

# Agenda of Regular

## The Board of Trustees El Campo Independent School District

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A Regular of the Board of Trustees of El Campo Independent School District will be held October 23, 2012, beginning at 7:00 PM in the Boardroom, 700 W. Norris, El Campo, TX 77437.

The subjects to be discussed are as listed below.

1. Call to Order/Opening Prayer/Pledge of Allegiance
2. Recognition
3. Superintendent's Report
  - A. Community and Governmental Relations
4. Adjournment
5. Public Comment
6. Consent Agenda
  - A. Curriculum and Instruction
  - B. Students
7. Governance
8. Consider Approval of the Minutes 3
  - A. September 18, 2012 - Regular Meeting 5
9. October 2, 2012 - Special Meeting - Joint Workshop with the City Council, City of El Campo 8
10. Consider Approval of Parameters for Development of 2013-2014 School Calendar 9
11. Business and Support Services
12. Consider Approval of Scholarship Fund Subaccount Balances 12
13. Consider Approval of Budget Amendments to Reconcile Student Activity Fund and Scholarship Fund 16
14. Review of Annual Budget Planning and Preparation Calendar 22
15. Review of Monthly Financial Reports 25
16. Review List of Checks Written for the Month of September, 2012 33
17. Personnel
  - A. Consider Approval of Adjunct Faculty Members 35
18. Business and Operations
  - A. Consider Approval of Bid(s) and Take all Necessary Action(s) for the Sale of the Old Middle School Property Located on MLK Blvd. 41
19. Curriculum and Instruction
  - A. Review of District and Campus Performance Objectives 44
  - B. Review Pre-Planning Day, Planning Day, and Post-Planning Day Requirements 58
  - C. Review of Skyward Family Access Logins 62

- 20. Review Retention Rate Data and Discuss Possible Initiatives to Eliminate the Retention of Large Numbers of Students 67
- 21. Review Use of Eduphoria Forethought as the District Lesson Planner 73
- 22. Governance
  - A. Review of the Phase 2 El Campo Little League Master Plan and Discuss the District's Possible Participation
- 23. Discuss the Possibility of Granting a Drainage Easement to the City of El Campo in Conjunction with the Construction of the El Campo Little League Park
- 24. Discuss the Possibility of Selling School Property
- 25. Discuss the Possibility of Purchasing Additional Property
- 26. Discuss the Possibility of Changing School Auditors
- 27. Consider and Take Possible Action on Litigation Related to Former Employee Matter
- 28. Closed Session:
  - A. Texas Government Code §551.071, 551.129 Consultation with Board's Attorney Regarding Anticipated Litigation on Former Employee Matter
- 29. Texas Government Code §551.072 DELIBERATION REGARDING REAL PROPERTY, to Deliberate the Purchase, Exchange, Lease or Value of Real Property
- 30. Personnel
- 31. Governance
  - A. Preliminary Agenda for Regular Meeting on November 20, 2012
  - B. Monthly Calendar of Activities and Events
- 32. Business and Support Services
- 33. Personnel
- 34. Curriculum and Instruction
- 35. Students
  - A. Monthly SRO Report
- 36. Report on Beginning of School and Enrollments
- 37. Monthly DAEP Report

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

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on October 17, 2012 at 2:00 p.m.

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For the Board of Trustees

**Agenda Item Summary Sheet (4 A.1)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Consent Agenda: Governance</b>	Minutes of Previous Meetings  1. September 18, 2012 – Regular Meeting 2. October 2, 2012 – Special Meeting to Conduct Joint Workshop with City Council
<b>Summary</b>	According to policy BE (LOCAL), BOARD MEETINGS, MINUTES, board action shall be carefully recorded by the secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.
<b>ECISD Board Policy</b>	BE (LOCAL), BOARD MEETINGS
<b>Effective Date</b>	October 23, 2012.
<b>Previous Board Action</b>	The Board approves minutes at each regular monthly meeting.
<b>Future Action Expected</b>	The Board approves minutes at each regular monthly meeting.
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	An accurate record of all discussions and actions by the Board of Trustees is maintained.
<b>Procedural and Reporting Implications</b>	After approval minutes are filed with the official records of the District.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.

**Other Comments and Related Issues**

None

**Attachments**

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

1. Regular Meeting – September 18, 2012 at 7:00 p.m.
2. Special Meeting – October 2, 2012 at 3:30 p.m., Northside Education Center

**Contact Person(s)**

Dianne Cerny, Executive Secretary

**Action Required**

Motion, second and majority vote to approve the minutes.

**Superintendent's Recommendation**

I recommend you approve the minutes of previous meetings as part of the Consent Agenda.

**Mark Pool, Superintendent of Schools**

**MINUTES OF THE BOARD OF TRUSTEES  
EL CAMPO INDEPENDENT SCHOOL DISTRICT  
September 18, 2012**

The Board of Trustees of the El Campo Independent School District met in a Regular Session September 18, 2012 in the Board Room, 700 West Norris, El Campo, Texas.

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

**MEMBERS ABSENT:** None

**OTHERS PRESENT:** Mark Pool, Carolyn Gordon, David Bright, Melissa Koop, Scott Gelardi, Natalie Bednorz, Mark Freeman, Dianne Cerny, Molli Bodungen, Carrie Stogner, Jeff Stogner, S. Bustamante, Pauline Leal, D. Rod, Matt Sandoval, Mauri Couey, Turk Krenek, Russell Krenek, Eric and Leticia Perry, Courtney Janke, Dollie Nunez, Jazmin Cordova, Senae Farrar, Carol Turner

Board President Tommy Turner called the meeting to order at 7:00 p.m. David Hodges gave the opening prayer followed by the Pledge of Allegiance. There was a quorum present.

**PUBLIC COMMENT:** There was no public comment.

**RECOGNITION:** Mark Freeman introduced Liza Shaffer as the new Special Education Teacher at the Middle School.

Mr. Pool and Rich DuBroc recognized Carrie Stogner as the Texas Health Occupation Association New Teacher of the Year.

Mark Freeman and Senae Farrar introduced Middle School Junior Honor Society members that sponsored the Water Project.

The Board took a recess at 7:12 p.m.

The Board took a recess at 7:16 p.m.

**CONSENT AGENDA:** A motion was made by James Russell and seconded by Kristi David to approve the consent agenda:

- A. Governance
  - 1. Consider Approval of the Minutes
    - a. August 21, 2012 – Public Hearing on Proposed Budget and Tax Rate
    - b. August 21, 2012 – Regular Meeting
    - c. August 28, 2012 – Special Meeting to Conduct a Facilities Workshop
- B. Business and Support Service
  - 1. Consider Approval of Budget Amendment to Payoff Limited Tax Refunding Bonds, Series 2004
  - 2. Consider Unemployment Compensation
  - 3. Review of Criteria for FIRST Financial Accountability System

4. Review of Monthly Financial Reports
  5. Review of Quarterly Investment Reports
  6. Review of Annual Portfolio Report
  7. Review List of Checks Written for the Month of August, 2012
- C. Personnel
1. Amend Supplemental Pay Schedule
- D. Curriculum and Instruction
1. Consider Approval of Innovative Course – Methodology for Academics and Personal Success – as a State Elective for Graduation Credit
- E. Students

Motion carried unanimously.

***BUSINESS AND OPERATIONS***

**CONSIDER APPROVAL OF NECESSARY ACTION(S) TO CORRECT STUDENT ACTIVITY FUND SUBACCOUNT BALANCES:** A motion was made by James Russell and seconded by David Hodges to approve necessary action(s) to correct Student Activity Fund Subaccount balance. Motion carried unanimously.

**DISCUSS OPTIONS FOR CONSTRUCTION OR RELOCATION OF HIGH SCHOOL BASEBALL AND SOFTBALL FIELDS:** The Board and Mr. Pool discussed options for construction or relocation of High School baseball and softball fields.

***CURRICULUM AND INSTRUCTION***

***GOVERNANCE***

**REVIEW OF SUPERINTENDENT PERFORMANCE GOALS:** The Board reviewed.

***CLOSED SESSION***

**EXECUTIVE SESSION:** The president of the Board called for an Executive Session as authorized by Texas Government Code § 551.072 DELIBERATION REGARDING REAL PROPERTY, to Deliberate the Purchase, Exchange, Lease, or Value of Real Property. The Board entered executive session at 8:02 p.m. and reconvened in open session at 8:44 p.m. to take the following action:

1. The Board Will Meet in a Closed Meeting to Discuss a Proposal for the Purchase at the Old Middle School Property Located at MLK BLVD.

No action taken. The Old Middle School Property located at MLK BLVD will be rebid.

***PERSONNEL***

**PRESENTATION OF OVERVIEW OF TEXAS TAP SYSTEM:** A presentation was given by Stephanie Moscato, representative of the Texas TAP System.

**CONSIDER APPROVAL OF AMENDING THE FOLLOWING PROBATIONARY AND TERM CONTRACTS TO DUAL CONTRACTS:** There was no action on this item.

**REVIEW OF ANNUAL BEGINNING OF YEAR STAFFING REPORT:**

***SUPERINTENDENT'S REPORT***

- A. Governance
  - 1. Preliminary Agenda for Regular Meeting on October 16, 2012
  - 2. Monthly Calendar of Activities and Events
  - 3. Report on Superintendent's Annual Travel Plans
  - 4. Report on Membership of District and Campus Site-Based Committees
- B. Business and Support Services
- C. Personnel
- D. Curriculum and Instruction
- E. Students
  - 1. Report on Beginning of School and Enrollments
  - 2. Monthly DAEP Report
  - 3. Monthly SRO Report
- F. Community and Governmental Relations

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

DRAFT

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PRESIDENT

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SECRETARY

**MINUTES OF THE BOARD OF TRUSTEES  
EL CAMPO INDEPENDENT SCHOOL DISTRICT  
October 2, 2012**

The Board of Trustees of the El Campo Independent School District met in a Special Meeting October 2, 2012 at 3:30 p.m. at the Northside Education Center, 707 Farenthold Street, El Campo, Texas.

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

**MEMBERS ABSENT:** None

**OTHERS PRESENT:** Mark Pool, David Bright, Carolyn Gordon, Natalie Bednorz, members of City Council, City Secretary

Mindy Snyder called the meeting to order at 3:30 p.m. There was a quorum present.

***WORKSHOP***

**THE BOARD WILL CONDUCT A JOINT WORKSHOP WITH THE CITY COUNCIL, CITY OF EL CAMPO TO DISCUSS THE POSSIBILITIES OF SHARED OPPORTUNITIES TO PARTNER THROUGH INTERLOCAL COOPERATION TO MAXIMIZE THE SERVICE EFFICIENCY TO THE TAXPAYERS:**

The Board and the City Council of the City of El Campo, met and discussed the possibilities of opportunities to partner through Interlocal cooperation to maximize the service efficiency to the taxpayers.

There being no further discussion, the meeting adjourned at 4:30 p.m.

DRAFT

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President

\_\_\_\_\_  
Secretary

**Agenda Item Summary Sheet (4 A.2)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda:  
Governance**

Parameters for 2013-2014 School Calendar

**Summary**

Since the 2006-2007 school year the Board has established parameters for the development of the school calendar.

We are ready to begin work on the proposed 2013-2014 calendar and the first step in the process is the establishment of the Board's parameters. Once parameters have been established the district administration will develop one or more proposed calendars, which will be submitted to the faculty and staff for their input. Based upon the input from the faculty and staff a recommendation will then be presented to the Board of Trustees.

**ECISD Board Policy**

EB (LEGAL), SCHOOL YEAR

**Effective Date**

2013-2014 School Year

**Previous Board Action**

The Board annually looks at establishing parameters for the development of the school calendar.

**Future Action Expected**

The Board is scheduled to approve the 2013-2014 School Calendar at the regular meeting in December.

**Background Information and  
Signification Issues**

State statute "*prohibits a school district from beginning instruction for a school year before the fourth Monday in August.*" The law also prohibits any type of waiver that would grant an exception to the mandated start date.

In 2013, the fourth Monday falls on August 26th. If we take the following holidays and finish on the Friday following Memorial Day, which is June 6, 2014, there are only 190 days available for 180 days of instruction:

- Labor Day – Monday, September 2, 2013
- Thanksgiving – Thursday and Friday, November 21-22, 2013
- Christmas / New Years – Monday, December 23, 2013 through Friday, January 3, 2014. (Classes would dismiss on Friday, December 20, and resume on Monday, January 6)

- Good Friday – April 18, 2014
- Memorial Day – May 26, 2014

The additional ten days would potentially be used as follows:

- Wednesday before Thanksgiving – November 20, 2013;
- Data Analysis and Planning Days at end of First, Second, and Third Nine-Week Reporting Periods;
- Spring Break;
- Wharton County Youth Fair Day

<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	A locally developed calendar that faculty and staff consider to be the most instructionally sound, but within parameters established by the Board that reflect the desires of the community.
<b>Procedural and Reporting Implications</b>	Once the Board approves the established parameters the district administration will develop a proposed calendar(s) and present to the faculty and staff for their consideration and input.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Proposed Calendar Parameters</li> </ul>
<b>Contact Person(s)</b>	Melissa Koop, Assistant Superintendent for Instruction
<b>Action Required</b>	Motion, second and majority vote to establish the parameters for the development of the 2013-2014 school calendar.
<b>Superintendent's Recommendation</b>	<p>I recommend that you establish the parameters for the 2013-2014 school calendar as a part of the consent agenda.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>

# EL CAMPO INDEPENDENT SCHOOL DISTRICT

ROBERT MARK POOL, Superintendent

**DAVID BRIGHT**  
ASSISTANT SUPERINTENDENT  
FOR FINANCE

700 WEST NORRIS STREET  
EL CAMPO, TEXAS 77437  
(979) 543-6771 – FAX (979) 543-1670

**CAROLYN GORDON**  
ASSISTANT SUPERINTENDENT  
FOR INSTRUCTION

## Memorandum

**TO:** Board of Trustees  
**FROM:** Mark Pool  
**DATE:** Tuesday, October 23, 2012  
**RE:** Agenda Item 4 A.2 Parameters for 2013-2014 School Calendar

The following are the recommended parameters for the development of the 2013-2014 School Calendar:

- Calendar must include 187 contract days for teachers;
- Calendar must include 180 instructional days for students without a waiver;
- First day of instruction may not occur prior to Monday, August 26, 2013 (state law)
- Last day of instruction must be on or before Friday, June 6, 2014.
- The following student/teacher holidays will be observed:
  - Labor Day
  - Thanksgiving
  - Christmas Eve and Christmas Day
  - New Years Day
  - Good Friday
  - Wharton County Youth Fair Day
  - Memorial Day
- No more than three instructional days will be taken for Thanksgiving Holidays (November 20-22)
- No more than ten instructional days will be taken for Christmas / New Years Day (December 23 – January 3)

**Agenda Item Summary Sheet (4 B.1)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

***Action Item***

<b>Consent Agenda: Business and Operations</b>	High School Scholarship Account Balances														
<b>Summary</b>	<p>Last month we approved the reconciled balances for the Student Activity Fund Subaccounts and discussed the funds needed to adjust the High School Scholarship Fund to reconciled balances. There was, however, no action item to accept the reconciled balances for the scholarship accounts.</p> <p>Joyce Supak has reviewed all of the scholarship accounts and reconciled the balances to where they should be.</p>														
<b>ECISD Board Policy</b>	CFD (LOCAL), ACCOUNTING – ACTIVITY FUND MANAGEMENT														
<b>Effective Date</b>	All balances are as of June 20, 2012.														
<b>Previous Board Action</b>	This action was discussed at previous board meetings.														
<b>Future Action Expected</b>	Approve a budget amendment to move funds from the fund balance to Fund 461.														
<b>Background Information and Significant Issues</b>	<table border="0"> <tr> <td>Book Balance as of 6/20/2012.....</td> <td>\$37,625.69</td> </tr> <tr> <td>2012 Scholarships Awarded .....</td> <td>(\$64,725.00)</td> </tr> <tr> <td>2011 Outstanding Scholarships.....</td> <td><u>(\$2,237.50)</u></td> </tr> <tr> <td><b>Projected Book Balance.....</b></td> <td><b>(\$29,336.81)</b></td> </tr> <tr> <td>2012 Scholarships due from Donors .....</td> <td>\$19,850.00</td> </tr> <tr> <td>Adjustment to Reconcile Balances .....</td> <td><u>\$15,756.00</u></td> </tr> <tr> <td><b>Ending Balance .....</b></td> <td><b>\$6,269.19</b></td> </tr> </table>	Book Balance as of 6/20/2012.....	\$37,625.69	2012 Scholarships Awarded .....	(\$64,725.00)	2011 Outstanding Scholarships.....	<u>(\$2,237.50)</u>	<b>Projected Book Balance.....</b>	<b>(\$29,336.81)</b>	2012 Scholarships due from Donors .....	\$19,850.00	Adjustment to Reconcile Balances .....	<u>\$15,756.00</u>	<b>Ending Balance .....</b>	<b>\$6,269.19</b>
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Adjustment to Reconcile Balances .....	<u>\$15,756.00</u>														
<b>Ending Balance .....</b>	<b>\$6,269.19</b>														
<b>Fiscal Impact</b>	\$15,756.00														
<b>Student and Public Benefit</b>	High School Scholarship Funds will be adjusted to a reconciled balance.														
<b>Procedural and Reporting Implications</b>	None.														

