219.75	79,084.45	27,610.82	80,475.80	41.89
	63-- SUPPLIES AND MATERIALS	33,780.00	1,912.35	13,212.72	1,953.96	18,654.93	39.11
	64-- OTHER OPERATING EXPENSES	93,340.00	10,080.06	41,483.46	2,549.09	41,776.48	44.44
	---- GENERAL ADMINISTRATION	1,043,999.00	41,212.16	509,205.52	93,679.87	493,581.32	48.77
51	PLANT MAINTENANCE & OPERATIONS						
	61-- PAYROLL COSTS	2,342,391.00	0.00	1,267,762.54	206,545.16	1,074,628.46	54.12
	62-- PURCHASE & CONTRACTED SVS	1,626,535.00	73,030.59	743,309.54	145,881.28	810,194.87	45.70
	63-- SUPPLIES AND MATERIALS	475,200.00	48,542.07	200,810.04	43,114.90	225,847.89	42.26
	64-- OTHER OPERATING EXPENSES	200,800.00	768.77	196,483.62	2,518.39	3,547.61	97.85
	66-- CPTL OUTLY LAND BLDG & EQ	100,000.00	66,341.91	0.00	0.00	33,658.09	0.00
	---- PLANT MAINTENANCE & OPERA	4,744,926.00	188,683.34	2,408,365.74	398,059.73	2,147,876.92	50.76
52	SECURITY & MONITORING SERVICES						
	61-- PAYROLL COSTS	15,730.00	0.00	7,001.70	1,336.51	8,728.30	44.51
	62-- PURCHASE & CONTRACTED SVS	82,900.00	2,475.00	8,076.50	1,400.00	72,348.50	9.74
	63-- SUPPLIES AND MATERIALS	3,500.00	0.00	3,024.00	0.00	476.00	86.40
	---- SECURITY & MONITORING SER	102,130.00	2,475.00	18,102.20	2,736.51	81,552.80	17.72

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 2/2010)

Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	February 2009-10 ACTIVITY	BALANCE	2009-10 YTD %
199	GENERAL FUND						
53	DATA PROCESSING SERVICES						
	61-- PAYROLL COSTS	743,485.00	0.00	319,327.99	56,469.61	424,157.01	42.95
	62-- PURCHASE & CONTRACTED SVS	291,847.00	148,350.55	57,916.11	16,898.12	85,580.34	19.84
	63-- SUPPLIES AND MATERIALS	96,600.00	7,386.23	58,519.69	6,509.93	30,694.08	60.58
	64-- OTHER OPERATING EXPENSES	8,395.00	1,128.60	2,570.78	0.00	4,695.62	30.62
	66-- CPTL OUTLY LAND BLDG & EQ	346,405.00	266,782.90	77,165.99	13,495.01	2,456.11	22.28
	---- DATA PROCESSING SERVICES	1,486,732.00	423,648.28	515,500.56	93,372.67	547,583.16	34.67
61	COMMUNITY SERVICES						
	61-- PAYROLL COSTS	234,114.00	0.00	123,034.73	24,965.00	111,079.27	52.55
	63-- SUPPLIES AND MATERIALS	5,250.00	1,728.92	3,009.38	261.56	511.70	57.32
	64-- OTHER OPERATING EXPENSES	36,835.00	18,593.43	18,558.36	0.00	-316.79	50.38
	---- COMMUNITY SERVICES	276,199.00	20,322.35	144,602.47	25,226.56	111,274.18	52.35
81	FACILITIES ACQ. & CONSTRUCTION						
	66-- CPTL OUTLY LAND BLDG & EQ	35,000.00	0.00	0.00	0.00	35,000.00	0.00
	---- FACILITIES ACQ. & CONSTRU	35,000.00	0.00	0.00	0.00	35,000.00	0.00
91	INTERGOVERNMENTAL CHARGES						
	62-- PURCHASE & CONTRACTED SVS	2,503,024.00	0.00	282,700.00	282,700.00	2,220,324.00	11.29
	---- INTERGOVERNMENTAL CHARGES	2,503,024.00	0.00	282,700.00	282,700.00	2,220,324.00	11.29
99	OTHR INTERGOVERNMENTAL CHARGES						
	62-- PURCHASE & CONTRACTED SVS	625,000.00	0.00	325,080.55	0.00	299,919.45	52.01
	---- OTHR INTERGOVERNMENTAL CH	625,000.00	0.00	325,080.55	0.00	299,919.45	52.01
	---- GENERAL FUND	38,678,059.00	1,137,010.90	16,998,197.48	3,409,856.92	20,542,850.62	43.95

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 2/2010)

Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	February 2009-10 ACTIVITY	BALANCE	2009-10 YTD %
240	FOOD SERVICE						
35	FOOD SERVICES						
62--	PURCHASE & CONTRACTED SVS	1,963,997.00	0.00	944,772.79	162,099.37	1,019,224.21	48.10
63--	SUPPLIES AND MATERIALS	0.00	0.00	33,273.52	11,001.96	-33,273.52	0.00
64--	OTHER OPERATING EXPENSES	0.00	100.00	1,800.00	0.00	-1,900.00	0.00
----	FOOD SERVICES	1,963,997.00	100.00	979,846.31	173,101.33	984,050.69	49.89
----	FOOD SERVICE	1,963,997.00	100.00	979,846.31	173,101.33	984,050.69	49.89

***** End of report *****

RECAP OF EXPENDITURES BY FUND (Date: 2/2010)

Obj	Obj	2009-10 BUDGET	ENCUMBRANCE YTD	2009-10 EXPENDITURES	February 2009-10 ACTIVITY	2009-10 BALANCE	2009-10 YTD %
199	GENERAL FUND						
6---	EXPENDITURES	38,678,059.00	1,137,010.90	16,998,197.48	3,409,856.92	20,542,850.62	43.95
----	GENERAL FUND	38,678,059.00	1,137,010.90	16,998,197.48	3,409,856.92	20,542,850.62	43.95
240	FOOD SERVICE						
6---	EXPENDITURES	1,963,997.00	100.00	979,846.31	173,101.33	984,050.69	49.89
----	FOOD SERVICE	1,963,997.00	100.00	979,846.31	173,101.33	984,050.69	49.89

***** End of report *****

**MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - BUDGET AMENDMENT
March 29, 2010**

<u>Description/Function</u>	<u>Increase</u>	<u>Decrease</u>
School Leadership/23 Instruction/11	\$15,676	\$15,676
Instructional Leadership/21 Guidance & Counseling/31	\$2,300	\$2,300
Total	\$17,976	\$17,976
Net Affect to Adopted Budget		<u><u>\$0</u></u>

Local Board of Trustees Certification Form, 2010

Certification:

We, the president and secretary of the local board of trustees, or the officers of the governing body of the charter school, certify the following:

1. That the selections transmitted via EMAT Online have been selected for use in our district or charter school. We understand that all textbooks adopted by the state are appropriate for use in the Texas schools and districts may choose any materials from the state-adopted lists. If the board of trustees or governing board does not wish to select a particular title adopted by the state and wants to prohibit the district or charter school from ordering the title at a later date, we have noted the title(s) below. We understand that our selections are final, and we may not return copies of one title to secure copies of another title in the same subject. Legal Citation: Texas Education Code §31.101.
2. That this district or charter school will requisition at a minimum a classroom set of SBOE-adopted textbooks in each subject and grade level in which textbooks are needed before we request funds in EMAT for the purchase of Commissioner-adopted online textbooks, technological equipment or supplemental textbooks. We understand that "classroom set" is defined as the total count of SBOE adopted textbooks on the conforming or nonconforming list necessary to provide one copy to each student during the class period. This definition includes SBOE-adopted print textbooks and electronic textbooks. Individual districts will decide the number of SBOE-adopted textbooks that make up a classroom set.
3. That for each subject in the required curriculum and each grade level, this district provides each student with textbooks, electronic textbooks, or instructional materials that cover all elements of the essential knowledge and skills adopted by the State Board of Education for that subject and grade level.
4. That if this district or charter school purchases supplemental textbooks with textbook credits under the Texas Education Code, Chapter 31.035. (d)(2), these supplemental textbooks, in combination with any other textbooks or supplemental textbooks used by the district or school, will cover the essential knowledge and skills identified under §28.002 by the State Board of Education for the subject and grade level for which the district or school is requisitioning the supplemental textbooks.

Signatures of Board President and Secretary or Governing Board Officers

Board President

Board Secretary

Textbook Titles Not Selected by District or Charter School

Please list titles only if the board of trustees or governing board does not wish to select a particular title adopted by the state and wants to prohibit the district or charter school from ordering the title at a later date.

Mail to: Texas Education Agency
Instructional Materials and Educational Technology
1701 North Congress Avenue
Austin, TX 78701

OR

FAX to: (512) 475-3612

**TEXTBOOK ADOPTION
PROCLAMATION 2010
ADOPTED IN 2010
IMPLEMENTED IN 2010 -2011**

English Language Arts & Reading, Grades K – 1

Spanish Language Arts & Reading, Grades K – 1

Reading, Grades 2 – 5

Spanish Reading, Grades 2 – 5

Reading (Elective), Grades 6 – 8

Literature, Grades 6 – 12

Spanish Literature, Grade 6

English for Speakers of Other Languages I & II

English Language Proficiency Standards, Grades 9 – 12 Teacher Editions

AP English Languages, English Literature

IB Language Studies, Standard & Higher Level

**CERTIFICATION OF UNOPPOSED CANDIDATES
FOR OTHER POLITICAL SUBDIVISIONS (NOT COUNTY)
CERTIFICACIÓN DE CANDIDATOS ÚNICOS
PARA OTRAS SUBDIVISIONES POLITICAS (NO EL CONDADO)**

To: Presiding Officer of Governing Body
Al: Presidente de la entidad gobernante

As the authority responsible for having the official ballot prepared, I hereby certify that the following candidates are unopposed for election to office for the election scheduled to be held on Saturday, May 8, 2010.

Como autoridad a cargo de la preparación de la boleta de votación oficial, por la presente certifico que los siguientes candidatos son candidatos únicos para elección para un cargo en la elección que se llevará a cabo el sábado, 8 de mayo 2010.

List offices and names of candidates:
Lista de cargos y nombres de los candidatos:

Office(s) Cargo(s)	Candidate(s) Candidato(s)
Place 1, Marble Falls Board of Trustees	Mike Savage
Place 2, Marble Falls Board of Trustees	Karl Westerman

Signature (Firma)

Printed name (Nombre en letra de molde)

Title (Puesto)

Date of signing (Fecha de firma)

(Seal) (*sello*)

See reverse side for instructions
(Instrucciones en el reverso)

Instructions for certification of unopposed candidates:

To initiate the cancellation process, the authority responsible for preparing the ballot must certify the unopposed status to the authority responsible for ordering the election. In a city election, this authority is the city secretary. In other elections, the authority is the secretary of the political subdivision's governing body or, if the governing body has no secretary, the presiding officer of the governing body.

This document is filed with the presiding officer of the political subdivision. The governing body must meet, accept this certification, and issue an order or ordinance declaring the election cancelled and the unopposed candidates elected. The candidates may take the oath of office on or after the date of election, and the certificate of election should be issued after election day.

To complete the cancellation process, a copy of the order or ordinance canceling the election must be posted on Election Day at each polling place that would have been used in the election.

An election may be cancelled if:

- 1) Each candidate (for full or unexpired terms) whose name is to appear on the ballot is unopposed;
- 2) The election is one in which a declaration of write-in candidacy is required; and
- 3) No proposition is on the ballot.

In an election in which any members of the governing body are elected from single-member districts, an election in a particular district may be cancelled if the candidate is unopposed and the election otherwise meets the above requirements (i.e., there is no at-large candidate opposed on the ballot and/or no proposition). The election would continue in the normal manner for the remainder of the political subdivision.

Note: It is not necessary to preclear the cancellation of an election under Section 5 of the Voting Rights Act according to the U.S. Department of Justice.

Instrucciones para la certificación de una elección con candidatos únicos:

Para iniciar el proceso de cancelación, la autoridad a cargo de preparar la boleta de votación debe certificar la condición de candidatos únicos a la autoridad a cargo de ordenar la elección. En una elección municipal esta autoridad es el secretario municipal. En otras elecciones, la autoridad es el secretario de la entidad gobernante de la subdivisión política o, si la entidad gobernante no tiene secretario, el presidente de la entidad gobernante.

Este documento se debe presentar al presidente de la subdivisión política. La entidad gobernante debe reunirse, aceptar esta certificación y emitir una orden o una ordenanza en la que declara la cancelación de la elección y la elección de los candidatos únicos. Los candidatos pueden ser investidos del cargo bajo juramento en la fecha de la elección o después, y el certificado de elección debe ser emitido después de la fecha de la elección.

Para completar el proceso de cancelación, se debe exhibir el Día de la Elección una copia de la orden u ordenanza de cancelación de la elección en todas las mesas electorales que se hubieran utilizado en la elección.

Una elección puede ser cancelada si:

- 1) Todos los candidatos (ya sea para períodos completos o períodos no expirados) cuyos nombres deben aparecer en la boleta de votación son candidatos únicos en su contienda;
- 2) la elección es una en la que se requiere una declaración de las candidaturas no impresas en la boleta de votación; y,
- 3) no hay ninguna propuesta en la boleta de votación.

En una elección en la que cualesquiera de los integrantes de la entidad gobernante se eligen de distritos con un solo integrante, se puede cancelar una elección en un distrito específico si hay un solo candidato y la elección cumple con los requisitos que anteceden (es decir no va aparecer ningún candidato en general que tenga oposición en la boleta o ninguna propuesta). La elección continuaría de la manera normal para el resto de la subdivisión política.

Nota: No es necesario obtener autorización con anterioridad para la cancelación de una elección conforme la Sección 5 de la Ley de Derechos de Votación según el Departamento de Justicia de los Estados Unidos.

ORDER OF CANCELLATION
ORDEN DE CANCELACIÓN

The Marble Falls ISD Board of Trustees hereby cancels the election scheduled to be held on Saturday, May 8, 2010 in accordance with Section 2.053(a) of the Election Code. The following candidates have been certified as unopposed and are hereby elected as follows:

El Junta Directiva del Distrito de Marble Falls por la presente cancela la elección que, de lo contrario, se hubiera celebrado el sábado, 8 de mayo 2010 de conformidad, con la Sección 2.053(a) del Código de Elecciones de Texas. Los siguientes candidatos han sido certificados como candidatos únicos y por la presente quedan elegidos como se haya indicado a continuación:

Candidate (Candidato)	Office Sought (Cargo al que presenta candidatura)
Mike Savage	Place 1, Marble Falls Board of Trustees
Karl Westerman	Place 2, Marble Falls Board of Trustees

A copy of this order will be posted on Election Day at each polling place that would have been used in the election.

El Día de las Elecciones se exhibirá una copia de esta orden en todas las mesas electorales que se hubieran utilizado en la elección.

President (*Presidente*)

Secretary (*Secretario*)

March 29, 2010
Date of adoption (*Fecha de adopción*)

See reverse side for instructions
Instrucciones en el reverse

Instructions for order of cancellation:

To cancel an election, the governing body must first receive and accept the certification that all candidates in the election are unopposed from the authority responsible for preparing the ballot. In a city election, the certifying authority is the city secretary. In other elections, it is the secretary of the political subdivision's governing body or, if the governing body has no secretary, the presiding officer of the governing body. The Secretary of State's Certification of Unopposed Candidates form may be used or the authority may create its own certification form.

The cancellation order/ordinance must be adopted in an open meeting. The candidates are not required to be present. Certificates of election should be prepared for each unopposed candidate; however, the certificates of election should not be issued until Election Day.

Candidates must wait until on or after Election Day to take the oath of office. Candidates may complete the Statement of Elected Officer prior to Election Day. The Statement should be kept locally; it does not need to be sent to the Secretary of State's Office.

Copies of this order/ordinance must be posted on Election Day at each polling place that would have been used had the election not been cancelled.

An election may be cancelled if:

- 1) Each candidate (for full or unexpired terms) whose name is to appear on the ballot is unopposed;
- 2) The election is one in which a declaration of write-in candidacy is required; and
- 3) No proposition is on the ballot.

In an election in which any members of the governing body are elected from single-member districts, an election in a particular district may be cancelled if the candidate is unopposed and the election otherwise meets the above requirements (i.e., there is no at-large candidate opposed on the ballot and/or no proposition). The election would continue in the normal manner for the remainder of the political subdivision.

Instrucciones para el ejemplo de orden de cancelación:

Para cancelar una elección, la entidad gobernante primero debe recibir, y aceptar, la certificación de la autoridad a cargo de preparar la boleta de votación de que todos los candidatos en la elección son candidatos únicos. En una elección municipal esta autoridad es el secretario municipal. En otras elecciones es el secretario de la entidad gobernante de la subdivisión política o, si la entidad gobernante no tiene secretario, el presidente de la entidad gobernante. La entidad gobernante puede utilizar el formulario de Certificación de Candidatos Únicos de la Secretaría de Estado o crear su propio formulario de certificación.

La orden/ordenanza de cancelación debe ser adoptada en una reunión abierta. No se requiere que los candidatos estén presentes. Se debe preparar un certificado de elección para cada candidato único; sin embargo, los certificados de elección no se deben emitir hasta el Día de las Elecciones.

Los candidatos deben esperar hasta el Día de las Elecciones, o hasta después de dicho día, para ser investidos del cargo bajo juramento. Los candidatos pueden llenar la Declaración de Funcionario Elegido antes del Día de las Elecciones. Este documento se debe mantener en los archivos locales. No es necesario enviarlo a la Oficina del Secretario de Estado.

El Día de las Elecciones se debe exhibir una copia de esta orden/ordenanza en todas las mesas electorales que se hubieran utilizado en la elección si no hubiera sido cancelada.

Una elección puede ser cancelada si:

- 1) Todos los candidatos (ya sea para períodos completos o períodos no expirados) cuyos nombres deben aparecer en la boleta de votación son candidatos únicos en su contienda;
- 2) la elección es una en la que se requiere una declaración de las candidaturas no impresas en la boleta de votación; y
- 3) no hay ninguna propuesta en la boleta de votación.

En una elección en la que cualesquiera de los integrantes de la entidad gobernante se eligen de distritos con un solo integrante, se puede cancelar una elección en un distrito específico si hay un solo candidato y la elección cumple con los requisitos que anteceden (es decir no va aparecer ningún candidato en general que tenga oposición en la boleta o ninguna propuesta). La elección continuaría de la manera normal para el resto de la subdivisión política.

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512 756-7873 Fax

March 4, 2010

Martin McLean
President, Board of Trustees
Marble Falls Independent School District
2001 Broadway
Marble Falls, TX 78654

Re: Lots 14 and 15, Block 219, City of Marble Falls, Burnet County, Texas

Dear President McLean,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

If the bid is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

Thank you for your attention to this matter. Please call us with any questions you may have.

Sincerely,



Stan Hemphill
Chief Appraiser

Enc.

MCCREARY, VESELKA, BRAGG & ALLEN, P.C.
ATTORNEYS AT LAW
223 South Pierce
Burnet, Texas 78611
(512) 756-8291

February 22, 2010

Mr. Stan Hemphill, Chief Appraiser
Burnet Central Appraisal District
P.O. Box 908
Burnet, TX 78611

RE: Distribution of Funds: Cause No. 32,817; Burnet Central Appraisal District vs. Mrs. Morris L. Levy et al; Lots 14 and 15, Block 219, City of Marble Falls, Burnet County, Texas Account Number R29328

Dear Mr. Hemphill:

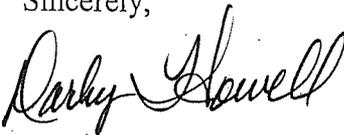
A bid of \$2,000.00 has been made by Highland Lakes Habitat for Humanity to purchase the property, the subject of the above-referenced suit. The money should be disbursed as follows:

CAUSE NO. 32,817

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	\$ 28.00	Burnet Co. Clerk
Court Costs:	\$ 316.00	Burnet Co. Dist. Clerk
Attorney Ad Litem:	\$ 250.00	H. Bryan Hicks
Abstract Fee:	\$ 150.00	MVBA
Due to Burnet Central Appraisal District		
City of Marble Falls	\$ 231.55	Burnet CAD
Burnet County	\$ 188.65	
Burnet County Special	\$ 22.17	
Water Conservation District	\$.90	
Marble Falls ISD	\$ 812.73	
TOTAL MONIES DISBURSED	\$ 2,000.00	

Please contact me if you have any questions or need further information.

Sincerely,



Darby Howell
Legal Assistant

DH/jb

**RESOLUTION PROVIDING FOR THE SALE
OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT
AT DELINQUENT TAX SALE**

WHEREAS, Lots 14 and 15, Block 219, City of Marble Falls, Burnet County, Texas, being that property more particularly described in Vol. 81, Page 487 of the Deed Records of Burnet County, Texas were offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

WHEREAS, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District or Lake LBJ Municipal Utility District, Trustee, and thereafter assigned to the Burnet Central Appraisal District, Trustee, pursuant to the "ASSIGNMENT OF TAX SALE TRUSTEESHIP" from the Lake LBJ Municipal Utility District to the Burnet Central Appraisal District of record in the Official Public Records of Burnet County, Texas File No. 011690 in Volume 1277, Page 264, pursuant to TEX.PROP.TAX CODE Section 34.01(c); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of TWO THOUSAND AND NO/100 DOLLARS (\$2,000.00) has been made by HIGHLAND LAKES HABITAT FOR HUMANITY, said bid being less than the taxes due, and

THEREFORE, BE IT HEREBY RESOLVED by the Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lots 14 and 15, Block 219, City of Marble Falls, Burnet County, Texas to HIGHLAND LAKES HABITAT FOR HUMANITY, for the sum of TWO THOUSAND AND NO/100 DOLLARS (\$2,000.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

PASSED, APPROVED AND ADOPTED THIS _____ day of _____,
20____.

