Regular

Monday, June 8, 2009 6:00 PM
Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048

1. **Call to order - 6:00 PM - GISD Board Room**
2. **Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.**
   a. Chapter 551.074 - Personnel
      1. Consider staff appointments
      2. Deliberate personnel options regarding the continued employment, assignment, and/or resignation of professional contract employee.
   b. Confidential Attorney-Client Communicaitons - Texas Gov't Cose Section 551.071 (2)
      1. Consult with GISD legal counsel to receive legal advice regarding personnel deliberation above.
      2. Consult with GISD legal counsel legal advice regarding proposed boundry changes with Cleburne ISD purusant to Texas Gov't Code Section 551.071 (2)
   c. Chapter 551.072 - Purchase, exchange, lease or value of real property
3. **Reconvene in open session - 7:00 PM**
4. **Opening Comments/Invocation**
5. **Pledges - U.S. Flag & Texas Flag**
6. **Recognitions**
7. **Consider Consent Agenda Items**
   a. Minutes of the May 18, 2009 regular meeting
   b. Budget Amendments
   c. Technology Purchases
   d. Consider Student Extra-Curricular, Student Voluntary Coverage, and Catastrophic coverage CSP 2009-22
   e. Consider Fresh Produce CSP 2009-05 (renewal)
   f. Consider Award Jackets and Athletic Letter Awards Bid 2007-22 (renewal)
   g. Consider Continued Participation in the ESC Region X Multi Regional Child Nutrition Cooperative Purchasing Program Inter-Agency Agreement
   h. Consider Audio Visual and Library Supplies and Equipment 2009-28
8. **Consider Update 85, affecting local policies: CNB(LOCAL): Transportation Managment - District Vehicles; CQ(LOCAL): Electronic Communication and Data Management; DBB(LOCAL): Employment Requirements and Restrictions - Medical Examinations and Communicable Diseases; FL(LOCAL): Student Records: GRA(LOCAL): Relations with Governmental Entities - Local Governmental Authorities**
9. **Consider IPM Coordinator**
10. **Consider 2009-2010 School Board Meeting Calendar**
11. **Consider School Board Procedures Handbook**
12. **Consider Nomination for Region XI Representative for TASB Board of Directors**
13. **Consider Voyager Curriculum**
14. **Consider Accepting Proposals for Records Management**
15. **Consider Approval of Waiving Tuition for Students Residing in Cleburne ISD in the Pecan Plantation Area for 2009-2010 while Granbury ISD and Cleburne ISD Seek Agreement**
16. **Consider Approval of Pay Tables for 2009-2010**
17. **Reports**

a. April 30, 2009 Financial Statements
b. District Ratings
c. Principals Reports on TAKS Scores
d. Consider Requesting Proposals from Radio Stations
e. Salaries & Stipends
18. **Public comments/audience participation**
19. **Consider action on items discussed in closed session**
a. Consider staff appointments
b. Action, if any, related to closed session personnel deliberations above.
c. Consider purchase, exchange, lease or value of real property
20. **Adjourn**

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL REGULAR MEETING
MINUTES
May 18, 2009

The Board of Trustees of the Granbury Independent School District convened in an official **REGULAR** meeting on Monday, May 18, 2009 at 6:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas.

Presiding Officer..... Jerry Campbell, Vice President

Board Members Present
Bowen Brawner
Barbara Herrington
Kevin Myers
Micky Shearon
Don Walton

Board Members Absent
Charlie Cloud - President

School Officials Present
William Harris, Superintendent
Ron Mayfield, Superintendent
Sharay Boynton, Executive Director of Finance
Troy Green, Executive Director of Human Resources
Ton Potappel, Director of Technology
Jeff Meador, Public Information Officer
Carola Bradley, Recording Secretary

Others Present
School Employees
Media
Community Members

Meeting Called to Order
Vice President, Jerry Campbell, called the meeting to order at 6:00 p.m. and noted that a quorum of board members was present, the meeting was dully called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session
The Board of Trustees convened in closed session 6:01 p.m. under the Texas Open Meeting Act, Chapter 551.072 – purchase, exchange, lease or value of real property and 551.074 – personnel.

Reconvened
The Board reconvened in open session at 7:09 p.m.

Invocation/Opening Comments

Joe Phillips, Fairview Baptist Church led the prayer.

Pledge U.S. Flag and Texas Flag
Whitney and Courtney Gilley, Emma Roberson Elementary led the U. S. and Texas pledges.

Recognitions
Jack Williams, Granbury Masonic Lodge No. 392 presented teachers Mrs. Jana Jimenez, Brawner Intermediate and Mrs. Tammy Bodine, Granbury High School with the Lamar Award. Mr. Williams also presented students Kacey Collins, Crossland 9th Grade Center and Bailey Fulkerson, Brawner Intermediate with Lamar Awards.

Becky Addison, Golf Coach, recognized Laura Childress, Paloma Nunez, Heather Robertson, Ryann Warner and Mollie Wheeler for participation in the 2009 State Golf Championship.

Connie Stone, Granbury High School recognized Kevin Massey, Whitney McLean, Garrett Wadley and Joe Wallace for participation in the 2009 Accounting UIL Academic State Meet.

Connie Stone also recognized Amanda Russell for participation in the 2009 Ready Writing UILO Academic State Meet.

Jimmy Dawson, Acton Middle School Principal and Diane Fullerton, Granbury Middle School Principal, recognized students Ashleen Atchue, Gianni Avalos, BreAnne Daly, Peter Mueller, Brandon Rush, Melanie White, David Hull, Mariah Rendeiro and Charles Wallace for participating in the ExxonMobil Texas Science and Engineering Fair.

Public comments/audience participation

Jerry Campbell, Vice President moved this item up on the agenda.

Dawn Adcock spoke to item #14, Participation in Graduation Activities. Mrs. Adcock requested the Board review their policy regarding students who do not pass the TAKS test. Mrs. Adcock requested they change the policy to allow students to walk the stage and receive a certificate of completion if they had passed all their courses but had not passed all TAKS test.

Roderick Mayfield signed up to speak to item #14, Participation in Graduation Activities but left the meeting early and did not speak.

Consider Participation in Graduation Activities

Jerry Campbell, Vice President, moved this item up on the agenda.

A motion was made by Bowen Brawner and seconded by Don Walton to table this item until an August meeting. **MOTION CARRIED**: Yes 3 – Noe 2 – Abstain 1; Kevin Myers and Micky Shearon voted no and Barbara Herrington abstained

Canvass May 9, 2009 Board of Trustee Election

Jerry Campbell, Vice President, declared the results of the May 9, 2009 Board of Trustee election and declared Micky Shearon the winner of Place 3 and Nancy Alana the winner of Place 4. A motion was made by Barbara Herrington and seconded by Bowen Brawner. MOTION CARRIED: Yes 6 – Noe 0

Administer Oath of Office, Place 3 and 4, Granbury ISD Board of Trustees

Carola Bradley, Notary Public, administered the oath of office to newly elected Board members, Micky Shearon and Nancy Alana.

Elect Board Officers for 2009-2010

Bowen Brawner nominated Barbara Herrington for Board President. With no other nominations, Barbara Herrington was elected Board President. Yes 6 – Noe 0

Bowen Brawner nominated Don Walton for Board Vice President. With no other nominations, Don Walton was elected Board Vice President. Yes 6 – Noe 0

Jerry Campbell nominated Micky Shearon for Board Secretary. With no other nominations, Micky Shearon was elected Board Secretary. Yes 5 – Noe 0 – Abstained 1. Micky Shearon abstained.

