

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Notice is hereby given that a meeting of the Board of Trustees of the Hays Consolidated Independent School District will be held on August 15, 2022 beginning at 9:00 AM at the Kunkel Room at the Historic Buda Upper Campus, 300 San Marcos St., Buda, TX 78610.

If during the course of the meeting, discussion of any item on the agenda should be held in a closed session, the Board will adjourn to a closed session in accordance with the Texas Open Meetings Act, Texas Government Code Section 551, Subchapters D and E or Texas Government Code Section 418.183(f). Before any closed session is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions or decisions will be taken in open meeting. Policy BEC Legal attached.

The subjects to be discussed, considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- A. CALL TO ORDER: Establish a quorum
- B. PUBLIC FORUM 4
It is the policy of the Board that, if members of the public wish to address the Board in Public Forum, they must complete and submit the Request to Address the Board of Trustees form (green sheet). This form may be obtained at the entrance of the Board room and must be submitted to Tim Savoy, Chief Information Officer, at the entrance prior to reconvening in open session. Public participation in Board meetings is limited to the Public Forum portion of the meeting agenda, as is provided in Board policy.
Please be aware that the audio and video of Public Forum is recorded as part of the recording of the entire meeting and is published on the District's website without alteration. A person who chooses to speak in Public Forum is consenting to the online publication of their comments.
- C. REQUIRED BOARD TRAINING: BBD TEAM BUILDING 5
State Mandated Board Training: Team Building according to Board Policy BBD
- D. LUNCH BREAK (approximately 12:00 - 1:00)
- E. BOARD AND SUPERINTENDENT VISION AND GOALS (approximately 1:00) 18
Cabinet members' presentations of goals and initiatives for each division
- F. BOARD REFERENCE DOCUMENTS 30
- G. UPCOMING BOARD MEETINGS
- H. ADJOURN

This notice was posted in compliance with the Texas Open Meetings act on: Friday, August 12, 2022 at 9:00 am

EXCEPTIONS FOR CLOSED MEETINGS	The Board may conduct a closed meeting for the purpose described in the following provisions.
ATTORNEY CONSULTATION	1. The Board may conduct a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings. <i>Gov't Code 551.071</i> [See BE for permissible methods of communication for attorney consultations.
REAL PROPERTY	2. The Board may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person. <i>Gov't Code 551.072</i>
PROSPECTIVE GIFT	3. The Board may conduct a closed meeting to deliberate a negotiated contract for a prospective gift or donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person. <i>Gov't Code 551.073</i>
PERSONNEL MATTERS	4. The Board is not required to conduct an open meeting to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing. <i>Gov't Code 551.074</i> The closed meeting exception for personnel matters does not apply when the Board discusses an independent contractor who is not a school employee, such as an engineering, architectural, or consultant firm, or when the Board discusses a class or group of employees, not a particular employee. <i>Atty. Gen. Op. MW-129 (1980), Atty. Gen. Op. H-496 (1975)</i>
EMPLOYEE- EMPLOYEE COMPLAINTS	The Board is not required to conduct an open meeting to deliberate in a case in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing. <i>Gov't Code 551.082</i>
STUDENT DISCIPLINE	5. The Board is not required to conduct an open meeting to deliberate in a case involving discipline of a public school child. However, the Board may not conduct a closed meeting for this purpose if the child's parent or guardian makes a written request for an open hearing. <i>Gov't Code 551.082</i>
PERSONALLY IDENTIFIABLE STUDENT INFORMATION	6. The Board is not required to conduct an open meeting to deliberate a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. Directory information about a public school student is considered to be personally identifiable information about the student for this purpose only if a parent or guardian of the student, or the student if the student has attained 18 years of age, has informed the District that the directory information should not be released without prior consent. [See FL] This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age. <i>Gov't Code 551.0821</i>
MEDICAL OR PSYCHIATRIC RECORDS	7. A board that administers a public insurance, health, or retirement plan is not required to conduct an open meeting to deliberate: <ul style="list-style-type: none">a. The medical records or psychiatric records of an individual applicant for a benefit from the plan; orb. A matter that includes a consideration of information in the medical or psychiatric records of an individual applicant for a benefit from the plan. <i>Gov't Code 551.0785</i>
SECURITY	8. The Board is not required to conduct an open meeting to deliberate: <ul style="list-style-type: none">a. The deployment, or specific occasions for implementation, of security personnel or devices; orb. A security audit. <i>Gov't Code 551.076</i>

ASSESSMENT INSTRUMENTS	9. The Board shall conduct a closed meeting to discuss or adopt individual assessment instruments or assessment instrument items. <i>Education Code 39.030(a)</i>
EMERGENCY MANAGEMENT	10. The Board is not required to conduct an open meeting to deliberate information confidential under Government Code 418.175–418.182, relating to Homeland Security. However, the Board must make a tape recording of the proceedings of a closed meeting held to deliberate the information. <i>Gov’t Code 418.183(f)</i>
ECONOMIC DEVELOPMENT NEGOTIATIONS	11. The Board is not required to conduct an open meeting: <ul style="list-style-type: none"> a. To discuss or deliberate regarding commercial or financial information that the Board has received from a business prospect that the Board seeks to have locate, stay, or expand in or near the District and with which the Board is conducting economic development negotiations; or b. To deliberate the offer of a financial or other incentive to such a business prospect. <i>Gov’t Code 551.087</i>
PROCEDURES FOR CLOSED MEETINGS	If a closed meeting is allowed, the Board shall not conduct the closed meeting unless a quorum of the Board first convenes in an open meeting for which proper notice has been given [see BE] and the presiding officer has publicly announced that a closed meeting will be held and has identified the section or sections of the Open Meetings Act or other applicable law under which the closed meeting is held. <i>Gov’t Code 551.101</i>
VOTE OR FINAL ACTION	A final action, decision, or vote on a matter deliberated in a closed meeting shall be made only in an open meeting for which proper notice has been given. <i>Gov’t Code 551.102</i> [See BE]
CERTIFIED AGENDA OR TAPE RECORDING	The Board shall either keep a certified agenda or make a recording of the proceedings of each closed meeting, except for private consultation with the District’s attorney. The certified agenda must include a statement of the subject matter of each deliberation, a record of any further action taken, and an announcement by the presiding officer at the beginning and end of the closed meeting indicating the date and time. A presiding officer shall certify that a certified agenda is a true and correct record of the proceedings. If a recording is made, it must include announcements by the presiding officer at the beginning and end of the meeting indicating the date and time. <i>Gov’t Code 551.103</i> “Recording” means a tangible medium on which audio or a combination of audio and video is recorded, including a disc, tape, wire, film, electronic storage drive, or other medium now existing or later developed. <i>Gov’t Code 551.001(7)</i> Closed meetings may not be recorded by an individual trustee against the wishes of a majority of the Board. <i>Zamora v. Edgewood ISD, 592 S.W.2d 649 (Tex. App.—San Antonio, 1979, writ ref’d n.r.e.)</i>
PRESERVATION	The Board shall preserve the certified agenda or recording of a closed meeting for at least two years after the date of the meeting. If a legal action involving the meeting is brought within that period, the Board shall preserve the certified agenda or recording while the action is pending. <i>Gov’t Code 551.104(a)</i>
PUBLIC ACCESS	A certified agenda or recording of a closed meeting is available for public inspection and copying only under a court order issued as a result of litigation involving an alleged violation of the Open Meetings Act. <i>Gov’t Code 551.104(b), (c)</i>
PROHIBITIONS	No Board member shall participate in a closed meeting knowing that neither a certified agenda nor a recording of the closed meeting is being made. <i>Gov’t Code 551.145</i> No individual, corporation, or partnership shall without lawful authority disclose to a member of the public the certified agenda or recording of a meeting that was lawfully closed to the public. <i>Gov’t Code 551.146</i> No Board member shall knowingly call or aid in calling or organizing a closed meeting that is not permitted under the Open Meetings Act, close or aid in closing a regular meeting to the public except as permitted under the Open Meetings Act, or participate in a closed meeting that is not permitted under the Open Meetings Act. <i>Gov’t Code 551.144(a)</i>
AFFIRMATIVE DEFENSE	It is an affirmative defense to prosecution under Government Code 551.144(a) that a Board member acted in reasonable reliance on a court order or a written interpretation of the open meetings law contained in an opinion of a court of record, the attorney general, or the Board’s attorney. <i>Gov’t Code 551.144(c)</i>

DATE ISSUED: 10/25/2013
UPDATE 98
BEC (LEGAL)-P

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: August 15, 2022

Subject: Public Forum

Administrator Responsible/Position: Dr. Eric Wright, Superintendent

A. Purpose of Agenda Item

Action needed

Information only

Receive input

B. Authority for This Action:

Local Policy BED

Law or Rule

N/A

The Board encourages comments from citizens of the District and from District employees.

