Regular

Monday, September 19, 2005 6:00 PM
Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048

1. **Call to order**
2. **Invocation**
3. **Pledges - U.S. Flag & Texas Flag**
4. **School FIRST public hearing**
5. **Level III Grievance - Amanda Warner, Neatie Burden, Tammy Reeves, Carol Walston, Jennifer Rand, Ph.D., Dee Ann Tyson, Ed.D., Barbara Wittmann, Barbara Jones, Robin Gillum, April Brown**
6. **Consider 2005-06 salaray schedule**
7. **Personnel**

a. Consider staff appointments
b. Superintendent's employment

8. **Superintendent's Report - Goals 1, 2, 3, 6, 7**

a. Recognition
b. AP/IB International Baccalaureate Campus Awards for May 2004 Examinations
c. SAT/ACT scores
d. Donation update
e. GHS choir trip

9. **Public comments/audience participation**
10. **Board members special reports**
11. **Consider Consent Agenda Items - Goals 2, 3, 5**

a. Minutes of the August 29, 2005 regular board meeting
b. Resolution regarding extracurricular status of 4-H organization
c. 2005-06 maximum travel reimbursement rates - amended

12. **School board procedures handbook**
13. **Consider land sale at 205 E. Pearl Street**
14. **Consider purchase of property**
15. **Middle school golf program**
16. **Adjourn**

GRANBURY ISD

Schools FIRST Rating

Financial Integrity Rating System of Texas

September 19, 2005

School's FIRST

- A financial accountability system for Texas school districts developed by TEA in response to SB 875 of the 76th Texas Legislature in 1999
  - Primary goal is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to complexity of accounting associated with Texas' school finance system.

Schools FIRST

- Four financial accountability ratings given to Texas School Districts
  - Superior Achievement
  - Above-Standard Achievement
  - Standard Achievement
  - Substandard Achievement

GISD 2003-2004 Rating

- Granbury ISD received a rating of **Superior Achievement**
  - Highest rating in system

How Ratings are Assessed

- 21 Indicators are reviewed
- Rating based on # of indicators answered “no”
  - GISD had no indicators answered “no”

Indicators

- #1 – Total fund balance less reserved fund balance greater than Zero in General Fund?
  - $12,278,627 fund balance
- #2 – No disclosures in the Annual Financial Report concerning default on bonded indebtedness
  - GISD had no related disclosures

Indicators

- #3 – Annual Financial Report filed by January 29th filing deadline
  - GISD filed 1/10/05
- #4 – Was there an Unqualified Opinion in the Annual Financial Report
  - GISD received an Unqualified Opinion
- #5 – No Disclosures of instances of material weaknesses in internal controls
  - GISD had none

Indicators

- #6 - % of total Tax Collections greater than 96%
  - GISD rate actually 98.9%
- #7 – PEIMS data to Financial Report result in variance < 4% of expenditures per fund (Data Quality Measure)
  - GISD had 0% variance
- #8 – Debt –related expenditures <$770 per student or efficient
  - GISD passed

Indicators

- #9 – NO disclosure in Annual Audit Report of Material Noncompliance
  - None noted
- #10 – Full accreditation status in relation to financial management practices
  - GISD did
- #11 - % of Operating Expenditures expended for Instruction > 54%
  - GISD had 54.5% expended for function 11

Indicators

- #12 – Budgeted expenditures < total revenues, other resources and fund balance
  - GISD had $12,744,542 in surplus
- #13 – Capital Projects adequately funded
  - GISD had projects adequately funded
- #14 – Deferred revenue > Delinquent Taxes Receivable
  - GISD deferred revenue was 1,953,520 compared to Taxes Receivable 1,808,800

Indicators

- #15 – Admin cost ratio < standard in State law
  - GISD ration .0929 compared to State standard of .125
- #16 – Ratio of Students to Teachers w/in range according to district size
  - GISD 1:14.6 – State standard for GISD size 1:13 to 1:22

Indicators

- #17 – Ratio of Students to Total staff w/in ranges according to district size
  - GISD 1:7.214 – State standard for GISD size 1:6.5 to 1:14
- #18 – Total fund balance > 50% and < 150% of Optimum Fund Balance
  - GISD 12,279,627 > 5,494,662 (50%)
  - GISD 12,279,627 < 16,483,986(150%)

Indicators

- #19 – Decrease in fund balance over last two fiscal years < 20%
  - GISD had no decrease in fund balance
- #20 – Cash and Investments > $0
  - GISD cash and investments - $13,001,878
- #21 – Investment earnings > $15/student
  - GISD earned $43.50/student

Questions & Discussion

- Thank you for coming to hear about YOUR school district's FIRST rating
- Any questions?

The End

TEXAS EDUCATION AGENCY

1701 North Congress Ave.★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ http://www.tea.state.tx.us

Shirley J. Neeley, Ed.D.
Commissioner

August 24, 2005

GRANBURY ISD
600 West Pearl Street
Granbury, TX 76048

TO THE SUPERINTENDENT ADDRESSED:

RE: AP/IB International Baccalaureate Campus Awards for May 2004 Examinations

In support of the Advanced Placement/International Baccalaureate (AP/IB) Incentive Program adopted by the Texas Legislature in 1993, the Campus Awards have been mailed to your district. These awards are to support those campuses that have programs which prepare the students to take the exams with confidence and score at advanced levels.

According to the AP/IB legislation, these awards are "school awards" [TEC, Section 28.053 (a) (2)]. The Texas Education Agency (TEA) has transferred funds for each qualifying campus to your school district account. The campus listed below should receive the amount indicated. In compliance with TEC §28.053 (b) and (c), each campus will assemble a team established by the principal to determine how to spend these monies in continued support of their advanced academic program.

GRANBURY ISD - GRANBURY H S = $9702.00

Please ensure that the campus listed above has access to the transferred funds. If you have questions or comments, please contact the Division of Curriculum at (512) 463-9581. Your assistance in distributing funds is greatly appreciated.

Sincerely,

George Rislov
Managing Director
Division of Curriculum

Dalissa Brandenburg
Director of AP/IB Incentive Programs

cc: Business Manager
Campus Principal

College Readiness Report for:
GRANBURY IND SCHOOL DISTRICT

MR WILLIAM HARRIS
SUPERINTENDENT
GRANBURY IND SCHOOL DISTRICT
600 W PEARL ST
GRANBURY, TX 76048

Aug. 2005
Code: 448032

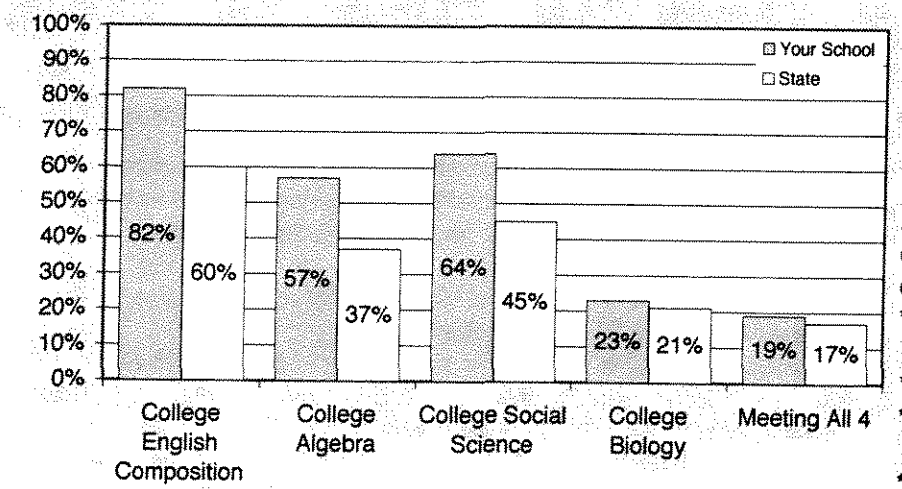
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. (Results of the optional ACT Writing Test will be reported beginning with the 2006 High School Graduating Class.) Table 1 shows the five-year trend of your high school's ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trend - Average ACT Scores

	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	**Local**	**State**	**Local**	**State**	**Local**	**State**	**Local**	**State**	**Local**	**State**	**Local**	**State**
2000-2001	123	68,967	20.9	19.6	21.0	20.2	22.5	20.5	21.7	20.3	21.7	20.3
2001-2002	91	67,842	20.5	19.3	21.4	20.1	21.4	20.3	21.4	20.1	21.2	20.1
2002-2003	110	73,145	21.6	19.3	21.9	20.0	22.9	20.3	22.1	20.1	22.3	20.1
2003-2004	111	71,696	21.9	19.4	21.8	20.3	23.2	20.5	22.1	20.2	22.4	20.2
2004-2005	**135**	**72,294**	**21.8**	**19.3**	**22.1**	**20.3**	**22.4**	**20.3**	**21.7**	**20.2**	**22.1**	**20.2**

Figure 1. Percent of ACT-Tested Students College Ready



Are Your Students Ready for College?
While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

* English Composition: 18 on ACT English Test
* Algebra: 22 on ACT Math Test
* Social Science: 21 on ACT Reading Test
* Biology: 24 on ACT Science Test

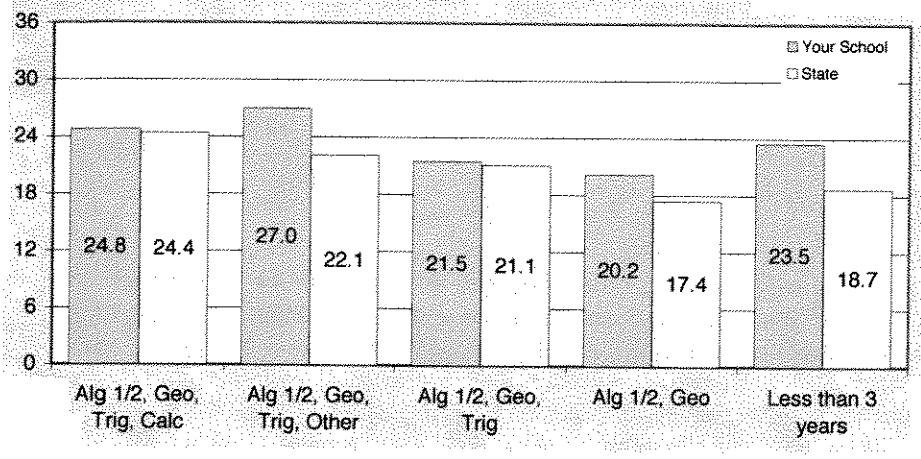
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Report has been sent to the Principal of each high school.

College Readiness Report for:
GRANBURY IND SCHOOL DISTRICT

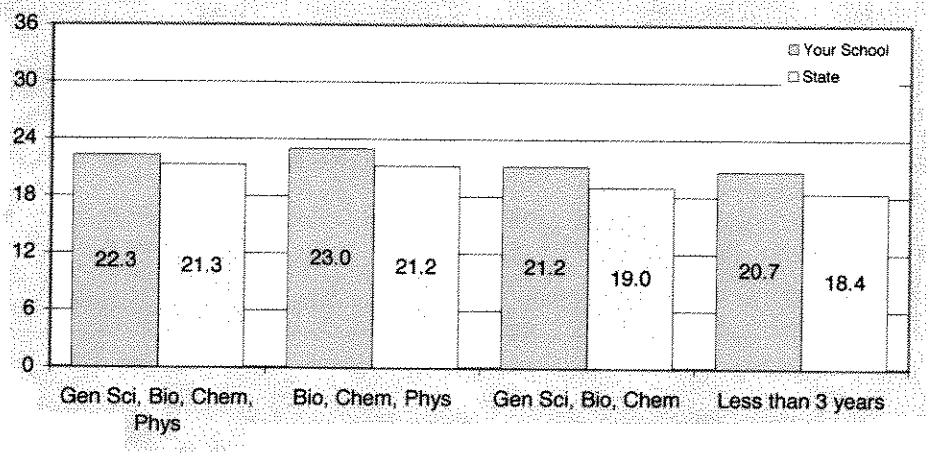
ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in math and science respectively.

