2016 DELEGATE ASSEMBLY Handbook

MANY VOICES, ONE VISION

Bringing trustees from across the state together to chart TASB’s future.
Seating on the Delegate Assembly floor is divided into the 20 TASB regions, each marked with signs. The placement of the TASB regions on the floor rotates each year to allow each region the opportunity to be placed near the front of the hall in some years. At any given time, more than 400 local boards are represented on the floor.

Seating is provided at the back of the hall for Delegates or alternates not on duty and others wanting to observe the Delegate Assembly’s progress.
Agenda

2016 Delegate Assembly • September 24, 2016
George R. Brown Convention Center, Houston
President Bret Begert, presiding

12:30–1:45 p.m.
Lunch and Regional Caucuses for Named Delegates and Alternates (Level 3)

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Final Call for Delegate Amendments, Pulls for Individual Consideration, or Primary Motions on Bylaws or Advocacy Agenda Items (where allowed by Delegate Assembly Rules). All must be submitted to the Bylaws/Advocacy Agenda Information Center on the Action Form before the Call to Order.

2 p.m.
Delegate Assembly Convenes (George Bush Grand Ballroom, Level 3)

A. Call to Order: Bret Begert, President
B. Invocation
C. Adoption of Credentials Committee Report
D. Adoption of 2016 Delegate Assembly Rules
E. Adoption of Agenda
F. 2015 Delegate Assembly Minutes
G. Presentation of Service Awards
H. Report from Nominations Committee
   1. Election of Directors
   2. Election of Officers
I. Report from Board of Directors and Executive Director (video)
J. Keynote address: Thomas Ratliff, Vice-Chair of the State Board of Education
K. Adoption of Changes to TASB Bylaws
L. Adoption of Advocacy Agenda
   1. Changes to Cornerstone Principles
   2. 2016–18 Priorities
   3. 2016–18 Resolutions
      Recommended for Adoption
M. Adjournment

TASB Region
TASB Director

TASB Region
Active Member Count
TASB Director
President Bret Begert, Fort Elliott CISD
President-Elect Charles R. Stafford, Denton ISD
Immediate Past Andra Self, Lufkin ISD
Past President Gloria S. Casas, La Feria ISD
1 (38) Maria G. Leal, South Texas ISD
2 (43) Teresa Flores, Ingleside ISD
3 (40) John Green, Nordheim ISD
4 (51) Rose Avalos, Aldine ISD
Bob Covey, Cypress-Fairbanks ISD
Charles Cunningham, Humble ISD
Henry Dibrell, Katy ISD
Benny May, Barbers Hill ISD
Georgan Reitmeier, Klein ISD
Jim Rice, Fort Bend ISD
Rhonda Skillern-Jones, Houston ISD

1. James de Garavilla, Silsbee ISD
2. Jason Dohnalik, Cameron ISD
3. Ted Beard, Longview ISD
4. Robert Sheppard, Pleasant Grove ISD
5. Bob Payton, Wichita Falls ISD
6. Donald Gant, DeSoto ISD
7. Debbie Gillespie, Frisco ISD
8. Linda Gooch, Sunnyvale ISD
9. Dan Micciche, Dallas ISD
10. Ann Calahan, Stephenville ISD
11. Bowie Hogg, Arlington ISD
12. Christene Moss, Fort Worth ISD
13. Mildred Watkins, La Vega ISD
14. Jayme Mathias, Austin ISD
15. Vernagene Mott, Pflugerville ISD
16. Vacancy
17. Greg Welch, Clyde ISD
18. Raymond P. Meza, San Felipe
19. Del Rio CISD
20. Cindy Spanel, Highland Park
21. ISD-Potter County
22. Kay Alley, Crosbyton ISD
23. Lee Lentz-Edwards, Kermit ISD
24. Dori Fenenbock, El Paso ISD
25. Armando Rodriguez, Canutillo ISD
26. Gilbert Flores, Judson ISD
27. Karen Freeman, Northside ISD-
28. Bexar County
29. Sandy Hughey, North East ISD
30. Rolinda Schmidt, Kerrville ISD
31. Ruben Escobar, ESC 2; voting ex officio

Education
Service Center
Representative
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Keynote Speaker: Thomas Ratliff

Thomas Ratliff, State Board of Education vice-chair, will speak about critical issues facing education and the importance of school trustees advocating for public schools.

Ratliff earned a BBA from Texas Tech University and a master of public affairs from The University of Texas in Austin’s LBJ School of Public Affairs. In 1998, he opened his own governmental relations and lobbying company in Austin.

Ratliff was elected to the State Board of Education in November 2010 and reelected in 2012. He has twice been elected by a bipartisan coalition of his colleagues to serve as the board’s vice-chair. He did not seek reelection, and his term expires in December of this year.

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Ratliff on education savings accounts
In July 2016, Thomas Ratliff shared the following open letter.

Education savings account = parental entitlement account

...
“I’m not old enough...”

Texas public schools are impressive, but they need our support. “I’m not old enough,” a new public service announcement developed by TASB, reminds Texas voters that our schoolchildren are counting on them to support our public schools. See the video at player.vimeo.com/video/157769996. Share this video, and encourage your friends and neighbors to stand up for Texas public schools!
Delegate Assembly

Procedures

Schedule and Location

This year’s Delegate Assembly will be held Saturday, September 24, in the George Bush Grand Ballroom, Level 3, of the George R. Brown Convention Center. Delegates and alternates will meet at 12:30 p.m. for the TASB Regional Caucuses, located in assigned rooms on Level 3, to review Delegate Assembly issues with TASB Directors. Lunch will be provided. The Delegate Assembly will convene in the Grand Ballroom at 2 p.m.

Delegate Assembly Agenda

The Delegate Assembly will include reports from various TASB committees; election of Directors and Officers; action on proposed Bylaws changes; and action on the Advocacy Agenda (i.e., Cornerstone Principles and the 2016–18 proposed Priorities and Resolutions submitted by Active Members). Continuing education credit will be granted for the keynote address and participation in the action on the Advocacy Agenda at the caucuses and Delegate Assembly.

Members of the Delegate Assembly and Voting

The Delegate Assembly shall consist of (1) either the Delegate or alternate of TASB Active Members (only one voting representative for each TASB Active Member shall be allowed on the Delegate Assembly floor at any one time), (2) members of the TASB Board of Directors, and (3) the four Legislative Advisory Council members of the TASB Legislative Committee. Each member of the Delegate Assembly shall be entitled to vote on each action item presented to the Delegate Assembly (see Rule 11 below regarding voting methods).

Delegate Assembly Materials

Certified Delegates and alternates will be mailed official TASB region buttons, ribbons, and materials in early September. With these materials in hand, Delegates will go first to the TASB Regional Caucuses at 12:30 p.m. and then at 1:45 p.m. to the Delegate Assembly.

Delegates or alternates who have forgotten or lost their materials or who need to make a change to the designated Delegate or alternate should consult with the Credentials Committee at the on-site Delegate/alternate registration. On-site registration begins at noon on Saturday, September 24. Registration booths will be located in the Grand Ballroom and near the Regional Caucuses on Level 3 of the George R. Brown Convention Center. For more information on Delegate responsibilities, see the Frequently Asked Questions.

The Delegate Assembly will include reports from various TASB committees; election of Directors and Officers; action on proposed Bylaws changes; and action on the Advocacy Agenda.

Delegate Nominations for TASB Directors and Officers

The process for Delegate (or “floor”) nominations for TASB Directors and Officers requires that a statement of the candidate’s intent and consent to run for a Director or Officer position from the floor shall have been received in the Association office by September 19, 2016, which is five days prior to the Delegate Assembly (TASB Bylaws, Article VI, Section 2D(7), and Article VII, Section 2E). Only those individuals who complied with the submission requirements in Article VI, Section 2D(2) (for Directors), and Article VII, Section 2B (for Officers), shall be eligible for nomination in this manner. Information regarding nominations can be found in the 2016 Nominations Committee Report.

Delegate Assembly Seating

Members of the Delegate Assembly shall be seated by TASB region (corresponding to current education service center regions). TASB staff members, holding red clipboards, are assigned to each area to assist Delegates. Special seating will be available for guests and Delegates and alternates not participating in the business meeting.
Q. What is the Delegate Assembly?

TASB’s Delegate Assembly is the once-a-year opportunity for Texas school boards to determine the leadership, advocacy positions, and overall direction of the organization.

Held annually on the Saturday of the TASA/TASB Convention, the Delegate Assembly is the foundation of TASB’s governance structure. Simply put, it is the annual business meeting for the Association in which Delegates vote on issues critical to TASB such as:

1. Adopting TASB’s Advocacy Agenda—the legislative “roadmap” for issues critical to public education
2. Electing TASB’s leadership—the Officers and members of the TASB Board of Directors
3. Amending TASB’s Bylaws to ensure a responsive and effective association

The Delegate Assembly is the embodiment of “Many Voices, One Vision.” Each Active Member may select a Delegate and an alternate to attend the Assembly. Your service as a Delegate or alternate ensures your district has a voice in TASB’s future.

Q. Who are my fellow Delegates?

Your fellow Delegates are also members of local school and ESC boards. Each TASB Active Member is entitled to name a Delegate and an alternate. Each board’s Delegate and alternate may trade off time on the floor to permit one or the other to attend Convention sessions running concurrently. When you enter or leave the floor during the Assembly, check in with the TASB staff member assigned to your region; the staff member will be holding a red clipboard.

Seating is provided at the back of the Delegate Assembly hall for Delegates or alternates not on duty and others wanting to observe the Delegate Assembly’s progress.

Q. So, what can I expect at Delegate Assembly?

There are two main parts to Delegate Assembly: the Regional Caucuses and the actual Assembly meeting.

12:30–1:45 p.m.
TASB Regional Caucuses/Lunch for named Delegates and alternates (see the agenda for the list of rooms)

Prior to the Assembly, you will meet with other representatives from your region, including your TASB Directors, to discuss the issues coming before the Assembly and clarify the Assembly processes.

What does the TASB Board do? The Delegate Assembly elects and empowers the TASB Board of Directors to actively promote the purposes of the Association, oversee its fiscal affairs, and establish Board policies. The TASB Board consists of 44 Directors, including six Officers, generally representing TASB’s 20 geographical regions, as well as their own school boards. The ESC boards are represented by one voting ex officio Director.

Who can be on the Assembly floor? Each Active Member may have a Delegate or alternate on the floor. However, the TASB Board and the four Legislative Advisory Council members on the TASB Legislative Committee also serve as Delegates, giving Active Members with representation on the TASB Board two voices on the Delegate Assembly floor. That’s right! They may be on the Assembly floor even if their local boards have Delegates or alternates on the floor at the same time.
A free lunch is provided. Your Delegate credentials will grant you access to the lunch and caucus.

2–4 p.m.
Delegate Assembly, George Bush Grand Ballroom, George R. Brown Convention Center

At 1:45 p.m., Delegates and alternates will gather in the Assembly hall. You will be seated in the area designated for your region; signs inside the ballroom will assist you. At 1:50 p.m., the Chair will request that only one representative from each school board remain on the Assembly floor. The Credentials Committee, consisting of Delegates appointed by the President, assisted by TASB staff, will count the Delegates for a quorum.

If you arrive late to the Assembly, proceed to the section of the Delegate Assembly floor reserved for your TASB region, where you will find a TASB staff member with a red clipboard who will check you in.

Q. How can I prepare for the Delegate Assembly?

1. Review your 2016 Delegate Assembly Handbook, paying special attention to the Nominations Committee Report (under separate cover), proposed changes to the Cornerstone Principles and Bylaws, and proposed 2016–18 Advocacy Agenda. You will be asked to act on each of these items.

2. Work with your fellow local trustees to determine how your board stands on these action items.

3. Study the Delegate Assembly procedures and rules, particularly those explaining the Advocacy Agenda adoption process. Familiarize yourself with the Action Form at the back of the Handbook.

4. Attend your regional caucus before the start of the Delegate Assembly.

Bring the materials mailed to you: your Handbook and related materials, ribbon, and numbered button.

You also will need your Convention registration badge and your board member continuing education credit form, which will be included in your general Convention registration.

Q. How do I propose amendments to issues the Delegate Assembly is considering?

You may use the blue action form at the back of the Handbook to amend a proposed change to the Cornerstone Principles or Bylaws, amend Advocacy Agenda Priorities, or recommended Resolutions, or request that a Bylaws change or Resolution be considered by the Delegate Assembly individually and not as part of a consent agenda vote.

The deadline for turning in the Action Form is before the call to order of the Delegate Assembly at 2 p.m.
Q. How do I vote?

Voting is handled several ways:

1. Voting for contested races for TASB Director and Officer positions will be by electronic keypads.

2. Voting on the Bylaws (requiring a two-thirds majority of the Delegates present and voting) and Resolutions (requiring a majority) also will be by electronic keypads.

3. All other votes will be by a show of Frisbees™. After scanning raised Frisbees, the Chair will declare whether a particular motion carries or fails. If the vote appears too close to call in this fashion, the Chair will ask for voting by electronic keypads.

Q. How is anyone heard or seen in such a large group?

There are four ways that ensure Delegates are heard: (1) strategically placed floor microphones, (2) a video projection system with cameras focused on each microphone and on the stage, (3) rules adopted by the Delegate Assembly itself, and (4) the cooperation of every Delegate and alternate in maintaining the tradition of decorum and fairness.

If you want to address the Delegate Assembly about an item under consideration, please move quickly to the floor microphone nearest you. When recognized by the Chair (by microphone letter), state your name and school district and deliver your message. Comments are limited to three minutes. A clock will be posted on the two screens on either side of the stage and will indicate the amount of time you have been speaking; a sound will be played by the timekeeper at the end of the three minutes.

Q. Let’s talk about continuing education credit. How much will I earn?

With this year’s addition of the keynote address, you can earn up to 1.5 hours of continuing education credit for participating in your regional caucus and Delegate Assembly. Board member continuing education credit may not be granted for organizational business. At the close of the Delegate Assembly, the Chair will announce the information that you will need to complete the board member continuing education credit form (found in your Convention registration materials).
Student Video Contest: What makes your school exceptional?

Showcase your students’ creativity and share why your school rocks in TASB’s Student Video Contest. First- and second-place prizes will be awarded in three categories: elementary, middle, and high school. First place wins $5,000, and second place receives $2,500.

There is no entry fee for the contest; however, only one entry per campus is allowed. Entries will be accepted beginning November 1; deadline to enter is January 13, 2017. Visit tasb.org/studentvideocontest for the contest rules and to see previous winners.
2016 Delegate Assembly Rules

The Delegate Assembly business meeting shall follow the rules in the current edition of Robert's Rules of Order Newly Revised, along with the following standing rules recommended by the TASB Bylaws Committee and presented to the Delegate Assembly for adoption by a two-thirds affirmative vote:

Rule 1. The initial credentials report shall establish the presence of a quorum, and thereafter the total number of Delegate votes cast for each vote shall serve as the revised credentials report automatically.

Rule 2. A member of the Delegate Assembly shall speak from a microphone, state his or her full name and school board, and limit debate on a motion to three minutes.

Rule 3. In uncontested races for Director or Officer positions, the President may declare the individuals are elected by the Delegate Assembly.

Rule 4. In a contested Director or Officer position, each candidate shall be allowed three minutes to speak in person in support of his or her candidacy. Candidates for each position shall speak in alphabetical order, except the Nominations Committee's recommended Director candidate and Board's recommended Officer candidate shall speak last. The voting order of candidates for each election shall be listed alphabetically, except the Nominations Committee's recommended Director candidate and Board's recommended Officer candidate shall be listed first. Candidate elections are not subject to further discussion from the floor.

Rule 5. Except as provided otherwise, no member of the Delegate Assembly shall be recognized again on the same question until all others wishing to speak have had the opportunity to speak.

Rule 6. Primary amendments to proposed Bylaws changes shall be submitted to the Chair (or designee):

(a) On the Action Form provided at the end of the Delegate Assembly Handbook; and

(b) No later than the beginning (Call to Order) of the Delegate Assembly.

Secondary amendments may be offered from the floor by Delegates using proper motions and seconds. Any amendment that conflicts with the existing Bylaws not under proposed change will be ruled out of order.

Rule 7. Only the proposed 2016–18 Advocacy Agenda (composed of Cornerstone Principles, Priorities, and Resolutions) as printed in the Handbook shall be considered by the Delegate Assembly. Delegates shall not be permitted to propose new Cornerstone Principles, Priorities, or Resolutions during the Delegate Assembly.

All primary amendments to Cornerstone Principles proposed changes and all primary amendments to proposed Priorities or Resolutions for the 2016–18 Advocacy Agenda shall be submitted to the Chair (or designee):

(a) On the Action Form provided at the end of the Handbook; and

(b) No later than the beginning (Call to Order) of the Delegate Assembly.
Secondary amendments may be offered from the floor by Delegates using proper motions and seconds. Any amendment that conflicts with a component of the Advocacy Agenda previously adopted or that does not relate to the proposed item will be ruled out of order.

[A primary amendment to the Cornerstone Principles must be germane to the proposed change as printed in the Handbook. A primary amendment to the Priorities or Resolutions, as applicable, must be germane to the proposed item as printed in the Handbook. A secondary amendment must be germane to the primary amendment as submitted on the Action Form.]

**Rule 8.** Proposed Resolutions **recommended for adoption** will be handled as a group. However, individual consideration shall be given to any Resolution as to which:

(a) A primary amendment has been submitted in accordance with Rule 7; or

(b) A Delegate has requested the Resolution be pulled for individual discussion and action; or

(c) A Resolution **NOT recommended for adoption** has been changed to **recommended for adoption** by the TASB Resolutions Committee, following an appeal of the submitting board in accordance with the TASB Bylaws.

**Rule 9.** Resolutions **NOT recommended for adoption** by the TASB Board shall not be considered by the Delegate Assembly, in any form, unless any of the following occurs:

(a) A Delegate makes a **motion to adopt** the Resolution no later than the beginning (Call to Order) of the Delegate Assembly by submitting the completed blue Action Form, provided at the end of the Handbook, to adopt the Resolution as printed in the Handbook. The Action Form must be signed by that Delegate and a seconder.

(b) A **primary amendment** to a Resolution proposed pursuant to Rule 9(a) must be submitted no later than the beginning (Call to Order) of the Delegate Assembly by a Delegate completing the Action Form, provided at the end of the Handbook. The Action Form shall be signed by that Delegate and a seconder. [These individuals must be a different set of Delegates from those in Rule 9(a).]

Secondary amendments may be offered from the floor by Delegates using proper motions and seconds.

**Rule 10.** Resolutions that duplicate the Cornerstone Principles or Priorities, as determined by the TASB Board, shall not be considered for discussion or action.

**Rule 11.** To the extent possible, and as applicable, voting shall be conducted as follows:

(a) Voting shall be by electronic keypad for the following actions:

1. Contested positions for TASB Directors and Officers;

2. Bylaws changes; and


(b) All other votes shall be by a show of Frisbees™. After scanning raised Frisbees, the Chair shall declare whether a particular motion carries or fails. If the vote appears too close to call by this method, the Chair shall take the vote by electronic keypads.
Outstanding schools campaign underway

The Outstanding Schools campaign is expanding to radio and television, with spots in English and Spanish. The two My Public School Has Everything spots highlight the many opportunities students have in our public schools. Check out the spots on TASB’s Facebook page (facebook.com/tasbpage) and the Stand Up for Texas Public Schools site (standup4txpublicschools.org). Like and share them on your social media networks!
2015 Minutes

Texas Association of School Boards  Saturday, October 3, 2015  Hilton Austin Hotel, Austin, Texas
Delegate Assembly


Self announced that each Delegate should have the 2015 Delegate Assembly Handbook, the yellow Nominations Committee Report, a Frisbee™, an electronic keypad for voting, and a pink keypad instruction sheet.

Self drew attention to the Stand Up for Texas Public Schools advocacy campaign and encouraged Delegates to pick up red Stand Up for Texas Public Schools wristbands at the entrance to the Delegate Assembly Hall. Self also referred Delegates to pages 110–113 of the Handbook, which contains the names of individuals and school boards that contributed to the 2014–16 Advocacy Agenda process, and thanked them for their contributions.

Self announced that keypads would be used to vote on the Director and Officer elections, proposed changes to the Bylaws, and proposed changes to the 2014–16 Advocacy Agenda, while the Frisbees™ would be used on a few routine items to save time. The Assembly tested the keypads with three practice questions. Self also announced that continuing education credit hours would be granted only for the Advocacy Agenda portion of Delegate Assembly.

Credentials Committee. Self introduced members of the Credentials Committee: Chair Minnie Walker (Coldspring-Oakhurst CISD), Rick Mann (Klein ISD), and Rigo Montero (New Braunfels ISD). Walker reported that there were 333 Delegates in attendance. Self declared that a quorum was present. She also noted that more Delegates might join the Assembly as the meeting progressed.

Teller Committee. Self introduced members of the Teller Committee: Chair Danny Wheat (Abilene ISD), Melinda Barajas (Mathis ISD), and Michael Roy (Bullard ISD).

Self introduced Brittany Thornberry, TASB staff member and timekeeper, and asked her to test sound the time indicator. Self said that the alert would be sounded when a speaker has used up the allotted time.

Standing Rules Adoption. Self called the Delegates’ attention to the Standing Rules proposed by the Bylaws Committee of the TASB Board, which acts as the Delegate Assembly’s Standing Rules Committee.
Self called special attention to Rule 1, which specifies that after receiving the initial credentials report, the total number of votes cast on an item will serve as the revised credentials report; Rule 2, which states that a Delegate addressing the Assembly must first state his or her name and school board and must limit remarks to three minutes; Rule 3, which states that there will be no vote or discussion in uncontested races for Director or Officer positions and the President is allowed to declare uncontested candidates elected; and Rule 4, which states that in contested races, only the candidates will be allowed to speak and addresses the order in which candidates will speak and how they are presented on the voting ballot.

Self called for any discussion on the proposed rules. After comments by Maria Leal (South Texas ISD) on Rule 4, Self stated that the rule would be pulled for individual consideration and a separate vote.

Self called for a vote by Frisbees on the remaining Standing Rules. The Standing Rules as presented, with the exception of Rule 4, were adopted by an affirmative vote of two-thirds of Delegates.

Rule 4 reads as follows: “In a contested Director or Officer position, each candidate shall be allowed three minutes to speak in support of his or her candidacy. Candidates for each position shall speak in alphabetical order, except the recommended candidates of the Nominations Committee shall be in order to speak last. With regard to voting order, candidates for each position shall be listed alphabetically, except the recommended candidates of the Nominations Committee shall be listed first.” Leal commented that as the rule was written, it did not prohibit a Delegate from speaking on behalf of the candidates; she asked that Delegates be allowed to speak. As there were no further comments, Self called for a vote on Rule 4 as presented. Rule 4 was adopted by an affirmative vote of two-thirds of Delegates.

**Agenda Adoption.** Self called attention to the agenda of the 2015 Delegate Assembly. With no objections made, the agenda was adopted as printed.

**Minutes of the 2014 Delegate Assembly.** Self called the Delegates’ attention to the 2014 Delegate Assembly minutes on pages 10–15 of the *Handbook*, which were approved by the TASB Board at its December 2014 meeting. No corrections were heard, and the minutes stood approved as presented.

**Service Awards.** With the assistance of Crow, Self presented service awards to former members of the TASB Board of Directors: Marilyn Bettis (Navasota ISD), Fred Contreras (Grape Creek ISD), Dori Fenenbock accepting on behalf of Blanca Enriquez (El Paso ISD), Dicky Campbell accepting on behalf of Manuel Guajardo Jr. (Texas City ISD), Gloria Peña (Arlington ISD), Gloria Casas accepting on behalf of Marty Reyes (Ysleta ISD), Deborah Seabron (Fort Sam Houston ISD), Julie Collin accepting on behalf of Robert Schneider (Austin ISD), Pamela Remmers (Nordheim ISD), and Beaulieu. Self also presented a service award to Hilda Garza-DeShazo (McAllen ISD), a former Legislative Advisory Council member of the Legislative Committee.
Board Report to Delegates. The Assembly viewed the 2014–15 video report to Delegates, which included highlights from the 84th Legislative Session and the many noteworthy activities from across the Association.

Sponsorship. Self recognized and thanked the two partners in TASB’s corporate sponsorship program: Claycomb Associates, Architects, and Walsh, Gallegos, Treviño, Russo & Kyle, P.C.

Nominations Committee Report. Nominations Committee Chair Beaulieu stated that the Delegate Assembly is responsible for electing TASB Directors and Officers according to TASB Bylaws, Articles VI and VII. Beaulieu explained that a Director candidate receiving endorsements from a majority of the Active Members in the region is automatically elected to that position and will take office at the end of the TASA/TASB Convention. This process includes large district positions because a large district is considered a region. Beaulieu announced individuals automatically elected by this process to three-year terms: Benny May (Barbers Hill ISD, Region 4, Position C), Bob Covey (Cypress-Fairbanks ISD, Region 4, Position F), James de Garavilla (Silsbee ISD, Region 5), Bowic Hogg (Arlington ISD, Region 11, Position C), Armando Rodriguez (Canutillo ISD, Region 19, Position B), and Sandy Hughey (North East ISD, Region 20, Position E). Elected to a two-year term by this process was Dori Fenenbock (El Paso ISD, Region 19, Position A). Elected to a one-year term by this process was Jayme Mathias (Austin ISD, Region 13, Position A).

Beaulieu reported that members of the Committee interviewed candidates and reviewed nominations for other Director and Officer positions. She presented the Committee’s slate of nominees for consideration by the Delegate Assembly.

Nominees for Director positions of three-year terms were Gloria Casas (La Feria ISD, Region 1, Position A), John Green (Nordheim ISD, Region 3), Ron Crier (Spring ISD, Region 4, Position A), Debbie Gillespie (Frisco ISD, Region 10, Position A), Ann Calahan (Stephenville ISD) Region 11, Position D), Mildred Watkins (La Vega ISD, Region 12), Vernagene Mott (Pflugerville ISD, Region 13, Position C), Kay Alley (Crosbyton CISD, Region 17), and Lee Lentz-Edwards (Kermit ISD, Region 18). The nominees for Director positions for a one-year term were Jason Dohnalik (Cameron ISD, Region 6) and Cindy Spanel (Highland Park ISD-Potter County, Region 16). Pursuant to Rule 3 of the Standing Rules, Self declared the individuals in uncontested races elected to the TASB Board.

In the contested race for Region 11, Position D, a three-year term, the Assembly heard candidate speeches from Raul Gonzalez (Mansfield ISD) and Calahan. Self called for a vote on the contested race, and Wheat reported the results to the Assembly. Region 11, Position D: Calahan received 63.43 percent (229 votes), and Gonzalez received 36.57 percent (132 votes).

Self congratulated Calahan on her election to the TASB Board.

Beaulieu stated that at the close of Convention, Begert will assume the office of President by virtue of his election to the position of President-Elect at the 2014 Delegate Assembly. Self will assume the position of Immediate Past President.
Beaulieu announced the 2015–16 TASB Board nominees for Officer positions: Charles Stafford, President-Elect; Teresa Flores (Ingleside ISD), First Vice-President; Joe Adams (Katy ISD), Second Vice-President; and Karen Freeman (Northside ISD-Bexar County), Secretary-Treasurer. Pursuant to Rule 3 of the Standing Rules, Self declared the individuals in uncontested races elected to the Officer positions on the TASB Board.

Self congratulated these individuals on their new positions.

In the contested race for President-Elect, the Assembly heard candidate speeches from Casas and Stafford. Self called for a vote on the contested race. Before voting, Delegate Ricardo Gutierrez (Region One Education Service Center) asked the question of the Nominations Committee as to why Casas had been removed as an Officer. Self responded that the Delegate’s question was a request for information and asked Beaulieu if she would respond. Beaulieu stated that, as is the practice at local school boards, work done by a committee remains confidential and then reported out to the Board. She stated that the Nominations Committee followed the processes that are set out for that Committee. The Committee took the votes in accordance with its established process and then reported the results of their work to the Board. Gutierrez asked to make a comment. Self responded that according to the rules adopted by the Assembly, debate is not allowed in an election. Gutierrez indicated it was a comment, not debate, and Self responded that comment is considered the same as debate.