Policy BED local states that audience participation at a Board Meeting is limited to the public comment portion of the meeting designated for that purpose. At all other times during a Board Meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer. An open forum will be conducted at each meeting. The Board shall allot approximately 30 minutes for comments from members of the public about school district concerns.

Any member of the public who wishes to address the Board in Public Forum must complete and submit the Request to Address the Board of Trustees form (green sheet). This form may be obtained and at the entrance to the Board room and must be submitted to Tim Savoy, Chief Information Officer at the entrance prior to reconvening in open session. Public participation in Board meetings is limited to the Public Forum portion of the meeting agenda, as is provided in Board policy.

Board Policy DEC (LOCAL) sets the maximum time for any individual presentation as 5 minutes, unless decreased by the Board President prior to the start of public comment. In order to ensure efficiency in all meetings, our standard practice is to afford 3 minutes for speakers covering current agenda items and 2 minutes for speakers covering non-agenda items. Speakers with comments on posted agenda items will be called to speak first. Speakers with comments on items not posted for tonight's agenda will then be called to speak, if time permits.

Please be aware that the audio and video of Public Forum is recorded as part of the recording of the entire meeting and is published on the District's website without alteration. A person who chooses to speak in Public Forum is consenting to the online publication of their comments.

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: August 15, 2022

Subject: State Mandated Board Training: Team Building according to Board Policy BBD

Administrator Responsible/Position: Dr. Eric Wright, Superintendent of Schools

A. Purpose of Agenda Item:

Action Needed Information Only Receive Input

B. Authority for This Action:

Local Policy Law or Rule – BBD (LEGAL) NA

C. Summary:

The entire board shall participate with their superintendent in a team-building session.

The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

The session shall be held annually and shall be at least three hours in length.

The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the year for the governance leadership team.

The team-building session shall be provided by an ESC or a registered in accordance with 19 TAC 61.1(b)(4)

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

**Open Meetings Act
Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Texas Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

Gov't Code 551.005

**Public Information
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the Public Information Act. [See GBAA regarding public information coordinator training] *Gov't Code 552.012*

**SBOE-Required
Training**

A trustee must complete any training required by the State Board of Education (SBOE). *Education Code 11.159*

The SBOE's framework for governance leadership [see BBD(EX-HIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

The continuing education required under Education Code 11.159 applies to each member of the board. To the extent possible, an entire board shall participate in continuing education programs together. *19 TAC 61.1(b), (i)*

No continuing education shall take place during a board meeting unless that meeting is called expressly for the delivery of board member continuing education. Continuing education may take place prior to or after a legally called board meeting in accordance with Government Code 551.001(4) (definition of "meeting"). *19 TAC 61.1(e)*

A regional education service center (ESC) board member continuing education program shall be open to any interested person, in-

cluding a current or prospective board member. A district is not responsible for any costs associated with individuals who are not current board members. *19 TAC 61.1(f)*

Annually, the SBOE shall commend those board-superintendent teams that complete at least eight hours of the continuing education specified at Team Building and Additional Continuing Education, below, as an entire board-superintendent team.

Annually, the SBOE shall commend board-superintendent teams that effectively implement the commissioner of education's trustee improvement and evaluation tool developed under Education Code 11.182 [see BG] or any other tool approved by the commissioner.

19 TAC 61.1(k), (l)

Verification

For each training described below, the provider of continuing education shall provide verification of completion of board member continuing education to the individual participant and to the participant's school district. The verification must include the provider's authorization or registration number. *19 TAC 61.1(h)*

Reporting

At the last regular board meeting before an election of trustees, the board president shall announce the name of each board member who has completed the required continuing education, who has exceeded the required hours of continuing education, and who is deficient in meeting the required continuing education as of the anniversary of the date of each board member's election or appointment to the board or two-year anniversary of his or her previous training, as applicable. The announcement shall state that completing the required continuing education is a basic obligation and expectation of any board member under SBOE rule. The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable. The president shall cause the minutes to reflect the announcement and, if the minutes reflect that a trustee is deficient in training as of the anniversary of his or her joining the board, the district shall post the minutes on the district's internet website within ten business days of the meeting and maintain the posting until the trustee meets the requirements. *19 TAC 61.1(j); Education Code 11.159(b)*

Local District
Orientation

Each board member shall complete a local district orientation session. The purpose of the local orientation is to familiarize new board members with local board policies and procedures and district goals and priorities.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall:

1. Be at least three hours in length.
2. Address local district practices in the following, in addition to topics chosen by the local district:
 - a. Curriculum and instruction;
 - b. Business and finance operations;
 - c. District operations;
 - d. Superintendent evaluation; and
 - e. Board member roles and responsibilities.

Each board member should be made aware of the continuing education requirements of 19 Administrative Code 61.1 and those of the following:

1. Open meetings act in Government Code 551.005 [see Open Meetings Act Training above];
2. Public information act in Government Code 552.012 [see Public Information Act Training above]; and
3. Cybersecurity in Government Code 2054.5191 [see CQB].

The orientation shall be open to any board member who chooses to attend.

19 TAC 61.1(b)(1)

Education Code
Orientation

Each board member shall complete a basic orientation to the Education Code and relevant legal obligations. The orientation shall have special, but not exclusive, emphasis on statutory provisions related to governing Texas school districts.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The orientation shall be at least three hours in length. Topics shall include, but not be limited to, Education Code Chapter 26 (Parental

Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction).

The orientation shall:

1. Be provided by an ESC.
2. Be open to any board member who chooses to attend.

The continuing education may be fulfilled through online instruction, provided that the training incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(2)

Legislative Update

After each session of the Texas Legislature, including each regular session and called session related to education, each board member shall complete an update to the basic orientation to the Education Code.

The update session shall be of sufficient length to familiarize board members with major changes in statute and other relevant legal developments related to school governance.

The update shall be provided by an ESC or a registered provider [see Registered Provider, below].

A board member who has attended an ESC basic orientation session described at Education Code Orientation, above, that incorporated the most recent legislative changes is not required to attend an update.

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(3)

Team Building

The entire board shall participate with their superintendent in a team-building session.

The purpose of the team-building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team.

The session shall be held annually and shall be at least three hours in length.

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. [See BBD(EXHIBIT)] The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the year for the governance leadership team.

The team-building session shall be provided by an ESC or a registered provider [see Registered Provider and Authorized Provider, below].

19 TAC 61.1(b)(4)

Additional
Continuing
Education (Based
on Assessed
Needs)

In addition to the continuing education requirements set out above, each board member shall complete additional continuing education based on the framework for governance leadership. [See BBD(EXHIBIT)]

The purpose of continuing education is to address the continuing education needs referenced at Team Building above.