Consent Agenda Items

Jerry Campbell, stated item U, School Supplies Bid 2009-18 had a tie bid and would need a coin flip to declare the winner of the tie. The tie bids were between Office Depot and Standard Stationary Supply. Micky Shearon tossed the coin and Office Depot won the toss. A motion was made by Micky Shearon and seconded by Jerry Campbell to approve the consent agenda items: A. Minutes of the April 6, 2009 Regular Meeting and April 20, 2009 Special Meeting; B. Technology Purchases; C. Budget Amendments; D. Purchase of Child Nutrition Equipment through GISD Interlocal Vendors with AARA Funds; E. Purchase of CNGC PA System – Buy Board purchase; F. Athletic trainer Supplies Bid 2009-15; G. Copy Paper Bid 2009-23; H. Nursing & Health Supplies and Equipment Bid 2009-17; I. Automotive Filters Bid 2007-20 Renewal: J. Transportation Supplies and After Market Parts Bid 2008-32 Renewal; K. Vehicle Fuel RFP 2007-12 Renewal; L. Bus OEM Parts Bid 2008-30 Renewal; M. Automotive Lubricants Bid 2008-28 Renewal; N. Automotive and Truck OEM Bid 2008-37 Renewal; O. Remanufactured Transmissions Bid 2007-21 Renewal; P. electrical Services Bid 2008-23 Renewal; Q. Paint Supplies & Equipment Bid 2008-22 Renewal; R. Plumbing Supplies & Equipment Bid 2007-14 Renewal;

S. 9 passenger SUV Bid 2009-25; T. ¾ Ton Pickup CSP 2009-16; U. School Supplies Bid 2009-18 as presented with Office Depot the winner of the coin toss. **MOITON CARRIED**: Yes 6 – Noe 0

Consider Letter of Recommendation on Extension of Loop 567

A motion was made by Jerry Campbell and seconded by Micky Shearon to issue a letter of support to the Department of Transportation, under the signature of the Superintendent, for the extension of Loop 567 for the improved transportation of our buses and possible evacuation due to Comanche Peak. **MOTION CARRIED**: Yes 6 – Noe 0

Consider Summer School Curriculum

A motion was made by Jerry Campbell and seconded by Don Walton to approve Summer School Curriculum as presented. **MOTION CARRIED**: Yes 6 – Noe 0

Consider student tuition for Cleburne ISD students currently enrolled in Granbury ISD

This item was tabled and will be placed on the June 8, 2009 agenda.

Reports

Dwight Butler, Athletic Director, gave a report on the Athletic Department

Randy Leach, Director of Maintenance and Facilities gave a report on the Maintenance, Department, Facilities, Safety, Energy and Workers Compensation.

Sharay Boynton gave a report on the March 31, 2009 Financial Statement.

William Harris, Superintendent, reminded the Board that Update 85 has been emailed to them for their review to be voted on at the June 8, 2009.

Convened in closed session

The Board of Trustees convened in closed session at 9:11 p.m. under the Texas Open Meetings Act, 551.074 – personnel.

Reconvene

The Board reconvened in open session at 9:45 p.m.

Action on Items Discussed in Closed Session
Staff Appointments

A motion was made by Jerry Campbell and seconded by Don Walton to approve personnel, Lizette Zuniga, 1st grade Bilingual teacher, Emma Roberson Elementary; Laura Meek, 3rd grade teacher, Oak Woods; Shannon Dildy, Kindergarten teacher, Emma Roberson Elementary; Trisha Bagby, Biology teacher, Crossland 9th Grade Center; Kristin Madison, Algebra teacher, Crossland 9th Grade Center; Cindy Holt, Counselor, Granbury High School; Amanda Peck, Speech Pathologist, Special Education; Amanda Rogers, LSSP Special Education, as presented. MOTION CARRIED: Yes 6 – Noe 0

Consider purchase, exchange, lease or value of real property

None

Adjournment

There being no further business, the meeting was adjourned at 9:46 p.m.

_____ _____

Jerry Campbell, Board Vice President Micky Shearon, Board Secretary

OFFICE OF CURRICULUM & INSTRUCTION

For:	**Board of Trustees**
Date:	**June 8, 2009**
Action:	**Action**

To:	**Mr. William Harris, Superintendent**	**From:**	**Jan Van Dorn**
		Date:	**May 28, 2009**
		RE:	**Technology Purchases**

SUMMARY: Attached is the spreadsheet denoting the technology purchases for this month.

RECOMMENDATION: The Administration recommends the approval of the technology.

Respectfully submitted,

Jan Van Dorn

Jan Van Dorn
Assistant Superintendent

Staff Persons Responsible: Jan Van Dorn
Curtis Starnes

Campus/Department Technology Purchases

Item	Campus/ Department	Requestor	Description	Qty.	Cost	Budget Code
1	TEC	Curtis Starnes	Dell 16 Port KVM Digital Switch	1	$3,730.00	199 E 11 6645 00 728 0 99 000
2	TEC	Curtis Starnes	RAM for Student Computers and Staff Laptops	400	$3,790.00	199 E 11 6397 00 728 0 99 000
3	CUR	Victor Sauceda	LTU Visual Presenter - AMS and GMS Teachers	17	$9,095.00	428 E 11 6645 00 xxx 0 24 000
4	CUR	Victor Sauceda	Dell LCD Projectors - AMS and GMS Teachers	14	$10,500.00	428 E 11 6645 00 xxx 0 24 000
					Total:	**$27,115.00**

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**June 8, 2009**
Action:	**Approval**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**June 8, 2009**
		Re:	**Consider Approval of Update 85**

SUMMARY: I have attached a letter from Holly Claghorn, TASB Senior Attorney that outlines her concerns over our language in CNB (LOCAL).

I have checked with Mr. Slemmons concerning this issue and he informed me that we do this with only one group and this is the Chamber of Commerce on July 4. They pay the insurance, which is expensive and keeps other groups from wanting the same service and they pay $0.90 per mile and $9.00 per hour.

Since the arrangement is working well and it is the only group utilizing our buses, I recommend that we continue with our current practice. I would also recommend that we maintain this letter in our files and be prepared to make adjustments to policy in the future if it should become a problem.

RECOMMENDATION:
I recommend approving Update 85.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

(LOCAL) Policy Comparison Packet

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

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

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

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

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

NO NONSCHOOL USE

The District shall not permit use of District vehicles for non-school purposes.

EMERGENCY USE EXCEPTION

In case of emergencies or disasters, the Superintendent or designee may authorize the use of District vehicles by civil defense, health, or emergency service authorities.

~~USE OF SCHOOL BUSES~~

~~EXTRACURRICULAR ACTIVITIES AND FIELD TRIPS~~

~~The Superintendent or designee shall develop administrative regulations for requesting, scheduling, and using District school buses for extracurricular activities and field trips. The regulations shall address any necessary charges to student groups for such uses, in accordance with applicable state rules.~~

~~NONSCHOOL USE~~

~~Nonschool uses of District school buses shall be permitted only with approval from the Superintendent or designee. Such use shall not be permitted when in conflict with school use. In granting approval, the Superintendent or designee shall not make decisions based on the viewpoints expressed by the requestors.~~

~~Nonschool organizations using District buses shall agree to comply with all applicable administrative regulations and to pay all applicable fees to cover the cost of such use.~~

~~[See GKD regarding nonschool use of school facilities]~~

NONPROFIT **ORGANIZATION EXCEPTION**~~ORGANIZATIONS~~

The District may contract with **a** nonprofit **organization for** ~~organizations to provide such organizations~~ the use of **District** school buses ~~during emergency or unusual circumstances~~ when such use will not interfere with the regular transportation of school students.

~~Transportation of organization members to meetings, social events, or other routine organizational functions shall not constitute an emergency or unusual circumstance and shall not be considered appropriate functions for use of a school bus. Any exceptions shall be approved by the Board.~~

Drivers **employed by the District**~~for such approved emergency use~~ shall be certified Texas school bus drivers ~~employed by the District~~ and shall be compensated by the organization involved at the prevailing extracurricular trip salary. Should such a driver not be available, the director of transportation may allow use of a non-certified driver. Organizations contracting for emergency use of a school bus shall complete appropriate contract forms, compensate the driver, reimburse the District the prevailing per-mile charge assessed for extracurricular trips, compensate the District for any damage received by the bus during the trip, and be liable for any and all damages caused by the bus or its driver.