Self again called for a vote on the contested race, and after voting, Wheat reported the results to the Assembly. President-Elect: Stafford received 71.3 percent (268 votes), and Casas received 28.7 percent (108 votes).

Self congratulated Stafford on his election.

Beaulieu stated that the TASB Director for Region 20, Position A, had recently become vacant. Because the vacancy occurred too late in the process to fill the position, the Nominations Committee will issue a call for nominations in the fall and fill the position by interim Board appointment at the December TASB Board meeting. The position will be brought for election at the 2016 Delegate Assembly.

**Bylaws Committee Report.** Self introduced Bylaws Committee Chair T. Flores. T. Flores introduced Committee Vice-Chair Mott to assist with presenting the Bylaws Committee report. The Committee presented changes grouped as six proposals to the TASB Bylaws, shown on pages 16–58 of the *Handbook*:

- **Proposal 1:** Clarifies the scope of Active Members to provide that atypical public school districts that are described in the Texas Education Code and that historically have been allowed to join the Association are eligible to join as Active Members.
- **Proposal 2:** Clarifies that changes to the Cornerstone Principles can be made in odd-numbered years as well as even-numbered years.
- **Proposal 3:** Changes the TASB Director nominations process as it applies to nominations timelines, modernization, and options for uncontested elections.
Proposal 4: Clarifies the terms of service for a Director of the Association and that the usual term limits do not apply to the President, President-Elect, and Immediate Past President.

Proposal 5: Replaces the term “surety” with “fidelity insurance” in the Bylaws.

Proposal 6: Adds a severability clause to the Bylaws to ensure that invalid, illegal, or unenforceable provisions will not render the remaining provisions void. It also allows for various modes of notice and delivery options.

Self called for a vote on all six proposals to the Bylaws as presented. Delegates voted to approve the changes by 91.64 percent (Yes-305, No-28).

Resolutions Committee Report. Self announced that the Assembly would consider proposed resolutions for inclusion in the 2014–16 Advocacy Agenda. After referring Delegates to pages 62–69 of the Handbook, she introduced Resolutions Committee Chair Calahan. Calahan introduced Committee Vice-Chair Gilbert Flores (Judson ISD) to help present the Committee report.

G. Flores reported that 13 individual school boards answered the annual call for resolutions, submitting 45 proposed resolutions. The proposals were considered by the TASB Resolutions Committee and the TASB Board at their July meetings. Three resolutions were not recommended by the TASB Board. Resolutions that duplicated Cornerstone Principles, Priorities, or existing Resolutions were removed. Calahan referred the Assembly to pages 70–71 of the Handbook for a listing of the resolutions not recommended for adoption and pages 72–76 for the duplicates. Calahan directed Delegates to pages 62–69 for the text of the proposed resolutions and the rationales offered by the submitting school boards.

Consent Agenda. On a vote of 94.63 percent (Yes-352, No-17), the Delegate Assembly approved the resolutions recommended for adoption by the TASB Board as presented by consent agenda, with the exception of Resolutions 1, 12, 13, and 16, which were pulled for individual consideration.

Individual Consideration. G. Flores presented the resolutions pulled for individual consideration along with the amendments submitted by Delegates:

Resolution 1 – Limit Assessments to NCLB Requirements (Carroll ISD, Katy ISD, and Humble ISD): “TASB supports elimination of state assessments unaffiliated with federal requirements and requests the Legislature require local assessments funded by the state in lieu of these state assessments eliminated.” The resolution was pulled for individual consideration by Kristi Hassett (Lewisville ISD) and seconded by Matt Kormann (Carroll ISD). Self called for any discussion. With no discussion, the Assembly voted to amend Resolution 1 by a vote of 85.80 percent (Yes-284, No-47). The Assembly voted to adopt Resolution 1 as amended by 89.76 percent (Yes-298, No-34).

Resolution 12 – Texas Community School Model as Reconstitution Option (Austin ISD): “TASB supports transition to a Texas Community School model as a campus turnaround plan/reconstitution option available to the commissioner under Subchapter E, Chapter 39, Texas Education Code.” The resolution was pulled for individual consideration by Hassett and seconded by Amber Elenz (Austin ISD). Self called for any discussion. With no discussion,
Assembly voted to amend Resolution 12 by 86.90 percent (Yes-311, No-27). The Assembly voted to adopt Resolution 12 as amended by 92 percent (Yes-292, No-44).

Resolution 13 – Teacher qualification Standards for High-Quality Pre-K Program Requirements (Austin ISD): “TASB supports advocates for rules or TEA interpretations implementing House Bill 4 that set reasonable, cost-effective, and meaningful teacher qualification standards for districts to meet high-quality prekindergarten program requirements.” The resolution was pulled for individual consideration by Hassett and seconded by Elenz. Self called for any discussion. With no discussion, the Assembly voted to amend Resolution 13 by 88.82 percent (Yes-311, No-22). The Assembly voted to adopt Resolution 13 as amended by 93.39 percent (Yes-302, No-38).

Resolution 16 – Elimination of STAAR and EOC Field-Test Questions (Lewisville ISD): “TASB supports eliminating field-test questions in all STAAR and end-of-course tests and prohibit mandatory stand-alone field tests.” The resolution was pulled for individual consideration by Bobby Blount (Northside ISD-Bexar County) and seconded by Hassett. Self called for any discussion. After comments by Blount, the Assembly voted to amend Resolution 16 by 94.10 percent (Yes-319, No-20). The Assembly voted to adopt Resolution 13 as amended by 95.03 percent (Yes-325, No-17).

Closing. Self called on Begert, the incoming President, and presented him with the president’s gavel. Begert then presented Self with a personalized scrapbook.

Begert made closing remarks and announced the training credit information.

Adjournment. The Assembly adjoumed at 3:45 p.m.

APPROVED BY TASB BOARD:

Bret Begert, President
Karen Freeman, Secretary-Treasurer

12-5-15

Date

Date
Highlight the businesses standing up for your schools

With the school year well under way, your district has a new opportunity to recognize the businesses and other organizations going out of their way to support your schools and students. TASB’s 2016–17 Business Recognition Program provides a way to shine a light on the groups that are sharing time and resources to make your schools successful.

Submit as many businesses and organizations (and how they have helped the schools) as your district would like to recognize. For each name submitted, TASB will send a special presentation packet.

Learn more at tasb.org/standingup.
Proposed changes to the TASB Bylaws appear in legislative style, beginning on the next page. The proposed changes are organized topically in the form of the following seven proposals:

Proposal #1, relating to appeals of proposed resolutions (Lines 4–36)

Proposal #2, relating to Association Regions (Lines 40–50)

Proposal #3, relating to nominations, campaigning, and elections:
  3A) Relating to campaigning in Director elections (Lines 54–68)
  3B) Regarding the slate of Director nominees (Lines 71–84)
  3C) Relating to campaigning in Officer elections (Lines 87–98)
  3D) Regarding the slate of Officer nominees (Lines 101–112)
  3E) Relating to preparing the nominations slate overall (Lines 118–168)

Proposal #4, relating to the Nominations Committee quorum (Lines 171–183)

Proposal #5, relating to the TASB Board year (Lines 186–223)

Proposal #6, relating to Officers:
  6A) Relating to pro tempore service (Lines 227–239)
  6B) Relating to options for Officer vacancies (Lines 242–272)
  6C) Relating to duties of Secretary-Treasurer (Lines 274–293)
  6D) Relating to delegating Secretary-Treasurer duties (Lines 296–309)
  6E) Relating to annual financial report preparation (Lines 312–320)

Proposal #7, relating to non-substantive editorial revisions (Lines 323–337)
### 2016 Proposed TASB Bylaws Changes

[Underline text is proposed new language and strikethrough text is proposed for deletion.]

#### Proposal #1, relating to appeals of proposed resolutions.

Article V. Delegate Assembly, Section 9: Advocacy Agenda, Part C. Advocacy Agenda Resolution Process

<table>
<thead>
<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>(5) If the Board does not recommend for adoption a resolution that was timely</td>
<td>Establishes a deadline for notifying the Association of an appeal so that</td>
</tr>
<tr>
<td>submitted by an Active Member, the Active Member may appeal the Board’s decision. Notice of appeal is timely if provided to the Association in writing, no later than five days before the Delegate Assembly meeting. The Bylaws and Resolutions Committee shall convene before the beginning of the Delegate Assembly to hear the appeal and shall have the authority to sustain the Board’s decision or reverse and render a revised recommendation to the Delegate Assembly.</td>
<td>members of the Bylaws and Resolutions Committee can plan their schedules accordingly.</td>
</tr>
<tr>
<td>(65) The Board shall submit its recommendations regarding Advocacy Agenda</td>
<td>Renumbering</td>
</tr>
<tr>
<td>Resolutions to the annual Delegate Assembly for approval. Adoption of Advocacy</td>
<td>Deleted due to new language in Part (5) above addressing the same topic.</td>
</tr>
<tr>
<td>Agenda Resolutions shall require a majority vote of Delegates present and voting.</td>
<td></td>
</tr>
<tr>
<td>(6) The Bylaws and Resolutions Committee shall convene on the day of and before the beginning of the annual Delegate Assembly to hear appeals on any submission for which the Board has not recommended adoption. Based upon the appeal presented, the Bylaws and Resolutions Committee shall have the right to recommend adoption and shall communicate the revised recommendation to the annual Delegate Assembly.</td>
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### Proposal #2, relating to Association Regions

**Article VI. Board of Directors, Section 1: Association Regions**

<table>
<thead>
<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>The Association Regions shall correspond to the ESC region boundaries.</td>
<td>Second sentence is deleted because it is inconsistent with the first sentence.</td>
</tr>
<tr>
<td>The annual Delegate Assembly shall approve any changes to the number or boundaries of Association Regions.</td>
<td>Association has historically relied upon the ESC boundaries established by TEA to determine Association Regions. The Delegate Assembly has not considered or taken action on regional boundaries.</td>
</tr>
</tbody>
</table>

### Proposal #3, relating to nominations, campaigning, and elections

**3A). Article VI. Board of Directors, Section 2: Qualifications, Nomination, Endorsement, and Election of Directors, Part D, relating to campaigning in Director elections**

<table>
<thead>
<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>(3) A listing of all candidates running for Director positions shall be sent to the superintendent and board president of each Active Member in each Association Region in which there are any expiring terms or vacancies in Director positions by the date established through Board policy. The candidate listing shall also be posted on the Association’s Web site. Candidates, Directors, Delegates, and Active Members shall be subject to any campaign protocols or regulations established through Board policy.</td>
<td>Clearly grants authority to the TASB Board to establish campaigning protocols for Director elections.</td>
</tr>
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</table>

**3B). Article VI. Board of Directors, Section 2: Qualifications, Nomination, Endorsement, and Election of Directors, regarding the slate of Director nominees**

<table>
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<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>E. Except for a Director position filled in accordance with Article VI, Section 2D(5), the official annual Delegate Assembly list of nominees shall be prepared by the Nominations Committee</td>
<td></td>
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</table>
as provided in these Bylaws [Article VIII, Section 2I]. The election shall comply with these Bylaws and any rules and procedures adopted by the Delegate Assembly at the start of the meeting. Such rules and procedures may allow uncontested nominees to be deemed elected without a vote.

3C). Article VII. Officers, Section 2: Qualifications, Nomination, and Election of Officers, relating to campaigning in Officer elections

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<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>B. In accordance with Board policy, Officer nominations shall be submitted by Directors to the Nomination Committee and the Committee shall determine which candidates will be interviewed for Officer positions. Candidates, Directors, Delegates, and Active Members shall be subject to any campaign protocols or regulations established through Board policy.</td>
<td>Clearly grants authority to the TASB Board to establish campaigning protocols for Officer elections.</td>
</tr>
</tbody>
</table>

3D). Article VII. Officers, Section 2: Qualifications, Nomination, and Election of Officers, Part F, regarding the slate of Officer nominees

<table>
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<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>F. The Nominations Committee shall prepare the official list of Officer nominees as provided in these Bylaws [Article VIII, Section 2I]. The election shall comply with these Bylaws and any rules and procedures adopted by the Delegate Assembly at the start of the meeting. Such rules and procedures may allow uncontested nominees to be deemed elected without a vote.</td>
<td>A cross reference to the later Bylaws section that addresses the same topic under Proposal 3E.</td>
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### Proposed Change

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<tr>
<td>Proposed Change</td>
<td>Rationale</td>
</tr>
<tr>
<td><strong>H.</strong> The slate of nominations shall be prepared as follows:</td>
<td></td>
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<tr>
<td>(1) At least 20 days before the annual Delegate Assembly, or as soon thereafter as feasible, the Executive Director shall provide Active Members and Delegates with the Board’s slate of nominees for Officer positions and the Nominations Committee’s slate of nominees for each Director position with pertinent biographical information for each nominee.</td>
<td></td>
</tr>
<tr>
<td>(2) In the event a Director nominee becomes unable to serve, the Nominations Committee, at the call of its chair, shall select an alternate nominee and notify Active Members and Delegates of the amended report as soon as feasible, but no later than the opening of the annual Delegate Assembly.</td>
<td>Non-substantive edit (Line 131)</td>
</tr>
<tr>
<td>(3) In the event an Officer nominee becomes unable to serve, the Board, at the call of the President, shall select an alternate nominee from among the Officer candidates interviewed by the Nominations Committee pursuant to Board policy at the regular summer Board meeting and notify Active Members and Delegates of the amended report as soon as feasible, but no later than the opening of the annual Delegate Assembly.</td>
<td></td>
</tr>
<tr>
<td>(4) An official list of the names of all Officer and Director nominees, as provided in Article VI, Section 2E, Article VII, Section 2D, and Article VIII, Section 2H(4), shall be prepared before the opening session of the annual Delegate Assembly.</td>
<td>Parts (4) and (5) are deleted from Art. VIII, 2H, and restated and clarified in the new Part 2I. This new codification puts content about preparing the slate in one place to avoid confusion.</td>
</tr>
<tr>
<td>(5) No person may be a candidate for more than one Officer position, and no person may be a</td>
<td></td>
</tr>
</tbody>
</table>
candidate for more than one Director position.

I. An official list of the names of all Officer and Director nominees up for election shall be prepared before the opening of the annual Delegate Assembly, as provided and applicable in Article VI, Section 2D(6)-(7); Article VII, Sections 2D and E; and Article VIII, Section 2H.

No person may be a candidate for more than one Director position and no person may be a candidate for more than one Officer position on this list.

Proposal #4, relating to the Nominations Committee quorum

Article VIII. Committees, Section 2: Nominations Committee

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<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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</thead>
<tbody>
<tr>
<td>A. The Nominations Committee shall be composed of eleven voting Directors, including the President.</td>
<td>Clarifies the quorum requirement for the Nominations Committee.</td>
</tr>
<tr>
<td>An additional nine Directors shall serve as alternates, who shall fill committee vacancies in a designated order. The alternates shall serve in the order and manner as provided in Board policy.</td>
<td></td>
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<tr>
<td>Reasonable efforts shall be made to have 11 voting Directors participating; however, six shall constitute a quorum.</td>
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Proposal #5, relating to the TASB Board year

Article VI. Board of Directors, Section 7: Meetings

<table>
<thead>
<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>A. A Board year or annual period commences at the official close of the annual convention and ends after the same event in the next year. The Board shall hold at least four regular meetings that shall be spread throughout the year, with one taking place during the summer and the last meeting</td>
<td>New language defines a Board year. Other changes made for internal consistency and clarification purposes.</td>
</tr>
</tbody>
</table>
taking place during the week of the annual Delegate Assembly. The Executive Committee of the Board shall determine the dates and locations of the meetings for the upcoming Board year and report the meeting schedule to the Board before the Board year commences. The Board shall hold at least four meetings annually at such time and place as determined by the President and Executive Director. One meeting shall be held within the week of the annual Delegate Assembly. The dates of the other three meetings shall be reported at the last regular meeting of the Board in each fiscal year. The Board also shall be given 30 days' notice before each regular meeting by electronic means, or by any other means accessible to the Directors.

B. Additional meetings of the Board may be called by the President or by the written request of a majority of the Board, provided that a written notice is sent to each Director at least 10 days before the meeting.

C. A meeting of the Board or a committee may be conducted in person or by alternate means, such as teleconference, videoconference, the Internet, or any other means by which each participant can communicate with all other participants.

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Proposal #6, relating to Officers

6A). Article VII. Officers, Section 3: Duration of Office, relating to pro tempore service

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<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>B. The term of office of each Officer position shall begin at the completion of the final official session of the annual convention during which the Officer was elected. Each Officer shall serve until a successor is elected. No Officer shall serve for</td>
<td>Clarifies that the hold harmless language applies to the time served as pro tempore in any officer position, not just President-Elect (Line 239).</td>
</tr>
</tbody>
</table>
more than one full elected term in the same office. An Officer’s eligibility to serve a full elected term in an office is unaffected by any time served in that office under the conditions specified in Article VII, Section 5A.

6B). Article VII. Officers, Section 5: Vacancies, relating to options for Officer vacancies

<table>
<thead>
<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>A. If there is a vacancy for any reason in the office of President, the President-Elect shall succeed to the office immediately and shall have all the powers and perform all the duties of the office. If, at the annual Delegate Assembly, the office of President-Elect is currently filled by an Officer pro tempore, the position of President shall be considered vacant and the position shall be filled by an election by the annual Delegate Assembly.</td>
<td>Clarifies that the Board has the discretion to leave an interim officer vacancy unfilled for the remainder of the term.</td>
</tr>
<tr>
<td>B. If there is a vacancy for any reason in any other Officer position, upon recommendation by the Nominations Committee, the Board may shall elect from the Board an Officer pro tempore from the Board to perform the duties of the vacated office until the office is filled by an election of by the annual Delegate Assembly.</td>
<td>Ensures that the duties of Secretary-Treasurer continue during any vacancy because Texas law requires that a corporation have a secretary (see Tex. Bus. Org. Code §22.231). Bylaws Art. IX, section 2D, allows the Executive Director to perform the duties of Secretary-Treasurer, and this proposed change is consistent with that provision.</td>
</tr>
<tr>
<td>C. If the vacancy occurs in the office of Secretary-Treasurer, the duties of that office, except the right to vote and chair the Budget and Finance Committee, are delegated to the Executive Director until the Board elects a pro tempore or the current term of office expires.</td>
<td></td>
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235  more than one full elected term in the same office.  
236  An Officer’s eligibility to serve a full elected term in an office is unaffected by any time served in that office under the conditions specified in Article VII, Section 5A.  
240  
242  6B). Article VII. Officers, Section 5: Vacancies, relating to options for Officer vacancies  
243  
244  | Proposed Change | Rationale |
245  |-----------------|-----------|
246  | A. If there is a vacancy for any reason in the office of President, the President-Elect shall succeed to the office immediately and shall have all the powers and perform all the duties of the office. If, at the annual Delegate Assembly, the office of President-Elect is currently filled by an Officer pro tempore, the position of President shall be considered vacant and the position shall be filled by an election by the annual Delegate Assembly. | Clarifies that the Board has the discretion to leave an interim officer vacancy unfilled for the remainder of the term. |
247  | B. If there is a vacancy for any reason in any other Officer position, upon recommendation by the Nominations Committee, the Board may shall elect from the Board an Officer pro tempore from the Board to perform the duties of the vacated office until the office is filled by an election of by the annual Delegate Assembly. | Ensures that the duties of Secretary-Treasurer continue during any vacancy because Texas law requires that a corporation have a secretary (see Tex. Bus. Org. Code §22.231). Bylaws Art. IX, section 2D, allows the Executive Director to perform the duties of Secretary-Treasurer, and this proposed change is consistent with that provision. |
<table>
<thead>
<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>A. The Secretary-Treasurer shall serve as chair of the Budget and Finance Committee.</td>
<td></td>
</tr>
<tr>
<td>B. The Secretary-Treasurer shall be responsible for the supervision of all funds and securities and financial records of the Association and may delegate any or all of the duties of that office, except the right to vote, to the Executive Director, or designee.</td>
<td>Deleted because the Association employs professional staff to handle these duties and the Budget and Finance Committee reviews and monitors.</td>
</tr>
<tr>
<td>C. The Secretary-Treasurer shall make a report to the annual Delegate Assembly and other reports as requested by the Board.</td>
<td>Relettering</td>
</tr>
<tr>
<td>C. The Secretary-Treasurer shall perform duties as provided in these Bylaws and as assigned by the President or the Board.</td>
<td>Relettering</td>
</tr>
<tr>
<td>D. The Executive Director shall sign all authorized contracts and other obligations and undertakings in the name of or on behalf of the Association unless specifically prohibited by these Bylaws or by further resolutions, Board policies, rules, or regulations as may be adopted by the Board. At the discretion of the Board, the Executive Director may be designated to perform the duties of Secretary-Treasurer, except the right to vote or chair the Budget and Finance Committee.</td>
<td>Limits the degree of delegation to the Executive Director in performing Secretary-Treasurer duties.</td>
</tr>
</tbody>
</table>
### Proposed Change | Rationale
---|---
The Executive Director, or designee, Secretary Treasurer shall provide annually to the Board a report of all receipts and disbursements of Association funds. Subsequently an annual financial report shall be published. | The Association employs professional staff who report to the Executive Director to handle this function; therefore, the reference to the Secretary-Treasurer is deleted.

### Proposal #7, relating to non-substantive editorial revisions

#### Article V. Delegate Assembly, Section 9: Advocacy Agenda, Part C, Advocacy Agenda Resolution Process

<table>
<thead>
<tr>
<th>Proposed Change</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>(4) The Board shall have the right to submit new Advocacy Agenda Resolutions or Advocacy Agenda Resolutions proposing changes to previously adopted Advocacy Agenda Resolutions before the publication of the meeting materials for Delegates, Delegate Assembly Handbook.</td>
<td>Consistency change. Handbook is not used elsewhere in the Bylaws.</td>
</tr>
<tr>
<td>Advocacy Agenda Resolutions submitted by the Board after this deadline require approval by a Vote of two-thirds of the Delegates of the annual Delegate Assembly present and voting.</td>
<td></td>
</tr>
</tbody>
</table>
Advocating for Texas public schools

The Texas Legislature will be back in session in January, and it’s time for school district leaders to ramp up advocacy efforts. Here’s how you can stay up-to-date on legislative happenings during the session.

Subscribe to TASB’s legislative newsletter
The Legislative Report is a weekly e-newsletter, and the Legislative Update is published daily during the legislative session. Contact Dax Gonzalez, 800.580.4885 or dax.gonzalez@tasb.org, to be added to the distribution lists.

Join the School Board Advocacy Network
Through this free grassroots program, you will receive alerts on issues, including background information, suggested action steps, and resources for contacting legislators and other policymakers. To join the network, visit gr.tasb.org/sban.
This year’s Delegate Assembly will consider adoption of the 2016–18 Advocacy Agenda that will guide the Association through the 85th Texas Legislative Session. The Advocacy Agenda serves as TASB’s plan of action during the legislative biennium and consists of three parts:

1. **Cornerstone Principles**: overarching beliefs that guide TASB’s advocacy efforts

2. **Priorities**: issues of greatest importance to the majority of Texas school boards as determined by statewide Grassroots Meetings

3. **Resolutions**: stances submitted by individual school boards that guide TASB staff when addressing issues that may arise during the biennium

Cornerstone Principles and Priorities require approval by at least two-thirds of the Delegates present and voting, while Resolutions require a simple majority.

The TASB Board recommends changes to the TASB Cornerstone Principles, which may be found on page 26.

The TASB Board recommends adoption of Advocacy Priorities as presented on page 28. These Priorities originated during regional Grassroots Meetings of school board members and superintendents in early 2016 and were merged into one statewide list of priorities during two meetings of the Legislative Advisory Council in April and June.

The Delegate Assembly may adopt a new slate of proposed Advocacy Resolutions. Twenty-nine individual districts submitted 99 proposed resolutions prior to the July 1 deadline imposed by TASB Bylaws. The TASB Board added three additional Resolutions for consideration. The TASB Resolutions Committee and the TASB Board reviewed these submissions during their July meetings. The Board’s final recommendations and supporting rationales appear on pages 29–47.

Please note:

- A progress report on the 2014–16 Advocacy Agenda can be found on pages 83–88.

- The fall of the gavel beginning the Delegate Assembly is the deadline for submitting blue action forms (to amend an Advocacy Resolution or to pull an Advocacy Resolution for individual consideration). The rules governing Assembly action may be found on pages 8 and 9.

- TASB Advocacy Agenda development and adoption follows a two-year cycle. The 2016 Delegate Assembly will adopt a new Agenda that will remain in effect until the 2018 Delegate Assembly. The 2017 Delegate Assembly will have the opportunity to amend the 2016–18 Agenda after the 85th Legislative Session.

- Any questions regarding the Advocacy Agenda may be directed to the Information Center, located near the entrance to the Delegate Assembly floor in the George Bush Grand Ballroom of the George R. Brown Convention Center. TASB staff members will be available in the center to answer questions on Saturday, September 24, from noon until the end of Delegate Assembly.
Mark your calendars!

Get updated on legislative happenings and proposed bills at the TASA/TASB Legislative Conference, Tuesday, February 21, 2017. Key legislators and political observers will also share their insights on the 85th Texas Legislature. In the afternoon, attendees will head to the Capitol to visit with legislators and share our advocacy messages. School board members will earn Tier 3 continuing education credit for attending the conference. Registration will open in the fall. Watch gr.tasb.org for more information.
The Cornerstone Principles guide TASB’s Advocacy Agenda and organizational conduct. The TASB Board recommends adoption of the following change to the current Principles.

1. Excellence in student achievement for all Texas students
2. Locally elected trustees and locally governed and controlled public schools
3. Rigorous accountability for academic progress
4. Adequate and equitable funding levels to provide an exceptional education
5. Efficient and effective school management
6. Strong family and community engagement to create optimal opportunities for each child
7. Opposition to the use of public funds for vouchers, tax credits, and other mechanisms to privatize public education
8. Fulfillment of public schools’ unique constitutional duty to educate every child by preventing the diversion of public funds through vouchers, tax credits, education savings grants, and other mechanisms
Save the date: TASB Post-Legislative Conference

Held in conjunction with the 2017 TASB Summer Leadership Institute (SLI), the Post-Legislative Conference will provide a complete review of legislation passed during the legislative session. This briefing will fulfill the requirement that experienced board members receive an update to the Texas Education Code after a legislative session; first-year board members will earn Tier 3 credit. Registration will open in April 2017. Watch tasb.org/sli for registration details.
The TASB Board recommends adoption of the following Advocacy Priorities.

• TASB advocates for a transformational, top-to-bottom reform of the school finance system by developing a simplified and sustainable plan that provides for resources that promote educational excellence for all Texas students.

• TASB supports a sustainable, equitable school finance system that provides substantially equal access to similar revenue per student at similar tax effort, adjusting for disparate property values throughout Texas.

• TASB advocates for additional support, to include adjustment of weights and allotments, for educationally disadvantaged students, English language learners, and other students at risk of dropping out.

• TASB advocates for an updated transportation funding formula to address the current and increasing costs of transportation and maintaining vehicles to increase student safety.

• TASB advocates for a study of and funding formula change for the true cost of educating a child to postsecondary readiness that takes into account the geographic, demographic, and size diseconomies of scale among Texas school districts.

• TASB advocates for the increase of the guaranteed yield for the Existing Debt Allotment and Instructional Facilities Allotment programs and an increase in per-student funding for the New Instructional Facilities Allotment.

• TASB advocates for an assessment and accountability system that values student growth and achievement over standardized, high-stakes testing. The system should:
  — Focus on measuring and rewarding student growth rather than punitive sanctions;
  — Reduce the emphasis on high-stakes tests, especially for grades 3–8;
  — Be developmentally appropriate;
  — Reduce testing redundancy;
  — Provide a fair and understandable system for illustrating school performance that does not rely on simple labels such as A through F.