Martin McLean
President, Board of Trustees
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BURNET COUNTY EDUCATION DISTRICT

Vantage Points

A Board Member's Guide to Update 87

Vantage Points is an executive summary, prepared specifically for board members, of the TASB Localized Update. The topic-by-topic outline and the thumbnail descriptions focus attention on key issues to assist local officials in understanding changes found in the policies. The description of policy changes in **Vantage Points** is highly summarized and should not substitute for careful attention to the significantly more detailed, district-specific Explanatory Notes and the policies within the localized update packet.

PLEASE NOTE: This Update 87 **Vantage Points** and the Localized Update 87 packet may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.

We welcome your comments or suggestions for improving **Vantage Points**. Please write to us at TASB Policy Service, P.O. Box 400, Austin, TX 78767-0400, e-mail us at policy.service@tasb.org, or call us at 800-580-7529 or 512-467-0222.

For further information about Policy Service, check out our Web site at <http://www.tasb.org/services/policy>.

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Update 87 is the second of two post-legislative updates and incorporates changes in law from the 81st Legislative Session that were not covered in Update 86. Among the issues addressed at Update 87 are accountability, required reports and Web postings, tax rates and bonds, safety and security, employee resignations and nonrenewals, drug-free workplace requirements, and interlocal cooperation contracts.

Accountability

At Update 87, we have added to the policy manual new codes addressing accountability, including policy codes AIA, Accreditation and Performance Indicators; AIB, Performance Reporting; AIC, Investigations and Sanctions; and AID, Federal Accountability Standards. Much of the content of these new policies was revised by HB 3 and moved from other codes in the manual. For specific revisions, see the explanatory notes included with your district's update packet.

Throughout the manual, also as a result of HB 3, references to "academic excellence indicators" have been replaced with "student achievement indicators."

Required Reports and Postings

BR(LEGAL) has been redeveloped and now provides a list of required reports that a district must publish or distribute, while the new code BRB(LEGAL) lists items a district is required to post on its Web site. Please note that these lists are not all-inclusive.

District Funds and Purchasing Posting of Budget

HB 3 includes a new requirement that each district post its final approved budget on its Web site and make the budget available on the Web site for three years after adoption. See CE(LEGAL).

Tax Rates and Bonds

A number of legislative changes affect policy provisions regarding tax rates and bonds:

- HB 3646 permits a district, beginning with the 2010 tax year, to adopt a tax rate based on estimated property values rather than wait for a certified appraisal roll. See CCG(LEGAL) and CE(LEGAL).
- HB 2291 revised the wording of the motion to adopt an ordinance to set a tax rate that exceeds the effective tax rate. See CCG(LEGAL).
- HB 1257 expanded the provisions governing installment tax payments by owners of real property located in a disaster area. The same bill also expands the homestead exemption for homes damaged in a disaster. See CCG(LEGAL).

- HB 3613 entitles disabled veterans with a 100 percent disability rating to an exemption from taxation for the total appraised value of the residence homestead. See CCG(LEGAL).
- HB 3646 affected provisions regarding bond issues, as well, giving districts the authority to raise funds through bonds and assess ad valorem taxes in an amount sufficient to pay the principal and interest on the bonds as *or before* the bonds become due; prompting changes regarding guarantee of bonds by the permanent school fund; and creating a bond credit enhancement program. See CCA(LEGAL).

**Appraisal
Review Boards**

Included at CCH(LEGAL), a provision from HB 3611 allows the boards of directors of two or more adjoining appraisal review boards to enter into an inter-local contract for the operation of a consolidated appraisal review board.

**Financial
Accountability**

As reflected at CFA(LEGAL) and CFC(LEGAL), we have added provisions related to a new financial accountability requirement from HB 3. TEA will develop a review process to determine the future financial solvency of each school district and will develop a system for districts to submit relevant information electronically.

**Use of District
Funds and
Resources**

HB 1720 and SB 2085 clarify that an officer or employee must *knowingly* use district funds for political advertising in order for such use to constitute a misuse of public funds. The bills also prohibit the use of district funds for any communication about a measure that the officer or employee knows is false and is likely to influence voting. A district can now request an advance written advisory opinion from the Texas Ethics Commission stating whether the district's communication complies with these prohibitions. See CCA(LEGAL).

HB 3646 created an exception to the provision prohibiting a district from using its employees, property, or resources for improvements to real property not owned or leased by the district. A district may now contribute funds to the design, improvement, or construction of an instructional facility or stadium owned by or under the control of an institution of higher education if the district is permitted to use the facility. See CE(LEGAL) and CX(LEGAL).

**Electronic Bids
and Proposals**

CH(LOCAL) POLICY CONSIDERATIONS:

In accordance with HB 987 and as reflected at CH(LEGAL) in Update 86, districts are now permitted to receive electronic bids or proposals in the purchasing process. If the board chooses this option, the board must adopt rules to ensure that the bids or proposals are secure and remain unopened

until the appropriate time. We now have text available upon request for inclusion at CH(LOCAL), CVA(LOCAL), and CVB(LOCAL) for districts that wish to take advantage of this new law.

Safety and Security

Safety and security issues are addressed at Update 87 as indicated below:

- We have created a new policy at CK(LEGAL) to address safety and security in general. The policy requires each district to establish a safety and security committee, in accordance with HB 1831.
- A provision requiring a district to conduct a security audit has been moved from CKC(LEGAL) to CK(LEGAL) and has been expanded by HB 1831 to cover safety issues in addition to security issues.
- A district's emergency operations plan (EOP) must now include exercises to prepare students for emergencies and must ensure coordination with the Texas Department of State Health Services. See CKC(LEGAL).
- At CK(LEGAL) and CKC(LEGAL), we have also added provisions regarding disclosure of safety and security documents.
- Finally, HB 2004 requires a district that owns, licenses, or maintains computerized data with sensitive personal information to provide notice to affected individuals in case of a breach of the security system. See CQ(LEGAL).

Motor Vehicle Stops

In accordance with HB 3389, we have updated CKE(LEGAL) to revise the list of information that must be included in a peace officer's report of a traffic stop and to reflect that motor vehicle stop reporting requirements no longer apply to stops of pedestrians. The bill also imposes new reporting requirements for district police departments and establishes a new civil penalty for intentionally failing to submit reports.

Employees

Nonrenewal

DFBB(LOCAL) POLICY CONSIDERATIONS:

HB 3 made several changes to accountability interventions and sanctions, prompting recommended revisions to this local policy. The Commissioner may now order repurposing of a previously reconstituted campus in specific circumstances. With certain exceptions, neither the principal nor a teacher

employed at the campus in the school year immediately preceding the repurposing of the campus can be retained at the campus. The law allows a district to reassign to another position in the district an educator who has not been retained under the repurposing provisions. When reassignment of the educator is not appropriate, the district may decide to pursue nonrenewal. We have revised the reasons for nonrenewal listed in the policy to permit nonrenewal of an employee who is not retained at a repurposed campus.

Other recommended changes to the policy reflect common district practice:

- Since most districts comply with the requirement to give notice of proposed *renewal* by providing a teacher with a copy of the contract for the following school year, we have deleted the requirement that the superintendent deliver written notice of proposed *renewal* to an employee by hand or certified mail, return receipt requested, not later than the 45th day before the last day of instruction required in the contract.
- Regarding nonrenewal hearings, we have replaced the term “board president” with “presiding officer” to accommodate those instances when someone other than the board president is presiding over the hearing.

Resignations

DFE(LLEGAL) has been revised based on a recent Commissioner decision, which determined that a resignation submitted by an educator before the penalty-free resignation date cannot be rejected by a district. In addition, such a “unilateral resignation,” which does not require acceptance by the district, is effective upon filing with the district, and the educator cannot revoke the resignation once it is submitted.

We have also added to DFE(LLEGAL) two previous Commissioner decisions addressing sanctions for abandonment of contract. These decisions clarify that a district indicates consent once it accepts a resignation and may no longer pursue sanctions against an educator for abandonment of a contract.

DFE(LLOCAL) POLICY CONSIDERATIONS:

For consistency with the changes at DFE(LLEGAL), this local policy has been restructured to distinguish between unilateral and all other resignations. We have revised the text to specify that the superintendent is authorized to “receive” rather than “accept” 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. Such resignations are automatically accepted upon receipt.

The policy continues to reflect the superintendent's authority to accept other resignations or submit them to the board in order for the district to pursue sanctions. We have recommended deletion of a sentence specifying that acceptance of a resignation submitted after the penalty-free resignation date is contingent on finding a suitable replacement. The removal of this sentence allows the superintendent to consider a variety of factors in deciding whether to accept such a resignation without limiting the decision to this single factor.

The provision requiring board consent for withdrawal of an accepted resignation remains unchanged. Please make sure this reflects district practice, since some districts may allow the superintendent, rather than the board, to approve the withdrawal of a previously accepted resignation.

Salary Reduction Agreements

HB 3480 permits a district to enter into a salary reduction agreement with an employee in certain circumstances even if the qualified investment product in which the employee wishes to invest is not eligible under TRS rules. See CRG(LEGAL).

Drug-Free Workplace

Update 87 incorporates several changes addressing drug-free workplace requirements:

- At DH(LEGAL), we have updated the text to clarify that only districts that receive a *direct* federal grant must comply with the federal Drug-Free Workplace Act.
- Also at DH(LEGAL), we have deleted a repealed state law requiring a district to adopt a policy for eliminating drug and alcohol abuse.
- DI(EXHIBIT) has been revised to serve as the required notice under the federal Drug-Free Workplace Act.

DI(LOCAL) POLICY CONSIDERATIONS:

As a result of the changes made at DH(LEGAL), we have updated language regarding the district's drug-free awareness program in this local policy.

Students

**ADA/Section 504
Coordinators**

FB(LOCAL) AND FFH(LOCAL) POLICY CONSIDERATIONS:

We have expanded the responsibilities of the Section 504 coordinator in both of these local policies to also include responsibilities related to compliance with Title II of the Americans with Disabilities Act (ADA) of 1990. This recommended revision is based on input from the U.S. Department of Education, Office for Civil Rights (OCR). ADA regulations require each district with 50 or more employees to list the individual who will serve as the district's Title II coordinator for students. Although districts with fewer than 50 employees are not required by law to list a Title II coordinator, we recommend that they do so as a practical matter in order to assist the district in complying with Title II.

**Health and
Wellness**

Several changes at Update 87 address student health issues, including the addition at FFAF(LEGAL) of existing statutory details regarding diabetes management. Other student health and wellness issues affect local policies, as mentioned below.

**Administering
Medication**

FFAC(LOCAL) POLICY CONSIDERATIONS:

Recommended changes at this code apply only to districts that do not purchase nonprescription medication to administer to students. For those districts, we recommend adding an affirmative statement to this local policy on medical treatment to reflect that practice.

Immunization

FFAB(LOCAL) POLICY CONSIDERATIONS:

For districts with a local policy at this code, we recommend this local policy on immunizations be deleted. The Texas Guide to School Health Programs, published by the Texas Department of State Health Services, provides guidance on immunization requirements.

Conduct

Legislative changes addressing criminal activity in schools are included in Update 87 as follows:

- HB 2187 expands the Penal Code felony offense of coercing, soliciting, or inducing a child to join a gang to include threats to a member of the child's family. See FNCC(LEGAL).
- HB 2086 requires the student handbook to include information on gang-free zones. See FNCC(LEGAL).
- HB 2467 expands drug-free zones, in which a criminal offense is enhanced, to include playgrounds. See FNCF(LEGAL).

Transfers

Eligibility for a student to receive a public education grant (PEG) was amended by HB 3 to include a student who was assigned to attend a campus that failed to achieve an acceptable performance rating at any time in the preceding three years. See FDAA(LEGAL). Similar eligibility standards are reflected at FDB(LEGAL) regarding intradistrict transfers for students in unacceptable schools.

Curriculum

Study of Religion

At EMI(LEGAL) we have added provisions, effective for the 2009–10 school year, addressing elective courses on the study of religion. We have also added a 2008 attorney general opinion, GA-657, explaining when a district is required to offer such a course.

Driver Education

HB 339 and HB 2730 require a district to consider offering a driver education and traffic safety course during each school year. If a district does offer the course, the district may charge a fee for the course or contract with a licensed driver education school. See EEL(LEGAL) and EHAD(LEGAL).

Distance Learning

At EHDE(LEGAL) we have added detail from the Education Code on the state virtual school network.

Relations with Other Entities

We have incorporated legislative changes and reorganized provisions throughout the GR series of policies concerning relations with governmental entities, as outlined below:

- SB 1003 requires a district to report to the Office of Federal-State Relations district contracts with a federal-level governmental relations consultant. This requirement has been added at GR(LEGAL).
- Also added at GR(LEGAL) is a recent attorney general opinion, GA-697, stating that a home rule city may enforce its reasonable land development regulations against a school district for the purposes of aesthetics and the maintenance of property values.

- GRB(LEGAL), formerly subtitled County Governmental Authorities, has been renamed Interlocal Cooperation Contracts to reflect the code's new focus. The policy now houses information on interlocal contracts with other governmental entities and includes a reference to requirements at Government Code, Chapter 791, applicable to such contracts.
- At GRC(LEGAL), we have added an existing Government Code provision regarding emergency assistance to and from other local governments.

Facilities

Reflected at CX(LEGAL), if a district enters into a contract with a corporation, city, or state university or college for the use of a stadium or other athletic facility owned by or under the control of the other entity, the contract may not exceed a term of 75 years.

Miscellaneous

Update 87 also includes a variety of other changes:

- At BF(LEGAL), we have added an existing statutory provision regarding continuing a waiver from the Commissioner of Education beyond the initial three-year term of the waiver.
- HB 3646 deleted Education Code, Chapter 21, Subchapter N, which required district- and campus-level planning and decision-making committees to develop and approve a campus incentive plan. We have therefore deleted that material at BQA(LEGAL) and BQB(LEGAL).
- We have added an existing statutory provision stating that a document evaluating the performance of a superintendent is confidential. See BJCD(LEGAL).
- The criminal offense of receiving commissions, rebates, gifts, favors, or services related to the purchase of textbooks was expanded by HB 4294 to include electronic textbooks, instructional materials, and technological equipment. See BBFB(LEGAL).

More Information

For further information on these policy changes, refer to the policy-by-policy Explanatory Notes—customized for each district's policies—and the policies themselves, found in your localized update packet.

(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.

Marble Falls ISD
027904

TERM CONTRACTS
NONRENEWAL

DFBB
(LOCAL)

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 or program change. [See DFF]
10. A decision by a campus intervention team ~~under Education Code 39.1324~~ that the employee not be retained at a reconstituted campus. [See AIC]
- 11. The employee is not retained at a campus that has been repurposed in accordance with law. [See AIC]**
- ~~11.~~**12.** 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.
- ~~12.~~**13.** The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
- ~~13.~~**14.** Failure to meet the District's standards of professional conduct.

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027904

TERM CONTRACTS
NONRENEWAL

DFBB
(LOCAL)

- ~~14.~~**15.** 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]
- ~~15.~~**16.** 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]
- ~~16.~~**17.** Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.
- ~~17.~~**18.** Disability, not otherwise protected by law, that prevents the employee from performing the essential functions of the job.
- ~~18.~~**19.** 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.
- ~~19.~~**20.** Any breach by the employee of an employment contract or any reason specified in the employee's employment contract.
- ~~20.~~**21.** Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues.
- ~~21.~~**22.** A significant lack of student progress attributable to the educator.
- ~~22.~~**23.** Behavior that presents a danger of physical harm to a student or to other individuals.
- ~~23.~~**24.** 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.
- ~~24.~~**25.** 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.
- ~~25.~~**26.** Falsification of records or other documents related to the District's activities.
- ~~26.~~**27.** Falsification or omission of required information on an employment application.

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- ~~27~~.28. Misrepresentation of facts to a supervisor or other District official in the conduct of District business.
- ~~28~~.29. Failure to fulfill requirements for certification, including passing certification examinations required by state law for the employee's assignment.
- ~~29~~.30. Failure to achieve or maintain "highly qualified" status as required for the employee's assignment.
- ~~30~~.31. Failure to fulfill the requirements of a deficiency plan under an Emergency Permit, a Special Assignment Permit, or a Temporary Classroom Assignment Permit.
- ~~31~~.32. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
- ~~32~~.33. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
- ~~33~~.34. Any reason constituting good cause for terminating the contract during its term.

RECOMMENDATIONS
FROM
ADMINISTRATION

Administrative recommendations for renewal or proposed nonrenewal of professional employee contracts shall be submitted to the Superintendent. Each administrator's recommendation for nonrenewal shall be accompanied by copies of all pertinent information necessary to a decision to recommend proposed nonrenewal. 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
~~RENEWAL OR~~
NONRENEWAL

The Superintendent shall deliver to the employee by hand or certified mail, return receipt requested, written notice of proposed ~~re-~~newal or nonrenewal not later than the 45th day before the last day of instruction required in the contract.

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

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TERM CONTRACTS
NONRENEWAL

DFBB
(LOCAL)

REQUEST FOR
HEARING

sonable time before the hearing. The initial notice or any subsequent notice shall contain the hearing procedures.

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**~~Board President~~, 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
PROCEDURE

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

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

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

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

BOARD DECISION

DATE ISSUED: ~~2/25/2010~~11/18/2008
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NONRENEWAL

DFBB
(LOCAL)

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.

DATE ISSUED: 2/25/2010 ~~11/18/2008~~
UPDATE 8784
DFBB(LOCAL)-A

ADOPTED:

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Marble Falls ISD
027904

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

~~BEFORE THE
START OF THE
SCHOOL YEAR~~

The Superintendent or designee shall be authorized to **receive a contract employee's** ~~accept the~~ resignation ~~of a contract em-~~ ~~ployee submitted and~~ effective ~~at before~~ the ~~end~~**start** of the school year ~~or~~ ~~if the resignation is~~ submitted after the **last day of the school year and before the** penalty-free resignation date. **The resignation is accepted upon receipt** ~~established by law, acceptance is contingent on finding a suitable replacement.~~

~~THE SUPERINTENDENT
OR DESIGNEE
SHALL BE
AUTHORIZED TO
ACCEPT DURING
THE SCHOOL YEAR~~

~~For~~ a **contract employee's** resignation **submitted or** ~~that is~~ effective **at any other time.** ~~The~~ ~~during the school year after the con-~~ ~~tract employee has begun duty,~~ the Superintendent or designee shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

~~THE SUPERINTENDENT
OR DESIGNEE
SHALL BE
AUTHORIZED TO
ACCEPT DURING
THE SCHOOL YEAR~~

~~The Superintendent or designee shall be authorized to accept a contract employee's resignation if submitted during the school year and effective at the end of the school year.~~

WITHDRAWAL OF
RESIGNATION

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

DATE ISSUED: ~~2/25/2010~~ ~~11/29/2005~~
UPDATE ~~8777~~
DFE(LOCAL)-A

ADOPTED:

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Marble Falls ISD
027904

EMPLOYEE WELFARE

DI
(LOCAL)

**DRUG-FREE
AWARENESS
PROGRAM**

~~DRUG ABATEMENT~~

The District shall maintain a drug-free environment and shall establish, as needed, a **drug-free awareness** program complying with federal ~~and state~~ requirements. **[See DH]** The program shall provide applicable information to employees in the following areas:

1. The dangers of drug use and abuse in the workplace.
2. The District's policy of maintaining a drug-free environment. [See DH(LOCAL)]
3. Drug counseling, rehabilitation, and employee assistance programs that are available in the community, if any.
4. The penalties that may be imposed on employees for violation of drug use and abuse prohibitions. [See DI(EXHIBIT)]

EMPLOYEE
RESPONSIBILITY

All fees or charges associated with drug/alcohol abuse counseling or rehabilitation shall be the responsibility of the employee.

DATE ISSUED: **2/25/2010**~~6/22/2000~~
UPDATE **8763**
DI(LOCAL)-~~AB~~

ADOPTED:

1 of 1

Marble Falls ISD
027904

EQUAL EDUCATIONAL OPPORTUNITY

FB
(LOCAL)

TITLE IX
COORDINATOR

The District designates the following **personemployee** to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Susan Maughan
Position: Director of Special Services
Address: 2001 Broadway, Marble Falls, TX 78654
Telephone: (830) 693-4357

ADA / SECTION 504
COORDINATOR

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

Name: Susan Maughan
Position: Director of Special Services
Address: 2001 Broadway, Marble Falls, TX 78654
Telephone: (830) 693-4357

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

COMPLAINTS

Allegations of unlawful discrimination, prohibited harassment, including sexual harassment, or retaliation shall be made according to FFH(LOCAL).

RECORDS
RETENTION

Copies of reports alleging discrimination, prohibited harassment, including sexual harassment, and retaliation; investigation reports; and related records shall be maintained by the District for a period of at least three years. If the person alleged to have experienced discrimination, prohibited harassment, or retaliation was a minor, the records shall be maintained until the person reaches the age of 21.