<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"><li>• Copy of Spreadsheet use to reconcile balances</li></ul>
<b>Contact Person(s)</b>	David Bright, Assistant Superintendent of Finance and Operations Rich DuBroc, High School Principal
<b>Action Required</b>	Motion, second and majority vote to approve reconciled balances for all high school scholarship fund subaccounts.
<b>Superintendent's Recommendation</b>	I recommend that you approve the reconciled balances for all high school scholarship fund subaccounts. <b>Mark Pool, Superintendent of Schools</b>

Scholarship Account		Beginning Balance	Deposits	Checks	Transfers	Book Balance 6/20/2012	2012 Scholarships	2011 Prior Year Scholarships	Projected Book Balance	2012- Amount Due From Donor	ECISD Adjustment
Account Number	Sub Account Name										
601	Sue Gusman	250.00	0.00	250.00		0.00	500.00		-500.00	500.00	0.00
602	Roy Benavidez	15.00	0.00	75.00	300.00	240.00	200.00		40.00	0.00	0.00
604	EC Garden Club	0.00	500.00	0.00		500.00	500.00		0.00	0.00	0.00
605	Anchor Club	100.00	900.00	900.00	-100.00	0.00	1,900.00		-1,900.00	1,900.00	0.00
606	Martha Chappell	550.00	100.00	450.00		200.00	0.00		200.00	0.00	0.00
607	EC VFW Auxiliary	50.00	1,000.00	300.00		750.00	600.00		150.00	0.00	0.00
608	Prosperity Bank	0.00	0.00	0.00		0.00	0.00		0.00	0.00	0.00
609	Pam Shanks/Wied Realty	-150.00	600.00	450.00		0.00	600.00		-600.00	600.00	0.00
610	Shalyn Boone Smith	250.00	0.00	250.00		0.00	500.00		-500.00	0.00	2,231.00
611	Mary Ann Johnson	2,190.29	10.00	1,700.00		500.29	500.00		0.29	0.00	0.00
612	Martin L. King-Wharton County	-125.00	345.00	1,450.00	1,600.00	370.00	1,600.00	200.00	-1,430.00	0.00	1,430.00
613	KC's - St. Philips	25.00	4,300.00	1,500.00		2,825.00	2,500.00	100.00	225.00	0.00	0.00
614	National Honor Society	0.00	1,150.00	1,150.00		0.00	0.00		0.00	0.00	0.00
615	Joan Winchell	0.00	4,000.00			4,000.00	4,000.00		0.00	0.00	0.00
616	Alfred Jenson	0.00		500.00	500.00	0.00	2,000.00		-2,000.00	0.00	2,000.00
617	Hosa Club	0.00	400.00	200.00	-250.00	-50.00	0.00		-50.00	0.00	50.00
618	Sunshine Ladies	0.00	1,500.00	500.00		1,000.00	1,000.00		0.00	0.00	0.00
619	George Willis Memorial	0.00	600.00	300.00		300.00	300.00		0.00	0.00	0.00
620	Class of 1974	78.34	9.39	0.00		87.73	0.00		87.73	0.00	0.00
622	Hillje-Louise 4H	450.00	0.00	225.00	-225.00	0.00	0.00		0.00	0.00	0.00
626	Kevin Sheffield	0.00	600.00	250.00		350.00	500.00		-150.00	0.00	150.00
627	Solid Foundation	0.00	0.00	500.00	500.00	0.00	0.00	500.00	-500.00	0.00	500.00
628	MLK-El Campo	-200.00	2,000.00	200.00	-1,600.00	0.00	0.00		0.00	0.00	0.00
629	Annie Ozella	250.00	500.00	0.00		750.00	500.00		250.00	0.00	0.00
630	Theta Delta	0.00	1,500.00	0.00		1,500.00	1,500.00		0.00	0.00	0.00
631	Beta Theta Omega	0.00	875.00	250.00		625.00	750.00		-125.00	0.00	125.00
632	Pilgrim Rest Baptist	150.00	1,000.00	400.00	-150.00	600.00	800.00		-200.00	0.00	400.00
633	KC's - St. Roberts	0.00	0.00	0.00		0.00	0.00		0.00	0.00	0.00
635	Rebecca Pena Memorial	50.00	0.00	50.00		0.00	0.00		0.00	0.00	0.00
636	Mary Bell Memorial	400.00	2,200.00	600.00		2,000.00	2,500.00	100.00	-600.00	300.00	300.00
639	Oscar Zeigenhals- South TX Land	0.00	500.00	500.00	1,000.00	1,000.00	1,000.00		0.00	0.00	0.00
640	Malory Couch-South TX Land	0.00	3,000.00	0.00	-2,000.00	1,000.00	1,000.00		0.00	0.00	0.00
641	Sesame Club	100.00	600.00	400.00	-300.00	0.00	0.00		0.00	0.00	0.00
642	Harold Wigginton	200.00	250.00	450.00		0.00	0.00		0.00	0.00	0.00
644	John A. Wharton Camp	150.00	0.00	0.00	-150.00	0.00	0.00		0.00	0.00	0.00
646	Chris Haas Memorial	-200.00	300.00	150.00		-50.00	0.00		-50.00	0.00	50.00
647	EC Clerical Para-Prof.	150.00	0.00	0.00		150.00	0.00		150.00	0.00	0.00
648	Sons of Herman Lodge	50.00	3,800.00	550.00	100.00	3,400.00	3,400.00		0.00	0.00	0.00

Account Number	Sub Account Name	Beginning Balance	Deposits	Checks	Transfers	Book Balance 6/20/2012	2012 Scholarships	2011 Prior Year Scholarships	Projected Book Balance	2012- Amount Due From Donor	ECISD Adjustment
650	EC Pan American Club	499.71	6,043.88			6,543.59	4,000.00		2,543.59	0.00	0.00
651	Kelly Dluhos	0.00	2,125.00	1,000.00	-125.00	1,000.00	1,000.00	125.00	-125.00	0.00	125.00
652	Crossroads Oil Field	0.00	1,000.00	1,000.00		0.00	2,250.00		-2,250.00	2,250.00	0.00
653	Ruby Greenway	0.00	500.00	500.00		0.00	2,000.00		-2,000.00	0.00	2,000.00
654	Joe L. Popp	0.00	2,250.00	250.00	-250.00	1,750.00	2,500.00	250.00	-1,000.00	750.00	250.00
655	Dennis Sanders	-450.00	100.00	0.00		-350.00	0.00		-350.00	0.00	350.00
657	Dirty South Trail	0.00	750.00	750.00		0.00	400.00		-400.00	400.00	0.00
659	Joe & Albina Zalman	0.00	0.00	0.00		0.00	1,000.00		-1,000.00	1,000.00	0.00
661	Dennis-Jeane	0.00	0.00	0.00		0.00	0.00		0.00	0.00	0.00
662	Team Cory	0.00	750.00	1,000.00		-250.00	0.00		-250.00	0.00	250.00
664	Claudia Bures	0.00	2,000.00	1,000.00		1,000.00	1,000.00		0.00	0.00	0.00
665	Tyler B. Gaines-South TX Land	0.00	0.00	0.00	1,000.00	1,000.00	1,000.00		0.00	0.00	0.00
666	G.R. Hawes	12.50	5,091.50	1,425.00	125.00	3,804.00	3,600.00		204.00	0.00	0.00
667	Ross Anderson	0.00	760.00	1,000.00		-240.00	0.00		-240.00	0.00	240.00
668	5th Sunday Fellowship	20.00		2,050.00	462.50	-1,567.50	0.00		-1,567.50	950.00	617.50
669	EC Bowling Center	0.00	975.00	525.00	125.00	575.00	700.00		-125.00	0.00	125.00
670	Leonard Chiesa	0.00	312.50	312.50		0.00	0.00		0.00	0.00	0.00
671	4-H Saddle Club	100.00	0.00	0.00	-100.00	0.00	0.00		0.00	0.00	0.00
675	Jason Kachmar Memorial	0.00	0.00	0.00		0.00	125.00		-125.00	125.00	0.00
676	EC Speech & Drama	0.00	450.00	600.00	150.00	0.00	1,000.00		-1,000.00	1,000.00	0.00
678	EC Choir Booster Club	350.00	1,450.00	1,900.00	-150.00	-250.00	1,575.00		-1,825.00	1,575.00	250.00
680	Class of 1958	0.00	250.00	250.00		0.00	0.00		0.00	0.00	0.00
682	Farmers Mutual RVOS	250.00	1,500.00		-250.00	1,500.00	1,500.00		0.00	0.00	0.00
683	Jim Krpec Memorial	10.00	1,065.00	1,175.00	100.00	0.00	1,800.00	250.00	-2,050.00	1,800.00	250.00
684	Nanya Plastics	-150.00	150.00			0.00	0.00		0.00	0.00	0.00
686	Arlene Bubela Memorial	0.00	450.00	150.00		300.00	300.00	150.00	-150.00	0.00	150.00
687	Accu Tax	125.00		125.00		0.00	0.00		0.00	0.00	0.00
688	Wharton Co. Bar Association	125.00		1,125.00		-1,000.00	0.00		-1,000.00	0.00	1,000.00
689	EC Chamber of Commerce	0.00	1,200.00	600.00		600.00	900.00		-300.00	0.00	300.00
690	Bryant Compean	50.00	500.00	600.00		-50.00	900.00		-950.00	900.00	50.00
693	FFA	25.00	1,950.00	1,925.00		50.00	4,325.00		-4,275.00	4,300.00	0.00
695	EC Interact Club	87.50	1,650.00	1,425.00	-312.50	0.00	1,500.00	62.50	-1,562.50	1,500.00	62.50
696	EC Art Association	100.00	300.00	200.00		200.00	200.00		0.00	0.00	0.00
697	Mary Ziegenhals-South TX Land	0.00	0.00	0.00		0.00	0.00	500.00	-500.00	0.00	500.00
698	Annie G. Freeberg	0.00	500.00	500.00		0.00	2,000.00		-2,000.00	0.00	2,000.00
699	Compression	0.00	500.00			500.00	500.00		0.00	0.00	0.00
645	SCHOLARSHIP INTEREST	420.88	41.70			462.58			462.58	0.00	0.00
<b>TOTALS</b>		<b>6,359.22</b>	<b>67,153.97</b>	<b>35,887.50</b>	<b>0.00</b>	<b>37,625.69</b>	<b>64,725.00</b>	<b>2,237.50</b>	<b>-29,336.81</b>	<b>19,850.00</b>	<b>15,756.00</b>

Agenda Item Summary Sheet (4 B.2)  
Meeting Date: October 23, 2012  
Submitted by: Mark Pool, Superintendent

## ***Action Required***

**Consent Agenda:  
Business and Support  
Services**

**Budget Amendment**

**Summary**

According to district policy, the budget shall be amended when a change is made increasing any one of the functional spending categories.

**Amendment No. 1** moves \$45,723 from Fund 199 – General Fund fund balance to Fund 199 – Non-Operating Expense to appropriate funds to reimburse the High School Co-Curricular Account.

**Amendment No. 2** moves \$15,756 from Fund 199 – General Fund fund balance to Fund 199 – Non-Operating Expense to appropriate funds to reimburse the High School Scholarship Account.

**ECISD Board Policy**

CE (LOCAL), ANNUAL OPERATING BUDGET

**Effective Date**

October 23, 2012

**Previous Board Action**

The Board approved the 2011-2012 General Operating Budget on August 21, 2012. Last month the Board approved the reconciled balances for each of the student organization activity sub-accounts.

**Future Action Expected**

The Board is required to amend the budget when a change increases any one of the functional spending areas.

**Background Information and  
Significant Issues**

None.

**Fiscal Impact**

**Amendment No.1** takes \$45,723 from Fund 199 General Operating Fund fund balance and moves it to Non-Operating Expense Account. These funds are then transferred to an Operating Transfer In Account in Fund 865.

**Amendment No.** takes \$15,723 from Fund 199 General Operating Fund fund balance and moves it to Non-Operating Expense Account. These funds are then transferred to an Operating Transfer In Account in Fund 461.

<b>Student and Public Benefit</b>	Accurate accounting for the expenditure of public funds.
<b>Procedural and Reporting Implications</b>	Record the official budget amendment and make the necessary changes in the general operating budget.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	<p>There has been some concern as to whether or not we can legally use General Operating funds to cover a loss in an Agency Fund for student activities. The issue is whether or not such a transfer of funds could be considered a gift of public funds. I have obtained a legal opinion from George Grimes, attorney with Walsh, Anderson, Gallegos, Green and Trevino, P.C. In his opinion such a transfer is perfectly legal. His opinion letter is attached.</p> <p>Our auditor, Nathan Krupke, CPA with Belt, Harris and Pechacek, LLLP, has approved of this procedure. Please reference his attached email.</p>
<b>Attachments</b>	<ul style="list-style-type: none"><li>• Proposed Budget Amendment(s)</li><li>• Legal Opinion from George Grimes</li><li>• Auditor’s Statement from Nathan Krupke</li></ul>
<b>Contact Person(s)</b>	David Bright, Assistant Superintendent of Finance and Operations
<b>Action Required</b>	Motion, second and majority vote to approve budget amendment(s).
<b>Superintendent’s Recommendation</b>	<p>I recommend you approve the budget amendments that have been presented to provide for the transfer of funds from the General Fund 199 to Funds 865 – High School Student Activity Fund and 461 – High School Scholarship Fund.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>

**EL CAMPO INDEPENDENT SCHOOL DISTRICT**  
**700 WEST NORRIS STREET**  
**EL CAMPO, TEXAS 77437**  
**(979) 543-6771**  
**(979) 543-1670 FAX**

October 23, 2012

DATE

2012/13

BUDGET YEAR

TO: Board of Trustees

FROM: David Bright *DB*  
 Assistant Superintendent for Finance

RE: Budget Amendment(s)

Due to a change in financial requirements, I request the following budget amendments:

**AMENDMENT #1**

BUDGET CODE	ACCOUNT NAME	BUDGET	CHANGE+-	AMENDED
199 00 8989 00 000 300000	Non Operating Expense	\$ -0-	+\$ 45,723	\$ 45,723
199 00 3700 00 000 300000	Fund Balance	\$ 7,988,542	-\$ 45,723	\$ 7,942,819

Appropriate funds to reimburse the High School Co-Curricular account for missing funds due to alleged employee theft; transfer funds from the General Fund Balance.