SCHOOL-RELATED USE

The Superintendent or designee shall develop administrative regulations for requesting, scheduling, and using District ve-

hicles for extracurricular activities, field trips, and other school-related purposes.

[See GKD regarding nonschool use of school facilities]

The Superintendent or designee shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes.

AVAILABILITY OF ACCESS

Access to the District's electronic communications system, including the Internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use of the system shall be permitted if the use:

LIMITED PERSONAL USE

1. Imposes no tangible cost on the District;
2. Does not unduly burden the District's computer or network resources; and
3. Has no adverse effect on an employee's job performance or on a student's academic performance.

USE BY MEMBERS OF THE PUBLIC

Access to the District's electronic communications system, including the Internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:

1. Imposes no tangible cost on the District; and
2. Does not unduly burden the District's computer or network resources.

ACCEPTABLE USE

The Superintendent or designee shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District's electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

INTERNET SAFETY

The Superintendent or designee shall develop and implement an Internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;

2. Ensure student safety and security when using electronic communications;

3. Prevent unauthorized access, including hacking and other unlawful activities; ~~and~~

4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students**; and**

~~4.~~**5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms**.

FILTERING

Each District computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee.

The Superintendent or designee shall enforce the use of such filtering devices. Upon approval from the Superintendent or designee, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

MONITORED USE

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered private. Designated District staff shall be authorized to monitor such communication at any time to ensure appropriate use.

INTELLECTUAL PROPERTY RIGHTS

Students shall retain all rights to work they create using the District's electronic communications system.

As agents of the District, employees shall have limited rights to work they create using the District's electronic communications system. The District shall retain the right to use any product created in the scope of a person's employment even when the author is no longer an employee of the District.

DISCLAIMER OF LIABILITY

The District shall not be liable for users' inappropriate use of electronic communication resources or violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the Internet.

EXAMINATIONS DURING EMPLOYMENT

The ~~A medical examination may be required of any employee when, in the judgment of the immediate supervisor after consultation with the~~ Superintendent or designee **may require an employee to undergo a medical examination if information received from the employee**, the employee's **supervisor, or other sources indicates the employee has a physical or mental impairment that:**

1. **Interferes**~~condition interferes~~ with the **employee's** ability to perform **essential** job~~-related~~ functions**;** or
2. **Poses** ~~may pose~~ a direct threat to the health or safety of the employee or others. **A communicable or other infectious disease may constitute a direct threat.**

The District may designate the physician to perform the examination**. If the District designates the physician, the District** ~~and, in that case,~~ shall pay the cost of the examination. **The District may place**~~If in the Superintendent's discretion the circumstances so require,~~ the employee ~~may be placed~~ on **paid** administrative leave **while awaiting results of**~~with pay, pending~~ the **examination**~~physician's report~~ and **evaluating** the **results**~~District's decision~~.

BASED ON THE RESULTS OF THE EXAMINATION~~HEALTH OR SAFETY CONSIDERATIONS~~

~~If it is determined that the employee poses a direct threat to health or safety within the District or that the employee's ability to perform job-related functions is affected~~, the Superintendent or designee shall determine **whether** ~~under what circumstances the employee might continue to perform job-related functions without posing a direct threat to self or others.~~

~~EXCLUSION~~

~~If~~ the employee **has an impairment. If so**~~cannot perform job-related functions without posing a threat to health or safety~~, the Superintendent or designee **shall determine whether the impairment interferes with the employee's ability to perform essential job functions or poses a direct threat. If not,**~~may exclude~~ the employee **shall be returned to his or her job position**~~from work. However, before being excluded from work, the employee shall be permitted to present evidence to the Superintendent or designee relevant to his or her fitness to continue regular duties~~.

If the impairment does interfere with the employee's ability to perform essential job functions or poses a direct threat, the Superintendent or designee shall determine whether the employee has a disability and, if so, whether the disability requires reasonable accommodation, including the use of available leave. The granting of additional unpaid leave may be a reasonable accommodation in some circumstances. If the

employee does not have a disability, the Superintendent or designee shall evaluate the employee's eligibility for leave. [See DEC(LOCAL)]

[See DAA for information on disabilities and reasonable accommodation.]

~~USE OF LEAVE~~

~~Employees who are excluded from work because of a communicable disease or other medical condition may use any accrued paid leave to which they are entitled or request temporary disability leave, as appropriate. [See DEC]~~

PLACEMENT ON TEMPORARY DISABILITY

AT EMPLOYEE'S REQUEST

The Superintendent **or designee** shall have authority to place an employee on temporary disability leave **at the employee's request**, as appropriate, when ~~in the judgment of the Superintendent in consultation with the physician who has performed the medical exam,~~ the employee's condition interferes with the performance of regular duties.

BY BOARD AUTHORITY

Based on the Superintendent's recommendation that an employee be involuntarily placed on temporary disability leave, the Board shall place an employee on temporary disability leave if the Board determines, in consultation with the physician who performed the medical examination, that the educator's condition interferes with the performance of regular duties.

~~–~~[See DEC(LEGAL)]

OTHER REQUIREMENTS

Employees with communicable diseases shall follow recommendations of public health officials regarding contact with students and other employees. Food service workers shall comply with health requirements established by city, county, and state health authorities. Bus drivers shall comply with legal requirements. [See DBA]

~~Employees with communicable diseases shall follow recommendations of public health officials regarding contact with students and other employees.~~

~~TERMINATION OF EMPLOYMENT~~

~~Employees who are excluded from work because of a communicable disease may have their employment terminated when all leave to which they are entitled has expired, in accordance with appropriate policies. [See DEC and DF series]~~

COMPREHENSIVE SYSTEM

The Superintendent or designee shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation **and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy.** ~~.~~ These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school **officials** ~~personnel~~.

CUMULATIVE RECORD

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See GBA]

CUSTODIAN OF RECORDS

The principal is custodian of all records for currently enrolled students. The Superintendent is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

TYPES ~~AND LOCATIONS~~ OF EDUCATION RECORDS

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any documentation of discussion or action by a grade placement committee convened for the student.
5. Health services record, including:
   a. The results of any tuberculin tests required by the District.
   b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

c. Immunization records. [See FFAB]

6. Attendance records.
7. Student questionnaires.
8. Records of teacher, counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. **Records pertaining to student and parent complaints.**
~~15.~~**16.** Other records that may contribute to an understanding of the student.

ACCESS BY PARENTS

~~REQUEST PROCEDURES~~

The **District**~~cumulative record~~ shall **make a student's records**~~be made~~ available to the **student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requestor's identity before disclosing student records containing personally identifiable information.**

~~parent.~~ Records may be reviewed **in person** during regular school hours **without charge** upon written request to the **records**~~record~~ custodian. **For in-person viewing, the records** ~~The record~~ custodian or designee shall be **available**~~present~~ to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and ~~the~~ records **to be viewed** shall be restricted to use only in the Superintendent's, principal's, or counselor's office, or other restricted area designated by the **records**~~record~~ custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon

written request of a parent, one copy of the record shall be provided at no charge.