• Given the transition to the Every Student Succeeds Act, TASB advocates for increased opportunities for school districts to implement local initiatives, such as Districts of Innovation, and prevention of measures that reduce or remove governance of districts from locally elected school boards.

• TASB advocates for increased state support of or flexibility in selecting active and retired teacher healthcare programs.

• TASB advocates for innovations in school district taxing authority that allow school boards more flexibility to raise and lower taxes within a voter-approved limit.

• TASB advocates for a comprehensive evaluation of the costs and related benefits of potential legislation that identifies the total cost burden on local taxpayers and state funding to fully support mandates.

• TASB advocates for strict adherence to the Texas Constitution's mandate for a system of public free schools, which precludes the funneling of public tax dollars to private institutions or individuals by means of vouchers, tax credits, education savings accounts, and/or any other mechanism.
Share the truth about Texas schools

The truth about board service, school performance, and the progress of Texas schools—these are just a few of the recent posts on truthaboutschoools.org. Check the site often for new posts, or follow it on Twitter, twitter.com/truthabtschools, and on Facebook, facebook.com/truthaboutschoools. More importantly, share the site with others—friends, neighbors, coworkers, reporters—so we can spread the truth about Texas schools. If you have questions or information about schools to share, e-mail questions@truthaboutschoools.org.
Resolution 1—English Language Learner Teacher Development (El Paso ISD)

**TASB supports a sheltered endorsement for teachers educating secondary English language learners.**

**District Rationale:** Requiring secondary teachers to earn a sheltered endorsement would benefit the academic success of English language learners (ELL). Teachers would have the instructional background to educate English learners in rigorous instruction of their content areas. This endorsement would follow the same professional development requirements of the Gifted and Talented endorsement for teachers, counselors, and administrators, but would be customized to meet the needs of English language learners.

**The TASB Board recommends adoption.** Texas school districts have made a concerted effort to improve the educational outcomes of students who need to learn English, as demonstrated by the innovative dual-language, immersion, and other programs districts have implemented. A constant need for schools, however, has been teachers who are qualified to teach complex subjects so that ELL students are not waiting to learn English before delving into higher-level courses. Creating a sheltered endorsement would allow schools to identify those teachers who are capable of that instruction or simply provide general ELL instruction more effectively.

Resolution 2—Assessments for Recent Immigrant Students (El Paso ISD)

**TASB supports the availability of state assessments in Spanish through secondary for recent immigrant students.**

**District Rationale:** Recent immigrant students are tested in English after only one year of English instruction. Data show that seven years are needed to acquire a new language. Testing in English is counterproductive to their education and significantly reduces their opportunity to graduate.

**The TASB Board recommends adoption.** Students who are new to Texas and new to the US require several years to become proficient in English at a level that will ensure success in school. School districts want to be accountable for the success of these students and, to that end, continuously monitor their language acquisition as well as their academic progress through teacher observations, local tests, and state tests. However, it is inappropriate to administer tests to students in a language they do not understand and have those scores count toward a school’s accountability rating until the students have gained English proficiency.

Resolution 3—English Language Learner Definition and Tracking (El Paso ISD)

**TASB supports the creation of the official state definition and tracking of long-term English language learners.**

**District Rationale:** Texas is one of the states that does not define nor track long-term English language learners. It is critical that these students be identified as such by the state in order to provide the appropriate instructional programs and thus reduce their dropout rate.

**The TASB Board recommends adoption.** In Texas, English language learners exit from English as a second language services after meeting a certain level of proficiency regardless of the grade during which proficiency is met. Tracking those students throughout the rest of their primary, intermediate, and secondary schooling would allow districts and the state to identify where additional services or improvements to current services could be implemented to prevent poor performance or dropouts in later years.

Resolution 4—Student Transfers (Boles ISD)

**TASB supports removing “transfer annually” from Texas Education Code Section 25.036 and adding language making school transfer agreements terminable at any time by either the district or parent.**
District Rationale: Texas Education Code Section 25.036 Present Law
The parties' dispute concerning Texas Education Code Section 25.036 centers on the interpretation of the phrase “transfer annually”:

(a) Any child, other than a high school graduate, who is younger than 21 years of age and is eligible for enrollment on September 1 of any school year may transfer annually from the child’s school district of residence to another district in this state if both the receiving district and the applicant parent or guardian or person having lawful control of the child jointly approve and timely agree in writing to the transfer.

The TASB Board recommends adoption. This issue comes up regularly and is based most recently on a commissioner of education decision for Skidmore-Tynan ISD. While the commissioner has ruled that “transfer annually” means to transfer for a period of one year, districts would prefer to be given the flexibility to terminate a transfer agreement at any time.

Resolution 5—ASATR (Garner ISD, Pringle-Morse CISD, and Sunnyvale ISD)

TASB supports funding to eliminate the financial consequences for districts that are scheduled to lose Additional State Aid for Tax Reduction.

District Rationale: The state of Texas cap on local maintenance tax rates and the loss of Additional State Aid for Tax Reduction (ASATR) will force the slashing of programs and reduction of teachers and staff. Districts will lose significant state funding.

The TASB Board recommends adoption. ASATR funding was a promise by the state to local districts that it would hold districts harmless from revenue lost when local tax rates were compressed in 2006. The state reduced ASATR during the 2011 budget shortfall and passed a law repealing ASATR entirely by the 2017–18 school year. This action, which was done under the guise of fostering greater equity, was the result of the state’s unwillingness to keep its promise if doing so required tax increases. The state will have had three biennia since 2011 to find a way to protect school district programs that are dependent on ASATR. The total amount needed to eliminate the financial consequences for districts based on the loss of ASATR is about $300 million—a surmountable goal for a state with a budget of more than $70 billion. Legislators should come up with a funding mechanism to protect districts from losing up to 30 percent of their annual operating budget.

Resolution 6—Small School Adjustment (Garner ISD and Muenster ISD)

TASB supports the elimination of the small district adjustment penalty for districts under 300 square miles and recommends the SDA be made uniform at .0004.

District Rationale: The current small district adjustment (SDA) penalizes school districts that occupy less than 300 square miles. This practice disadvantages students in smaller districts by basing their funding level on land rather than on average daily attendance (ADA), creating a discrepancy in funding between schools with identical ADAs but different land areas. Districts above the 300-square-mile marker are funded using a .0004 multiplier, a level almost 40 percent above the multiplier used for districts misrepresented as “small by choice.” All school districts qualifying for the SDA should be funded using the same adjustment for diseconomy of scale.

The TASB Board recommends adoption. When the decision was made to create two funding formulas—one for small districts less than 300 square miles and one for small districts greater than 300 square miles—the dividing line was arbitrarily chosen. There is no reasonable explanation for a cost difference between a small school district of 299 miles and one of 300 miles for which this adjustment attempts to provide additional revenue. That said, there are strong arguments that the small school adjustment does not efficiently compensate for the diseconomies of scale that exist and, barring a full-blown study on the issue, the Legislature could more adequately meet the diseconomies of scale by treating all small districts the way that those with over 300 square miles of area are treated.

Resolution 7—Workforce App (Greenville ISD)

TASB supports legislation to encourage collaboration between school districts and local workforce commissions to create a mobile app for graduates to find employment.

District Rationale: The Legislature should fund the creation of a mobile app that could track all the newly advertised jobs in an area. The app would
allow graduates the ability to find employment in a field in which they have just become certified. Schools could use the app to maintain the database of graduates and their certifications. The app could be tied in with an existing job search engine that is part of the Texas Workforce Commission website.

The TASB Board recommends adoption. The State of Texas and school districts have made it a priority to provide career and technical education (CTE) to students. These students also have the ability to get a certification in a field they wish to pursue as a career. However prepared students are for their careers, if they do not know where to search for jobs or have access to job databases, then their education and certifications remain useless. Therefore, school districts and the State of Texas, specifically the Texas Workforce Commission, must partner to create a mobile phone app that allows graduates an easy-to-use app tied into a local workforce commission website capable of searching jobs in any field. School districts can use the data from the use of the app to keep track of graduates and how their certifications are helping them with their future careers.

Resolution 8—ESC Funding (Jarrell ISD, San Elizario ISD, and Tornillo ISD)

TASB supports funding for education service centers that is sufficient to avoid program reductions and cost increases to districts that use their services.

District Rationale: There are 20 education service centers (ESCs) located throughout Texas that provide products, training, and information to support school districts. ESCs primarily serve three functions: (1) they assist districts in improving student performance, (2) they enable school districts to operate efficiently and economically, and (3) they implement state initiatives. Small districts depend heavily on the support of the ESCs.

The TASB Board recommends adoption. ESCs were created by the state to support school districts and educators in each region of the state. One of the fundamental reasons for creating service centers was that school districts could achieve greater economy, cost savings, and access to various programs, training, and services if they did so through a singular entity rather than trying to replicate the same programs and services in house throughout every district. Thus, if it continues to be a state goal that taxpayer dollars are used efficiently and that schools end needlessly redundant expenses, then continued, if not increasing, state support for ESCs should be at the top of the agenda.

Resolution 9—Rainy Day Fund Funding (Humble ISD)

TASB supports a requirement for excess proceeds to the Economic Stabilization Fund to be dedicated to public education.

District Rationale: With many areas of public education being underfunded and with many funding weights having gone unchanged for many years, this would provide needed funding at least during those times when the Economic Stabilization Fund exceeds the maximum limit.

The TASB Board recommends adoption. The Texas Constitution caps the Rainy Day Fund (RDF) at 10 percent of the amount deposited (with specific exclusions) into the General Revenue Fund the prior biennium. If the cap is reached, funds that would normally be transferred to the RDF are retained in the General Revenue Fund. General revenue funds can be appropriated for any legal purpose by the Legislature. Education is one of the few state functions that is a mandatory responsibility of the state. The public education system should receive any overflow from the RDF as a way to help students. During the prior fiscal crisis, legislators preserved the RDF at the expense of education, but when funds are abundant and the RDF exceeds its limit, we should not deny the public education system a chance to achieve adequacy.

Resolution 10—Teacher Recruitment (Galena Park ISD and Humble ISD)

TASB supports state programs and funding to attract people to the Texas teaching profession.

District Rationale: Given the annually increasing student enrollment and declining number of people pursuing teacher certification, a severe teacher shortage is now reality. Programs and funding to forgive tuition and other incentives are needed to attract people to the Texas teaching profession.

The TASB Board recommends adoption. Public enrollment in Texas increases by 80,000 students every year. In order to meet this growth, thousands of teachers need to be hired every year. A failure to identify and hire these individuals will lead to packed classes, less individualized student at-
tention, and even reduced electives and class offerings if subject area experts cannot be found. However, there are ways to attract and retain teachers into the profession through the use of a variety of tools that could include tuition/loan forgiveness and other similar incentives.

Resolution 11—Prekindergarten Facilities (Galena Park ISD and Northside ISD-Bexar County)

TASB supports legislation that provides for funding of prekindergarten facilities.

District Rationale: In order to provide effective prekindergarten programs, the need exists to expand current facilities. Many districts could, with adequate funding, find the staff to provide full-day prekindergarten but do not have adequate facilities to house the program.

The TASB Board recommends adoption. A noted Harvard study showed that prekindergarten substantially improves a child’s kindergarten readiness, and this, in turn, is the foundation on which the child will build his or her entire educational career. Based on this research and more like it, the president called for universal prekindergarten, a call which resonates with many school districts across the country. Additionally, the state increased appropriations in order to support expanded, high-quality prekindergarten. That said, many school districts will not be able to reach this goal even if they have the operational funds to do so simply because they do not have the facilities that are necessary to operate a full-day or a universal prekindergarten program. The state, which already funds one half-day of prekindergarten, could take a leadership role by offering facilities support to expand the program. Such support could be achieved by creating an allotment for prekindergarten facilities or a funding stream for the district rental of suitable facilities.

Resolution 12—Limit Assessments to Federal Requirements (Galena Park ISD, Northside ISD-Bexar County, and Sunnyvale ISD)

TASB supports the elimination of state assessments unaffiliated with federal requirements.

District Rationale: The current assessment system for Texas students should mirror the requirements as outlined by federal regulations.

The TASB Board recommends adoption. While no legislation was passed last session to reduce state assessments, there were bills filed to eliminate state assessments (Writing and Social Studies) not federally mandated. Eliminating high-stakes testing in these subjects would provide opportunity for the use of more meaningful student assessment, such as portfolio systems, and align the state with the new requirements under the Every Student Succeeds Act (ESSA). To ensure that students still receive sufficient instruction in these areas, districts could develop local assessments. This would strengthen local control while still ensuring that students gain the skills they need to compete in college and the workplace.

Resolution 13—At-Risk Factors (Splendora ISD)

TASB supports that the Texas Education Agency recognize that a student’s poor attendance be added as an additional at-risk factor.

District Rationale: Research shows the correlation between student absences and the potential to drop out of school. TEA currently acknowledges the other student behaviors that contribute to a student’s risk of dropping out: low grades, discipline, low test scores, becoming a parent, being retained in any level, etc. However, poor attendance is not listed as one of the at-risk factors. Identifying students with chronically poor attendance may assist districts in developing programs that can help change these behaviors and perhaps receiving additional funding.

The TASB Board recommends adoption. The Texas Education Code currently provides for a list of all factors considered to designate a student as at risk. If a child receives this designation, districts receive a funding allotment based on the number of total students. Chronically poor attendance is currently not included as an at-risk factor but has been shown to negatively impact how a student performs academically. While chronically poor attendance would need to be defined, it would be beneficial to students to add this as an additional at-risk factor.

Resolution 14—Mental and Behavioral Health (Austin ISD)

TASB supports state policies and funding to support campus-based mental and behavioral health services for students.
District Rationale: Mental illness in children and adolescents, if not properly diagnosed and treated, increases the likelihood of significant health issues for them as adults and greatly limits their ability to become productive members of society. For adolescents, the first signs of mental illness or emotional distress can emerge in the school environment. Mental and behavioral health issues such as anxiety, depression, and disruptive disorders often are the root causes of poor academic performance, disciplinary issues, and truancy.

Providing mental health and behavioral health services early is crucial to getting students the help they need to get and stay on the right track and be successful in life. Investing in them early saves money in the long run, as the cost of incarceration and inpatient mental or behavioral care is far more expensive.

School partnerships with campus-based comprehensive community mental health organizations provide an invaluable support to students, teachers, and families. Services are available to youths year round, beyond the academic school year and during breaks when support for children and youths can be limited. Furthermore, providing such services on campus is efficient and cost effective, limits the time a student misses classes, and is available when a student is in acute need of services.

The TASB Board recommends adoption. Districts are often called upon to provide students with more than just an education. Many children come to school with moderate-to-severe mental and behavioral issues and are in need of health services. The lack of these services often leads to poor academic performance and disciplinary problems. By providing districts with additional funding to partner with other organizations to offer these critical services, we help to get these students the help they need to become productive citizens.

Resolution 15—Responsible Parameters to Virtual Education (Austin ISD)

TASB supports responsible parameters to expansion of virtual education, including fiscal impact on districts and exclusion of campus and district accountability for student performance.

District Rationale: The Texas Virtual School Network (TxVSN) provides Texas students and schools with access to online courses and instructors. TEA administers the TxVSN, sets standards for and approves TxVSN courses and professional development for online teachers, and has fiscal responsibility for the network. Education Service Center (ESC) Region 10 oversees the day-to-day operations of the TxVSN network. The TxVSN is made up of two components: the TxVSN statewide catalog of supplemental high school courses and the full-time TxVSN online schools program.

Texas Education Code Section 26.0031(c)(3) states that a district may deny a request to enroll a student in an electronic course if the district or school offers a substantially similar course, and Section 26.0031(c-1) provides a district may decline to pay the cost for a student of more than three yearlong electronic courses but does not limit the ability of a student to enroll in additional electronic courses at the student’s cost. Texas Education Code Section 30A.105 states that a course provided through TxVSN may not exceed the lesser of the cost of providing the course or $400. SB 894, filed in the 84th Legislative Session, proposed to eliminate three provisions that could increase costs to districts throughout the state:

- Repeal of a district’s ability to deny a student the opportunity to enroll in an online course if a substantially similar classroom course is offered
- Repeal of the provision that allows a district to refuse to pay for the cost of a student to take more than three yearlong electronic courses
- Elimination of the $400 cap per individual online course

An additional issue concerns districts being accountable for the performance of a student who takes a course virtually from an out-of-district provider. For example, a student could take an English 1 virtual course out of district and not pass the English 1 end-of-course exam. The district would still be held accountable for that student’s performance, though the district has no control over the course content or method of instruction.

The TASB Board recommends adoption. The TxVSN was designed to supplement instruction by providing school districts with an added resource. It serves as a fiscally responsible program that gives students and districts the ability to receive and provide learning opportunities that could not be met otherwise. Further, districts’ accountability ratings can be impacted by virtual course providers that do not offer quality programs. Just as schools are held accountable for their instructional programs, so too must virtual course providers. While expanding virtual education is crucial, it must be done in
a reasonable and responsible way that maintains local control of the process and holds the appropriate parties accountable.

Resolution 16—HB 5 Additional Resources (Austin ISD)

TASB supports additional resources and flexibility to assist districts in successful implementation of House Bill 5 (83rd Session).

District Rationale: Prior to the passage of House Bill 5 in the 83rd Legislative Session, students in Texas were required to complete the “4X4” graduation plan, which required four years of specific courses in math, science, social studies, and English. HB 5 is intended to allow high schools to offer a broader selection of rigorous and relevant courses and academic pathways to keep students engaged in school and focused on preparing for their future. After the passage of HB 5, the State Board of Education called for the creation of two new advanced-level math courses in high schools: Statistics and Algebraic Reasoning. In addition, school districts are developing new courses and programs to comply with the intent of HB 5 and its five endorsement areas of focus. In order to carry out the intent of HB 5, districts need additional funding for staffing, training, facilities, and instructional materials to allow them to offer quality programs in multiple areas. Additionally, districts require an allocation of resources to fully fund employment certification exams for programs completed as part of a high school diploma.

The TASB Board recommends adoption. Districts are demonstrating gains in the development and implementation of plans required to comply with HB 5. Providing them with additional resources and flexibilities will help them to achieve these goals in the fastest and most efficient ways possible. The implementation of HB 5 is still in the early stages, and we do not want to diminish progress by reducing or preventing schools from acquiring the resources they need to successfully implement the plan.

Resolution 17—Full-Day Pre-K Funding (Austin ISD, Grand Prairie ISD, Humble ISD, and Killeen ISD)

TASB supports state funding for full-day prekindergarten.

District Rationale: Currently, Texas provides school districts with funding for half-day prekindergarten for at-risk four-year-olds. In 1999, the Legislature began to provide additional funding to districts through what eventually became known as the Prekindergarten Early Start (PKES) grant program to help ensure more students were receiving full-day prekindergarten. However, in the 2011 legislative session, the PKES grant program was eliminated. This led to fewer children receiving a full-day of prekindergarten provided by school districts. Children need high-quality early education in order to be successful in the K–12 system. Full-day pre-K is essential to providing our most economically disadvantaged children with instruction that will give them a strong academic foundation to build upon. Quality early education also decreases spending in the K–12 system by reducing remediation costs, special education referrals, and retention of students that enter kindergarten and elementary school unprepared.

The TASB Board recommends adoption. Research demonstrates that children who participate in full-day prekindergarten programs are more successful academically. It is essential to providing our most economically disadvantaged children the instruction they need to compete and be successful in the K–12 system. Currently, the state does provide funding for pre-K, but it is not enough for districts to develop and implement a full-day program. Half-day programs, while beneficial, often provide logistical problems for working parents that may prevent them from enrolling their children. Full-day programs also provide additional instruction time that is critical for students.

Resolution 18—CEI Adjustment (Austin ISD)

TASB supports a public school finance system with an updated cost of education index.

District Rationale: Currently, the state system of public school finance in Texas utilizes a cost of education index (CEI) that was adopted by the Foundation School Fund Budget Committee in 1991. This index was based on research conducted
by the Legislative Education Board and the Legislative Budget Board. The index attempts to adjust for varying economic conditions across the state, based mainly on the size of the district, the teacher salaries of neighboring districts, and the percentage of economically disadvantaged students in the district for the 1989–90 school year. The CEI has not been updated since.

Since the time of the CEI adoption nearly 25 years ago, the percentage of economically disadvantaged students across the state has risen dramatically. This reality, coupled with the high cost of living in many areas of the state, the need of some districts to compete with the rising teacher compensation in surrounding districts, as well as projected increased healthcare costs, have widened the gap between the current CEI and what it should be, given current data.

The TASB Board recommends adoption. The index has not changed in 25 years, but school district characteristics have changed in that time. In the year it was implemented, the CEI index generally directed state funds to areas with higher costs. After 25 years, it is likely that the index is underfunding a great many districts. This is particularly true for districts that have seen large increases in average daily attendance, low-income families (and students), and average teacher salaries. As long as these changes are not recognized, these districts will be at a funding disadvantage in comparison to nearby districts that had high salaries and high poverty years ago when the index was created and that retain those characteristics.

Resolution 19—Texas Community School Model as Turnaround Option (Austin ISD)

TASB supports transition to a Texas Community School model as a campus turnaround plan option available to the commissioner under Subchapter E, Chapter 39, Texas Education Code.

District Rationale: HB 1891, introduced during the 84th Legislature, would have defined and established a Texas Community School as a public elementary, middle, junior high, or high school that partners with one of more community-based organizations to coordinate academic, social, and health services to reduce barriers to learning and improve the quality of education for students in the community. The bill did not pass but serves as a model for improving student performance.

The commissioner of education or the Legislature should adopt community school reform as an option for underperforming campuses within the parameters set by the commissioner or the Legislature. HB 1891 could serve as the guide for such parameters and should include a provision that the commissioner could not order the closure of a campus without giving the campus the opportunity to transition to a Texas Community School and at least two years to implement the campus's community school plan.

The TASB Board recommends adoption. The Texas Community School model, while not codified, has been implemented in many schools. Austin ISD utilized this model at multiple campuses with great success, improving student performance and turning around underperforming schools. In 2015, the Legislature passed HB 1842, which addressed and developed new sanctions for underperforming campuses. As part of the new sanction process, districts will now be given an opportunity to develop a turnaround plan. TASB should support the acceptance of the community school model as a possible option under these plans.

Resolution 20—Pre-K Grant Funding (Austin ISD)

TASB supports enhanced funding for the high-quality prekindergarten grant program.

District Rationale: The 84th Legislature passed HB 4 that created a new high-quality prekindergarten grant program. This high-quality grant program will allow districts and charters to receive funding for qualifying prekindergarten students in addition to the half-day Foundation School Program (FSP) funding that is already received for each eligible prekindergarten student. To receive the grant funding, a district must meet certain enhanced quality standards related to curriculum, teacher qualifications, academic performance, and family engagement.

The Legislature appropriated $130 million over the biennium, not to exceed $1,500 per year per student in attendance for the entire instructional period on a school day. The per-student funding amount will depend on the number of eligible grant applicants. A school district or charter that receives grant funding may only use the funding to improve the quality of the school district's prekindergarten program.
Children need high-quality early education in order to be successful in the K–12 system. Full-day pre-K is essential to providing our most economically disadvantaged children with instruction that will give them a strong academic foundation to build upon. The amount of funding provided by the grant should be enhanced to assure that districts are able to provide high-quality instruction, reduce student-teacher ratios, and take other necessary measures to enhance student learning and kindergarten readiness. As more districts qualify for the high-quality prekindergarten grant funding, the Legislature should provide the funding in the school finance formula.

The TASB Board recommends adoption. It has been documented that high-quality prekindergarten substantially improves a child’s readiness for kindergarten and sets the foundation for success in education. In order for districts to receive high-quality pre-K grant funding, they must meet certain quality standards as dictated by law. Limited funding makes meeting these standards cost prohibitive for many school districts. Several eligible grant recipients this year chose to not move forward with the program after determining that the grant amount they would receive would not be enough to meet standards. Enhanced funding would allow more districts to participate in the grant program and provide more students with the early education they need.

Resolution 21—Behavioral Frameworks (Del Valle ISD)

TASB supports additional funding to develop and expand support systems for districts to implement a multitiered behavioral framework for improving behavioral outcomes for all students.

District Rationale: As more districts move toward alternative discipline and restorative justice models, it is critical that districts have the funding required to fully implement the desired programs. Unfortunately, most school counselors are increasingly spread too thin due to the increased workload from House Bill 5 (83rd Session) and are not able to fully implement additional programs. It is imperative that districts have the funds to hire additional school counselors and school psychologists with expertise in establishing innovative programs designed to address disruptive and problematic behavioral issues without the overuse of exclusionary discipline practices.

The TASB Board recommends adoption. Districts have been trying to develop new and innovative ways to help children with behavioral issues. There has been a push both in the Legislature and in schools to move to restorative justice models in order to keep children in the classroom with their peers, as opposed to the practice of exclusionary discipline where the student is removed to a special class or school. In order to achieve this goal, districts need more funding to hire additional counselors or psychologists to work with these students and develop these programs. Keeping these students in the classroom and addressing their behavioral issues will help them to get the education they deserve and go on to be productive citizens.

Resolution 22—School Calendars (McKinney ISD)

TASB supports legislation that returns full control over calendars to local boards.

District Rationale: The McKinney ISD Board of Trustees supports the continuation of this item on the TASB Advocacy Agenda. The current law prohibits the ability to scatter staff development days throughout the calendar. Staff development is so much more meaningful for teachers and serves our instructional needs when it is scattered throughout the year. As it stands now, we have to stack the staff development days at the beginning of the year; otherwise, we would have the students getting out of school in the middle of June.

The TASB Board recommends adoption. Passed in 2006, current law prohibits school districts from starting school before the fourth Monday in August, unless they operate on a year-round basis. Texas school districts must provide 180 instructional days per school year. Staff development and holidays (not including winter break) account for 20 school days during a typical school year. School boards must juggle those legal requirements along with the state’s instructional mandates and local communities’ demands to develop a school calendar that maximizes the amount of instructional time available for students. School boards must start earlier in August in order to maximize the number of instructional days available before the state assessments are administered in December, March, and May. Also, some schools would like to align their calendars with those of local colleges for those students enrolled in dual-credit courses or Early College High Schools.
Resolution 23—Facility Sale (Killeen ISD)

**TASB opposes the requirement under Texas Education Code Section 11.1542 that requires a district, before offering a facility for sale or lease to any other specific entity, to offer it first to an open-enrollment charter school.**

**District Rationale:** This requirement precludes the opportunity to sell or lease to other entities, such as nonprofits, governmental entities, or for-profit companies, where, depending on a number of factors, the exchange could be more advantageous to the school district.

The TASB Board recommends adoption. School buildings are owned by the taxpayers; they pay the bonds and elect the board of trustees to oversee the governance of the district, including its facilities. Any state law that attempts to usurp the authority of locally elected trustees to make decisions in the best interest of their local students and schools should be opposed. This requirement seeks to create winners and losers by requiring a school district to give preferential treatment to charter operators over nonprofit or governmental entities that would better serve the community.

Resolution 24—Limiting TEKS (Killeen ISD and Sunnyvale ISD)

**TASB supports limits to the scope and breadth of the Texas Essential Knowledge and Skills.**

**District Rationale:** Schools do not have a problem with assessments and accountability; however, students, teachers, campuses, and districts are currently being set up to fail with the number of standards to master. We ask teachers to do the impossible with standards so complex that each one could be assessed a thousand different ways. Now we take into consideration students who struggle with learning disabilities, are economically disadvantaged, or are English language learners. Parents are asked and they have the desire to help, but everyone involved struggles to keep pace with a scope and sequence that requires a different standard to master every two-to-three hours of class time.

The TASB Board recommends adoption. There are too many Texas Essential Knowledge and Skills (TEKS) for Texas students to master in a limited amount of time. For years, parents, educators, and lawmakers have expressed frustration because the volume of TEKS hinders an educator’s ability to spend more time on a standard to ensure a student is mastering a concept. The instructional calendar is 180 days. Given the robust volume of TEKS and the limited number of days students are in school, Texas students would benefit by narrowing the scope of the TEKS.