Figure 2. Average ACT Math Scores by Course Sequence



Value Added by Math Courses
Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Math scores than students who take less than three years of math. In addition, students who take more advanced math courses substantially increase their ACT Math score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses
Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

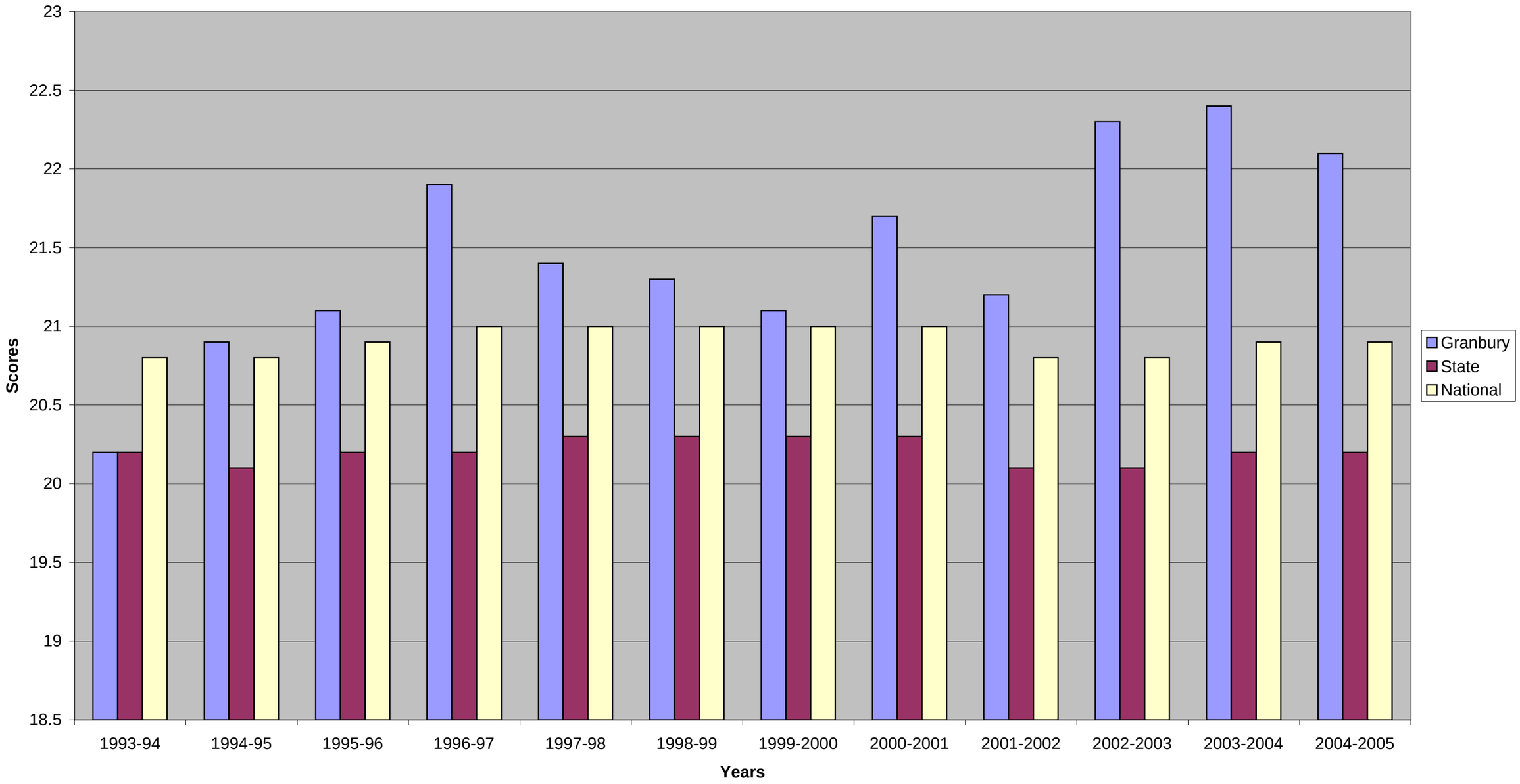
In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

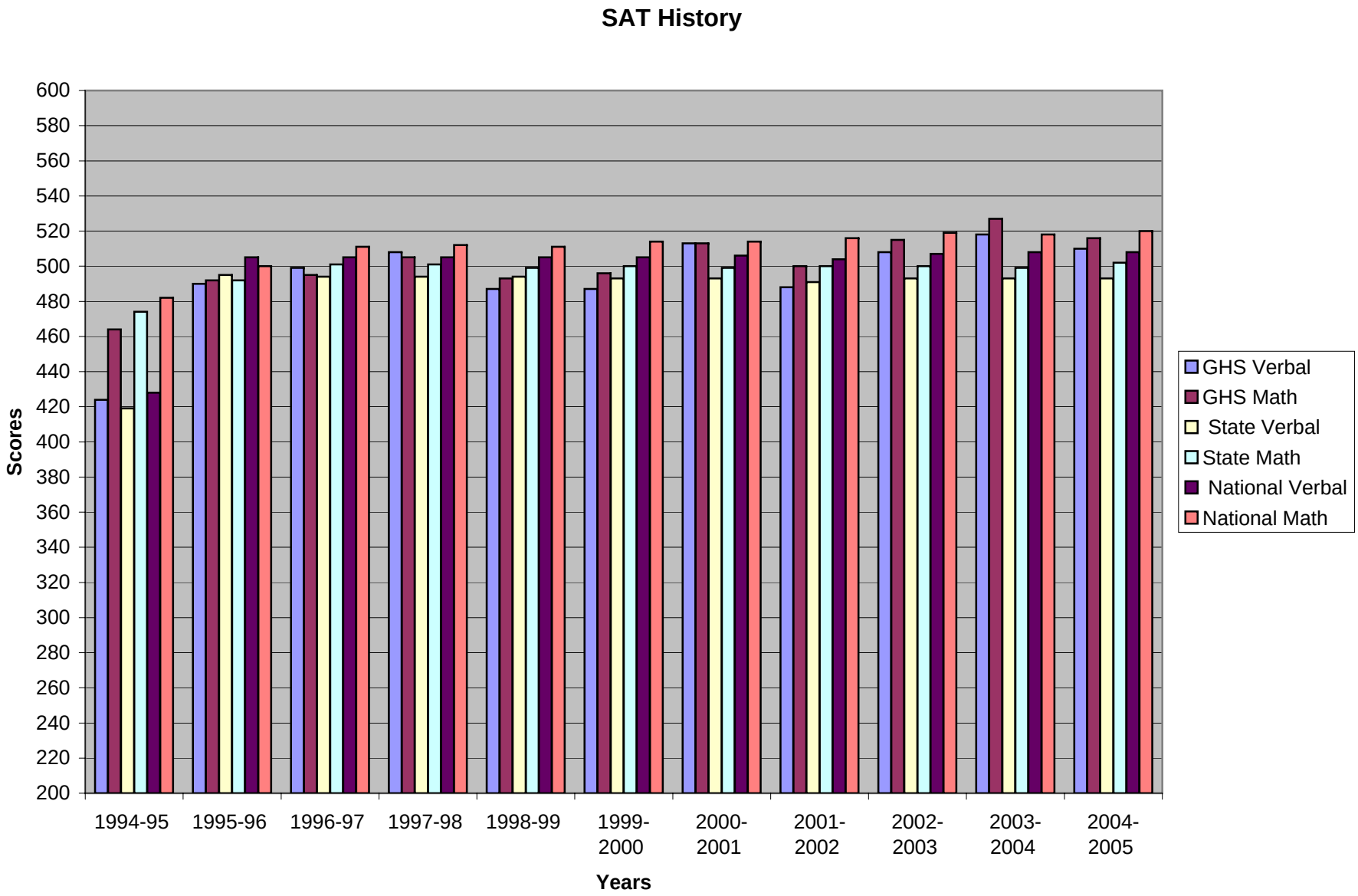
College Readiness for All: An Action Plan for Schools and Districts

1. **Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
2. **Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
3. **Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
4. **Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
5. **Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness at your school, contact your ACT Regional Director at 512-345-1949, or email Austin@act.org.

ACT History


23
22.5
22
21.5
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20
19.5
19
18.5
Scores
1993-94
1994-95
1995-96
1996-97
1997-98
1998-99
1999-2000
2000-2001
2001-2002
2002-2003
2003-2004
2004-2005
Years
Granbury
State
National


SAT History
600
580
560
540
520
500
480
460
440
420
400
380
360
340
320
300
280
260
240
220
200
Scores
1994-95
1995-96
1996-97
1997-98
1998-99
1999-2000
2000-2001
2001-2002
2002-2003
2003-2004
2004-2005
Years
GHS Verbal
GHS Math
State Verbal
State Math
National Verbal
National Math

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 19, 2005
For: Information

TO: Mr. William Harris, Superintendent

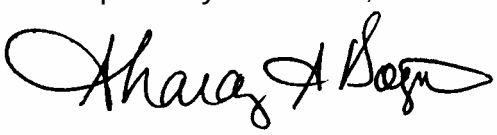
FROM: Sharay Boynton
DATE: September 12, 2005
RE: Donation Update

SUMMARY:

According to Board Policy CDC (LOCAL) "The Board or Superintendent may accept any bequest or gift of money or property on behalf of the District." Mr. Harris has accepted the following donations on behalf of the District

- Mr. Bill Williams of Circle 8 Enterprises has donated a conference table and chairs to Acton Middle School to be used in their teacher lounge. The value of these items is $2,900.
- Mambrino PTO has donated a wheelchair swing for the playground at Mambrino. The value of the swing is $141.25. The children of Mambrino will benefit from this donation.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: William Harris
Sharay Boynton

Date Submitted: September 12, 2005

MCMAHAN, DUDLEY

From: Penny Benjamin [penny@amclass.com]
Sent: Friday, August 26, 2005 12:03 PM
To: MCMAHAN, DUDLEY
Cc: bigmac1952a@yahoo.com
Subject: Urgent - Hawaii Trip - Air

Dear Duncan,
I just got this in and it looks like the best flight dates/times we are going to get and the best price.
$800 per person. We will need to have a deposit of $50 per person by 9/6/05 in order to hold these seats. If any seats are dropped, the deposit is refundable (or applied to the seats used) up to 90 days out from the flights.

75 Passengers

6/15	#	5	DFW/HNL	1005am	118pm
6/20	#	8	HNL/DFW	455pm	0516am

Balance of Passengers

6/15	#	123	DFW/HNL	1145am	300pm
6/20	#	102	HNL/DFW	630pm	0652am

This airfare will bring the total cost of the trip to:

$1485 per person (performance tour)
$1559 per person (tour and festival)

Please let me know right away how you wish for me to proceed. If we want to get this air held, you will need to make arrangements to send the air deposit right away. Sorry we couldn't get the air for any less, but all the flights are filling up and the airlines pretty much have us at their mercy.