A PARENT MAY CONTINUE TO HAVE ACCESS TO HIS OR HER CHILD'S RECORDS UNDER CERTAIN CIRCUMSTANCES AFTER THE STUDENT~~STUDENT RIGHTS~~

~~Whenever a student~~ has attained 18 years of age or is attending an institution of postsecondary education**. [See FL(LEGAL)]**~~, the rights accorded to, and consent required of, parents transfer from the parents to the student.~~

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall **include:**

1. **An employee, trustee**~~mean any employees, trustees~~, or **agent**~~agents~~ of the District, **including an attorney, a consultant, a contractor, a volunteer, and any outside service provider used by the District to perform institutional services.**
2. **An employee** of **a cooperative**~~cooperatives~~ of which the District is a member **or of a facility with which the District contracts for placement of students with disabilities.**
3. **An employee**~~,~~ of a correctional facility with which the District has a memorandum of understanding**.**
4. **A contractor**~~, or of facilities with which the District contracts for placement of students with disabilities. The term also includes attorneys; consultants; independent contractors who are~~ retained by **a cooperative**~~the District, by cooperatives~~ of which the District is a member~~,~~ or by **a facility**~~facilities~~ with which the District contracts for placement of students with disabilities**.**
5. **A parent**~~; and parents~~ or **student**~~students~~ serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has~~School officials have~~ a "legitimate educational interest" in a student's records when **he or she is:**

1. **Working**~~they are working~~ with the student;
2. **Considering**~~considering~~ disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; ~~compiling statistical data; reviewing~~

~~an education record to fulfill the official's professional responsibility; or investigating or evaluating programs.~~

3. Compiling statistical data;

4. Reviewing an education record to fulfill the official's professional responsibility; or

5. Investigating or evaluating programs.

~~ACCESS BY PARENTS~~

~~Parents may be denied copies of records after the student reaches age 18 and is no longer a dependent for tax purposes, when the student is attending an institution of postsecondary education, or if they fail to follow proper procedures and pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record shall be provided at no charge.~~

~~FEES FOR COPIES~~

~~Copies of records are available at a per copy cost, payable in advance, as specified in the annual notice to parents of their privacy rights.~~

TRANSCRIPTS AND TRANSFERS OF RECORDS

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the~~The~~ District shall promptly forward **in accordance with the time line provided in law** education records upon request to officials of other schools or school systems in which the student intends to enroll **or enrolls. [See FD(LEGAL), REQUIRED DOCUMENTATION] The District may return an education record to the school identified as the source of the record**.

RECORDS RESPONSIBILITY FOR STUDENTS IN SPECIAL EDUCATION

The director of special education shall be~~The official~~ responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education**.** ~~shall be the director of special education.~~

A current listing of names and positions of persons who have access to records of students in special education is maintained at the special education department.

PROCEDURE TO AMEND RECORDS

Within 15 **District business**~~school~~ days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ten **District business**~~school~~ days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence~~,~~ and**,** at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ten **District business**~~school~~ days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 **District business**~~school~~ days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

DIRECTORY INFORMATION

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams**.**~~.~~

CHILD ABUSE INVESTIGATION

When a representative of the Department of Family and Protective Services or another lawful authority desires to question or interview a student at school as part of a child abuse investigation, the principal shall cooperate fully with the official's requests regarding the conditions of the interview or questioning.

OTHER QUESTIONING OF STUDENTS

When~~The following guidelines shall apply when~~ law enforcement officers or other lawful authorities desire to question or interview a student at school **for any purpose other than a child abuse investigation, the following guidelines shall apply**:

1. The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school.
2. The principal ordinarily shall make reasonable efforts to notify the student's parents or other person having lawful control of the student. If the interviewer raises what the principal considers to be a valid objection to the notification, parents shall not be notified.
3. The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without that person's presence.

~~CHILD ABUSE INVESTIGATION~~

~~When the event is part of child abuse investigations conducted by the Department of Protective and Regulatory Services or other lawful authority, the principal shall cooperate fully with the officers' requests regarding the conditions of the interview or questioning.~~

STUDENTS TAKEN INTO CUSTODY

Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the principal shall verify the official's identity. To the best of his or her ability, the principal shall verify the official's authority to take custody of the student [see GRA]~~],~~ and then shall deliver over the student.

The principal shall immediately notify the Superintendent and ordinarily shall notify the parents or other person having lawful control of the student. If the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents at that time, the principal shall not notify the parents.

Facilities and Maintenance

For:	**Board of Trustees**
Date:	**6-8-09**
Action:	**Approval**

To:	**Ron Mayfield**	**From:**	**Randy Leach**
		Date:	**5-28-09**
		RE:	**IPM Coordinator**

SUMMARY: In accordance with policy CLB(LEGAL) and CLB(LOCAL), Greg Harris is being recommended as the District's IPM Coordinator. Greg Harris shall be responsible for implementation of the school district's IPM Program and compliance with Texas Structural Pest Control Act and all other applicable rules.

RECOMMENDATION: I recommend Greg Harris be approved as the District IPM Coordinator.

Respectfully submitted,

Randy Leach

Randy Leach
Director of Facilities and Maintenance

GRANBURY ISD

SCHOOL BOARD PROCEDURES HANDBOOK

Revised July 17, 2006

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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.*

Goal 7 *Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.*

Goal 8 *Develop and maintain communication that fosters positive response from Board and community.*

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 within five business days and if it is determined that the information is not readily available, the superintendent shall respond to the board member within that five business day period informing the board member that the information is not readily available and will be provided 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 within five business days.

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)

Closed Session Records

The Board has the option to either keep a certified agenda or make a tape recording of the proceedings of each closed meeting, except for private consultation with the District's attorney. Should any board member desire the tape recording of any closed session, a written request must be made prior to the posting of the agenda for that meeting and the Board Packet posted for Board Members shall reflect that request.

Closed meetings may not be recorded by an individual trustee against the wishes of a majority of the Board.

REFERENCE: Board Policy BEC (LEGAL),

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
- Winter Governance Conference

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 Teacher Contracts				
Budget	Set Tax Rate			Accept Audit Report	Supt. Salary Schedule	Approve Salary Schedules				Present Preliminary Budget	Review Cert. Appraisal Roll Amend Budget	Conduct Budget Hearing Adopt Budget Approve Salary Schedules
Team Development	TASA/TASB Conference					Call Board Election Report Board Training Hours			Certify Election Reorganize Board	Team Building Training Review Board Procedures Manual Summer Leadership Institute		
Policy											Approve District Handbooks	
Other	TASA/TASB Convention	Property / Casualty Ins.	Tax Roll			Candidate Workshop	Approve School Calendar Adopt Text Books		Graduation Orientation New Board Members			Elect TASB Delegate

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 rate4s 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 Accounting 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 re4venue 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 state4 (voter approval required), (4) contract with other districts for education 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 stude4nts 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 service4s 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) te4aching 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.

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.

EDUCATION TERMS AND ABBREVIATIONS

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 schoolchildren. 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.

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.

EDUCATION TERMS AND ABBREVIATIONS

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 of 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 re4strictive 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.

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.

EDUCATION TERMS AND ABBREVIATIONS

Nonconforming Textbook List: One of two lists to which the State Board of Education assigns textbooks it adopts. This list must include textbooks that addre4ss at least half of the adopted Te4xas 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.

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.

EDUCATION TERMS AND ABBREVIATIONS

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.

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 will begin 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.

EDUCATION TERMS AND ABBREVIATIONS

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.

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**June 8, 2009**
Action:	**Nomination**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**June 8, 2009**
		Re:	**Consider Nomination for Region 11 Representative for TASB Board of Directors**

SUMMARY: I am not aware of your interest level in the nomination for Region 11 Representative for TASB Board of Directors. Ms. Beaulieu has indicated her intent to seek reelection. We can endorse her, nominate our own or do nothing.

RECOMMENDATION: I don't have a recommendation for these items.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

Texas Association of School Boards
P.O. Box 400 • Austin, Texas 78767-0400 • 512.467.0222
12007 Research Blvd. • Austin, Texas 78759-2439 • tasb.org

Celebrating 60 Years of Expert Help from Friendly People

TO: Board Presidents and Superintendents, TASB Region 11, Position D
FROM: Renard Thomas, Nominations Committee Chair
DATE: May 15, 2009
SUBJECT: TASB Director Expiring Term of Faye Beaulieu

As prescribed by the Bylaws of the Texas Association of School Boards, this is to serve as written notice that the term of Faye Beaulieu, your representative on the TASB Board of Directors from TASB Region 11, Position D, will expire this year at the close of the 2009 Convention. **Ms. Beaulieu has indicated an intent to seek reelection.** Your district is invited to submit a nominee for this position on the TASB Board or your district may support the current Director.