**AMENDMENT #2**

BUDGET CODE	ACCOUNT NAME	BUDGET	CHANGE+-	AMENDED
199 00 8989 00 000 300000	Non Operating Expense	\$ 45,723	+\$ 15,756	\$ 61,479
199 00 3700 00 000 300000	Fund Balance	\$ 7,942,819	-\$ 15,756	\$ 7,927,063

Appropriate funds to reimburse the High School Scholarship account for missing funds due to alleged employee theft; transfer funds from the General Fund Balance.

WALSH, ANDERSON,  
GALLEGOS, GREEN  
and TREVIÑO, P.C.

ATTORNEYS AT LAW

June 6, 2012

**THIS IS A CONFIDENTIAL COMMUNICATION BETWEEN ATTORNEY AND  
CLIENT. THIS DOCUMENT CANNOT BE RELEASED OR COPIED.**

Mr. Robert Mark Pool  
Superintendent  
El Campo Independent School District  
700 W. Norris Street  
El Campo, Texas 77437

VIA FAX: (979) 543-1670

Re: Student Activity Funds

Dear Mark:

This is in response to your request for an opinion concerning the authority of the District to transfer District funds to certain student activity accounts. I understand the District has experienced a loss of funds from the high school's student activity fund accounts under the control of a District employee. The funds in the activity accounts are revenue generated by student organization fund raising. For the reasons set forth below, in my opinion the District has the authority to transfer other District funds to the student activity fund accounts to replace the lost funds.

A possible issue is whether replacing the funds in the school activity accounts would be a prohibited gift of public funds. Article 3, Section 52(a) of the Texas Constitution provides that "the Legislature shall have no power to authorize any county, city, town or other political corporation or subdivision of the State to lend it credit or grant public money or thing of value in aid of, or to any individual, association or corporation whatsoever." An expenditure by a school district is not a prohibited gift if: (1) a predominant purpose is to accomplish a public purpose appropriate to the school district, not to benefit private parties; (2) the school district maintains adequate controls to ensure the public purpose is accomplished and to protect public investments; and (3) the school district receives an adequate benefit.

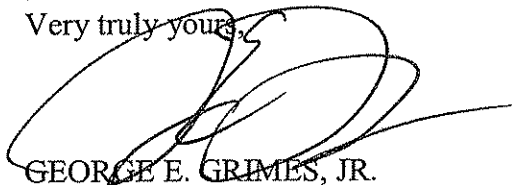
In this case, in my opinion, the District is not granting public money by replenishing the funds in the activity accounts because the funds in the activity accounts were District funds. That is, regardless of the fact that the source of these funds was student fund raising activities, they are District funds no less than funds from other sources such as tax revenue. The fact that these funds are used for specific purposes, supporting student activities, does not make their expenditure a prohibited "gift".

Mr. R. Mark Pool  
June 6, 2012  
Page 2

Finally, even if replenishing the funds in the student activity accounts were considered a grant, in my opinion, the predominate purpose of the expenditure is to accomplish a public purpose appropriate to the school district; accordingly, replenishing the funds in the student activity funds would not be a prohibited gift.

Please call if you have any questions.

Very truly yours,

A handwritten signature in black ink, appearing to read "G. Grimes, Jr.", written over the text "Very truly yours,".

GEORGE E. GRIMES, JR.

GEG/pam

## Mark Pool

---

**From:** Nathan Krupke [nkrupke@txauditors.com]  
**Sent:** Tuesday, June 05, 2012 2:42 PM  
**To:** David Bright; Mark Pool  
**Cc:** Amber Klausmeyer  
**Subject:** Activity Funds

Mr. Bright,

My understanding is that the District is going to move forward in those activity funds in which the respective groups have agreed to start over with regards to their "balance" in the activity fund. For those groups that would like to recover their funds, the District will transfer money from the general fund to cover the deficit for that group. As long as the District's Board of Trustees understands the process that will take place and has agreed to it, I don't see any problem with this approach.

Thank you!

---

### Nathan Krupke, CPA

Partner

P: 713.263.1123 | F: 713.263.1550

[nkrupke@txauditors.com](mailto:nkrupke@txauditors.com)



**Belt Harris Pechacek, LLLP**

*Certified Public Accountants*

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3210 Bingle Rd., Ste. 300 Houston, TX 77055



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**Agenda Item Summary Sheet (4 B.3)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

<b>Consent Agenda: Business and Support Services</b>	2013-2014 Budget Planning Process and Calendar
<b>Summary</b>	<p>It is time to start the budget planning process for FY2013-2014.</p> <p>The proposed calendar calls for major budget decisions, i.e., compensation and capital improvements, to be discussed in May so that a preliminary budget can be presented in June; and compensation plan approved in June, so that a proposed budget can be prepared and payroll decisions completed by August.</p>
<b>ECISD Board Policy</b>	None.
<b>Effective Date</b>	October 23, 2012.
<b>Previous Board Action</b>	The Board annually reviews the budget planning process and schedule.
<b>Future Action Expected</b>	The next step in the budget development process for the Board will occur in November, when we will approve the districts to be used in the annual compensation study.
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	Beginning the budgeting process early allows the administration to do a much more thorough job in budget preparation.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.

<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"><li>• Memo from David Bright re: Budget Planning Calendar</li></ul>
<b>Contact Person(s)</b>	David Bright, Assistant Superintendent for Finance
<b>Action Required</b>	No Action Required. This is an information report only.
<b>Superintendent's Recommendation</b>	Information only. <b>Mark Pool, Superintendent of Schools</b>

**October 23, 2012**

**TO: Mark Pool**  
**FROM: David Bright**  
**RE: Budget Planning Calendar**

**Below is a proposed Budget Planning Calendar for the 2013-2014 Budget.**

**BUDGET PLANNING CALENDAR**

**2012**

**October Meet with Principals and Directors.**  
**October/November Distribute budget worksheets for preparation.**

**November 13<sup>th</sup> Approve Market Area Districts for Compensation Study.**  
**November/December Collect, review and prepare budgets on the campus level.**

**2013**

**January 15<sup>th</sup> Board approves Superintendents Compensation.**  
**January 31<sup>st</sup> Campus Budgets and Special Request Items Due to Central Office.**

**February Discuss and Identify Budget Assumptions/Priorities with Board.**  
**February 19th Review/Discuss with Board – Administration/Professional Compensation Study.**

**March Discuss proposed Compensation and Capital Improvement Plans with Board.**  
**March 19th Review/Discuss with Board – Teacher Compensation Study.**

**April 16<sup>th</sup> Review/Discuss with Board – Clerical, Paraprofessional & Manual Trades Compensation Study.**

**May 21<sup>st</sup> Discuss Compensation and Capital Improvements Plan.**

**June 18th Present Preliminary 2013-2014 Budget to Board of Trustees.**  
**Approve 2013-2014 Compensation Plan.**

**June/July Call Budget Workshops as needed.**

**August 20th Approve 2013-14 Budget.**

**Agenda Item Summary Sheet (4 B.4)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

**Consent Agenda:  
Business and Support  
Services**

Review of Monthly Financial Reports for Month of September

**Summary**

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

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

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

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

**ECISD Board Policy**

None.

**Effective Date**

September 30, 2012

**Previous Board Action**

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

**Future Action Expected**

The Board will review the monthly financial statements at each regular monthly board meeting.

**Background Information and  
Significant Issues**

The audited fund balance in the General Fund (Fund 199 only) on August 31, 2011 was \$8,868,411, which is 32.58% of the approved General Fund operating expenditures (as defined in the AEIS Report) of \$27,221,253.

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

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

**Fiscal Impact**

None.

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

**Procedural and Reporting Implications** None.

**Public Comments** None.

**Alternatives** None.

**Other Comments and Related Issues** **Financial Report.** In the General Operating Fund, we have received 10.87% of our amended revenue projections; and expended 15.21% of our amended expenditure estimates.  
Compared to the same time last year, our revenue increased by \$30,175 and our expenditures increased by \$1,162,888.

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

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

**Tax Collection Report.** Our beginning tax levy of \$13,404,379 has been adjusted by -\$26,221 giving us a new adjusted levy of \$13,378,158; and we have currently collected \$13,107,950 which amounts to 97.98% of the adjusted levy. This leaves an uncollected balance of \$270,208.

Delinquent collections YTD are \$296,690 plus \$223,837 in penalty and interest.

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Oct	0.048%	0.01%	0.00%	0.00%	0.35%	0.31%
Nov	6.67%	5.07%	2.58%	0.44%	8.60%	9.54%
Dec	29.49%	38.76%	32.28%	30.01%	39.54%	34.01%
Jan	86.80%	85.29%	81.82%	73.71%	81.26%	84.41%
Feb	94.40%	93.58%	93.04%	92.80%	93.50%	94.04%
Mar	95.38%	94.44%	94.06%	94.60%	94.95%	95.38%
Apr	96.11%	95.13%	94.97%	95.27%	95.52%	96.12%
Jun	96.69%	95.78%	95.61%	95.84%	96.26%	96.75%
Jun	97.40%	96.55%	96.69%	96.50%	96.67%	97.14%
Jul	97.64%	96.87%		96.83%	97.10%	97.65%
Aug	97.81%	97.15%	97.48%	97.17%	97.74%	97.90%
Sep	97.97%	97.31%	97.60%	97.37%	97.88%	97.98%

**Cash Flow Report.** The following spreadsheet shows the actual cash flow compared to the projected (historical) cash flow for the month.

Fiscal Year	Month			Year-to-Date		
	2011-2012	2012-2013	Difference	2011-2012	2012-2013	Difference
Revenue	\$3,308,151	\$3,338,326	\$30,175	\$3,308,151	\$3,338,326	\$30,175
Expenditures	\$1,292,674	\$2,286,441	\$993,767	\$1,292,674	\$2,286,441	\$993,767
Balance	\$2,015,477	\$1,051,885	(\$963,592)	\$2,015,477	\$1,051,885	(\$963,592)

**Attachments**

- Monthly Financial Report – September 30, 2012
- Tax Collection Recap 2011-2012
- Cash Flow Report 2012-2013

**Contact Person(s)**

David Bright, Assistant Superintendent of Finance and Operations

**Action Required**

No Action Required.

**Superintendent's Recommendation**

This is an information report only.

**Mark Pool, Superintendent of Schools**

**EL CAMPO INDEPENDENT SCHOOL DISTRICT**  
**MONTHLY FINANCIAL REPORT**  
 October 23, 2012

**Comparison of Revenue and Expenditures  
 to the Budget for the General Operating Fund  
 9-1-12 to 9-30-12**

**ESTIMATED REVENUE:**

	<i>Original Budget</i>	<i>Amended Budget</i>	<i>Revenue Realized</i>	<i>Revenue Balance</i>
<i>Local:</i>	\$14,589,703	\$14,589,703	\$91,792	(\$14,497,911)
<i>State:</i>	\$14,751,605	\$14,751,605	\$3,239,339	(\$11,512,266)
<i>Federal:</i>	\$1,356,051	\$1,356,051	\$7,195	(\$1,348,856)
<i>Other Resources:</i>	\$0	\$0	\$0	\$0
<b>Total:</b>	<b>\$30,697,359</b>	<b>\$30,697,359</b>	<b>\$3,338,326</b>	<b>(\$27,359,033)</b>

**ESTIMATE EXPENDITURES:**

<i>Original Budget</i>	<i>Amended Budget</i>	<i>Expended</i>	<i>Outstanding Encumbrances</i>	<i>Expenditures Year to Date</i>	<i>Balance for Year</i>
\$30,697,359	\$31,577,228	\$2,286,441	\$2,516,799	\$4,803,240	\$26,773,988

**COMPARISONS TO SEPTEMBER 30 OF PRIOR YEAR:**

	<i>2011-2012</i>	<i>2012-2013</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$3,308,151	\$3,338,326	\$30,175
<i>Expenditures:</i>	\$3,640,352	\$4,803,240	\$1,162,888
<i>Cash Position:</i>	\$9,502,911	\$10,641,623	\$1,138,712

**PRIOR MONTH CASH POSITION as of 8/31/12:** \$10,580,438

GENERAL FUND - FUND BALANCE	GENERAL OPERATING	FUND BALANCE	% of OPERATING	
GENERAL FUND - FUND BALANCE as of 8-31-08:	\$25,318,724	\$4,676,422	18.47%	
GENERAL FUND - FUND BALANCE as of 8-31-09:	\$28,005,136	\$5,951,953	21.25%	
GENERAL FUND - FUND BALANCE as of 8-31-10:	\$28,851,273	\$5,832,903	20.22%	
GENERAL FUND - FUND BALANCE as of 8-31-11:	\$29,673,717	\$6,760,897	22.78%	
GENERAL FUND - FUND BALANCE as of 8-31-12:	\$27,221,253	\$8,868,411	32.58%	unaudited

**BUDGET AMENDMENTS:**

NOTE: Cash Position includes Local, State, and Federal Funds. Does not include Capital Projects.