The $825 pp flights I told you about in the earlier email were not direct (DFW to Houston to Honolulu), took much longer, and just weren't really close enough together on departure and return. These new ones are much better.

Penny

Penny Benjamin-Low
Director Services
American Classic Tours & Music Festivals
4243 E. Piedras Dr., Ste#155
San Antonio, TX 78228
Ph: 800-733-8384
Fax: 210-733-8190
Web Site: www.amclass.com



August 23, 2005

Duncan McMahan, Director
Granbury High School Choir
Granbury, TX

Dear Duncan,

American Classic Tours is pleased to propose to the Granbury High School Choir a 5 night /6 day festival and tour to Honolulu, Hawaii in June of 2006 The package includes:

* Airport Transfers in Honolulu
* Five Nights Hotel Accommodation (Indoor Corridors)
* Five Full American Breakfasts
* Flower Lei Greeting
* Deluxe Motorcoach Transportation
* Arrival Transfer including Porterage
* Hotel Briefing including Pizza Party
* Hula and Song with the Happy Hawaiian
* Barefoot Beach Catamaran Sailing Adventure
* Wiki Wacky Waikiki Scavenger Hunt with Dinner Allowance
* USS Arizona Memorial Tour
* Performance at USS Battleship Missouri
* Deli Style Lunch at the USS Missouri
* Narrated Honolulu City Tour with stop at Hilo Hattie
* Optional Performance at Ala Moana Center Stage
* Dinner at Bubba Gump Shrimp Company
* Diamondhead Hiking Adventure
* Eastern Shores Circle Island Tour
* Dinner at Lau Yee Chi Chinese Restaurant
* Participation in the Gateway Music Festival
* Polynesian Cultural Center (Breakfast and Dinner are included in the festival package)
* Departure Transfer
* Local Tour Director on Call 24 Hours a Day
* All Taxes and Gratuities (Except Tour Director)
* 1,000,000 Liability Insurance
* Director's Gift

Based on 136 paying passengers with 4 complimentary package, the price per person with quadruple occupancy is **$759.00.** Round Trip Airfare is not included in this price.

This Package is based on a minimum 140 travelers. If the number drops below 140 there is a fee of $256.00 for each additional space less than 140 for ground services

This quote is provided based on quad occupancy, except for the complimentary packages based on double occupancy. Triple rooms will have a supplement charge of **$280.00** per room, Double rooms will have a supplement charge of **$485.00**, and Single rooms **$690.00** for the entire stay.

The air transportation will be governed by a separate Terms and Conditions Contract. Deposits, payment due dates and cancellation fees will be covered under this separate contract.

Please note this is a quote for ground services only. and can only be confirmed with signed contract and initial deposit.

_____ _____

Accepted –Duncan McMahan – Director Date

American Classics Tours & Festivals
Granbury High School Choir
Hawaii Festival & Tour Proposal
5 Nights & 6 Days - June 2006

Day 1 ALOHA AND WELCOME TO HAWAII

Arrive Honolulu International Airport where you will be greeted with a **Traditional Flower Lei**. Luggage will be collect and we depart for your Waikiki Hotel.

The Hotel has inside corridors with girls and boys on separate floors chaperones inter-mingled between. Key packets will be ready upon our arrival and porters will deliver luggage. *(Private security can be arranged to secure everyone has a great night sleep including the chaperones)*

Tonight you will have a **Poolside Pizza Party** with your local Tour Director. This will include an informative briefing to go over hotel rules, local area shopping and safety.

Day 2 WIKI WACKY IN WAIKIKI

6:00AM Rise and shine it's Hawaiian Time.

Full American Breakfast at your leisure.

9:00AM **Hula and Song with the Happy Hawaiian.** Your group will learn a few Hawaiian Songs prior to your visit to Hawaii. You will then head down to the beach with the Happy Hawaiian to learn the history and culture of the hula motions that tell the story of the songs.

TBD Today you will say Aloha as you set sail on a **Barefoot Beach Catamaran Cruise.** You will board a 40-foot sailing catamaran right on the beach in Waikiki, sail out past Diamondhead listening to jamming tunes as waves splash the decks.

TBD You will head back to our hotel for some free time. You have the day to enjoy a surf lesson or sit back and relax having some fun in the Hawaiian sun.

7-10:00PM Tonight is your chance to get **Wiki Wacky in Wiakiki.** You'll be separated into teams with chaperones (who must participate), given a treasure map, clue sheet and a dinner allowance. Now it's off to scavenger Waikiki gaining knowledge of it's history and culture.

Day 3 **PRIDE OF THE USA**

6:00AM Rise and shine it's Hawaiian Time.

Full American Breakfast at your leisure.

8:00AM Depart for Pearl Harbor and the **USS Arizona Memorial**. Today we will learn one of our country's most valuable history lessons. How men and women gave their lives on December 7, 1941 "The Day of Infamy". Today's experience will make you proud to be an American and thankful for the freedom we enjoy today.

Information on the USS Arizona Memorial's **"Witness to History"** teleconference program can be found by contacting Julie Cox at HYPERLINK "http://www.pearlharbormemorial.com" www.pearlharbormemorial.com

12:30PM Now that you have seen the cause for the United Stated of America entering WWII grab your bag lunch and let's go see the end. You will eat your lunch under large Indian Banyan Trees with a spectacular view of one of our country's famous war ships, The **USS Battleship Missouri.**

1:30PM Upon finishing lunch your group will have the chance to represent your hometown as you perform patriotic tunes on the deck of the **"Mighty Mo".** After your performance, enjoy touring this enormous ship and walk on the surrender deck where General Macarthur signed the treaty to end WWII in Tokyo Bay. (We can send a same day satellite feed of the group's performance to their local TV Station for a fee)

3:00PM Depart for our hotel with a short drive through The National Cemetery of the Pacific (Punchbowl), Washington Place which is our Governors Mansion, The State Capitol Building, Iolani Palace the King Kamahamaha Statue and Hilo Hattie the Store of Hawaii.

4:00PM Arrive at the worlds largest outdoor shopping mall. You will have plenty of time to explore the shops. Then were going to "RUN WITH FOREST" at the **Bubba Gump Shrimp Company** for dinner.

7:30 PM Return to the hotel for a casual evening.

Day 4 **PANORAMIC VIEWS OF THE ISLANDS**

TBA Rise and shine it's Hawaiian Time.

Breakfast is at your leisure.

7:00AM Traveling to Oahu's most famous landmark **Diamondhead** with the experience of climbing to the summit is exhilarating. An expert guide will direct you up to the 763ft. summit where you will experience a spectacular panoramic view.

8:30AM Now your off to see the beauty of the islands. **Your Circle Island Tour** will start around Diamondhead, Hawaii's most famous landmark and into the Beverly Hills of Hawaii on to the Blowhole where water can spout hundreds of feet in the air and then to the Pali Lookout where wind can blow so strong you can almost fly.

6:00 PM Tonight we are going to get a taste of Hawaii's melting pot at **Lau Ye Chi Chinese Restaurant**. Lau Ye Chi is the oldest and largest Chinese Restaurant in Waikiki serving family style cuisine for over forty years.

7:30 PM Return to the hotel for a casual evening.

Day 5 **POLYNESIAN EXPLORATION (Gateway Festival)**

5:00AM Rise and shine it's Hawaiian Time.

7:00AM Depart for **Polynesian Cultural Center**, you will take an adventure into the cultures of Polynesia as you visit the seven villages that represent the islands. Enjoy the shows at a leisurely pace during the day and don't forget to stop and catch an IMAX Movie of your choice.

TBA Breakfast, Lunch and Adjudicated performance is included in festival package.

6:00PM Gather together for an all you can eat Polynesian feast at the Gateway Restaurant. Menu Includes: Baked Chicken, Turkey, Carving Station, Fried Mahi Mahi, Fijian Curry, Samoan Noodles, full salad and fruit bar, all you can drink soda.

7:00PM Move from dinner into the 3,000-seat open-air theatre for the best show in the islands, "Horizons". You will be amazed as performers enlighten you of their island dances and music.

9:00PM Depart for your Waikiki Hotel.

Day 6 **ALOHA AND GOODBYE**

TBD Rise and shine it's Hawaiian Time.

Full American Breakfast at your leisure.

Changing Rooms and Optional Tours will be available for this day.

Today is departure day we bid you Aloha and a Big Mahalo for visiting the islands, hope you have a safe journey home and take some of the Mana *(Hawaiian Spirit)* with you.

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL REGULAR MEETING
MINUTES
August 29, 2005

The Board of Trustees of the Granbury Independent School District convened in an official **REGULAR** meeting on Monday, August 29, 2005 at 6:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas

Presiding Officer..... Barbara Herrington

Board Members Present

Bowen Brawner
Jerry Campbell
Charlie Cloud
Brian Condit
Gene Ellis
Doug Funk

School Officials Present

William Harris, Superintendent
Jan Van Dorn, Assistant Superintendent
Sharay Boynton, Executive Director of Finance
Troy Green, Executive Director of Human Resources
Ton Potappel, Director of Technology
Judy Duncan, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

President, Barbara Herrington, called the meeting to order at 6:00 p.m. and noted that a quorum of board members is present, the meeting has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Public budget/tax hearing

Executive Director of Finance, Sharay Boynton, presented the proposed budget and tax rate for the GISD 2005-2006 school year and for consideration of adoption at the regular board meeting on August 29, 2005. Boynton stated that the proposed tax rate is $1.47 for maintenance and operation and $.22 for debt service for a total tax rate of $1.69. The meeting was open to the public for questions and/or comments; however, there were no comments or questions from the public.

Convened in Closed Session

The Board of Trustees convened in closed session at 6:32 p.m. under the Texas Open Meetings Act, Texas Government Codes, Chapter 551.074 - personnel matters and 551.072 – purchase, exchange, lease or value of real property.

Reconvened

The board reconvened at 7:00 p.m.

Invocation & Pledge

Board Vice President, Jerry Campbell led in the invocation and Baccus Elementary School students, Aubrey Soto and Estefania Magallanes led in the pledge to the US Flag and the Texas Flag.

Superintendent's Report

Constable Chad Jordan introduced Mr. Jeremy Greve, Deputy Constable who will be the new Deputy for the Absent Student Assistant Program for Granbury ISD.

Superintendent Harris reported that the 2005-06 school had a successful beginning with a first day enrollment of 6,602 and an enrollment on August 29, 2005 of 6,826. Harris stated that he, Assistant Superintendent Jan Van Dorn and the principals will be watching the enrollment numbers to determine if new teachers will need to be added. Harris also stated that one teacher has already been moved from one campus to another to relieve large numbers in the classroom.

Sharay Boynton, Executive Director of Finance reviewed the 2005 Final School FIRST rating with the board and the audience. Boynton reported that Granbury received a "YES" to all 21 indicators. Boynton also stated that a public meeting will be held, as required by TEA, to distribute a financial management report that explains the district's performance under each of the 21 indicators and the resultant district's rating.

Amy Wood, Instructional Technology Director, presented a report to the board members and audience members showing the use of technology in the classrooms. Wood showed the many ways both teachers and students are able to utilize technology in teaching and learning.

Randy Leach, Director of Facilities, presented the board with a report on the Driver's Education program in Granbury ISD. Leach reported on the revenue, expenses and the net gain/loss of the program since 2001.

Executive Director of Finance, Sharay Boynton presented the board with a copy of the financial statements from July 31, 2005.

Board President, Barbara Herrington reported to the board that she had completed a School Board procedures handbook for their review and possible adoption at the next board meeting. Herrington asked the board to review this manual and let her know if any changes were needed prior to the next board meeting.