The continuing education shall be completed annually.

At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with the board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials.

The continuing education shall be provided by an ESC or a registered provider [see Registered Provider, below].

The continuing education may be fulfilled through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

First Year

In a board member's first year of service, he or she shall complete at least ten hours of continuing education in fulfillment of assessed needs

*Subsequent
Years*

Following a board member's first year of service, he or she shall complete at least five hours of continuing education annually in fulfillment of assessed needs.

Board President

A board president shall complete continuing education related to leadership duties of a board president as some portion of the annual requirement.

19 TAC 61.1(b)(5)

BOARD MEMBERS
TRAINING AND ORIENTATION

BBD
(LEGAL)

Evaluating Student
Academic
Performance

Each board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in Education Code 11.1515. [See BAA]

The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of Education Code 11.185 and 11.186.

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The continuing education shall be completed every two years and shall be at least three hours in length.

The continuing education required by this provision shall include, at a minimum:

1. Instruction in school board behaviors correlated with improved student outcomes with emphasis on:
 - a. Setting specific, quantifiable student outcome goals; and
 - b. Adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under Education Code Chapter 39;
2. Instruction in progress monitoring practices to improve student outcomes; and
3. Instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under Education Code Chapter 39, and the state accountability system established under Chapter 39.

The continuing education shall be provided by an authorized provider [see Authorized Provider, below].

If the training is attended by an entire board and its superintendent, includes a review of local school district data on student achievement, and otherwise meets the requirements described at Team Building above, the training may serve to meet a board member's obligation to complete training described at Team Building and at Evaluating Student Academic Performance, above, as long as the training complies with the Texas Open Meetings Act.

19 TAC 61.1(b)(6)

Identifying and
Reporting Abuse

Each board member shall complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children in accordance with Education Code 11.159(c)(2).

A candidate for school board may complete the training up to one year before he or she is elected or appointed. A newly elected or appointed board member who did not complete this training in the year preceding his or her election or appointment must complete the training within 120 calendar days after election or appointment.

The training shall be completed every two years and shall be at least one hour in length.

The training must familiarize board members with the requirements of Education Code 38.004 and 38.0041, and 19 Administrative Code 61.1051 (relating to Reporting Child Abuse or Neglect, Including Trafficking of a Child).

The training required by this provision shall include, at a minimum:

1. Instruction in best practices of identifying potential victims of child abuse, human trafficking, and other maltreatment of children;
2. Instruction in legal requirements to report potential victims of child abuse, human trafficking, and other maltreatment of children; and
3. Instruction in resources and organizations that help support victims and prevent child abuse, human trafficking, and other maltreatment of children.

The training sessions shall be provided by a registered provider [see Registered Provider, below].

This training may be completed online, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

19 TAC 61.1(b)(7)

School Safety

The State Board of Education shall require a trustee to complete training on school safety. *Education Code 11.159(b-1)*

Training Provider

*Registered
Provider*

For the purposes of 19 Administrative Code 61.1, a registered provider has demonstrated proficiency in the content required for a specific training. A private or professional organization, school district, government agency, college/university, or private consultant shall register with the Texas Education Agency (TEA) to provide the board member continuing education required by 19 Administrative Code 61.1(b)(3), (5), and (7) [see Legislative Update, Additional Continuing Education, and Identifying and Reporting Abuse, above].

A district that provides continuing education exclusively for its own board members is not required to register under 19 Administrative Code 61.1(c)(1)–(2).

19 TAC 61.1(c)

*Authorized
Provider*

An authorized provider meets all the requirements of a registered provider and has demonstrated proficiency in the content required by 19 Administrative Code 61.1(b)(4) and (6). Proficiency may be demonstrated in accordance with 19 Administrative Code 61.1(d).

A private or professional organization, school district, government agency, college/university, or private consultant may be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

An ESC shall be authorized by TEA to provide the board member training required in 19 Administrative Code 61.1(b)(4) and (6).

19 TAC 61.1(d)

[See above for 19 Administrative Code 61.1(b)(4) on Team Building and (b)(6) on Evaluating Student Academic Performance.]

Note: For cybersecurity training requirements, see CQB(LEGAL).

Framework for School Board Development

Preamble: The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation (Education Code 4.001).

The board of trustees is the governing body for Texas public schools. To effectively meet the challenges of public education, school boards and superintendents must function together as a governance leadership team. Each leadership team will annually assess its development needs both as a corporate body and as individuals. As a team, they will focus on the improvement of locally developed student outcomes and provide support for opportunities and experiences through vision and goals, systems and processes, progress and accountability, advocacy and engagement, and synergy and teamwork. Teams ensure that their districts provide equitable and effective educational programs and services for 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.

1. Vision and Goals — The board ensures creation of a shared vision and locally developed, measurable goals that improve student outcomes and provide support for opportunities and experiences. The board:
 - Keeps the district focus on the well-being of all children.
 - Adopts a shared vision that incorporates input from the community to reflect local aspirations as well as present and future needs for all children.
 - Ensures that the vision aligns with the state's mission, objectives, and goals for education established by law and/or rule.
 - Adopts a reasonable number of specific, quantifiable, research-based, and time-bound goals that align with state law, are developed with community input, and support the vision to improve student outcomes.
 - Embraces, supports, and fulfills the vision that all students receive what they need to learn, thrive, and grow, including resources, opportunities, and experiences.
 - Uses the vision and goals to drive all deliberations, decisions, and actions.
2. Systems and Processes — The board ensures systems and processes are in place to accomplish the vision and goals. The board:
 - Regularly develops, reviews, and adopts board policies for effective support of the district's vision and goals.
 - Approves a budget that aligns with and maximizes resources to fulfill the district's vision and goals.
 - Monitors multiple, measurable elements of student progress and achievement throughout the year.

- Incorporates equity when making decisions and evaluating systems and processes.
 - Focuses its actions on following board operating procedures while providing oversight of the superintendent, policymaking, planning and goal setting, progress monitoring, and evaluation, while avoiding involvement in daily operations and management.
 - Approves goals, policies, and programs that ensure a safe and secure learning environment.
 - Ensures the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools.
 - Adopts a planning calendar and engages in a decision-making process consistent with state law and rule to help achieve the district's vision.
 - Ensures that the district's planning and decision-making process enables all segments of the community, families, and staff to meaningfully contribute to achieving the district's vision.
 - Welcomes and values all people and cultures as important stakeholders in the process for student success.
 - Ensures the district has a system that monitors for sound business and fiscal practices.
 - Adopts policies regarding hiring, assigning, appraising, terminating, and compensating school district personnel in compliance with state laws and rules.
 - Ensures the district adopts a protocol regarding the recruitment, determination of professional development needs, building of leadership capacity, and retention rates for the district's teachers.
 - 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.
3. Progress and Accountability — The board sets clear goals, provides resources and support, evaluates goal attainment, and engages in ongoing objective feedback on progress and commitments. The board:
- Holds itself accountable to its adopted vision, goals, commitments, and operating procedures.
 - Ensures progress toward achievement of district goals through systematic, timely, and comprehensive review of relevant reports and student data that illustrate progress toward locally developed student outcome goals.
 - Ensures equity throughout the system by regularly identifying inequities, updating policies, and appropriately distributing resources.