**EL CAMPO INDEPENDENT SCHOOL DISTRICT  
TAX COLLECTION RECAP  
2011 - 2012**

<b>Reporting Period</b>	<b>Beginning Levy</b>	<b>Adjustments</b>	<b>Adjusted Levy</b>	<b>Current Tax Year Collections</b>	<b>% Collected</b>	<b>% Collected Prior Year</b>	<b>Delinquent Collections</b>	<b>Penalty &amp; Interest</b>	<b>Total Collections</b>	<b>Current Tax Year Uncollected</b>
<b>Monthly Recap</b>										
Oct-11	\$13,404,379	-\$5,272	\$13,399,107	40,939	0.31%	0.35%	\$72,121	\$33,218	\$146,278	
Nov-11	\$13,404,379	-\$15,391	\$13,388,988	1,236,387	9.23%	8.25%	\$26,751	\$13,216	\$1,276,354	
Dec-11	\$13,404,379	-\$17,977	\$13,386,402	3,274,720	24.46%	30.94%	\$20,013	\$11,474	\$3,306,207	
Jan-12	\$13,404,379	-\$19,526	\$13,384,853	6,746,009	50.40%	41.72%	\$27,635	\$17,366	\$6,791,010	
Feb-12	\$13,404,379	-\$19,526	\$13,384,853	1,288,833	9.63%	12.20%	\$20,903	\$22,244	\$1,331,980	
Mar-12	\$13,404,379	-\$23,576	\$13,380,803	176,268	1.32%	1.45%	\$23,760	\$24,594	\$224,622	
April-12	\$13,404,379	-\$23,382	\$13,380,996	98,746	0.74%	0.56%	\$22,093	\$21,469	\$142,308	
May-12	\$13,404,379	-\$23,382	\$13,380,996	84,764	0.63%	0.72%	\$23,413	\$20,068	\$128,246	
Jun-12	\$13,404,379	-\$25,234	\$13,379,144	50,252	0.38%	0.41%	\$18,312	\$16,847	\$85,411	
July-12	\$13,404,379	-\$25,281	\$13,379,098	67,654	0.51%	0.40%	\$10,334	\$14,523	\$92,510	
Aug-12	\$13,404,379	-\$25,281	\$13,379,098	33,244	0.25%	0.64%	\$19,616	\$19,755	\$72,615	
Sept-12	\$13,404,379	-\$26,221	\$13,378,158	10,134	0.08%	0.14%	\$11,740	\$9,061	\$30,935	
<b>Year To Date</b>				<b>13,107,950</b>	<b>97.98%</b>	<b>97.88%</b>	<b>296,690</b>	<b>223,837</b>	<b>\$13,628,476</b>	<b>\$270,208</b>

**EL CAMPO INDEPENDENT SCHOOL DISTRICT**

**Cash Flow**

**2012-2013**

<b>199 GENERAL FUND</b>	<b>Actual Sep-11</b>	<b>Actual Sep-12</b>	<b>Actual Oct-11</b>	<b>Actual Nov-11</b>	<b>Actual Dec-11</b>	<b>Actual Jan-12</b>	<b>Actual Feb-12</b>	<b>Actual Mar-12</b>	<b>Actual Apr-12</b>	<b>Actual May-12</b>	<b>Actual Jun-12</b>	<b>Actual Jul-12</b>	<b>Actual Aug-12</b>	<b>2011-12 Totals</b>
<b>REVENUE:</b>														
<b>5700 Local Revenue:</b>														
5711 Taxes Current Year	16,803	8,760	35,389	1,068,764	2,830,750	5,831,418	1,114,099	152,370	85,358	73,272	43,439	58,481	28,737	11,338,880
5712 Taxes Prior Years	13,911	10,408	64,243	23,740	17,842	24,184	18,348	20,942	19,723	20,647	16,304	9,114	17,622	266,621
5719 Pen, Int, & Other	9,786	8,087	30,346	12,270	10,830	16,369	28,725	21,676	19,206	17,779	15,049	12,748	17,883	212,668
5720 Service to Other LEAs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5730 Tuition and Fees	0	0	0	0	0	0	0	0	0	5,035	2,646	0	-235	7,446
5740 Other Local Sources	31,373	6,509	5,994	11,098	8,705	23,461	20,810	2,247	14,837	19,254	6,552	10,974	133,381	288,686
5750 Co/Curr Activities	36,634	13,964	16,111	6,182	1,199	5,578	3,133	1,992	2,862	199	0	14,361	11,568	99,820
<b>Total Local Rev:</b>	<b>108,507</b>	<b>47,728</b>	<b>152,082</b>	<b>1,122,054</b>	<b>2,869,326</b>	<b>5,901,011</b>	<b>1,185,116</b>	<b>199,227</b>	<b>141,987</b>	<b>136,187</b>	<b>83,990</b>	<b>105,679</b>	<b>208,956</b>	<b>12,214,122</b>
<b>5800 State Revenue:</b>														
5811 Available School Fund	0	104,551	0	105,172	105,858	28,282	28,282	169,105	99,262	110,266	161,831	0	14,035	822,093
5812 Foundation Entitlement	3,060,877	3,047,666	2,506,858	1,314,677	0	0	0	0	1,058,196	695,373	1,393,696	1,809,666	1,767,244	13,606,587
5812 Founda Ent-Prior Yr	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5819 LEP Student Success Init	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5820 Misc State Program Rev	0	0	0	0	0	0	0	0	0	0	0	0	5,925	5,925
5831 TRS On-Behalf	88,218	87,122	0	179,337	89,530	89,441	89,279	89,344	88,677	89,014	90,645	88,689	176,167	1,158,342
<b>Total State Rev:</b>	<b>3,149,095</b>	<b>3,239,339</b>	<b>2,506,858</b>	<b>1,599,186</b>	<b>195,388</b>	<b>117,723</b>	<b>117,561</b>	<b>258,449</b>	<b>1,246,135</b>	<b>894,653</b>	<b>1,646,172</b>	<b>1,898,355</b>	<b>1,963,371</b>	<b>15,592,947</b>
<b>5900 Federal Revenue:</b>														
5930 Federal	0	0	0	67,113	0	0	5,787	0	0	0	6,677	0	4,762	84,339
<b>Total Federal Rev:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>67,113</b>	<b>0</b>	<b>0</b>	<b>5,787</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,677</b>	<b>0</b>	<b>4,762</b>	<b>84,339</b>
<b>7900 Other Res/Non-Oper</b>														
Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Other Res:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Revenue:</b>	<b>3,257,602</b>	<b>3,287,067</b>	<b>2,658,940</b>	<b>2,788,353</b>	<b>3,064,714</b>	<b>6,018,734</b>	<b>1,308,465</b>	<b>457,677</b>	<b>1,388,122</b>	<b>1,030,840</b>	<b>1,736,839</b>	<b>2,004,034</b>	<b>2,177,089</b>	<b>27,891,408</b>
<b>EXPENDITURES:</b>														
<b>6000 Expenditures:</b>														
6100 Payroll Costs	891,648	1,065,364	1,531,508	1,705,865	1,566,323	1,604,254	1,617,610	1,578,918	1,597,334	1,606,917	1,604,420	1,596,506	2,154,196	19,055,499
6200 Contracted Services	237,438	190,538	235,722	344,326	99,284	320,220	190,649	451,700	212,171	292,533	252,788	256,848	429,996	3,323,675
6300 Supplies & Materials	84,308	71,269	161,364	130,259	105,871	79,179	131,708	127,640	128,314	187,884	108,488	111,025	181,499	1,537,539
6400 Other Operating	46,415	42,229	173,797	40,481	29,135	183,953	36,353	30,488	179,177	98,364	81,135	405,156	29,645	1,334,099
6500 Debt Services	0	879,868	0	500	0	0	282,006	0	0	500	0	0	41,331	324,338
6600 Capital Outlay	0	0	5,830	7,075	-12,907	33,786	0	1,610	18,310	0	14,828	50,767	60,446	179,745
8900 Other Uses/Non Operating	0	0	0	0	0	0	29,000	0	0	0	0	0	0	29,000
<b>Total Expenditures:</b>	<b>1,259,808</b>	<b>2,249,269</b>	<b>2,108,221</b>	<b>2,228,506</b>	<b>1,787,706</b>	<b>2,221,392</b>	<b>2,258,327</b>	<b>2,219,356</b>	<b>2,135,306</b>	<b>2,186,198</b>	<b>2,061,658</b>	<b>2,420,302</b>	<b>2,897,113</b>	<b>25,783,894</b>
<b>ENDING BALANCE</b>	<b>1,997,793</b>	<b>1,037,798</b>	<b>550,719</b>	<b>559,848</b>	<b>1,277,008</b>	<b>3,797,342</b>	<b>-949,863</b>	<b>-1,761,679</b>	<b>-747,184</b>	<b>-1,155,358</b>	<b>-324,819</b>	<b>-416,268</b>	<b>-720,024</b>	<b>2,107,514</b>
<b>GF FB as of 8/31/12</b>	<b>8,868,411</b>													
	<b>8,758,690</b>	<b>9,906,209</b>	<b>10,456,928</b>	<b>11,016,776</b>	<b>12,293,784</b>	<b>16,091,125</b>	<b>15,141,263</b>	<b>13,379,583</b>	<b>12,632,399</b>	<b>11,477,041</b>	<b>11,152,222</b>	<b>10,735,954</b>	<b>10,015,930</b>	

240	FOOD SERVICE	Actual Sep-11	Actual Sep-12	Actual Oct-11	Actual Nov-11	Actual Dec-11	Actual Jan-12	Actual Feb-12	Actual Mar-12	Actual Apr-12	Actual May-12	Actual Jun-12	Actual Jul-12	Actual Aug-12	2011-12 Totals
<b>REVENUE:</b>															
5700	<b>Local Revenue:</b>														
	Earnings from Temp Dep				567	0	0	605	0	0	773	0	0	754	2,699
	Foundation Revenue														
	Breakfast	7,821	7,590	7,654	7,948	3,379	9,451	9,122	6,641	7,435	7,286	34	0	4,863	71,633
	Lunch	20,934	23,117	20,726	21,714	12,223	25,704	23,950	20,286	17,461	18,642	20	0	17,313	198,973
	A La Carte	9,299	9,523	8,871	8,589	4,965	9,589	9,476	7,600	7,456	7,792	28	0	2,848	76,512
	Adult Lunches	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Catering/Vending	0	0	112	403	385	149	120	84	676	1,286	378	0	1,045	4,638
	Summer Food Service	0	0	0	0	0	0	0	0	0	0	214	163	0	377
	<b>Total Local Ren:</b>	<b>38,054</b>	<b>40,230</b>	<b>37,363</b>	<b>39,221</b>	<b>20,951</b>	<b>44,892</b>	<b>43,272</b>	<b>34,611</b>	<b>33,029</b>	<b>35,779</b>	<b>674</b>	<b>163</b>	<b>26,823</b>	<b>354,831</b>
5800	<b>State Revenue</b>														
5829	Misc St Program Rev.	0	0	0	0	0	0	0	0	0	9,800	0	0	0	9,800
5831	TRS On-Behalf Benefit	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total State Rev:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,800</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,800</b>
5900	<b>Federal Revenue</b>														
5921	School Breakfast	0	0	29,770	28,572	28,082	16,945	29,118	33,187	32,577	52,054	34,376	1,382	6,954	293,015
5922	National School Lunch	0	0	103,863	93,743	92,718	56,986	100,804	101,192	80,985	89,162	97,656	3,135	26,880	847,126
5923	USDA Donated Com	6,878	7,195	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	8,850	84,511
5929	Fed Rev TEA-Sum Feed	0	0	0	0	0	0	0	0	0	0	0	5,049	0	5,049
	<b>Total Federal Rev:</b>	<b>6,878</b>	<b>7,195</b>	<b>140,511</b>	<b>129,193</b>	<b>127,678</b>	<b>80,809</b>	<b>136,801</b>	<b>141,257</b>	<b>120,440</b>	<b>148,095</b>	<b>138,910</b>	<b>16,444</b>	<b>42,684</b>	<b>1,229,701</b>
7900	<b>Other Res/Non-Oper:</b>														
7940	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total Other Res:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Total Revenue:</b>	<b>44,933</b>	<b>47,425</b>	<b>177,874</b>	<b>168,414</b>	<b>148,629</b>	<b>125,701</b>	<b>180,073</b>	<b>175,868</b>	<b>153,469</b>	<b>193,673</b>	<b>139,585</b>	<b>16,606</b>	<b>69,507</b>	<b>1,594,332</b>
<b>EXPENDITURES:</b>															
6000	<b>Expenditures:</b>														
6100	Payroll & Benefits	25,954	29,839	49,166	48,414	41,759	45,109	47,594	42,157	46,430	47,755	40,892	42,697	57,295	535,223
6200	Contracted Services	0	0	128,164	97,738	100,346	72,549	72,912	96,840	103,645	87,685	89,287	20,183	24,454	893,802
6300	Supplies & Materials	6,912	7,334	7,009	8,376	7,016	7,130	7,064	7,024	6,889	6,936	7,012	7,243	17,376	95,986
6400	Other Operating	0	0	139	19	66	51	127	37	142	114	140	0	76	911
6600	Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total Expenditures:</b>	<b>32,865</b>	<b>37,173</b>	<b>184,477</b>	<b>154,547</b>	<b>149,187</b>	<b>124,838</b>	<b>127,697</b>	<b>146,059</b>	<b>157,106</b>	<b>142,490</b>	<b>137,332</b>	<b>70,123</b>	<b>99,201</b>	<b>1,525,921</b>
	<b>ENDING BALANCE</b>	<b>12,067</b>	<b>10,253</b>	<b>3,649</b>	<b>17,516</b>	<b>16,959</b>	<b>17,822</b>	<b>70,198</b>	<b>100,008</b>	<b>96,371</b>	<b>147,555</b>	<b>149,808</b>	<b>96,291</b>	<b>66,596</b>	<b>68,410</b>

511	DEBT SERVICE	Actual Sep-11	Actual Sep-12	Actual Oct-11	Actual Nov-11	Actual Dec-11	Actual Jan-12	Actual Feb-12	Actual Mar-12	Actual Apr-12	Actual May-12	Actual Jun-12	Actual Jul-12	Actual Aug-12	2011-12 Totals
<b>REVENUE:</b>															
5700	<b>Local Revenue:</b>														
5711	Taxes Current Year	2,502	1,374	5,550	167,623	443,970	914,592	174,734	23,898	13,387	11,492	6,813	9,172	4,507	1,778,240
5712	Taxes Prior Years	1,839	1,332	7,878	3,011	2,170	3,451	2,555	2,818	2,370	2,766	2,008	1,220	1,994	34,079
5719	Pen, Int, & Other	1,211	974	2,872	946	644	997	2,434	2,918	2,263	2,289	1,798	1,775	1,872	22,018
5742	Earnings Fm Temp Dep	66	154	71	107	230	594	777	734	728	763	747	780	421	6,019
	<b>Total Local Rev:</b>	5,617	3,834	16,372	171,687	447,015	919,633	180,499	30,367	18,748	17,310	11,366	12,947	8,794	1,840,356
5800	<b>State Revenue:</b>														
5829	St Rev Dist By TEA	0	0	0	0	0	98,000	0	0	0	0	0	0	0	98,000
	<b>Total State Rev:</b>	0	0	0	0	0	98,000	0	0	0	0	0	0	0	98,000
7900	<b>Other Res/Non-Oper:</b>														
7940	Other Res/Non-Oper Rev	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total Other Res:</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total Revenue:</b>	5,617	3,834	16,372	171,687	447,015	1,017,633	180,499	30,367	18,748	17,310	11,366	12,947	8,794	1,938,356
<b>EXPENDITURES:</b>															
6000	<b>Expenditures:</b>														
6500	Debt Service														
6511	Bond Principal	0	0	0	0	0	0	315,000	0	0	0	0	0	500,000	815,000
6521	Interest on Bonds	0	0	0	0	0	0	492,384	0	0	0	0	0	486,084	978,469
6599	Other Debt Fees	0	0	0	500	0	0	0	400	0	0	0	0	0	900
	<b>Total Expenditures:</b>	0	0	0	500	0	0	807,384	400	0	0	0	0	986,084	1,794,369
	<b>ENDING BALANCE</b>	5,617	3,834	20,207	191,394	638,409	1,656,042	1,029,157	1,059,124	1,077,873	1,095,183	1,106,549	1,119,495	142,205	143,987
<b>Total Approved Budget</b>															
<b>199, 240, 511</b>															
	<b>TOTAL REVENUE</b>	3,308,151	3,338,326	2,853,186	3,128,455	3,660,358	7,162,068	1,669,037	663,913	1,560,340	1,241,823	1,887,789	2,033,587	2,255,389	31,424,096
	<b>TOTAL EXP</b>	1,292,674	2,286,441	2,292,698	2,383,552	1,936,893	2,346,230	3,193,408	2,365,815	2,292,412	2,328,688	2,198,989	2,490,425	3,982,399	29,104,184
	<b>ENDING BALANCE</b>	2,015,477	1,051,885	1,612,373	2,357,275	4,080,740	8,896,578	7,372,207	5,670,305	4,938,232	3,851,367	3,540,167	3,083,329	1,356,319	

**Agenda Item Summary Sheet (4 B.5)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

**Consent Agenda:  
Business and Support  
Services**

Review of Checks Written – September 2012

**Summary**

Although there is no statutory or policy requirement for the Board to review the bills paid during the previous month, a monthly review providing the Board an opportunity to ask questions regarding specific expenditures is a good practice for the Board to follow in overseeing the management of the District.