Public Comments

Micky Shearon and Mark Graves addressed the board regarding the appointment of a Coordinator for Advanced Academics & Student Testing and an athletic director. Shearon and Graves also addressed the board regarding the Superintendent's evaluation and his employment.

Rebecca Kruessel, President of Cross Country Booster Club, Tammy Clark, Head Volleyball Coach, Terri Slemmons, Gary Flemming, Teresa Dollins and Steve Hunt addressed the board regarding the need for an athletic director.

Board Member's Special Reports

Charlie Cloud thanked Nancy Alana for the CD she presented to the board, which had been created by her students at Baccus Elementary.

Convened in Closed Session

The Board of Trustees convened in closed session at 8:23 p.m. under the Texas Open Meetings Act, Texas Government Codes, Chapter 551.074 - personnel matters and 551.072 – purchase, exchange, lease or value of real property.

Reconvened

The board reconvened at 10:15 p.m.

Consent Agenda

A motion was made by Charlie Cloud and seconded by Brian Condit to approve the consent agenda items as presented. **MOTION CARRIED** Yes 7 – Noe 0 Consent agenda items: (a) minutes of the August 9, 2005 special board meeting, August 15, 2005 regular board meeting; (b) budget amendments; (c) data conversion services 2004-05 – renewal; (d) purchase of property, crime, general liability, educator's legal liability and automobile insurance through the Texas Association of Public School Property and Liability Fund; (e) 2005-06 travel reimbursement rates; (f) building materials and supplies CSP 2005-27; (g) paint supplies and equipment CSP 2005-28; (h) custodial chemicals and supplies 2005-30.

Certified Appraisers and appraisal calendar

A motion was made by Gene Ellis and seconded by Jerry Campbell to approve the certified appraisers and appraisal calendar as presented. **MOTION CARRIED** Yes 7 – Noe 0

2005-06 Salary Schedule

A motion was made by Brian Condit and seconded by Doug Funk to approve the manual trades and technology salary schedule with an 8% effective raise. **MOTION CARRIED.** Yes 7 – Noe 0

President Barbara Herrington read a letter that was written by the Granbury Administrators Group regarding salary schedules and the approved 8% and 3% raises.

A motion was made by Bowen Brawner and seconded by Jerry Campbell to authorize Superintendent Harris to look at individuals on the salary schedules that might be adversely affected by the 3% raise and allow him to adjust the salaries of these individuals and to give raises as needed according to market studies. **MOTION CARRIED** Yes 7 – Noe 0

A motion was made by Charlie Cloud and seconded by Gene Ellis to raise the 3% salary increase given to central administrators to a 5% salary increase. After discussion, President Barbara Herrington called the question. **MOTION FAILED** Yes 3 – Noe 4 - Brian Condit, Bowen Brawner, Barbara Herrington and Doug Funk voted against

A motion was made by Bowen Brawner and seconded by Gene Ellis to increase the driver's education instructors salary by $l.00 After discussion, the question was called by President Barbara Herrington. **MOTION FAILED** Yes 3 – Noe 0 Brian Condit, Jerry Campbell, Barbara Herrington and Charlie Cloud voted against

Adopt 2005-05 Budget

A motion was made by Charlie Cloud and seconded by Jerry Campbell to adopt the 2005-06 budget as presented. **MOTION CARRIED** Yes 7 – Noe 0

Set the 2005-06 Tax Rate

A motion was made by Doug Funk and seconded by Brian Condit to set the 2005-06 tax rate at $1.67 with a maintenance and operation of $1.45 and debt service of $.22. After discussion, President Barbara Herrington called the question. **MOTION CARRIED** Yes 7 – Noe 0

Campus Improvement Plans

A motion was made by Jerry Campbell and seconded by Charlie Cloud to approve the campus improvement plans as presented **MOTION CARRIED** Yes 7 – Noe 0

Personnel

A motion was made by Charlie Cloud and seconded by Gene Ellis to approve the appointment of Vicki Thomas as Coordinator for Advanced Academics and Student Testing as recommended by Superintendent William Harris. **MOTION CARRIED** Yes 4 – Noe 2 – Abstained 1 - Bowen Brawner and Doug Funk voted against and Barbara Herrington abstained.

A motion was made by Charlie Cloud and seconded by Doug Funk to approve the appointment of Dwight Butler as Athletic Director as recommended by Superintendent William Harris**. MOTION CARRIED** Yes 6 – Noe 0 – Abstained 1 – Barbara Herrington abstained.

A motion was made by Jerry Campbell and seconded by Charlie Cloud to approve the appointment of Christi Rater, Math teacher at Granbury High School. **MOTION CARARIED** Yes 7 – Noe 0

A motion was made by Charlie Cloud and seconded by Brian Condit to approve the Superintendent's evaluation instrument. **MOTION CARRIED** Yes 7 – Noe 0

Adjournment

There being no further business, the meeting was adjourned at 11:49 p.m.

Barbara Herrington, President

Gene Ellis, Secretary

Texas Cooperative
EXTENSION
The Texas A&M University System

County Annex I
200 North Gordon
Granbury, Texas 76048

August 22, 2005

Dr. William Harris
Superintendent
Granbury Independent School District
600 W. Pearl St.
Granbury, Texas 76048

Dear Dr. Harris:

On behalf of the 4-H members of Hood County, I hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. The enclosed RESOLUTION should be presented for consideration at the next scheduled meeting of the Board of Trustees of the Granbury Independent School District. I further request that questions regarding this RESOLUTION be directed to me in a timely manner so that I may prepare and present an appropriate response so as not to delay action on this request.

Finally, I request that a signed copy of this RESOLUTION along with a copy of the minutes of the Board meeting be forwarded to me for my files.

Thank you and members of your Board of Trustees for your consideration of this request.

Sincerely,

Marty Vahlenkamp
County Extension Agent-Ag
Hood County

Enclosure: RESOLUTION
(Regarding EXTRACURRICULAR STATUS OF 4-H ORGANIZATION)

Extension programs serve people of all ages regardless of socioeconomic level, race, color, sex, religion, disability, or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

A member of The Texas A&M University System and its statewide Agriculture Program

Texas Cooperative
EXTENSION
The Texas A&M University System

ADJUNCT FACULTY AGREEMENT

THE STATE OF TEXAS
COUNTY OF HOOD

On this date, at regularly scheduled and posted meeting, came the Board of Trustees of the Granbury Independent School District, hereinafter referred to as "District." A quorum having being established, the Board proceeded to consider the appointment of the herein named individual as an adjunct faculty member of the Granbury Independent School District.

Upon consideration and vote of _____ in favor to _____, is hereby named as adjunct faculty member of the Granbury Independent School District subject to the following conditions and provisions of such appointment, to wit:

1. This appointment shall commence on the _____ day of _____ and end on the day _____ of _____, being the end of the 2005 - 2006 academic years.
2. Adjunct faculty member will receive no compensation, salary, or remuneration from Granbury Independent School District.
3. Adjunct faculty member is and shall remain an employee, in good standing, of the Texas Cooperative Extension.
4. Adjunct faculty member shall be under the direct supervision of the District Extension Administrator of District 8, TCE District, or Hood County Extension Director.
5. Adjunct faculty member shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance and any and all other plans for the benefit of Texas Cooperative Extension employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member shall direct the activities and participations of students of the School District in sponsored and approved activities as designated from time to time by adjunct faculty member for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participations with students of the School District are directed, supervised, and controlled by and through supervisory personnel of the Texas Cooperative Extension pursuant to the supervisory authority of the District Extension Administrator. Adjunct faculty member is not the employee of School District, and School District does not nor shall supervise, direct or control the activities and/or participants of such Hood County Extension Agent who has been herein designated as an adjunct faculty member.

Extension programs serve people of all ages regardless of socioeconomic level, race, color, sex, religion, disability, or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

A member of The Texas A&M University System and its statewide Agriculture Program

This appointment is made by Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas Cooperative Extension in recognition of the education benefits arising from such participation and activities and/or directed by the Texas Cooperative Extension. This appointment is made in accordance with the provisions of Section 129.21 (k)(1) of Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Hood County Extension Agent (TCE employee) is not intended nor shall be constructed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Granbury Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this _____ day of _____, 2005.

Granbury Independent School District

_____

By: _____

Its: _____

Adjunct Faculty Appointment By:

_____

Hood County Extension Agent

Approved:

_____

By: District Administrator, District 8
Texas Cooperative Extension

Texas Cooperative
EXTENSION
The Texas A&M University System

County Annex I
200 North Gordon, Room 22
Granbury, Texas 76048
(817) 579-3280

MEMORANDUM TO: All Independent School Districts in Hood County

SUBJECT: STATE BOARD OF EDUCATION RULING

The State Board of Education passed an amendment to 19 TAC §129.21 (k) (1). Requirements for Student Attendance Accounting for State Funding Purposes, allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook State:

(4-12) 1. The student is participating in an activity which is approved by the local board and is under direction of a professional staff member of the school district or an adjunct staff member. This adjunct staff member must have a bachelor's degree and be eligible for participation in the Teacher Retirement System of Texas.

(4-13) Students participating in any activity which is not approved by the local school board and/or without certified district personnel supervision are counted absent [see 94-12]. To qualify for funding purposed, the certified district staff member/adjunct staff member must be accompanying the students as an official of the school district for the specific purpose of supervising the students and must be approved by the school board to supervise the activity. For example, students participating in 4-H activities which are supervised solely by a County Extension Agent are reported present.

This amendment provides local school boards the opportunity to recognize county Extension agents as adjunct staff members and to count students participating in 4-H/Extension educational activities "in attendance for Foundation School Program purposes".

Hood County requests adjunct staff member status for the county Extension Faculty for the school year 2005 - 2006. The following faculty are eligible for participation in the Teacher Retirement System of Texas and has a minimum of a bachelor's degree

Name	Title	Degree	Date	Institution
Marty Vahlenkamp	County Extension AgentAg	B.S. Animal Science	1997	Texas A&M University
		M.S. Agriculture	1999	West Texas A&M University
Beverly Greenhill	County Extension Agent FCS	B.S. Science	1984	South West Texas State University

Extension programs serve people of all ages regardless of socioeconomic level, race, color, sex, religion, disability, or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

A member of The Texas A&M University System and its statewide Agriculture Program

Also attached is a list of events that may require students to be absent from school.

I hope that your school district will accept this request. Following action by your Board, we will need written documentation for our file for the 2005 - 2006 academic years. Please let us know if you would like to schedule an appointment, have any questions or need further information.

Sincerely,

Marty Vahlenkamp
County Extension Agent-Ag
Hood County

Beverly Greenhill
County Extension Agent-FCS
Hood County

RESOLUTION
regarding
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date the duly elected Board of trustees of the Granbury Independent School District meeting in public with a quorum present and certified did adopt this resolution that recognizes the Hood County Texas 4-H Organization as approved for recognition and eligible for status consideration under 19 Texas Administrative Code Chapter 76.1, pertaining to extracurricular activities. Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district whose rulings shall be final.

Approved this _____ day of _____, 2005.