SECTION 504
COMMITTEE

The Section 504 coordinator and members of the Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services to those students who have disabilities, but who are not in need of special education in accordance with the Individuals with Disabilities Education Act (IDEA). [See EHBA]

The Section 504 committee shall be composed of at least two persons, including persons knowledgeable about the student, the

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UPDATE 87~~83~~
FB(LOCAL)-A

1 of 2

EQUAL EDUCATIONAL OPPORTUNITY

FB
(LOCAL)

	<p>meaning of the evaluation data, the placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.</p>
REFERRALS	<p>A student may be referred by parents, teachers, counselors, administrators, or any other District employee for evaluation to determine if the student has disabilities and is in need of special instruction or services.</p>
PARENTAL CONSENT	<p>The Section 504 coordinator shall notify parents prior to any individual evaluation conducted to determine if their child has disabilities or to determine what educational or related services should be provided to the student. Parental consent shall be obtained before the initial student evaluation procedures for the identification, diagnosis, and prescription of specific education services.</p>
NOTICE TO PARENTS	<p>Parents shall be given written notice of the District's refusal to evaluate a student or to provide specific aids and services the parents have requested.</p>
PREPLACEMENT EVALUATION	<p>The results of the evaluation shall be considered before any action is taken to place a student with disabilities or make a significant change in placement in an instructional program. The evaluation shall include consideration of adaptive behavior. Adaptive behavior is the effectiveness with which the individual meets the standards of personal independence and social responsibility expected of his or her age and cultural group.</p>
IMPARTIAL HEARING	<p>Parents shall be given written notice of their due process right to an impartial hearing if they have a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with disabilities. The impartial hearing shall be conducted by a person who is knowledgeable about the issues involved in Section 504 and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney.</p>
STATE-MANDATED ASSESSMENTS	<p>Modifications in taking the state-mandated assessments may be made for a Section 504 student when the modifications have been determined not to destroy the validity of the test, are necessary for the student to take the test, are consistent with modifications provided the student in the classroom, and are approved by TEA. [See EKB]</p>

DATE ISSUED: 2/25/2010~~6/27/2008~~
UPDATE 87~~83~~
FB(LOCAL)-A

ADOPTED:

2 of 2

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

STUDENT ILLNESS Procedures shall be established by the administration to ensure that proper attention is given **to** any student who becomes ill during the course of a school day.

ACCIDENTS INVOLVING STUDENTS Emergency procedures shall be established by the administration to ensure proper attention for any student injured at school. Records shall be maintained on all accidents that require the attention of a medical doctor.

EMERGENCY TREATMENT FORMS Each year, students and parents shall complete and sign a form that provides emergency information and authorizes school officials to obtain emergency medical treatment, as provided by law.

PURCHASING MEDICATION **The District shall not purchase nonprescription medication to administer to a student.**

ADMINISTERING MEDICATION No employee shall give any student prescription medication, non-prescription ~~medication~~medications, herbal substances, anabolic steroids, or dietary supplements of any type, except as provided below.

PROVIDED BY PARENT Employees authorized by the Superintendent or designee may administer to students:

~~EXCEPTIONS PROVIDED BY PARENT~~

1. Prescription medication in accordance with legal requirements, for a period of up to 30 days. [See FFAC(LEGAL)] A ~~physician's~~written request **by a physician or other health-care professional with authority to write prescriptions** shall be required when the medication must be administered for ~~a 30 days or~~longer **period**. Any changes in the dosage or frequency of administration of long-term medication ~~shall require~~**requires** an updated physician's order.
2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container, **for a period of up to 30 days. A written request by a physician or other health-care professional with authority to write prescriptions shall be required when the medication must be administered for a longer period. Any changes in the dosage or frequency of administration of long-term medication shall require an updated physician's order**~~and under the same provisions as prescription medication.~~
3. Herbal **substances, dietary supplements**, or homeopathic products **provided by** ~~, only if~~the parent **and only if required by the individualized education program or Section 504 plan of a student with disabilities. The District shall require written~~provides printed~~ documentation **identifying**~~showing~~ the specific use and benefits of the **herbal substance, dietary supplement, or homeopathic** product,**

as well as ~~and~~ the dosage according to **the** age and weight of the student.

INJECTIONS

The District shall require a physician's order for any medication administered by injection, including insulin and epi-pens.

Due to the potential for allergic reactions, allergy injections shall not be permitted to be administered on District property.

**MEDICATIONS
FROM FOREIGN
COUNTRIES**

District staff shall not administer prescription or nonprescription medications from foreign countries.

PSYCHOTROPICS

Except as permitted by Education Code 38.016, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
- ~~3.~~ Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

~~INJECTION
PROVISIONS~~

~~A physician's order shall be required for any injectable medication, including insulin, epi-pen, etc. Allergy shots shall not be given in the school setting due to possible allergic reactions.~~

~~MEDICATIONS FROM
OUTSIDE COUNTRY~~

~~Medications from any foreign country shall not be administered by school staff.~~

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

STATEMENT OF
NONDISCRIMINATION

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

DISCRIMINATION

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

PROHIBITED
HARASSMENT

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

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

Prohibited harassment includes dating violence as defined by this policy.

SEXUAL
HARASSMENT
BY AN EMPLOYEE

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

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

- a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
- b. Creates an intimidating, threatening, hostile, or abusive educational environment.

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

BY OTHERS

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

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

DATING VIOLENCE

Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.

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

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

RETALIATION

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

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding allegations of prohibited discrimination or harassment, including dating violence, is subject to appropriate discipline.</p>
PROHIBITED CONDUCT	<p>In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should promptly report the alleged acts to a teacher, counselor, principal, or other District employee.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex or gender, including sexual harassment, may be directed to the Title IX coordinator. The District designates the following personemployee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:</p> <p>Name: Susan Maughan Position: Director of Special Services Address: 2001 Broadway, Marble Falls, TX 78654 Telephone: (830) 693-4357</p>
ADA / SECTION 504 COORDINATOR	<p>Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following personemployee to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:</p> <p>Name: Susan Maughan Position: Director of Special Services Address: 2001 Broadway, Marble Falls, TX 78654 Telephone: (830) 693-4357</p>
SUPERINTENDENT	<p>The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

ALTERNATIVE
REPORTING
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or [ADA/Section 504](#) coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE OF REPORT

Any District employee who receives notice that a student has or may have experienced prohibited conduct shall promptly notify a campus administrator or District official listed above.

NOTICE TO PARENTS

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

INVESTIGATION OF
THE REPORT

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

Upon receipt or notice of a report, the District official should determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official should immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

CONCLUDING THE
INVESTIGATION

The investigator may prepare a written report of the investigation. Any report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

CONFIDENTIALITY

Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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(LOCAL)

- APPEAL A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
- RECORDS RETENTION Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).
- ACCESS TO POLICY Information regarding this policy shall be distributed annually to District employees or made available on the District's Web site.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

DEFINITIONS

The term "immediate family" is defined as:

FAMILY

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

FAMILY
EMERGENCY

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

WORKDAY

A "workday" for purposes of earning, use, or recording shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

CATASTROPHIC
ILLNESS OR INJURY

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Complications resulting from pregnancy shall be treated the same as any other condition.

AVAILABILITY

The District shall make paid leave for the current year available for use at the beginning of the school year.

The District shall not approve paid leave for more workdays than have been accumulated in prior years plus those to be earned during the current year. Any absences beyond available paid leave shall result in deductions from the employee's pay.

EARNING LEAVE

An employee shall not earn leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

When an employee has used more leave than he or she has earned, the District shall deduct the cost of unearned leave days from the employee's final paycheck for the year or from the last paycheck after the employee ceases to be employed by the District.

RECORDING

Leave shall be recorded as follows:

1. Leave shall be recorded in half-day increments for all employees except auxiliary employees.
2. Leave shall be recorded in increments of one hour for all auxiliary employees.
3. If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.

ORDER OF USE

Earned compensatory time shall be used before any available paid state and local leave. [See DEA]

Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:

1. Local leave.
2. State sick leave accumulated before the 1995–96 school year.
3. State personal leave.

Use of extended sick leave or sick leave bank days shall be permitted only after all available state and local leave has been exhausted.

CONCURRENT USE OF
LEAVE

When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.

The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.

An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

MEDICAL
CERTIFICATION

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than three consecutive work-days because of personal illness or illness in the immediate family;

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent;
3. The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or
4. The employee requests FMLA leave for military caregiver purposes.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

STATE PERSONAL
LEAVE

For purposes of this section, each employee shall earn state personal leave up to the statutory maximum of five workdays annually at the rate established in administrative regulations.

The Board requires employees to differentiate the manner in which state personal leave is used:

NON-
DISCRETIONARY
USE

1. Non-discretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Non-discretionary use also includes leave for well-baby care within the first year after birth, adoption, or placement of a child.

DISCRETIONARY
USE

2. Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

LIMITATIONS
REQUEST FOR
LEAVE

The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee in advance in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes.

DURATION OF
LEAVE

Discretionary use of state personal leave shall not exceed five consecutive workdays, with a maximum of five days in a semester and ten days in a school year.

LOCAL LEAVE

All employees shall earn five workdays of paid local leave per school year in accordance with administrative regulations.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

	<p>Local leave shall accumulate without limit.</p> <p>Local leave shall be used according to the terms and conditions of state personal leave. [See STATE PERSONAL LEAVE, above]</p>
EXTENDED SICK LEAVE	<p>After all available state and local leave days have been exhausted, a professional or paraprofessional employee shall be granted in a school year a maximum of ten workdays of extended sick leave to be used for the employee's personal illness or injury, including pregnancy-related illness or injury, or for absences related to the illness or injury of a member of the employee's immediate family.</p> <p>The daily rate of pay of a substitute shall be deducted for each day of extended sick leave taken. If no substitute is employed, the lowest daily rate of pay of a substitute shall be deducted for each day of extended sick leave taken.</p>
SICK LEAVE BANK	<p>The District shall establish a sick leave bank that employees may join through contribution of local leave.</p> <p>Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee or a member of the employee's immediate family experiences a catastrophic illness or injury and the employee has exhausted all paid leave.</p> <p>If the employee is unable to request leave from the sick leave bank, a member of the employee's family or the employee's supervisor may submit the request.</p> <p>The Superintendent or designee shall develop regulations for the operation of the sick leave bank that address the following:</p> <ol style="list-style-type: none">1. Membership in the sick leave bank, including the number of days an employee must donate to become a member;2. Procedures to request leave from the sick leave bank;3. The maximum number of days per school year a member employee may receive from the sick leave bank;4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and5. Other procedures deemed necessary for the operation of the sick leave bank.
APPEAL	<p>All decisions regarding the sick leave bank may be appealed in accordance with DGBA(LOCAL), beginning with the Superintendent or designee.</p>

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

FAMILY AND MEDICAL LEAVE	For purposes of an employee's entitlement to FMLA, the 12-month period shall begin on the first duty day of the school year.
TWELVE-MONTH PERIOD	
COMBINED LEAVE FOR SPOUSES	If both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks. [See DECA(LEGAL)]
INTERMITTENT OR REDUCED SCHEDULE LEAVE	The District shall permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. [See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]
CERTIFICATION OF LEAVE	If an employee requests leave, the employee shall provide certification, as required by FMLA regulations, of the need for leave. [See DECA(LEGAL)]
FITNESS-FOR-DUTY CERTIFICATION	If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.
END OF SEMESTER LEAVE	If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. [See DECA(LEGAL), LEAVE AT THE END OF A SEMESTER]
FAILURE TO RETURN	If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), RECOVERY OF BENEFIT COST]
TEMPORARY DISABILITY LEAVE	<p>Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for reinstatement.]</p> <p>An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave.</p>

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

WORKERS'
COMPENSATION

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. [See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

An employee eligible for workers' compensation income benefits, and not on assault leave, may elect in writing to use paid leave.

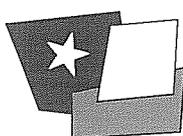
COURT
APPEARANCES

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance. 

REIMBURSEMENT OF
LEAVE UPON
RETIREMENT

Upon retirement as certified by the Teachers' Retirement System, an employee with accumulated local leave shall be compensated for each unused local leave day at the highest daily substitute rate per job classification.

A budget shall be established annually to pay for retirement compensation. This budget amount shall not be exceeded. In the event that the number of retirees in a single year does result in the District exceeding the budgeted compensation, a prorata amount shall be distributed to each retiree.



MEMORANDUM

TO: Region XIII Superintendents
FROM: Pat Pringle, Executive Director *PP*
DATE: February 24, 2010
SUBJECT: Election of Place 6, Region XIII Board of Directors

As previously communicated in an email on February 22, 2010, there is one contested position on the board of directors at Region XIII Education Service Center. The election process is directed by Texas Administrative Code, §53.1001. Board of Directors. In summary, it reads as follows:

“Members of the board of directors are elected by the local school boards in each region. . .

Any eligible person wishing to seek election to the ESC board shall file at the headquarters office of the center in person or by certified mail between February 1 and February 20.

A ballot shall be developed and submitted to local school boards in the region by March 1. Each local school board member shall have one vote for each vacancy on the board.

Completed ballots shall be returned . . . by April 5th.”

The following two positions that are up for election this year:

Place 3

W. Charles Akins – Incumbent, running unopposed. No election is necessary for Place 3.

Place 6

Richard O. Johnson
Paul G. Curtis

Resumes of the two candidates are enclosed.

Please conduct the election at your March Board meeting and return the ballots in the enclosed envelope to Region XIII on or before April 5th.

Enclosures

2010

REGION XIII EDUCATION SERVICE CENTER
BOARD OF DIRECTORS ELECTION

ELECTION RESULTS

NAME OF BOARD MEMBERS VOTING:

I _____ certify that the Region XIII Education Service Center
Superintendent
Board of Directors Election was held by the _____

School Board Members on _____
Date

Enclosed are the ballots cast by members of the _____
ISD

School Board.

Date

Signature of Superintendent

ENCLOSE THIS COPY IN ENVELOPE #1

Paul G. Curtis
P. O. Box 2
Liberty Hill, Texas 78642
(512) 515-7779

Personal Information: Married to my wife, Diane and father of three daughters, two of whom are teachers, six grandchildren.
Involved with the Texas Public School System for 32 years
Twelve years as a teacher and 20 years in school administration.

Experience: Texas Association of School Boards (1995-2006)
Field Service Representative for Central Texas
Duties: board training, superintendent searches, board policies, assisting local school boards

Liberty Hill ISD (1992-1995)
Superintendent of Schools

Uvalde Consolidated ISD (1978-1992)
Superintendent of Schools and Assistant Superintendent

Dilley ISD (1975-1978)
Superintendent of Schools

Education: BS: Texas A&I Kingsville, Texas
MS: Texas A&I Kingsville, Texas
Superintendent Certificate: Texas A&I Kingsville, Texas

Organizations: President of Southwest Schools Association
Director of Community Schools Association
Chairman of UIL Legislative Council
President of Lion's Club

To be attached to Application for a place on the ballot for Region XIII ESC Board of Directors submitted by Richard O. Johnson.

My goal and desire is to take an active role in supporting and shaping the future of education within the showcase and premiere Region XIII Education Service Center as well as throughout the great State of Texas. I want to help move the product of education (our students) into the 21st Century with the highest level of achievement possible. This will take dedication and hard work by everyone involved and I am willing to give all that I have to promote the success of our students and teachers and administrators in this region. As a Director for Region XIII Education Service Center my goal could be accomplished.

I have always had a strong interest in the education of my children and grandchildren and their many friends as well as parents and I have supported the teachers and administrators involved in that education.

I am a volunteer instructor/facilitator for a science lab where each 5th grade student in the Lockhart Independent School District attends a Spring and Fall outdoor session at the Lockhart State Park to create awareness of their environment. This program is in the 4th year in partnership with Texas Parks and Wildlife, Texas Agriculture Extension Service, and the Lost Pines Chapter of Texas Master Naturalists. Currently eight lab sessions are taught during the year with one of the goals to increase the overall science scores of the students as they progress through the school system.

I am a graduate of University of Texas with a BBA in Accounting. I received Associate of Arts and Associate of Science Degrees from San Antonio College.

I am a small business owner and have served the insurance needs of many people for over 30 years in Caldwell County.

I retired from the US Navy in Austin, Texas, after 22 years both active duty and reserve duty.

I was elected to serve on the Lockhart City Council from 1989- 1992 because I wanted to help make Lockhart a better place to live.

Marble Falls ISD
Capital Projects Fund Budget Report
For The Month Ended February 2010

Proposition I

Revenues

<u>Account</u>	<u>Description</u>	<u>Original Budget</u>	<u>Amended Budget</u>	<u>Project to Date Activity</u>	<u>Balance</u>
699-00-5742-00-000-000000	Interest Revenue	\$ -	\$ 1,260,254	\$ 1,203,632.08	\$ 56,621.92
699-00-7911-00-000-000000	Bond Proceeds	\$ 54,495,600	\$ 54,495,600	\$ 54,495,600.00	\$ -
699-00-7916-00-000-000000	Other Sources	\$ -	\$ -	\$ 599,094.85	\$ (599,094.85)
Total Revenue Proposition I		\$ 54,495,600	\$ 55,755,854	\$ 56,298,326.93	\$ (542,472.93)

Expenditures

<u>Account</u>	<u>Description</u>	<u>Original Budget</u>	<u>Amended Budget</u>	<u>Project to Date Activity</u>	<u>Balance</u>
699-00-8949-00-000-000000	Other Uses	\$ -	\$ -	\$ 286,161.00	\$ (286,161.00)
699-71-6599-00-000-000000	Other Debt Service Fees	\$ -	\$ -	\$ 311,292.85	\$ (311,292.85)
699-81-6499-00-999-099000	Miscellaneous Operating	\$ -	\$ -	\$ 5,986.00	\$ (5,986.00)
699-81-6619-00-102-099000	Land Acquisition - Colt		\$ 165,000	\$ 165,000.00	\$ -
699-81-6619-00-999-099000	Land Acquisition - District Wide		\$ 1,714,515	\$ 1,716,081.42	\$ (1,566.42)
	Total Land Acquisition	\$ 3,000,000	\$ 1,879,515	\$ 1,881,081.42	\$ (1,566.42)
699-81-6629-00-001-099000	HS Renovations - Const Costs		\$ 4,889,117	\$ 4,889,117.00	\$ -
699-81-6629-00-001-099001	HS Renovations - Fees		\$ 324,511	\$ 317,792.60	\$ 6,718.40
699-81-6639-00-001-099000	HS Renovations - FF&E		\$ 50,000	\$ 97,536.99	\$ (47,536.99)
699-81-6629-00-001-099002	HS Renovations - Other Costs		\$ 31,388	\$ 204,624.90	\$ (173,236.90)
	Total HS Renovations Project	\$ 4,708,125	\$ 5,295,016	\$ 5,509,071.49	\$ (214,055.49)
699-81-6629-00-041-099000	MS Renovations - Const Costs		\$ 15,086,500	\$ 15,030,430.90	\$ 56,069.10
699-81-6629-00-041-099001	MS Renovations - Fees		\$ 1,016,039	\$ 980,622.41	\$ 35,416.59
699-81-6639-00-041-099000	MS Renovations - FF&E		\$ 222,108	\$ 231,291.93	\$ (9,183.93)
699-81-6629-00-041-099002	MS Renovations - Other Costs		\$ 117,235	\$ 298,007.20	\$ (180,772.20)
	Total MS Renovations Project	\$ 16,425,511	\$ 16,441,882	\$ 16,540,352.44	\$ (98,470.44)
699-81-6629-00-101-099000	MF Elem Renovations-Const Costs		\$ 9,399,336	\$ 9,399,335.75	\$ 0.25
699-81-6629-00-101-099001	MF Elem Renovations-Fees		\$ 634,455	\$ 653,062.51	\$ (18,607.51)
699-81-6639-00-101-099000	MF Elem Renovations-FF&E		\$ 173,431	\$ 136,837.30	\$ 36,593.70
699-81-6629-00-101-099002	MF Elem Renovations-Other Costs		\$ 75,000	\$ 198,803.90	\$ (123,803.90)
	Total MF Elem Renovations Project	\$ 10,738,125	\$ 10,282,222	\$ 10,388,039.46	\$ (105,817.46)
699-81-6629-00-102-099000	Colt Elementary - Const Costs		\$ 13,689,957	\$ 13,518,923.75	\$ 171,033.25
699-81-6629-00-102-099001	Colt Elementary - Fees		\$ 839,864	\$ 855,622.32	\$ (15,758.32)
699-81-6639-00-102-099000	Colt Elementary - FF&E		\$ 441,200	\$ 289,993.97	\$ 151,206.03
699-81-6629-00-102-099002	Colt Elementary - Other Costs		\$ 99,600	\$ 158,702.62	\$ (59,102.62)
	Total Colt Elementary Project	\$ 14,850,000	\$ 15,070,621	\$ 14,823,242.66	\$ 247,378.34
699-81-6629-00-103-099000	HL Renovations - Const Costs		\$ 961,285	\$ 925,106.00	\$ 36,179.00
699-81-6629-00-103-099001	HL Renovations - Fees		\$ 81,728	\$ 64,886.74	\$ 16,841.26
699-81-6639-00-103-099000	HL Renovations - FF&E		\$ 38,000	\$ 41,080.12	\$ (3,080.12)
699-81-6629-00-103-099002	HL Renovations - Other Costs		\$ 22,500	\$ 17,486.74	\$ 5,013.26
	Total HL Renovations Project	\$ 1,081,688	\$ 1,103,513	\$ 1,048,559.60	\$ 54,953.40
699-81-6629-41-999-099000	New Admin Building - Const Costs		\$ 3,232,514	\$ 1,472,107.65	\$ 1,760,406.35
699-81-6629-41-999-099001	New Admin Building - Fees		\$ 202,032	\$ 177,174.83	\$ 24,857.17
699-81-6639-41-999-099000	New Admin Building - FF&E		\$ 50,000	\$ -	\$ 50,000.00
699-81-6629-41-999-099002	New Admin Building - Other Costs		\$ 22,500	\$ 12,216.12	\$ 10,283.88
	Total New Admin Building Project	\$ 3,505,458	\$ 3,507,046	\$ 1,661,498.60	\$ 1,845,547.40
699-81-6639-53-999-099000	Technology Cabling	\$ 166,000	\$ 166,000	\$ 109,716.73	\$ 56,283.27
Total Expenditures Proposition I		\$ 54,474,907	\$ 53,745,815	\$ 52,565,002.25	\$ 1,180,812.75
Surplus/(Deficit) Proposition I		\$ 20,693	\$ 2,010,039	\$ 3,733,324.68	

Marble Falls ISD
Capital Projects Fund Budget Report
For The Month Ended February 2010

Proposition II

Revenues

<u>Account</u>	<u>Description</u>	<u>Original Budget</u>	<u>Amended Budget</u>	<u>Project to Date Activity</u>	<u>Balance</u>
699-00-5742-00-000-000000	Interest Revenue		\$ 136,500	\$ 212,405.66	(75,905.66)
699-00-7911-00-000-000000	Bond Proceeds		\$ 7,846,600	\$ 7,846,600.00	-
	Total Revenue	\$ 7,846,600	<u>\$ 7,983,100</u>	<u>\$ 8,059,005.66</u>	<u>(75,905.66)</u>

Expenditures

<u>Account</u>	<u>Description</u>	<u>Original Budget</u>	<u>Amended Budget</u>	<u>Project to Date Activity</u>	<u>Balance</u>
699-81-6629-91-999-099000	Athletic Facility - Const Costs		\$ 9,458,192	\$ 9,458,192.00	-
699-81-6629-91-999-099001	Athletic Facility - Fees		\$ 481,452	\$ 472,893.03	8,558.97
699-81-6639-91-999-099000	Athletic Facility - FF&E		\$ -	\$ 36,485.86	(36,485.86)
699-81-6629-91-999-099002	Athletic Facility - Other Costs		\$ 53,495	\$ 66,099.88	(12,604.88)
	Total Expenditures Athletic Facility	\$ 7,846,600	<u>\$ 9,993,139</u>	<u>\$ 10,033,670.77</u>	<u>(40,531.77)</u>
	Surplus/(Deficit) Athletic Facility	\$ -	\$ (2,010,039)	\$ (1,974,665.11)	
	Total Revenues All Projects		\$ 63,738,954	\$ 64,357,332.59	
	Total Expenditures All Projects		\$ 63,738,954	\$ (62,598,673.02)	
	Surplus/(Deficit) Total Projects	<u>\$ 20,693</u>	<u>\$ -</u>	<u>\$ 1,758,659.57</u>	

MONTHLY PROGRESS REPORT

March 2010

MARBLE FALLS
I.S.D.