The Nominations Committee will meet in Austin on **September 11-12, 2009**, to interview nominated individuals and prepare a slate of nominees to present to the Delegate Assembly. Candidates will be notified of the time for the interviews. Expenses incurred for the interview will be the responsibility of the local school district.

The TASB Board of Directors is charged with carrying out the policies established by the Delegate Assembly of the Association. The individual Director is expected to attend five meetings of the Board each year with one of the meetings being at the same time as the annual state convention in the fall. In addition, the Director will be asked to serve on a standing committee that will meet on a need basis, normally in conjunction with a Board meeting. The Director should be a capable, experienced school board member who can assist in providing the Association with outstanding leadership. Lodging and transportation expenses incurred by Board members attending regular Spring, Summer, Fall, and Winter Board meetings, are reimbursed by the Association. Transportation and one night's lodging expenses incurred attending the convention Board meeting are also reimbursed by the Association.

TO NOMINATE AN INDIVIDUAL FROM YOUR LOCAL SCHOOL BOARD

Each nominated individual's local school board (Active member) must submit the following: (a) the Active member's nomination (blue form), (b) the nominated individual's biographical information, (c) a signed letter from the nominated individual confirming an intention to be a candidate and a willingness to serve, if elected, and (d) candidate questionnaire. These four items **must be received in the TASB Austin office no later than June 30, 2009**. Pursuant to the Bylaws, Nominations that do not meet this deadline cannot be accepted. The enclosed provides additional information regarding this process. Shortly after receipt of nomination forms, TASB will email to the nominated individual and the superintendent confirmation of receipt of the forms. If an acknowledgment is not received, contact Hershawna Turner at TASB.

TO ENDORSE A NOMINATED INDIVIDUAL FROM A BOARD WITHIN YOUR TASB REGION

From July 3 to August 29, Active member school boards may endorse a nominated individual (tan form) from their TASB Region who has complied with the requirements stated in the above paragraph. (If you have nominated one of your local board members, that nomination will be counted as your endorsement as well.) If at least 25 percent and less than a majority of the Active members from the nominated individual's TASB Region endorse the same individual, that individual will be included on the official ballot. If a majority of the Active members in a TASB Region endorse the same nominated individual, that individual will be elected to the TASB Board and will take office after the final session of the convention in the year elected [TASB Bylaws Art. VI, Section 2D(5)]. On July 3, a list of all candidates running for a position will be posted to the TASB Web Site (www.tasb.org).

Pursuant to the Bylaws, board action to endorse a candidate must be taken after July 3 (unless your district has submitted a nomination for a member of your local board, the nomination will be counted as one of the endorsements). To endorse a nominated individual, complete the enclosed tan form and return to the TASB office. **This form must be received in the TASB Austin office no earlier than JULY 3 or no later than AUGUST 29, 2009** (see enclosed for additional information regarding this process).

If you have questions or need further information, please contact Hershawna Turner at TASB **1-800-580-8272, ext. 6365 or 512-467-0222, ext. 6365**; or by e-mail at **hershawna.turner@tasb.org**. We appreciate your participation in this nomination process.

Enclosures

NOMINATION FORM

Date _____

This form is to be used to nominate a member of your Local Board as a candidate to fill a position on the TASB Board of Directors.

Must be received in the TASB Austin office with Biographical Sketch, Willingness to Serve Letter, and Candidate Questionnaire, on or before June 30, 2009.

Renard Thomas, Chair
TASB Nominations Committee
P. O. Box 400
Austin, Texas 78767-0400

Dear Mr. Thomas:

This is to serve as our letter of nomination of a member of our local board to fill a position on the TASB Board of Directors for Region ___, Position __.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY:_____, TEXAS ZIP_____

Our school district's board of trustees understands:

1. TASB Directors attendance at the regular Board meetings is necessary.
2. Expenses incurred for the nominee to attend the Nominations Committee interview will be the responsibility of the nominee's local school district.
3. Lodging and transportation expenses incurred by TASB Directors attending regular spring, summer and winter Board meetings are reimbursed by the Association and transportation expenses and one night's lodging incurred attending the Convention Board meeting are reimbursed by the Association.

This nomination was approved by our school district's board of trustees at a duly called meeting on _____.
(Date)

Sincerely,

_____
(BOARD PRESIDENT)

NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____, TEXAS ZIP_____

Must be received in the TASB Austin office on or before JUNE 30, 2009

RETURN TO:
TASB, Attn: Management Services
P.O. Box 400, Austin, Texas 78767-0400
or FAX (512) 467-3554

ENDORSEMENT FORM

Date _____

This form to be used to endorse a nominated individual from a BOARD within your TASB Region who has completed the June 30, 2009 requirements.

Endorsements will only be accepted if acted on from JULY 3 to AUGUST 29. Must be received in the TASB Austin office on or before AUGUST 29, 2009

Renard Thomas, Chair
TASB Nominations Committee
P. O. Box 400
Austin, Texas 78767-0400

Dear Mr. Thomas:

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY:_____, TEXAS ZIP_____

This endorsement was approved by our school district's board of trustees at a duly called meeting on _____.
(Date)

Sincerely,

_____
(BOARD PRESIDENT)

NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____, TEXAS ZIP_____

Must be received in the TASB Austin office on or before AUGUST 29, 2009

RETURN TO:
TASB, Attn: Management Services
P.O. Box 400, Austin, Texas 78767-0400
or FAX (512) 467-3554

OFFICE OF CURRICULUM & INSTRUCTION

For:	**Board of Trustees**
Date:	**June 8, 2009**
Action:	**Approval**

To:	**Mr. Ron Mayfield, Superintendent**	**From:**	**Jan Van Dorn**
		Date:	**June 3, 2009**
		RE:	**Voyager Curriculum**

SUMMARY:
Voyager Passport and Vmath curriculums provide a multi-tiered approach to addressing academic difficulties via RtI (Response to Intervention) for all students. This curriculum will be utilized in the 2009-2010 school year to assist struggling students. This collaboration between Special Education and the At-Risk coordinator will support RtI, and all monies spent for the curriculum will be IDEA federal dollars. Additional support material is attached for your review.

RECOMMENDATION: The Administration recommends the approval of the above expenditure.

Respectfully submitted,

Jan Van Dorn

Jan Van Dorn
Assistant Superintendent

Staff Persons Responsible: Jan Van Dorn
Sharon Williams

Response to Intervention (RtI)

Response to Intervention (RTI) is the practice of providing scientifically-based, high-quality instruction and progress monitoring to struggling students. These activities occur in the general education setting as schools assist struggling students prior to and, often, in lieu of a referral to special education.

Voyager Passport incorporates a multi-tiered approach to address academic difficulties for all students, reducing referrals to special education.

Vmath fills critical learning gaps with a balanced, systematic approach, combining print materials, robust assessment and online technology to create confident, independent learners in math.

The collaboration between special education and the at-risk coordinator has resulted in the recommendation to extend the purchases of Voyager to support Tier 2 and 3 RtI implementation for the following areas:

Kindergarten and 1st grade Reading – English and Spanish
2nd and 3rd grade Reading – Spanish
6th, 7th, and 8th grades for Reading and Math

Total cost: $84,154.40

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**June 8, 2009**
Action:	**Approval**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**June 8, 2009**
		Re:	**Consider Accepting Proposals for Records Management**

SUMMARY:
It has been brought to my attention that we are not on a district-wide schedule for "Records Management" destruction. This can be a problem if our storage of records is not handled according to law. The process is very complicated and changes each year.

The organization of the materials and destruction schedules are expensive. Additionally, there are rules and regulations for destruction and ultimately the destruction of materials is expensive. Based on past experience, we are looking at $20,000 to $30,000 per year to handle this in an appropriate manner; however, the initial cost will probably be much more.