_____
(For Board of Trustees)

_____
(Superintendent)

Extension programs serve people of all ages regardless of socioeconomic level, race, color, sex, religion, disability, or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating
A member of The Texas A&M University System and its statewide Agriculture Program

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 19, 2005
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: September 12, 2005
RE: Maximum Travel Reimbursement Rates for 2005-2006 - Amended

SUMMARY:

District Board Policy DEE(LOCAL) relates to the reimbursement and payment of travel expenses. It states that employees of the District, who incur expenses while performing duties related to their jobs, when such expenditure is at the request of the employee's immediate supervisor, shall be reimbursed the cost of the expenditures. The reimbursement or payment of such costs shall be within the guidelines set forth by the State Comptroller of Public Accounts in the State of Texas Travel Allowance Guide, the current schedule adopted by the Board, and subject to IRS regulations.

The General Appropriations Act for each legislative session contains maximum allowable travel reimbursement rates for meals and lodging. The Comptroller of Public Accounts establishes the maximum mileage rate. The current state rates were reviewed from the Texas Comptroller of Public Accounts and can be accessed at http://www.window.state.tx.us/fm/travel/index.html for your reference.

The IRS has increased the mileage reimbursement rate effective September 1, 2005 through December 31, 2005 in response to the increased fuel cost. The announcement can be viewed at http://www.irs.gov/newsroom/article/0,,id=147423,00.html

The attached schedule has been amended to reflect this increase.

RECOMMENDATION:

I recommend the Board approve the attached Granbury Independent School District Maximum Reimbursement Rates for the 2005-2006 school year as amended to reflect the new IRS rate.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton

Date Submitted: September 12, 2005

GRANBURY INDEPENDENT SCHOOL DISTRICT
Maximum Reimbursement Rates
2005-06(Effective 9/1/2005-12/31/05)

TYPE	RATE
Mileage - Employees	
Motor Vehicle	
In State	48.5 cents per mile
Out of State	Average Coach Airfare
Meals and Lodging – Employees	
In-State	
Meals (Receipts required)	$30.00 per day
Lodging (Receipts required)	$80 per day
Meals (Non over-night Travel)	$25.00 per day
Out-of-State	
Meals (Receipts required)	Federal Per Diem Rate
Lodging (Receipts required)	Federal Per Diem Rate
Meals (Non-overnight Travel)	$25.00 per day
Mileage – Key Officials	
Motor Vehicle	
In State	40.5 cents per mile
Out of State	Average Coach Airfare
Meals and Lodging – Key Officials	
In-State	
Meals (Receipts required)	$60.00 per day
Lodging (Receipts required)	$160.00 per day
Meals (Non over-night Travel)	$25.00 per day
Out-of-State	
Meals (Receipts required)	Federal Per Diem Rate
Lodging (Receipts required)	Federal Per Diem Rate
Meals (Non-overnight Travel)	$50.00 per day

GRANBURY ISD

SCHOOL BOARD PROCEDURES HANDBOOK



September 2005

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GISD Board Policy

Mission Statement

The mission of Granbury ISD is a commitment to pursue excellence in education through utilizing all community resources and providing our students with the opportunities to be productive community members..

2005 – 2006 SUPERINTENDENT PERFORMANCE GOALS

Goal 1 *Develop and implement an effective plan to improve student performance, including subgroups, in the major academic areas addressed through standardized testing.*

Goal 2 *Develop and implement programs/procedures to increase morale.*

Goal 3 *Develop and implement an effective plan to increase, to the state average, the percentage of funds allocated to Function 11, instruction.*

Goal 4 *Recruit, develop and retain a well-qualified staff*

Goal 5 *Develop and implement an effective plan to manage curriculum department and its services to meet campus needs.*

Goal 6 *Develop and implement an effective facilities plan to develop building needs of the district's expected and experienced growth.*

Team Operating Procedures Overview

Definition

A set of agreed upon steps or statements, which define how the team will accomplish an important activity.

Benefits of Having Written Team Procedures

- Clarify expectations
- Minimize confusion and upsets
- Maximize efficiency and effectiveness
- Tell who, what when, where, and how of various situations and practices
- Improve working relationships
- Ease new members' transition
- Revise easily
- Keep agreements clear to all

Essential Characteristics of Effective Procedures

1. Statements of specific behaviors with the same meaning for all
2. Enough detail to provide the same understanding by all (who, what, when, where, why, to whom, how much, etc.)
3. Aligned with adopted policy
4. Written
5. Discussed and agreed upon by all
6. Reviewed annually
7. Revised as needed

Tips for Developing Team Operating Procedures

- Agree as a team to develop team operating procedures
- Prioritize
- Agree on the best team work process
- Agree on work time lines
- Strive for shared understanding and agreement on each procedure
- Share procedures with community
- Review procedures annually or any time the team changes

ETHICS for School Board Members

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

Equity in attitude

1. I will be fair, just, and impartial in all my decisions and actions.
2. I will accord others the respect I wish for myself.
3. I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in stewardship

4. I will be accountable to the public by representing District policies, programs, priorities and progress accurately.
5. I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
6. I will work to ensure prudent and accountable use of District resources.
7. I will make no personal promise or take private action that may compromise my performance of my responsibilities.

Honor in conduct

8. I will tell the truth.
9. I will share my views while working for consensus.
10. I will respect the majority decision as the decision of the Board.
11. I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of character

12. I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
13. I will consistently uphold all applicable laws, rules, policies, and governance procedures.
14. I will keep confidential information that is privileged by law or that will needlessly harm the District if disclosed.

Commitment to service

15. I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
16. I will diligently prepare for and attend Board meetings.
17. I will avoid personal involvement in activities the Board has delegated to the Superintendent.
18. I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-centered focus

I will be continuously guided by what is best for all students of the District.

Framework for Governance Leadership (and School Board Development)

Adopted by the Texas State Board of Education, January 12, 1996
PREAMBLE: The Board of Trustees is the educational policy-making body for Texas public school districts. To effectively meet the challenges of public education, school boards and superintendents must function together as a leadership team. Each leadership team must annually assess its development needs as a corporate body and individually to gain an understanding of the vision, structure, accountability, advocacy, and unity needed to provide educational programs and services that ensure the equity and excellence in performance of all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

VISION

- The board ensures creation of a shared vision that promotes enhanced student achievement.
- The board keeps the district focus on the educational welfare of all children.
- The board adopts a shared vision based on community beliefs to guide local education.
- The board ensures that the vision supports the state's mission, objectives and goals for education established by law.
- The board ensures that the district vision expresses the present and future needs of the children and community.
- The board demonstrates its commitment to the vision by using the vision to guide all board deliberations, decisions, and actions.

STRUCTURE

- The board provides guidance and direction for accomplishing the vision.
- The board recognizes the respective roles of the Legislature, State Board of Education, the Texas Education Agency, and Local Boards of Trustees in the governance of the public schools.
- The board fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees.
- The board focuses its actions on policy making, planning, and evaluation.
- The board adopts a planning and decision making process consistent with state statute that uses participation, information, research, and evaluation to help achieve the district's vision.
- The board ensures that the district planning and decision making process enables all segments of the community, parents, and professional staff to contribute meaningfully to achieving the district's vision.
- The board develops and adopts policies that provide guidance for accomplishing the district's vision, mission and goals.
- The board adopts a budget that incorporates sound business and fiscal practices and provides resources to achieve the districts vision, mission and goals.
- The board adopts goals, approves student performance objectives, and establishes policies that provide a well-balanced curriculum resulting in improved student learning.
- The board approves goals, policies, and programs that ensure a safe and disciplined environment conducive to learning.
- The board oversees the management of the district by employing a superintendent and evaluating the superintendent's performance in providing education leadership, managing daily operations and performing all duties assigned by law.
- The board adopts policies and standards for hiring, assigning, appraising and compensating school district personnel in compliance with state laws and rules.

ACCOUNTABILITY

- The board measures and communicates how well the vision is being accomplished.
- The board ensures progress toward achievement of district goals through a systematic, timely, and comprehensive review of reports prepared by or at the direction of the superintendent.
- The board monitors the effectiveness and efficiency of instructional programs by reviewing reports prepared by or at the direction of the superintendent and directs the superintendent to make modifications that promote maximum achievement for all students.
- The board ensures that appropriate assessments are used to measure achievement of all students.
- The board reports district progress to parents and community in compliance with state laws and regulations.
- The board reviews district policies for effective support of the district's vision, mission and goals.
- The board reviews the efficiency and effectiveness of district operations and use of resources supporting the district's vision, mission and goals.
- The board evaluates the superintendent's performance annually in compliance with state laws and regulations.
- The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and the board's ability to work with the superintendent as a team.

ADVOCACY

- The board promotes the vision.
- The board demonstrates its commitment to the shared vision, mission, and goals by clearly communicating them to the superintendent, the staff, and the community.
- The board ensures an effective two-way communication system between the district and its students and employees, the media and the community.
- The board builds partnerships with community, business, and governmental leaders to influence and expand educational opportunities and meet the needs of students.
- The board supports children by establishing partnerships between the district, parents, business leaders and other community members as an integral part of the district's educational program.
- The board leads in recognizing the achievements of students, staff, and others in education.
- The board promotes school board service as a meaningful way to make long-term contributions to the local community and society.

UNITY

- The board works with the superintendent to lead the district toward the vision.
- The board develops skills in teamwork, problem solving and decision making.
- The board establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board.
- The board understands and adheres to laws and local policies regarding the board's responsibility to set policy and the superintendent's responsibility to manage the school district and to direct employees in district and campus matters.
- The board recognizes the leadership role of the board president and adheres to law and local policies regarding the duties and responsibilities of the board president and other officers.
- The board adopts and adheres to established policies and procedures for receiving and addressing ideas and concerns from students, employees, and the community.

- The board makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters.
- The board supports decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.

BAA (LEGAL)

Requesting Information About Meeting Agenda Items

1) Members are encouraged to ask for information from the superintendent before the board meeting so that the administration is prepared with data-driven information that will address those questions.

2) Any questions about agenda items or requests for additional information about them will be directed to the superintendent or his/her designee (or administrator responsible for the agenda item) noted in agenda packet.

3) If the information requested is readily available, the superintendent (or designee) will provide it to the requesting members and report it to the board at the meeting. If the requested information cannot be gathered prior to the meeting, the superintendent (or designee) will make every attempt to provide the answers or requested information at the meeting.

4) If a written report is provided in response to the request, all members will receive a copy.

5) Board members may discuss the provided information in the meeting if necessary.

6) Board members may ask additional questions about agenda items in the meeting.

Communicating With Team Members Between Meetings

The superintendent will communicate with each board member by email that may include information such as:

- **a)** District events
- **b)** Progress reports on directives
- **c)** Follow-up reports in answer to board member questions
- **d)** Updates on administrative matters or district operations

The superintendent will meet with the board president as needed, or communicate by telephone, fax, and/or email to inform him or her of district issues that may need to come before the board for information or action.

The board president may direct the superintendent to distribute copies of documents to each member of the board for information. Email is the preferred method of distribution unless unusual circumstances dictate an alternate method.

The superintendent will communicate requested information to all board members in as timely a manner as possible without interfering with the regular conduct of district business.

Board members may communicate with other individual members for purposes of asking questions, clarifying factual information, or socializing under circumstances that do not conflict with or circumvent the Texas Open Meetings Act.

Board members may not communicate with other individual members for purposes of soliciting votes in support of or opposition to items of business that may come before the board.

Board members who wish to share information relevant to district business will relay the information to the superintendent's office for distribution to all members.