- Differentiates among resources, intermediate measures, and outcomes, especially when focusing on student outcomes.
 - Monitors and evaluates the allocation of resources in support of the district's vision and goals and sustainability.
 - Reviews the efficiency and effectiveness of district operations and use of resources in supporting the district's vision and goals.
 - Employs and annually evaluates the superintendent on the achievement of district goals, including locally developed academic goals, demonstration of educational leadership, and management of daily operations.
4. Advocacy and Engagement — The board promotes the vision and engages the community in developing and fulfilling the vision. The board advocates on behalf of Texas public schoolchildren. The board:
- Demonstrates its commitment to, and advocates on behalf of, the shared vision and goals by clearly communicating them to the superintendent, staff, and community.
 - Regularly reports district progress to families and the community, which could include an online dashboard for the community.
 - Ensures multiple forms of two-way communication will be used to engage, empower, and connect students, families, staff, media, and community with the district.
 - Builds collaborative relationships and partnerships with families and community, business, nonprofit, higher-education, education support organizations, and governmental leaders to influence and expand educational opportunities and meet the needs of students.
 - Recognizes the respective roles of and provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency to ensure maximum effectiveness and benefit to Texas schoolchildren.
 - Promotes school board service by educating the community about the role of a school board and encouraging leadership opportunities within the community.
5. Synergy and Teamwork — The board's duties are distinct, and the board works effectively as a collaborative unit and as a team with the superintendent to lead the district in fulfilling the vision and goals. The board:
- Recognizes its distinct role in establishing the vision and the goals, adopting policies that guide the district, setting priorities, establishing governance protocols to oversee management of the district, adopting and overseeing the annual budget, and hiring and evaluating the superintendent.
 - Recognizes each individual trustee's duty as a trustee and fiduciary for the entire district.

- Remains focused on its goals and priorities, as opposed to individual agendas separate and apart from the shared vision.
- Annually evaluates its performance as a team, with attention given to the district's vision and goals; fulfilling the board's duties, responsibilities, and commitments; and the board's working relationship with the superintendent.
- 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.
- Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority.
- Develops teamwork, problem-solving, and decision-making skills as a team with its superintendent.
- Understands and adheres to laws and local policies and respects the superintendent's responsibility to manage the school district and to direct employees in district and campus matters.
- Adopts and adheres to established policies and procedures for welcoming and addressing ideas and concerns from students, families, staff, and the community.
- Establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board.
- Understands the leadership role of the board president and adheres to local policies and procedures about the duties and responsibilities of the board officers.

Adopted by the State Board of Education, January 1996, as authorized by 19 TAC 61.1(a); revised November 20, 2020.

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: August 15, 2022

Subject: Development of District Goals

Administrator Responsible/Position: Dr. Eric Wright, Superintendent of Schools

A. Purpose of Agenda Item:

Action Needed

Information Only

Receive Input

B. Authority for This Action:

Local Policy

Law or Rule – AE

NA

C. Summary:

A board shall adopt a vision statement and comprehensive goals for the district and the superintendent. Education Code 11.1511(b)(2)

**Vision Statement
and Goals**

A board shall adopt a vision statement and comprehensive goals for the district and the superintendent. *Education Code 11.1511(b)(2)*

**Public Education
Mission, Goals, and
Objectives**

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Objectives

The objectives of public education are:

Objective 1: Parents will be full partners with educators in the education of their children.

Objective 2: Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

Objective 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Objective 5: Educators shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:

1. Increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
2. Enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
3. Guide students toward understanding and productively functioning in a free enterprise society.

Objective 6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Texas students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective 11: The State Board of Education, TEA, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Goals

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

Goal 1: The reading and writing of the English language.

Goal 2: The understanding of mathematics.

Goal 3: The understanding of science.

Goal 4: The understanding of social studies.

Education Code 4.001, .002

EDUCATIONAL PHILOSOPHY

AE
(LOCAL)

Mission Statement

The mission of Hays CISD, an innovative community of learners that values the diversity and legacy of the people, is to nurture students to become extraordinary citizens through unique, personal, educational experiences.

Goals

Goals are set annually and posted on the District website.

HCISD Board Goals & Presentation Dates 2021-2022

Goal 1-Student Achievement: Hays CISD believes in the achievement of every student. The district will evaluate and address the individual needs of each student. Students and parents/guardians will receive academic advising and will utilize data, based upon aptitude, ability, and career inventory data, to formulate their plan of study for high school credit beginning in the spring semester of their 5th grade year. Student performance will be evaluated in academics, college, career, and military readiness. Our staff believes in the education of the whole child and believes that success is based on more than the results of a single test, including social and emotional learning, strong interpersonal skills, and the development of positive members of society. Through attention to individual student needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement.

Focus Area	SMART Goal(s)
<p>Grade 5-12 Student Advising: The district will utilize a career interest profiler to track academic advising beginning spring semester of 5th grade based on student interest and academic achievement. In June 2022, the district will provide a comprehensive report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.</p>	<p>90% of our 5-12 grade students will receive academic advising by May 15, 2022. (Based on mobility rate.)</p>
<p>Student Achievement: In August, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/masters % vs. the state performance. In November, a public hearing on TAPR will be held to summarize student academic performance/achievement, accessibility gaps, including the district's college, career, and military readiness counts.</p>	<p>Goals broken down by program area on data tables.</p> <p>100% of 2019 TEA A-B rated campuses will remain the same or improve by one grade level. 2019 TEA C-D rated campuses will improve by at least one grade level.</p> <p>Hays CISD Domain IIA (Academic Growth) raw score will be a 75 or higher in the Summer of 2022 (72 raw score in 2019).</p>
<p>College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE. The district will monitor progress throughout the 2021-2022 school year and will provide an update on college readiness to the Board in September 2022.</p>	<p>55% of the class of 2022, will meet college and career readiness as demonstrated on the TAPR in November 2023.</p>
<p>Professional Development: The district will offer continuous differentiated just-in-time professional development in all content areas to support our campus initiatives and student achievement goals. Campus administrators will conduct at least 60 minutes of walk-throughs per day.</p>	<p>Implementation of instructional strategies acquired through professional development will be measured and tracked through walk-through data and T-TESS on a monthly basis.</p>
<p>Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity. The district will hire a designated SEL Specialist to support SEL implementation and provide district-wide professional development to ensure proper SEL best practices are evident across the campus/district. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extra-curricular/club participation, and the district will track discipline, attendance on an on-going basis. SEL information will be presented in October and a process for developing a dashboard for SEL will be researched with a plan to implement in the 2022-2023 school year.</p>	<p>100% of our campuses will implement SEL strategies to support the whole child.</p>

Date	Topic/Evidence of Attainment	Possible Presenter(s)	Data Sources
August	Report on the district's Blended Learning 4-Year Plan and Evidence of Attainment and SMART Goals for the 21-22 SY.	Sedillo, McDaniel, Herrin, Malandrucolo	Goals Documents

September	A summary of staff professional development efforts throughout the summer and plan for 21-22 SY and its corresponding look fors in the district walkthrough template.	Sedillo, McDaniel, Garza	PLC Agendas Lesson Plans Walk-Through Data T-TESS Evaluations
October	Report on elementary and middle school universal screener data for reading and math.	Sedillo, McDaniel, Malandrucolo	mCLASS BOY ES Universal Screener Baseline Check DreamBox Update
November	Summary of college, career, and military readiness efforts by campus as well as giving an overview of our SEL program.	Philpott, Gonzalez, Mitchell, Velasquez	Final 2020 CCMR SEL action video
December	Provide a mid-year review on extracurricular/club participation.	Gonzalez, Westerberg, Moreno, Campus Principals	Fine Arts and Athletics
January/June	Summary of data disaggregation, administrative walk-throughs, and CTE programs, will be presented in December and June that includes literacy and math data, along with specific curricular and teaching strategies to address these areas.	McDaniel, Herrin, Garza, Mitchell, Malandrucolo, Brown	CBA 1 Summary RDA Report and SSP Review Writing Task Data PreK Update Walk-through Update
January	TAPR/Annual Public Hearing	Malandrucolo	TAPR & Other Required Sections (Due to the absence of STAAR/EOC data, TAPR 2020 will be drastically scaled back. Annual Public Hearing is still required.)
February	State of the District	McDaniel, Malandrucolo, Brown, Mitchell, Melgar-Cook, Philpott	CBA 1 & 2 Summary mCLASS MOY Update on other board goals including: -Advanced Academics -TELPAS -CTE
March	PBIS Update	Price, Gonzalez	Attendance Data Discipline Report
April	HB 4545 update on 21-22 intervention efforts	Noble, Gomez, Kinsey, Watson	Software analytics Screeners Student participation in Tier 2 and Tier 3
May	End of year review of Athletics and Fine Arts	Westerberg, Moreno	Student participation Program success by sport/campus
June	A summary of staff professional development efforts addressing data disaggregation, administrative walk-throughs, and CTE programs, will be presented in December and June that includes literacy and math data, along with specific curricular and teaching strategies to address these areas.	McDaniel, Herrin, Garza, Mitchell, Malandrucolo	
June	PK-3 reading levels will be measured at the beginning and end of each year and results shared with the Board.	Gaines, Brown, McDaniel	
June	The percentage of students receiving academic advising at the end of their 7th grade year will be presented in June. Report of academic advising will be presented to parents/guardians.	Gonzalez	
August	The superintendent will present the Board with a student growth goal at the August Board Meeting addressing HCISD Approaches / Meets / Masters % vs. the State.	Malandrucolo	