2006 BOND
PROGRAM

2101 Mustang Dr.
Marble Falls, TX 78654

Phone: 830-798-1200
Fax: 830-798-0022
www.charterbuilders.com



The following pages will provide an over view of the current status of this projects along with projected progress for the up and coming months.

SHWGROUP



charter builders

a Balfour Beatty company

OWNER'S MONTHLY REPORT

OWNER: Marble Falls Independent School District
CONTRACTOR: Charter Builders, Ltd.
ARCHITECT: SHW Group, LLP
DATE: March 22, 2010

Charter Builders, Ltd on-site construction team

Scott German – Project Manager
Dave Wallace – Project Engineer
David Crowe – Project Superintendent



PROJECT DESCRIPTION: MFISD – FALLS CAREER / ADMIN CONVERSION
LOCATION: 1800 COLT CIRCLE
 Marble Falls, Texas 78654

The project entails renovating the “old Colt Elementary” to convert the buildings into the new Falls Career campus and new Administration offices and board room.

Project Site approximately 8 Acres
 Building's) Square Feet approximately 40,500 square feet

Project description

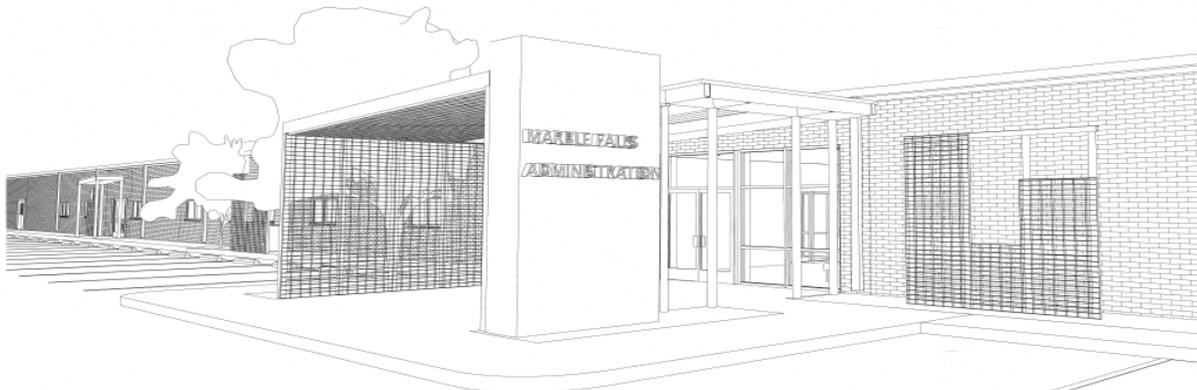
The New Falls Career and Administration Conversion is a renovation of the existing Colt Elementary School in Marble falls, TX. The majority of the work will be interior renovations to accommodate new Administration Offices, Falls Career Classrooms, as well as a new Community Boardroom to house meetings for MFISD. A few exterior improvements will also be made including parking and entry upgrades. The existing site consist of three, pre-engineered metal buildings that will be left in place while interior improvements are made.

FALLS CAREER / ADMINISTRATION CONVERSION

Marble Falls Independent School District

BOARD OF TRUSTEES

Martin McLean	President
Tommy Chaney	Vice President
Candy Ratliff	Secretary
Dr. Kelly Fox	Member
Richard Giesecke	Member
Neal Kennedy	Member
Mike Savage	Member
Kari Westerman	Member
Dr. Ryder Warren	Superintendent
Jerry Edwards	Chair, P.A.C.E
Susan Pierce	Treasurer, P.A.C.E



CIVIL ENGINEER

Gil Engineering Inc.

MEP ENGINEER

HCE Consulting Engineers

Marble Falls, TX

Project Status Report

March 22, 2010

SITE WORK and INFRASTRUCTURE:

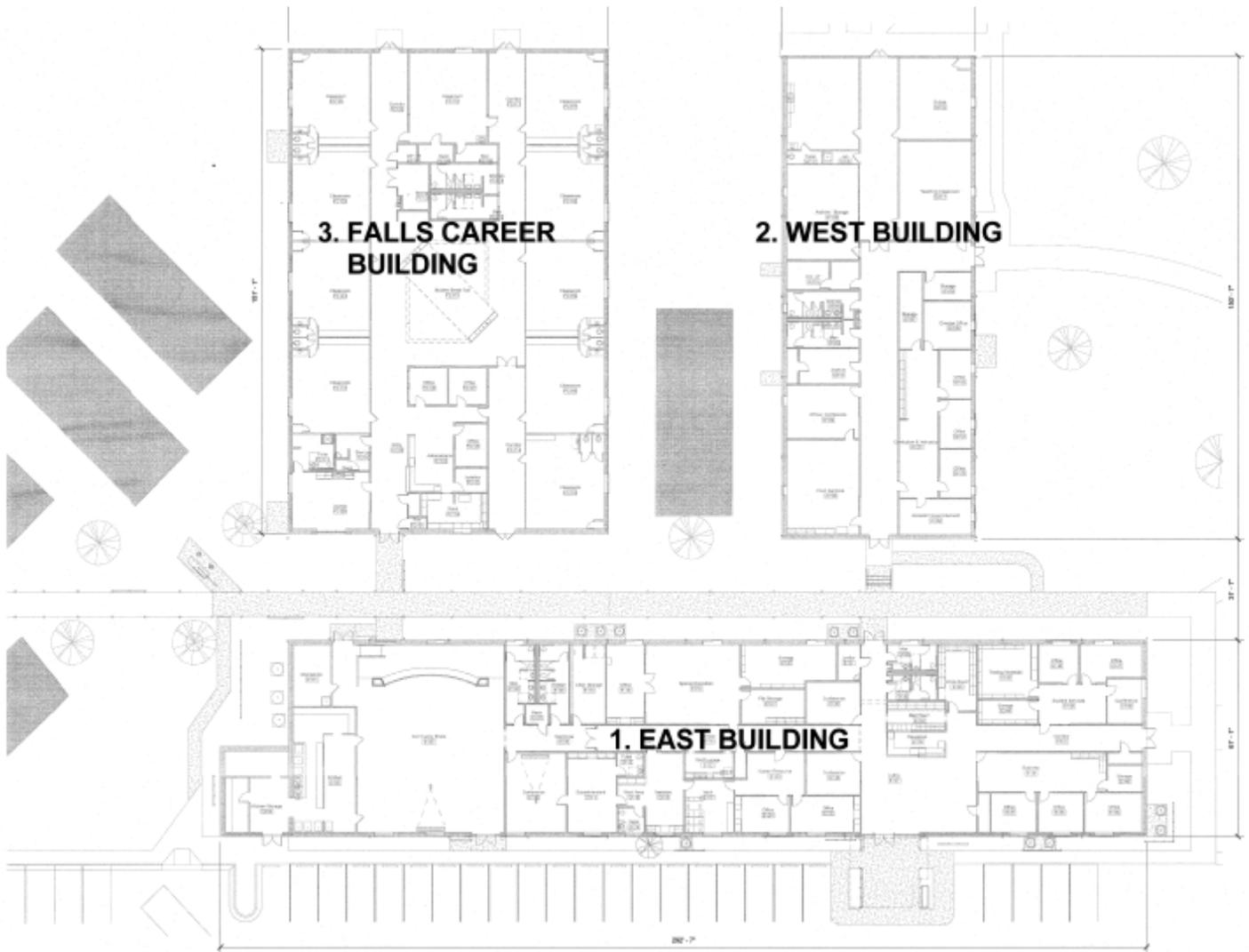
Site work, which includes sanitary sewer, supply water, storm drainage, electrical service and gas service, parking lots, paving, and landscaping has progressed as follows:

Falls Career/Admin Conversions

CURRENT PROGRESS

Work completed during the month of March 2009:

- Exterior sidewalks in place
- New exterior brick details complete
- Painting complete
- Flooring complete
- Tile set complete
- Installation of millwork complete
- New marquee signs in place
- Landscaping complete
- Final clean and Arch punch list complete
- Building turn over



The building labeled East Building will house the new administration offices and board room.

The Falls Career building will be a renovated new classroom building.

The building labeled West Building will provide offices for Food Services, Curriculum & Instruction, along with additional storage space

PROGRESS PHOTOS



MFHS Transition Program

Expanding our Horizons



The Problem

- Recent studies show students with unique disabilities, despite having met high school academic requirements for graduation, still do not possess the skills to master early adulthood. How do we help these individuals become contributing members of society?

Overview

- 18-22 year old program helps transition life skills students from high school into the community via employment opportunities, residential, and recreational options. Our goal is to give these students the skills that are necessary for independent living.

Program Objectives

- Independent living
- Community exploration
- Social integration
- Recreation and leisure opportunities
- Job skill development

Independent Living: Personal Hygiene

High School

- Wash face
- Brush teeth
- Comb hair

Now

- Facial care
- Brush teeth
- Comb hair

Future Additional Skills

- Bathing
- Washing hair



Independent Living: Household Management

High School

- Minimal time spent on food preparation (weekly basis) due to academic constraints
- Most meals eaten in cafeteria
- Minimal budget for food

Now

- Food preparation and consumption on a daily basis (breakfast and lunch)
- Using correct appliances and utensils

Future

Possibilities

- Grow our own garden and prepare fresh vegetables
- Have enough kitchen space so everyone could participate in the preparation of meals at the same time



Independent Living: Household Management

High School

- Daily living chores performed on a weekly basis

Now

- Wipe down appliances, counters, sinks, and tables on a daily basis
- Sweep and mop floor on a daily basis

Future

Possibilities

- Washing windows
- Vacuuming carpeted floors
- Cleaning bathrooms (toilets, tubs, sinks, and mirrors)
- Outside maintenance



Independent Living: Household Management

High School

- Wash and dry swimming towels
- Transportation on regular bus to scheduled events

Now

- Wash and dry dishtowels
- Bus barn rinses off the transition program van and suburban

Future

Possibilities

- Wash and dry bedding
- Make up a bed
- Area to wash a car or, in our case, a van!



Independent Living: Household Management

HS and Transition

- Call maintenance for every problem we encounter

Future Possibilities

- Change light bulbs
- Flip circuit breaker
- Mow and weed-eat lawn
- Water lawn
- Work with CATE program on maintenance in the home.

Independent Living: Everyday Tasks

HS and Transition

- Teacher's have to use keys to lock doors.
- Bus with driver to get to and from school
- Transition vehicle to get to and from work.

Future Possibilities

- Students locking doors (by turning knob) to leave.
- Use of land line to call for emergency help and public transportation.
- TV with access to news in order to learn about world events and watch the weather.
- CARTS program to teach independent transportation.



Job Skills

High School

- Some volunteer employment (token wages) at thrift stores and in the high school setting

Transition Program

- Four out of five students are employed with pay in various jobs throughout town.
- Fifth student involved in Community based instruction at Head Start. Student may shortly transition to paid employment.



Job Skills:

Future Possibilities

- Cleaning an entire bedroom (changing sheets, towels, making up bed, etc) for job skill training in the hotel / hospitality business
- Using a dishwasher in order to work in a restaurant
- Mowing grass
- Landscaping
- Assisting with meals for larger groups

Recreation and Leisure Possibilities

- Living room with seating to play cards or board games.
- Patio with chairs for relaxing outside on nice days.
- A garden or flowerbeds to work in when the weather allows.



Community Exploration

Possibilities

- Explore local shops and stores in order to get decorating ideas for the house.
- Have our own physical address in order to call and order pizza to be delivered.
- When something breaks, have students call maintenance to come and fix it (kind of like calling a repairman to come fix your AC).

Community Exploration Possibilities

- Visit Backbone Nursery for gardening ideas.
- Get the Highland Lakes Garden Club to help us plant a tree on Arbor Day or Earth Day.

Social Integration Possibilities

- Working with organizations and clubs (such as those listed on the previous slide) to furnish and decorate the inside and outside of the house.
- Working with the HS CATE department to decorate and design the house.

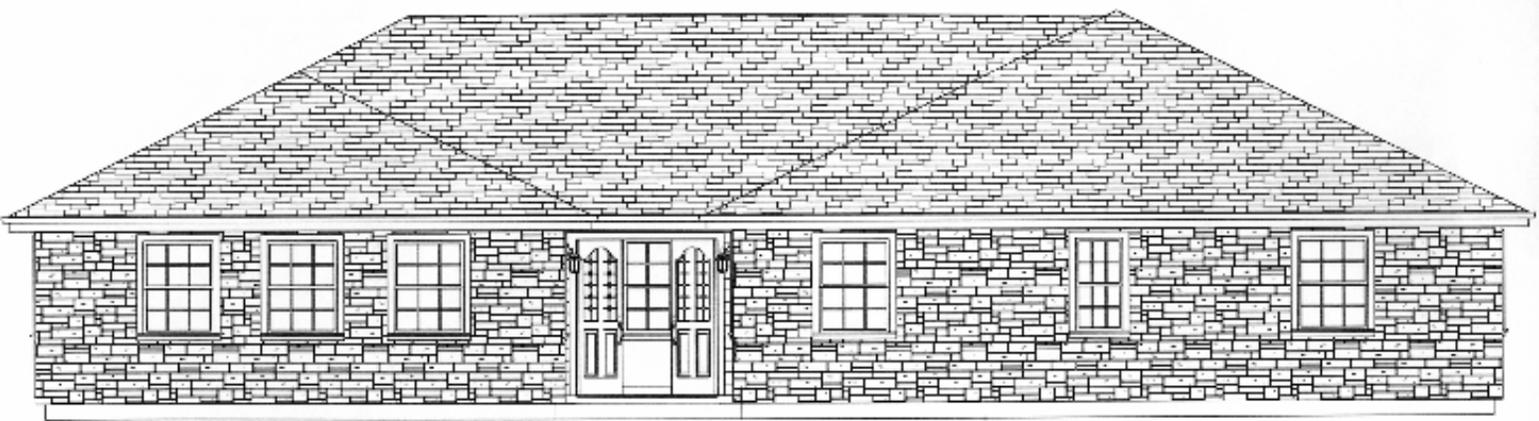
Social Integration Possibilities

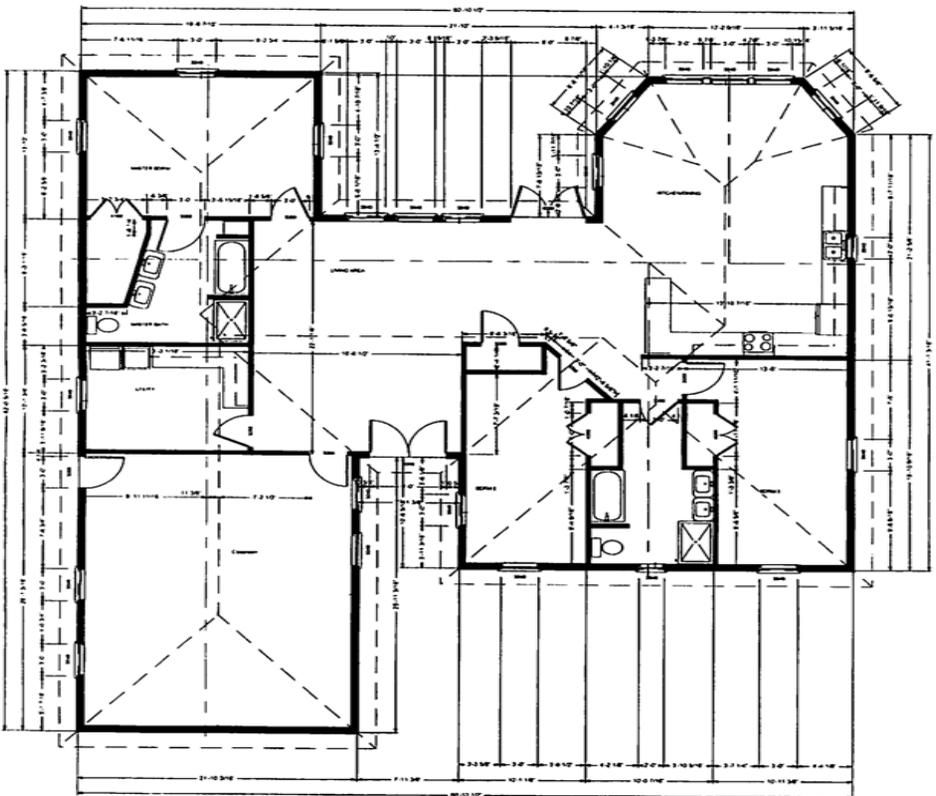
- Hosting gatherings after the house is built to thank all of those involved for their help.
- Working with the local newspapers to get exposure for the project.











LIVING AREA
2763 sq. ft.

Thank You!!!

2010 SUMMER LEADERSHIP INSTITUTE



JUNE 10-12 · SAN ANTONIO
MARRIOTT RIVERCENTER



JUNE 17-19 · FORT WORTH
OMNI

TRUTH IN LEADERSHIP



Weds.	4–7 p.m.	Registration for Thursday–Saturday Attendees • 4–7 p.m.		
	7–8 a.m.	Registration for Thursday–Saturday Attendees and Continental Breakfast <i>(Included in registration fee)</i> • 7–8 a.m.		
Thursday	8–9:15 a.m.	General Session • 8–9:15 a.m.		
	9:30–10:45 a.m.	In-Depth Sessions <i>(Choose one.)</i> 9:30 a.m.–12:15 p.m.	Breakout Sessions <i>(Choose one.)</i> 9:30–10:45 a.m.	
	11 a.m.–12:15 p.m.		Breakout Sessions <i>(Choose one.)</i> 11 a.m.–12:15 p.m.	
	12:15–1:15 p.m.	Lunch <i>(Included in registration fee)</i> • 12:15–1:15 p.m.		
	1:30–2:45 p.m.	In-Depth Sessions <i>(Choose one.)</i> 1:30–4:15 p.m.	Breakout Sessions <i>(Choose one.)</i> 1:30–2:45 p.m.	
	3–4:15 p.m.		Breakout Sessions <i>(Choose one.)</i> 3–4:15 p.m.	
	Friday	7–8 a.m.	Registration and Continental Breakfast <i>(Included in registration fee)</i> • 7–8 a.m.	
		8–9:15 a.m.	General Session • 8–9:15 a.m.	
9:30–10:45 a.m.		In-Depth Sessions <i>(Choose one.)</i> 9:30 a.m.–12:15 p.m.	Breakout Sessions <i>(Choose one.)</i> 9:30–10:45 a.m.	
11 a.m.–12:15 p.m.			Breakout Sessions <i>(Choose one.)</i> 11 a.m.–12:15 p.m.	
12:15–1:15 p.m.		Lunch <i>(Included in registration fee)</i> • 12:15–1:15 p.m.		
1:30–2:45 p.m.		In-Depth Sessions <i>(Choose one.)</i> 1:30–4:15 p.m.	Breakout Sessions <i>(Choose one.)</i> 1:30–2:45 p.m.	
3–4:15 p.m.			Breakout Sessions <i>(Choose one.)</i> 3–4:15 p.m.	
Saturday		7:30–8:30 a.m.	Continental Breakfast <i>(Included in registration fee)</i> • 7:30–8:30 a.m.	
	8:30–9:45 a.m.	In-Depth Sessions <i>(Choose one.)</i> 8:30–11:15 a.m.	Breakout Sessions <i>(Choose one.)</i> 8:30–9:45 a.m.	
	10–11:15 a.m.		Breakout Sessions <i>(Choose one.)</i> 10–11:15 a.m.	