Resolution 25—Dual-Credit Flexibility (Killeen ISD)

**TASB supports flexibility in assessing student eligibility/readiness for dual-credit coursework.**

**District Rationale:** It remains imperative that students of all socioeconomic backgrounds have access to quality higher education opportunities through dual-credit coursework. In order to provide maximum flexibility in assessing student eligibility for dual-credit coursework, assessment standards/requirements will need to remain high but also diversified and affordable for students to be successful. This equates to maintaining multiple eligibility assessment requirements for schools to utilize in determining readiness.

The TASB Board recommends adoption. Earlier this year, the Texas Higher Education Coordinating Board (THECB) attempted to revise their rules to require certain assessment proficiencies to demonstrate college readiness for students wanting to take dual-credit courses. While it is necessary to keep assessment standards high in determining eligibility, it is also necessary to keep assessment options flexible, affordable, and diverse. All students should have the opportunity to access an appropriate assessment instrument regardless of their socioeconomic background or other issues.

Resolution 26—Online Safety (Killeen ISD)

**TASB supports funding to support local district purchases of online filters to protect students from pornographic sites, funding for districts to provide digital safety and citizenship curriculum regarding online safety and social media, and requiring all pornographic sites to register with a .xxx domain.**

**District Rationale:** There has been a citizen’s task force on sex trafficking. Much of this stems from online communication from underage students with pornographic predators or pedophiles. Firstly, requiring a domain identifier would make it easier to
track these types of websites. Secondly, providing districts with adequate funding to combat this form of pedophilia would allow all districts, including small districts, to purchase appropriate filters.

**The TASB Board recommends adoption.** With the rapid advancement of technology and ability for individuals to communicate with others under complete anonymity, school districts must be provided with adequate resources to safeguard their students from online predators. The state must make the safety and security of its most precious charges one of its top priorities, and that includes keeping them safe while online. Students growing up in the digital age learn how to use digital devices and social media in ways those who are charged with protecting them do not yet understand. Therefore, our students also should be taught the ethics of using these devices and communications rather than focusing on how to use them. Schools need additional resources to develop and teach these courses to students at their discretion. While it may not be realistic to require all pornographic sites to register with .xxx domains, doing so would give law enforcement one more tool to prosecute individuals that find new ways to market to or allow others to communicate with students.

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**Resolution 27—Special Education Assessment (Killeen ISD and Temple ISD)**

**TASB supports legislation that provides a state assessment system for special education students that measures progress and growth instead of meeting a grade-level passing standard.**

**District Rationale:** To be prepared to excel in tomorrow's world, students need a high school education and diploma. Special education students are born with disabilities not unlike physical disabilities; yet, they are expected to perform in the same manner as their peers. Failure to meet the state grade-level standards increases the percentages of special education students retained at earlier grades and, based upon research, decreases their chances of graduating.

**The TASB Board recommends adoption.** Not all children are the same. Students receiving special education have special needs. Local districts should have the option to determine if these students would benefit by moving up to the next grade level with their peers instead of being held back because they did not meet a grade-level passing standard on an assessment. The state assessment system needs to focus on the growth and progress students are making based upon their individual situations, particularly in the case of children receiving special education. This will help to ensure that these children are receiving the best education possible for their needs and to improve their future success.

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**Resolution 28—Reduction in STAAR Assessments (Ben Bolt-Palito Blanco ISD)**

**TASB supports a reduction in the number of STAAR tests by providing exemptions to annual testing requirements in mathematics and reading in grades 3–8 for students who have demonstrated prior mastery.**

**District Rationale:** The current testing and accountability system is a burden on schools, a source of anxiety for students, and of limited educational value. It is also expensive and represents a significant cost of resources that could be used for better educational purposes. Annual testing of students who have already demonstrated mastery at an earlier grade serves no valid educational purpose.

**The TASB Board recommends adoption.** The current number of assessments required by the state in grades 3–8 is considered excessive by many. To address this issue, a bill was filed in the 83rd Session that would exempt students with satisfactory scores in grades 3, 5, and 7 from taking the exam the next year. Research has demonstrated that a student who has performed well on a standardized test one year will likely perform as well the following year. Such exemptions in reading and math would reduce costs to districts and limit the burden on students, parents, and teachers caused by unnecessary testing of high-performing children.

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**Resolution 29—Transportation for Public Schools of Choice (Grand Prairie ISD)**

**TASB supports additional transportation funding for intradistrict schools of choice.**

**District Rationale:** To foster creativity in providing educational options for parents to choose the programs that are best for their children.

**The TASB Board recommends adoption.** State law requires that school districts receive a transportation allotment for each student who resides two or more miles away from the campus of regular
attendance. TEA defines “campus of regular attendance” as the school in that student’s attendance zone to which he or she would normally be assigned. Consequently, the transportation allotment is not generally available for districts that transport students to magnet schools or other campuses of choice outside of the student’s attendance zone but within the school district boundaries. The benefits of including an allotment for transportation to intradistrict schools are twofold: it would broaden TEA’s definition of “campus of regular attendance” to support districts that offer magnet programs, and it would afford students additional choices within the public school system.

Resolution 30—Middle School CTE
(Grand Prairie ISD)

TASB supports additional funding for middle school CTE.

District Rationale: CTE programs are growing rapidly, and they provide real-world access to careers straight from high school as well as head starts into college. Increasing funding will increase student access into programs and opportunities that would otherwise be unavailable to students coming from economic difficulties.

The TASB Board recommends adoption. The state has recognized the additional costs that are incurred when a school makes CTE classes available to its students through having a weight for such classes in the school finance formulas. However, except in certain limited circumstances, this weight is only available to high school children. This discourages schools from making certain courses available to students who may have already shown both the focus and the desire to take and benefit from such courses. Indeed, it is state policy that all students be college or career ready upon graduation. However, this policy goal cannot be realized if in practice, college readiness begins in kindergarten, but career readiness can only start occurring once the student has entered grade 9.

Resolution 31—School Bus Traffic Safety
(Grand Prairie ISD)

TASB supports legislation to authorize school bus stop arm cameras to be placed on school buses and managed by local law enforcement agencies.

District Rationale: Student safety must remain priority number one. Stopping cars from passing stopped buses makes the school environment safer for our children.

The TASB Board recommends adoption. It is illegal and also dangerous for a vehicle to pass a stopped school bus. Law enforcement cannot be available at every school bus stop to surveil would-be violators. In order to improve safety for students who ride school buses and to reduce violations, collisions, and injuries, school buses should be equipped with a digital camera to catch violators and dissuade those who may consider passing a stopped bus. Similar to the red light cameras installed by municipalities, the camera on the school bus would activate as soon as the stop arm is turned on and extended. The camera would capture the vehicle and its license plate number and send the data to local law enforcement to issue the citation.

Resolution 32—Charter School Transparency
(Northside ISD-Bexar County)

TASB supports legislation that holds open-enrollment charter schools to the same transparency standards to which traditional public schools are held.

District Rationale: The operation of publicly funded schools, regardless of whether they are part of an independent school district or a charter network, should be open to public disclosure of enrollment data, financial status, and governance decisions in compliance with the Public Information Act. Further, board membership, meeting times, location, and agenda should be readily available for public review in compliance with the Open Meetings Act.

The TASB Board recommends adoption. Independent school districts are held to a higher standard of transparency than open-enrollment charter schools. Several laws govern the disclosure of information to the public, including the Public Information Act and the Open Meetings Act. In fact, several provisions of both acts require that certain information be placed on a school district’s website. However, if the public were to inquire about information from an open-enrollment charter school, they would experience a substandard level of disclosure, especially if the charter is operated by a private management group. Even when meeting information is made available, the meetings can be held in locations that are not easily accessible for parents and other community members.
Resolution 33—Charter School Enrollment (Northside ISD-Bexar County)

TASB supports legislative and regulatory oversight of charter schools to ensure they adopt true open-enrollment practices, provide academic and other required services to economically disadvantaged students and those with special needs, and comply with student disciplinary elements of Texas Education Code Chapter 37.

District Rationale: Just like traditional public schools, charter enrollment practices should be consistent with the notion of “open enrollment” and should not silently discourage those who are economically disadvantaged or have special needs by failure to provide programs such as transportation, the charging of additional fees, or the failure to participate in the national free lunch program. In addition, charter enrollment practices should not dismiss students who display academic need or fail to comply with attendance or code of conduct expectations from their system.

The TASB Board recommends adoption. There is a perception that, and some documented instances of, charter operators discouraging certain students from attending their schools or expelling students for not following codes of conduct that seem to set a higher bar than what would seem allowable in an independent school district. Charter operators should be discouraged from instituting barriers that impact students who are economically disadvantaged or have special needs by failure to provide programs such as transportation, charging of additional fees, or failure to participate in the national free lunch program. Because charters are provided state funding, they should adhere to the enrollment and expulsion standards of school districts and not institute de facto admissions or “behave to play” practices. All students should be treated equally and disciplined similarly whether attending a traditional public school or an open-enrollment charter school.

Resolution 34—School District Consolidation (Northside ISD-Bexar County)

TASB supports legislation that leaves decisions about school consolidation to local boards of trustees.

District Rationale: Studies have shown that consolidation does not necessarily improve schools or lead to better academic results—spending on education does not decrease and parental and community engagement decrease. Further, there is no mechanism in the law that would allow the Texas Education Agency to force consolidation on otherwise financially and educationally viable school districts. Therefore, studies of consolidation merely serve to waste precious financial resources.

The TASB Board recommends adoption. School district consolidation has long been perceived as an avenue to improve the efficiencies of public schools. However, there has been little evidence that consolidation controls costs or improves academic achievement. Forced consolidation, whether of large urban schools or small rural schools, removes the ability of local communities to decide what is best for their schools and their students. Legislators should look to proven methods of improving efficiency and reducing costs, such as shared service agreements, to consolidate functions without merging organizations.

Resolution 35—Political Organization Donor Disclosure (Northside ISD-Bexar County)

TASB supports legislation that requires politically active organizations to disclose their donors.

District Rationale: Transparency should stay in the forefront of policy making so that the people can make informed decisions when it comes time to vote. The voting public should know who is attempting to influence the outcome of policy conversations regardless of their interest, affiliation, or residence. If individuals or organizations see fit to contribute to organizations they support and those organizations are contributing to political campaigns, it serves the public well to keep voters informed.

The TASB Board recommends adoption. Political action committees and other groups are starting to take an acute interest in local elections. There are documented instances of these groups working to stop school district efforts to pass bonds or tax ratification elections. Voters should know exactly what and whom they are voting for or against. All candidates and politically active organizations should be transparent about their sources of income to support or to oppose a candidate, bond, or referendum. Donors would still be able to exercise their right to free speech but must do so while being accountable for that speech.
Resolution 36—ESSA Flexibility (Northside ISD-Bexar County)

*TASB supports legislation and rulemaking that ensures that the greatly expanded local control provided for in the Every Student Succeeds Act is transferred to local education agencies and locally elected boards rather than simply transferring to state agencies.*

**District Rationale:** Locally elected school board members are the closest public officials to the needs and desires of a community. Decision making about curriculum, assessment, and instruction should be left to the local decision makers.

**The TASB Board recommends adoption.**

Recently passed federal legislation replaced the No Child Left Behind Act with the Every Student Succeeds Act (ESSA). While key Title I requirements for standards and assessments remain, ESSA’s most fundamental transformation is in giving states back more control over how they operate their local schools, including the authority to develop their own accountability requirements. The State of Texas is in the process of developing the accountability plan with the help of teachers, administrators, school trustees, and community members. This plan and input from stakeholders ensures school districts have a say in how we move forward under ESSA.

Resolution 37—IMA (Northside ISD-Bexar County)

*TASB supports legislation that adequately funds the Instructional Materials Allotment (IMA) to ensure districts are able to meet increasing costs and adequately fund required materials adoptions, including instructional technology. Legislation also should be explored that would serve to tie funding under IMA to the state board proclamations that are issued. Finally, the statute governing IMA should be revised to include an element of permanency as the current language leaves funding to the whim of each legislative session.*

**District Rationale:** Texas significantly modified its method of allocating resources for instructional materials. We urge the state to devote sufficient resources to ensure districts are able to deliver high-quality content aligned with state standards, including the need to provide technology-related resources to students.

**The TASB Board recommends adoption.** The total amount of the IMA is set at 50 percent of the distribution from the Permanent School Fund (PSF) to the Available School Fund. In other words, the amount ultimately parsed out to schools is determined largely by how well PSF investments are doing rather than the costs of the needed technology and instructional materials. The IMA was created by combining direct appropriations for state board proclamations and the technology allotment and then reducing the overall amount. The former system was already found to be inadequate, and the overall reduction has made it much more so. The IMA was sold as a way to allow districts to choose materials that they wished, but there is little choice when the IMA does not cover even the least expensive materials available and has to be supplemented with local funds.

Resolution 38—Charter Access to PSF Bond Guarantee (Northside ISD-Bexar County)

*TASB supports legislation that prevents the use of the Permanent School Fund to back charter school bonds with a low underlying rating.*

**District Rationale:** Over $1 billion in the Permanent School Fund (PSF) Bond Guarantee Program is set aside to guarantee charter school bonds. In order to qualify for the PSF Guarantee, a charter need only show a “BBB-” rating from one nationally recognized rating agency. “BBB-” is the lowest investment grade rating. The guarantee secures a charter’s bond payments for the entire repayment period. We have seen many charters revoked in recent years for either academic or financial performance. A charter revocation is equivalent to a bond default that would fall to the taxpayers of the State of Texas.

**The TASB Board recommends adoption.** Charter schools were sold to citizens as laboratories of innovation that could deliver better education at a lower cost. Since the passage of the law creating charter schools, these same schools have abandoned that pitch and now receive, on average, more maintenance and operations money per student than independent school districts. Charter schools are now asking for additional facilities funding after being granted access to the Permanent School Fund Bond Guarantee Program. The eligibility for charters has been set low—they only require a “BBB-” rating from one established agency. Most troubling, however, is that more than 150 charter campuses have closed in the last five
years—whether for financial or academic reasons, lack of enrollment, or merger—and taxpayers would be responsible for paying for those facilities if they were guaranteed by the PSF.

Resolution 39—Property Taxes (North East ISD)

TASB supports a study on the use of local property taxes to fund public education and its effects on educational quality and on Texas taxpayers.

District Rationale: This proposed resolution supports Speaker Joe Straus's interim charge. Current TASB Resolutions related to finance don't specifically recognize the reliance on local property taxes in school funding. There have been murmurs from legislators about capping appraisal growth, which will certainly have an effect on educational quality.

The TASB Board recommends adoption. This resolution only asks that we have a study on property taxes and the effect of property taxes on educational quality and taxpayers. As noted in the rationale, this is a topic of interest already to our state legislators. The study's findings would be useful in supporting certain changes in the school finance system that would maximize the benefits for both the students and the taxpayers.

Resolution 40—Local Taxes (North East ISD)

TASB supports the return of revenues generated through annual property growth back to local school districts while ensuring that all students have access to quality public schools.

District Rationale: This proposed resolution uses wording from a quote by Speaker Joe Straus when he announced the interim charges. A current TASB Resolution is somewhat similar and can be expanded to include the quality statement: TASB supports the return of revenues generated through annual property value growth back to local school districts.

The TASB Board recommends adoption. Generally speaking, property values across the state have risen year after year. When values rise, state aid for education drops and state revenue becomes a smaller percentage of total district revenues. The state benefits from rising local property values. As property taxes are local, it is local school districts that should benefit from rising property values. In fact, between 2009 and 2011, state law contained an automatic driver to the basic allotment based on property values.

Resolution 41—Accountability (North East ISD)

TASB supports a fair accountability system that provides parents with accurate information about school quality and recognizes the diversity of the state.

District Rationale: Current TASB Resolutions include references to accountability but do not specifically request a system that recognizes diversity. With the work of the Texas Commission on Next Generation Assessments and Accountability, the Legislature may consider some cleanup of the five domain system outlined in HB 2804. The accountability system should take into consideration progress with diverse student populations rather than rewarding schools with less challenging populations.

The TASB Board recommends adoption. Texas is a diverse state with varying student demographics, some more educationally challenging than others. Many districts are faced with the task of educating students who are academically unprepared. As a result, teachers may spend months working to get these students up to grade level. Therefore, the state accountability system should take student growth and progress into greater account when evaluating school performance.

Resolution 42—Candidate Background Checks (North East ISD)

TASB supports criminal background checks for school board candidates to confirm candidate qualifications and to support the disqualification standard of a candidate that has been convicted of a felony.

District Rationale: If a school district board candidate with an "unhirable" offense on his/her criminal history record is elected, then the school district may be compelled to chaperone the trustee at all school- and district-sponsored events or may have to limit access to certain events depending on the particular offense.

The TASB Board recommends adoption. School boards are in a unique position because their elected members not only oversee governance of public schools, but they often spend time visiting with students on campus. There are numerous
provisions in state laws that prevent those with certain criminal convictions from working at a public school or entering a campus. The proposal would help enforcement of the current board candidate qualification standards.

Resolution 43—IEP Determination for Assessments (Longview ISD)

TASB supports permitting a student’s IEP team to determine the level of participation in statewide assessments.

District Rationale: Current state law requires that all Texas students participate in statewide assessments laid out by grade level, without regard for a student’s individual academic ability or need. The district believes that the Texas Legislature should reconcile this requirement to more accurately reflect the current state of federal law. The central theme of the Individuals with Disabilities Education Act (IDEA) is to ensure that a student with a disability receives an individualized education. To achieve this, the law establishes a team of individuals empowered to develop appropriate programming for the student and to make all education-related decisions. With regard to test taking, IDEA expressly empowers this group with the ability to make the determination of whether the student will participate in the statewide assessments or will take an alternative assessment (34 CFR 300.320). The US Department of Education, in its implementing regulations and discussion, also strongly encourages the participation of students with disabilities in statewide assessments. Inherent in this team’s power is the ability to determine whether or not the student will participate in assessments generally. While interpretations of federal law make it clear that students may not be categorically excluded from testing, nothing in federal law expressly mandates inclusion of these students in the testing framework. In discussion of the new Every Student Succeeds Act regulations, the US Department of Education states: “The comments are correct that the IDEA assigns the IEP team the responsibility for determining how a student with a disability participates in a state- or districtwide assessment...This IEP team responsibility is essential given the importance of including all children with disabilities in a state's accountability system. These final regulations do not contravene the IEP team responsibility.” [71 Fed. Reg. 50.778 (2015).] The district proposes that the Texas Legislature allow for the participation of all students with disabilities in statewide assessments, while also permitting the decision making regarding participation to remain with the student’s IEP team (ARD committee), as permitted by federal law.

The TASB Board recommends adoption.

The Every Student Succeeds Act (ESSA) does appear to give state plans some flexibility for determining if a student’s IEP (individualized education program) team is given the responsibility for deciding the student’s level of participation in statewide assessments. Given this, it would be in the student’s best interest to allow the IEP team, which is a multidisciplinary team familiar with the student, to make this decision. They are most aware of the child’s individual academic ability and needs and will best be able to decide what type of assessment, if any, that student should take.

Resolution 44—Individual Graduation Committees (Lewisville ISD)

TASB supports the removal of the sunset provision in Senate Bill 149 (84th Session).

District Rationale: This provision allows students to graduate when they have passed their courses but are unable to pass one or more end-of-course exams after multiple attempts. The Texas Education Agency data shows students and districts did not abuse this provision.

The TASB Board recommends adoption.

The Legislature has shown willingness over recent sessions to move away from the overreliance on standardized tests to determine a student’s post secondary readiness. Senate Bill 149 (84th Session) allows campus administrators to form individual graduation committees (IGC) for students who have failed no more than two STAAR end-of-course exams required for graduation but have passed their required courses. The Legislature placed sunset language within the bill that will see the provision expire September 1, 2017, if it is not renewed by the 85th Legislature. For the 2014–15 school year, there were 12,077 IGCs formed with 6,279 students graduating as a result. This is compared to 313,387 total graduates that year. That is only 2 percent of all graduates. Sixty-three percent of students graduating under IGCs failed only one end-of-course exam. Districts have been good stewards of this new authority and are using IGCs in a responsible manner to help students who earned their diplomas by showing mastery of required subjects in ways other than tests.
Resolution 45—TSI and EOC Tests
(Mansfield ISD)

TASB supports the study of the relationship and discrepancies between the Texas Success Initiative and end-of-course/STAAR testing.

District Rationale: Many students who graduate from Texas high schools are required to take Texas Success Initiative (TSI) testing for college placement. Students who fail portions of the test are required to take noncredit remedial courses. We believe the testing at the college level needs to be consistent with our STAAR and end-of-course (EOC) testing.

The TASB Board recommends adoption. As the indicator for career and college readiness in Texas, better alignment between the TSI and the STAAR/EOC testing would be beneficial to students. This would allow the state to get an accurate assessment of a student's college and career readiness while ensuring that the student does not have to take remedial courses at the college level for no credit.

Resolution 46—Dual-Credit Teachers
(Mansfield ISD)

TASB supports an increase in the number of teachers certified to teach dual-credit courses in Texas.

District Rationale: Due to recent efforts by the state Legislature, the number of students enrolled in dual-credit courses has dramatically increased, and local districts and community colleges are struggling to meet enrollment growth.

The TASB Board recommends adoption. Dual-credit courses allow students to take a course that satisfies both high school and college requirements. This allows students to take classes that may not be offered by the school district. Additionally, the student can begin to earn college credit, which in turn will allow the student to graduate from college earlier and at a decreased expense or to take other coursework of interest. However, the ability to take dual-credit courses is limited by the number of instructors out there who teach dual-credit courses. The state should examine efforts to attract individuals who wish to provide dual-credit instruction while removing barriers for them to do so.

Resolution 47—Bilingual Education (Irving ISD)

TASB supports granting local districts total flexibility in determining which bilingual/English language learner program structures are best for each individual student.

District Rationale: The local districts know what is best for their students. Currently unfunded, state-mandated bilingual education program structures limit local districts’ flexibility to determine what is best for each individual student.

The TASB Board recommends adoption. Current Texas Education Code dictates that a school with 20 or more students identified as having limited English proficiency in the same grade must offer bilingual education or a special language program. Statute then goes on to list the approved delivery and content of that instruction. Those laws were passed in 1995. The students of 2016 are significantly different, and educators have developed innovative methods for English acquisition. Districts should have flexibility to identify and teach the programs that work best for their students, especially when students are coming into schools speaking more than one foreign language.

Resolution 48—National Tests as Assessments
(Irving ISD)

TASB supports replacing state and federally required end-of-course assessments with the ACT and/or SAT.

District Rationale: Reduce the number of standardized tests. Reduce the amount of money spent on standardized testing.

The TASB Board recommends adoption. The ACT and SAT exams are standardized college admissions assessments that are trusted throughout the country to be valid indicators of college and career readiness. Current TEA rules already allow for the ACT to be substituted for certain end-of-course (EOC) exams, with some restrictions. By replacing state assessments with the ACT and SAT, the state would be getting an accurate assessment of college and career readiness from a trusted source that our universities already utilize and that TEA has already determined to be an appropriate substitute.
Resolution 49—Low Bid Procurement
(El Paso ISD)

*TASB supports legislation that would allow school districts to utilize low-bid purchasing for goods.*

District Rationale: Currently, school districts are required to consider a number of items in procuring goods that include price, reputation, quality, and past relationship with the district. In some cases, as long as a product meets minimum specifications, price is the only factor that is important for a school board’s decision making. Allowing school districts to utilize low-bid procurement for goods would cut down on staff time required to evaluate bids under the current system. Other local government bodies such as municipalities and county government have this option.

The TASB Board recommends adoption. In selecting a vendor for services, it is essential to consider what is expected by the taxpayers: a quality, but low-cost product. Although purchasing criteria such as vendor reputation, product quality, and a relationship with the district round off what is common sense, at the end of the day it is the cost of the product that matters most, especially to taxpayers. School districts should not be held to a different set of standards from counties and municipalities when it comes to purchasing products. If the law allows other local governments the opportunity to select products based on the lowest bid first, then it should be afforded to school districts, as well.

Resolution 50—Solar Power Battery Storage
(El Paso ISD)

*TASB supports legislation that would allow school districts utilizing solar systems to use batteries to store power.*

District Rationale: Current state law prohibits school districts that own solar systems or that purchase power from a third-party solar operator from utilizing batteries to store power. Allowing school districts to do this would make solar power a more viable, long-term investment to manage against volatile rate hikes that negatively impact budgets.

The TASB Board recommends adoption. Solar power is being used as an alternative to the traditional method of generating electricity. Municipal-owned utilities set up solar farms to convert the sun’s rays to usable energy and install solar panels on rooftops to offset energy consumption. Many school districts utilize solar power for either academic purposes (science projects) or to offset their consumption during peak hours. The ability to store excess energy generated through solar power is helpful for school districts in saving on utility costs, which is a benefit to taxpayers. Therefore, school districts ought to have the opportunity to store excess solar power generated through their solar panel system in storage capacity batteries. The excess power can be used to not only offset high rates during peak hours but to run security systems and lighting during the night.

Resolution 51—Bilingual Teacher Certification
(Temple ISD)

*TASB supports a sunset review of bilingual teacher certification requirements.*

District Rationale: Bilingual (BiL) Generalist EC-6 was discontinued and the Bilingual Target Language Proficiency Test (BTLPT) created; 58.1 percent of those testing for BiL certification passed the test (2014). Per the US Department of Education, BiL certified educators are on the critical shortage list. With 17 percent of Texas students qualifying as limited English proficient (LEP), districts cannot fill classrooms.

The TASB Board recommends adoption. With such a critical need for teachers certified in bilingual education, the state should review the requirements of its certification with extensive input from school administrators, teachers, parents, and other stakeholders to ensure that the state is asking for the qualifications that are most needed in today’s bilingual education classrooms.

Resolution 52—Fiscal Notes (Lewisville ISD)

*TASB supports changing legislative fiscal notes to include all public funds instead of stopping at the state budget.*

District Rationale: A fiscal note is a written estimate of costs, savings, revenue gains, or revenue loss that may result from the implementation of a bill. It serves as a tool to help better understand how a bill might impact the state budget. The recommended provision includes a more thorough understanding of how the bill might impact the state as a whole, including individual agencies and local governments.
The TASB Board recommends adoption. Clearly, if a legislative proposal has costs/savings or revenue impacts it should be available publicly so that these factors along with the policy can enter the public discourse and be weighed accordingly. A lack of information regarding these impacts indicates that state policy, no matter how good the intention of the policy is being made half informed and without adequate notice to the public. The state does a reasonable job of measuring costs and revenues when it comes to state agencies and state accounts but makes practically no efforts to do so for certain local governments, including school districts.

Resolution 53—Expansion of Community-Based Accountability (Sunnyvale ISD)

**TASB supports the modification of the proposed district accountability system for the purpose of including a larger percentage of community-based measures.**

**District Rationale:** Districts should be held accountable for the priorities identified by the local community, in addition to the priorities identified by the state.

The TASB Board recommends adoption. The Legislature and TEA have demonstrated through the inclusion of a community and student engagement component in the state accountability system that recognizing how districts address local expectations is an important factor in determining the overall success of a school. With the passage of House Bill 2804, which updated the state accountability system to include five domains of accountability indicators, TEA has developed a lengthy—though specific—list of indicators that schools may use when determining their community and student engagement performance. Unfortunately, this component of the accountability system will only count for 10 percent of accountability ratings. State assessments will still account for 55 percent of accountability ratings, and post secondary readiness measures will account for 35 percent of ratings. Local educators, students, parents, business leaders, and others within the community are best situated to identify their needs and how their local schools are meeting those needs. More emphasis should be placed on local communities’ expectations in the state accountability system.