Goal 2-School Safety: Hays CISD is dedicated to the safety of all students and staff. A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local and state entities to assure preparedness. Specific areas addressed are physical and cybersecurity, data privacy, campus access, detecting and reporting possible threats, COVID19 safety/prevention planning/reporting, and maintaining an environment of trust between adults and all students. Our Emergency Operations Plan (EOP) is updated annually, and followed throughout the district.

Date	Topic/Evidence of Attainment	Possible Presenter(s)	Notes
September	The Board will receive a brief narrative posted in Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September.	McCorkle, Skrocki	

Goal 3-Board/Staff/Community Relations: Hays CISD is dedicated to treating everyone with respect and dignity. Cultivating a culture of positive engagement and public service requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our district is committed to increasing client engagement both internally and externally. The Diversity Advisory Council will make recommendations to the superintendent about improving our diversity efforts and inclusive practices to remove systemic obstacles for all students.

Date	Topic/Evidence of Attainment	Possible Presenter(s)	Notes
Ongoing	The Board will receive timely updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.	Savoy	
Weekly	The board and community will have the opportunity to view the latest "Wright this Minute" video each week.	Dr. Wright, Savoy	
November	Staff will receive targeted training, after a process review, in the areas of customer service and community relations. HCISD will develop strategies and systems to make this the best place to work, and the plan will be presented to the Board in November.	Savoy	
December/June	During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council. Progressive Educational Opportunities such as co-curricular, experiential learning, etc.	Dr. Wright	

Hays CISD Student Achievement Goals 2021-2022



#TogetherAgain

	STATE									HAYS CISD									2021-2022 DISTRICT GOAL		
	2019			2021			Comparison			2019			2021			Comparison			App	Me	Ma
	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma			
3 Reading	76	44	28	68	38	19	-8	-6	-9	76	45	27	75	46	23	-1	1	-4	78	48	24
3 Math	78	48	24	61	30	14	-17	-18	-10	77	45	23	67	31	14	-10	-14	-9	72	40	19
4 Reading	74	43	22	63	36	18	-11	-7	-4	74	45	23	66	36	19	-8	-9	-4	70	42	21
4 Math	74	46	28	58	35	21	-16	-11	-7	73	48	29	60	35	20	-13	-13	-9	67	42	25
5 Reading	77	51	29	72	45	30	-5	-6	1	78	52	29	74	47	31	-4	-5	2	77	49	32
5 Math	83	56	36	69	43	24	-14	-13	-12	82	53	34	71	41	24	-11	-12	-10	77	47	29
5 Science	74	48	23	61	30	12	-13	-18	-11	76	51	25	66	33	14	-10	-18	-11	71	42	20
6 Reading	66	35	17	61	31	14	-5	-4	-3	64	32	15	61	29	12	-3	-3	-3	64	31	13
6 Math	79	45	20	66	34	14	-13	-11	-6	78	44	20	69	34	13	-9	-10	-7	74	39	17
7 Reading	74	47	28	68	44	25	-6	-3	-3	69	42	23	66	41	21	-3	-1	-2	69	43	22
7 Math	73	41	16	54	25	11	-19	-16	-5	63	26	6	36	7	1	-27	-19	-5	50	17	4
8 Reading	77	53	27	72	45	21	-5	-8	-6	78	51	26	68	40	18	-10	-11	-8	73	46	22
8 Math	81	55	16	60	35	10	-21	-20	-6	83	58	17	66	40	11	-17	-18	-6	75	49	14
8 Science	79	49	24	67	42	23	-12	-7	-1	81	53	28	62	39	22	-19	-14	-6	72	46	25
8 Soc. Stu.	67	35	20	56	27	13	-11	-8	-7	67	32	16	50	20	8	-17	-12	-8	59	26	12
English I	63	49	12	66	50	12	3	1	0	63	52	6	65	49	9	2	-3	3	68	51	10
Algebra I	84	62	39	72	41	23	-12	-21	-16	87	70	35	73	39	23	-14	-31	-12	80	55	29
Biology	88	63	26	81	54	22	-7	-9	-4	86	64	28	83	57	22	-3	-7	-6	86	61	25
English II	67	51	8	70	57	11	3	6	3	68	52	8	73	59	9	5	7	1	76	61	10
US History	93	75	47	88	69	43	-5	-6	-4	92	75	47	89	71	43	-3	-4	-4	92	73	44

In the Spring of 2021, Hays CISD completed roughly 80% of assigned STAAR/EOC assessments.

Any comparison number in green shows where our gains or drops were better than the state.

Any comparison number in red shows where our drops were higher than the state.

2021-2022 goals are based as follows:

-If 2021 resulted in a drop of under 5% from 2019, we used the same method as in previous years of adding 3% Approaches, 2% Meets, and 1% Masters

-If 2021 resulted in a drop of over 5%, we are splitting the difference so that these subjects would be back on track in 2 years.

STAAR/EOC Reminders:

-The 4th and 7th Writing STAAR assessment has been removed.

-In the Spring of 2023, STAAR/EOC will be completely revamped where at least 25% of all STAAR/EOC assessments will consist of new types of questions.

mCLASS Goals 2021-2022

	2021 EOY TIER 1	2022 GOAL
ENG LIT - K	52%	55%
ENG LIT - 1	59%	62%
ENG LIT - 2	59%	62%
SPN LIT - K	54%	57%
SPN LIT - 1	61%	64%
SPN LIT - 2	69%	66%
MATH - K	80%	83%
MATH - 1	73%	76%
MATH - 2	71%	74%

4-Year Goal to have 85% of Students at Tier 1.

TELPAS Goals 2021-2022

	2020 TELPAS*		2021 TELPAS*		2022 GOAL
	STATE	DISTRICT	STATE	DISTRICT	DISTRICT
1st GRADE	58%	56%	49%	51%	54%
2nd GRADE	37%	35%	26%	33%	36%
3rd GRADE	47%	56%	30%	34%	47%
4th GRADE	34%	36%	10%	15%	27%
5th GRADE	53%	56%	35%	41%	50%
6th GRADE	37%	38%	20%	27%	34%
7th GRADE	40%	50%	22%	31%	42%
8th GRADE	43%	42%	22%	27%	36%
9th GRADE	26%	27%	16%	23%	27%
10th GRADE	32%	38%	19%	27%	34%
11th GRADE	32%	34%	19%	22%	30%
12th GRADE	30%	42%	17%	33%	39%

Percentage of Students Progressing At Least One Proficiency Level.