My experience has been that it is best to have a company with trained personnel to handle records for storage and destruction to stay in compliance with the law.

My understanding is that there are at least four companies that can provide these services. I recommend that we request proposals if we are interested in getting our records in good shape. Requesting proposals does not lock us into having to do this; however, there is no need to request proposals if we have no intention of accepting them and taking action.

RECOMMENDATION:
I recommend requesting proposals for a "Records Management" program. We don't have to do this now if you're not comfortable with taking this action.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**June 8, 2009**
Action:	**Approval**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**June 8, 2009**
		Re:	**Consider Approval of Waiving Tuition for Students Residing in Cleburne ISD in the Pecan Plantation Area for 2009-2010 while Granbury ISD and Cleburne ISD Seek Agreements**

SUMMARY:
I will meet with the superintendent in Cleburne ISD on Wednesday morning at 9:00 a.m. I hope to reach an agreement with them to pursue detachment and annexation procedures. As of Monday morning, Cleburne ISD is focusing on the revenues we get on WADA and from them and not recognizing the revenues they take in on taxes and values that were set in 2006. They are also not recognizing the changes in target revenue that occur with the shift in the 22 students.

Hopefully, we will be able to reach agreement on Wednesday morning and pursue detachment and annexation.

RECOMMENDATION:
I recommend waiving tuition for the students that reside in the Cleburne ISD in the Pecan Plantation area for 2009-2010 while Granbury ISD and Cleburne ISD seek agreements.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: June 8, 2009
For: Information

TO: Mr. Ron Mayfield, Superintendent

FROM: Sharay Boynton
DATE: May 29, 2009
RE: 04/30/09 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended April 30, 2009 for the general operating fund.

The statements for the period ended April 30, 2009 include only those transactions that occurred between the period of September 1, 2008 and April 30, 2009. Revenue collected to date equal 96.83% of the budgeted amount compared to 91.91% last year. Expenditures to date represent 62.91% of the budget compared to 66.74% last year.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton
Emmett Whitefield

Date Submitted: May 29, 2009

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED APRIL 30, 2009

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	44,454,654	43,354,343	1,100,311	97.52%
5800 STATE SOURCES	17,273,735	16,528,390	745,345	95.69%
5900 FEDERAL SOURCES	360,000	238,700	121,300	66.31%
TOTAL REVENUES	**62,088,389**	**60,121,433**	**1,966,956**	**96.83%**
EXPENDITURES				
6100 PAYROLL COSTS	47,530,305	31,844,047	15,686,258	67.00%
6200 PROFESSIONAL & CONTRACTED SERVICES	10,253,565	4,706,527	5,547,037	45.90%
6300 SUPPLIES/MATERIALS	2,789,878	1,670,843	1,119,034	59.89%
6400 OTHER OPERATING	1,346,107	872,969	473,138	64.85%
6500 DEBT SERVICE	0	0	0	#DIV/0!
6600 CAPITAL OUTLAY	2,722,479	1,574,854	1,147,625	57.85%
TOTAL EXPENDITURES	**64,642,334**	**40,669,241**	**23,973,092**	**62.91%**
OTHER SOURCES AND USES				
7900 OTHER RESOURCES	0	0	0	0.00%
8900 OTHER USES	0	0	0	0.00%
OTHER SOURCES(USES)	**0**	**0**	**0**	**0.00%**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**(2,553,945)**	**19,452,192**	**(22,006,137)**	

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED APRIL 30, 2009

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES					
5700 LOCAL					
PROPERTY TAXES	42,633,304	42,411,311	221,993	99.48%	96.52%
INVESTMENT INCOME	731,014	300,433	430,581	41.10%	54.14%
OTHER LOCAL INCOME	1,090,336	642,599	447,737	58.94%	45.59%
5800 STATE					
STATE FUNDING	17,273,735	16,528,390	745,345	95.69%	89.72%
5900 FEDERAL					
FEDERAL PROJECTS	360,000	238,700	121,300	66.31%	25.79%
TOTAL REVENUES	**62,088,389**	**60,121,433**	**1,966,955**	**96.83%**	**91.91%**
EXPENDITURES					
11 INSTRUCTION	33,195,873	21,984,351	11,211,521	66.23%	63.55%
12 INSTRUCTIONAL RESOURCES & MEDIA	1,344,117	869,637	474,480	64.70%	66.12%
13 CURRICULUM & STAFF DEVELOPMENT	1,003,086	581,896	421,190	58.01%	60.09%
21 INSTRUCTIONAL LEADERSHIP	656,300	433,518	222,782	66.05%	67.02%
23 SCHOOL LEADERSHIP	3,655,995	2,440,106	1,215,888	66.74%	65.31%
31 GUIDANCE/COUNSELING	2,292,129	1,588,200	703,930	69.29%	66.86%
33 HEALTH SERVICES	388,253	259,181	129,072	66.76%	64.83%
34 TRANSPORTATION	3,321,639	2,216,588	1,105,051	66.73%	73.39%
35 FOOD SERVICE	0	0	0	#DIV/0!	
36 CO-CURRICULAR/EXTRACURRICULAR	1,874,670	1,286,724	587,946	68.64%	70.58%
41 GENERAL ADMINISTRATION	2,151,945	1,317,729	834,216	61.23%	59.20%
51 PLANT MAINTENANCE	6,886,138	4,764,451	2,121,686	69.19%	61.30%
52 SECURITY & MONITORING SERVICES	382,453	262,766	119,687	68.71%	48.85%
53 DATA PROCESSING	1,022,784	580,307	442,477	56.74%	58.16%
61 COMMUNITY EDUCATION	176,016	127,780	48,236	72.60%	79.88%
71 DEBT SERVICE	0	0	0	#DIV/0!	0.00%
81 FACILITIES CONSTRUCTION & ACQUISITION	516,087	260,872	255,215	50.55%	90.84%
91 CONTR INSTRUCTIONAL SERVICES	5,049,210	1,338,960	3,710,250	26.52%	0.00%
93 PAYMENTS TO FISCAL AGENT					90.84%
99 OTHER INTER GOV CHARGES	725,640	356,177	369,463	49.08%	0.00%
TOTAL EXPENDITURES	**64,642,334**	**40,669,241**	**23,973,092**	**62.91%**	**66.74%**
OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(2,553,945)**	**19,452,192**	**(22,006,137)**		

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**June 8, 2009**
Action:	**Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**June 8, 2009**
		Re:	**Principals Reports on TAKS Scores**

SUMMARY:
I had planned to ask the principals to provide a brief report identifying the good things on their campus from the TAKS scores, areas that were in need of improvement and a plan to address those areas. I was going to do this in our first staff meeting in June; however, in our last meeting in May, Sharon Williams had the principals identify areas of confidence, areas of concern and an action plan there in the meeting as an activity.