Resolution 54—50-Cent Debt Test (TASB Board)

**TASB supports modification or elimination of the 50-cent debt test.**

The TASB Board recommends adoption. Many growing districts must incur high levels of debt for facility needs. By law, a district may not increase its interest and sinking (I&S) tax rate above 50 cents to pay the principal and interest on its existing and new bonds. In order to keep a district’s I&S tax rate at or below 50 cents, the district is often forced to issue bonds for the maximum 40-year period, use capital appreciation bonds, or rely heavily on portables at an existing campus. If a district had the authority to increase its I&S tax rate above 50 cents, the district could shorten the repayment period of its bonds resulting in a significant reduction of interest paid by taxpayers on district debt. Additionally, districts would also have the ability to evaluate whether portables are the best solution for a given circumstance rather than be forced into that decision.

Resolution 55—Equal Treatment of Public Servants Act (TASB Board)

**TASB supports permanent replacement of the current federal Windfall Elimination Provision with a fair formula.**

The TASB Board recommends adoption. Under the existing law, government workers who do not pay Social Security taxes, but collect a pension, receive a modified Social Security benefit. According to the Social Security Administration, 1.5 million retired and disabled workers currently receive reduced benefits averaging just under $275 a month. The Windfall Elimination Provision (WEP) primarily hurts those who have changed careers midway through their lives. Those workers may have earned a pension but only a small Social Security check when they retire. The logic of the provision is to prevent double-dipping: Someone who only paid Social Security taxes for a brief time—perhaps someone who worked in the private sector before becoming a longtime teacher—is not eligible to collect the same benefits as someone who earned no pension but has similar lifetime earnings over the course of his or her career.

An estimate provided by the Social Security Actuary’s office indicates the average retiree would receive an annual $1,034 increase in Social Security
income, or an additional $20,000 over the lifetime of an average retiree for those who are already retired or will turn age 62 before December 31, 2016. Retiree’s Social Security income would increase by approximately 32 percent when the law is amended. For example, persons who turn age 62 after the passage of this law would be subject to the new Public Servant Fairness Formula. On average, retirees would receive $1,620 in additional Social Security benefits per year, about $32,400 over the average lifetime of retirement.

A fair formula would:

a) Provide equal Social Security benefits that were earned by public servants who paid Social Security taxes at some point during their careers,
b) Guarantee public servants receive the benefits they earned while they paid into Social Security,
c) Reduce the WEP by up to a third for current retirees and up to half for future retirees—increasing lifetime Social Security benefits by between $20,000 and $32,400, as estimated by the Social Security Actuary,
d) Not impact the Social Security trust fund

Resolution 56—IDEA Reauthorization (TASB Board)

**TASB supports congressional reauthorization and full funding of the Individuals with Disabilities Education Act.**

The TASB Board recommends adoption. Over six million students with disabilities have access to free public education in the least restrictive environment. As a general matter, families whose students with disabilities are served in public schools work collaboratively with the school district to provide adequate services to their children. However, the Individuals with Disabilities Education Act (IDEA) has grown to provide increasingly detailed requirements for states and school districts on issues such as discipline, placement, and due process procedures. Although the most recent reauthorization in 2004 saw some changes focused on improving student outcomes, the law and courts interpreting it generally have focused on compliance. IDEA’s dispute resolution process has become contentious and adversarial between some families and the schools serving their children. IDEA reauthorization, generally, should do the following:

- Focus on progress and demonstrably positive outcomes for all students.
- Promote collaboration and trusted relationships between parents and schools.
- Reduce complexity of compliance and provide guidelines and flexibility to schools, so they can improve student success by focusing on teaching/learning for all students.
- Urge Congress to fully fund IDEA at the level (40 percent) promised. Special education cost estimates range from $80 billion to $110 billion per year. The federal contribution has been less than 20 percent, with the states and local school districts assuming the balance of the funding burden.

Specifically, IDEA reauthorization should:

a) Limit responsibilities for child find and evaluation of students with disabilities to only those students who reside within the boundaries of the local school district;
b) Prohibit tuition reimbursement for students with disabilities unilaterally placed by their parents in private schools;
c) Ensure the due process provisions are collaborative, effective, and efficient;
d) Always place the burden of proof in challenges to a student’s individualized education program (IEP) upon the party bringing the challenge;
e) Continue to enhance the success of early intervention and response to intervention (RTI) programming;
f) Promote informed and informal collaboration between parents and schools in developing appropriate IEPs;
g) Allow school districts flexibility to apply maintenance of effort (MOE) under IDEA similar to that allowed under Title I, Elementary and Secondary Education Act of 1965;
h) Retain the prohibition of general damages awards by hearing officers, and refrain from expanding remedies to parents or school districts;
i) Retain the two-year limit to awards of compensatory services and create a shorter statute of limitations period for appeals in order to assure the speedy resolution of disputes
Delegate Assembly
Resolutions NOT Recommended for Adoption

Resolution 57—Student Citations (Killeen ISD)

**TASB opposes the provisions contained in Senate Bill 393 (83rd Session) that amend the Texas Education Code to prohibit a peace officer from issuing a citation to a child who is alleged to have committed a school offense.**

**District Rationale:** Currently, the ability of the school district to deal with certain major offenses is limited. When students choose to verbally or physically assault a staff member, then the district should have the right to issue citations to the students who allegedly commit the act.

The TASB Board does NOT recommend adoption. In 2013, Texas legislators changed the law making it more difficult for school district peace officers to issue citations to students who commit a school offense amid reports that districts were too quick to utilize the court system to remedy student misbehavior. Texas law still allows a peace officer to take a student into custody. A school district that commissions peace officers may choose to develop a system of graduated sanctions that may be required to be imposed on a child before a complaint is filed in criminal court for the offenses of disruption of class, disruption of school transportation, or disorderly conduct. A complaint alleging the commission of a school offense must include a sworn statement and underlying facts giving rise to probable cause. A sworn complaint is a more detailed process than a citation (which is essentially a ticket). According to the Office of Court Administration with the Texas Supreme Court, a sworn complaint provides local prosecutors and judges valuable information as they make decisions that impact a student’s criminal history record. While this may be more effort, this process offers greater protection for students in the criminal justice system. Local control is still protected in that school administrators are best positioned to utilize local discipline management techniques to deter and correct misbehavior. The TASB Board of Directors did not recommend this resolution for adoption in 2015, and the Delegate Assembly did not adopt it.

Resolution 58—Application of Infractions (Killeen ISD)

**TASB opposes the provisions contained in Senate Bill 1114 (83rd Session) that limit the application of the offenses of “disruption of classes” and “disruption of transportation” to persons who are not students enrolled in a primary or secondary school.**

**District Rationale:** Currently, the ability of the school district to deal with certain major offenses is limited. The bill further limits the ability of the district to control disruption of classes and transportation.

The TASB Board does NOT recommend adoption. In 2013, the Texas Legislature had a clear intent to eliminate the use of tickets for Class C misdemeanor offenses in public schools. The Legislature’s stated purpose was to reduce the referral of students to the criminal justice system for what amounted to low-level criminal misconduct on school campuses and school transportation; instead, schools must rely on local school disciplinary techniques to correct misbehavior. SB 1114, along with SB 393 (83rd Session), had this purpose and effect—passing by overwhelming margins. The use of citations for disciplinary intervention is not favored by the Legislature. TASB’s legislative efforts are better directed toward advocating for effective school discipline options. The 2014 TASB Delegate Assembly considered this resolution and voted not to adopt it. The TASB Board of Directors did not recommend this resolution for adoption in 2015, and the Delegate Assembly did not adopt it.

Resolution 59—Local Accountability Ratings (Lewisville ISD)

**TASB supports the elimination of school district rating systems for school districts that have a community accountability system.**

**District Rationale:** This provision allows for a customized system reflecting community values on what should be measured; there is no need for a state system.
The TASB Board does NOT recommend adoption. As long as school districts receive state funding, they need to show how those dollars are contributing to the education of their students in a way that makes it easy to compare schools across the state. Having several different rating systems would not allow those moving into the state or from one city to another to accurately compare schools when deciding into which district to move. Eliminating state accountability over schools also would run counter to that TASB Cornerstone Principle that calls for strong accountability of Texas public schools.
Resolution 60—Funding Weights (El Paso ISD)

TASB supports an increase in funding weights for students in grades K–12 who require extra resources, such as those with disabilities, low-income students, or those with language barriers.

District Rationale: Accountability for special populations has increased by the state in that they now require more rigorous examinations in order for them to graduate; however, adequate funding to provide additional support has not been increased. For over 30 years, school districts have not received an increase in the weighted average daily attendance (WADA) funding.

This resolution is duplicative of a proposed Priority.

Resolution 63—Vouchers (Humble ISD)

TASB opposes vouchers.

District Rationale: Private school vouchers, tuition tax credits, and other such programs funded with public tax dollars take funds from public school districts.

This resolution is duplicative of a Cornerstone Principle.

Resolution 61—Facilities (EDA) Funding (Humble ISD)

TASB supports an increase in the guaranteed yield for Existing Debt Allotment funding.

District Rationale: This has not been done in the past six legislative sessions, and fast-growth districts must continue to seek voter approval for I&S tax rate increases in order to provide new campuses and additions and renovations to existing campuses.

This resolution is duplicative of a proposed Priority.

Resolution 64—Unfunded Mandates (Galena Park ISD)

TASB supports state funding to accompany state mandates.

District Rationale: Any mandates required of school districts should be accompanied by appropriate funding.

This resolution is duplicative of a proposed Priority.

Resolution 62—Unfunded Mandates (Humble ISD)

TASB supports state funding to accompany state mandates.

District Rationale: New state mandates should only be implemented if adequate state funding, as determined with input from those responsible for implementing the mandate, is attached to them.

This resolution is duplicative of a proposed Priority.

Resolution 65—Funding Weights (Galena Park ISD)

TASB supports an increase in funding weights for students who require extra resources, such as those with disabilities, low-income students, or those with language barriers.

District Rationale: Students who need the most resources are usually those found in programs with the greatest cost. To continue to offer the best programs for those most in need, increased weighted funding for economically disadvantaged students, disabled students, and students with language barriers should be implemented.

This resolution is duplicative of a proposed Priority.
Resolution 66—School Finance (Austin ISD)

*TASB supports a public school finance system based on multiple sustainable state revenue sources, therefore reducing the overreliance on local property taxes as a revenue source.

District Rationale: The lieutenant governor has charged the Senate Finance Committee to examine and develop options to further reduce the property tax burden on property owners and to study the benefits of continuing to phase out the franchise tax, Texas’s primary tax on businesses. In 2006, when the Legislature compressed the school district property tax rate from $1.50 to $1, the stated expectation was that the franchise tax would generate enough to make up for the cuts, but it has never lived up to those expectations. The Legislature should diversify the funding streams for public education so that an elimination or reduction in any of these major revenue sources does not have a significant impact on school funding.

This resolution is duplicative of a proposed Priority.

Resolution 67—Transportation Funding (Austin ISD)

*TASB supports adequate transportation funding for all districts.

District Rationale: The Legislature has historically provided funding assistance to school districts that provide student transportation. Basic funding is home-to-school or school-to-home transportation provided to regular eligible students who live more than two miles from their campus of regular attendance and for special-needs students who require special transportation to attend school. Chapter 41 districts that pay recapture have not received funding for transportation because the Texas Education Agency interprets Texas Education Code Section 42.155 as not permitting payment of the allotment to Chapter 41 districts. The transportation allotment statute was enacted in 1984, prior to the enactment of the recapture statute in 1995. Two allotment statutes that were enacted after the enactment of the recapture statute, the New Instructional Facilities Allotment (NIFA) and the High School Allotment, permit a credit in the amount of the allotments to which a district is entitled to against the total amount of the recapture required. The addition of a similar credit in the transportation allotment statute would fairly distribute public funds to all districts.

This resolution is duplicative of a proposed Priority.

Resolution 68—Tax Flexibility (Austin ISD)

*TASB supports flexibility to allow local school districts to lower tax rates with the authority to return to the previously voter-approved rates without another election.

District Rationale: This flexibility would allow districts to reduce their tax rates and thereby lighten the property tax burden shouldered by district residents. Current law requires a school district that adopted a tax rate above the district’s rollback rate to hold an election in which the voters must approve or disapprove the higher rate. If the voters reject the higher rate, the district’s tax rate may be set no higher than its rollback rate. However, this can create a disincentive for districts that had approved a higher tax rate to reduce it for a short period of time because doing so would require them to have an election to reauthorize the current tax rate. Locally elected school boards desire the authority to save their taxpayers money by lowering the district’s M&O tax rates when property values rise but to have the ability to raise the tax rate back to a previously voter-approved level when considered measures warrant it. Elections are costly and challenging to administer, and there is always an element of risk that a current tax rate will not be approved. This measure would permit school boards to judiciously determine when they might lower the property tax rate with an opportunity to go back to the previously voter-approved rate if the economy or other circumstances so dictate.

This resolution is duplicative of a proposed Priority.

Resolution 69—Funding for Children of Poverty (Austin ISD)

*TASB supports a state revenue system for public education that provides adequate resources to educate the needs of the students in the district, including students in poverty.

District Rationale: Six out of 10 public school students in Texas live in or nearly in poverty, according to a recently released report from the Southern Education Foundation. The stresses of poverty—homelessness, food insecurity, family breakdown, and so forth—can accumulate over time, damaging students’ ability to learn. Children living in poverty...
have a higher number of absenteeism, or leave school altogether, because they are more likely to have to work or care for family members. In every grade, Texas’s low-income students are retained at a higher rate (high school low-income students are 2.4 times more likely to be retained than their non-low-income peers). Research suggests that students who are retained struggle academically later in school and drop out more, which is particularly troublesome for low-income kids who are already more likely to drop out. In 2013, the graduation rate for low-income students was 85.2 percent—nearly six percentage points below the graduation rate for non-low-income students. Excellent teachers, principals, or curriculum alone cannot address the issues faced by students living in chronic poverty.

This resolution is duplicative of a proposed Priority.

Resolution 70—TRS-ActiveCare Opt Out (Killeen ISD)

*TASB opposes the fact that there are no provisions that allow an entity participating in TRS-ActiveCare to opt out of the program.*

District Rationale: When considering TRS-ActiveCare as an option for district health benefits, the fact that the commitment is permanent with no option for opting out causes the options to be less desirable for the district.

This resolution is duplicative of a proposed Priority.

Resolution 71—Facilities Funding (Killeen ISD)

*TASB supports legislative appropriations that provide targeted financial assistance to help districts cope with the financial and structural demands of rapidly expanding student populations. Specific ideas include increasing funding for the New Instructional Facilities Allotment, as well as increasing the yield for the Existing Debt Allotment and Instructional Facilities Allotment assistance programs, specifically for fast-growth districts.*

District Rationale: Killeen ISD, the largest district in Bell County, is a fast-growth school district. The growing population will require new facilities in the near future. Without appropriate legislative relief, the district may need to increase its I&S rate to address capacity needs.

This resolution is duplicative of a proposed Priority.

Resolution 72—School Choice (Killeen ISD)

*TASB supports legislation in favor of “school choice” only if the following criteria are met: a) all schools receiving state funding will be neither selective nor restrictive in their admission processes, effectively taking ALL students, and b) all schools receiving state funding will be held accountable for all state and federal academic, special programs, certification, financial, and other mandated requirements.*

District Rationale: A legislative priority should be placed on adequate public school funding, which will benefit all Texas students, and not on “school choice” or vouchers, which could ultimately have a negative impact on public school funding and could possible lead to racial or socioeconomic segregation of schools. If the Legislature does in fact consider school choice legislation, statewide support of educators can only be achieved if all schools receiving state funding are held accountable to the same metrics, are required to meet all state and federal mandates, and are prohibited from practicing selective or restrictive admissions.

This resolution is duplicative of a Cornerstone Principle.

Resolution 73—Unfunded Mandates (Campbell ISD)

*TASB supports local control and solicits adequate support from the State of Texas for school districts to fund federal and state mandates, as well as presidential executive orders.*

District Rationale: Local school districts should be able to choose what they want for their children. Local districts should receive the funding necessary to carry out the expectations of mandates and executive orders. Local districts cannot continue to be asked or mandated to do more without adequate funding increases.

This resolution is duplicative of a Cornerstone Principle and a proposed Priority.
Resolution 74—School Finance (Ben Bolt–Palito Blanco ISD)

*TASB supports changes in the state funding formulas to ensure equitable and adequate funding for all children in Texas public schools.*

District Rationale: The current funding structure for public schools in Texas does not provide either equity among school districts or sufficient funds to adequately educate students, particularly given the number of unfunded mandates placed on schools. The recent decision by the Texas Supreme Court to uphold the current flawed and broken system spotlights the need for the Legislature to act on this issue in the upcoming session.

This resolution is duplicative of a proposed Priority.

Resolution 75—Health Premiums (Garner ISD)

*TASB supports a bill that would help districts and employees with the rapidly increasing cost of health insurance.*

District Rationale: Insurance premiums increased 10 percent in the 2015–16 plan year for the majority of school employees. From 2012, the premiums for ActiveCare 2 increased from $460/month (employee only) up to $614/month in 2015. An employee will annually pay $18,252 to insure their family, which is already required by federal law. We are told to expect another 6–8 percent increase for 2016–17. Our employees cannot afford these increases.

This resolution is duplicative of a proposed Priority.

Resolution 76—Economically Disadvantaged Student Funding (Northside ISD-Bexar County)

*TASB supports legislation that would fund student enrollment growth and adjust the basic allotment and/or special program weights to adequately fund the educational needs of special populations to include those with limited English proficiency, special needs, or economic disadvantage.*

District Rationale: Funding for enrollment growth is not automatic, and formulas for providing resources for special populations have not changed to address the changing needs and higher costs of supporting the education of these students.

This resolution is duplicative of a proposed Priority.

Resolution 77—Facilities Funding (Northside ISD-Bexar County)

*TASB supports legislation that improves funding for facilities (EDA, IFA, and NIFA) to include a higher percentage of students and so that funding is provided for fast-growth districts.*

District Rationale: The original formulas for EDA and IFA, which have not changed since adoption, covered over 90 percent of Texas public school students. That number now stands at approximately 50 percent. The partnership established under this formula now shifts a disproportionate share of facilities funding to local school district taxpayers.

This resolution is duplicative of a proposed Priority.

Resolution 78—Local Election of School Board Members (Northside ISD-Bexar County)

*TASB supports legislation that provides for popular election for all boards of public schools.*

District Rationale: With the exception of independent school districts solely located within the boundaries of a military installation, appointed boards disenfranchise Texas taxpayers and essentially create a situation that provides for taxation without representation.

This resolution is duplicative of a Cornerstone Principle.

Resolution 79—Oversight of Local Campuses (Northside ISD-Bexar County)

*TASB supports legislation that allows local districts to oversee the operation of all schools, including those labeled “low performing.”*  

District Rationale: There is no indication that a statewide school system would be effective in the “turnaround” of a low-performing school. In addition, the notion of an “achievement” or “recovery” school district would serve to decrease efficiency in the system by hiring more employees and possibly
decreasing funding to local public schools. Finally, this idea removes the control of schools from locally elected trustees and locally hired administrators and teachers.

This resolution is duplicative of a Cornerstone Principle.

Resolution 80—A–F Ratings (Northside ISD-Bexar County)

*TASB supports legislation that repeals the notion of rating schools or districts on an A–F scale.*

District Rationale: A letter grade rating is overly simplistic to describe the work that happens in a school or at an independent school district. In addition, a “low grade” serves to punish a struggling school and will likely serve to enhance the difficulty to attract high-quality faculty and retain involved parents. Further, A–F ratings have been attempted in other states and frequently abandoned for a variety of reasons.

This resolution is duplicative of a proposed Priority.

Resolution 81—Equity (San Felipe Del Rio CISD)

*TASB supports legislation that will minimize gaps between highest- and lowest-funded school districts, providing equal access to revenue per student at a similar tax effort.*

District Rationale: Inadequacy and inequity of funding disproportionately impacts and prevents Texas public school districts from receiving equal access to resources. To the detriment of Texas school students, poorer school districts (usually located in rural areas) have little or no resources to support high-quality teachers and high-quality instruction.

This resolution is duplicative of a proposed Priority.

Resolution 82—Teacher Insurance Costs (San Felipe Del Rio CISD)

*TASB supports legislation that will provide affordable healthcare options for active and retired teachers.*

District Rationale: Current TRS healthcare options for retirees is not sufficient and is unaffordable. Teacher retirees often find themselves returning to work simply because they cannot afford to pay the high cost of premiums and deductibles.

This resolution is duplicative of a proposed Priority.

Resolution 83—Unfunded Mandates (San Felipe Del Rio CISD)

*TASB supports legislation that will provide funding options for existing unfunded mandates, including increased options for districts that have a poor tax base.*

District Rationale: Unfunded mandates cause strain on school districts. Legislation is often passed with no consideration of the financial impact and costs associated with implementing them. Texas school districts are often forced to choose between increasing taxes and/or reducing an already strained budget.

This resolution is duplicative of a proposed Priority.

Resolution 84—Parental Advocacy (North East ISD)

*TASB supports parental involvement and advocacy to ensure quality and equity in public education.*

District Rationale: As seen with Texans Advocating for Meaningful State Assessments, parent voices are extremely effective and impactful in the legislative process. It is recommended that TASB recognize the importance of parental involvement and encourage further participation.

This resolution is duplicative of a Cornerstone Principle.

Resolution 85—Reduction of High-Stakes Testing (Presidio ISD)

*TASB supports the reduction of high-stakes state testing in grades 3–8.*

District Rationale: Different populations with varying demographics progress at different rates. Applying cookie-cutter standards is inefficient and
not indicative of efficiency. It wastes money, creates conflict, and is not proven to be effective.

**This resolution is duplicative of a proposed Priority.**

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Resolution 86—TRS-ActiveCare Opt Out (El Paso ISD)

*TASB supports school districts being given the option to opt out of TRS-ActiveCare.*

**District Rationale:** Currently, school districts who are part of TRS-ActiveCare are not allowed to leave the program. This leaves school districts without the option to shop for more affordable programs that meet the needs of their employees or without the ability to design programs that reduce the costs of healthcare. Since TRS-ActiveCare is essentially guaranteed this business, they don’t have to work to provide products that meet the needs of their members at an affordable cost.

**This resolution is duplicative of a proposed Priority.**

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Resolution 87—A–F Ratings (Temple ISD)

*TASB opposes the use of the A–F system because this focuses on a one-day student assessment and is counterintuitive to reducing student testing.*

**District Rationale:** Children At Risk published results correlating school district free- and reduced-lunch rates and test performance. The A–F system compounds issues already faced by districts serving high-risk students by making it more difficult to hire quality teachers, decreasing property values, and prompting student flight to surrounding higher-income districts.

**This resolution is duplicative of a proposed Priority.**

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Resolution 88—Testing Reduction (Temple ISD)

*TASB supports reducing student testing, especially for grades 3–8, and limiting high school testing to exit exams.*

**District Rationale:** In many cases, STAAR is no longer used to determine individual mastery of the TEKS. Districts use a myriad of internal tests to determine this; thus STAAR is only used in grades 3–8 to rate the school, not to help the student. Reducing testing to the bottom line of graduation and holding districts accountable for this bottom line is really what education is about. It would save an enormous amount of money, encourage local control, and reduce testing.

**This resolution is duplicative of a proposed Priority.**
Appendix A

TASB Mission Statement

(As adopted by the TASB Board of Directors, in its strategic planning process on December 2, 1995, and by the Delegate Assembly on September 28, 1996)

The Texas Association of School Boards promotes educational excellence for Texas schoolchildren through advocacy, visionary leadership, and high quality services to school districts.

Appendix B

Statement of Beliefs

(Adopted by the TASB Delegate Assembly, September 2007)

• We believe the survival and success of public schools are essential to our society.

• We believe public schools must have adequate and equitable funding to provide a high-quality, well-rounded education.

• We believe all school districts should be safe and secure learning environments.

• We believe increased student academic achievement must be a top priority in Texas.

• We believe local control by school boards is the best method to govern public schools.

• We believe good governance practices result in efficient and effective school district operations and strong student academic performance.

• We believe parental and community involvement creates optimal opportunities for each child.

• We believe, as good citizens, the law must be obeyed and any changes in the law should be through advocacy and the democratic process.
Appendix C

Bylaws of the Texas Association of School Boards
(As last amended on October 3, 2015)

ARTICLE I. NAME AND LOCATION

SECTION 1. NAME. The name of this corporation is the TEXAS ASSOCIATION OF SCHOOL BOARDS, INC. (Association).

SECTION 2. LOCATION OF OFFICES. The principal office of the Association shall be located in Texas. The Association may have such other offices, either within or without the State of Texas, as the Board of Directors of the Association (Board) may determine or as the affairs of the Association may require.

ARTICLE II. MISSION AND PURPOSES

SECTION 1. MISSION. The Association promotes educational excellence for Texas schoolchildren through advocacy, visionary leadership, and high-quality services to school districts.

SECTION 2. PURPOSES. The purposes of the Association shall be as set forth in the Articles of Incorporation, Bylaws, and other corporate documents and shall include the following:

A. To work for the adequate and equitable financial support of the Texas public schools.

B. To conduct, independently or in cooperation with others, seminars, conferences, conventions, courses, research, and other projects in the various aspects of public education.

C. To identify and provide those services that governmental units need and desire thereby lessening the burden of government.

D. To bring about a spirit of cooperation among professional groups in providing superior educational opportunities for all children in Texas and the United States.

E. To work for the advancement of public education in Texas and the United States and to increase public understanding of the function of school boards and board members in the public educational system.

F. To encourage efficient and effective management and governance of the public schools and to provide a forum within which individual school boards may seek solutions to problems in public education.

G. To provide current information concerning public education, including changes in school law, and developments in educational programs.

H. To inform school boards about proposed legislation to promote a better working relationship between local boards and the federal and state governments.

I. To encourage and provide services to relieve the burden of government by enhancing sound management and fiscal responsibility for the school districts and other governmental units of Texas, as well as school districts and other governmental units of other states in the United States.

J. To do such other things as the Delegate Assembly or the Board may deem appropriate for the accomplishment of these and other purposes to improve public education.
ARTICLE III. MEMBERS

SECTION 1. MEMBERS. The Association shall have three classes of members. The designation and qualification of such membership classes are as follows:

A. ACTIVE MEMBERS.

(1) School boards that pay annual dues are Active Members. Active Members participate in the governance of the Association through an annual Delegate Assembly, in accordance with Article V. Active Member trustees may hold office in the Association except as provided in Article VI, Section 4. Active Members shall be subject to Board policy and these Bylaws.

(2) The term "school board" as used in these Bylaws shall include all Texas (a) boards of education of independent, common, municipal, or special-purpose school districts, (b) county boards of education, and (c) regional education service center (ESC) boards. Where allowed under Board policy, "school board" may further include any other Texas public school entity whose board is elected by the public or appointed by one or more public officials.

B. ASSOCIATE MEMBERS. Educational cooperatives, public community colleges, and central appraisal districts that pay annual dues are Associate Members. Associate Members and their representatives are not eligible to hold office in the Association or participate in the Delegate Assembly. Associate Members shall be subject to Board policy and these Bylaws.

C. AFFILIATE MEMBERS. The Board may establish one or more categories of Affiliate Members through Board policy, which shall be subject to and consistent with these Bylaws. Affiliate Members and their representatives are not eligible to hold office in the Association or participate in the Delegate Assembly.

SECTION 2. SUSPENSION.

Membership of a member whose annual dues are 90 days past due shall be suspended. Memberships suspended for nonpayment of annual dues may be reinstated upon payment of the current year’s dues.

SECTION 3. TERMINATION.

A. An Active Member’s membership may only be terminated upon a recommendation adopted by a two-thirds vote of the Directors present and voting at a Board meeting and ratified by a majority of the delegates present and voting at the annual Delegate Assembly.

B. An Associate or Affiliate Member’s membership may be terminated upon a two-thirds vote of the Directors present and voting at a Board meeting.

SECTION 4. REINSTATEMENT FROM TERMINATION.

A. An Active Member’s membership may be reinstated only upon a recommendation adopted by a two-thirds vote of the Directors present and voting at a Board meeting and ratified by a majority of the delegates present and voting at the annual Delegate Assembly meeting.

B. An Associate or Affiliate Member’s membership may be reinstated upon a two-thirds vote of the Directors present and voting at a Board meeting.
ARTICLE IV. ANNUAL DUES AND FEES

SECTION 1. ANNUAL DUES.