*In the Spring of 2021, HCISD was able to complete 61% of all TELPAS assessments with over 800 less students completing all sections than in the Spring of 2020 (88%).

Statewide, 70% of all TELPAS assessments were completed in the Spring Of 2020.

Similar to STAAR, we are using 2020 TELPAS goals and splitting the difference so that we are back on track in 2 years.

Pre-K Goals 2021-2022

	2019-2020 Kindergarten Ready		2020-2021 GOAL	2021-2022 GOAL
	STATE	DISTRICT	DISTRICT	DISTRICT
KINDER	57%	76% (Met-Goal)	78%	27 80%

Taken from: Texas PK-16 Public Education Information Resource

Advanced Academic Goals 2020-2021

	Participation				2023 GOAL	Performance				2023 GOAL
	2016-2017	2017-2018	2018-2019	2019-2020*		2016-2017	2017-2018	2018-2019	2019-2020*	
ACT, SAT	86.4%	58.1%	52.2%	*	95%	16%	46%	41%	*	60%
Dual Credit, UT OnRamps, and Advanced Placement	34.2%	38.9%	38.0%	*	70%	AP-21%, DC / OnRamps-1 1.2%	37.6% AP-20%, DC/OnRamps 17.6%	54.3% AP-20%, DC/OnRamps 33.9%	*	Combined-50%

*Available November 2021

Career & Technology: Industry Based Certificates 2021-2022

	Industry Based Certificates Earned				2023 GOAL
	2018 Graduates	2019 Graduates	2020 Graduates*	2021 Graduates**	2022 Graduates
DISTRICT	65	263	211 (Estimated)	262 (Estimated-Goal was 225)	282

Total number of IBCs earned from the TEA A-F IBC List. 2021 was first year to set an IBC goal.

*Final data available August 2021

**Final data available August 2022

HB 3 Required Board Goals

	Grade 3 Reading (Meets GL)					Grade 3 Math (Meets GL)					Met CCMR Criteria*				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
All Students	46%	48%	50%	52%	54%	31%	40%	42%	44%	46%	51%	53%	55%	57%	59%
Hispanic	37%	40%	43%	46%	49%	22%	31%	34%	37%	40%	47%	50%	53%	56%	59%
African American	38%	41%	44%	47%	50%	32%	34%	37%	40%	43%	39%	42%	45%	48%	51%
White	63%	65%	67%	69%	71%	47%	57%	59%	61%	63%	64%	66%	68%	70%	72%
Asian	42%	59%	61%	63%	65%	42%	59%	61%	63%	65%	63%	65%	67%	69%	71%
Special Education	20%	23%	26%	29%	32%	16%	23%	26%	29%	32%	69%	72%	75%	78%	81%
LEP	27%	33%	36%	39%	42%	16%	29%	32%	35%	38%	34%	37%	40%	43%	46%
Eco Dis	45%	48%	51%	54%	57%	24%	30%	33%	36%	39%	44%	47%	50%	53%	56%

HB3 requires that school boards set 5-year goals in the areas of Grade 3 Reading, Grade 3 Math, and CCMR.

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Goals can be adjusted at any point during the 5-year period as new data becomes available.

All percentages in **BOLD** are where we have already met the set TEA/Federal targets or when we are set to meet the TEA/Federal target.

*Estimated percentages using the TEA CCMR Verifier and Lead4ward CCMR tool. TEA also removed Military Readiness and .5 Point for CTE Coursework for 2021 Accountability.

Hays CISD Student Achievement Goals (Expanded): 2021-2022

	Reading/ELA								Math							Science			Soc. St.	
	3	4	5	6	7	8	EI	EII	3	4	5	6	7	8	AI	5	8	Bio	8	US
All Students																				
Approaches	77%	70%	77%	64%	69%	73%	68%	76%	72%	67%	77%	74%	50%	75%	80%	71%	72%	86%	59%	92%
Meets	48%	42%	49%	31%	43%	46%	51%	61%	38%	42%	47%	39%	17%	49%	55%	42%	46%	61%	26%	73%
Masters	24%	21%	32%	13%	22%	22%	10%	10%	14%	25%	29%	17%	4%	14%	29%	20%	25%	25%	12%	44%
Hispanic																				
Approaches	68%	65%	78%	57%	64%	74%	60%	67%	66%	62%	78%	69%	46%	75%	76%	67%	68%	82%	61%	89%
Meets	40%	35%	45%	26%	37%	40%	43%	48%	31%	35%	44%	33%	15%	44%	46%	37%	40%	53%	31%	68%
Masters	16%	17%	25%	11%	19%	19%	7%	7%	16%	20%	25%	12%	4%	12%	25%	17%	20%	20%	15%	38%
African Am.																				
Approaches	63%	79%	69%	68%	58%	70%	64%	63%	68%	62%	71%	68%	51%	66%	78%	55%	56%	88%	56%	88%
Meets	41%	43%	36%	23%	32%	31%	47%	49%	34%	37%	34%	32%	15%	33%	45%	26%	28%	55%	19%	69%
Masters	13%	28%	23%	9%	13%	14%	6%	7%	15%	16%	18%	9%	4%	10%	14%	10%	13%	23%	7%	42%
White																				
Approaches	87%	85%	93%	79%	83%	90%	84%	86%	87%	82%	92%	89%	70%	93%	92%	87%	88%	96%	83%	98%
Meets	65%	59%	68%	47%	56%	65%	70%	75%	57%	59%	64%	58%	31%	70%	72%	62%	68%	81%	57%	88%
Masters	35%	33%	48%	25%	33%	36%	14%	16%	30%	38%	44%	31%	10%	25%	40%	33%	42%	41%	31%	63%
Asian																				
Approaches	94%	82%	97%	91%	84%	91%	73%	75%	88%	82%	97%	95%	75%	93%	89%	93%	82%	81%	98%	95%
Meets	59%	71%	63%	65%	57%	61%	55%	59%	59%	74%	74%	71%	30%	74%	65%	59%	75%	65%	92%	91%
Masters	36%	50%	35%	31%	39%	51%	15%	19%	33%	55%	44%	42%	21%	36%	47%	32%	52%	35%	69%	64%
Special Ed																				
Approaches	49%	40%	47%	25%	29%	39%	25%	27%	45%	39%	53%	39%	32%	49%	53%	38%	38%	50%	35%	55%
Meets	23%	18%	21%	11%	15%	14%	12%	14%	23%	21%	24%	14%	11%	18%	22%	20%	20%	19%	15%	29%
Masters	12%	10%	8%	4%	8%	5%	3%	2%	10%	12%	12%	7%	4%	7%	10%	9%	9%	5%	6%	11%
LEP																				
Approaches	67%	57%	71%	45%	50%	60%	37%	34%	48%	56%	76%	59%	38%	66%	67%	62%	53%	66%	45%	68%
Meets	33%	24%	32%	18%	20%	24%	19%	15%	26%	28%	38%	24%	12%	33%	30%	30%	24%	30%	20%	34%
Masters	16%	10%	17%	7%	9%	8%	2%	2%	13%	14%	21%	7%	4%	6%	14%	12%	9%	7%	8%	13%
Eco Dis																				
Approaches	70%	59%	76%	50%	60%	68%	61%	62%	66%	59%	74%	65%	40%	71%	78%	65%	61%	80%	58%	87%
Meets	48%	31%	43%	23%	36%	35%	41%	44%	30%	31%	38%	25%	13%	39%	44%	32%	32%	47%	27%	60%
Masters	21%	13%	24%	9%	17%	15%	6%	6%	13%	18%	19%	10%	4%	11%	23%	12%	15%	16%	10%	33%

2020 Expanded goals represented an increase of 3% in the areas of African American, Hispanic, Special Education (Current), English Learners, and Economically Disadvantaged. All other areas are set for a 2% increase.