Related Policies: BE (LEGAL) and BJA (LOCAL)

Requesting Information Not Related to Agenda Items

1) Members should request information not related to a meeting agenda item directly from the superintendent with a copy of the request to the board president.
2) The superintendent will determine if the information requested is available from existing sources or records or if it requires that a special, one-time-only report be developed.
3) If the requested information can be provided from readily available data with no diversion of staff time, then it will be provided as soon as reasonable.
4) In the event the request requires a special report that will divert staff time from established priorities, the superintendent will notify the requestor and the board president of this fact.
5) The board president will place the request for information on the next meeting agenda to determine if a majority of the board agrees the requested information is important for its future decision-making.
6) If the board does agree that the information is important for future decision-making, then the superintendent will direct that a report be developed and provided as requested by the board.
7) All team members will receive a copy of any report generated by a board member's request in accordance with this procedure.

Related Policies: BBE (LOCAL)

Visiting Campuses as a Board Member

1) Board members are encouraged to attend as many school events or accept any invitations as their time permits.
2) Board members may visit any campus after checking with the principal about the best time to visit, as long as they do not disrupt the learning process.
3) Board members are required to check in with the principal's office and to follow campus guidelines for visitors.
4) Board members may not give any direction to any staff or students, except when safety or liability is immediately at risk.
5) When visiting with teachers of their own children, board members will make it clear that they are acting as parents rather than as board members.
6) Board members will not request or accept extraordinary consideration or "favors" from any district employee.

Related Policies: GKA (LEGAL), BBF (LOCAL) and BBFA (LEGAL)

Responding to Community or Employee Complaints

1) Listen briefly and respectfully. Remind the complainant of the board's responsibility to remain impartial and noncommittal because complaints may ultimately be brought to the board on appeal.
2) Determine if the complainant wishes to express dissatisfaction or desires some action be taken to resolve the issue.
3) Complainants who desire some action be taken should be directed or referred to the appropriate policy outlining grievance procedures and informed that the steps listed in policy are necessary to protect everyone's rights while following an orderly process.
4) Ask if the complainant has followed the "Chain of Command" outlined in district policy.
5) If the complainant does not know the district's "Chain of Command," provide the following information:
    a) The complainant should first discuss the problem with the person in authority closest to the problem.
    b) If not satisfied with the resolution of the problem, the complainant should go to the administrative supervisor of the person noted in "a."
    c) The administrative supervisor will help the complainant initiate any correspondence or forms required in policy and attempt to resolve the complaint.
    d) If still not satisfied, the complainant may appeal to the superintendent or designee for resolution.
    e) If the superintendent is unable to resolve the issue or the complainant is still not satisfied, the formal complaint is brought to the board following local policy.
6) Board members will inform the superintendent of complaints we feel might eventually reach his/her office from staff and community but will not direct the superintendent to take specific actions.
7) The superintendent shall inform the board of the resolution of complaints referred by board members if the complaint requires superintendent intervention.

Related Policies: DGBA (LEGAL and LOCAL) pertains to employees; FNG (LEGAL and LOCAL) pertains to parents and students; GF (LOCAL) is for public complaints

Communicating With the Media

Regarding Executive Session Items

1) The board president or designee will serve as the board spokesperson to the media on issues regarding board actions.
2) The superintendent or, in his or her absence, a specified designee shall be the official district spokesperson to the media on issues of district attention.
3) Any board member receiving a call from the media requesting information, comments, or an interview will direct the media representative to the superintendent for district business and to the board president for board-specific issues.

Regarding Non-Executive Session Items

1) If speaking to a media representative, board members should clarify at the beginning of the interview that they are speaking as individuals rather than as authorized representatives of the board of trustees. Along with the board member's personal comments, the board member will remind media representatives of the official position or action already taken on the issue by the board of trustees and refer media to the spokesperson for further information.
2) It is inappropriate for a board member to state an opinion on an upcoming issue that is scheduled for discussion at a board meeting.
3) Members will not speak negatively about another member, superintendent, or staff in the community.

Related Policies: BBF (LOCAL), BDAB (LOCAL), BJA (LOCAL), and GBB (LOCAL)

Communicating With the Community

1) Board members are encouraged to participate in community activities as liaisons between the public and the school district. When doing so, board members are expected to:
   - a) Relay information about district goals.
   - b) Clarify a trustee's limitations, obligations, and responsibilities as a member of the board.
   - c) Support board decisions.
   - d) Interact in a positive manner.
   - e) Listen politely and respectfully to comments.
   - f) Make no commitment on behalf of the board or district.
   - g) Not criticize district personnel.
   - h) Refer questions about specific district activities to the appropriate staff person when they do not know the answers.
2) The Board of Trustees encourages community input; however, it will not respond to or act on the basis of anonymous calls or letters.
3) Signed letters addressed to the board or a board member will be forwarded to the president or the superintendent for inclusion in the board information packet.

Preparing the Board Meeting Agenda

1) Any board member may request an item be placed on the agenda for board consideration by contacting the board president or superintendent six calendar days prior to the meeting.
2) Items submitted for inclusion after the deadline or those requiring significant preparation time might, at the discretion of the board president, be deferred to a later meeting. This decision is based on the time needed to prepare supporting information.
3) A draft agenda will be developed by the superintendent and presented to the board president for approval five business days prior to the meeting for which the agenda is being prepared.
4) The draft agenda will include previously scheduled items from the board agenda calendar and any items required by law.
5) Use of a consent agenda to present items for a single vote without discussion will conform to the following guidelines:
    a) Placement of items on the consent agenda will be at the discretion of the board president and superintendent.
    b) Any individual board member may ask questions or discuss an item on the consent agenda by asking the president to remove it from the consent agenda for individual consideration.
    c) Following action on the consent agenda, the president will allow discussion on any item requested for removal from the agenda by a board member.
    d) Here are some examples of items that may be included on the consent agenda.
        i) Routine items
        ii) Minutes of regular and special board meetings
        iii) Acceptance of financial reports
        iv) Approval of personnel contracts that comply with district policies

Related Policies: BE (LEGAL and LOCAL), BJA (LEGAL and LOCAL)

Participating in the Board Meeting as a Trustee

1) Administration will ensure that supporting information required for informed decision-making is supplied to each member in the Board Meeting Agenda Packet.
2) Agenda packets will be distributed to board members at least four calendar days before scheduled board meetings.
3) All participants will be prepared to address items on the agenda.
    a) Board members will read agenda packet materials before each board meeting.
    b) Board members will ask agenda-item-related questions of the superintendent.
    c) Board members are not precluded from asking relevant questions about agenda items during board meetings. However, the right to question should not serve as an excuse for lack of preparation.
4) The board president will have full authority to follow and enforce Robert's Rules of Order (Newly Revised), designated in policy as the board's parliamentary authority.

Related Policies: BE (LEGAL and LOCAL)

Participating as a Trustee in "Public Comment"

1) Persons wishing to address the board during open public comment will comply with the provisions of policy BED (LOCAL) that outlines the specific times and procedures applicable to public comments during board meetings.
2) A copy of policy BED (LOCAL) will be available for public review at the posted meeting site.
3) During the "public comment" section of the meeting, board members will listen to comments but, as the designated spokesperson, only the presiding officer may respond if a response to the speaker is required. Those responses are limited to:
    a) Correcting misstatements of fact presented by the speaker.
    b) Referring the speaker to applicable board policy.
    c) Placing the item on a future board agenda for discussion if not listed on the current board agenda.
4) With the approval of the board, the presiding officer may direct the superintendent to investigate matters brought forward during public comment and report findings to the board at a later meeting.
5) If a member of the public has been afforded an opportunity to speak and his or her comments reflect a complaint about an individual district staff or board member, the presiding officer will refer the speaker to the appropriate formal grievance policy.
6) The board must bear in mind that persons who speak during public comments have First Amendment rights. The board should seek legal advice before disallowing a person's contribution to public comment based solely on the content of the speaker's comments.
7) The presiding officer will limit the total time for "Public Comments" to 30 minutes during regular board meetings. Should additional time be needed for all speakers to address the board, the board may designate a future meeting as a public hearing to address specific issues.

Related Policies: BED (LEGAL and LOCAL), FNG (LOCAL)

Orientation of New Board Members

1) Local district orientation will be scheduled to take place within two weeks of the date a new board member takes the oath of office, but no later than four weeks.

2) The superintendent and at least one incumbent board member will participate in the orientation. Additional administrative staff members may also be included to present specific information about the district.

3) Orientation will include but not limited to:

a) General district information such as

- Geographic area included and number of square miles
- Campus attendance boundaries
- Number of students, teachers, and other employees
- Number of campuses and their enrollments
- Student demographics
- Administrative structure and directory of key personnel
- Ongoing issues of interest to patrons

b) Overview of district programs and operations such as:

- District vision, mission, goals, and plans including,
  - (a) District planning and evaluation process and calendar
  - (b) Most recent AEIS report, campus report cards, and district annual report
- District budget overview including,
  - (a) Current adopted budget summary
  - (b) Recent trends in revenue, appropriations, tax rates, property values
  - (c) Annual financial audit
  - (d) Development process and calendar
- Overview of district curriculum objectives, standards, and instructional programs
- Policy development and review process and location of manuals
- Personnel hiring practices and salary schedule
- Superintendent performance goals, current superintendent evaluation instrument, process and calendar

c) Team operations, including:

- Overview of roles and responsibilities of the board and superintendent
- Required continuing education and calendar of training opportunities

- Current team improvement goals and continuing education targets
- Annual board agenda calendar
- Calendar of district and board events
- Current team operating procedures

Related Policies: BBD (LEGAL)

Expressing Concern about Another Member's Performance

1) Individual board members are encouraged to express their concerns about another member's performance directly to that member.

2) If addressing the issue directly with the member does not resolve the concern, then discussion with the board president is appropriate.

   a) The board president shall discuss the concern with the individual in question on behalf of the reporting board member or shall moderate a discussion between the members. If a quorum of the board is involved, the meeting must be posted and conducted in accordance with the Texas Open Meetings Act.

   b) The president shall remind the board member whose behavior is in question about the adopted code of ethics and discuss how the questionable behavior does not comply with the code. The discussion also will identify more appropriate alternatives to the questionable behavior or refer the board member to policies or procedures that outline approved ways to deal with the issue that prompted the questionable behavior.

   c) If the board member in question does not believe his or her behavior is in conflict with the board's code of ethics, an agenda item specifying "evaluation of individual board members' performance" may be listed on the agenda for an upcoming board meeting.

   d) The matter will be discussed by the full board in closed session in an attempt to clearly identify behavior that may be inappropriate and discuss possible solutions or alternative approaches that may have a more positive impact on team cohesion and effectiveness.

3) If the concern involves the board president, a member may discuss his or her concerns with the board vice-president.

4) Members will not take concerns about fellow board members to the superintendent.

5) Members will not speak negatively about another member, superintendent, or staff in the community.

Related Policies: BBFA (LEGAL), BBF (LOCAL)

Continuing Education Requirements for School Board Members

Type of Continuing Education	Tier	First Year Board Member	Experienced Board Member	Provider
Local District Orientation	1	Required within 60 days of election or appointment (no specified time)	Not required	Local district
Orientation to the Texas Education Code	1	3 hours	Not required	Education Service Center
Update to the Texas Education Code	1	Orientation within first year	After legislative session: of sufficient length to address major changes	Education Service Center
Team-building Session/Assessment of Continuing Education Needs of the Board-Superintendent Team	2	At least 3 hours	At least 3 hours	TEA-registered provider
	3	At least 10 hours	At least 5 hours	TEA-registered provider
Total Minimum Number of Hours		16 hours plus local district orientation & TEC Update	8 hours plus TEC Update	

Board Training Hours are reported at the February Board Meeting.