You may want to pack a jacket or sweater for this event. Session rooms are set at 70°F.

GREETINGS!

The annual Summer Leadership Institute (SLI) is the flagship training conference for the Texas Association of School Boards (TASB). The purpose of the institute is to (1) provide new school board members with immediate training following the May school board elections, (2) offer newly elected board presidents the training they need to lead effectively, and (3) provide experienced board members with current practices and information about the key concerns facing Texas school districts.

Once again this year, you have a choice to attend the Institute that best fits your summer plans in San Antonio or Fort Worth. The schedule, general session speakers, and offerings for newly elected school board members and board presidents are exactly the same in both locations.

*In April, you will find the complete list of session offerings in an easily downloadable format at LTS.tasb.org. Click on “Summer Leadership Institute” under the “Events” tab. Then select the location of your choice. **All registrants will need to preselect sessions to complete their registration.***

Registration fees for both SLI locations are as follows:

Option 1—\$335 Thursday–Saturday includes continental breakfast all three mornings, lunch Thursday and Friday, refreshment breaks all three days, and workshop materials. *Earn up to 14.5 hours of continuing education credit.*

Option 2—\$275 Friday–Saturday includes continental breakfast and refreshment breaks both days, lunch Friday, and workshop materials. *Earn up to 8.5 hours of continuing education credit.*

GRAB YOUR SEAT AT THE LUNCH TABLE FOR THE SECOND ANNUAL CHARITABLE FOOD FIGHT!

Gang up with fellow SLI participants to fight our state’s hunger problem and bring along a gift of peanut butter and jelly (PB&J). Nearly one out of every four children and one out of every five adults in Texas live in poverty and have difficulty meeting basic nutritional needs. You can help knock-out the challenge of poverty in Texas with this simple gift.

San Antonio Food Bank’s 16-county area is affected by especially high rates of hunger, poor nutrition, and related health problems. Every month, the Food Bank distributes 40-pound food boxes to more than 40,000 families, each containing a week’s worth of food for a family of four. Children further benefit from the Food Bank’s Kids Cafes, where children can go after school to receive a hot supper and help with homework.

In the 13 counties served by the Tarrant Area Food Bank, almost one-fifth of children live in extreme poverty. With more than 86,000 children impoverished, nearly half of all schoolchildren in the county qualify for free and reduced-price lunches. Each month the Food Bank serves more than 500,000 meals and snacks. Among its child-focused programs, Kids Cafes serve late-afternoon meals to impoverished children and the Backpacks for Kids program provides nonperishable food for school-aged children at risk of hunger on weekends.

Good nutrition and good grades go together like PB&J. Spread some charity by dropping off your donation of peanut butter and jelly in the collection bin in the registration area.

TAKE A PICTURE. IT'LL LAST LONGER!

On Thursday and Friday, TASB staff members will be snapping photos for you to take home and submit for publication along with the news release included in your packet. Let everyone in your community know what serving on the school board is all about, and show them what you are doing to learn more about public education to benefit the schoolchildren in your area. If you would like a photo taken of you and your leadership team members at work during the Institute, look for the TASB Photo Shoot staff members.

Photos will be available for you to pick up on Saturday morning at both locations. Photos are offered compliments of TASB's Leadership Team Services Division. Only one photo per group, please.



NEWLY ELECTED BOARD MEMBERS: GET YOUR OMA TRAINING FOR FREE!

TASB's Legal Services staff is offering the required Open Meetings Act (OMA) training just for you! Attend the TASB ISD School Law Basics Friday afternoon and you'll receive the training and a certificate.

GENERAL SESSION SPEAKERS

THURSDAY

MANNY MEDRANO
Proud Product of Texas
Public Schools

*Film at 11: News, Views,
and Reflections of a
Barrister Turned TV
Broadcaster*

Manny Medrano is a reporter for KTLA News in Los Angeles (LA) and a former Supreme Court/Legal Affairs correspondent for ABC News in Washington, D.C., where he provided legal analysis for all ABC News broadcasts and wrote a legal blog.



Medrano has also worked for KNBC in LA as a general assignments reporter, focusing on legal issues for NBC's Channel 4 News. There he provided legal analysis and commentary for the station's comprehensive coverage of the trials of O.J. Simpson, the Menendez brothers, Reginald Denny, and Rodney King, among others. His coverage of the Simpson case earned him an Emmy and Golden Mike Award.

Prior to joining KNBC, Medrano was a trial lawyer in LA specializing in complex civil and white-collar criminal litigation. He also served as an assistant U.S. attorney for the Los Angeles U.S. Attorney's Office, successfully prosecuting the 1985 kidnapping and murder case of DEA agent Enrique Camarena. Medrano never lost a jury trial and received the U.S. Department of Justice Award for his performance on the Camarena case.

Medrano has served as an adjunct professor at the law schools of Loyola, University of Southern California, Pepperdine University, and Southwestern University. He graduated with honors from Harvard College and Harvard Law School.

Fluent in Spanish, Medrano is actively involved in numerous charitable organizations. An embodiment of the American success story, his personal journey is one of

growing up in gang-infested barrios in El Paso, Texas, to becoming an Emmy-award winning network correspondent. Currently he resides in the LA area and was named to *Hispanic Business* magazine's 100 Influentials List 2005.

Medrano's keynote, *Film at 11: News, Views, and Reflections of a Barrister Turned TV Broadcaster*, is a powerful presentation that resonates with audiences, touching on the themes of personal obstacles, the irrepressible human spirit, and the invaluable role of educators and mentors in his personal and professional growth.

FRIDAY

JONATHAN KOZOL

The Mania of Testing: How School Boards, Administrators, and Teachers Can Fight against the Risk of Turning Classrooms into Test-Prep Factories



A nonfiction writer, educator, and activist, Jonathan Kozol is best known for his books on public education in the United States (U.S.). During the civil rights campaigns in the 1960s, he moved from Harvard Square into a poor black neighborhood of Boston and became a fourth-grade teacher in the Boston public schools system. He has devoted the last 40 years to education and social justice in America.

Published in 1967, *Death at an Early Age* describes Kozol's first year of teaching in Boston public schools. It received the 1968 National Book Award in science, philosophy, and religion, and has sold more than 2 million copies in the U.S. and Europe.

Rachel and Her Children: Homeless Families in America received the Robert F. Kennedy Book Award for 1989 and the Conscience-in-Media Award of the American Society of Journalists and Authors, while *Savage Inequalities: Children in American's Schools* won the New England Book Award and was a finalist for the National Book Critics Circle Award in 1992.

His 1995 book, *Amazing Grace: The Lives of Children and the Conscience of a Nation*, described his visits to South Bronx, New York, the poorest congressional district in the U.S. It received the Anisfield-Wolf Book Award in 1996, an honor previously granted to the works of Langston Hughes and Martin Luther King Jr.

Kozol published *Ordinary Resurrections: Children in the Years of Hope* in 2000, and *The Shame of the Nation: The Restoration of Apartheid Schooling in America* was released in 2005. He documents the continuing and often worsening segregation in public schools in the U.S. and the increasing influence of neoconservative ideology on the way children, particularly children of color and poor children of urban areas, are educated.

Kozol continues to advocate for integrated public education in America and is an outspoken critic of the voucher movement. He condemns the inequalities of education and speaks unrelentingly of the apparently worsening segregation of black and Hispanic children from white children in the segregated public schools of almost every major city of the nation.

In addition, he founded Education Action, a national nonprofit grassroots foundation dedicated to organizing teachers who want to push back against NCLB and the most recent Supreme Court decision on desegregation, and to help create a single, excellent, unified system of American public schools.

On Friday, Kozol will present *The Mania of Testing: How School Boards, Administrators, and Teachers Can Fight against the Risk of Turning Classrooms into Test-Prep Factories*. Making a case for introducing cultural integrity and a love of learning for its own sake into every public school, he explains how teachers, given support and encouragement, can help students meet state standards without turning their classrooms into "test-prep factories." He says that while it's important for all students to pass these tests it's equally important, if not more so, that their learning be joyful and exciting. Kozol believes that where playfulness and curiosity are encouraged, especially in the elementary years, students are more likely to grow up with a love of learning for its own sake, not for the numbers plastered on their foreheads. And he goes on to say that this all begins with the board's leadership and vision.

REGISTRATION INFORMATION

Online registration for both locations will be available beginning April 1 and will close at 5 p.m. May 28 for San Antonio and June 4 for Fort Worth.

Before you register, be sure to access the complete list of session offerings for the location of your choice to determine the sessions that will be included with your registration. *Registrations will not be processed without session selections indicated.*

After reviewing the session offerings, complete the *Session Selection Form* and return it to your superintendent or designee so that he or she may complete your registration. If you're registering yourself, be sure to have payment information available before beginning the online registration process.

To speed up the registration process and ensure accuracy, register through myTASB Event Registration—the enhanced meeting registration process whereby individual and district information is automatically pulled from the TASB membership data base.

Before you log on to register, be sure that sessions have been preselected by each registrant and that a district purchase order or credit card is available for payment. Registrations will not be processed without payment information and sessions selected.

Registration Option 1—**\$335** for programs offered Thursday morning through Saturday afternoon, which includes the following:

- Continental breakfast and lunch Thursday and Friday
- Continental breakfast Saturday
- Breaks all three days
- *Up to 14.5 hours of continuing education credit*

Registration Option 2—**\$275** for programs offered Friday morning through Saturday afternoon, which includes the following:

- Continental breakfast and lunch Friday
- Continental breakfast Saturday
- Breaks both days
- *Up to 8.5 hours of continuing education credit*

*Newly elected board members can complete their required OMA training by attending the **School Law Basics** on Friday afternoon.*

CANCELLATION INFORMATION

All registrations must be prepaid by check or credit card or include a school district purchase order. If you sign up but are unable to attend SLI, the following terms will apply:

SLI San Antonio (all registration options): *For a full refund, your **written** cancellation must reach TASB by May 28.* If your cancellation reaches TASB after that date but by June 4, 50 percent of your registration fee will be refunded. No refunds will be provided after June 4, but another representative from your district or organization may attend in your place.

SLI Fort Worth (all registration options): *For a full refund, your **written** cancellation must reach TASB by June 4.* If your cancellation reaches TASB after that date but by June 11, 50 percent of your registration fee will be refunded. No refunds will be provided after June 11, but another representative from your district or organization may attend in your place.

You must use the TASB cancellation form to have your registration cancellation processed correctly. You can find a PDF of the cancellation form at LTS.tasb.org. Click on “Summer Leadership Institute” and choose “Registration and Cancellation” page to find the form, or call 800.580.8272, extension 2219, to have a copy of the form e-mailed to you.

If TASB must cancel the event, TASB will refund registrations in full but will not be responsible for any indirect, special, or consequential damages (including transportation, lodging, and meal costs) sustained by the registrant.

QUESTIONS?

Visit **LTS.tasb.org** for up-to-date information, or contact TASB at **800.580.8272**.

HOUSING OR SPECIAL NEEDS:
Extension 2242 or kate.allen@tasb.org

REGISTRATION:
Extension 2219 or registrar@tasb.org

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

HOTEL RESERVATIONS INFORMATION

HOUSING OPENS THURSDAY, APRIL 1.

Housing for both SLI locations opens on line at LTS.tasb.org (Click on "Summer Leadership Institute" under "Events.") beginning at 8 a.m. April 1. All reservation questions must go through Convention Housing Management (CHM) at 800.563.6493 or sli@chmrooms.com. Requests will be time- and date-stamped by CHM and processed strictly in the order in which they are received.

DEPOSITS AND CANCELLATIONS

A deposit of one night's room rate plus applicable tax is required for each reservation and is due to CHM on or before Wednesday, May 12. Payment must be made by check or credit card. If your deposit is not received by the due date, the reservation will be canceled and the room will be made available to other districts. If you cancel after May 20, your deposit is nonrefundable.

CHECK IN

- Present an original tax-exempt form for each room reserved at check-in (available through the CHM site).
- Provide a credit card for incidentals.
- If paying by district or personal check, provide the hotel with a check and an original tax-exempt form at check-in, OR mail a check to CHM prior to arrival.

HOTEL CHECK-IN TIME IS 3 P.M.

SAN ANTONIO HOTELS AND RATES*	SINGLE	DOUBLE
GRAND HYATT 600 East Market Street	\$185	\$185
HILTON PALACIO DEL RIO 200 South Alamo	\$172	\$183
HISTORIC MENDER 204 Alamo Plaza	\$132	\$132
LA QUINTA INN CONVENTION CENTER 1001 East Commerce	\$154	\$154
MARRIOTT RIVERCENTER 101 Bowie Street	\$186	\$203
MARRIOTT RIVERWALK 711 East Riverwalk Street	\$186	\$203
RESIDENCE INN BY MARRIOTT 425 Bonham	\$159	\$159
FORT WORTH HOTELS AND RATES*	SINGLE	DOUBLE
OMNI 1300 Houston Street	\$167	\$167
SHERATON 1701 Commerce Street	\$159	\$159
* Rates do not include applicable city and county tax.		

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BROWN, GALLEGOS
and GREEN, P.C.

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QUESTIONS? Visit LTS.tasb.org for up-to-date information, or contact TASB at **800.580.8272**.

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Extension 2242 or kate.allen@tasb.org

REGISTRATION:
Extension 2219 or registrar@tasb.org

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



SESSION SELECTION SHEET

SUMMER LEADERSHIP INSTITUTE • SAN ANTONIO • JUNE 10-12, 2010

THIS IS NOT A REGISTRATION FORM! It is meant for district planning purposes only.

SESSION TYPE/AUDIENCE	TIMES	SESSION TITLES FOR THURSDAY, JUNE 10	CHOICE
In-Depth Session: New Board Members OR	9:30 a.m.–12:15 p.m.	ET110 Boardmanship Basics (<i>TASB ISD</i>)	<input type="checkbox"/>
In-Depth Session: Board Presidents OR	9:30 a.m.–12:15 p.m.	ET120 Board President's Legal Duties and Responsibilities (<i>Board Presidents' Academy</i>)	<input type="checkbox"/>
Breakout Sessions: All Audiences (Check your first, second, and third choices on the far right for this time slot.)	9:30–10:45 a.m.	ET210 Learning @ Every Student: Meeting Federal and State Mandates ET215 Processing Negative Feelings, Diagramming Emotions for High-Risk Youth ET220 The Changing Face of the Texas Labor Market ET225 Prepared and Informed ET230 Social Media Primer for Board Members ET235 The Board and Budget Adoption: What Kinds of Information Are Useful? ET240 Whose Decision Is It? ET245 Here I Am, Stuck in the Middle with You ET250 Defending Your Honor: Strengthen Public Confidence One Conversation at a Time ET255 Commonsense Forecasting: Questions Board Members MUST Know and Ask ET260 Building the Relationship with Your Board	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
	AND 11 a.m.–12:15 p.m.	ET310 Beyond the Big Top: Reaching for the Brass Ring ET315 How Equity Conscious Is Your School Board? ET320 Enhancing College Access ET325 What School Board Members Need to Know about Special Education Law ET330 Get the Lead Out! ET335 If the Horse Is Dead: A Cowboy's Guide to Board Leadership ET340 Smart Moves, Smart Classrooms ET345 The Platinum Rule: A Valuable Tool for Working with People ET350 Proactive Approach to Dealing with Angry, Afraid, or Crazy Stakeholders ET355 Commonsense School Finance: Understanding the Formula and District Efficiency ET360 Success Is for Life	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
Breakout Sessions: New Board Members OR	1:30–2:45 p.m.	ET410 School Law Basics (<i>TASB ISD</i>)	<input type="checkbox"/>
	AND 3–4:15 p.m.	ET420 An Introduction to the Texas Open Meetings Act	<input type="checkbox"/>
Breakout Sessions: Board Presidents OR	1:30–2:45 p.m.	ET430 Building Team Relationships (<i>Board Presidents' Academy</i>)	<input type="checkbox"/>
	AND 3–4:15 p.m.	ET440 Meeting Preparation Essentials (<i>Board Presidents' Academy</i>)	<input type="checkbox"/>
Breakout Sessions: All Audiences (Check your first, second, and third choices on the far right for this time slot.)	1:30–2:45 p.m.	ET510 Implementation of a Bullying Prevention Curriculum ET515 Sexting: It's Not for Your Eyes Only ET520 Choose Respect—Teen Dating Violence ET525 Success Stories and Lessons Learned from Teacher Performance Pay Initiatives ET530 Reintegration of Delinquent At-Risk Youth: An Open Discussion ET535 What Every Board Member Needs to Know about Instruction ET540 Indoor Air-Quality and Staph Exposure ET545 Dealing with Difficult People ET550 Board Operating Procedures: 'Are You Smarter Than a Fifth Grader?' ET555 School Board Café Conversations (<i>Small Districts</i>)	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
	AND 3–4:15 p.m.	ET610 Making Dreams into Reality: How CTE Can Help All Students Be Successful ET615 Education's Greatest Tragedy ET620 Effective Teacher Incentive Models: Success Stories from Texas' TAP System ET625 The Truth behind High-Performance Schools ET630 Broke to Better: Measurable Improvement in Four Semesters or Less ET635 Understanding and Explaining Your District's Accountability Ratings to the Community ET640 Holding an Effective Bond Election ET645 Board Member Communications: Voicing Your Opinion ET650 District Emergency Management Update: What Is Required and When ET655 Superintendent Leadership for Effective Instruction and Achievement...	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd

ONLINE REGISTRATION IS AVAILABLE UNTIL 5 P.M. MAY 28.



SESSION SELECTION SHEET

SUMMER LEADERSHIP INSTITUTE • SAN ANTONIO • JUNE 10-12, 2010

THIS IS NOT A REGISTRATION FORM! It is meant for district planning purposes only.

SESSION TYPE/AUDIENCE	TIMES	SESSION TITLES FOR FRIDAY, JUNE 11	CHOICE
In-Depth Session: New Board Members OR	9:30 a.m.–12:15 p.m.	F110 District Policy Basics (<i>TASB ISD</i>)	<input type="checkbox"/>
In-Depth Session: Board Presidents OR	9:30 a.m.–12:15 p.m.	F120 Practical Parliamentary Procedure (<i>Board Presidents' Academy</i>)	<input type="checkbox"/>
In-Depth Session: All Audiences OR	9:30 a.m.–12:15 p.m.	F130 Now That's a Problem!	<input type="checkbox"/>
Breakout Sessions: All Audiences (Check your first, second, and third choices on the far right for this time slot.)	9:30–10:45 a.m.	F210 Kemp High School Gets 'SAC'ed	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F215 Summer Camps on a Shoestring	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F220 What District Leadership Should Do to Provide Powerful Instructional Leadership	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F225 Emerging Trends in 21st Century Learning: A Studio, Stage, and Community	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F230 School District Police Departments: Laws, Rules, and Governance Issues	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F235 The Very Latest on Grading Issues	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F240 The Superintendent/CEO Search Process	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F245 Energy Management for Your District	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F250 Conversations across the Fence: The Ongoing Process of Superintendent Evaluation	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F255 A Student-Managed TV Station as a District Communication Tool	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
	F260 Smart Moves, Smart Classrooms	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	
	AND 11 a.m.–12:15 p.m.	F310 How District Leadership Creates Highly Effective Teacher Professional Learning...	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F315 From Unacceptable to Recognized and Exemplary in High School Student Performance	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F320 Leadership for Student Learning: Quality University Preparation Linked to...	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F325 Essential Elements of Your District's Risk Management Program	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F330 Attracting and Keeping a Great Superintendent/CEO	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F335 Reducing Personnel Costs	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
F340 Advocacy 101 for School Board Members		<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	
F345 This Used to Be the Future		<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	
F350 The Road to Broad		<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	
F355 Wait! Wait! I Know That! It's the Good Governance Award!		<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	
F360 School Board Café Conversations (<i>Small to Midsize Districts</i>)	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd		
In-Depth Session: New Board Members OR	1:30–4:15 p.m.	F410 Teamwork Basics (<i>TASB ISD</i>)	<input type="checkbox"/>
In-Depth Session: Board Presidents OR	1:30–4:15 p.m.	F420 Effective Facilitation Skills (<i>Board Presidents' Academy</i>)	<input type="checkbox"/>
In-Depth Session: Experienced Board Presidents OR	1:30–4:15 p.m.	F430 Moving the Team Forward as a Leadership Body (<i>Board Presidents' Academy</i>)	<input type="checkbox"/>
Breakout Sessions: All Audiences (Check your first, second, and third choices on the far right for this time slot.)	1:30–2:45 p.m.	F510 A Readers' Theater: The History of Public School Funding in Texas	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F515 The Board's Call to Greatness	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F520 Expanding College and Career Pathways in a Midsize District	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F525 Building and Sustaining College- and Career-Readiness Cultures in Our Schools	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F530 The Secrets to Better Board Policies	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F535 Legal Issues in Social Networking and Other Technology Use	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F540 On the Street, in the Mall, at the Game: Trustees on the Spot	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F545 Performance Pay for the Superintendent: Texarkana's Model	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F550 Board Operating Procedures: Tips for Getting Started	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F555 School Board Café Conversations (<i>Midsize Districts</i>)	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
	AND 3–4:15 p.m.	F610 Social Media: Friend, Follower, or Casual Observer?	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F615 How Can Trustees Change How Education Happens?	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F620 Maximizing Your Construction Project	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F625 Staffing Controls for Public Schools	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F630 Legal Update	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F635 Starting Out Right with Your New Superintendent/CEO	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		F640 Dealing with Difficult People	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
F645 SURVIVOR: Texas School Finance	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd		
F650 Sharing the Green Grass	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd		

ONLINE REGISTRATION IS AVAILABLE UNTIL 5 P.M. MAY 28.