A. The Board will recommend to the Delegate Assembly for action the amount, or formula for calculating the amount, of annual dues for Active Members. Upon adoption by the Delegate Assembly, the dues amount or formula shall continue until such time as it may be changed by the Delegate Assembly. The Board, however, may authorize reductions or suspensions of dues for any one year. In addition, the Board shall establish the annual dues for Associate and Affiliate Members.

B. The dues year of the Association shall be January 1 through December 31.

C. The Association shall mail a dues statement to each member on or before the first day of the dues year. Annual dues shall be paid on or before January 31.

D. By providing a petition showing need, an Active Member may request that the Board allow partial payment when billed and the balance to be paid at a specified later date within the dues year. Such a request shall be submitted to the Board in writing no later than the 45th day after the beginning of the dues year. The Board shall have the sole discretion to determine whether the extension shall be granted, and the Board, or its designee, shall advise the Active Member of the action taken.

SECTION 2. FEES. Each member shall pay such fees for elective meetings, services, activities, and materials as may be determined by the Executive Director, or designee.

ARTICLE V. DELEGATE ASSEMBLY

SECTION 1. GOVERNING BODY. The general governing body of the Association is the Delegate Assembly.

SECTION 2. POWERS OF THE DELEGATE ASSEMBLY. The Delegate Assembly shall:

A. Elect the Officers and Directors, except as provided by Article VI, Section 2D (5) and Section 9.

B. Approve the termination of an Active Member’s membership, as provided in Article III, Section 4A.

C. Approve the annual dues for Active Members, as provided in Article IV, Section 1.

D. Adopt beliefs pertinent to the mission and purposes of the Association, as provided in Article V, Section 8.

E. Adopt the Association’s Advocacy Agenda consisting of:

   (1) Advocacy Agenda Cornerstone Principles defined in Article V, Section 9A;

   (2) Advocacy Agenda Priorities derived through the Grassroots Advocacy Process defined in Article V, Section 9B; and

   (3) Advocacy Agenda Resolutions derived through the Advocacy Agenda Resolution Process defined in Article V, Section 9C.

F. Amend these Bylaws, as provided in Article XVII.

G. Delegate to the Board any of its powers except:

   (1) Election of Officers and Directors, except as provided by Article VI, Section 2D(5) and Section 9.
(2) Amendment of these Bylaws.

(3) Termination of Active Member’s membership.

(4) Adoption of beliefs [Article V, Section 8] and Advocacy Agenda Cornerstone Principles, Priorities, and Resolutions derived through the Advocacy Agenda Process [Article V, Section 9].

SECTION 3. COMPOSITION. Delegates of the Delegate Assembly shall include Active Member delegates, or in their absence their alternate delegates, the Board, and the Legislative Advisory Council (LAC) members of the Legislative Committee (Delegates). Each Delegate shall be entitled to one vote on any action item coming before the Delegate Assembly.

SECTION 4. CERTIFICATION OF DELEGATES. The Executive Director, or designee, shall notify Active Members of the date before which certification of Delegates shall be made. The officials of Active Members shall certify to the Association’s office the name of their Delegate and alternate delegate before the designated deadline for such certification. After the deadline, Delegates and alternate delegates shall be certified subject to Board policy.

SECTION 5. MEETINGS.

A. The Delegate Assembly shall convene at least annually, in conjunction with the annual convention of the Association. The Delegate Assembly may also be convened by the Board at such other times and places within Texas as may be determined and for such purposes as warrant the call of special meetings.

B. At least 20 days before the annual convention, the Association shall mail or electronically transmit notice of the date, place, and time of meeting of the annual Delegate Assembly to Active Members. The notice for a special meeting shall be made at least ten days before the meeting date.

C. Copies of the agenda and related materials for the meeting shall be published at least 20 days preceding the annual Delegate Assembly.

D. If, due to emergency circumstances, it is not feasible to schedule the Delegate Assembly in conjunction with the annual convention, the Delegate Assembly shall be scheduled as soon as practical or necessary votes may be taken outside of a meeting by any of the alternative methods permitted by these Bylaws. Notice of the meeting or vote to be taken outside of a meeting will comply with state law. In these circumstances, all actions that ordinarily would become effective at the close of the annual convention under these Bylaws shall become effective at the close of the Delegate Assembly meeting or five days after the Delegate Assembly votes outside of a meeting. If a candidate is elected to a Director position by an Association Region, as provided in these Bylaws, and the Delegate Assembly does not meet in conjunction with the annual convention, then such candidate will take office as of the date established by the Board, which shall be no later than November 30.

SECTION 6. VOTING.

A. A Delegate shall have the right to vote on each action item coming before the Delegate Assembly. No proxy votes shall be permitted.

B. A quorum for the transaction of business shall exist when Delegates from one-fifth of the Active Members are present at the meeting.

Notwithstanding anything to the contrary in these Bylaws, the Board may authorize Delegates to vote on one or more action items coming before the Delegate Assembly by mail, facsimile, or electronic message, or by any combination of these alternative methods. The required majority on any vote shall be determined by the number of votes cast.
Voting by any of these alternative methods shall require the following:

1. The certification of Delegates by Active Members, as provided by Article V, Section 4;
2. The Board establishing a deadline for the receipt of votes;
3. Each vote stating the date of the Delegate’s signature or transmission;
4. A record of Delegates’ votes by alternative methods being included in the Association’s corporate records; and
5. All Active Members being provided with written notice of any action authorized by the vote within 20 days.

SECTION 7. OFFICERS OF THE DELEGATE ASSEMBLY. The Officers of the Association shall be the Officers of the Delegate Assembly.

SECTION 8. BELIEFS DEVELOPMENT.

A. Proposals for changes to the beliefs of the Association shall be submitted in writing on or before July 1 to the Planning and Development Committee, or its designee. Proposals for changes to the beliefs may be submitted by the Active Members, Delegates to the annual Delegate Assembly, or members of the Board.

B. The Planning and Development Committee shall study all proposals received on or before July 1 and shall prepare a report of its recommendations for the Board.

C. Proposals for additions or changes to the beliefs that are not submitted in accordance with this section shall not be considered by the annual Delegate Assembly unless two-thirds of the Delegates present and voting elect to consider such late proposals.

D. The adoption of additions or changes to the beliefs shall require a two-thirds vote of the Delegates present and voting.

SECTION 9: ADVOCACY AGENDA.

A. Advocacy Agenda Cornerstone Principles

1. Advocacy Agenda Cornerstone Principles guide the Association’s advocacy efforts, including the development of the Advocacy Agenda. The Legislative Committee shall conduct a routine review of the Cornerstone Principles in every even-numbered year. Any proposed amendment or change to the Cornerstone Principles, whether in an even-numbered year or odd-numbered year, must be submitted to the Legislative Committee, or its designee, by July 1 before the annual Delegate Assembly. The Legislative Committee shall evaluate proposed amendments or changes received by July 1 and shall formulate a recommendation to the Board. The Board shall have the discretion to affirm, change, or reject the Legislative Committee’s recommendation and to present the resulting proposed amendment or change, if any, to the Delegate Assembly.

2. Adoption of Advocacy Agenda Cornerstone Principles, including any changes, shall require a two-thirds vote of the Delegates present and voting at the annual Delegate Assembly.

B. Grassroots Advocacy Process.

1. In even-numbered years, Grassroots Advocacy meetings shall be held in each Association Region, in accordance with Board policy, for the purpose of identifying Advocacy Agenda Priorities. Eligible participants are the Board and trustees of Active Members. At each regional meeting, participants shall formulate Advocacy Agenda Priorities and elect regional representatives to the LAC.

   The LAC shall meet and study the array of regional priorities and shall develop a list of priorities of a statewide nature consistent with the mission and resources of the Association. The LAC
shall submit its recommendations to the Legislative Committee, or its designee, prior to July 1 of even-numbered years.

The LAC also shall elect from among its members four Active Member trustees to serve as voting *ex officio* members of the Legislative Committee, in accordance with Board policy. These *ex officio* members shall serve for a two-year term beginning at the close of the LAC meeting at which they are elected, or until the *ex officio* member is no longer a trustee of an Active Member governing board. The LAC shall also elect an alternate *ex officio* member to fill any vacancy in the four positions. The President may appoint a trustee from the LAC to fill an *ex officio* vacancy for which an alternate is not available.

(2) After the close of the regular Texas legislative session, the LAC shall reconvene to review legislative action on the Association’s Advocacy Agenda and may offer changes (whether an amendment to a previously adopted Priority, the repeal of a previously adopted Priority, or a new Priority) to the Advocacy Agenda Priorities adopted the preceding year by the annual Delegate Assembly. Changes shall be submitted to the Legislative Committee prior to the summer Board meeting.

(3) The Legislative Committee shall study the LAC recommendations, arising from the activities defined in Article V, Section 9B(1) and (2), and formulate committee recommendations for the Board’s consideration. The Board shall have the right to affirm or change the Legislative Committee’s recommendations.

(4) The Board shall submit recommendations regarding Advocacy Agenda Priorities to the annual Delegate Assembly for approval. Adoption of Advocacy Agenda Priorities shall require a vote of two-thirds of the Delegates present and voting.

(5) Advocacy Agenda Priorities adopted in even-numbered years, subject to changes adopted in odd-numbered years, shall remain in effect for two years until the annual Delegate Assembly next convenes in an even-numbered year. Any change in the odd-numbered year shall remain in effect until the annual Delegate Assembly next convenes.

C. Advocacy Agenda Resolution Process

(1) Except as provided in this section, new Advocacy Agenda Resolutions or changes to previously adopted Advocacy Agenda Resolutions proposed for consideration by the annual Delegate Assembly shall be submitted in writing by July 1 to the Bylaws and Resolutions Committee, or its designee. Only submissions proposed by the Board or Active Members shall be considered by the Bylaws and Resolutions Committee.

(2) Submissions received by July 1 shall be studied by the Bylaws and Resolutions Committee. The Bylaws and Resolutions Committee shall formulate recommendations to the Board. The Board shall have the right to affirm or change Bylaws and Resolutions Committee recommendations and to amend submissions for presentation to the annual Delegate Assembly, provided the amendment does not change the intent of the original submission and the amendment is approved by the submitting Active Member.

(3) Active Member submissions received after July 1 and five days before the Delegate Assembly convenes shall be accompanied by a statement of the nature of the emergency preventing timely submission. They shall not be presented to the annual Delegate Assembly unless the Board affirms that the submission is of an emergency nature. The Bylaws and Resolutions Committee and/or the Board shall have the right to amend submissions granted emergency status before their presentation to the annual Delegate Assembly, provided such amendment does not change the intent of the original submission. Amendments approved by the Board shall be communicated to the submitting Active Member, if time permits.

(4) The Board shall have the right to submit new Advocacy Agenda Resolutions or Advocacy Agenda Resolutions proposing changes to previously adopted Advocacy Agenda Resolutions before the
publication of the Delegate Assembly Handbook. Advocacy Agenda Resolutions submitted by the Board after this deadline require approval by a vote of two-thirds of the Delegates of the annual Delegate Assembly present and voting.

(5) The Board shall submit its recommendations regarding Advocacy Agenda Resolutions to the annual Delegate Assembly for approval. Adoption of Advocacy Agenda Resolutions shall require a majority vote of Delegates present and voting.

(6) The Bylaws and Resolutions Committee shall convene on the day of and before the beginning of the annual Delegate Assembly to hear appeals on any submission for which the Board has not recommended adoption. Based upon the appeal presented, the Bylaws and Resolutions Committee shall have the right to recommend adoption and shall communicate the revised recommendation to the annual Delegate Assembly.

(7) Advocacy Agenda Resolutions adopted by the annual Delegate Assembly in even-numbered years shall remain in effect for two years, subject to changes adopted in odd-numbered years. Any change in the odd-numbered year shall remain in effect until the annual Delegate Assembly next convenes.

(8) No Advocacy Agenda Resolution may be adopted that is in conflict with any Advocacy Agenda Cornerstone Principle or Priority established in accordance with Article V, Section 9A and B.

ARTICLE VI. BOARD OF DIRECTORS

SECTION 1. ASSOCIATION REGIONS.

The Association Regions shall correspond to the ESC region boundaries. The annual Delegate Assembly shall approve any changes to the number or boundaries of Association Regions.

SECTION 2. QUALIFICATIONS, NOMINATION, ENDORSEMENT, AND ELECTION OF DIRECTORS.

A. Each voting Director shall be a trustee of the governing board of a school district that is an Active Member, except as provided below:

(1) The President and the Immediate Past President, and

(2) The ESC ex officio Director, in accordance with Article VI, Section 4F.

B. No Active Member shall have more than one candidate running for a Director position, even if more than one Director position is subject to an expiring term or vacancy within the Active Member’s Region. No person shall be a candidate for more than one Director position.

C. For purposes of this section, an Active Member school district with an Average Daily Attendance (ADA) meeting the requirements of Article VI, Section 4C(1) shall be treated as an Association Region and referred to in these Bylaws as a Large District.

D. Nominations and endorsements shall be accepted in accordance with the following requirements, in chronological order within the timeframes and deadlines set out in Board policy:

(1) Active Members in any Association Region in which there are expiring terms or vacancies in Director positions shall be notified, by the date established through Board policy, that the Active Member may nominate one of its trustees as a candidate for a Director position in which the term is expiring or a vacancy exists within the Active Member’s Region.

(2) The Nominations Committee’s chair, or designee, shall have received the following in writing in the Austin office of the Association by the deadline established through Board policy:
(a) The Active Member's nomination, in such form as required by the Association, which shall include a verification by the Active Member's board president or other board officer as to the date of board action; and

(b) Candidate information required by the Association, which shall include (i) the candidate's written confirmation of his or her intent to be nominated as a candidate and willingness to serve if elected, (ii) biographical information, and (iii) responses to the questionnaire(s) developed by the Association.

(3) A listing of all candidates running for Director positions shall be sent to the superintendent and board president of each Active Member in each Association Region in which there are any expiring terms or vacancies in Director positions by the date established through Board policy. The candidate listing shall also be posted on the Association's Web site.

(4) Active Member endorsements of candidates shall be received in the Austin office of the Association by the deadline established through Board policy in order for such endorsements to be considered. An Active Member may endorse only one candidate for each open Director position within its Association Region. Only candidates who have complied with the requirements of Article VI, Section 2D(2), may be endorsed. Endorsements adopted by an Active Member before the Association sends the list of candidates pursuant to Article VI, Section 2D(3), or endorsements that are not on the endorsement form provided by the Association in a given year shall not be accepted. An Active Member's nomination of one of its trustees [Article VI, Section 2D(2)] shall be considered the Active Member's endorsement for that Director position.

(5) If a majority of the Active Members in an Association Region endorses the same candidate, that candidate shall be elected to the Director position and shall take office at the completion of the final official session of the annual convention during the year in which the Director was elected.

(6) If no candidate receives endorsements from a majority of the Active Members in the candidate's Association Region [Article VI, Section 2D (4)], the official annual Delegate Assembly list of nominees shall include the following:

(a) Candidates nominated by the Nominations Committee [Article VIII, Section 2H] and

(b) Candidates receiving endorsements from at least 25 percent but less than a majority of the Active Members in an Association Region.

(7) Thereafter nominations may be made by the candidate's Delegate, provided the following conditions are met:

(a) The candidate's nomination was submitted in compliance with Article VI, Section 2D(2), and

(b) The candidate's intent and consent to run for the position by this alternate means is received in the Austin office of the Association five days prior to the annual Delegate Assembly.

E. Except for a Director position filled in accordance with Article VI, Section 2D(5), the official annual Delegate Assembly list of nominees shall be prepared by the Nominations Committee as provided in these Bylaws. The election shall comply with these Bylaws and any rules and procedures adopted by the Delegate Assembly at the start of the meeting. Such rules and procedures may allow uncontested nominees to be deemed elected without a vote.

F. If there is more than one nominee for a Director position, the nominee receiving the majority of the votes of the Delegates present and voting shall be elected. If no nominee receives a majority vote of the Delegates, a run-off election shall be conducted between the two nominees receiving the greater numbers of votes, and the election shall be repeated for that position as many times as necessary to obtain a majority.
SECTION 3. DUTIES. The Board shall supervise, control, and direct affairs of the Association in accordance with the Articles of Incorporation, Bylaws, beliefs, and Advocacy Agenda approved by the annual Delegate Assembly. The Board shall:

A. Actively promote the mission, beliefs, and purposes of the Association.

B. Adopt the Association’s budget and have discretion in the disbursement of the Association’s funds.

C. Receive any devise, bequest, donation, or otherwise, either real or personal property, or both, and hold the same absolutely or in trust, and invest, reinvest, and manage the same, and apply said property and the income arising there from to the mission, beliefs, and purposes of the Association.

D. Establish such Board policies, as it deems appropriate in fulfilling its responsibilities under these Bylaws.

E. Appoint such agents as it may consider necessary.

SECTION 4. COMPOSITION.

A. The Association’s governing body shall be composed of Directors from Large Districts or Association Regions. No Active Member shall have more than one individual serving on the Board.

B. All Directors shall represent their respective Association Regions, except the President, President-Elect, and the Immediate Past President.

C. By virtue of student enrollment, individual Active Members or Association Regions may be eligible for a Director position as follows:

(1)(a) Not more than 14 Active Members shall be entitled to Large District Director positions. To qualify for a Large District Director position, the Active Member shall have had at least 1.25 percent of the total state ADA for two consecutive years. If more than 14 Active Members qualify for Large District Director positions under this provision, the 14 Active Members with the largest ADA shall qualify.

(b) If the Active Member’s ADA falls below 1.25 percent of the total state ADA for two consecutive school years, or if an Active Member has qualified for a Large District Director position and that Active Member is no longer one of the 14 school districts with the ADA required under Article VI, Section 4C(1)(a), the Active Member’s entitlement to a Large District Director position shall end with the expiration of the current representative’s term.

(2)(a) An Association Region shall be entitled to Regional Director positions for each 4.25 percent or fraction thereof of the total state ADA contained within the Association Region for two consecutive years, and after the ADA of each Active Member qualifying for a position by virtue of Article VI, Section 4C(1), has been subtracted. Notwithstanding the foregoing, an Association Region shall be entitled to no more than three Regional Director positions.

(b) If an Association Region becomes entitled to multiple positions by this provision and, subsequently, for two consecutive years, fails to sustain sufficient ADA for the entitlement, a Regional Director position shall be eliminated as follows:

i. If a vacancy exists in the Regional Director position, that position shall be eliminated, or

ii. If there is more than one vacancy in the Regional Director positions, the vacant position with the first expiring term shall be eliminated, or

iii. If there is no vacancy in the Regional Director positions, the existing position with the first expiring term within the Region shall be eliminated at the end of that term, or

iv. If there is no vacancy and more than one Regional Director position having the first expiring term in the same year, the position being held by the individual with the least tenure as a Regional Director shall be eliminated at the end of that term, or
v. If there is no vacancy and more than one Regional Director position having the first expiring term in the same year and being held by individuals with the same tenure, there shall be a drawing of lots to determine which Regional Director position shall be eliminated at the end of the term.

D. All calculations under this section shall be based on ADA data furnished by the Texas Education Agency available as of April 1 preceding the annual Delegate Assembly.

E. The Executive Director shall be a nonvoting ex officio Director and shall not be counted in the quorum of the Board.

F. The ESC boards shall be represented by one voting ex officio Director selected by a process and for a term prescribed by guidelines established by the ESC boards, but shall not be counted in the quorum of the Board.

SECTION 5. DURATION OF OFFICE.

A. The term of office of each Director shall be three years and shall begin at the completion of the final official session of the annual convention during which the Director was elected by the annual Delegate Assembly.

B. Terms of Directors shall be staggered to allow, to the extent possible, for the election of one-third of the Directors each year. New Director positions shall be assigned to terms to retain this balance; however, if this is not possible, the assignment of terms shall be decided by drawing of lots.

C. Upon election to a three-year term, a Director may be reelected to no more than three additional terms. For purposes of determining a Director term limit, service time attaches to the individual and not the Association Region with which the Director is associated.

D. Upon election or succession to the office of President-Elect, the Director position previously held shall be declared vacant and a successor elected, except as provided in Article VI, Section 4A. Once elected President-Elect, the term limit that applies to a Director position shall no longer apply and shall not prevent the individual from completing the term of one year as President-Elect, one year as President, and one year as Immediate Past President.

SECTION 6. RESIGNATION AND REMOVAL.

A. A Director may resign by submitting a letter of resignation to the President. The resignation shall become effective upon receipt by the President.

B. A Director who is absent from three consecutive regularly scheduled Board meetings or from three consecutive regularly scheduled standing committee meetings may be removed from the Director position by a majority vote of all of the Directors. A Large District Director removed pursuant to this section shall be ineligible to serve for the remainder of the term to which the Director was elected.

C. Any Director may be removed by a two-thirds vote of the Board when, in the Board’s judgment, the best interests of the Association would be served by removal.

SECTION 7. MEETINGS.

A. The Board shall hold at least four meetings annually at such time and place as determined by the President and Executive Director. One meeting shall be held within the week of the annual Delegate Assembly. The dates of the other three meetings shall be reported at the last regular meeting of the Board in each fiscal year. The Board shall be given 30 days’ notice before each regular meeting by electronic means, or by any other means accessible to the Directors. Additional meetings of the Board may be called by the President or by the written request of a majority of the Board, provided that a written notice is sent to each Director at least 10 days before the meeting.
1. A meeting of the Board or a committee may be conducted in person or by alternate means, such as teleconference, videoconference, the Internet, or any other means by which each participant can communicate with all other participants.

SECTION 8. QUORUM AND VOTING.

A. A quorum shall consist of a majority of the Board.

B. Unless otherwise specifically provided by these Bylaws, a majority vote of those present and voting shall govern. No proxy voting shall be permitted.

C. Any action required to be taken at a meeting of Directors, or any action which may be taken at a meeting of the Directors or any committee, may be taken without a meeting if a consent in writing, setting forth the action to be taken, shall have been signed or executed by the number of Directors or committee members as would be necessary to take that action at a meeting at which all of the Directors or members of the committee were present and voted. The Board, by policy or resolution, may increase the number of votes required for an action taken by written consent. A written consent shall be signed or executed and dated by each Director or committee member, and consent may be provided in multiple counterparts. Directors or committee members may provide written consent by facsimile, email (from the email address of record), or any other form of writing which comes from the Director or committee member.

SECTION 9. VACANCIES. By majority vote of those present and voting, the Board may fill vacancies that occur in Director positions by electing an individual to fill the vacancy until the next annual Delegate Assembly, in accordance with Board policy. At that time, a candidate shall be elected by the annual Delegate Assembly to fill the unexpired term in accordance with Article VI, Section 2D.

ARTICLE VII. OFFICERS

SECTION 1. TITLES. The Officer positions of the Association shall consist of President, President-Elect, First Vice-President, Second Vice-President, Secretary-Treasurer, and Immediate Past President.

SECTION 2. QUALIFICATIONS, NOMINATION, AND ELECTION OF OFFICERS.

A. Each Officer shall be a duly elected Director [Article VI, Section 2A]. The President shall be a trustee of an Active Member governing board at the time of succession to the office of President but shall be permitted to succeed to the office of Immediate Past President even if he or she vacates service on such Active Member governing board.

B. In accordance with Board policy, Officer nominations shall be submitted by Directors to the Nominations Committee and the Committee shall determine which candidates will be interviewed for Officer positions.

C. The Nominations Committee shall recommend to the Board at its regular summer meeting a candidate for each Officer position to be filled. The Board shall approve candidates from among recommendations of the Nominations Committee or others interviewed in accordance with Article VII, Section 2B, and Board policy.

D. Candidates approved by the Board shall be presented to the annual Delegate Assembly to fill each Officer position in which an expiring term or a vacancy exists.

E. Thereafter nominations for any Officer position subject to election by the annual Delegate Assembly, shall be made by the candidate’s Delegate, provided the following conditions are met:

(1) The candidate was interviewed for an Officer position by the Nominations Committee in the current year’s process in accordance with Article VII, Section 2B, and
The candidate’s intent and consent to run for the position by this alternate means is received in the Austin office of the association five days prior to the annual Delegate Assembly.

F. The election shall comply with these Bylaws and any rules and procedures adopted by the Delegate Assembly at the start of the meeting. Such rules and procedures may allow uncontested nominees to be deemed elected without a vote.

G. If there is more than one nominee for an Officer position, the nominee receiving the majority vote of the Delegates present and voting shall be elected. If no nominee receives a majority vote of the Delegates, a run-off election shall be conducted between the two nominees receiving the greater numbers of votes, and the election shall be repeated for that position as many times as necessary to obtain a majority.

SECTION 3. DURATION OF OFFICE.

A. The Officers shall be elected each year for terms of one year by the annual Delegate Assembly except for the President-Elect, who shall be elected to serve for a term of one year as President-Elect, one year as President, and one year as Immediate Past President.

B. The term of office of each Officer position shall begin at the completion of the final official session of the annual convention during which the Officer was elected. Each Officer shall serve until a successor is elected. No Officer shall serve for more than one full elected term in the same office. An Officer’s eligibility to serve a full elected term in an office is unaffected by any time served in that office under the conditions specified in Article VII, Section 5A.

SECTION 4. RESIGNATION AND REMOVAL.

A. An Officer may resign by submitting a letter of resignation to the Board. The resignation shall become effective upon receipt by the Board.

B. Any Officer of the Association may be removed by a two-thirds vote of the Board whenever in its judgment the best interests of the Association would be served.

SECTION 5. VACANCIES.

A. If there is a vacancy for any reason in the office of President, the President-Elect shall succeed to the office immediately and shall have all the powers and perform all the duties of the office. If, at the annual Delegate Assembly, the office of President-Elect is currently filled by an Officer pro tempore, the position of President shall be considered vacant and the position shall be filled by an election by the annual Delegate Assembly.

B. If there is a vacancy for any reason in any other Officer position, upon recommendation by the Nominations Committee, the Board shall elect from the Board an Officer pro tempore to perform the duties of the vacated office until the office is filled by an election by the annual Delegate Assembly.

SECTION 6. PRESIDENT.

A. The President shall preside at all Delegate Assembly and Board meetings and perform duties as provided in these Bylaws and as assigned by the Board.

B. The President or the President’s representative shall attend the annual convention of the National School Boards Association and shall be one of the Association’s voting delegates at the convention.

C. The President shall be the official representative of the Association at state and national meetings. If the President is unable to attend such meetings, then the President’s designee shall represent the Association.
D. The President shall make all appointments with due consideration given to representation by school district size and geographic location.

E. The President shall annually convene the Executive Committee for the purposes of reviewing the Board’s evaluation of the performance of the Executive Director and recommending appropriate compensation for the Executive Director to the Board for consideration.

F. The President shall serve as a voting ex officio member of all committees, but shall not be counted in the quorum of any committee.

SECTION 7. PRESIDENT-ELECT.

A. The President-Elect shall serve as chair and voting member of the Planning and Development Committee and shall be counted in the quorum of the Planning and Development Committee.

B. In the event of the President’s absence, the President-Elect shall temporarily perform the duties of the President. In the event of the President’s inability or refusal to act, the President-Elect may be asked, by unanimous consent of all members of the Executive Committee, (other than the President), to temporarily perform the duties of the President until such time as the members of the Executive Committee (other than the President), unanimously consent to withdraw the temporary authorization. When thus acting, the President-Elect shall have the powers of and be subject to all restrictions placed upon the President. The President-Elect shall perform other duties as provided in these Bylaws and as assigned by the President or the Board.

C. Except as provided in Article VII, Section 7A, the President-Elect shall serve as a nonvoting ex officio member of all committees and shall not be counted in the quorum of the committee.

SECTION 8. VICE-PRESIDENTS. The First and Second Vice-Presidents shall perform duties as provided by these Bylaws, Board policy, or other Board action, and as assigned by the President.

SECTION 9. SECRETARY-TREASURER.