I asked the principals to provide this for me to present to you. I have included these copies. You will note the actions plans are not detailed. We will continue to address this area as the summer progresses. I will provide updated copies as they are available.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

Acton Elementary
June 8, 2009

Confidence

- Reading Instruction
- Implement Collect, Analyze, Reflect and Act Process (CARA)
- Analyze Data to Improve Instruction
- Response to Intervention Process (RTI)
- Implementation of Voyager Program
- Parent Involvement

Concern

- Economically Disadvantaged, Hispanic and Special Education Math TAKS Scores
- Student Conduct/Discipline
- Teacher Expectations for All Students
- Formative Professional Development to Target Student Achievement

Action Plan

- Utilize Title I funds to provide additional math instruction
- Kindergarten – Second grade teachers will participate in TEA math program
- Implement In-School Suspension and require teachers to accompany their class each time they leave the classroom
- Review Administrative Operations Checklist and Teacher Self-Evaluation Checklist Each Six Weeks
- Identify and Implement Research Based Math Interventions
- Meet with teachers each six weeks to review the progress of Economically Disadvantaged, English Language Learners, and RTI Students

BACCUS ELEMENTARY DATA REVIEW/ACTION PLAN

Confidences	Concerns	Action Plan

<u>Reading</u>
• All student subgroups meeting standard within a range of 9 percentage points—no large achievement gaps.
• LEP student subgroup had 5% more meeting standard than the overall student population.
<u>Mathematics</u>
• Increased from 78% in '08 to 84% in '09
• Hispanic student subgroup meeting standard increased from 81% in '08 to 86% in '09
• White student subgroup increased from 81% in '08 to 86% in '09
• All student subgroups meeting standard within a range of 11 percentage points—no large achievement gaps.
<u>Tools for Accomplishing Above</u>
• Reading Specialist
• Mathematics Specialist
• Small-group & after-school tutorials
• Teachers working with IS on data
	• Addition of 4th & 5th graders
	  ○ Addition of 6 additional TAKS tests
	  ○ Addition of Writing TAKS
	  ○ Addition of Science TAKS
	• Need improvement with LEP students in mathematics
	• Special Education next year
	• Need an increase in commended performance
	• Striving for Exemplary campus rating
		• Fifth grade science teacher teaches only science
		• Fourth grade ELA teachers teach only ELA
		• Implementation of *Empowering Writers*
		• Teachers attending New Jersey Writing Project Professional Development
		• Restructure Academic Coaching to include data folders and submission of contact logs
		• Strengthen collaborative teams to encourage teacher accountability for supporting each other
		• Use of data to begin classes the second week of school with targeted support/pull-out
		• Use of data to determine which students receive support of reading & mathematics specialists and tutoring
		• Primary reading specialist to work with at-risk K-2 students
		• Professional Development & implementation of Capturing Kids' Hearts
		• Professional Development & implementation of Eric Jensen brain research

ERES – Data Review Action Plan

Confidences	Concerns	Action Plan
• LEP - Individual data for each student analyzed the first day of school • Mentorships – Individual students matched to staff to strengthen skills/TEKS and confidence • Small group instruction and tutoring in rooms, after school, and 1/1 • Teacher Accountability – Taking ownership with kids to do whatever it takes • Kim Sutton Creative Math training New math strategies and methods finally reaching struggling students w/ "Light Bulb" moments • Math specialist- incredible guidance, support, and student driven decisions	• Low SES- not developing relationships • Lack of student expectations from lower grade levels • Support and academic assistance provided, yet inconsistent and sporadic with some teachers • We need to utilize every moment (transitions, small increments of time, specials) for creative opportunities to keep instruction in every moment of the day	• Mentorships and individual intervention plans • One-on-one data meetings with principal to visit and discuss what/how student needs are being met • 100% of students passing benchmarks and common assessments • Instructional Snapshots -monitoring of classroom instruction based on data and intervention plans • Modeling of Best Practice and effective group teaching

Mambrino School
TAKS Data Analysis
May 2009

AREAS OF CONFIDENCE

- School wide Reading is exemplary
- Economically Disadvantaged is exemplary in reading
- Hispanic is at a recognized level in reading
- Fourth Grade writing is at an exemplary level
- Economically disadvantaged and Hispanic are at an exemplary level in writing.

We attribute this to our teachers being comfortable and knowledgeable in ELA.
We have worked for many years to improve our teaching of ELA TEKS.
We teach in flex groups, small groups, and tutors who work in and out of the classrooms with students. Writing theme days and writing across the curriculum help our students improve their writing skills.

CONCERNS

- Improvement needed in science and math
- Same strategies are used in math and reading but we do not get the improved results in math
- Relationship building between staff and students needs to grow stronger

ACTION PLAN

- More training in new math strategies that target the TEKS
  Teachers are attending a three day Math Camp in July—Creative Math
- Monitor the use of these new math strategies in the classroom
- Continue academic coaching
- Personal commitment to work with the Hispanic and Economically Disadvantaged families and students
- Provide family events to target at risk families
- Book Study—*Under Resourced Learners* by Ruby Payne

Brawner Intermediate School
Celebrations and Concerns
Principals', Directors', and Instructional Specialists' Meeting
May 26, 2009

AEIS Unofficial Rating Estimate
2008-2009

Brawner Intermediate School
Principal's Meeting
May 27, 2009

List of Confidences and Concerns

Based on the AEIS Unofficial Rating Estimate for Brawner Intermediate dated May 26, 2009, students scored at the Recognized level in 12 out of 16 categories. After the scores from the second testing of 5th grade math are received, we expect scores to reach the Recognized rating in the Hispanic and Economically Disadvantaged subgroups.

The Hispanic reading score of 67% and the Hispanic Science score of 71% will possibly prevent the campus from achieving the Recognized rating of 75%-89% in the 16 subgroups for the 2008-2009 school year.

<u>Confidences/Celebrations:</u>

- **Campus all students' scores: 84% reading; 88% writing; 86% science; 76% math**
- **4th grade Writing: Economically Disadvantaged—84%; Hispanic—77%**

<u>Strategies to improve instruction:</u>

- **Reading Specialist helped with writing instruction**
- **Rotations by teachers during the day; students grouped according to needs (ie TEKS Knowledge and Skills and Student Expectations)**
- **Tutoring in small groups, after school tutoring, and Saturday Academy for identified students**

Concerns by grade level:

- **4th grade Hispanic students in reading and math--54%**
- **4th grade Economically Disadvantaged students in math--68%**
- **5th grade Hispanic students in science--71%**
- **5th grade Hispanic students in math—70%**

Strategies to improve instruction:

- **Assign mentors to identified students at beginning of the year**
- **Concentrate on vertical alignment and planning with 3rd , 4th, and 5th grade teachers in math and reading**
- **Assign teachers common planning times by subject/grade level**
- **Identify TEKS Knowledge and Skills and Student Expectations to be taught after each assessment/benchmark and concentrate on these objectives in tutoring**
- **Continue tutoring in small groups, after school, and Saturday Academy for identified students**

GRANBURY ISD

Helping Students Reach New Heights

TAKS Data Analysis

Donnie Cody, Principal
Oak Woods Intermediate School
June 8, 2009

GRANBURY ISD
Helping Students Reach New Heights

Confidences

- Great staff
- High Expectations
- Focus on student data before students arrive on Day 1
- Implementation of hands-on lab activities into lessons
- 90 minutes of ELA, Math, and Science each day
- GISD Scope and Sequence with Common Assessments
- Mad Scientist weekly questions and prizes
- Weekly newsletter for everyone includes the science focus
- Grade level planning 90 minutes each six weeks for teams
- Regular snapshots/classroom walk-throughs
- Data wall with six week common assessment data
- Principal and individual teacher data meetings each six weeks
- Focus on instruction and TEKS
- Study Island-Science Technology
- Attendance at Science Teacher Convention (CAST)

GRANBURY ISD
Helping Students Reach New Heights

Confidences in TAKS data

- Writing TAKS
  - 50% of students scored 3 or 4 (highest score) on written composition
  - Totals: 0-0s, 12-1s, 74-2s, 75-3s, and 13-4s
- Science TAKS
  - Exemplary passing scores with Hispanic (92%), White (93%), and All Student (93%) populations
- Reading TAKS
  - Hispanic passing rate increased from 73% to 92% in fourth grade and 86% to 96% passing in fifth grade
- Math TAKS
  - 100% Hispanic 5th graders met standard
  - Percent passing increased or remained the same in all subpopulations

GRANBURY ISD
Helping Students Reach New Heights

Concerns

- Low SES students
  - Attendance
  - High mobility
- No room for error with small subpopulation totals

- What can we do differently to help these students be successful?
- Half-time Instructional Specialist on campus

GRANBURY ISD
Helping Students Reach New Heights

Actions

- Staff participation in Capturing Kids Hearts training
- Increase parental involvement at school
- Request of full-time Instructional Specialist on campus
- Build stronger relationships with students
- Strengthen school-wide mentor program
- Implementation of SIOP and IStation