SESSION SELECTION SHEET

SUMMER LEADERSHIP INSTITUTE • SAN ANTONIO • JUNE 10-12, 2010

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SESSION TYPE/AUDIENCE	TIMES	SESSION TITLES FOR SATURDAY, JUNE 12	CHOICE
In-Depth Session: New Board Members OR	8:30–11:15 a.m.	S110 District Planning and Accountability Basics (<i>TASB ISD</i>)	<input type="checkbox"/>
Breakout Sessions: Board Presidents OR	8:30–9:45 a.m.	S120 Board Presidents' <i>Roundtable</i>	<input type="checkbox"/>
Breakout Sessions: All Audiences (<i>Check your first, second, and third choices on the far right for this time slot.</i>)	8:30–9:45 a.m.	S210 Swagga and Scholarship: Supporting Gifted African American Males...	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S215 Customer Service and School Communications	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S220 A Board Member's Guide to Effectively Handling Grievances	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S225 Are Your Facilities Ready for the Future?	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S230 Do-It-Yourself School Bonds: Tools on How to Understand and How to Issue Them	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S235 Take a Stroll Down the Boardwalk	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S240 Teacher Salary Schedules: Don't Get Stuck on Steps	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S245 School Dropout Factors and Dropout Intervention Programs	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S250 School Board Café Conversations (<i>Urban and Suburban Districts</i>)	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		AND	
Breakout Sessions: All Audiences (<i>Check your first, second, and third choices on the far right for this time slot.</i>)	10–11:15 a.m.	S310 Putting Your District in the Spotlight	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S315 Don't Let Your Construction Project Manage You	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S320 Prekindergarten Collaborations: Building Effective Partnerships	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S325 Gangs in Our Communities	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S330 Go, T.E.A.M., Go!	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S335 Here I Am, Stuck in the Middle with You	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd
		S340 The Board and Budget Adoption: What Kinds of Information Are Useful?	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd

ONLINE REGISTRATION IS AVAILABLE UNTIL 5 P.M. MAY 28.

As you're making your selections for this year's Summer Leadership Institute (SLI), be sure to note that each session has information at the end of the descriptor noting the session's primary focus to better assist you in meeting your continuing education needs. The meaning of each abbreviation is noted in the legend below. Additional information noted includes the student population of presenting districts.

LEGEND

Sessions at SLI are primarily for school board members, but many of the topics are appropriate for ALL audience types and experience levels unless noted with an "N" for newly elected school board members or "P" for school board presidents.

The following topic notations have been added at the end of each descriptor to provide attendees with a quick glimpse of the session's focus:

FAC	Facilities	LV	Leadership/Vision
FIN	Finance	STA	Student Achievement
GOV	Governance	TCH	Technology

THURSDAY, JUNE 10: SAN ANTONIO

8-9:15 A.M. GENERAL SESSION

General session and lunch will be automatically added to attendee's personal agenda based upon the registration fee selected.

9:30 A.M. - 12:15 P.M. IN-DEPTH SESSION:

NEW BOARD MEMBERS

ET110 Boardmanship Basics (TASB ISD) • Especially designed for first-year board members, this 2.5-hour workshop, presented by TASB staff is an overview of the job of a school board member. Participants will discuss how to handle the personal and public demands that come with their new job. They'll also learn the board's basic roles and responsibilities and how their duties differ from those of the superintendent. • **N, GOV**

— OR —

BOARD PRESIDENTS

ET120 Board President's Legal Duties and Responsibilities (Board Presidents' Academy) • The good news is you've been elected school board president. The bad news is there's a lot to learn! Join a TASB attorney who will identify key legal duties and offer practical tips to help you succeed in your leadership role. • **P, GOV**

— — — — — OR — — — — —

BREAKOUT SESSIONS: ALL AUDIENCES

9:30-10:45 A.M. (CHOOSE ONE.)

ET210 Learning @ Every Student: Meeting Federal and State Mandates • The reauthorization of No Child Left Behind and the realignment of state accountability tests based on HB 3 will cause all districts to rethink how instruction is delivered to students and how student achievement growth is measured and reported. This session, presented by *Plano ISD (51,080 ADA)*, will provide insight to an innovative personalized student portal designed to provide access to instructional resources and adaptive student achievement growth measures used by students, teachers, and parents to individualize the learning environment. • **STA, TCH**

ET215 Processing Negative Feelings, Diagramming Emotions for High-Risk Youth • This session will discuss a successful program to show board members and administrators a proven method designed to work with high-risk youth. Used in schools for both prevention and intervention, the program has been effective at the high school and middle school levels and on alternative learning campuses with students who have been expelled from their home schools. • **STA**

ET220 The Changing Face of the Texas Labor Market • The Texas economy is in a constant state of flux, and the recent recession has caused hardships for businesses and workers alike. Gain a better understanding of these business dynamics and how they will influence job creation and skill needs as the economy recovers. Prospects for likely job growth, current demand occupations, and future skill needs by industry and occupation will be discussed, in addition to the complexities of linking public education to state labor market needs. • **LV**

ET225 Prepared and Informed • Many school districts have implemented electronic agenda preparation as a productivity tool and means of reducing printing costs.

These same tools can help board members prepare for meetings more efficiently and help the district keep the community informed. Come see the variety of ways districts are using these tools. Board members whose districts are currently using BoardBook™ also will have a chance to see the latest version of the program and the added tools it provides. • **GOV**

ET230 Social Media Primer for Board Members

Facebook® and Twitter™ are not just for teenagers anymore, and it is becoming more and more important for local boards to understand the social media landscape. This session will offer basic definitions and glimpses of social media, including MySpace™, wikis, and on and on. • **LV**

ET235 The Board and Budget Adoption: What Kinds of Information Are Useful?

• If the superintendent's job is to prepare the recommended budget, what exactly is the board supposed to do when it's time to adopt it? Take a look at the kinds of budget information that will help the board know if the district is going in the right direction without getting lost in the mind-numbing details. We'll look at the kinds of information some districts get and discuss any special issues board members should be thinking about when reviewing the budget for 2010–11.

(Repeats Saturday, 10 a.m., S340.) • **FIN**

ET240 Whose Decision Is It? • Whose decision is it—the superintendent, the board, or both? It depends. Through interactive technology, audience members will respond to real-life board-superintendent decision-making scenarios, compare their responses with those of their peers, and discuss how different situations may require different responses. • **GOV**

ET245 Here I Am, Stuck in the Middle with You

Feeling like “clowns to the left of you, jokers to the right”? Focusing on leading from the middle, learn how to get “unstuck” as you develop ways to give new meaning to your board service and enliven the experience of leadership. Completed TASB ISD, but not ready for the Board Presidents' Academy? Oftentimes the midlevel board member has the most to offer a new board member in terms of learning the organization's structure, culture, and methods. • **GOV** *(Repeats Saturday, 10 a.m., S335.)*

ET250 Defending Your Honor: Strengthen Public Confidence One Conversation at a Time

• Critics, malcontents, and self-proclaimed “transformers” have hijacked the debate about public education, casting widespread accusations of failure to promote their agendas.

Board members are wondering if their efforts make a difference. Due to lack of awareness or a simple lack of resources, board members sit idly by while their core passion (public education) is defamed. This session inspires board members to take individual action, offering practical strategies for leading a more productive conversation about public education. • **LV**

ET255 Commonsense Forecasting: Questions Board Members MUST Know and Ask

• Student achievement depends on good financial management. Board members must know what questions to ask to plan for the future. What is your staff-to-student ratio? What is your daily ridership per bus? Seen a four-year projection of your district's financial health? The future depends on you knowing this information. Board members will gain a better commonsense understanding of school finance and forecasting to help improve their planning and decision-making skills. • **FIN, STA**

ET260 Building the Relationship with Your Board

Seventy-five regional and state Superintendents of the Year were surveyed to find out what they consider their “best practices” for building a positive working relationship with board members. This presentation includes survey results and short presentations from current superintendents and Superintendent of the Year winners. This interactive session offers ways to best build YOUR team of eight. • **GOV**

— **AND** —

BREAKOUT SESSIONS: ALL AUDIENCES

11 a.m. – 12:15 p.m. (CHOOSE ONE.)

ET310 Beyond the Big Top: Reaching for the Brass Ring

• Due to changes in state funding formulas and continued limits in the state budget, state funds have declined considerably. An education foundation is a solution to alternative revenue sources. A foundation can provide educational opportunities for students and faculty beyond what is provided in the district budget and reward innovation in the classroom. Funds can be used to facilitate student achievement and skill development, recognize and encourage staff excellence, and expand community involvement. Presented by *Rockwall ISD (12,691 ADA)*. • **FIN**

ET315 How Equity Conscious Is Your School Board?

• The session will focus on School Board Equity Consciousness, a concept developed from 15 years of research on school districts in Texas, North Carolina, and Ohio that

have had long-term success in raising achievement for all students and in closing achievement gaps. Participants will receive an Equity Consciousness self-assessment tool to use with their own leadership team. • **STA**

ET320 Enhancing College Access • This program is designed to enhance a board member's knowledge of best practices for increasing college access for high school students. • **STA, LV**

ET325 What School Board Members Need to Know about Special Education Law • Gain a better understanding of federal special education law and what board members can do to work effectively within that framework. Learn how special education law evolved from the 1960s to today and what board members can do to ensure legal compliance and reduce the risk and cost of legal expenses. • **GOV**

ET330 Get the Lead Out! • This in-depth discussion delves into the background and health effects caused by lead exposure. Review the history of regulations and take an in-depth look into new federal regulations that went into effect April 2010 regarding renovations, repairs, and painting rules. • **FAC**

ET335 If the Horse Is Dead: A Cowboy's Guide to Board Leadership • Sometimes, school boardin' is like reinin' in the wild horses. There are so many interests pullin' the board in different directions. This session, presented by TASB Leadership Team Services staff, offers tips on how to keep your board work focused on your corral. • **LV**

ET340 Smart Moves, Smart Classrooms • Inspired by *Smart Moves: Why Learning Is Not All in Your Head* by Carla Hannaford, this session will explore classroom design that is agile and promotes improved student success. Explore the importance of whole body and mind integration and social connections and how the built environment can be designed to allow students to move, interact, and succeed. Gain an understanding of how the built environment, when correctly designed or implemented, can improve a student's ability to succeed. • **FAC** (*Repeats Friday, 9:30 a.m., F260.*)

ET345 The Platinum Rule: A Valuable Tool for Working with People • We all know the Golden Rule, but do you know the Platinum Rule? Learn skills to help you work with people different from yourself—from board members and the superintendent to the parents of the

children you serve. Understanding differences will help you be more successful interacting with others and will help you maximize the benefits those differences bring to your work, family, and other groups. • **GOV**

ET350 Proactive Approach to Dealing with Angry, Afraid, or Crazy Stakeholders • Join us for this fresh approach to better communication in your daily work with district stakeholders. Leave this session with quick, easy tips to keep stakeholders in your corner. The key ingredient is being proactive in dealing with people ahead of time instead of dealing with more troubles down the road. • **LV**

ET355 Commonsense School Finance: Understanding the Formula and District Efficiency • Student achievement depends on good financial management. Current state funding formula demands improved districtwide efficiencies to limit personnel reductions and maintain programs at the highest levels possible. Every dollar begins in our classrooms. Inefficient operations embezzle funds from your classrooms. Are you an accomplice? Board members will gain a commonsense understanding of the most important drivers in the school finance formula and how little control they possess regarding revenue. • **FIN, STA**

ET360 Success Is for Life • The Success Center is designed to help students reach their full potential and maximize their opportunities. They have the chance to earn credits toward their diploma and to take part in the work program offered. *Reagan County ISD (742 ADA)* has found a way to decrease student drop outs and increase student achievement. Success is in the details and Reagan County strives to make every detail count. • **STA**

LUNCH

12:15–1:15 P.M. (*INCLUDED WITH YOUR REGISTRATION FEE.*)

BREAKOUT SESSIONS: NEW BOARD MEMBERS

1:30–2:45 P.M.

ET410 School Law Basics (TASB ISD) • Especially designed for first-year board members, this session with a TASB attorney highlights the fundamentals of school law. The session covers key information trustees need to know when joining the board, including how to avoid nepotism and financial conflicts of interest and the basics of school district personnel contracts. • **N, GOV**

— AND —

3-4:15 P.M.

ET420 An Introduction to the Texas Open Meetings Act

• Designed for new board members, this session is your chance to learn and ask questions about the Texas Open Meetings Act (OMA). A TASB Legal Services attorney covers the OMA requirements relevant to school boards, including posting notices, conducting open meetings, and holding closed meetings. *This presentation has been approved by the Texas Attorney General and satisfies the OMA training requirement found in Texas Government Code Section 551.005.* • N, GOV

— OR —

BREAKOUT SESSIONS: BOARD PRESIDENTS

1:30-2:45 P.M.

ET430 Building Team Relationships (Board Presidents' Academy)

• Gain insight into how teams develop and suggest ways they, as team leaders, can enable the board and superintendent team to build, support, and encourage positive working relationships. Especially designed for presidents in their role as liaison between team members and the superintendent, this session will be useful for anyone wanting to enhance team relationships. • GOV, LV

— AND —

3-4:15 P.M.

ET440 Meeting Preparation Essentials (Board Presidents' Academy)

• Experienced board presidents know that the key to conducting productive meetings is adequate preparation. This session will introduce two important tools for that preparation: an agenda calendar and a customizable background information form for agenda items. Also receive tips for reviewing draft agendas. Especially designed to assist new board presidents, even experienced board presidents will find the tips and tools valuable. • P, GOV

— OR —

BREAKOUT SESSIONS: ALL AUDIENCES

1:30-2:45 P.M. (CHOOSE ONE.)

ET510 Implementation of a Bullying Prevention Curriculum

• Is your district prepared to be accountable for the safety of your students when bullying occurs? How does your district address bullying prevention without sacrificing time for teaching academics and focusing on academic

improvement? *Longview ISD (7,505 ADA)* is entering its second year of a successful bullying prevention curriculum, and the data collected will surprise you! The integration of a bullying prevention curriculum into the regular English language arts curriculum can systemically improve students' self-management skills while simultaneously improving students' reading comprehension, vocabulary development, and writing skills. • STA

ET515 Sexting: It's Not for Your Eyes Only

• The media is ablaze with stories about the new teen phenomenon known as "sexting." Attend this session presented by *West Orange-Cove ISD (2,255 ADA)* to learn helpful tips on how to prevent/stop sexting in your district, what policies you should have in place, and how you can effectively educate students (and their parents) to avoid making costly mistakes and keep themselves safe. Legal and personal implications for students, schools, and districts are featured. • GOV

ET520 Choose Respect—Teen Dating Violence

HB 121 mandates that public schools create awareness of dating violence. This student and parent program model can be used to fulfill this legal requirement. It provides critical information on the signs and prevention of verbal, physical, and sexual dating violence. The program uses humor and cartoons to introduce this difficult topic to teens and adults. • GOV

ET525 Success Stories and Lessons Learned from Teacher Performance Pay Initiatives

• The University of Texas System Administration has partnered with the Texas Education Agency to provide technical assistance to support the Texas Educator Excellence Grant Programs. The program provides guidance to schools and districts on the development of performance award plans. This session will provide targeted information addressing these issues and discuss program implementation, workshops available to districts, change management, and sustainability. • LV

ET530 Reintegration of Delinquent At-Risk Youth: An Open Discussion

• The education and reentry of youth from secure juvenile facilities is a concern for many local school boards. This session outlines the education and vocational program offered to the state's juvenile offenders and how this program prepares students for reentry into public schools. State directors will discuss the best support of these at-risk youth, followed by a question-and-answer session addressing concerns and support of reentry. Texas Youth Commission state board members will attend as schedules allow. • STA

ET535 What Every Board Member Needs to

Know about Instruction • Get an overview of the five fundamental practices of effective instruction. These practices, which are the core instructional focus in schools across the state, transcend all content, all grade levels, and all student ability levels. Participants will be able to take a more active role in any instructional conversation and will be better equipped when making policy decisions that affect instruction. • **STA**

ET540 Indoor Air-Quality and Staph Exposure

Explore good indoor air-quality practices. Discuss mold regulations in Texas and how districts must operate within these regulations. Learn practices to minimize staff and student exposure to bacterial (e.g., staph infections) and viral issues through hygiene and custodial practices. • **FAC**

ET545 Dealing with Difficult People • Acquire new skills for dealing with difficult coworkers, board members, administrators, and citizens. This interactive session, presented by TASB Leadership Team Services staff, puts into practice useful strategies for dealing with difficult behaviors. Participants will acquire a simple hands-on, group-dynamics assessment tool that will amaze friends and baffle difficult behavior challenges. • **LV, GOV** (*Repeats Friday, 3 p.m., F640.*)

ET550 Board Operating Procedures: ‘Are You Smarter Than a Fifth Grader?’

• Test your knowledge of board operating procedures in a lively, interactive game format based on the popular TV show. Discover how operating procedures promote efficient, respectful deliberations. Identify key content, consequences, and caveats in board operating procedures. All board members can adopt best practices in crafting procedures that support your board’s mission. First game question: “Are board operating procedures legally binding?” Come find out! • **GOV**

ET555 School Board Café Conversations (Small Districts)

• Join board members from comparable-size districts for a chat at the local café. During this session, board members will sit together and explore common challenges, share collective wisdom, and gain insight on topics of shared concern. Seating is limited in the Café. *This session is designated for districts with student populations of up to 999.* • **GOV, LV**

— **AND** —

BREAKOUT SESSIONS: ALL AUDIENCES

3–4:15 P.M. (CHOOSE ONE.)

ET610 Making Dreams into Reality: How CTE Can Help All Students Be Successful

• At the Career and Technical Education (CTE) Center in *Frisco ISD (30,797 ADA)*, teachers use innovative curricula to provide academically rigorous and personally relevant educational instruction. Students select one or more advanced career and technical education courses of interest to their future goals. This coursework is aligned to state curricular standards and to what higher education or industry partners in each curricular area require for future employment. Frisco ISD is committed to academically connecting students to their passion and future. • **LV, STA**

ET615 Education’s Greatest Tragedy

• This session will identify the greatest tragedy in education today. But, first, we will review with humor what are not the greatest problems associated with our career choice. Problems that are inherent to our profession will be addressed with a “tongue-in-cheek” style. We will poke fun at the myriad problems that stress educators and board members today. Emphasis will be on the need for development of a synergistic education environment that uses collaboration to enhance learning. The session ends with a proclamation of our greatest tragedy, but final summary will affirm why educators and board members continue to faithfully serve. Come with an open mind, and depart with a lighter heart. • **LV**

ET620 Effective Teacher Incentive Models: Success Stories from Texas’ TAP System

• The Texas TAP System is a comprehensive research-based reform model that provides differentiated compensation for teachers and principals based on teachers’ classroom performance and the academic performance of their students. TAP is dedicated to attracting, developing, motivating, and retaining high-caliber educators to raise achievement levels for all students. TAP provides incentives for career advancement (multiple career paths), ongoing applied professional development, instructionally focused accountability, and performance pay to maximize effective teaching. Come hear the success stories of Texas’ TAP schools. • **LV**

ET625 The Truth behind High-Performance Schools

This session explores the components of high-performance schools and identifies the possible benefits and paybacks associated with each. Implementation examples will be shared with the group, as well as options for achieving high-performance design and renovation of schools. • **FAC, STA**

ET630 Broke to Better: Measurable Improvement in Four Semesters or Less • Get an overview of the key practices and strategies that drive rapid academic improvement, regardless of campus size or setting. The success of these practices in number of schools and districts across the state will be highlighted. Participants will be better equipped to lead meaningful and rapid change in their district. Come with an open mind, because the conversation begins with the responsibilities of leadership. • **LV, STA**

ET635 Understanding and Explaining Your District's Accountability Ratings to the Community "Advocacy" includes explaining your district's situation, challenges, and successes to your community. Helping your community understand your campus and district accountability ratings and your district's plans to address its accountability challenges is an important part of being an effective advocate for your district. This session will discuss tools TASB has developed to help you explain your district's accountability ratings to your community. • **LV**

ET640 Holding an Effective Bond Election • This session will walk you through steps to conducting an effective bond election. How do you identify the needs and resulting projects of your district? Does your district understand the current local political landscape? What is the financial effect of the election to your district? How does your district create a strategic election campaign? Participants will receive information on these important questions and other strategies to use when holding a bond election. • **FAC, FIN**

ET645 Board Member Communications: Voicing Your Opinion • What can you say and when can you say it? You were elected to the board to represent your community and get your point across, but that can be tricky in the digital age when you are avoiding open meetings violations and restrictions on political advertising. This session with a TASB Legal Services attorney will help you understand the legal issues related to being heard, both in and out of board meetings. • **GOV**

ET650 District Emergency Management Update: What Is Required and When • TASB Loss Prevention Services staff will present a must-attend session that centers on mandatory emergency management and security requirements that affect every Texas school district. This session focuses on the latest statutory requirements enacted by the 81st Texas Legislature, available planning and training resources, and how to evaluate where your district stands in meeting current emergency management and security challenges. • **GOV**

ET655 Superintendent Leadership for Effective Instruction and Achievement through Collective Efficacy • This session will summarize lessons from collective efficacy research that school board members and superintendents can use to improve leadership, instruction, and student achievement in their districts. The session will explain the central role of collective efficacy beliefs in district success and discuss approaches to assessing and improving levels of collective efficacy in schools. The presenter has worked previously on these issues with several school districts and education organizations nationally and internationally. • **LV**

FRIDAY, JUNE 11: SAN ANTONIO

8-9:15 A.M. GENERAL SESSION

General session and lunch will be automatically added to attendee's personal agenda based upon the registration fee selected.