A. The Secretary-Treasurer shall serve as chair of the Budget and Finance Committee.

B. The Secretary-Treasurer shall be responsible for the supervision of all funds and securities and financial records of the Association and may delegate any or all of the duties of that office, except the right to vote, to the Executive Director, or designee.

C. The Secretary-Treasurer shall make a report to the annual Delegate Assembly and other reports as requested by the Board.

D. The Secretary-Treasurer shall perform duties as provided in these Bylaws and as assigned by the President or the Board.

SECTION 10. IMMEDIATE PAST PRESIDENT.

A. The Immediate Past President shall serve as a voting Director and Officer and as voting member of committees as assigned and shall be counted in the quorums, unless otherwise specified in these Bylaws.

B. The Immediate Past President shall serve as a member and the chair of the Nominations Committee and shall be counted in the quorum.

C. The Immediate Past President shall perform all other duties as assigned by the President or the Board.
ARTICLE VIII. COMMITTEES

SECTION 1. STANDING COMMITTEES. Except as otherwise provided in these Bylaws, after the close of the annual convention each year, the Executive Committee shall appoint the chair, vice-chair, and members of the following Standing Committees: Budget and Finance Committee, Bylaws and Resolutions Committee, Legislative Committee, Member Services Committee, and Planning and Development Committee. Committee members shall be appointed from the Board. Each Standing Committee shall have no fewer than seven nor more than 13 members. The quorum of each Standing Committee shall be one-third of the committee membership but no fewer than four. In making committee appointments, the Executive Committee shall ensure continuity of committee operation, in accordance with Board policy.

No individual shall serve on more than two Standing Committees at one time. Standing Committees shall hold at least one meeting during the year and report to the annual Delegate Assembly. The chairs, or designees, shall prepare reports of all meetings. In the event that a chair or vice-chair is absent from a meeting, the President will appoint another member of the Committee to serve in his or her place for the meeting.

The Executive Director shall be a nonvoting ex officio member of all Standing Committees and shall not be counted in the quorums.

A. BUDGET AND FINANCE COMMITTEE. The Budget and Finance Committee shall be chaired by the Secretary-Treasurer and shall:

   (1) Prepare recommendations on the annual budget for the Board.

   (2) Submit to the Board a report and analysis of the finances of the Association.

   (3) Recommend an investment policy and monitor the investment of Association funds.

   (4) Present an annual financial report.

   (5) Study the financial implications of expanding or renewing services, programs, service agreements, or administrator contracts for recommendation to the Board.

   (6) Prepare recommendations on the annual audit for the Board.

   (7) Participate in other activities in accordance with Board policy.

B. BYLAWS AND RESOLUTIONS COMMITTEE. The Bylaws and Resolutions Committee, at the discretion of the Executive Committee, may be divided into two committees for the purpose of concentrated effort on particular tasks as assigned by the President. The Bylaws and Resolutions Committee shall:

   (1) Recommend to the Board for submission to the annual Delegate Assembly any proposed amendment to these Bylaws, as provided in Article XVII.

   (2) Recommend to the Board for submission to the annual Delegate Assembly Advocacy Agenda Resolutions in accordance with Article V, Section 9C.

   (3) Consider and recommend to the Board resolutions for purposes not associated with Advocacy Agenda Resolutions.

   (4) Recommend to the Board proposed Board policies or changes to existing Board policies.

   (5) Participate in other activities in accordance with Board policy.
C. LEGISLATIVE COMMITTEE.
The Legislative Committee shall be composed of not more than nine Directors, appointed by the Executive Committee, and four voting ex officio members appointed by the LAC, in accordance with Article V, Section 9B(1). The Legislative Committee shall:

(1) Monitor legislative and regulatory activities at the state and federal level.

(2) Coordinate the development of the Association's Advocacy Agenda Cornerstone Principles and Priorities in accordance with Article V, Section 9A and B.

(3) Coordinate the implementation of the Association's Advocacy Agenda in accordance with Article V, Section 9.

(4) Participate in other activities in accordance with Board policy.

D. MEMBER SERVICES COMMITTEE. The Member Services Committee shall:

(1) Review and monitor activities associated with the current services and programs available to Texas school districts.

(2) Develop and coordinate recognition and awards programs.

(3) Coordinate planning for Association and national conventions.

(4) Monitor school board education activities.

(5) Participate in other activities in accordance with Board policy.

E. PLANNING AND DEVELOPMENT COMMITTEE. The Planning and Development Committee shall be chaired by the President-Elect and shall:

(1) Review, analyze, and recommend to the Board new programs and services.

(2) Review, analyze, and recommend building and equipment needs.

(3) Annually review, update, and report on an annual basis Association goals and priorities.

(4) Monitor the enhancements of programs and services.

(5) Review the evaluation of existing programs and services.

(6) Recommend to the Board for submission to the annual Delegate Assembly any proposed changes in the beliefs of the Association, as provided in Article V, Section 8.

(7) Review and coordinate the activities of the Board and its committees in accordance with Board policy.

(8) Monitor and evaluate the Association's relationship with other associations and entities.

(9) Participate in other activities in accordance with Board policy.

SECTION 2. NOMINATIONS COMMITTEE.

A. The Nominations Committee shall be composed of eleven voting Directors, including the President. Nine Directors shall serve as alternates, who shall fill committee vacancies in a designated order. The alternates shall serve in the order and manner as provided in Board policy.
B. Nominations Committee members shall be elected by the Board at the meeting the week of the annual Delegate Assembly and assume their duties at the completion of the final official session of the annual convention.

C. In the election of the Nominations Committee, the Board shall give due consideration to representation by school district size, geographic location, and wealth per student.

D. The Immediate Past President shall serve as a member and the chair and shall be counted in the quorum of the Nominations Committee.

E. The President shall serve as a voting *ex officio* member and vice-chair of the Committee; the President-Elect shall serve as a nonvoting *ex officio* member of the Nominations Committee. Neither the President nor the President-Elect shall be counted in the quorum of the Nominations Committee.

F. In accordance with Board policy, the Nominations Committee shall meet prior to the regular summer Board meeting to nominate a candidate for each Officer position with an expiring term or vacancy. Nominations shall be submitted to the Board for approval.

G. As soon as feasible after the August 29 deadline for Active Member endorsements and prior to the annual Delegate Assembly, the Nominations Committee shall meet and shall nominate one or more candidates for each Director position to be filled and shall report the nominations to the President and the Executive Director.

H. The slate of nominations shall be prepared as follows:

(1) At least 20 days before the annual Delegate Assembly, or as soon thereafter as feasible, the Executive Director shall provide Active Members and Delegates with the Board’s slate of nominees for Officer positions and the Nominations Committee’s slate of nominees for each Director position with pertinent biographical information for each nominee.

(2) In the event a Director nominee becomes unable to serve, the Nominations Committee, at the call of its chair, shall select an alternate nominee and notify Active Members and Delegates of the amended report as soon as feasible, but no later than the opening of the annual Delegate Assembly.

(3) In the event an Officer nominee becomes unable to serve, the Board, at the call of the President, shall select an alternate nominee from among the Officer candidates interviewed by the Nominations Committee pursuant to Board policy at the regular summer Board meeting and notify Active Members and Delegates of the amended report as soon as feasible, but no later than the opening of the annual Delegate Assembly.

(4) An official list of the names of all Officer and Director nominees, as provided in Article VI, Section 2E, Article VII, Section 2D, and Article VIII, Section 2H(4), shall be prepared before the opening session of the annual Delegate Assembly.

(5) No person may be a candidate for more than one Officer position, and no person may be a candidate for more than one Director position.

**SECTION 3. EXECUTIVE COMMITTEE.**

A. The Executive Committee shall be composed of the Officers. The Executive Director shall serve as a nonvoting *ex officio* member of the Committee.

B. The Executive Committee shall have only the authority given by these Bylaws or such authority that is granted to the Executive Committee by specific Board action.
SECTION 4. SPECIAL COMMITTEES. Upon Board approval, the President may create special committees to properly perform or more effectively carry out the mission and purposes of the Association, in accordance with Board policy. The Executive Committee shall appoint the members of such committees. Unless the Board has authorized otherwise, such committees shall cease to exist at the completion of the final official session of the annual convention held during the year the special committees were created.

ARTICLE IX. EXECUTIVE STAFF

SECTION 1. EMPLOYMENT. An Executive Director shall be employed by the Board.

SECTION 2. DUTIES.

A. The Executive Director shall manage, supervise, and direct the operations of the Association within the authority delegated by the Board. The Executive Director shall be a nonvoting ex officio member of the Delegate Assembly, Board, Executive Committee, and all standing and special committees and shall not be counted in the quorums.

B. The Executive Director, or designee, shall be the custodian of the records and proceedings of the Association and Board and shall see that all notices are duly given as provided in these Bylaws or as required by law.

C. Other executive staff and personnel as may be employed shall undertake such duties, responsibilities, and authority as may be delegated by the Executive Director and shall be responsible to the Executive Director. The Executive Director, or designee, is authorized to employ, supervise, and discharge all personnel.

D. The Executive Director shall sign all authorized contracts and other obligations and undertakings in the name of or on behalf of the Association unless specifically prohibited by these Bylaws or by further resolutions, Board policies, rules, or regulations as may be adopted by the Board. At the discretion of the Board, the Executive Director may be designated to perform the duties of Secretary-Treasurer.

SECTION 3. VACANCY. If there is a vacancy for any reason in the position of Executive Director, the President with the unanimous consent of all other members of the Executive Committee may designate an Acting Executive Director to serve until an Executive Director shall be employed by the Board. The Acting Executive Director shall have all the power and perform all the duties of the Executive Director.

ARTICLE X. FISCAL AND LEGAL PROCEDURES

SECTION 1. FISCAL YEAR. The fiscal year of the Association shall be September 1 through August 31.

SECTION 2. NONCOMPENSATION.

A. No individual acting in the capacity of an Officer or Director shall receive compensation for services rendered. In accordance with Board policy, the Association may reimburse certain expenses incurred by Officers or Directors in attending to the business of the Association and may pay for personal use of Association-provided equipment, either of which may be characterized as “compensation” to Officers and Directors for federal tax purposes.

B. No Officer or Director shall serve for compensation as an employee, consultant, or independent contractor of the Association.

SECTION 3. CONTRACTS. Except as otherwise provided in these Bylaws, the Board may authorize any Officer or agent to enter into contracts and to execute or draw any instruments on behalf of the Association.
SECTION 4. LOANS. No loan shall be contracted on behalf of the Association, and no negotiable paper other than checks shall be issued in its name, except as authorized by the Board.

SECTION 5. DEPOSITS.

A. All funds of the Association shall be deposited to the credit of the Association in such depositories as the Board may select or as may be selected by an Officer or agent designated by the Board.

B. All funds of the Association, except for investment accounts, shall be in depositories covered by the Federal Deposit Insurance Corporation and shall be withdrawn in accordance with procedures specified by the Board.

SECTION 6. INCOME. All Association income shall be collected by an Officer or agent designated by the Board.

SECTION 7. DISBURSEMENTS. All bills, drafts, acceptances, checks, endorsements, or other evidence of indebtedness shall be signed by the Officer or agent designated by Board resolution.

SECTION 8. INVESTMENTS. Funds of the Association may be invested and reinvested in a manner and for purposes in accordance with law and policy.

SECTION 9. DISPOSITION OF SURPLUS FUNDS. Any surplus in excess of normal operating requirements, and in excess of reasonable reserves to be determined by the Board, shall be used to further the purposes of the Association. The Budget and Finance Committee or Planning and Development Committee shall make recommendations to the Board for specific allocations of such funds.

SECTION 10. ANNUAL FINANCIAL REPORT. The Secretary-Treasurer shall provide annually to the Board a report of all receipts and disbursements of Association funds. Subsequently an annual financial report shall be published.

SECTION 11. INCURRING INDEBTEDNESS. No Officer, Director, committee, committee member, or employee of the Association shall incur any indebtedness in the name of the Association or make any commitment involving the Association unless authorized by Board action.

SECTION 12. FIDELITY INSURANCE. At Association expense, fidelity insurance coverage shall be secured for the Secretary-Treasurer, Executive Director, and any other Officers or agents of the Association as determined by the Board or Executive Director.

SECTION 13. LEGAL COUNSEL. The Board may retain outside legal counsel to advise it in the legal affairs of the Association.

SECTION 14. AUDIT. The Board shall designate an independent certified public accountant to audit the financial records of the Association and to submit an annual audit report.

SECTION 15. FINANCIAL BOOKS AND RECORDS. Any member of the Association, upon written request, stating the purpose of the request, shall have the right to examine and copy, in person, or by agent, accountant, or attorney, at any reasonable time, for any proper purpose, the financial books and records of the Association relevant to that purpose, at the expense of the member.

SECTION 16. SEAL. The Association may have a seal of such design, as the Board shall adopt.
ARTICLE XI. LIMITATIONS OF LIABILITY AND INDEMNITY

SECTION 1. LIMITATIONS OF LIABILITY.

No Director shall be personally liable to the Association for monetary damages for any act or omission in the Director’s capacity as a Director; provided, however, that the foregoing provision shall not eliminate or limit the liability of a Director for (1) a breach of Director’s duty of loyalty to the Association, (2) an act or omission not in good faith or that involves intentional misconduct or a knowing violation of the law, (3) a transaction from which the Director received an improper personal benefit, whether or not the benefit resulted from an action taken within the scope of the Director’s office, or (4) an act or omission for which the liability of a Director is expressly provided by statute. Any amendment or repeal of this Article shall be prospective only and shall not adversely affect any limitation on the personal liability of a Director existing at the time of such amendment or repeal. A Director is entitled to any protections from liability set out in Texas statutes.

SECTION 2. INDEMNIFICATION.

The Association shall defend and indemnify its Board, Officers, and employees to the greatest extent permitted by law.

The Association may purchase insurance providing coverage for the Officers, Directors, and employees. Nothing herein shall be deemed to prevent settlement of any litigation where the settlement is deemed advisable in order to prevent greater expense or cost in the defense or prosecution of such litigation.

Indemnification for any damages or expenses of any Officer, Director, or employee by way of this Article shall apply only to such amounts that are not paid by the errors and omissions insurance (E & O) provider pursuant to the terms and conditions of the E & O insurance policy purchased in favor of the Association, its Officers, Directors, and employees. The indemnification provided by this Article shall not be deemed to be exclusive of any other rights to which any person indemnified may be entitled under any regulation, agreement, or otherwise. The indemnification provided by this Article shall not be deemed exclusive of any other power to indemnify or right to indemnification that the Association or any person referred to in this Article may have or acquire under state or federal laws. Indemnification shall continue and inure to the benefit of the heirs, executors, successors, and administrators of persons entitled to indemnification under this Article.

In a criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Association shall not indemnify a person who is found liable to the Association or is found liable to another on the basis of improperly receiving a personal benefit from the Association.

ARTICLE XII. COUNCILS

SECTION 1. FORMATION OF COUNCILS. The Board may create Councils to study and advise on specific aspects of public education. The objective of a Council within its specific area of concern shall be to gather and share information and develop and implement recommendations.

SECTION 2. ELIGIBILITY. The Board may determine eligibility for participants in any Council that may be created.

SECTION 3. GOVERNING BODY. Each Council shall have a representative governing body. When appropriate, the Board shall seek to have its President and the Association’s Executive Director, or their designees, serve as nonvoting ex officio members of the Council’s governing body but not counted in that governing body’s quorum.
SECTION 4. ADMINISTRATION. The governing body of each Council shall administer, through its chair, the business of the Council; shall be responsible for its programs, progress, and activities, and shall establish policies for the conduct of its business, provided that actions of the Council are consistent with the Association’s Bylaws and Board policy.

SECTION 5. ASSOCIATION PARTICIPATION. The Board may withdraw the Association’s further participation whenever it determines that such participation would not be in the Association’s best interests.

SECTION 6. FINANCES.

A. The Executive Director, or designee, may determine fees and charges incurred through a Council’s use of Association staff and facilities.

B. Each Council may establish charges for the meetings and individual activities of the Council.

C. All funds relating to the operation and activity of each Council shall be administered through the general fund of the Association and shall be governed by these Bylaws and as may be determined by the Board.

SECTION 7. STAFF LIAISON. The Executive Director shall assign staff to provide assistance and serve as liaison in Council operations and in the coordination of Association and Council activities.

ARTICLE XIII. FOUNDATIONS, TRUSTS, AND OTHER ENTITIES

SECTION 1. ESTABLISHMENT OF FOUNDATIONS, TRUSTS, AND OTHER ENTITIES. The Board may create entities, or facilitate the creation of entities, to serve as vehicles for delivering specialized services that support the mission and purposes of the Association.

SECTION 2. GOVERNING BOARDS. The governing body of each entity, if any, shall be a board appointed in accordance with the bylaws of that entity.

Each board shall be responsible for business affairs of the entity.

When appropriate, the Board shall seek to have its President and Executive Director serve as nonvoting ex officio members of the entity’s board but not counted in that board’s quorum.

SECTION 3. ASSOCIATION PARTICIPATION. The Board may condition the Association’s participation, such as the use of the Association’s name, good will, and resources, on the receipt of consideration (monetary or non-monetary), and may withdraw the Association’s participation whenever it determines that continued participation would not be in the Association’s best interests.

ARTICLE XIV. COOPERATIVE ORGANIZATIONS

The Board may organize and participate in nonprofit associations or other legal entities whose mission and bylaws the Board determines to be consistent with Association beliefs, mission, and purposes, and these Bylaws. The Board may withdraw from further participation whenever it determines that further participation would not be in the Association’s best interest.

ARTICLE XV. DISSOLUTION OF THE ASSOCIATION

In the event of dissolution of the Association, dissolution shall be in accordance with the provisions of the Internal Revenue Code Section 501(c) (3), the Articles of Incorporation, and Texas law. Notwithstanding anything contained herein to the contrary, upon dissolution of the Association, assets shall first be used
to pay all debts and obligations; remaining funds shall be distributed for Internal Revenue Code Section 501(c) (3) of the public purposes through pro rata distributions to such Association Active Members, which are school districts of the State of Texas as have contributed to the Association and which are Association Active Members for the year(s) of dissolution. The precise formula for distributions and the timing thereof shall be determined by the Board.

ARTICLE XVI. MISCELLANEOUS PROVISIONS

SECTION 1. RULES. All proceedings shall be conducted in accordance with the latest edition of Robert’s Rules of Order as most recently revised and other rules of procedure consistent with these Bylaws.

SECTION 2. INTERPRETATION.

A. The Board shall be the final authority on the interpretation of these Bylaws. If any Bylaws provision is rendered invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability will not affect the remaining provisions and, to the greatest extent possible, the Bylaws will be construed as if they had not included the offending provision.

B. In the event the Association fails to comply with a required date or deadline or carry out a required action set out in these Bylaws due to impossibility of performance, mistake, inadvertence, or other reason, the Board shall be authorized to remedy such failure to the extent possible. The remedy shall give effect to the intent and purpose of the non-observed Bylaws requirement and attempt to mitigate any harm as much as possible.

SECTION 3. TIME PERIODS. If the conclusion of any time period provided for in these Bylaws falls on a weekend or a federal holiday, the conclusion of such time period shall be deemed to be extended until the next business day. Otherwise, references to time periods measured by days shall mean calendar days unless business days are specifically designated.

SECTION 4. NOTICE AND DELIVERY.

A. Any notice required or permitted by these Bylaws to be given to any Member, the Board (or a committee thereof), or any person may be given by U.S. mail, express courier service, facsimile, e-mail, or other transmission commonly used in commerce when sent to the address or portal of record with the Association. If sent by first-class U.S mail with postage prepaid, notice is deemed delivered three days after mailing. If sent by express courier service, notice is deemed delivered on the date confirmed by the courier. If sent by facsimile transmission, notice is deemed delivered when printed confirmation of receipt is obtained from the facsimile mechanism. If sent by e-mail or other electronic transmission, notice is deemed delivered at the moment it is sent.

B. Any notice or record required or permitted by these Bylaws to be received in the Austin office of the Association shall be deemed received if transmitted electronically through the portal or mechanism designated by the Association for such action.

ARTICLE XVII. AMENDMENTS

SECTION 1. DELEGATE ASSEMBLY. These Bylaws may be amended at the annual Delegate Assembly by a vote of two-thirds of the Delegates present and voting. Proposed amendments may be submitted by Association staff, Board, or Active Members and shall be submitted in writing to the Bylaws and Resolutions Committee, or its designee, by July 1 prior to the annual Delegate Assembly. Proposed amendments received by July 1 shall be studied by the Bylaws and Resolutions Committee. The Bylaws and Resolutions Committee shall formulate recommendations to the Board. The Board shall have the right to affirm or change Bylaws and Resolutions Committee recommendations and to amend the recommendations for presentation to the annual Delegate Assembly.
SECTION 2. CONFORMING AND STYLISTIC CHANGES. Upon amendment of the Bylaws by the Delegate Assembly, the Board shall have the authority to make conforming changes to the Bylaws, in order to fully implement the amendments adopted by the Delegate Assembly. The Board also shall have the authority to make non-substantive, stylistic changes to the Bylaws in order to enhance their grammatical quality. The Bylaws and Resolutions Committee shall make all such conforming and stylistic recommendations to the Board for its approval.
Appendix D

Budget and Finance Committee
Oversees the financial health of the Association.

Major Work 2015–16

- **Budget and Financial Statements**
  During the year, the Committee monitored actual activities as compared to the budget and reviewed interim financial statements at each of its regularly scheduled meetings. The Committee also reviewed and recommended approval of the 2016–17 budget.

- **Investments**
  The Committee reviewed quarterly investment reports and worked with TASB’s investment consultant to review and recommended changes to TASB’s investment policy.

- **Annual Financial Audit and Internal Control Review**
  The Committee reviewed TASB’s annual financial statement and audit for 2014–15 with the independent auditor. A new auditor was selected for 2015–16 as a result of a request for proposal process done every five years. The Committee also reviewed and monitored progress on implementing recommendations from ongoing internal control reviews.

- **Affiliated Entity Agreements**
  Agreements and annual fee amounts were reviewed and recommended for approval for several affiliated entities, including the TASB Risk Management Fund, TASB Legal Assistance Fund, and Lone Star Investment Pool.

Committee Members
Karen Freeman (Chair)
Bob Payton (Vice-Chair)
Dori Fenenbock
Bowie Hogg
Armando Rodriguez
Rolinda Schmidt
Mildred Watkins
Greg Welch
Bret Begert
  (voting *ex officio*)
Charles R. Stafford
  (nonvoting *ex officio*)
James B. Crow
  (nonvoting *ex officio*)
Legislative Committee
Monitors legislative and regulatory activities at the state and federal level and coordinates the development and implementation of the Association's Advocacy Agenda.

Major Work 2015–16

• **2016–18 Advocacy Agenda**
The Committee oversaw the development of the 2016–18 Advocacy Agenda by reviewing and making recommendations regarding Advocacy Priorities and advising the Resolutions Committee on recommendations for Advocacy Resolutions. The Committee also amended the TASB Cornerstone Principles to update language regarding vouchers.

• **2016 Grassroots Meetings**
Committee members suggested changes to the format of the Grassroots Meetings that increased attendance and improved trustees’ opinions about the meetings. The Committee also monitored the progress of the meetings midway through the cycle.

• **TASB School Finance Plan**
Committee members heard presentations from and advised TASB staff and its consultants on elements of an adequate and equitable school finance plan. The Committee's suggestions were considered as the plan was developed and eventually presented to the TASB Board of Directors for approval.

• **Legislative Advertising Campaign**
The Committee considered the standards and implementation of a successful legislative advertising campaign to generate support for education issues important to Texas public schools.

• **National School Boards Association Advocacy Institute Stipend Program**
The Committee discussed methods to increase trustee interest in the Advocacy Institute and the stipend application. A stipend subcommittee vetted applicants and proposed a slate of trustees to whom a stipend should be awarded. There was a record number of attendees registered to attend the January 2016 Advocacy Institute, but severe weather required the meeting to be rescheduled. Eventually, about 60 attendees from Texas made the trip—a strong showing.
Member Services Committee

Reviews, provides feedback, and, as needed, makes recommendations regarding the Association’s programs to ensure that they are responsive to member needs.

Major Work 2015–16

- **Member Services**
  Based on its two-year matrix, the Committee heard program overviews from the following TASB program areas: First Public, Communications/PR, Legal Services, Policy Service, BoardBook, and the affinity providers (Forecast5 and Gibson Consulting).

- **Training**
  The Committee received regular reports on the TASA/TASB Convention, approved the new class and scholarships for Leadership TASB, and heard timely news about recent and upcoming training at each meeting. These discussions included Summer Leadership Institute, Winter Governance/Legal Seminar, online training and webinars, and various other training events throughout the year.

- **Superintendent of the Year**
  The Committee oversaw the entire selection process—announcing the call for nominees, establishing selection protocols, interviewing regional winners, selecting five finalists and interviewing them a second time, and choosing the 2016 Superintendent of the Year.

- **Additional Member Services Committee Topics**
  - TASB conducted the second year of the Business Recognition Program, which is designed to help districts recognize and honor local businesses and community organizations that stand up for public schools. Texas districts recognized more than 2,000 business and community groups this year.
  - TASB also worked with local districts to host a Business/Education Forum in San Antonio and to schedule Forums in the Houston and Fort Worth areas.
  - Each year, TASB encourages districts and their communities to appreciate the service of locally elected board members. In January 2016, School Board Recognition Month used the theme “Super Heroes for Schools” to honor the more than 7,000 locally elected trustees for their selfless dedication.
  - Each fall when HR Services completes its Superintendent Salary Survey, highlights of the results are shared with the Committee.

Committee Members

Teresa Flores (Chair)
Bob Covey (Vice-Chair)
Kay Alley
Rose Avalos
Jason Dohnalik
Gilbert Flores
John Green
Maria G. Leal
Benny May
Christene Moss
Vernagene Mott
Cindy Spanel
Ruben Escobar
  (ESC representative, voting ex officio)
Bret Begert
  (voting ex officio)
Charles R. Stafford
  (nonvoting ex officio)
James B. Crow
  (nonvoting ex officio)
Planning and Development Committee
Oversees efforts to strategically position the Association for the future.

Major Work 2015–16

• **Strategic Plan**
The Planning and Development Committee worked with TASB’s executive team to draft a five-year Strategic Plan for the Association that was adopted by the TASB Board in December 2015. The plan is a rolling five-year plan that provides overarching goals for the Association and guidance to TASB staff as they develop and update their divisions’ five-year business plans.

• **Delegate Assembly Changes**
The Committee oversaw changes designed to increase interest and attendance in TASB’s Delegate Assembly. Changes include enhanced marketing of the meeting, tying the meeting more closely to the culmination of TASB’s advocacy efforts, adding a keynote speaker, and increasing board member training credit.

• **MASBA and TCBSBM Endorsement Agreements.**
The Committee and Board approved new license and endorsement agreements with the Mexican-American School Board Members Association (MASBA) and the Texas Caucus of Black School Board Members (TCBSBM). The approved agreements strengthen the already strong relationship between TASB/affiliates and MASBA and TCBSBM.

• **Additional Planning and Development Committee Topics:**
  — The Committee and Board voted to replace TASB’s Program Review and Evaluation Process with a Five-Year Business Planning process.
  — The Committee reviewed and refined TASB’s Organization Scorecard. The scorecard is used to assist the TASB Board and staff in measuring and assessing TASB’s annual overall performance.
  — Former TASB President and current NSBA Director Viola Garcia reported throughout the year to the Committee on NSBA activities and federal education initiatives.
  — The Committee approved the dissolution of TASB’s Engage Community Engagement Service. TASB will provide many of the program’s resources for free to members through the TASB website, Texas Lone Star magazine, and TASB training events.
  — The Committee reviewed the results of the annual TASB Member Survey, which are used as measures in TASB’s Organization Scorecard.