The Granbury ISD Board has approved the following Board Trainings:

- TASB On-line Training
- Team Building (Conducted in District)
- Region XI Workshops
- North Texas Area Association of School Boards (NTAASB) Training
- Education Code Update

In addition, the Board will strive to attend one of the following workshops as a team:

- TASB/TASA Convention
- Summer Leadership Institute

Board Members desiring to attend other workshops or conventions should have the request placed on a Board Agenda for approval by the Board.

The Superintendent shall obtain approval from the Board for any out-of-state travel.

Granbury Independent School District Board
Activity Calendar

	September	October	November	December	January	February	March	April	May	June	July	August
Planning & Evaluation		Review AEIS	Review Campus Report Cards		Goal Workshop Board Audit Evaluate Goals	Approve District Goals		App. District Imp. Plan Approve Tech. Plan	Approve Campus Imp. Plans	Mid-Year Evaluation of Goals	Approve Teacher Appraisal Calendar	
Personnel			Est. Timeline Supt. Appraisal		Evaluate Supt. Act on Supt. Contract	Renew Admin. Contracts	Renew Non-Probationary Teacher Contracts	Renew Probationary Contracts				
Budget		Health & Insurance Benefits		Accept Audit Report	Supt. Salary Schedule						Review Cert. Appraisal Roll Present Preliminary Budget	Conduct Budget Hearing Adopt Budget Set Tax Rate Approve Salary Schedules
Team Development	TASA/TASB Conference				Review Board Procedures Manual	Call Board Election Report Board Training Hours			Certify Election Reorganize Board	Team Building Training Summer Leadership Institute		
Policy									Approve District Handbooks	Approve District Handbooks		
Other			Tax Roll		Consider School Calendar	Board Candidate Workshop Consider School Calendar	Adopt Text Books		Graduation Orientation New Board Members			Elect TASB Delegate Property / Casualty Ins

EDUCATION TERMS AND ABBREVIATIONS

Academic Excellence Indicators System (AEIS): A system of indicators established by the Legislature and adopted by the State Board of Education to help determine the quality of learning on a campus and in a school district. The indicators include passing rates on the state assessment tests, attendance, graduation rates, dropout rates, and scores on college entrance exams. The state will assess district and school performance compared with state-level standards. AEIS is the foundation for a school district's accountability rating.

Accountability Ratings: The Accountability Ratings System rates campuses and districts as *exemplary*, *recognized*, *acceptable*, and *low performing* based on the percentage of students who pass the state assessment instruments and the dropout rate.

Actual Tax Rate or Nominal Tax Rate: The tax rate adopted by school districts and used to calculate tax bills. (See "Effective Tax Rate.")

Alternative Education Program (AEP): The law governing AEPs requires school districts to set up an educational setting for students who engage in certain illegal conduct or for students who violate certain provisions of the school district's code of conduct. Students assigned to an AEP must be separated from students not included in that program. These programs have come to be called "disciplinary AEPs." Many school districts have established alternative education programs for dropout prevention and to address the unique needs of the small percentage of students who do not "fit" the traditional secondary schools. All AEPs must provide for students' educational and behavioral needs. Districts must allocate to an AEP the same expenditure per student that would be allocated to the student's school if the student was attending the student's regularly assigned program, including a special education program.

Alternative Teacher Education Programs: Some institutions of higher education, education service centers, and large school districts have been approved by the State Board for Educator Certification to operate alternative programs of preparation for teachers and administrators. These programs involve university coursework or other professional development experiences, and well as intense mentoring and supervision during the candidate's first year in the role of educator. In addition, some regional education service centers offer alternative programs of preparation similar to the school-based programs.

Available School Fund (ASF): Created by the Texas Constitution of 1876, the ASF is made up of earnings from the Permanent School Fund and constitutionally dedicated motor-fuel taxes and other miscellaneous revenue sources. The bulk of ASF revenue is distributed on a per-capita basis to all school districts. A portion provides funding for textbooks and technology.

Average Daily Attendance (ADA): A method of counting students for the purpose of providing state aid to school districts. Currently, Texas counts students in attendance each day and averages the attendance count over the year.

Basic Allotment: The basic allotment is the initial or starting number that, after adjustment, is used to calculate foundation program costs and state aid to school districts. Currently, the basic allotment is $2,537 per student.

EDUCATION TERMS AND ABBREVIATIONS

Campus or Campus Program Charter: A local school board may grant a charter to parents and teachers of a campus within the district if the board receives a petition signed by the parents of a majority of the students at the campus and a majority of teachers at the campus. The Texas Education Code also permits two or more campuses to form a cooperative charter program. Other charters are home-rule school-district charters and open-enrollment charters.

Caps: A general term that describes statutory limits on tax rates, revenues, or increases in school district expenditures.

Chapter 41 District: Refers to Chapter 41 of the Texas Education Code, which pertains to school districts with property wealth per weighted student in excess of $305,000 in 2003. Chapter 41 districts are subject to wealth reduction provisions.

Chapter 41 Options: Provides school districts with property wealth in excess of $305,000 per weighted ADA with five options to reduce their property wealth to the $305,000 threshold: (1) district consolidation by board action, (2) detachment and annexation of property by board action, (3) purchase of attendance credits from the state (voter approval required), (4) contract with other districts for educating their students (voter approval required), and (5) tax base consolidation (voter approval required).

CISD: Consolidated Independent School District.

Compensatory Education: The state compensatory education allotment provides additional financial support to school districts to teach educationally disadvantaged pupils and under-achieving students. A program of compensatory education should provide additional services and instructional support, beyond the regular program, to help students compensate for academic deficiencies and may include programs for at-risk students. The allotment is based upon the number of students participating in the federal free or reduced-price lunch program.

Completion Rate: A longitudinal measure that shows the status of students expected to graduate, starting with their first attendance in ninth grade.

Conforming Textbook List: One of two lists to which the State Board of Education assigns textbooks it adopts. This list includes textbooks that address all of the adopted Texas essential Knowledge and Skills (TEKS) for the subject and grade level and that meet applicable physical specifications. (See "Nonconforming Textbook List.")

Cost of Education Index (CEI) or Adjustment: An index the state uses to adjust the basic allotment to account for geographic or other cost differences beyond local school district control. The current index has not been updated since 1990.

County Appraisal District (CAD): Each county (some multicounties) has established an appraisal district office that is responsible for maintaining taxable real and personal property records and placing a value on all property for taxation purposes. A chief appraiser, an individual appointed by an appraisal district board of directors, heads the CAD office. The appraisal district board is, in turn, elected by certain taxing entities.

EDUCATION TERMS AND ABBREVIATIONS

CSD or CCSD: Common School District or Common Consolidated School District. Generally, very small districts with three-member (CSD) or seven-member boards of trustees that govern district affairs. Taxing authority is held by the county commissioners' court.

Debt Service: (See "Interest and Sinking Fund.")

Disciplinary Alternative Education Programs: (See "Alternative Education Program.")

District-Level Decision-Making Process: The school board annually approves district and campus performance objectives and assures that district and campus plans are mutually supportive and, at a minimum, meet the state's educational goals. Each district has a district improvement plan that is developed, evaluated, and revised each year by the superintendent, with the assistance of the district-level decision-making committee.

Dropout: A student is identified as a dropout if he or she is absent without an approved excuse or document transfer and does not return to school by the fall of the following year, or if he or she completes the school year but fails to reenroll the following school year. School districts report the status of all students enrolled in grades 7 through 12 in the district during the prior school year in one of two ways: as being in school or as having left school. The "leaver record" provides 43 possible reasons for leaving school.

Dropout Rate (Annual): The annual dropout rate is the count of official dropouts summed across all grades (7 through 12) divided by the number of students summed across all grades (7 through 12). The annual dropout rate is different than a longitudinal rate, which compares the number of students who began school together in the seventh grade and who eventually graduate.

Edgewood v. Meno: The Texas school finance equity lawsuit, formerly know as *Edgewood v. Kirby*, was filed in 1984 by a group of low-property-wealth school districts (led by Edgewood ISD in San Antonio). At the center of the dispute was what constitutes an efficient system of school finance. In 1995, the Texas Supreme Court defined an efficient system of school finance as one that provides all districts with substantially equal access to operations and facilities funding necessary for the general diffusion of knowledge. The court held that Senate Bill 7, the 1993 school finance law, met this standard.

Education Service Center (ESC): Twenty intermediate education units located in regions throughout Texas that assist and provide services for local school districts.

Educator Certification: Every person certified to teach in Texas must hold a bachelor's degree with coursework in three areas: (1) a broad general education, (2) an academic specialization(s), and (3) teaching knowledge and abilities. The exceptions to the degree requirement are certain career and technology certificates issued on the basis of work experience. Additionally, candidates for certification must demonstrate basic academic skills by passing tests in reading, mathematics, and writing before admission to a teacher-preparation program or must show evidence of these skills on other appropriate alternative assessments.

EDUCATION TERMS AND ABBREVIATIONS

Effective Tax Rate: The tax rate that, if applied to the current local tax roll, would raise the same amount of revenue as in the previous year. This rate is an important element of the annual truth-in-taxation process.

Electronic Textbooks: This term includes certain computer software, interactive videodisc, magnetic media, CD-ROM, computer courseware, on-line services, an electronic medium, or other electronic means.

Equity: In school finance, the term generally refers to fair or equal distribution of resources for schooling, taking into account student differences and school district characteristics. The standard used by the Texas Supreme Court is a taxpayer equity standard, which means similar revenue for similar tax effort. In other words, the school finance system is to be property wealth neutral: a district's property tax base should have little or no impact on its ability to generate funding from the Foundation School Program.

Facilities Funding: The Legislature provides assistance to school districts for facilities construction in two ways. The Instructional Facilities Allotment (IFA) provides a state partnership with local districts in making debt service payments to retire bonds for construction of new facilities or renovations to existing facilities. Districts receiving aid are guaranteed $35 per pupil per penny of tax effort. Sate aid is limited by appropriations and low-wealth districts have priority in receiving IFA funding. The Existing Debt Allotment provides state assistance to districts for existing debt that is not covered by IFA funding. The state guarantees $35 per unweighted student per penny for up to 12 cents of tax effort. The commissioner of education has extended the tax cap to 29 cents for the 2002-03 school year.

Foundation School Program (FSP): A program for the financial support of a basic instructional program for all school children. Money to support the program comes from the Permanent School Fund, Available School Fund, Foundation School Fund, state general revenue, and local property taxes. The state establishes a foundation level and sets, for each district, a calculated contribution level called the local fund assignment (LFA). The greater a district's property wealth, the higher the LFA. State aid makes up the difference between the LFA and the foundation level. (See also "Local Fund Assignment.") Currently, the FSP described in the Texas Education Code consists of three parts or tiers. The first tier provides funding for a basic program. The second tier provides a guaranteed-yield system so that school districts have substantially equal access to revenue sufficient to support an accredited program. The third tier equalizes debt service requirements for existing facilities debt.

Foundation School Program Tax Rate: This is the rate used in calculating state aid to school districts. It is calculated by dividing actual collections by the prior year's taxable value determined by the state property tax division of the state comptroller's office.

EDUCATION TERMS AND ABBREVIATIONS

Guaranteed Yield: A school finance plan in which the state specifies a revenue yield that it will guarantee in terms of revenue per student per penny of local tax effort. The districts adopt tax rates and levy taxes. The state makes up the difference between what each district levies locally per student and the guaranteed yield per student. High-wealth districts may raise all of their guaranteed-yield revenue from local tax sources. In Texas, this is commonly known as Tier 2 in the Foundation School Program. In 2002-03, the guarantee is $27.14 per weighted student.