It is very helpful to the administration and helps in conducting an effective board meeting if questions are identified and asked prior to the meeting.

These bills have already been paid, and were previously authorized by the Board when you adopted the 2012-2013 General Operating Budget.

**ECISD Board Policy**

None.

**Effective Date**

September 30, 2012

**Previous Board Action**

Approval of 2012-2013 General Operating Budget on August 21, 2012 authorizing the expenditure of funds.

**Future Action Expected**

The Board will review the checks written for the previous month prior to each regular monthly board meeting.

**Background Information and  
Significant Issues**

None.

**Fiscal Impact**

Historical comparison of monthly check totals:

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

**Student and Public Benefit** Close monitoring of monthly bills paid and monthly cash flow helps to ensure the efficient use of public funds.

**Procedural and Reporting Implications** None.

**Public Comments** None.

**Alternatives** None.

**Other Comments and Related Issues** None.

**Attachments** List of checks written during the month of September are available in electronic format and were emailed to each member of the Board.

**Contact Person(s)** David Bright, Assistant Superintendent of Finance and Operations

**Action Required** No action required. This is an information report only.

**Superintendent's Recommendation** Information only.  
**Mark Pool, Superintendent of Schools**

**Agenda Item Summary Sheet (4 C.1)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda:** Approval of County Extension Agents as Adjunct Staff Members  
**Personnel**

**Summary**

According to State Board of Education Rule, public school students may be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district.

Section 3 of the Student Attendance Handbook states:

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

*Students participating in any activity which is not approved by the local school board and/or without certified district personnel supervision are counted absent.*

*To qualify for funding purposes, the certified district staff member / adjunct staff member must be accompanying the students as an official of the school district for the specific purpose of supervising students and must be approved by the school board to supervise the activity. For example, students participating in 4-H activities which are supervised solely by a County Extension Agent are reported present.*

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

**ECISD Board Policy** FEB (LEGAL), ATTENDANCE: ATTENDANCE ACCOUNTING

**Effective Date** 2012-2013 School Year

**Previous Board Action** The Board should annually approve County Extension Agents as adjunct staff members.

**Future Action Expected** The Board should annually approve County Extension Agents as adjunct staff members.

<b>Background Information and Significant Issues</b>	<p>Wharton County has requested adjunct staff member status for the county Extension agents for the school year 2012-2013. The following faculty are eligible for participation in the Teacher Retirement System of Texas and have a minimum of a bachelor's degree.</p> <p>Corrie Bowen County Extension Agent – AgNR M.S. 1998 Texas Tech University</p> <p>Clyde R. Crumley Extension Agent – IPM B.S. 1978 Texas Tech University</p> <p>Lynn Hough 4-H Program Assistant B.B.A. 1998 UH-Victoria</p>
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	Allows students to participate in 4-H activities without being counted absent for Foundation School Program funding purposes.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	Letter from Corrie Bowen County Extension Agent County Coordinator Wharton County
<b>Contact Person(s)</b>	Mark Pool, Superintendent of Schools

**Action Required**

Motion, second and majority vote to approve County Extension Agents as adjunct staff members for 2012-2013.

**Superintendent's Recommendation**

I recommend that you approve the Wharton County Extension Agents as adjunct staff members for the 2012-2013 school year as a part of the consent agenda.

**Mark Pool, Superintendent of Schools**

October 9, 2012

MEMORANDUM TO: Superintendent Mark Pool  
El Campo Independent School District  
700 W. Norris  
El Campo, TX 77437

SUBJECT: State Board of Education Ruling, June 9, 1994

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

- (4-12) 1. The student is participating in an activity which is approved by the local board and is under the direction of a professional staff member of the school district or an adjunct staff member. This adjunct staff member must have a minimum of a bachelor's degree and be eligible for participation in the Teacher Retirement System of Texas.
- (4-13) Students participating in any activity which is not approved by the local school board and/or without certified district personnel supervision are counted absent (see 94-12). To qualify for funding purposes, the certified district staff member/adjunct staff member must be accompanying the students as an official of the school district for the specific purpose of supervising the students and must be approved by the school board to supervise the activity. For example, students participating in 4-H activities which are supervised solely by a County Extension Agent are reported present.

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

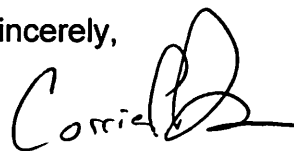


Wharton County requests adjunct staff member status for the county Extension agents for the school year 2012-2013. The following faculty are eligible for participation in the Teacher Retirement System of Texas and have a minimum of a bachelor's degree.

Name	Title	Degree	Year	Institution
Corrie Bowen	County Extension Agent-AgNR	M.S.	1998	Texas Tech. Univ.
Clyde R. Crumley	Extension Agent—IMP	B.S.	1978	Texas Tech. Univ.
Lynn Hough	4-H Program Assistant	B.B.A.	1998	UH-Victoria

I hope that the El Campo Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Sincerely,



Corrie Bowen  
County Extension Agent  
County Coordinator  
Wharton County

**Agenda Item Summary Sheet (5 A)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Item***

<b>Business</b>	Bids for the Purchase of the Old Middle School Property
<b>Summary</b>	<p>With renewed interest in the potential to sale the Old Middle School, since the Board had previously rejected all bids the administration once again advertised for the sale the property located at 1401 MLK Blvd., El Campo, Wharton County, Texas pursuant to <i>Texas Local Government Code § 272.001</i>.</p> <p>With assistance from the district's legal counsel, David Bright prepared a <i>Notice of Sale of Real Property</i>. The Notice was published as required by law, and a bid proposal deadline was set for 2:00 p.m. on October 18, 2012.</p>
<b>ECISD Board Policy</b>	CVA (LEGAL) – FACILITIES CONSTRUCTION: COMPETITIVE BIDDING
<b>Effective Date</b>	October 23, 2012
<b>Previous Board Action</b>	<p>The Board President appointed a special board committee to develop and bring the board a recommendation on what to do with the existing middle school property once the students are moved to the new middle school and the existing campus is abandoned. The committee held several meetings, including a public hearing for community input, in preparation for making their recommendation.</p> <p>The special committee made its recommendation to the Board at the regular meeting on November 20, 2007, and the recommendation was approved by the Board on December 18, 2007.</p> <p>February 19, 2008 - The Board authorized the Superintendent to advertise for the sale of the Old Middle School Property located at 1401 MLK Blvd., El Campo, Wharton County, Texas pursuant to <i>Texas Local Government Code § 272.001</i>.</p> <p>June 17, 2008 - The Board reviewed the proposed Request for Sealed Bid Proposals for the sale of the Old Middle School Property.</p> <p>October 28, 2008 – Bids were received and evaluated for the purchase of the Old Middle School Property.</p> <p>November 18, 2008 – Contract for the purchase of the Old Middle School Property was awarded to Ecco Properties, LLC.</p> <p>June 16, 2009 – Board action awarding the contract for the purchase of the Old Middle School property to Ecco Properties was rescinded and all other previous bids received were rejected.</p> <p>September 15, 2009 – The Board authorized the administration to issue a Request for Proposals for the professional services of a licensed real</p>

estate broker to assist the District with the sale of the Old Middle School Property.

November 4, 2009 – The Board interviewed real estate brokers who submitted proposals.

November 17, 2009 – The Board awarded a contract to Re/Max Professional, John Petty, to provide professional services as a licensed real estate broker to assist the District with the sale of the Old Middle School Property.

October 19, 2010 – The Board authorized the administration to publish notice and seek proposals for the purchase of the Old Middle School Property.

November 8, 2010 – Bids were received for the purchase of the Old Middle School.

November 16, 2010 – Board authorized the Superintendent to begin negotiations with the bidders in the order in which the proposals for purchase were ranked.

January 18, 2011 – The Board rejected all bids that had previously been submitted.

**Future Action Expected**

None.

**Background Information and Significant Issues**

Proposals will be received on Thursday, October 18, evaluated and ranked. The proposed ranking will be presented to the Board at the meeting on Tuesday, October 23, 2012.

**Fiscal Impact**

To be discussed in Closed Session

**Student and Public Benefit**

Disposing of the property and returning it to the tax roll and hopefully creating an opportunity for development that will benefit the community.

**Procedural and Reporting Implications**

The Real Estate Sales Contract must be completed.

Before a Deed is conveyed, the Deed be submitted to the Texas Commissioner of Education for review before it is signed; and a copy of the signed Deed be filed with the Commissioner of Education.

**Public Comments**

None.

**Alternatives**

None.

**Other Comments and Related Issues**

Conditions and requirements that must be met before the property is sold.

- Texas Education Code §§ 11.151 and 11.154. Requires that a resolution be approved by the Board authorizing the sale of the property.

- Texas Local Government Code Chapter 272. Requires that before the land owned by a school district may be sold that notice to the general public of the offer of the land for sale must be published twice in a newspaper of general circulation in the county in which the land is located.
- Civil Order 5281, *United States v. State of Texas*, Civil Action No. 5281 (E.D. Tex.). Requires that the deed conveying the school district property include language prohibiting use of the property for a segregated school system; that a copy of the Deed be submitted to the Texas Commissioner of Education for review before it is signed; and that a copy of the signed Deed be filed with the Commissioner of Education.
- Article III, §§ 51 and 52 of the Texas Constitution. Requires that the school District receive fair market value for any property sold.
- After the Board of Trustees approves a resolution for sale, the District should prepare a request for sealed proposals setting out its requirements. The RFP should also contain notices required by state and federal law of certain conditions on the property.
- After bids on the property are received and opened, the Board of Trustees must take action to accept a bid or reject all bids.

**Attachments**

None.

**Contact Person(s)**

Mark Pool, Superintendent of School

**Action Required**

A motion, second and majority vote to accept one of the bids for the purchase of the Old Middle School Property located at 1401 MLK Blvd., El Campo, Wharton County, Texas; or

A motion, second and majority vote to reject all bids for the purchase of the Old Middle School Property located at 1401 MLK Blvd., El Campo, Wharton County, Texas.

**Superintendent's Recommendation**

I will have a recommendation following discussions with the Board in a Closed Session regarding the value of this property.

**Mark Pool, Superintendent of Schools**

**Agenda Item Summary Sheet (6 A)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Item***

<b>Curriculum and Instruction</b>	Review and Approval of District and Campus Performance Objectives
<b>Summary</b>	<p>According to policy BQ (LEGAL), PLANNING AND DECISION-MAKING, the Board shall ensure that a District improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students.</p> <p>The policy further requires the Board to annually approve district and campus performance objectives.</p> <p>The performance objectives are directly tied to the district's comprehensive goals developed by the district's Board of Trustees.</p>
<b>ECISD Board Policy</b>	BQ (LEGAL), PLANNING AND DECISION-MAKING PROCESS
<b>Effective Date</b>	2012-2013 School Year
<b>Previous Board Action</b>	The Board annually reviews and approves the district and campus performance objectives for the district and campus improvement plans.
<b>Future Action Expected</b>	The Board annually reviews and approves the district and campus performance objectives for the district and campus improvement plans.
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	Costs of activities to implement district and campus performance objectives will be detailed in the District and Campus Improvement Plans.
<b>Student and Public Benefit</b>	Good planning will help to improve the achievement level of all students.

<b>Procedural and Reporting Implications</b>	District and Campus Plans and Performance Objectives will be made available to the public on each campus and at various other locations throughout the District, and on the district website.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• District Performance Objectives</li> <li>• Campus Performance Objectives for Each Campus</li> </ul>
<b>Contact Person(s)</b>	<p>Melissa Koop, Assistant Superintendent of Curriculum and Instruction</p> <p>Carolyn Gordon, Executive Director of Special Programs and Compliance</p> <p>Campus Principals</p>
<b>Action Required</b>	Motion, second and majority vote to approve the district and campus performance objectives.
<b>Superintendent's Recommendation</b>	<p>I recommend that the Board approve the district and campus performance objectives.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>

## EL CAMPO INDEPENDENT SCHOOL DISTRICT GOALS AND OBJECTIVES

2012-2013

**Goal 1: The students of El Campo Independent School District will show performance gains based on scores on STAAR, EOC, SAT, as well as other state, and nation tests. We will narrow achievement gaps, and graduate students who are college and career-ready.**

**Performance Objective 1:** El Campo Independent School District will increase student performance in reading and mathematics for all subgroups, meeting the required improvement goal set by AYP guidance and will increase student performance in all content areas as measured by the State Accountability System. In addition, ECISD staff will embrace the use of technology during instruction so that the work designed for students is more engaging.

**Goal 2: El Campo Independent School District will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in District's quest for excellence.**

**Performance Objective 1:** El Campo ISD will build a high performing data culture by continuing to provide opportunities for all employees to collaborate, to construct their understanding of student-learning processes, and provide professional development based upon the results of the data as well as teachers' individual needs.

**Goal 3: El Campo Independent School District shall provide an environment where all students feel safe and the atmosphere is conducive to learning. El Campo ISD will provide safety and security measures at all facilities and all school related events.**

**Performance Objective 1:** El Campo ISD will continue to provide a safe, welcoming, student-focused environment where students feel safe and are excited about attending their classes. SRO officer, administrators, teachers, and staff will interact positively with students, thus build relationships of trust with students.

**Goal 4: El Campo Independent School District will use a Learning Community model of organizational structure to empower those closest to the point of action. With a district-wide commitment to continuous improvement and a shared accountability system in place, the district shall employ best practices of pedagogical and administrative principles to make optimal use of district resources and taxpayers dollars.**

**Performance Objective 1:** El Campo ISD will continue to commit to the practice of utilizing Professional Learning Community (PLC) to collaborate with peers and administrators to share best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward those goals.

**Goal 5: The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. The district will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.**

**Performance Objective 1:** El Campo ISD will continue to reach out to parents in the diverse communities and strengthen open lines of communication in efforts to increase parent involvement.

**Goal 6: With an unwavering focus on our mission and goals, El Campo Independent School District will create a shared sense of community and direction among personnel, parents, students, and the public. The district realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.**

**Performance Objective 1:** El Campo ISD will continue to align with the District's vision and continue to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping El Campo ISD move forward in a positive direction.