Committee Members
Charles R. Stafford (Chair)
Vacant (Vice-Chair)
Ted Beard
Bob Covey
Teresa Flores
Karen Freeman
Don Gant
Linda Gooch
Lee Lentz-Edwards
Raymond P. Meza
Bob Payton
Andra Self
Rhonda Skillern-Jones
Bret Begert
(voting ex officio)
James B. Crow
(nonvoting ex officio)
## Status Report: 2014–16 TASB Advocacy Agenda
Reflecting new laws passed by the 84th Legislature

### TASB Advocacy Priorities

<table>
<thead>
<tr>
<th>TASB Advocacy Priorities</th>
<th>Status</th>
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<tbody>
<tr>
<td><strong>1. Funding Adequacy</strong></td>
<td></td>
</tr>
<tr>
<td>TASB supports adequate funding for Texas public schools to ensure all students have access to an education that prepares them for postsecondary success. This includes funding to support:</td>
<td><strong>HB 1</strong> funds enrollment ($2.7B), increases the basic allotment ($1.2B), increases golden penny yields ($860M), restores NIFA ($47.5M), and IFA ($55.5M), and fixes fractional funding ($200M).</td>
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<tr>
<td>• Implementation of new graduation plans and other requirements of House Bill 5 (83rd Session);</td>
<td><strong>HB 2812</strong> allows funding for innovative programs off campus and removes dual-credit restrictions.</td>
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<tr>
<td>• Programs that meet the needs of at-risk students;</td>
<td><strong>HB 2660</strong> adjusts funding for students in optional flexible school day programs to match that of students in regular day programs.</td>
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<tr>
<td>• Full-day prekindergarten;</td>
<td><strong>HB 4</strong> establishes (and <strong>HB 1</strong> appropriates) $118 million grant program for high-quality prekindergarten programs. The grants can be up to $1,500 per eligible student that schools can use in addition to their current pre-K funding for half- or full-day programs.</td>
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<tr>
<td>• Career and technical education programs;</td>
<td><strong>HB 1</strong> increased IMA 26 percent to over $1 billion. <strong>SB 313</strong> front-loads IMA funds and restricts the amount of new proclamations made by the State Board of Education (SBOE).</td>
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<tr>
<td>• The Instructional Materials Allotment (IMA);</td>
<td><strong>HB 1</strong> maintains funding for transportation. By increasing the basic allotment, <strong>HB 1</strong> increases teacher salaries (TEC 21.402).</td>
</tr>
<tr>
<td>• School facilities, to include the Instructional Facilities Allotment (IFA), Existing Debt Allotment, and New Instructional Facilities Allotment (NIFA);</td>
<td><strong>HB 1</strong> maintains current funding for TRS ActiveCare and for regional education service centers.</td>
</tr>
<tr>
<td>• Transportation;</td>
<td><strong>HB 2974</strong> and <strong>SB 1940</strong> require a study to propose reforms for TRS active and retiree health care plans and school district opt out.</td>
</tr>
<tr>
<td>• Teacher salaries;</td>
<td><strong>HB 1</strong> increases the basic allotment and adds additional state funds above the formulas which improve equity.</td>
</tr>
<tr>
<td>• TRS ActiveCare, or flexibility to opt out;</td>
<td><strong>HB 1</strong> maintains current funding for TRS ActiveCare and for regional education service centers.</td>
</tr>
<tr>
<td>• Education service centers</td>
<td><strong>HB 1</strong> maintains current funding for TRS ActiveCare and for regional education service centers.</td>
</tr>
</tbody>
</table>

### 2. Funding Equity
TASB supports a sustainable, equitable school finance system that provides substantially equal access to similar revenue per student at similar tax effort.
3. **Instruction**  
TASB supports a rigorous and relevant educational program for all students to promote:
- Opportunities for all students to select graduation programs that meet their needs and interests,
- More time to master essential elements and integrate enrichment activities,
- Career and technical education,
- Virtual instruction

**HB 743** requires the Texas Education Agency (TEA) to study and make recommendations on the number and scope of Texas Essential Knowledge and Skills (TEKS) and whether either should be limited; the number and subjects of assessment instruments that are required in grades 3–8; and how assessment instruments assess standards essential for student success and whether they should also assess supporting standards. TEA completed its report and recommendations were given to the governor and Legislature May 1, 2016. The SBOE was required to provide thoughts on the report and did so at its July 2016 meeting. They are currently working on narrowing the scope and breadth of the TEKS and plan to continue to do so.

4. **Local Control**  
TASB advocates for less intrusive state government through the recognition that the best outcomes occur when the state partners with locally elected boards. This includes school board authority over:
- School calendars,
- Evaluating teacher performance,
- Greater flexibility in setting tax rates,
- Compensatory education funds

**HB 1842** creates Districts of Innovation that allow schools more freedom and flexibility in developing their curriculum, instructional methods, school calendar, and community and parental involvement programs.

**HB 2610** measures instructional time in minutes instead of days, allowing districts more flexibility in making up lost instructional days.

**HB 1474** front-loads the IMA to give districts more flexibility and local control in their purchasing.

**SB 149** creates individual graduation committees to allow districts to determine if a student is ready to graduate even if they have failed up to two end-of-course (EOC) exams (local control).

**HB 1305** provides more local control by allowing schools that normally participate in the National School Breakfast Program to instead develop and implement a locally funded program.

**HB 114** places restrictions on district use of capital appreciation bonds.

**HB 3106** allows the commissioner to extend board of managers for two years.

**SB 1760** requires 60 percent of board to agree on election to raise taxes.

5. **Assessment and Accountability**

**HB 2804** creates five new accountability domains that reduce the
TASB supports an assessment and accountability system that values student growth and achievement over standardized, high-stakes testing. The system should:

- Focus on measuring and rewarding student growth rather than punitive sanctions and labels;
- Reduce the emphasis on high-stakes tests, especially for grades 3–8;
- Be developmentally appropriate;
- Reduce testing redundancy.

This bill also created the Texas Commission on Next Generation Assessments and Accountability, which drafted a report with nine recommendations for how the state should move forward on assessments and accountability. The final report was sent to the governor on September 1, 2016.

**HB 1164** creates a pilot program for local writing assessments to determine if that is more effective than the standardized test. TEA is choosing the schools that will participate in the pilot program. The Texas Commission on Next Generation Assessments and Accountability recommended that the state make all writing assessments local.

**HB 743** requires state assessments to be valid and reliable as determined by empirical evidence gathered by an independent entity. The bill also provides time restrictions on the length of standardized tests to reduce the burden on students. TEA made some adjustments and determined that all STAAR tests given this year met the time restrictions set forth in this law.

**SB 149** creates individual graduation committees to allow districts to determine if a student, who is passing all courses but has failed to pass state end-of-course assessments in up to two courses, deserves to graduate.

### TASB Advocacy Resolutions

<table>
<thead>
<tr>
<th>TASB Advocacy Resolutions</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TASB supports state funding to accompany state mandates.</td>
<td>No legislation passed addressing this issue.</td>
</tr>
<tr>
<td>2. TASB supports the ability for school districts to immediately terminate the Chapter 21 contract of an employee upon conviction of a felony.</td>
<td>No legislation passed addressing this issue.</td>
</tr>
<tr>
<td>3. TASB supports expanding student participation of off-campus online instruction in the calculation of a school district’s weighted average daily attendance.</td>
<td><strong>HB 2812</strong> allows districts to count students participating in off-campus programs toward regular average daily attendance (ADA).</td>
</tr>
<tr>
<td>4. TASB supports updating the cost of education index and tying it to a self-adjusting value.</td>
<td>No legislation passed addressing this issue.</td>
</tr>
<tr>
<td>5. TASB supports a funding stream to support collaborative efforts</td>
<td><strong>HB 1842</strong> allows low-performing districts to partner with institutions of...</td>
</tr>
<tr>
<td>Number</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Between institutions of higher education and prekindergarten–12 public schools.</td>
</tr>
<tr>
<td>2</td>
<td>SB 810 allows districts to partner with municipalities and universities to build instructional or athletic facilities.</td>
</tr>
<tr>
<td>6</td>
<td>TASB supports legislation that holds open-enrollment charter schools to the same transparency standards to which traditional public schools are held.</td>
</tr>
<tr>
<td>7</td>
<td>TASB supports changing the funding formulas to allow all districts to have the same basic allotment for all children.</td>
</tr>
<tr>
<td>8</td>
<td>TASB supports full funding of the Texas Success Initiative College Readiness Program.</td>
</tr>
<tr>
<td>9</td>
<td>TASB supports a transportation allotment for intradistrict public schools of choice.</td>
</tr>
<tr>
<td>10</td>
<td>TASB supports requiring excess proceeds to the Economic Stabilization Fund to be dedicated to public education.</td>
</tr>
<tr>
<td>11</td>
<td>TASB supports restoring technology funding to provide for continued innovation including curriculum delivery and online assessments.</td>
</tr>
<tr>
<td>12</td>
<td>TASB supports adding attendance as an at-risk factor.</td>
</tr>
<tr>
<td>13</td>
<td>TASB supports legislation that increases Chapter 313 pilot payments to small school districts.</td>
</tr>
<tr>
<td>14</td>
<td>TASB opposes the use of an A–F grading scale for rating Texas public schools and/or districts.</td>
</tr>
<tr>
<td>15</td>
<td>TASB supports legislation that would grant equal accountability and flexibility for traditional public schools, giving them the freedom from certain unfunded mandates and regulations afforded to charter schools.</td>
</tr>
<tr>
<td>16</td>
<td>TASB supports a flexible funding methodology that provides reimbursement at a rate comparable to the regular Foundation</td>
</tr>
<tr>
<td>School Program for districts implementing flexible school schedules.</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>17. TASB supports clarification on parents’ rights to “opt out” children from taking STAAR exams and the effects of “opt outs” on campus/district accountability measures, students, and teacher appraisals.</strong></td>
<td>No legislation passed addressing this issue.</td>
</tr>
<tr>
<td><strong>18. TASB supports narrowing the scope of grade-level Texas Essential Knowledge and Skills (TEKS) to provide ample instructional time for students to learn to the depth and complexity of each student’s expectation.</strong></td>
<td><strong>HB 743</strong> requires reviews of the TEKS to narrow the number of standards and skills. TEA completed its report and recommendations were given to the governor and Legislature May 1, 2016. The SBOE was required to provide thoughts on the report and did so at its July 2016 meeting. They are currently working on narrowing the scope and breadth of the TEKS and plan to continue to do so.</td>
</tr>
<tr>
<td><strong>19. TASB supports legislative and regulatory oversight of charter schools to ensure adoption of true open-enrollment practices, provide academic services to students with special needs, embrace community standards to support economically disadvantaged students, and comply with student disciplinary elements of Texas Education Code Chapter 37.</strong></td>
<td>No legislation passed addressing this issue.</td>
</tr>
<tr>
<td><strong>20. TASB supports legislation that provides for funding for prekindergarten facilities.</strong></td>
<td>No legislation passed addressing this issue.</td>
</tr>
<tr>
<td><strong>21. TASB supports legislation that encourages collaborative partnerships between school districts, the Texas Education Agency, and school improvement organizations to reinforce community pride and continuity while improving educational opportunities for students in schools labeled “low performing.”</strong></td>
<td><strong>HB 1842</strong> gives districts the first opportunity to develop a school turnaround plan when a school is rated academically unacceptable. The bill also allows districts to create Districts of Innovation with more flexibility in developing their curriculum, instructional methods, school calendar, and community and parental involvement programs. HB 1842 also allows low-performing districts to partner with institutions of higher education to improve those schools.</td>
</tr>
<tr>
<td><strong>22. TASB supports legislation that leaves decisions about school consolidation to local boards of trustees.</strong></td>
<td>Current law leaves consolidation to local board of trustees except in extreme circumstances (North Forest ISD).</td>
</tr>
<tr>
<td><strong>23. TASB supports legislation that requires politically active organizations in school district elections to disclose their donors.</strong></td>
<td>No legislation passed addressing this issue.</td>
</tr>
<tr>
<td></td>
<td>Statement</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>24.</td>
<td>TASB supports legislation that increases from 60 to 120 the minimum number of days that a refugee/asylee must be enrolled in a US school before that enrollment year can count as “year one” in their progress toward meeting state testing standards.</td>
</tr>
<tr>
<td>25.</td>
<td>TASB supports legislation clarifying the role of the school board in the evaluation and employment matters related to the internal auditor and audit staff as determined by the local district.</td>
</tr>
<tr>
<td>26.</td>
<td>TASB supports the protection of additional state aid for tax reduction (ASATR) funding for those districts that receive it.</td>
</tr>
<tr>
<td>27.</td>
<td>TASB opposes cuts to the state general revenue public education budget.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>TASB opposes the requirement for elected school board officials to file personal financial statements.</td>
</tr>
<tr>
<td>29.</td>
<td>TASB supports the repeal of the biennial tax rate limit on existing debt in Texas Education Code § 46.034(b) (Existing Debt Allotment).</td>
</tr>
<tr>
<td>30.</td>
<td>TASB supports marketable products and byproducts of pollution control mechanisms to be considered when calculating tax evaluations as opposed to using marketed products only.</td>
</tr>
<tr>
<td>31.</td>
<td>TASB supports additional funding and waivers to accommodate the fiscal and accountability impact from the recent surge of immigrant children.</td>
</tr>
</tbody>
</table>
Appendix F

Many voices, a common good, a consistent message...

Those three ideas are the foundation upon which the Texas Association of School Boards builds and executes its Advocacy Agenda, a two-year action plan focusing the efforts of the TASB Board of Directors, Association staff, and the more than 1,000 boards that compose TASB.

Two developmental paths come together with the adoption of the Advocacy Agenda by the TASB Delegate Assembly for the legislative biennium:

Development of the 2016–18 Advocacy Priorities began in January 2016 with regional Grassroots Meetings involving hundreds of board members throughout the state. Participants formulated regional priorities and elected representatives to the Legislative Advisory Council. The Council met in Austin and San Antonio to meld these agendas into specific, statewide Advocacy Priorities for which the Association will pledge resources and energy. These priority statements were considered by the TASB Legislative Committee (which includes four voting ex officio members elected by the Council) and the TASB Board of Directors before this presentation to the Delegate Assembly for final adoption.

This year marks the first year of the biennial T ASB Advocacy Agenda. The adopted Priorities will remain in effect until the end of the 2018 Delegate Assembly and may be amended by the 2017 Delegate Assembly. The proposed Advocacy Priorities may be found on page 28 of the 2016 Delegate Assembly Handbook.

Serving on the Legislative Advisory Council (LAC) for the 2016–18 legislative biennium are:

*Indicates LAC member elected to serve on the TASB Legislative Committee for the 2016–18 biennium

Region 1
Jessica Cantu—Raymondville ISD
Caty Garcia—Brownsville ISD
Jesus Martinez—Laredo ISD
Sam Saldivar—McAllen ISD
Miguel Salinas—Lasara ISD
Michael Vargas—San Benito CISD*
Jesus Vela—Pharr-San Juan-Alamo ISD
Yolanda Cuellar—South Texas ISD (Alt)

Region 2
Tony Diaz—Corpus Christi ISD
Liz Gutierrez—West Oso ISD
Pedro Rodriguez—Taft ISD
Yvette Saenz—Agua Dulce ISD
Eric Ramos—Brooks County ISD (Alt)

Region 3
Michael DiSanto—Victoria ISD
Will Johnson—Karnes City ISD
Tami Keeling—Victoria ISD
Glenn Mueller—Nordheim ISD

Region 4
Chris Bell—Spring ISD
Hal Biery—Texas City ISD
Don Davis—Spring ISD
Justine Durant—Spring ISD
Kim Janke—Needville ISD
Page Rander—Clear Creek ISD
James Steenbergen—Lamar CISD
Kristin Tassin—Fort Bend ISD
Tiffany Wennerstrom—Alvin ISD
Steven Dennis—Channelview ISD (Alt)

Region 5
Paul Bingham—Spurger ISD
Ruth Hancock—West Orange-Cove CISD
Rebecca Rutledge—Bridge City ISD
Kenny Willis—Deweyville ISD
Van “Bo” Henley—Orangefield ISD (Alt)
Marlene Courmier—Little Cypress-Mauriceville CISD (Alt)

Region 6
Joe Gonzales—Somerville ISD
Creg Mixon—New Caney ISD
Sam Moak—Huntsville ISD
David Stasny—Bryan ISD
Audrey Young—Apple Springs ISD

Region 7
Jay Nelson—Hallsville ISD
Pamela Raney—Overton ISD
Tony Raymond—Sabine ISD
Thomas Stewart—Neches ISD
Karen Wright—Spring Hill ISD
Chris Mack—Longview ISD (Alt)
Helen Warwick—Marshall ISD (Alt)

Region 8
Thomas Darden—Cooper ISD
Jason Hudson—Cumby ISD
Rhonda Jones—Jefferson ISD
John Kelso—Greenville ISD
Tony Aguilar—Cumby ISD (Alt)

Region 9
Blake Jurecek—Holliday ISD
Susan Robertson—City View ISD

Region 10
Bobby Amick—McKinney ISD
Michael Anderson—Royse City ISD
Charles Axe—Garland ISD
Justin Bono—Richardson ISD
Tracy Fisher—Coppell ISD*
Barbara Green—Forney ISD
John Hawkins—Red Oak ISD
Nancy Humphrey—Plano ISD
Jimmy Trotter—Allen ISD
Elaine Whitlock—Mesquite ISD
John Hoxie—Frisco ISD (Alt)
Robert Selders Jr.—Garland ISD (Alt)

Region 11
Corinne French—Valley View ISD—Cooke County
Ruthie Keyes—Keller ISD
Karen Marcucci—Mansfield ISD
Kecia Mays—Arlington ISD
Cole Gilliam Parks—Stephenville ISD
Mia Price—Denton ISD
Ryan Ray—Crowley ISD
William Seybold—Castileberry ISD
Becky St. John—Grapevine-Colleyville ISD*
Kristi Hassett—Lewisville ISD (Alt)
Donna Hutson—Lake Worth ISD (Alt)

Region 12
Harry Byrd—Copperas Cove ISD
Larry “Doc” Hawthorne—Hubbard ISD—Hill County
Jennine Jarolik—Troy ISD
Sue Jordan—Belton ISD
Karen Morgan—Rogers ISD

Region 13
Rebecca Birch—Del Valle ISD
Ken Bovio—Jarrell ISD
Brittany Cheatheam—Granger ISD
Julie Cowan—Austin ISD
Edward Navarette—Florence ISD
Willie Tenorio—Hays CISD
Beth Walterscheid—Elgin ISD
Carol Fletcher—Pflugerville ISD (Alt)
Amy Freund—Comal ISD (Alt)

Region 14
Ronnie Anderson—Snyder ISD
Jim Drake—Snyder ISD
Brenda Madore—Ranger ISD
Joel Torres—Haskell CISD
Sarah Jamison—Snyder ISD (Alt)

Region 15
Jennifer Hewitt—Veribest ISD
Michael McClure—Paint Rock ISD
Ami Mizell—Flint—San Angelo ISD
Michael Riley—Ballinger ISD
Gerard Gallegos—San Angelo ISD (Alt)

Region 16
Scott Flow—Amarillo ISD
Joe Garcia—Highland Park ISD—Potter County
Stacey Johnson—River Road ISD
Kay Thompson—Miami ISD
Glenn Perky—River Road ISD (Alt)

Region 17
Donna Arnold—Crosbyton CISD
Connie Maxwell—Olton ISD
Sonya Raney—Lamesa ISD
Tony Serbantez—Brownfield ISD
Karen Davidson—Sundown ISD (Alt)
Tania Moody—Levelland ISD (Alt)

Region 18
Daniel Eaton—Marathon ISD
Lorina Lujan—Kermit ISD
Mary McCallister—Alpine ISD
Charles Simpson—Andrews ISD
Rebecca Campbell Burns—Grady ISD (Alt)
Paul Uranga—Culberson County—Allamore ISD (Alt)

Region 19
Marlene Bullard—Tornillo ISD
Susie Byrd—El Paso ISD
Mary Jones—Anthony ISD
Cynthia Najera—Socorro ISD*
Mike Rosales—Ysleta ISD
Laure Searls—Canutillo ISD (Alt)

Region 20
 Florinda Bernal—Southwest ISD
Kenneth Boudin—Southside ISD
Amy Driesbach—Schertz-Cibolo-Universal City ISD
Arnoldo Salinas—Judson ISD
Eric Smith—Natalia ISD
Lynn Thompson—Alamo Heights ISD
Sandra Waldrum—Pearsall ISD
Rochelle Camacho—Pearsall ISD (Alt)
Advocacy Resolutions guide TASB’s response to issues that may arise before the Legislature and various regulatory authorities during the biennium. Advocacy Resolutions follow a different pathway to adoption by the Delegate Assembly. Each spring, TASB invites individual member boards to propose resolutions for the Advocacy Agenda. Submissions received in accordance with TASB Bylaws are studied by the TASB Resolutions Committee and the TASB Board. The TASB Board votes on whether to recommend adoption of each new Advocacy Resolution. All proposed resolutions are then referred to the Delegate Assembly. The resulting recommendations appear on pages 29–47 of the 2016 Delegate Assembly Handbook. If adopted by a majority vote of Delegates, an Advocacy Resolution will comprise the 2016–18 Advocacy Agenda. Resolutions that duplicate current Cornerstone Principles or proposed Priorities will not be presented for consideration at the Delegate Assembly.

The 29 member school boards that proposed Resolutions represent:

- Austin ISD
- Ben Bolt-Palito Blanco ISD
- Boles ISD
- Campbell ISD
- Del Valle ISD
- El Paso ISD
- Galena Park ISD
- Garner ISD
- Grand Prairie ISD
- Greenville ISD
- Humble ISD
- Irving ISD
- Jarrell ISD
- Killeen ISD
- Lewisville ISD
- Longview ISD
- Mansfield ISD
- McKinney ISD
- Muenster ISD
- North East ISD
- Northside ISD-Bexar County
- Presidio ISD
- Pringle-Morse CISD
- San Elizario ISD
- San Felipe Del Rio CISD
- Splendora ISD
- Sunnyvale ISD
- Temple ISD
- Tornillo ISD

The Association is deeply indebted to all those involved in the development of the Advocacy Agenda:

- Local board members participating in the 2016 Grassroots Meetings
- Local board members representing their regions on the Legislative Advisory Council (LAC)
- The four LAC members serving on the TASB Legislative Committee
- Local boards taking the initiative to formulate and propose Advocacy Resolutions

Development represents only part of the challenge.

The Advocacy Agenda guides TASB staff in representing to the Legislature and regulatory agencies the Priorities and Resolutions of Texas school boards as adopted by the Delegate Assembly. TASB staff will pursue legislation to fulfill the Priorities and, when legislative and regulatory deliberation permits, will express positions defined by Resolutions approved by the Assembly.

Activities in Austin may be important, but there is no power like—or substitute for—board members interacting with their elected representatives at the federal and state levels to advocate their districts’ interests. One poll shows that communication from constituents (particularly face-to-face contact and insightful, thoughtful letters) and opinions expressed in the local media are the top two influences on how a legislator votes. Individual trustees fulfill their role by joining TASB’s School Board Advocacy Network (SBAN), encouraging local community involvement in support of legislation favorable to public schools, establishing networks of community leaders in support of public schools, and eliciting the commitment of lawmakers in promoting key legislation.

Further information about SBAN and your role in fulfilling TASB’s Advocacy Agenda may be found at gr.tasb.org/sban. In addition, you may contact TASB Governmental Relations at 800.580.4885.
Appendix G

Financial Report

In accordance with Article X, Section 14, of the Bylaws, the financial statements of the Texas Association of School Boards (TASB) for the fiscal year 2015 were audited by Padgett, Stratemann & Co., LLP, Certified Public Accountants, Austin, Texas. The final report was reviewed by the Budget and Finance Committee and approved by the TASB Board of Directors on December 5, 2015. The complete report, including notes to the financial statements, is on file at TASB Headquarters in Austin, and copies are available on request.

TASB Fiscal Year 2015
Statement of Financial Position
As of August 31, 2015

Assets

Cash and cash equivalents ................................................................. $ 4,633,584
Investments .................................................................................... 27,283,072
Accounts receivable, net of allowance .............................................. 3,052,460
Accounts receivable from related organizations .............................. 32,642
Prepaid expenses and other assets .................................................. 1,553,467
Fixed assets, net of accumulated depreciation ............................... 24,110,459
Total Assets .................................................................................. $ 60,665,684

Liabilities and Net Assets

Accounts payable ............................................................................. $ 1,629,322
Current portion of capital lease obligations and mortgage payable .... 831,652
Accrued liabilities ........................................................................... 4,635,626
Deferred revenue ............................................................................ 3,164,554
Capital lease obligations, less current portion ................................. 12,933
Mortgage payable, less current portion ........................................... 10,003,224
Total Liabilities ................................................................................ 20,277,311

Designated net assets ..................................................................... 14,094,302
Undesignated net assets ................................................................. 26,294,071
Total Unrestricted Net Assets ........................................................ 40,388,373

Total Liabilities and Net Assets ....................................................... $ 60,665,684
Statement of Activities
For the Year Ended August 31, 2015

Revenue

TASB membership fees ................................................................. $ 3,771,815
Risk Management Services ...................................................... 23,970,009
First Public ................................................................. 3,683,331
Business Services ................................................................. 14,015,709
Governance Services ............................................................... 11,617,096
Communications ................................................................. 295,490
Organization and Planning Services ........................................... 747,996
Sponsorships and royalties ........................................................ 2,725,043
Other ................................................................. 562,574
Total Revenue ........................................................................ 61,389,063

Expenses

Employee compensation and benefits ........................................ 44,649,038
Purchased and contract services ............................................... 6,939,289
Supplies and materials ........................................................... 1,196,231
Other operating ................................................................. 6,111,900
Depreciation and amortization ................................................ 2,826,554
Total Expenses ........................................................................ 61,723,012

Change in Unrestricted Net Assets from Operations ................... (333,949)

Nonoperating Activities

Net investment income .............................................................. 228,209

Change in Unrestricted Net Assets ............................................... (105,740)
Unrestricted Net Assets, Beginning of Period ............................... 40,494,113

Unrestricted Net Assets, End of Period ........................................ $ 40,388,373
Appendix H – Action Form

1. Pull for Individual Consideration (so that the item may be discussed and acted upon individually):
   (a) Bylaws Proposal Number ___________.
   (b) Resolution Number ___________ recommended for adoption

   Requested by ____________________________________________________________
   __________________________________________________________
   District __________________________ Delegate/Alternate __________________________ Region __________________________

   Please use a separate form for each item pulled from group consideration. If you submit an amendment for this item, there is no need to also pull the item because amendments will be considered individually.

2. Amend Bylaws, Cornerstone Principles, or Priorities
   ____ (a) Amend Bylaws Proposal Number _______/Line numbers __________________________
   ____ (b) Amend Proposed Changes to Cornerstone Principles/Line numbers __________________________
   ____ (c) Amend Proposed Priorities/Line numbers ______

   Write your proposed amendment below.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   Amendment submitted by ________________________________________________________
   __________________________________________________________
   District __________________________ Delegate/Alternate __________________________ Region __________________________

   Second by __________________________________________________________
   __________________________________________________________
   District __________________________ Delegate/Alternate __________________________ Region __________________________

3. Resolutions
   (a) _____ Amend Resolution Number ____________ that is recommended for adoption
   (b) _____ Move for Adoption of Resolution Number ____________ that is not recommended for adoption*
   (c) _____ Amend Resolution Number ____________ that is not recommended for adoption**

   If amending, write your proposed amendment below.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   Amendment submitted by ________________________________________________________
   __________________________________________________________
   District __________________________ Delegate/Alternate __________________________ Region __________________________

   Second by __________________________________________________________
   __________________________________________________________
   District __________________________ Delegate/Alternate __________________________ Region __________________________

*When the Chair calls the Resolution for consideration, the Delegate submitting the motion via blue form shall rise and address his or her motion to adopt the Resolution as printed in the Handbook.

**Before any amendment of a Resolution formerly not recommended for adoption can be considered by the Delegate Assembly, a Delegate other than the Delegate submitting the amendment shall move to adopt the Resolution as described in item 3(b) of the Form.
Save the date!

MANY VOICES, ONE VISION

2017 DELEGATE ASSEMBLY

October 7, 2017 • Dallas