Home-Rule School District Charters: The Texas Education Code permits a school district to adopt a home-rule school-district charter and break free from many state rules and regulations. Home-rule school districts must maintain satisfactory performance on the statewide accountability system. The concept is patterned after home-rule municipalities in Texas. Other charter programs include open-enrollment charters and campus, or campus program charters. To date, no Texas school district has gone through the home-rule charter process.

Independent School District (ISD): The Texas constitution permits the state Legislature to create school districts. Each district operates its schools and taxes property within the district to support, in part, the schools. The term independent refers to the fact that the school district is not a part of city or county government and has independent budgeting and taxing authority. In some states, cities or townships operate or fund schools in addition to providing other government services. ISDs are governed by locally elected boards of trustees.

Individual Education Plan (IEP): A document required by federal law that details the special education requirements for each disabled student and explains how the school intends to address the student's needs. An IEP is intended to help ensure that disabled students have equal access to public education in the least restrictive environment.

Individuals with Disabilities Education Act (IDEA): The 1997 IDEA strengthens academic expectations and accountability for the nation's 5.4 million children with disabilities.

Instructional Facilities Allotment (IFA): Since 1997, the IFA has provided funds to school districts to help pay for debt service. The mechanism for computing the state and local share of the IFA payment is a guaranteed-yield formula. Low-wealth school districts and school districts not already participating in the IFA program have priority in receiving IFA funding for construction or lease purchase of new instructional facilities.

Interest and Sinking Fund (I&S) Tax: Also called the debt service tax. A tax levied by school districts to pay for bonded indebtedness, usually for construction of facilities, and other capital needs.

Juvenile Justice Alternative Education Program (JJAEP): In counties with populations greater than 125,000, the juvenile board must develop a juvenile justice AEP approved by the Texas Juvenile Probation Commission. In these larger counties, students who engage in conduct requiring expulsion under Chapter 37 of the Texas Education Code must be placed in a JJAEP.

EDUCATION TERMS AND ABBREVIATIONS

Local Fund Assignment (LFA): The portion of the foundation program allotment required to be paid by school districts using the local property tax. The greater the property wealth of the district, the higher the LFA and the lower the amount of the state aid the district will receive. (See also "Foundation School Program.")

Maintenance and Operations (M&O) Tax: A local school district property tax rate that raises revenue to be used for any legal purpose to operate and maintain the district's schools.

Municipal School District (MSD): A school district whose boundaries correspond precisely to city limits and whose governance is shaped in part by city officials.

Nonconforming Textbook List: One of two lists to which the State Board of Education assigns textbooks it adopts. This list must include textbooks that address at least half of the adopted Texas Essential Knowledge and Skills (TEKS) for the subject and grade level and meet applicable physical specifications. (See "Conforming Textbook List.")

Open-Enrollment Charters: Open-enrollment charter schools may be established by private nonprofit organizations, colleges and universities, and other governmental entities that apply to the State Board of Education. The law authorizes the State Board to approve up to 215 open-enrollment charter schools. Law also provides for creation of college or university charter schools at "public senior colleges and universities." There is no limit on the number of these charter schools that may be granted. Other Texas charter programs include home-rule school-district charters and campus or campus program charters.

Permanent School Fund (PSF): A perpetual trust fund created by the Texas constitution in 1876. PSF earnings go into the Available School Fund, which the state apportions on a per-capita basis to districts for students enrolled in Texas public schools after funding state textbook purchases. PSF investments include U. S. Treasury bonds, Texas municipal bonds, school district building bonds, and securities. The State Board of Education administers the Fund under constitutional and statutory requirements.

Public Education Grant (PEG) Program: In 1995, legislation passed to permit students in low-performing schools to attend another public school in the student's home district or in another district. The amount of the public education grant is the total state and local funding per student for the student's home district. The receiving district may accept or reject the student and may not charge the student tuition.

Public Education Information Management System (PEIMS): A data management system that includes information on student demographics, performance, school district budgets, teacher salaries, etc. The information for PEIMS is transmitted from local school districts to the Texas Education Agency by the education service centers.

EDUCATION TERMS AND ABBREVIATIONS

Public Information Act (PIA): PIA defines public information as information collected, assembled, or maintained under law or in connection with a governmental body's transaction of official business. PIA provides that public information must be made available to the public upon request during the normal business hours of the district, unless an exception applies that allows or requires that the information not be made public.

Rollback: Rollback is a taxpayer relief mechanism that allows local voters to contravene the school board's maintenance and operations (M&O) tax rate if it exceeds a certain level. If the school board adopts and M&O tax rate that exceeds the rollback tax rate, the district must call an election so voters can determine whether to ratify the adopted tax rate. The rollback rate is equal to the tax rate that would provide the same local taxes and state aid per weighted average daily attendance as was available the previous year plus $0.06.

School Board Authority: Statute gives local school boards the exclusive power and duty to govern and oversee the management of the public schools. Powers and duties not specifically delegated to the Texas Education Agency or the State Board of Education are reserved for local trustees.

State Board for Educator Certification (SBEC): SBEC is a quasi-independent body that gives educators more authority to govern the standards of their profession. SBEC regulates and oversees all aspects of the certification, continuing education, and standards of conduct of public school educators. As a state agency, SBEC is responsible for certification testing, accountability programs for educator preparation programs, and certification of teachers and administrators.

State Board of Education (SBOE): A 15-member body elected by general election (staggered, four-year terms) from various regions statewide to provide leadership and to adopt rules and policies for public education in the state. The board's primary responsibility is to manage the Permanent School Fund.

Teacher Retirement System (TRS): TRS delivers retirement and related benefits authorized by law for members and their beneficiaries.

Technology Allotment: This allotment is part of the state textbook fund and can be used to purchase electronic textbooks or technological equipment that contributes to student learning or teacher training. The allotment is $30. per ADA.

Telecommunications Infrastructure Fund (TIF): Created by the Legislature in 1995, the TIF has funded schools, libraries, and hospitals with $1.5 billion for distance learning and information sharing.

EDUCATION TERMS AND ABBREVIATIONS

Texas Assessment of Knowledge and Skills (TAKS): TAKS replaces the Texas Assessment of Academic Skills (TAAS), a criterion-referenced test used in Texas schools for 12 years. TAKS began in spring 2003, with tests in reading in grades 3 through 9; language arts in grades 10 and 11; writing in grades 4 and 7, science in grades 5, 10, and 11; social studies in grades, 8, 10, and 11; and mathematics in grades 3 through 11. The 11th grade exit-level test will assess English III, algebra I, geometry, biology, integrated chemistry and physics, early American and U. S. history, world geography, and world history. TAKS will be a more challenging examination for Texas students, according to the results of field tests.

Texas Education Agency (TEA): The administrative and regulatory unit for the Texas public education system managed by the commissioner of education. TEA is responsible for implementing public education policies as established by the Legislature, State Board of Education, and commissioner of education.

Texas Essential Knowledge and Skills (TEKS): Subject-specific state learning objectives adopted by the State Board of Education. The state's academic tests [See Texas Assessment of Knowledge and Skills (TAKS)] are aligned with the TEKS.

Texas Open Meetings Act (TOMA): TOMA makes school board meetings to discuss and decide public business accessible. The TOMA decision requires governmental entities to provide prior public notice of what is to be discussed and where and when specifically authorized by law. Civil and criminal penalties can result when a board violates provisions of this act.

University Interscholastic League (UIL): The governing organization for most public school extracurricular activities operated through The University of Texas at Austin. Rulemaking authority for the UIL lies with its members and the State Board of Education.

Vouchers: The use of taxpayer funds for private school education. Legislation was introduced during the 76th Legislative Session (1999) to implement a pilot program for certain students. Although the legislation failed, this issue may be an important one during the 78th Legislative Session in 2003.

Wealth: In school finance, the wealth of a district is measured in taxable value of property per weighted ADA.

Weighted Average Daily Attendance (WADA): In Texas, students with special educational needs are weighted for funding purposes to help recognize the additional costs of educating those students. Weighted programs include special education, career and technology, bilingual, gifted and talented, and compensatory education. A weighted student count is used to distribute guaranteed-yield funding and establish Chapter 41 thresholds.

Zero Tolerance: This concept that student misbehavior in class will not be allowed was passed by the 1995 Legislature. It empowered teachers to remove from class students who disrupt the learning process.

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: September 19, 2005
For: Approval

TO: Mr. William Harris, Superintendent

FROM: Sharay Boynton
DATE: September 12, 2005
RE: Sale of FUMC Property and Land

SUMMARY:
According to Board Policy CDB(LEGAL), "The Board may authorize the sale of any property, other than minerals, held in trust for free school purposes, by means of a Board resolution."

The policy states that a notice of the District's intent to sale the property has to be published in the local newspaper on two different occasions. No sale or exchange can be made until the 14th day after the last notice is published. The notice for the sale of this property was published Tuesday, August 16, 2005, Saturday, August 20, 2005 and Thursday, August 25, 2005. The responses were due to my office on September 6, 2005. There were two responses. A copy of the tabulation is attached for your review.

The District has had the property appraised by Brady Condike, Inc., Certified Real Estate Appraisers for current market value to be established. A copy of the Summary Appraisal Report, First United Methodist Church of Granbury, 205 East Pearl Street, Granbury, Tx 76048 is also attached for your review.

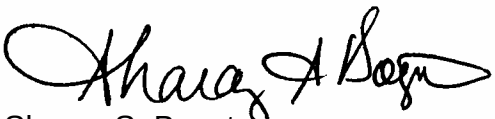
Legal counsel was contacted on a couple of matters related to this land sale when the matter was previously addressed.

- Can GISD sell the property for less than the appraised value? GISD is not bound to sell the property at appraised value. The open market bid process allows the District to sell at the most marketable amount received.
- Can the purchase price be negotiated with the apparent best bidder? The purchase price submitted cannot be negotiated. The only option that the Board has is to accept or reject the bid as presented. Terms of the agreement can be negotiated, but the price offered cannot.

RECOMMENDATION:

To be presented and discussed at the meeting. The attached resolution will need to be presented and approved if it is the intent of the Board to sell the property.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton

Date Submitted: September 12, 2005

GRANBURY INDEPENDENT SCHOOL DISTRICT
BOARD RESOLUTION

WHEREAS, Granbury ISD is an independent school district

WHEREAS, Granbury ISD has a tract of land and building situated at 205 E. Pearl St, Granbury, Texas being a portion of Lot 1-R in Block 2 of the ORIGINAL TOWNSITE OF GRANBURY, an addition to the City of Granbury, Hood County, Texas according to the plat thereof recorded in Slide A-346-A of the Plat Records, Hood County, Texas also All of Lot 1 and a portion of Lots 2 and 4 in Block 10 of the ORIGINAL TOWSITE OF GRANBURY, according to the Plat thereof now on file with the County Clerk's office, Hood County, Texas.

WHEREAS, Granbury ISD's intent to sale was published in the Hood County News on Tuesday, August 16, 2005, Saturday, August 20, 2005 and Thursday, August 25, 2005.

WHEREAS, _____ has made an offer of $ _____

_____

BE IT RESOLVED that Granbury ISD enter into a contract to sale the aforementioned piece of property with negotiations on behalf of the District to be done by Superintendent.

PASSED AND APPROVED this 4h day of April 2004

ATTEST:

By: _____ By: _____

Barbara Herrington — Gene Ellis

President, GISD Board of Trustees — Secretary, GISD Board of Trustees