**El Campo Independent School District  
Myatt Elementary School  
2012-2013  
Goals and Objectives**

**Goal 1: The students at Myatt Elementary School will show performance gains based on State and local assessments. We will narrow achievement gaps, and help to graduate students who are college and career-ready.**

Performance Objective 1: Myatt Elementary will decrease the achievement gap of our African American and Economically Disadvantaged student populations, while at the same time working to increase the scores of the populations of All Students, Hispanics, and White, by evaluating performance progress utilizing research based assessment tools such as the following: Developmental Reading Assessment (DRA), I-Station, Dibels, Ekwall, and AIMSweb Math. All identified students' strengths and weaknesses will be addressed through individualized, small group, and focused teaching for early intervention strategies/rigorous learning expectations.

Performance Objective 2: Myatt Elementary continue to use the Response to Intervention process to identify students in need of intervention in reading/math or behavior, and deliver high quality, researched-based targeted intervention in a timely manner to facilitate success of struggling students.

**Goal 2: Myatt Elementary will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in the district's quest for excellence.**

Performance Objective 1: Myatt Elementary School will provide teachers opportunities to plan and collaborate their lessons to meet the scope and sequence of the C-Scope curriculum and TEKS in an effort to provide teachers adequate time to review data and make instructional adjustments to improve teaching, student achievement, and enriching activities in the four main content areas.

**Goal 3: Myatt Elementary shall provide an environment where all students feel safe and the atmosphere is conducive to learning. Myatt Elementary School will provide safety and security measures at all facilities, and all school related events.**

Performance Objective 1: Myatt Elementary School will continue to provide a safe, welcoming, student-focused environment where students feel secure, enthusiastic, and successful about their learning. All Myatt staff will interact positively with students to build relationships of trust. Myatt Elementary rules, procedures, and expectations are communicated and taught

consistently throughout the campus. School wide and individual behavior incentives are provided to encourage students to make safe and positive choices every day.

**Goal 4: Myatt Elementary School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a campus-wide commitment to continuous improvement and a shared accountability systems in place, Myatt Elementary School shall employ best practices of pedagogical and administrative principles to make optimal use of campus resources and taxpayer dollars.**

Performance Objective 1: Myatt Elementary School will continue to commit to empowering the teachers of each Professional Learning Community (PLC) to collaborate with others and administrators, understand and implement best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward academic goals.

**Goal 5: The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. Myatt Elementary School will increase public confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.**

Performance Objective 1: Myatt Elementary School will continue to serve and be accountable to parents while strongly encouraging parents to be active in their child's educational year. Myatt Elementary will continue to provide diverse membership on committees, encourage parent participation in PTO activities, parenting and other school programs, as well as provide various lines of communication from teacher, administration, and district, in efforts to be proactive in support of all students.

**Goal 6: With an unwavering focus on our mission, and goals, Myatt Elementary School will create a shared sense of community and direction among personnel, parents, students, and the public. Myatt Elementary School realizes that people are its most valuable resource and places strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.**

Performance Objective 1: Myatt Elementary School will continue to align with the District's vision and goals while continuing to share and communicate high expectations for our students, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping Myatt Elementary move forward in a positive direction.

## HUTCHINS ELEMENTARY GOALS AND OBJECTIVES

2012-2013

**Goal 1: The students at Hutchins Elementary School will show performance gains based on scores on STAAR as well as other state, and nation tests. We will narrow achievement gaps, and graduate students who are college and career-ready.**

**Performance Objective 1:** Hutchins Elementary will decrease the achievement gap of our African American and Economically Disadvantaged student populations and will demonstrate measurable improvement on local and state summative assessment measures in all students, including all accountability subgroups and all special populations groups.

**Goal 2: The students at Hutchins Elementary School will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in District's quest for excellence.**

**Performance Objective 1:** Hutchins Elementary School will invest in personal employee growth through professional development and opportunities for all employees to collaborate, plan, and review data to better understand the needs individual learners so that each child develops a passion for learning and achieves academic excellence through challenging the engaging learning experiences.

**Goal 3: Hutchins Elementary School shall provide an environment where all students feel safe and the atmosphere is conducive to learning. Hutchins Elementary School will provide safety and security measures at all facilities and all school related events.**

**Performance Objective 1:** Hutchins Elementary School will continue to provide a safe, welcoming, structured educational setting in which administrators, teachers, and staff will foster positive relationships with students.

**Goal 4: Hutchins Elementary School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a Campus-wide commitment to continuous improvement and a shared accountability system in place, Hutchins Elementary School shall employ best practices of pedagogical and administrative principles to make optimal use of Campus resources and taxpayers dollars.**

**Performance Objective 1:** Hutchins Elementary will continue to commit to empowering the teachers of each Professional Learning Community (PLC) to collaborate with other educational professionals, master and execute best practices, develop and demonstrate leadership skills, and set attainable goals for student learning by using multiple measures to assess progress toward those goals while striving to allocate resources and use funding sources in the most effective and efficient manner possible in order to support a positive learning environment, thereby maximizing student achievement.

**Goal 5: Improves Public Support and Confidence in Schools. The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. Hutchins Elementary School will increase public confidence and respect as it improves the transparency, accountability, and meaningful engagement with the community.**

**Performance Objective 1:** Hutchins Elementary will promote collaboration among home, school, and community and instill pride and trust through ongoing and effective communication through active participation in enrichment opportunities for our students to develop socially, emotionally, and physically in addition to developing their academic success.

**Goal 6: With an unwavering focus on our mission and goals, Hutchins Elementary School will create a shared sense of community and direction among personnel, parents, students, and the public. Hutchins Elementary School realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.**

**Performance Objective 1:** Hutchins Elementary will continue to align with the District's vision and goals while continuing to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on recruiting, developing, and retaining exceptional teachers and holding every stakeholder responsible for helping Hutchins Elementary move forward in a positive direction.

## NORTHSIDE ELEMENTARY GOALS AND OBJECTIVES

2012-2013

**Goal 1: The students of Northside Elementary School will show performance gains based on STAAR and TELPAS scores. We will narrow achievement gaps and promote students who are on track to be college and career-ready upon graduation.**

**Performance Objective 1:** The students of Northside Elementary School will increase student performance in reading and mathematics for all sub groups, meeting the required improvement goal set by AYP guidance and will increase student performance in all content areas as measured by the State Accountability System. In addition, Northside staff will embrace the use of technology during instruction so that the work designed for students maximizes student engagement.

**Goal 2: Northside Elementary School will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in the District's quest for excellence.**

**Performance Objective 1:** Northside Elementary will build a high performing data culture by continuing to provide opportunities for all employees to collaborate to construct their understanding of student-learning processes and provide professional development based upon the results of the data as well as teachers' individual needs.

**Goal 3: Northside Elementary School shall provide an environment where all students feel safe and the atmosphere is conducive to learning. Northside Elementary School will provide safety and security measures at all facilities, and all school related events.**

**Performance Objective 1:** Northside Elementary will continue to provide a safe, welcoming, student-focused environment in which students feel safe and are excited about attending school. All staff will interact positively with students to foster relationships based on trust and mutual respect.

**Goal 4: Northside Elementary School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a district-wide commitment to continuous improvement and a shared accountability system in place, Northside Elementary School shall employ best practices of pedagogical and administrative principles to make optimal use of district resources and taxpayer dollars.**

**Performance Objective 1:** Northside Elementary will continue to commit to the practice of utilizing the Professional Learning Community (PLC) model to collaborate with peers and administrators to share best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward those goals.

**Goal 5: The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. Northside Elementary School will increase public confidence and respect as it becomes more transparent, accountable to, and meaningfully engaged with the community.**

**Performance Objective 1:** Northside Elementary will continue to reach out to parents in diverse communities and strengthen open lines of communication in efforts to increase parental involvement.

**Goal 6: With an unwavering focus on our mission and goals, Northside Elementary School will create a shared sense of community and direction among personnel, parents, students, and the public. Northside Elementary School realizes that people are its most valuable resource and places strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.**

**Performance Objective 1:** Northside Elementary will continue to align with the District's vision and continue to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping Northside Elementary move forward in a positive direction.

## EL CAMPO MIDDLE SCHOOL GOALS AND OBJECTIVES

2012 -2013

Goals: Our main goal is to increase student achievement.

**Goal 1: The students at El Campo Middle School will show performance gains based on scores on STAAR, as well as other state, and nation tests. We will narrow achievement gaps, and graduate students who are college and career-ready.**

Objective: El Campo Middle School will decrease the achievement gap of African American and Economically Disadvantaged student populations, increase the scores of the populations of All Students, Hispanics, and White, increase the # of students scoring commended on local, state, and national tests, in efforts to prepare our students to be college and career ready and successful in the global society.

**Goal 2: The students at El Campo Middle School will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in District's quest for excellence.**

Objective: El Campo Middle School will build a high performing data culture by continuing to provide opportunities for all employees to collaborate to construct their understanding of student-learning problems and provide professional development based upon the results of the data as well as teachers' individual needs. Employees will analyze and use current and ongoing data to share success, to make the necessary adjustments in instructional delivery to improve teaching, to effectively engage students in the learning and decision making, to continuously actively monitor students, and to improve student participation and achievement.

**Goal 3: El Campo Middle School shall provide an environment where all students feel safe and the atmosphere is conducive to learning. El Campo Middle School will provide safety and security measures at all facilities and all school related events.**

Objective: El Campo Middle School will continue to provide a safe, welcoming, student-focused environment where students feel safe and are excited about attending their classes. SRO officer, administrators, teachers, and staff will interact positively with students, thus build relationships of trust with students. Counselors will conduct a variety of classroom presentations on inter-peer relationships and bullying prevention to increase the overall feeling of safeness among students.

**Goal 4: El Campo Middle School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a Campus-wide commitment to continuous improvement and a shared accountability system in place, El Campo Middle School shall employ best practices of pedagogical and administrative principles to make optimal use of Campus resources and taxpayers dollars.**

Objective: El Campo Middle School will continue to commit to empowering the teachers of each Professional Learning Community (PLC) to collaborate with others and administrators, understand and implement best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward those goals.

**Goal 5: The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. El Campo Middle School will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.**

Objective: El Campo Middle School will continue to serve and be accountable to parents while strongly encouraging, reaching out to parents in the diverse communities, scheduling meetings in diverse communities to share information/answer concerns, and establishing open lines of communication with parents in efforts to increase the number of parents taking a proactive as well as active role in supporting their student and El Campo Middle School.

**Goal 6: With an unwavering focus on our mission and goals, El Campo Middle School will create a shared sense of community and direction among personnel, parents, students, and the public. El Campo Middle School realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.**

Objective: El Campo Middle School will continue to align with the District's vision and continue to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping ECMS move forward in a positive direction.

**El Campo High School Goals and Performance Objectives  
2012-2013**

**Goal 1: The students at El Campo High School will show performance gains based on scores on TAKS, TAKS – M, STAAR/EOC, STAAR/EOC Modified, SAT, ACT, as well as other state, and national tests. We will narrow achievement gaps, and graduate students who are college and career-ready.**

**Performance Objective 1: El Campo High School will decrease the achievement gap of our African American and Economically Disadvantaged student populations, increase the scores of the populations of All Students, Hispanics, and White, increase the # of students scoring on local, state, and national tests, in efforts to prepare our students to be college and career ready and to be successful in the global society.**

**Performance Objective 2: El Campo High school students will maintain and/or exceed 95% attendance and increase completion rate to 98% for grades 9-12.**

**Goal 2: El Campo High School will create a performance culture that embraces employees who are results-oriented, innovative, and master in engaging students. Each employee shall actively participate in District's quest for excellence.**

**Performance Objective 1: El Campo High School provide and require teachers to participate in differentiated professional development that will better enable them to grow more professionally and effectively facilitate their teaching and learning. Special emphasis will be placed on instructional strategies that will increase students' engagement, higher order thinking, and problem solving skills.**

**Performance Objective 2: El Campo High School will continue to schedule time to allow teachers to meet with their PLC (Professional Learning Communities) to plan, discuss, develop lesson plans; monitor student progress; analyze formative assessment and common assessment data; share individual classroom data ( successes and skill deficits) , share ideas, and make decisions on how to go about making instructional adjustments; provide input on Common Assessments; assist in the development of formative assessments and study guides; and assist in the administration of Common Assessments, STAAR/EOC, TAKS, and TELPAS Reading Assessments.**

**Goal 3: El Campo High School shall provide an environment where all students feel safe and the atmosphere is conducive to learning. El Campo High School will provide safety and security measures at all facilities and all school related events.**

**Performance Objective 1: El Campo High School will continue to appropriately mitigate all internal and external threats to the safety of students, staff, and patrons according to the training so that no one is seriously harmed.**

**Performance Objective 2: El Campo High School will continue to provide a safe, welcoming, student-focused environment where students and employees feel safe and are excited about attending their classes. SRO officer, administrators, faculty and staff will interact positively with students; thus,**

creating and building relationships of trust. In addition, students will develop social skills that will help them to develop the ability to resist engaging in unsafe and non-productive behaviors.

Performance Objective 3: El Campo High School will decrease office referrals that result in ISS, OSS, and/or discretionary DAEP by 15%.

**Goal 4: El Campo High School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a Campus-wide commitment to continuous improvement and a shared accountability system in place, El Campo High School shall employ best practices of pedagogical and administrative principles to make optimal use of Campus resources and taxpayers dollars.**

Performance Objective 1: El Campo High School will continue to commit to empowering the teachers of each Professional Learning Community (PLC) to collaborate with others (CTE Teachers) and administrators, understand and implement best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward those goals.

**Goal #5: El Campo High School will increase confidence respect, and support as it improves transparency, accountability, and meaningful engagement with the community in efforts to build and sustain positive relationships with our students, our teachers, our administrators, and our parents.**

Performance Objective 1: El Campo High School will continue to enhance parental involvement as it relates to parents taking an active role in supporting their students' academic achievement. Involvement to be measured by annual evaluation of parent involvement activities by parents; and parent involvement activities offered throughout the year.

Performance Objective 2: El Campo High School will continue to promote parent communication and involvement utilizing the campus technology platform to facilitate this effort and measure by use of technology outreach to parents.

**Goal 6: With an unwavering focus on our mission and goals, El Campo High School will create a shared sense of community and direction among personnel, parents, students, and the public. El Campo High School realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.**

Performance Objective 1: El Campo High School will have 100% of all professional personnel meet the definition of "highly qualified" No Child Left Behind by the end of the 2012-2013 school year.

Performance Objective 2: El Campo High School will maintain and/or exceed its current Teacher Retention Rate.

**Agenda Item Summary Sheet (6 C)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Discussion Item***

**Curriculum and Instruction**      Review of Pre-Planning, Planning and Post-Planning Requirements

**Summary**

Last year during my spring conferences with teachers many raised the issue of not having enough time on their planning days to do a thorough job and complete their instructional planning. The suggestion was made that it would be more beneficial to have a longer period of uninterrupted time less often. Last year we provided a half-day once every three weeks for instructional planning. To accommodate their request we built into this year's calendar a full-day for data analysis and instructional planning at the beginning of each nine-week reporting period (August 21<sup>st</sup>, October 19<sup>th</sup>, January 7<sup>th</sup>, and March 8<sup>th</sup>).

Some of the principals suggested that even that was not enough time if teachers were not fully prepared to do their instructional planning when they met in teams on these planning days. To address that concern Melissa Koop met with curriculum facilitators this past summer and they developed expectations for the tasks that are to be completed before each planning day by individual teachers; the tasks that are to be completed on each planning day by the team; and the tasks that are to be completed individually by teachers following their data analysis and instructional planning day. These expectations were communicated to our faculty at the beginning of this school year and they will be reminded of the agendas throughout the year.