IN-DEPTH SESSION: NEW BOARD MEMBERS

9:30 A.M. - 12:15 P.M.

F110 District Policy Basics (TASB ISD) • Especially designed for first-year board members, this 2.5-hour session, presented by TASB Staff highlights the board's policymaking role that is so critical to good governance. Participants will discuss how to institutionalize the board's priorities and preferences in policies that guide administration's activities and will practice making decisions about revising policies and implementing new policies. • **N, GOV**

— OR —

IN-DEPTH SESSION: BOARD PRESIDENTS

9:30 A.M. - 12:15 P.M.

F120 Practical Parliamentary Procedure (Board Presidents' Academy) • When used appropriately, parliamentary procedure can turn your school board meetings into the efficient, civil, decision-making events you only dreamed were possible. But a good president doesn't need to know every detail of *Robert's Rules of Order* to manage meetings effectively. This session reviews the basics of the rules that apply to boards, covers strategies for moving on when discussion bogs down, and tells you how to handle challenges to the process. *A must for new board presidents or anyone who hopes to be one someday.* • **P, GOV**

— OR —

IN-DEPTH SESSION: ALL AUDIENCES

9:30 A.M. – 12:15 P.M.

F130 Now That's a Problem! • Any group that approaches a problem really has two problems—the problem itself and the problem of working together. The Kirton Adaption-Innovation Inventory (KAI) provides insight into how people solve problems and interact while decision making. Come learn your problem-solving style and how you can strengthen the team by contributing from your unique perspective. • **LV, GOV**

— — — — — OR — — — — —

BREAKOUT SESSIONS: ALL AUDIENCES

9:30 – 10:45 A.M. (CHOOSE ONE.)

F210 Kemp High School Gets 'SAC'ed • "SAC" is the word at *Kemp ISD's* (1,496 ADA) high school. The Superintendent's Student Advisory Council (SAC) is a unique approach for students to take ownership of their high school careers. See how Kemp High School students work with their superintendent to affect policies and procedures to improve the learning environment and climate for the campus. This is a great way to teach respect, responsibility, and leadership skills for students of all backgrounds. • **LV, STA**

F215 Summer Camps on a Shoestring • Looking for a way to serve your students in the summer without blowing the budget? Consider summer camps to keep kids occupied, teach them new things, and give teachers an opportunity to teach things they can't get to during the school year. Community members with special talents can become involved, making it a win-win experience for everyone in town! Join the award-winning *Vidor ISD* (4,500 ADA) Community Education Program to find out how to bring your ideas to life. • **STA**

F220 What District Leadership Should Do to Provide Powerful Instructional Leadership • Improving scores for diverse groups of students through instructional leadership is one of the most important responsibilities for the district leadership. This session will provide simple but powerful, research-based strategies to help board members and superintendents understand how to do high-quality instructional leadership that improves scores for ALL student groups. The research-based strategies that will be covered are

leadership, professional development, instructional coaching, professional learning communities, and administrative support systems for these strategies. • **LV, STA**

F225 Emerging Trends in 21st Century Learning: A Studio, Stage, and Community • Come hear about and see firsthand how students and teachers are engaging in learning using the latest tools and technologies. Hear about how these new learning environments are changing the ways learning occurs and what the latest research is suggesting school leaders do to maximize student learning. **LV, STA, TCH**

F230 School District Police Departments: Laws, Rules, and Governance Issues • This session will familiarize school board trustees and administrators on Texas statutes and commission rules related to the establishment and operation of a school district police department. Requirements related to ISD police chiefs, hiring of peace officers, record keeping, policy and liability issues, and continuing education will be discussed, as well as governance issues among the board, school administrators, and police administration. • **GOV**

F235 The Very Latest on Grading Issues • In 2009, the Legislature passed a statute that has been interpreted by some to limit school boards' policymaking authority regarding student grades. In this session, experienced school attorneys will review the latest interpretations of the statute by the Texas Education Agency, TASB, and teacher groups, as well as provide an update on the ongoing litigation over the statute. The session also will address other common grading issues, such as the state regulations requiring standardized formulas for calculating class rank, local honors versus state rankings, and an update on the 10 percent rule. • **GOV**

F240 The Superintendent/CEO Search Process • TASB Executive Search Services staff will present the elements of the search process, including the board's involvement, consultant responsibilities, advantages of using an external consultant, and board member perspectives. Participants will be encouraged to ask questions about the search process. • **GOV**

F245 Energy Management for Your District • Many school districts face the challenge of lowering energy costs through reduced electricity rates, energy efficiency projects, or fuel budgeting. Gain insight into procurement options for electricity, energy planning for efficiency and conservation, and fuel budgeting through fixed-rate fuel

contracts. Attendees will leave with an understanding of the different options for energy upgrades for their district, electricity contract terms specific for their district, and a fuel program designed to reduce budget volatility. • **FAC**

F250 Conversations across the Fence: The Ongoing Process of Superintendent Evaluation • Searching for a way to do superintendent evaluation as an ongoing process throughout the year rather than a one-shot effort once a year? For years, state law has required that boards do at least one formative evaluation of their superintendent. This session addresses why this is an important function of the board and offers suggestions for how boards can use this as a tool for improving student achievement. • **GOV**

F255 A Student-Managed TV Station as a District Communication Tool • The use of a local cable access channel by the *Cleveland ISD (3,322 ADA)* High School video production class has allowed the district to effectively communicate with its patrons and offers a unique elective opportunity. See highlights of the video production classes and TV station, along with the process involved in its creation. Costs, facility needs, and logistical aspects will be presented. • **TCH**

F260 Smart Moves, Smart Classrooms • (See descriptor *Thursday, 11 a.m., ET340.*)

— **AND** —

BREAKOUT SESSIONS: ALL AUDIENCES

11 A.M. – 12:15 P.M. (CHOOSE ONE.)

F310 How District Leadership Creates Highly Effective Teacher Professional Learning Communities
Everyone claims to have teacher professional learning communities (PLCs) or teacher teaming. However, few of those doing PLCs have been trained on how to conduct their PLCs so they successfully lead to improved student scores, even though the research shows that PLCs done incorrectly are a waste of time and money. This session will provide an understanding of how to create PLCs that successfully lead to improved student scores for all student groups. • **LV, STA**

F315 From Unacceptable to Recognized and Exemplary in High School Student Performance • *Bryan ISD (13,926 ADA)* has been through a systemic reform process to move high school performance from unacceptable to recognized and exemplary. The work required a united effort from every level of the district. It began with a shift to a collaborative

culture, the development of an aligned curriculum, and an instruction and assessment model focused on measurable results. Systems-thinking with a clear vision of where the district wanted to be allowed for dramatic improvements in student performance. The presentation will focus on strategies used by the district- and campus-level teams to monitor their goals and action plans. • **STA**

F320 Leadership for Student Learning: Quality University Preparation Linked to Leadership Performance • School leadership preparation programs continue to proliferate within larger districts, colleges, universities, and corporate-university hybrids. When districts hire leaders, a critically important decision, they will have applicants from different programs. In the past, differentiating between programs was difficult; however, recent research has identified the characteristics of preparation programs that produce leaders who do much better in raising the achievement of all student groups. • **LV, STA**

F325 Essential Elements of Your District's Risk Management Program • This session provides board members of all experience levels with fundamental risk management information. Risk management is an ongoing process of identifying and dealing with the exposures and risks that districts face. Board members will gain a better understanding of and broader perspective on risk management and how the TASB Risk Management Fund assists districts in mitigating exposure, risk, and financial loss. • **GOV**

F330 Attracting and Keeping a Great Superintendent/CEO • Do you currently have a great superintendent/CEO? Are you currently or about to be looking for the next stellar leader for your district? Learn why money is not the only key to the superintendent/CEO puzzle. This session will provide the top 10 things board members need to know to attract and keep high-quality leaders. • **LV, GOV**

F335 Reducing Personnel Costs • The biggest item in any school district budget is the cost of personnel. In difficult financial times, districts look for ways to cut this cost. This presentation by a TASB Legal Services attorney and TASB HR Services will look at legal options for reducing expenses, including reducing compensation and positions. We will discuss ways to lower costs while avoiding a reduction in force (RIF) and how to successfully apply the district's RIF policy when necessary. • **GOV**

F340 Advocacy 101 for School Board Members
It is the legal responsibility of school board members to advocate on behalf of their students and districts.

This session will teach school board members about the legislative process and effective methods for influencing legislation and regulations to improve education in Texas. Trustees will receive step-by-step instructions and proven strategies for establishing and leveraging relationships with lawmakers to become better advocates for public education. • **LV**

F345 This Used to Be the Future • Does my facetwitterbook have you confused? Well that's just part of the story. Join us for a panel discussion about emerging trends in education technology, focusing on the pedagogical shift from traditional learning environments to blended, online, and collaborative ones. This presentation taps the collective knowledge of educators changing practice, the innovation of technology companies, and academics who are shaping the 21st century student and educator. • **TCH**

F350 The Road to Broad • The *Aldine ISD (56,091 ADA)* superintendent and board members will share the strategies that have been developed and implemented over the years that contributed to the district's improvement in closing the achievement gap and ultimately winning the Broad Prize for Urban Schools in 2009. Alignment is the key and curriculum, instruction, assessment, administrative policy, board policies, and board governance strategies will be shared. • **STA**

F355 Wait! Wait! I Know That! It's the Good Governance Award! • You, too, can earn TASB's Good Governance Award. This session—presented by *College Station ISD (9,193 ADA)*, modeled after the popular NPR program, "Wait! Wait! Don't Tell Me!"—offers an enjoyable, interactive opportunity to learn about the award. You'll learn the requirements, board audit procedures, process, and benefits of working toward this goal. Past winners will share their secrets to success. Lightning round question: How hard is it to win? Come find out. (*Hint: You can do it, and it's worth it!*) • **GOV, LV**

F360 School Board Café Conversations (Small to Midsize Districts) • Join board members from comparable-size districts for a chat at the local café. During this session, board members will sit together and explore common challenges, share collective wisdom, and gain insight on topics of shared concern. Seating is limited in the Café. *This session is designated for districts with student populations of 1,000–2,499.* • **GOV, LV**

LUNCH

12:15–1:15 P.M. (INCLUDED WITH YOUR REGISTRATION FEE.)

IN-DEPTH SESSION: NEW BOARD MEMBERS

1:30–4:15 P.M.

F410 Teamwork Basics (TASB ISD) • Especially designed for first-year board members, this 2.5-hour session includes a look at why it is important for trustees to act as a board rather than as individuals, what makes a team effective, and how each member can contribute to that effectiveness. Key team procedures, communication strategies, and ethical behavior are explored as ways to help new board members gain trust and get things accomplished quicker. • **N, GOV**

— OR —

IN-DEPTH SESSION: BOARD PRESIDENTS

1:30–4:15 P.M.

F420 Effective Facilitation Skills (Board Presidents' Academy) • The board president is responsible for ensuring that board meeting discussions stay on track and result in effective board decisions. The activities in this session will teach basic facilitation techniques not found in *Roberts' Rules of Order* that the board president may use to effectively guide board discussion and address situations that could prevent the board from accomplishing its business. • **P, GOV**

— OR —

IN-DEPTH SESSION: EXPERIENCED BOARD PRESIDENTS

1:30–4:15 P.M.

F430 Moving the Team Forward as a Leadership Body (Board Presidents' Academy) • The duties of a board president are outlined in policy, and all experienced board members know many of the other tasks that fall to a board president—coordinating with the superintendent, keeping the board in line, serving as spokesperson for the board. But what about the board president's role in moving the board forward as a leadership body? And what might the board president do to put the board in the position to lead the community? Explore ways a board president can move the whole team forward to be true leaders in the community. • **P, GOV**

— — — — — OR — — — — —

BREAKOUT SESSIONS: ALL AUDIENCES

1:30–2:45 P.M. (CHOOSE ONE.)

F510 A Readers' Theater: The History of Public School Funding in Texas • “Secede!” Did you know Mexico’s failure to provide an adequate education “despite boundless resources” was one of many reasons given as Texas declared its independence from Mexico in 1845? Graduates of the 2009 Leadership TASB Class will weave together the significant historical events concerning funding in an engaging Readers’ Theater format answering the main question, “How did we get to where we are today?” • **FIN**

F515 The Board’s Call to Greatness • Participants will learn from *Canton ISD (1,932 ADA)* administrators and board members how they can encourage and support the conditions in which teachers inspire their students to reach for greatness. • **LV, STA**

F520 Expanding College and Career Pathways in a Midsize District • *Splendor ISD’s (3,133 ADA)* board was named a TASA Honor Board in October 2009. Over the past three years, the board has worked with the staff and community to implement not only an Early College High School, but a successful Career and Technology Academy. The administration will share the story of how the board’s vision and planning has brought PK–16 academic success opportunities to all students. • **LV, STA**

F525 Building and Sustaining College- and Career-Readiness Cultures in Our Schools • Collaboration among educators, administrators, and school boards is the key to building college- and career-readiness cultures in our schools. Enhance your ability to evaluate and promote programs to help students set high goals and pursue postsecondary opportunities. Resources will be provided to assist schools in creating environments that promote college- and career-readiness for all students. Strategies for promoting these programs within school districts will be discussed. • **STA**

F530 The Secrets to Better Board Policies • Are you clear on the difference between a (LOCAL) and (LEGAL) policy? Do you understand the difference between a regulation and board policy? This session will bring policy into focus by providing an overview of the district’s policy manual. See how important it is to develop effective and usable policies as the foundation to guide district practice. A TASB Policy Service consultant will provide the basic tools for understanding the district’s policy manual. • **GOV**

F535 Legal Issues in Social Networking and Other Technology Use • Today’s students and employees are at home in cyberspace. Social networking sites and similar applications are often their first choice for communicating and learning. Should teachers and students be “friends” on line? Should a district employee be held responsible at work for content on his or her personal Web page? What responsibility does the district have to protect students from bullies and predators on the Web? A TASB Legal Services attorney offers tips on how to manage the risks while still taking advantage of the many benefits technology offers in the school setting. • **TCH**

F540 On the Street, in the Mall, at the Game: Trustees on the Spot • A chance encounter with an acquaintance in the grocery store can become an awkward exchange when you’re asked questions about district business. Being caught off guard on the street by a dissatisfied citizen can be even more uncomfortable. You have three options: (1) never leave home, (2) go out in disguise, or (3) be prepared to handle inquiries appropriately. Come listen to your colleagues tell their stories and share their helpful advice. Never be afraid to leave home again. • **GOV**

F545 Performance Pay for the Superintendent: Texarkana’s Model • Should superintendents be rewarded for their performance? If so, how? *Texarkana ISD (6,600 ADA)* has grappled with these questions and developed a performance rewards package for the superintendent based on strategic objectives, board evaluation, student performance, and data-driven measures. This session will discuss the issues involved in performance pay for the superintendent and explain why and how Texarkana ISD came up with the system the district has used for several years. • **GOV**

F550 Board Operating Procedures: Tips for Getting Started • Well-defined board operating procedures are absolutely necessary for a high functioning board. *Pflugerville ISD (20,335 ADA)* will share with attendees the process it used to develop and update procedures, issues that should be addressed in board operating procedures, and documentation. • **GOV**

F555 School Board Café Conversations (Midsize Districts) • Join board members from comparable-size districts for a chat at the local café. During this session, board members will sit together and explore common challenges, share collective wisdom, and gain insight on topics of shared concern. Seating is limited in the Café. *This session is designated for districts with student populations of 2,500–7,499.* • **GOV, LV**

BREAKOUT SESSIONS: ALL AUDIENCES

3–4:15 P.M. (CHOOSE ONE.)

F610 Social Media: Friend, Follower, or Casual Observer? • Communicators are embracing social media tools, and why not? Social media is an intrinsic part of our students' lives and quickly being welcomed by many adult constituents. Where does your district stand? Explore the options, review the successes, and examine the challenges from the perspective of the administrator, educator, and community. • **GOV**

F615 How Can Trustees Change How Education Happens? • Learn some practical steps to take now to start the conversation with your board, superintendent, and community about confronting the challenges that are part of delivering a 21st century education even within the challenges of the current system. See how Texas school districts are turning the principles of TASA's Visioning Institute into action on campus and in the classroom, creating high-performing citizens for the future of Texas. • **LV**

F620 Maximizing Your Construction Project Construction and renovation expenditures can seem costly and confusing. Gather information on the basics of the construction process, from contracts and delivery methods to expectations of trustees and school personnel. Participants will learn strategies to help make the most of their construction and facilities budgets while maximizing the investment in their facilities. • **FAC**

F625 Staffing Controls for Public Schools • Personnel costs consume more than 80 percent of your district's operating budget. Controlling these costs requires an understanding of the staffing patterns your district really needs compared to the number and type of employees you actually have. Examine how to evaluate your district's staffing, what to look for, and possible solutions to the problems. Topics will include identifying employee categories to review and where to find data, using formulas to guide staffing, examining the effect of different types of secondary class schedules on personnel needs, and developing accurate budget forecasts. • **GOV**

F630 Legal Update • What is fun, informative, and full of the latest school law news? The TASB Legal Services annual legal update! This session will cover recent court cases and other legal happenings in a lively format. We promise to make it as painless as possible. • **GOV**

F635 Starting Out Right with Your New Superintendent/CEO • The transition process can be a well-defined procedure with all parties informed or it can be something more chaotic. The considerations in planning the transition process include the relationship between the board and superintendent, superintendent and staff, and superintendent and community. TASB Executive Search Services staff will present a plan that integrates all elements into the process. • **GOV**

F640 Dealing with Difficult People • (See descriptor Thursday, 1:30 p.m., **ET545**.)

F645 SURVIVOR: Texas School Finance • Can you SURVIVE Texas School Finance? Meet the challenge by making alliances with our four tribes. Will you grant immunity for small or large tribes? Will you send Chapter 41 or Chapter 42 to Exile Island? Will your district stay on Education Island? Join our tribal council for an action-packed, fun-filled, interactive session. You WILL acquire SURVIVOR skills. Presented by graduates of the 2009 Leadership TASB Class. • **FIN**

F650 Sharing the Green Grass • The Bexar County School Boards' Coalition is a unique unification entity established by neighboring ISDs. This one-of-a-kind model allows districts to focus on improved governance and collaboration across ISDs. It focuses on building the civic capacity of trustees with their fellow trustees, local chambers, education service centers, businesses, and postsecondary education institutions. This session will show how ISDs in the same city, county, or region can improve education opportunities for all students through creating and sharing visions, pursuing common legislative solutions, receiving regionally focused training, and spending time with your neighbor. • **LV**

SATURDAY, JUNE 12: SAN ANTONIO

IN-DEPTH SESSION: NEW BOARD MEMBERS
8:30–11:15 A.M.

S110 District Planning and Accountability Basics (TASB ISD) • Especially designed for first-year board members, this 2.5-hour session includes an overview of the state accountability system, key considerations for developing local accountability, state requirements for

district planning, and the board's role in incorporating these requirements into an effective, comprehensive district-planning system. • **N, GOV**

— — — — — **OR** — — — — —

BREAKOUT SESSION: BOARD PRESIDENTS

8:30–9:45 A.M.

S120 Board Presidents' Roundtable • This session will provide board presidents an opportunity to seek advice from experienced board presidents on a variety of topics for which they are responsible. Discussion will center on topics of most immediate concern to presidents in the audience.

Seating is limited in the Roundtable. • **P, GOV, LV**

— — — — — **OR** — — — — —

BREAKOUT SESSIONS: ALL AUDIENCES

8:30–9:45 A.M. (CHOOSE ONE.)

S210 Swagga and Scholarship: Supporting Gifted African American Males in the P–20 Pipeline • At a time when so many studies of African American students focus on the factors of failure, this presentation will attempt to fill a conspicuous void in the research literature by focusing on success. A number of key strategies will be offered to administrators, teachers, and school board members who seek viable ways to promote the success of academically gifted African American males. This presentation is based on Fred Bonner's book published in January 2010, *Academically Gifted African American Male College Students*. • **STA**

S215 Customer Service and School Communications What do people think about your schools? Do they leave feeling happy or discouraged that they came in? Good customer service is about positive communication. By understanding who our customers are, we can better understand how to provide them with the service levels they need. This session will offer techniques to prove that excellent customer service is not magic; we just have to decide it's time to provide it. • **GOV**

S220 A Board Member's Guide to Effectively Handling Grievances • The most common type of hearing a board member faces is an employee or parent grievance, which is often emotional and politically difficult. However, legal problems can be avoided with a few simple, effective strategies and procedures. Presented by experienced school attorneys, this session will offer guidance to board

members regarding their legal and policy responsibilities in a grievance, including discussion regarding the board presidents' role. A question-and-answer opportunity will close the session. • **GOV**

S225 Are Your Facilities Ready for the Future?