2021 Expanded goals used 2020 as the starting point, but stuck with the same idea of splitting the difference so that all subjects and student groups would be back on track in 2 years.

Hays CISD

Board of Trustees Operating Procedures



Board Meetings

While Board Meetings are for the purpose of the Board conducting the business of the District in public, they are not public forums for the purpose of securing interaction with the public.

Developing the Board Meeting Agenda (Ref Policy BE)

- ▶ Agendas
 - The Superintendent will develop all Board Meeting agendas in collaboration with the Board President.
 - Items discussed at previous Board Meetings which are proposed for inclusion by more than one board member at a future meeting will also be added when appropriate.
 - Board Members must request to the Board President and Superintendent in writing, any item(s) they wish to have considered for placement on the agenda.
 - Items may be placed on the agenda by the Superintendent, the Board President, any Board Member with approval of the President, or through a request by any two Board Members.
 - No item can be placed on the agenda less than ten days in advance of the meeting without the Board President's approval.
 - No item can be placed on the agenda less than three work days in advance of the meeting unless an emergency or public necessity exists.
 - The complete agenda will be reviewed by the Superintendent and the Board President the Tuesday afternoon prior to the Agenda Workshop Meeting.
 - An annual agenda content calendar will be maintained by the Superintendent's office. This will be used to determine the minimum routine items that need to be on each regular meeting agenda. Other items can be added as requested following the procedures above and as noted in the minutes of previous Board Meetings. At, or close to the beginning of each school year, this agenda content calendar, including references to impacted policies and performance goals, will be presented to the Board at an agenda workshop meeting for Board review.
 - Board Members will adhere to deadlines and parameters of the Board agenda/event calendar.

- ▶ Timely Notification and Information
 - Board Members shall be notified of a meeting at least 72 hours prior to a regular meeting, workshop or special meeting, and at least one hour prior to an emergency meeting.
 - Typically, information will be provided to each Board Member via electronic or hard copy delivery. Questions regarding supporting documents should be directed to the Superintendent, or a member of the Superintendent's Cabinet, with a copy to the Administrative Assistant to the Superintendent.

- Copies of the agenda, for non-emergency meetings, shall be available for the Board Members requesting a copy no later than 5:00 p.m. on Wednesday prior to the Agenda Workshop Meeting.
 - Board members will attempt to have all questions regarding agenda items submitted to the Superintendent by 5:00 p.m. on Friday prior to the Board Agenda Workshop Meeting. The Superintendent and his Cabinet will make every attempt to communicate the answers to the questions to Board Members prior to the Monday meeting with a copy of the questions and answers included in the dais folders.
- ▶ Open and Closed Session Format
- Every Board Meeting will begin at the designated posted time and reconvene at the posted time.
 - Closed Session items for which there is a corresponding action item to be considered during the Open Session of the meeting will be scheduled prior to the beginning of the Open Session. The Board President and Superintendent shall, to the extent possible, allocate sufficient time to complete Closed Session discussion prior to the beginning of the Open Session.
 - If more Closed Session discussion is needed, the Presiding Officer shall announce that it is necessary for the Board to reconvene in Closed Session.
 - The Presiding Officer shall state publicly that any action, if taken, will be conducted in Open Session following the Public Comment portion of the meeting; or, if appropriate, that no action will then be taken.
- ▶ Consent Agenda
- The consent agenda includes items of routine and/or recurring nature, grouped together under one action item.
 - The consent agenda shall be limited to:
 - > Routine Personnel
 - > Minutes
 - > Budget Amendments
 - > Routine Contracts/Agreements
 - > Routine Procurements
 - > Acceptance of Gifts
 - > Acceptance of Grants
 - > Other items agreed to by the Board
 - Background material for each consent agenda item shall be furnished to the Board in the meeting's supporting documents.
 - All consent agenda items shall be acted upon by one vote without separate discussion.
 - A Board Member may request that an item be withdrawn for individual consideration.
- ▶ Meeting Dates
- The Superintendent and Board will develop a Board calendar that will include regular and workshop meeting dates of the Board of Trustees and the Board shall vote on the calendar annually.

- The calendar will include those items that are cyclical and/or recurring for consideration at regular or workshop meetings.

Conducting Board Meetings

▶ Quorum

- Attendance at Meetings - Whenever a Board Member will be late to, or absent from, a meeting or workshop, the Board Member must notify the Board President and the Superintendent's Secretary of the absence or the anticipated time of arrival to the meeting or workshop.
- Any time four or more Board Members are gathered to discuss school district business, it is considered a meeting, and must be posted as such according to Board legal policy.

▶ Closed Sessions

- The Board may meet in Closed Session as provided for in the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E.
- Before any Closed Session is convened, the Presiding Officer will announce publicly, as appropriate, that matters before the Board exist that necessitate convening into Closed Session to serve and protect the interests of the District, and that any action, if necessary, resulting from duly posted Closed Session items shall be conducted in Open Session. The Presiding Officer will also announce the specific sections of the Texas Government Code under which the Board will be meeting in closed session.
- The posted agenda shall identify the section or sections of the Act authorizing the Closed Session and the general topics or subjects to be discussed. The Presiding Officer of the Board shall publicly identify such section or sections and such topics and subjects.
- The Superintendent shall attend all sessions of the Board, both Open and Closed, except when the Board desires to meet without the Superintendent to consider the Superintendent's contract, evaluation or performance, or to resolve conflicts between individual Board Members, or to act as a tribunal.
- In the event of the Superintendent's illness or Board approved absence, the Superintendent's designee shall attend such meetings.

▶ Public Participation at Board Meetings

- The Board shall provide for public comment at each meeting, including all regular and special meetings. (Ref Policy BED)
- Prior to the beginning of the Public Forum, the Presiding Officer will announce the rules for public participation.
- A citizen must sign up on the appropriate form prior to the Public Forum portion of the agenda. The topic described on the form may be complete and in sufficient detail as to determine appropriateness of the topic prior to addressing the Board. Comments on posted agenda items may be taken first. Comments on non-agenda items may be permitted only after all agenda-specific comments have been made and if time permits.

- Public comments may be on items listed on the agenda or other areas of school district operations. Speakers with specific complaints or comments about identifiable students, employees, or officials of the District will be directed to the appropriate District administrator and/or the District's formal complaint process. Speakers shall be discouraged from using the names of specific individuals in their public comments.
 - Questions asked during Public Forum on posted agenda items may be answered or addressed by the Board during the discussion of that agenda item. Comments or questions on topics not on the posted agenda may be referred to the Superintendent for consideration and a later response, if appropriate.
 - The Presiding Officer shall determine the time limitation for each speaker, based on the number of individuals signed up to speak in Public Forum at the entrance prior to reconvening in open session. The time allotted to each speaker shall not exceed five minutes. Groups of five or more people wishing to speak on a single subject will be encouraged to appoint a spokesperson to express the views of the group. A speaker may not defer his/her allotted time to another speaker.
 - The Presiding Officer shall determine the total allotment of time for each Public Forum, based on the number of individuals signed up to speak at the start of each meeting. The standard time allotted for Public Forum shall be a total of 30 minutes.
 - The Board vests in its Presiding Officer the authority to terminate the remarks of any individual when such individual does not adhere to the established rules.
 - The Board shall not tolerate disruption of the meeting by members of the audience. If any person disrupts the meeting by his or her words or actions, the Presiding Officer may request assistance from law enforcement officials to have the person removed from the meeting.
- ▶ Board Meeting Parliamentary Procedure (Ref Policy BE)
- The Board President serves as the Presiding Officer at Board Meetings. In the absence of the President, the Vice-President will preside.
 - The Board shall be guided by parliamentary procedure as detailed in Robert's Rules of Order, for Small Boards and Committees, or as spelled out in adopted procedure.
 - The Board President has the responsibility to keep the discussion to the motion at hand and shall halt discussion that does not apply to the business before the Board.
- ▶ Transacting Business (Ref Policy BBE)
- When an agenda item is presented, a discussion shall be held and a decision reached through voting in accordance with prescribed procedures.
 - Whenever possible, the Board should work toward a consensus model of decision-making. There may be dissenting votes which are a matter of record. However, once a decision has been made, all Board Members should support the majority vote of the Board, recognize that it carries the full authority of the Board, and individually respect that vote.
 - Whenever possible, board members are strongly encouraged to state reason why they are abstaining or voting no on an item.