**ECISD Board Policy**                      None.

**Effective Date**                              2012-2013 School Year

**Previous Board Action**                      The Board previously approved the 2012-2013 School Calendar that included the four days for data analysis and instructional planning, and a waiver to reduce the number of instructional days from 180 to 178 to provide this time.

**Future Action Expected**                      None

**Background Information and Significant Issues**      The following is a list of the pre-planning, planning, and post-planning requirements that have been communicated to teachers, facilitators, and principals:

### Pre-Planning Requirements

- Review Instructional Focus Documents
- Review CSCOPE or locally developed lessons
- Review prior year state and common assessment data
- Prepare to discuss guiding questions, performance indicators, resources, and unit tests, essays, projects, etc.
- Prepare to discuss workshops, technology resources, Project Share, PD360, etc.

### Planning Day Agenda

- Discuss Instructional Focus Documents for all units
- Determine scope and pacing
- Review data (heat maps) to determine TEKS that need special emphasis
- Preview draft of next common assessment
- Recommend sequence of lessons
- Select tests, projects, etc. for formative assessments
- Select and plan performance indicators to be implemented
- Identify appropriate resources and materials
- Propose higher level guiding questions for lessons
- Share information from workshops, technology resources, Project Share, and PD360

### Post Planning Day Requirements

- Individual lesson plans developed and submitted (preferably in collaboration with colleagues) – ownership
- Lesson plans will be posted in Eduphoria Forethought
- Lesson plans will follow the 5E Model for all subjects except English Language Arts
- English Language Arts will use a Balanced Literacy Framework

**Fiscal Impact** No additional cost, but we are giving up two instructional days.

**Student and Public Benefit** Quality data analysis and instructional planning should lead to improved student achievement.

**Procedural and Reporting Implications** None.

**Public Comments** None.

<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"><li>• Copy of <i>“Curriculum Planning Expectations and Agenda”</i></li></ul>
<b>Contact Person(s)</b>	Melissa Koop, Assistant Superintendent of Curriculum and Instruction Campus Principals
<b>Action Required</b>	No action required.
<b>Superintendent’s Recommendation</b>	This is a discussion item only. <b>Mark Pool, Superintendent of Schools</b>



## Curriculum Planning Days 2012-2013

### Pre-Planning Requirements:

1. Review/study IFDs for all units to be taught during upcoming nine-week period
2. Review CSCOPE/ECISD lessons and/or teacher created, previously used lessons for upcoming units
3. Review previous year's state assessment and common assessment data for your grade/subject to determine which TEKS need special attention before planning begins
4. Come prepared to discuss appropriate guiding questions, performance indicators, resources (videos, digital content, etc), and unit tests/essays/projects
5. Prepare to share information from workshops attended, Project Share, technology found, or PD360

### Curriculum Planning Agenda:

1. Discuss IFDs for all units to be taught during upcoming nine-week period
2. Decide on the scope for the nine week period (Pacing) – ex. - We will finish to unit X before the next common assessment
3. Look at data to determine if particular TEKS need special attention
4. Preview of upcoming draft common assessment to discuss academic vocabulary
5. Recommend an outline of sequence of lessons for 9 weeks, Elementary Science decide on experiments that all teachers will perform.
6. Select unit tests/projects and/or formative assessments to be given
7. Select and plan performance indicators to be implemented
8. Identify appropriate resources (videos, digital content, etc) and materials needed for (science)
9. Propose higher level guiding questions for lessons
10. Share information from workshops attended, Project Share, PD 360, or technology found attended

\*\*\*Teachers will be responsible, after group curriculum planning, for the details of their individual lesson plans. Planning during conference with colleagues is encouraged.

**Curriculum and Instruction**      Review of Skyward Family Access Logins

**Summary**

We recently rolled out a mobile app for Skyward Family Access which allows parents to receive messages from their children's teachers and check on their child's progress from their mobile devices. The feedback from this initiative has been very positive.

We are encouraging teachers to use this as a means to increase communication with parents, and we are encouraging parents to use Skyward Family Access as a means to keep up with their child's academic progress on a daily basis.

**ECISD Board Policy**                      None.

**Effective Date**                              2012-2013 School Year

**Previous Board Action**                  None.

**Future Action Expected**                None

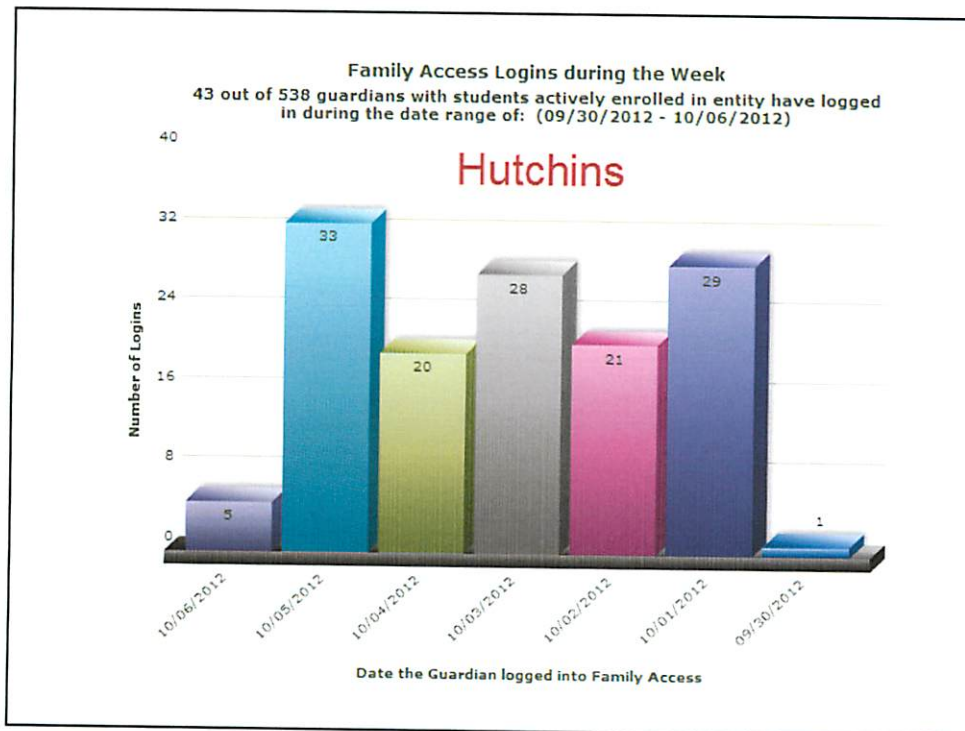
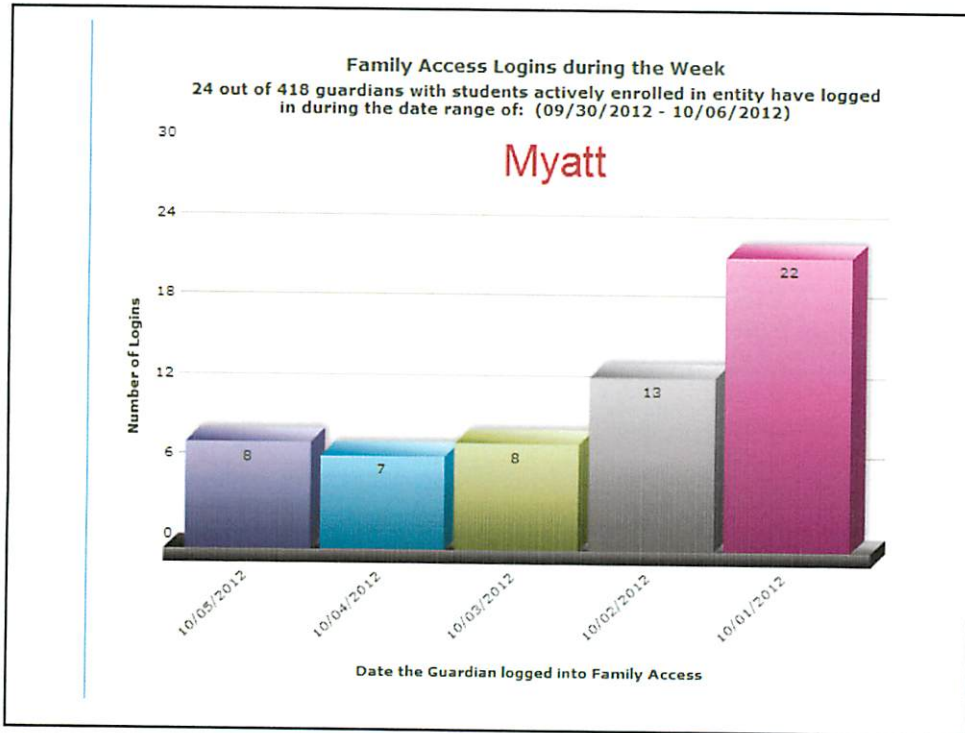
**Background Information and Significant Issues**

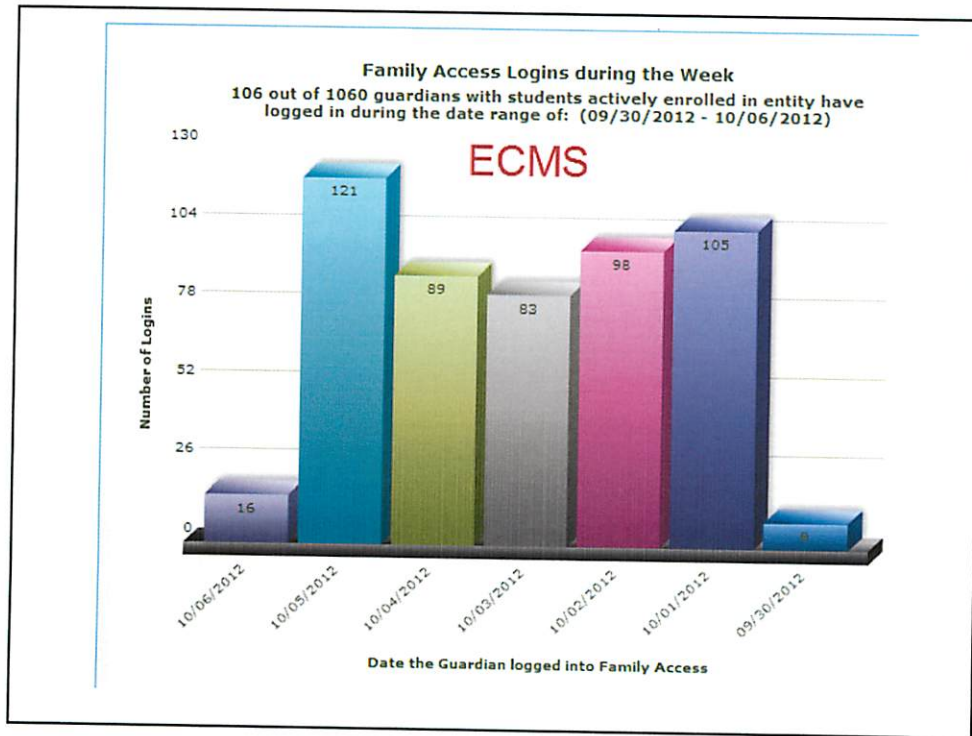
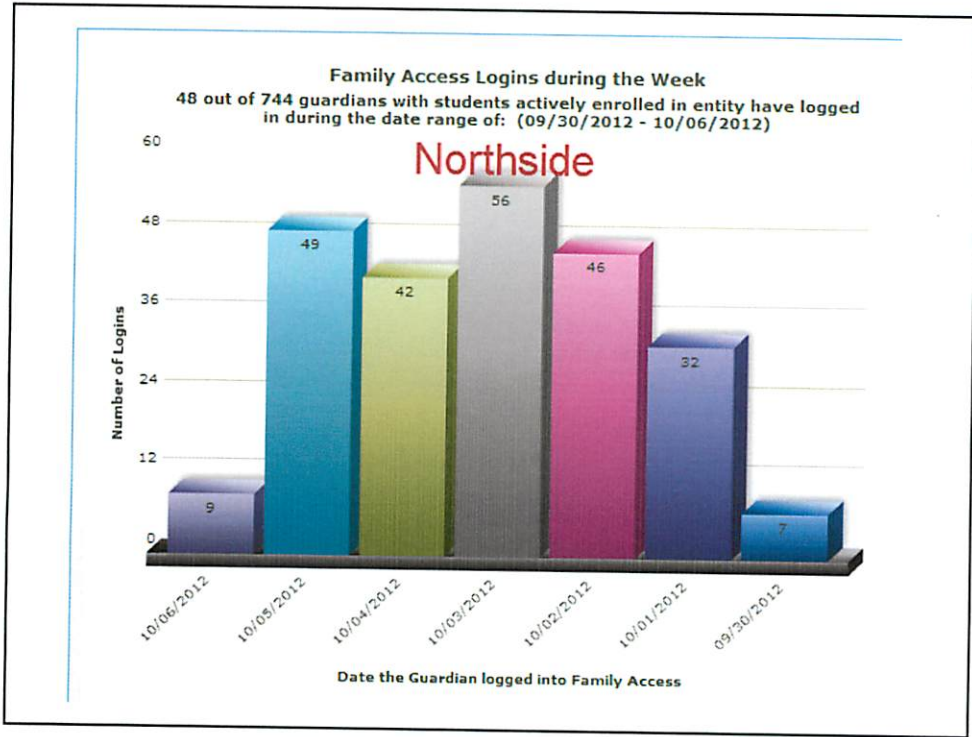
I would like to see more parents and teachers taking advantage of this resource to increase parent involvement. I recently had Turk Krenek to check on the utilization. He provided me with reports for the week of September 30 – October 6. A copy of the utilization report that shows the number of parents or guardians who logged in during that week is attached.

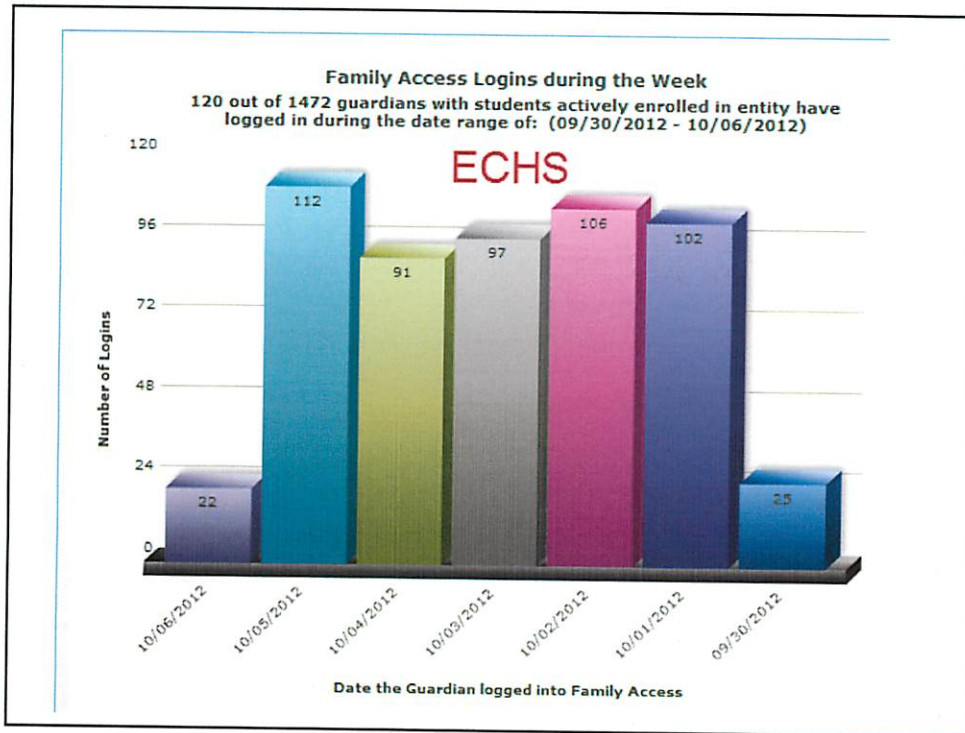
Summary:

- Myatt Elementary – 24 of 418 guardians (5.7%) with students actively enrolled logged in at least once during the week.
- Hutchins Elementary – 43 of 538 guardians (7.9%) with students actively enrolled logged in at least once during the week.
- Northside Elementary – 48 of 744 guardians (6.5%) with students actively enrolled logged in at least once during the week.
- Middle School – 106 of 1060 guardians (10.0%) with students actively enrolled logged in at least once during the week.
- High School – 120 of 1472 guardians (8.2%) with students actively enrolled logged in at least once during the week.