Determining if your facilities are ready for the future is not as easy as looking into a crystal ball. There are several things school districts must consider, such as student and community demographics, current and future instructional space needs, and the current condition of facilities. Analyzing these areas can help school districts prepare their facilities for the future. • **FAC**

S230 Do-It-Yourself School Bonds: Tools on How to Understand and How to Issue Them • First Public (a subsidiary of TASB and administrator of the Lone Star Investment Pool) staff will explain how school bonds work. Learn how to approach and tackle bond underwriting, including proper questions to ask your financial advisors and bond underwriters to ensure you're getting the best deal. Staff also will discuss the oversight duties for issuing bonds, how to invest bond proceeds, and how provisions of the American Recovery and Reinvestment Act (ARRA) may help your school reduce debt costs. • **FIN, GOV**

S235 Take a Stroll Down the Boardwalk • Ever wondered how school boards in other states go about their work? What are the common concerns? Which have term limits? Who gets paid? Do all of us collect continuing education credit numbers? Which use a system of appointment versus an election? Explore the similarities and differences among Texas school boards and our colleagues in other states. Discover the answers to these and other points of comparison. Use of audience technology allows you to test your impressions with the facts. • **GOV**

S240 Teacher Salary Schedules: Don't Get Stuck on Steps Does your teacher salary schedule look like an entitlement system? Is that what you want? Teacher pay strategies have evolved in many districts to become more market-based and budget-driven, but salary schedules still look the same to teachers. This session will examine how some districts are breaking the chains of step schedules and developing more strategic ways to compensate teachers. • **GOV**

S245 School Dropout Factors and Dropout Intervention Programs • The presentation will include a review of national, state, and local research showing factors influencing a student's decision and lifelong consequences

associated with dropping out of school. Additionally, *Southwest ISD (10,439 ADA)* has initiated programs geared around increased “student voice,” a ninth-grade campus model, and pending career pathways. The vision of increased student participation is expected to result in enhanced student engagement within their high school experience. Thus, the SWISD programmatic development will reduce the numbers and percentages of students dropping out within the district by assisting students toward high school graduation within the four-year expectation, and will positively affect the local, state, and national dropout phenomenon. • **STA**

S250 School Board Café Conversations (Urban and Suburban Districts) • Join board members from comparable-size districts for a chat at the local café. During this session, board members will sit together and explore common challenges, share collective wisdom, and gain insight on topics of shared concern. *Seating is limited in the Café. This session is designated for districts located in urban and suburban areas.* • **GOV, LV**

— **AND** —

BREAKOUT SESSIONS: ALL AUDIENCES

10–11:15 A.M. (CHOOSE ONE.)

S310 Putting Your District in the Spotlight • Does your district have some great success stories to tell? Is it possible to put together an effective communication plan that doesn’t break the bank? Having a small budget for your communication and public relations needs is not a problem if you use the right approach. This session will explain how your district can use strong media relations, community interest, internal marketing, electronic communication, and selective print materials to get a positive message across. • **GOV**

S315 Don’t Let Your Construction Project Manage You • Many school districts are going through the construction process or will be soon to meet the ever-changing educational environment. With these projects come numerous challenges that can sometimes be overwhelming. Allowing these challenges to take charge

of your project can result in disruption of the educational program, cause time delays, and create budget issues. Effectively managing your construction project can keep your project on time and on budget. • **FAC**

S320 Prekindergarten Collaborations: Building Effective Partnerships • Collaborations with community-based partners such as Head Start and private child care providers are essential for delivery of quality prekindergarten in your school district. Building and sustaining partnerships begins with a comprehensive memorandum of understanding (MOU) and a shared services agreement that meets the needs of all parties. Explore the essential elements of a successful MOU and identify potential pitfalls to avoid. • **LV**

S325 Gangs in Our Communities • Gangs are widespread and adversely affect the quality of life within our communities with violence, drugs, and associated criminal activity. This presentation focuses on warning signs, risk factors, graffiti, street language, and new trends of gang involvement. In addition, profiles of several different gangs—including MS13, Crips, Bloods, Sureno 13, Latin Kings, Tango Blasters, and other security-threat groups—are shared. In particular, participants learn strategies in preventing gang involvement. • **GOV**

S330 Go, T.E.A.M., Go! • People don’t act and react in the same way. Most people have one or two dominant working styles that color their actions and reactions. Understanding one another’s styles, and the strengths and challenges that accompany those styles, can lead to mutual respect and trust. In this interactive session, participants will complete the T.E.A.M. Personal Inventory and exchange information about each of the four styles that will support participants in better understanding themselves and their board-superintendent teammates. • **GOV**

S335 Here I Am, Stuck in the Middle with You (See descriptor Thursday, 9:30 a.m., **ET245**.)

S340 The Board and Budget Adoption: What Kinds of Information Are Useful? • (See descriptor Thursday, 9:30 a.m., **ET235**.)

**Marble Falls ISD
Cash Balances and Interest Earned
For The Quarter Ended February 2010**

IBC Bank

Bank	Account	Month	Interest Earned	Month Ending Bank Balances
IBC	Finance Acct	Dec-09	\$ 88.25	\$ 65,569.33
		Jan-10	\$ 93.21	\$ 66,877.47
		Feb-10	\$ 87.31	\$ 67,835.35
		Total	\$ 268.77	
IBC	Money Market	Dec-09	\$ 914.08	\$ 1,243,109.37
		Jan-10	\$ 4,669.44	\$ 13,311,660.95
		Feb-10	\$ 6,236.91	\$ 15,798,942.14
		Total	\$ 11,820.43	
IBC	Debt Service	Dec-09	\$ 391.18	\$ 759,554.53
		Jan-10	\$ 390.93	\$ 759,945.46
		Feb-10	\$ 353.28	\$ 760,298.74
		Total	\$ 1,135.39	
IBC	Capitol Projects	Dec-09	\$ 113.36	\$ 211,966.64
		Jan-10	\$ 109.09	\$ 211,971.98
		Feb-10	\$ 92.04	\$ 171,166.03
		Total	\$ 314.49	
IBC	Payroll Clearing	Dec-09	\$ 860.52	\$ 1,526,161.55
		Jan-10	\$ 869.40	\$ 1,697,120.22
		Feb-10	\$ 724.96	\$ 1,868,521.34
		Total	\$ 2,454.88	

Lone Star Investment Pool

	Liquidity Corporate Fund
Beginning Balance @12/01/09	\$ 7,108,680.35
Transfers In	\$ 31,145,038.96
Transfers Out	\$ (25,498,109.79)
Interest Earned	\$ 6,984.41
Ending Balance @ 2/28/2010	<u>\$ 12,762,593.93</u>

Total Interest Earned For Reported Quarter \$ 22,978.37
Total Cash Balance - Quarter Ending \$ 31,429,357.53

Average Rates of Return:	Dec	Jan	Feb
IBC (Greater of T-Bill - .20% or .75%)	0.75%	0.75%	0.75%
Liquidity Corporate Plus Fund	0.18%	0.22%	0.25%

**TO: Board of Trustees
Dr. Ryder Warren, Superintendent**
FROM: Vicki Crouse, Human Resources Manager
DATE: March 29, 2010
RE: Contract Renewals – List 1

The following lists are employees being recommended for a contract renewal.

Marble Falls High School – Allen Roberts, Principal

ELIGIBLE FOR 2 YEAR TERM CONTRACT

Frances Goodwin
Jesse Jacob
Martha Patino
Charles Woods

ELIGIBLE FOR 1 YEAR TERM CONTRACT

Brandon Belk	Kathleen Gould	Holly Norwood
Robert Bird	Anna Gresham-Hartung	David Orsag
Shirlene Bridgewater	Carrie Grona	Howland Reich
Norman Brown	Randy Guffey	Pamela Reyes
James Bryant	Suzanne Hager	Mich Robertson
James Michael Chesnut	Kori Heath	Cynthia Ruiz
Katherine “Leigh” Craig	Molly Heath	Amanda Salazar
Jackie Crowley	Pam Hickingbottom	Tino Salazar
Edward Curran	Jennie Hodges	Stephen Sanders
Teresa Delgado	Jana Johnson	David Smith
Denise Dittberner	Ellen Klosterman	Linda Stafford
Terri Suzanne Dyer	Jeremy Locke	Stephanie Stevenson
Lessa Eddleton	Verna Mann	Jacob W. Taylor
Bruce Etheridge	Leigh Marshall	Karon Taylor
Heather Fuss	Toni Matula	Patricia Gayle Voit
Bryce Gage	Mildred McQuatters	Jill Warren
Stephanie Gamble	Johnny Mitchell	Brooke White
Jeremy Gamez	Paulette Moczygemba	David Woods
Rebecca Gigliotti-Barton	Ross Murphy	Diana Woods
Cristi Gilpin	Michael Nave	Fred Trey Young
Joe Gordy	David Norwood	

ELIGIBLE FOR 1 YEAR PROBATIONARY CONTRACT

Piper Boies
Bryan "Tim" Bourke
Lynda Cortez
Rachel Fields

Jacqueline Morgan
Andrew Owens
David President
Shane Stewart

EMPLOYMENT AGREEMENT

Ruth Hardin

Falls Career High School/EPIC Center – Peggy Little, Principal/Director

ELIGIBLE FOR 1 YEAR TERM

Alice Burghart
Toby Fletcher
Bryan Jacobs
Ann Jackson
Brenda Lusby
Ricky Sparks
Anthony Torns

EMPLOYMENT AGREEMENT

Wayne Neely

Marble Falls Middle School – John Schumacher, Principal

ELIGIBLE FOR 2 YEAR TERM CONTRACT

Katherine Corley
Tom Lane
Karen Naumann
Gerald Trudeau

ELIGIBLE FOR 1 YEAR TERM CONTRACT

Laura Anthor
Jill Bishop
Sasha Chesnut
Jenny Christian
Kelly Clark
Trenton DeSpain
Megan Douglas
Rachel Faehnle

Susan Frambs
Ryan Gentry
Karen Gurganus
Dale Heath
Joel Herring
Roma Hoffman
Mickey Hughes
Dalena Kaspar
Regina Laughlin

Rebecca Lazos
Patty McAlpin
Amy Miller
Leona Moore
Roxanne Mulhollan
Kristin Obermeyer
Andrea Olfers
Craig Orton
Lisa Persyn
Laura Portillo
Joseph Powell
Cristina Reyes
Barbara Ripley
Heather Rodgers
Shelli Rowland

Gale Schneider
Nancy Schneider
Constance Schulte-Green
Krissy Sralla
Dawn Stratton
Jacob Garrison Taylor
Judith Tepper
James Terry
Karman Tindell
Lindsey Todesco
Shirley Wagenfuhr
Cara Wilson

ELIGIBLE FOR 1 YEAR PROBATIONARY CONTRACT

Jennifer Address
Jillian Chumchal
Jon Clark
Chris Delmas
Aaryn Dockery
Adam Goodman

Courtney Grieser
Krista Harris
Emily Kelly
Erin Montoya
Mary Stone

Colt Elementary – Linda Romano, Principal

ELIGIBLE FOR 2 YEAR TERM CONTRACT

Julie Bridges
Florence Denney
Sara Dutch
Margo Lane
Chrystal Whiteside

ELIGIBLE FOR 1 YEAR TERM CONTRACT

Elvia Barrera
Audrey Beltran
Paula Clymer
Stacey Cox
Tiffany Frisch
Cristi Graham
Dana Green
Katherine Hardaway
Christina Helms
Kimberly Henderson

Kay Holcomb
Wendy Hornberger
Beatrice Jakubec
Debra Johnson
Zulma Kadour de Williams
Angela Kramm
Karen Maples
Jana Mayfield
Mary Kathleen Meador
Vonda Orton

Lindsey Pyle
Gena Reven
Nanette Roberts
Marilyn Salinas
Kathy Schumacher
Rebecca Sparks
Connie Thompson

Christie Trudeau
Lenore Weihs
Holly Whittle
Kimberly Woerner

ELIGIBLE FOR 1 YEAR PROBATIONARY CONTRACT

Theresa Beltran Hargraves
Amy Evans
Holley Gray
Jose Hernandez
Cindy Hogan
Jennifer McCutchen
Casey Vargas

Highland Lakes Elementary – Keith Powell, Principal

ELIGIBLE FOR 2 YEAR TERM CONTRACT

Stephanie Butler
Shari French
June Hattaway
Marilyn Parmelee
Mary Stanton

ELIGIBLE FOR 1 YEAR TERM CONTRACT

Shirley Baker
Lexia Ball
Kasey Belk
Thacarli Bohorquez
Nancy Carrera
Nora Carrizales
Olga Casey
Cynthia Dixon
Ellen Doffing
Barbara Dube
Kara Gay
Stephanie Gentry
Sara Gray
Veronica Gulledege
Christina Hartley
Julie Kimmel
Catherine "Leslie" Lehmann

Neesha Leon
Darlene Lester
Shannon O'Connor
Cynthia Patterson
Mary Pond
Amy Pullon
Flor Reinhard
Seawillow Schmidt
Jan Shapland
Julie Skero
Cheryl Smith
Pamela Stern
Leslie Talamantes
David Tripp
Jill Watson
Diania Wendt
Jeremiah White

Jan Woods

ELIGIBLE FOR 1 YEAR PROBATIONARY CONTRACT

Desaree Backus

Lezlie Bingham

Magdalena Garcia

Jeannie Hanshaw

Nancy Hernandez-Otero

Aleyda Martinez-Galeas

M'Lynn Northam

Gavin Smith

Kimberly Smythe

Jessica Struchen

Marble Falls Elementary – Andy Reddock, Principal

ELIGIBLE FOR 2 YEAR TERM CONTRACT

Diane Arredondo

Denise Cofer

Sonia Frey

Jane Greer

Debby Phillips

Candy Posey

Rebecca Reed

Carrie Rice

Vickie Weil

ELIGIBLE FOR 1 YEAR TERM CONTRACT

Andrea Bielefeld

Katy Brickey

Sally Burget

Cristi Chisholm

Charles Ewing

Mary Kaye Glaeser

Desiree Guthrie

Roxane Heinatz

Cecily Howze

Angelia Ives

Amy Kitchens

Renetta McCall

Hilary McCasland

Michelle Northam

Erika O'Conner

Jessica Perez

Tracey Powell

Elizabeth Walker

Ashlea Webel

Mandi Whittlesey

ELIGIBLE FOR 1 YEAR PROBATIONARY CONTRACT

Lindsey Christopher

Carla Duggins

Jamie Kennedy

Alayna Sales

Cynthia Vaughn

Spicewood Elementary – Michael Pittard, Principal

ELIGIBLE FOR 2 YEAR TERM CONTRACT

Donna Counts

Mary Stary

ELIGIBLE FOR 1 YEAR TERM CONTRACT

Tami Bird
Leigh "Allyson" Black
Mary Catherine Ellis
Michelle Emmons
Melissa Fletcher
Debbie Hagood
LeeAnn Harkins
Jamie Horn

Kathryn Lane
Marcella Mueller
Cari Orts
Jaime Reddock
Sonya Smith
Valerie Wleczyk
Dana Zamarippa

ELIGIBLE FOR 1 YEAR PROBATIONARY CONTRACT

Beverly Edge
Shelly Fidler
Brad Houser
Noelle McDaniel
Therese Whitehead

Director of Special Services – Dr. Susan Maughan

ELIGIBLE FOR 1 YEAR TERM CONTRACT

Rebecca Beal
Elaine Gomez
Desiree McCormick
Gerald Walford

ELIGIBLE FOR 1 YEAR PROBATIONARY CONTRACT

Krysta Adams
Nancee Dixon
Jake Jones
Alejandro Mancha
Shelley Tennyson

EMPLOYMENT AGREEMENT

Kelley Homeyer
Debra Shell

Executive Director of Secondary Education – Amy Jacobs

ELIGIBLE FOR 2 YEAR TERM CONTRACT

Leslie Baty
Judy Pipes

ELIGIBLE FOR 1 YEAR TERM CONTRACT

Patti Cryer
Rachel King
Susan Roberts

Assistant Superintendent for Business & Finance – Glenn Graham

ELIGIBLE FOR 2 YEAR NON-CERTIFIED CONTRACT

George Hamilton
Michael Phillips

Superintendent – Dr. Ryder Warren

ELIGIBLE FOR 2 YEAR TERM CONTRACT

Tom Barr

**TO: Board of Trustees
Dr. Ryder Warren, Superintendent**
FROM: Vicki Crouse, Human Resources Manager
DATE: March 29, 2010
RE: Contract Renewals – List 2

The following lists are employees being recommended for a contract renewal.

ELIGIBLE FOR 2 YEAR TERM CONTRACT

Brenda Belk

ELIGIBLE FOR 1 YEAR TERM CONTRACT

Kevin McLean

TO: Board of Trustees
Dr. Ryder Warren, Superintendent
FROM: Vicki Crouse, Human Resources Manager
DATE: March 29, 2010
RE: PERSONNEL

Recommendations

Transfers positions

Amy Jacobs transfer from Executive Director of Secondary Education to Assistant Superintendent of Academic Programs.

Allen Roberts transfer from High School Principal to Assistant Superintendent of District Operations.

FOR YOUR INFORMATION ONLY

RESIGNATIONS

PROFESSIONAL

Special Services

Sarah Batch	Behavior Interventionist	moving out of district effective 03.05.10
<u>Middle School</u> Shannon Gage	Math	family reasons resigned effective 05.31.10
Victoria Soli	Science/Coach	resigned effective 05.27.10
<u>Colt Elementary</u> Daniel Gonzalez	Bilingual 4 th & 5 th Math/Science	family reasons resigned effective 05.28.10
<u>Marble Falls Elementary</u> Melissa Kemp	Pre-K	resigned effective 05.28.10

PARAPROFESSIONAL

None at this time.

NEW HIRES

PARAPROFESSIONAL

None at this time.

Sarah L. Batch

P.O. Box 404

Marble Falls, Texas 78654

830-613-1411

Dr. Warren,

I want to thank you for all you have done for me here at Marble Falls I.S.D. It's been a pleasure working with you, and representing the district as your behavior specialist.

My last date of employment will be Friday, March 5th, 2010. This decision has nothing to do with the exceptional opportunity you have provided me here. You and the school district have been more than fair with me, and I genuinely appreciate all your support.

I wish Marble Falls I.S.D. continued success, and I want to thank you for allowing me to be a part of your team. Please feel free to contact me at any time if I can be of further assistance in helping with a smooth transition.

Sincerely,



Sarah L. Batch M Ed.

This is accepted - 
3/3/2010

Marble Falls Middle School

March 3, 2010

1511 Pony Drive
Marble Falls, TX 786574

Dear Mr. Schumacher:

This letter is to inform you of my pending resignation effective May 31, 2010. I have thoroughly enjoyed teaching at the middle school these past four school years and will truly miss all the students, coworkers, administrators and staff of this school.

As you know, the reason for my resignation is strictly of a personal nature. Bryce and I now have a sweet baby girl at the house and would love to add another baby to our family in the near future. Because we highly value early childhood education and strong family bonds *and* we will be in a financial position for me to be able to do so, I am planning to stay at home and raise these precious children myself for a few years.

Thank you for your understanding and support as we make this decision. I will be available and do whatever I can to make the transition to the new staff as easy as possible.

Sincerely,



Shannon K. Gage
Math Curriculum Teacher Leader

This is accepted - with regrets.



3/4/2010

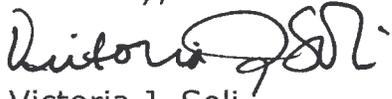
March 12, 2010
To: Mr. John Schumacher
From: Victoria Soli
Re: Resignation

Dear Mr. Schumacher:

This is my formal notification that I am resigning from Marble Falls Independent School District as a teacher and coach. My last day of employment will be on the final day of the school year, May, 27, 2010.

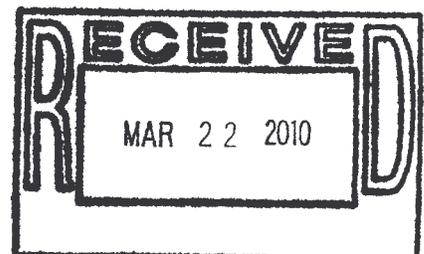
I appreciate the opportunities I have been given here, and wish you much success in the future.

Sincerely,



Victoria J. Soli

This is accepted - 
3/23/10



DANIEL GONZALEZ
P.O. BOX 8384
HORSESHOE BAY, TEXAS 78657

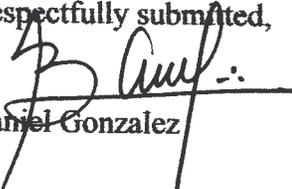
March 9, 2010

Dear Ms. Romano,

I hereby submit my resignation as Fourth and Fifth Grade Math and Science Bilingual teacher effective upon completion of this school year's 2009-2010 teacher contract at Colt Elementary. Due to extenuating circumstances with my family, I am seeking employment that will relocate me closer to them.

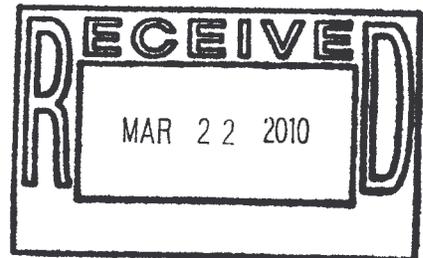
It has been a pleasure and extremely rewarding experience working with you and all members of Colt Elementary. Thank you for all of the assistance you have given me that has enabled me to become a better teacher for my students. I feel I have grown due to your supervision and mentoring.

Respectfully submitted,

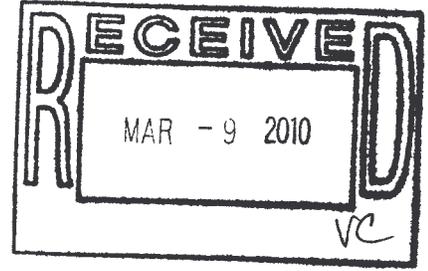

Daniel Gonzalez

Accepted 03-10-10
Linda Romano

This is accepted - 
3/23/10



Melissa Kemp
18531 Staghorn Drive
Lago Vista, TX 78645
940-300-4853
mkemp@mfisd.txed.net



March 8, 2010

Melissa Kemp
Pre-K Teacher
Marble Falls Elementary School
Marble Falls I.S.D.
901 Avenue U
Marble Falls, TX 78654

Dear Andy Reddock,

Please accept this letter as formal notification that I am leaving my position with Marble Falls Elementary School at the end of the 2010 school year.

Thank you for the opportunities you have provided me during my time with the district. If I can be of any assistance during this transition, please let me know.

Sincerely,

Melissa Kemp

Melissa Kemp

This is accepted - Ryan
3/9/10