- ▶ Hearings (Ref Policy [FNG](#), [FOD](#), [DGBA](#), [GF](#))
 - Employee, community and/or student/parent grievances will be handled according to Board policy [FNG](#), [FOD](#), [DGBA](#), [GF](#).

Board Workshops

The Board will conduct Special Meetings/Board Workshops as needed.

- ▶ The workshop format is intended to allow the Administration to present information to the Board that is:
 - Time sensitive and/or discussion intensive
 - Required by law, rule or policy, and
 - Is necessary for the efficient and effective operation of the District
- ▶ Board workshops are not intended to substitute for regular monthly Board Business Meetings, although a quorum of the Board may take action, as necessary.
- ▶ The workshops are intended to allow an opportunity for presentation, questions, discussion and an assessment of the Board's perspective.
- ▶ The Board President serves as the Presiding Officer at Board Workshops; however, it is understood that the intended nature and format of workshops allows for the Superintendent to substantially facilitate the presentation and ordering of items under consideration. In the absence of the President, the Vice-President will preside.

Board Committees (Ref Policy [BDB](#))

- ▶ The Board may, from time to time as it deems necessary, create committees to facilitate the efficient and necessary operation of the Board.
- ▶ The President shall appoint members to special Board committees, and the Board President and the Superintendent shall be ex officio members of all Board committees unless otherwise provided by Board action.

District- and Campus-Level Committees

- ▶ District- and campus-level planning and decision-making committees serve in an advisory capacity to the Board and make recommendations to the Board for final Board action; therefore, Board Members shall not serve on or attend such committees, except the Board and Superintendent Student Advisory Panel, unless otherwise provided by federal or state law, or approved by the Board

Electing Board Officers (Ref Policy [BDAA](#))

- ▶ At the first meeting after each election and qualification of Board members, the members of the Board shall organize by selecting:
 1. A president, who shall be a member of the Board – Presides as chair over meetings.

2. A vice president, who shall be a member of the Board – Fills in as chair if President unable to attend or chair meeting
3. A secretary, who may or may not be a member of the Board – Records requests for information from trustees.
4. Such other officers and committees as the Board may deem necessary
Education Code 11.061(c).

- ▶ A vacancy among officers of the Board shall be filled by majority action of the Board.

ANNUAL EVALUATIONS

Superintendent Evaluation (Ref Policy BJCD, BJCF, BJA)

- ▶ The Superintendent evaluation instrument will be updated and approved annually in conjunction with the adoption of the Board and Superintendent Goals.
- ▶ Three formative evaluations may be conducted annually in closed sessions at the Board Agenda Workshops. The suggested dates of these evaluations are the Agenda Workshops in February, August and November, or as close to those months as possible. New Board members will receive training on how to evaluate the superintendent prior to the first formative dialogue session.
- ▶ A summative evaluation will be conducted in closed session annually in May.
 - This closed session shall be on a date separate from the regular monthly Board Agenda Workshop or Board Meeting.
 - This session may include a discussion of the Superintendent's contract.
- ▶ The Board will use the approved evaluation instrument for the summative evaluation. A copy of the evaluation document will be completed in advance by each Board Member and brought with the Board Member to a special closed session meeting. After coming to a consensus on each evaluated item, the Board shall prepare a single composite Summative Evaluation Document to be given to the Superintendent for discussion during that closed meeting.
- ▶ The Board shall strive to accomplish the following objectives during each evaluation.
 - Develop and sustain a harmonious working relationship between the Board and the Superintendent.
 - Ensure administrative leadership for excellence in the District.
 - Formulate Board consensus about the Superintendent's performance and the District's progress toward achieving its goals and objectives.

Board Evaluation/Team Building

- ▶ There will be a routine assessment of the status of the Board/Superintendent team annually as required by law.

- ▶ The evaluation and team building process may include:
 - Board operating procedures
 - Board Member training
 - Social Contract
 - Conflict resolution
 - Working relationships with the Superintendent
 - Long-range planning and goal setting
 - Relationship with the community

INDIVIDUAL BOARD MEMBERS

Access to Information (Ref Policy BBE)

- ▶ An individual Board Member, acting in his or her official capacity, shall have the right to seek information pertaining to District fiscal affairs, business transactions, governance, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code.
- ▶ Individual Board Members shall not have access to confidential student records, unless there is a legitimate educational interest in the records in accordance with policies FL (LEGAL) and (LOCAL).
- ▶ A Board Member may request existing information and reports from the Superintendent's office. If the information is not available or a new report must be generated, it shall be requested through the Board President. If the Board President does not agree to the request, it may be resubmitted to the Board President by two or more Trustees. In case of emergency, the Board President may request information or reports.
- ▶ Board Member inquiries of staff shall be limited to Superintendent's Cabinet and responses will be distributed to all Board Members.

Communication with Other Board Members

- ▶ Board electronic and written communications regarding District issues should be routed through the Superintendent's office so that information can be disseminated and/or questions can be addressed in this manner, rather than among and between Board Members.
- ▶ A Board Member may discuss a District issue with no more than two other Board Members unless in a duly posted Board Meeting.

Communication with the Media

- ▶ The Board President serves as the official spokesperson for the Board team to the media/press on issues of media attention.
- ▶ Media calls should be directed to Superintendent and the Chief Communication Officer as the district spokesperson.
- ▶ Board Members asked for individual comments or opinions by the media/press are to qualify those statements as being the opinion of the individual Board Member and not representative of the Board as a whole or the District.

Complaints to Board Members (Ref Policy BBE)

- ▶ Employees, students, parents or other members of the public who bring concerns or complaints to an individual Board Member for the purpose of seeking remedy or perspective shall receive guidance that reflects:
 - An understanding by each Board Member that information provided to a Board Member, in some specific situations, could cause the Board Member receiving the information to be disqualified from participating in future hearing(s) or action by the Board specific to the issue;
 - Adherence to the Board's policies (DGBA, FNG, FOD and GF) regarding complaints and grievances.
- ▶ Board Members may notify the Superintendent's office of any complaint.
- ▶ As necessary, the Superintendent or designee shall guide the complainant to the appropriate staff member.

Visits to Campuses

- ▶ Board Members are encouraged to attend any and all school events as their time permits, and to show support of school activities.
- ▶ Board Members must notify the Superintendent or designee prior to visiting a campus in an official capacity.
- ▶ Board Members shall not visit a campus in an attempt to evaluate.

Board Member Training (Ref Policy BBD)

- ▶ Board Members are required to attend training set forth in Policy BBD. In addition to the orientation and team building training, a Board Member shall receive additional continuing education on an annual basis, in fulfillment of assessed needs and based on the framework for governance leadership. At a minimum, the district will cover the cost of registration, travel and lodging for each Board Member for the minimum number of hours shown on the *Continuing Education Requirements for School Board*

Members as published on the TASB website (with the exception of the 2021 TASA/TASB Convention). All costs for additional training will be the responsibility of the individual Board Member, unless otherwise agreed to by the Board

- ▶ Board memberships to any and all associations shall be brought to the Board for discussion and approval.