<b>Fiscal Impact</b>	Skyward <i>Family Access</i> is a part of our student demographic software suite.
<b>Student and Public Benefit</b>	Provides an additional means for parents to keep up with what their children are doing at school and for teachers to communicate with parents.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	Family Access Login Data.
<b>Contact Person(s)</b>	Mark Pool, Superintendent of Schools
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	This is a discussion item only. <b>Mark Pool, Superintendent of Schools</b>







**Curriculum and Instruction**      Review of Retention Rates and Possible Solutions

**Summary**

As part of the data analysis required for school improvement because Northside Elementary missed the federal Adequately Yearly Progress standard, Molli Bodungen assembled some data on student retention that really generated some serious discussions among the leadership team.

For some time I have been concerned about our retention rates, particularly at kindergarten and first grade, but I had not analyzed the cumulative effect of student grade retention over time. Our 2010-2011 AEIS Report shows that in Kindergarten we retained 6.3% of our students compared to 2.3% statewide. In First Grade we retained 6.7% compared to the statewide retention rate of 4.7%.

I do not necessarily believe in “social promotion,” but the research is clear that there is insufficient evidence to support any claim that grade retention is more beneficial than grade promotion. In fact, most studies conclude that promoted students have higher academic achievement, better personal adjustment, and more positive attitudes toward school than retained students. Other studies conclude that retention, particularly in the middle grades, increases the likelihood that a student will drop out of school. Overall the preponderance of evidence argues that students who repeat a grade are no better off, and are sometimes worse off, than if they had been promoted with their classmates.

For most students struggling to keep up, retention is not a satisfactory solution. After all, why should repeating the same experience produce a different result? Nor is promotion. If the goal of retention is to provide an opportunity for students to catch up, the quality and appropriateness of their academic experiences is likely to be the determining factor. The challenge is figuring out what it takes to help failing students catch up.

We want to share some data with the Board as evidence that our current practice of retaining large numbers of students is not working over time. We also want to offer some possible alternatives to retention that may be more beneficial to students both academically and socially / emotionally.

**ECISD Board Policy**

EIE (LOCAL) – ACADEMIC ACHEIVEMENT, RETENTION AND PROMOTION

**Effective Date**

2012-2013 School Year

**Previous Board Action** None.

**Future Action Expected** Consider approval of funding for proposed alternatives to student retention.

**Background Information and Significant Issues**

Policy EIE (LOCAL) states that “*The District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students.*”

As part of the AYP school improvement process we had to identify the students who missed the 50% AYP standard on the 2012 STAAR Reading and/or STAAR Math assessments. Ms. Bodungen looked at this year’s fourth, fifth and sixth grade classes. The following is a brief summary of that data:

<b>Grade</b>	<b>Total Students</b>	<b>Missed AYP Standard</b>		<b>Previously Retained One or More Times</b>	
<b>Fourth</b>	286	122	42.66%	44	36.07%
<b>Fifth</b>	287	125	43.55%	44	35.20%
<b>Sixth</b>	263	121	46.01%	52	42.98%

In the Fourth Grade, of the 122 students who scored 50% or below on STAAR Reading and/or Math, 36.07% of them were retained once or more from kindergarten through third grade.

In the Fifth Grade, of the 125 students who scored 50% or below on STAAR Reading and/or Math, 35.20% of them were retained once or more from kindergarten through fourth grade.

In the Sixth Grade, of the 121 students who scored 50% or below on STAAR Reading and/or Math, 42.98% of them had been retained once or more from kindergarten through fifth grade.

Most of these retentions were either in kindergarten or first grade. Obviously retention of these students in the early grades did not ensure their success in later grades.

Another thing we discovered, that supports the need for additional pre-school experience, is that of the 44 fourth grade students retained once or more, approximately 80% of them did not attend pre-kindergarten; and of the 44 fifth grade students retained once or more, approximately 73% of them did not attend pre-kindergarten.

**Possible Solutions:**

- Additional Pre-Kindergarten Classes
  - Serve more students
  - Reduce class size

- Early Start Program for Kindergarten Students with No Formal Pre-School Experience
  - 3-4 weeks in late July and early August
  - One-half day
  - Four days per week
  
- Transition Classes
  - Kindergarten to First Grade
  - First to Second Grade
  - 4-6 weeks Jump Start in July/August
  - Expectation of 12-15 months academic growth in 11 months
  
- Student Success Initiative
  - Students not meeting expectations to move to the next grade level in Grades 3, 5 and 8
  - Early Start of 4-6 weeks in July/August

**Fiscal Impact** Our next step is to look at the cost for implementation of these possible alternatives to grade retention.

**Student and Public Benefit** Research shows that students who are promoted are more likely to have higher academic achievement, better personal adjustment, and more positive attitudes toward school than retained students.

**Procedural and Reporting Implications** None.

**Public Comments** None.

**Alternatives** None.

**Other Comments and Related Issues** Mark Freeman has also been looking at some of last year's discipline data at the middle school. Last year 6.5% of the campus student population (50 students) accounted for 51% of all discipline referrals. Of these 50 students, 29 (58%) had been retained at least once prior to last year. Twenty of them (40%) did not meet the criteria to be promoted last year. Seventeen of those attended summer school and were promoted.

**Attachments**

- Copy of Journal Article from March 2008 *Educational Leadership* on "Grade Retention."

**Contact Person(s)**

Melissa Koop, Assistant Superintendent of Curriculum and Instruction

Carolyn Gordon, Executive Director of Special Programs and Compliance

Campus Principals

**Action Required**

No action required.

**Superintendent's Recommendation**

This is a discussion item only.

**Mark Pool, Superintendent of Schools**



March 2008 | Volume 65 | Number 6  
Reaching the Reluctant Learner Pages 83-84

## Grade Retention

Jane L. David

*In this new column, Jane L. David shares with readers what research says about the effectiveness of current education reforms.*

*In the coming months, David will examine the research behind such approaches as incentives to attract teachers to high-poverty schools and small learning communities. In framing the issues and drawing conclusions, she will draw on articles from peer-reviewed journals and reports from research institutions as well as her own 35 years of experience studying schools and districts.*

We welcome readers' comments at [edleadership@ascd.org](mailto:edleadership@ascd.org).

Today's expectation that all students will meet high standards has contributed to a backlash against "social promotion." In this environment, grade retention has been making a comeback.

### What's the Idea?

Educators and policymakers have debated for decades whether struggling students benefit more from repeating a grade or from moving ahead with their same-age peers. The argument for retention is that students who have not met grade-level criteria will fall further and further behind as they move through the grades. A failing 2nd grader, retention advocates argue, would be better served by repeating 2nd grade than by moving on to 3rd grade. Surely a student who could not succeed in 2nd grade will have an even harder time succeeding in 3rd grade.

### What's the Reality?

School systems cannot hold back every student who falls behind; too many would pile up in the lower grades. Moreover, it is expensive to add a year of schooling for a substantial number of students. Therefore, in practice, schools set passing criteria at a level that ensures that most students proceed through the grades at the expected rate.

Although solid statistics are hard to come by, estimates of the number of students retained at least once in their school career range from 10 to 20 percent. Black students are more than twice as likely to be held back as white students, and boys twice as likely as girls (National Center for Education Statistics, 2006).

In the past, teacher judgment played a larger role in decisions about individual students. More recently, in the context of high-stakes testing, states and urban districts have begun formalizing and tightening requirements for promotion, often using a single test score. Drawing such a line in the sand aims to limit teacher discretion to promote students who are struggling academically; it also aims to motivate students to work harder to avoid retention. Policymakers believe that stricter requirements for promotion will increase the proportion of students likely to meet standards at higher grade levels.

### What's the Research?

Published research on retention is vast. Hundreds of studies have been carried out during the last century, most focused on the elementary grades. As with any large body of research, the studies ask different questions, look at different consequences, and are fraught with methodological problems. It's tricky in most cases to determine whether the students in the study would have fared better if they had been promoted instead of retained.

Jackson (1975) reviewed 44 studies that met a minimal set of methodological criteria. Finding few with significant results or even compelling patterns, he concluded that the evidence was insufficient to support the claim that grade retention is more beneficial than grade promotion. About 10 years later, Holmes and Matthews (1984) reviewed an additional 44 studies that all included some type of comparison group of students. These researchers concluded that promoted students had higher academic achievement, better personal adjustment, and more positive attitudes toward school than retained students did.

Moving ahead another 17 years, Jimerson (2001) summarized the historical research and added a carefully culled set of studies conducted between 1990 and 1999, all of which included comparison groups of promoted students. Most of the comparisons showed no significant differences between promoted and retained students on measures of achievement or personal and social adjustment. In those studies that did show a difference, the results favored the promoted students, especially on measures of achievement.

Recent studies have investigated retention in the context of state and district policies to require students to achieve a certain score for promotion. For example, Roderick and Nagaoka (2005) studied the effects of the Chicago Public Schools policy that bases promotion in grades 3, 6, and 8 on standardized test scores. Using comparison groups of students who just missed the promotion cutoff, these researchers found that 3rd graders struggled during the repeated year, had higher rates of special education placement, and two years later showed no advantage over those who had been promoted. Retained 6th graders had lower achievement growth than similar students who were not retained.

Retention can increase the likelihood that a student will drop out of school. Students who drop out are five times more likely to have been retained than those who graduate (National Center for Education Statistics, 2006). Using data from Chicago, Jacob and Lefgren (2007) concluded that students retained in 8th grade were more likely to drop out than their peers, a finding that was not true for retained 6th graders. They speculated that the 6th graders had more opportunities to catch up.

Studies with the strongest research methods compare students who were retained with similar students who were not retained. They ask whether repeating a grade makes a difference in achievement as well as personal and social adjustment over the short run and the long run. Although individual studies can be cited to support any conclusion, overall the preponderance of evidence argues that students who repeat a grade are no better off, and are sometimes worse off, than if they had been promoted with their classmates.

A major weakness in the research on retention is documenting the educational experiences of students who are retained. Roderick & Nagaoka (2005) argue that retention under high-stakes testing presumes the problem lies with the student, not with the school. If the goal of retention is to provide an opportunity for students to catch up, the quality and appropriateness of their academic experiences is likely to be the determining factor. After all, why should repeating the same experience produce a different result?

## What's One to Do?

For most students struggling to keep up, retention is not a satisfactory solution. Nor is promotion. Juxtaposing the two as if these are the only options casts the debate in the wrong terms. The challenge is figuring out what it takes to help failing students catch up. Understanding why a particular student has fallen behind points to the best course of action.

For many students, especially those who start school far behind their peers, intensive intervention, even prior to kindergarten, may be the best path to success. For students who are frequently absent, understanding and addressing the reasons for their absences might be the solution.

Retention usually duplicates an entire year of schooling. Other options—such as summer school, before-school and after-school programs, or extra help during the school day—could provide equivalent extra time in more instructionally effective ways. Without early diagnosis and targeted intervention, struggling students are unlikely to catch up whether they are promoted or retained.

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Jane L. David is Director of the Bay Area Research Group, Palo Alto, California; [jld@bayarearesearch.org](mailto:jld@bayarearesearch.org). She is the author, with Larry Cuban, of *Cutting Through the Hype: A Taxpayer's Guide to School Reform* (Education Week Press, 2006).

**Agenda Item Summary Sheet (6 D)**  
**Meeting Date: October 23, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Discussion Item***

**Curriculum and Instruction**      Use of Eduphoria Forethought as the District Lesson Planner

**Summary**

Heretofore we have not required a standard district lesson plan format. Development, submission, and use of daily lesson plans varied from campus to campus and department to department and was largely dependent upon the campus principal's expectations.

Over the past few years we have worked from the district level to align our curriculum, assessment, and instruction. About six years ago the focus was on curriculum (what we are suppose to teach), which resulted in the implementation of CSCOPE. About three years ago we turned our attention to assessment (how we measure whether or not the students are mastering what we are teaching) and began to develop and administer common assessments that were aligned to the state assessments. We are now turning our attention to instruction; i.e., how we teach the curriculum.

As discussed with the Board earlier this year we are focusing on the 5E Instructional Model (Engage, Explore, Explain, Extend/Elaborate, and Evaluate) in all areas with the exception of English Language Arts where we are using a Balanced Literacy Framework. To facilitate this we will be asking teachers to do their planning using the *Forethought* component of our *Eduphoria* software suite. We communicated this to all teachers at the beginning of the year.

All of our core curriculum teachers were recently trained in the use of *Forethought* and non-core teachers will be trained within the next few weeks. We are encouraging them to begin to use the lesson planning software this next nine-weeks period with required use beginning the second semester. This transition period allows us to identify problem areas and needs for additional training before full implementation.

**ECISD Board Policy**                      None.

**Effective Date**                              2012-2013 School Year

**Previous Board Action**                  The Board previously reviewed the 5E Instructional Model.

**Future Action Expected**                None

<b>Background Information and Significant Issues</b>	<p>Once fully implemented the use of <i>Forethought</i> will provide teachers with both state and local resources that are directly tied to their lesson objectives. Additionally, it will allow teachers the opportunity for instant feedback through the use of responders, scantrons, and on-line tests for their performance (formative) assessments. They will immediately be able to know which students have mastered the lesson objectives and those that need additional instruction.</p> <p>There will no doubt be an implementation learning curve, but once fully implemented this initiative should provide teachers more time to focus on direct instruction by reducing the amount of time currently required to search for instructional resources and grade performance assessments.</p>
<b>Fiscal Impact</b>	No additional cost. <i>Forethought</i> is a component of our <i>Eduphoria</i> student data management suite.
<b>Student and Public Benefit</b>	In the end implementation of this lesson planning process should provide teachers with more time for direct instruction which should lead to improved student achievement.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	Melissa Koop will provide the Board with a demonstration of the <i>Forethought</i> lesson planner.
<b>Attachments</b>	None.
<b>Contact Person(s)</b>	Melissa Koop, Assistant Superintendent of Curriculum and Instruction Campus Principals
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	This is a discussion item only. <b>Mark Pool, Superintendent of Schools</b>