Acton Middle School
2008 – 2009 TAKS Results / Reflections

Areas of Confidences

- 8th Grade Reading – 100% passing (First group going 6th-8th at AMS, scope, academic planning time, pull-out tutoring)
- Exemplary in Reading 6th – 8th (Strong K- Middle School instruction)
- SPED (Inclusion works!)
- 7th grade Writing Exemplary (Kernel Essay Format/Foldable, NJWP common language)
- Recognized in Social Studies (collaboration, scope)
- Strong Recognized in Math (PHA, scope, collaboration, common lesson)

Areas of Concern

- LEP students
- Hispanic
- Economically Disadvantaged

Action Plan

- Build students experiences in Science for the Hispanic and Economically Disadvantaged subpopulations
- Use At Risk funds for field trips & experiences for Hispanic and Economically Disadvantaged subpopulations
- Build relationships with Hispanic and Economically Disadvantaged subpopulations by using At Risk funds to host monthly guest speakers/dinners for families of At Risk students. "Partnership for Progress & Success"
- Identify and focus on the 57 Economically Disadvantaged in the 8th grade and intervene early in the year.

Granbury Middle School

Areas of Confidence

1) Exemplary in 7th Writing
    i) 95%-Hispanic
    ii) 95%-Low SES
    iii) Implemented G. Bernabi's "Kernal essay"

2) 90% overall passing rate in 8th History
    i) 8 percentage point growth from 2008
    ii) Implemented hand-on instruction
    iii) TAKS boot camp
    iv) Hired tutor to work with small groups

3) Gains made in 8th grade science
    i) 17.3% point growth in overall
    ii) 25.1% point growth in Hispanic
    iii) 20.3 % point growth in SES

Areas of Concern

1) Drop in overall passing rate of 6th grade in math and reading
    i) **Math**- 6% point drop overall
    ii) 5% point drop in Hispanic
    iii) 9% point drop in SES
    iv) **Reading-**1 % point drop overall
    v) 7% point drop in Hispanic
    vi) 2% point drop in SES

2) Number of TAKS-A failures in math for accountability purposes next year

3) Meeting AYP

4) 8th grade science not performing at recognized level overall and in subgroups
    i) **Science**-73% overall
    ii) 67 % Hispanic
    iii) 66% SES

5) LEP overall performance

Action Plan

- Implementation of hands-on lessons created for pullout into scope throughout the year science and social studies

- Schedule LEP students in co-teach classrooms

- Provide teachers with more training for co-teaching and look at individual students when scheduling.

- Providing Math and Reading LAB teachers with additional resources (Voyager/TeenBiz/SRA) for Rti purposes such as progress monitoring and individualizing instruction.

Crossland NGC
TAKS Data Analysis
May 2009

AREAS OF CONFIDENCE:

- Improved in three areas of reading
  - Common Lessons
  - Tutorials by TEKS
  - Implementation of Kilgo's research
  - Requiring imbedded textual evidence for all multiple choice questions on teacher made tests

- On the right track with Math. Improved percentages 20% to 30% from Benchmark to TAKS test.
  - Implementation of Kilgo research after January training
  - Brought in review of 8th grade TEKS earlier than Scope and Sequence time-line.
  - AIP Tutorials

AREAS OF CONCERN:

- Need to revise Math Scope and Sequence
- Start interventions earlier
- TAKS A will count next year in all subjects
- Need to incorporate SIOP Strategies in all classes more fully next year.

ACTION PLAN:

- Revise Math Scope and Sequence
- Incorporate Kilgo research in Reading and Math
- Training and accountability for all teachers and co-teachers for RTI, SIOP strategies.
- Start Math tutorials twice a week in Reading Class

GHS TAKS Action Plan (add data and be specific)

Confidences:

- All Students ELA is 92%
- All Students Social Studies is 93%
- ELA focused on writing and common assessment data during common planning periods.
- Social Studies focused on making corrections on the scope and sequence, weekly instructional alignment during common planning periods and a comprehensive, standardized review the week before TAKS.
- All core areas developed an IEP for each student who failed the district benchmark.
- Established dialogue between regular teacher and TAKS teacher.
- All teachers worked on developing a relationship with students

Concerns:

- Hispanic 10^{th} grade Math and Science
- Economically Disadvantaged on all levels and subject area with special attention on Math and Science
- Commended performance of all students at all levels needs to increase.

Action Plans:

- Schedule our Hispanic and Economically Disadvantaged students more purposefully.
- Redesign tutorial program.
- Retest students at the beginning of the year to work on retrieving prior knowledge.

BEHAVIOR TRANSITION CENTER ACTION PLAN

AREAS OF CONFIDENCE

1. Communication

A. Due to the low ratio of students to teachers the staff has a chance to talk and **listen** to students, therefore building a meaningful relationship.

2. Self Esteem

A. With the opportunity to have one on one dialogue our students are successful academically.

B. Due to our structure students feel they have a safe place to come and learn each day.

C. Students return to their home campus more self confident.

AREAS OF CONCERN

1. Communication with home campus

A. We all need to do a better job of communicating with one another about each student. This includes administration, teachers, and special education.

2. Technology

A. We need more help with the day to day operations (maintained) of technology.

3. Academics

A. We need to look at students not loosing credits when they enroll at BTC.

B. We need to evaluate our methods of presenting curriculum to our students.

ACTION PLAN

1. Communication

A. We need to have a meeting between the home campus, central administration and BTC over areas of concerns. Each campus will understand the consequences if the district policy is not followed.

2. Technology

A. Better communication with Technology on a day to day basis with the understanding of district guidelines.

3. Academics

A. At the present time Mr. Mayfield, Mrs. Van Dorn, Mrs. Williams, and Mr. Peterson have met to discuss new laws that have been grandfathered in concerning DAEP's. We are looking into different forms of curriculums and implementation that other DAEP's are using at this time.

Granbury ISD
Unofficial Rating Estimate
2008-09

Based on the AEIS Unofficial Rating Estimate for Granbury ISD dated May 26, 2009, students scored at the Exemplary level in 7 out of 20 categories, at the Recognized level in 10 of the 20 categories and at the Acceptable level in 3 of the 20 categories.

The areas of Math and Science will prevent the district from receiving an overall rating of Recognized for academics within the two sub populations of Hispanic and Low Socioeconomic.

Confidences:

- Reading and Written Language continue to hold steady in the high recognized or exemplary range.
- Significant gains in one year in Science of 6%-8% from 2008 to 2009.
- The all student category is at the 2010 standard for Recognized in all five content areas.

Concerns:

- Math and Science
- LEP in all content areas (Not AEIS indicator)

Strategies:

- Continue PHA for Science from 6th grade through Chemistry
- Continue PHA for Math from Kindergarten through 5th grade
- Begin PHA for Math from Algebra I through Pre Calculus
- Continue SIOP implementation with emphasis in Lesson Planning and Building Background components

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**June 8, 2009**
Action:	**Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**June 8, 2009**
		Re:	**Consider Requesting Proposals from radio Stations**

SUMMARY: It is my understanding that the UIL requires a school district to designate a specific radio station to handle sports broadcasts. The designation of a specific station merely provides occupancy in the press box or designated area at home and in the press box or designated area away from home. Additional stations may broadcast from the stands or other areas.

It is also my understanding that KPIR has handled broadcasting for Granbury ISD sports for many years. I have been approached by David Wood, representing Ranch Radio – FM 93.5, soon to be located in Granbury asking to be considered as the designated radio station for Granbury ISD.

My limited experience when more than one radio station wishes to represent the district is to have all stations interested present their proposals to the board.

We will need to designate a station in the July board meeting.

RECOMMENDATION: I recommend that we post this "Request for Proposals" and send a letter to each of these two stations and inform them we will accept proposals for broadcasting GISD sports, etc.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent