Welcome to the 2020 Delegate Assembly!

We are all experiencing a lot of “firsts” in 2020, and the TASB Delegate Assembly is joining that list. This year marks the first time to hold the Assembly virtually.

TASB leadership and staff have been working tirelessly to plan the online version of the meeting to provide TASB members the opportunity to actively participate and be the voice for their districts and communities. Thank you for joining us in this new experience and for serving as your board’s representative!

This year’s Delegate Assembly is especially important as you will approve TASB’s Advocacy Agenda in preparation for the 87th legislative session. There are so many issues facing school districts—as is reflected in the more than 100 resolutions school boards across the state submitted. During the Assembly, you and your fellow delegates will lay the groundwork for how we will advocate for public schools.

We are excited to welcome House Public Education Committee Chair Dan Huberty as our featured speaker. As a former school trustee and experienced legislator, his unique insight will provide us with a glimpse of what to expect during the upcoming legislative session.

In this Handbook, you will find details on the 2020 Assembly. Here are some key things to note:

- The schedule of Assembly activities is a little different this year. Delegate Assembly is still scheduled for October 3 at 2 p.m. However, the caucus meetings and submission of Action Forms will happen in advance of the meeting. Read more about this year’s schedule on page 6 under the About Delegate Assembly tab.
- New this year, we have a Delegate Assembly Hub in the online TASB Member Center. The hub is where you will find the Action Form and all the resources you need for Delegate Assembly. As a Delegate or Alternate, you can access the hub at tasb.org/delegate-hub using your myTASB login.
- And be sure to check out the tabs throughout the Handbook. You will find information on advocacy resources and opportunities for your board.

Thank you for your dedication to Texas public schools and for being an advocate for Texas students.

Lee Lentz-Edwards  
TASB President

James B. Crow  
TASB Executive Director

Featured Speaker: Dan Huberty

Representative Dan Huberty has served in the Texas House of Representatives since 2011. He is the chair of the House Committee on Public Education, a position he has held for two legislative sessions. He also serves on the House Committee on County Affairs. During the 86th legislative session, Huberty championed several pieces of legislation relating to public education, including House Bill 3.

Prior to his election as a representative, he was a member of the Humble ISD Board of Trustees for five years, serving as president and vice-president.
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Trustees: Find the information you need in the Member Center.

We know what you’re looking for, so we’ve put it all in one place:

• Report and view continuing education credit.
• See a calendar of upcoming events and training opportunities.
• Read helpful articles on topics important to you.
• Get links to BoardBook®, legal and policy resources, and more.

Check in often—content is frequently updated!

Use your myTASB user ID and password to log in at tasb.org/trustees.
Agenda

2020 Delegate Assembly • October 3, 2020
Virtual Meeting
President Lee Lentz-Edwards, presiding

2 p.m.
Delegate Assembly Convenes (Virtual)

A. Call to Order: Lee Lentz-Edwards, President
B. Invocation
C. Delegate Assembly Rules (vote results)
D. Credentials Report/Quorum
E. Adoption of Agenda
F. 2019 Delegate Assembly Minutes
G. Presentation of Service Awards
H. Report on the Association (video)
I. Featured Speaker: Dan Huberty, Texas Representative and House Public Education Committee Chair
J. Report from Nominations Committee
   1. Election of Directors
   2. Election of Officers
K. Adoption of the 2020–22 Advocacy Agenda
   1. Cornerstone Principles
   2. Priorities
   3. Resolutions
L. Adjournment

TASB Region TASB Director
(Active Member Count)
President Lee Lentz-Edwards, Kermit ISD
President-Elect Jim Rice, Fort Bend ISD
Immediate Past President James de Garavilla, Silsbee ISD

1 (39) Yolanda Cuellar, South Texas ISD
   Patricia O’Caña-Olivarez, Mission CISD
2 (42) Moises Alfaro, Mathis ISD
3 (40) Demetrio Garcia, Kenedy ISD-Karnes County
4 (50) Rose Avalos, Aldine ISD
   Bob Covey, Cypress-Fairbanks ISD
   Tony Hopkins, Friendswood ISD
   Bill Lacy, Katy ISD
   Page Rander, Clear Creek ISD
   Georgan Reitmeier, Klein ISD
   Anne Sung, Houston ISD
   Vacant
5 (34) Nicholas Phillips, Nederland ISD
6 (58) Jason Dohnalik, Cameron ISD
7 (96) Ted Beard, Longview ISD
8 (46) Thomas Darden, Cooper ISD
9 (38) Mark Lukert, Wichita Falls ISD
10 (82) Kevin Carbó, Mesquite ISD
   Debbie Gillespie, Frisco ISD
   Linda Gooch, Sunnyvale ISD
   Dan Micciche, Dallas ISD
11 (77) Corinne French, Valley View ISD-Cooke County
   Jacinto Ramos Jr., Fort Worth ISD
   Becky St. John, Grapevine-Colleyville ISD
12 (77) Mildred Watkins, La Vega ISD
13 (55) Mary Jane Hetrick, Dripping Springs ISD
   Jayme Mathias, Austin ISD
   Vernagene Mott, Pflugerville ISD
14 (43) Greg Welch, Clyde CISD
15 (43) Raymond P. Meza, San Felipe
   Del Rio CISD
16 (63) Cindy Spanel, Highland Park ISD-Potter County
17 (58) Kay Alley, Crosbyton CISD
18 (34) Steve Brown, Ector County ISD
19 (13) Armando Rodriguez, Canutillo ISD
20 (57) Karen Freeman, Northside ISD-Bexar County
   Sandy Hughey, North East ISD
   Rolinda Schmidt, Kerrville ISD
   Robert Westbrook, Schertz-Cibolo-Universal City ISD
Education Kamlesh “KB” Bhikha, ESC 2, voting ex officio
Service Center Representative
Delegate Assembly

Overview

When and Where

The 2020 Delegate Assembly is Saturday, October 3, at 2 p.m. The meeting will be held virtually using Zoom Webinar, an online meeting platform. Certain activities that would normally take place on the same day of the Delegate Assembly meeting have been scheduled in advance of the meeting in order to facilitate a smooth virtual process.

VERY IMPORTANT: With the move to a virtual process, it is critical TASB has your preferred email address. Please check your email address in the Member Center under Update My Information to be sure it is correct. To access the Member Center, visit tasb.org/trustees and log in with your myTASB user ID and password.

Standing Rules

Delegates will vote on the 2020 Delegate Assembly Rules during the period of September 3–10. Delegates must vote on the standing rules ahead of the Assembly meeting to facilitate the voting and meeting process. The voting link for the standing rules will be emailed to Delegates on September 3.

Caucus and Orientation Meetings

In advance of Delegate Assembly, Delegates and Alternates are invited to attend a virtual caucus and orientation meeting. While usually held by region, the caucuses have been consolidated so you can choose a session that fits your schedule. (And yes, continuing education credits will be awarded.)

- September 16, 5–7 p.m.
- September 17, 5–7 p.m.
- September 18, 5–7 p.m.

No registration is required. Access links are posted in the Delegate Assembly Hub at tasb.org/delegate-hub. Log in with your myTASB user ID and password.

Submission of Motions

Following the final caucus and orientation meeting, Delegates may submit Action Forms on Advocacy Agenda items.

- **Action Period 1: Initial Motions**
  Beginning September 18 at 7 p.m. and ending September 21 at noon

  Delegates may submit a primary amendment to a proposed Advocacy Agenda Cornerstone Principle, Priority, or Resolution; request any proposed Advocacy Agenda Cornerstone Principle, Priority, or Resolution be pulled for individual consideration and action; and move to adopt a resolution NOT recommended for adoption.

  These motions and items will be posted September 25 at noon in the Delegate Assembly Hub at tasb.org/delegate-hub. Log in with your myTASB user ID and password.

- **Action Period 2: Layered Motions**
  Beginning September 25 at 5 p.m. and ending September 28 at noon

  Delegates may submit a secondary amendment to a proposed Advocacy Agenda Cornerstone Principle, Priority, or Resolution. In addition, Delegates may submit a primary amendment to a resolution NOT recommended for adoption that another Delegate has made a motion to adopt.

  These final motions and items will be posted October 2 at 5 p.m. in the Delegate Assembly Hub at tasb.org/delegate-hub. Log in with your myTASB user ID and password.
What

TASB’s Delegate Assembly is the once-a-year opportunity for Texas school boards to have a voice in the overall direction of the organization. Simply put, it is the annual business meeting for the Association where you will vote on issues critical to TASB, such as:

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

No changes are proposed for the Bylaws this year. See the agenda on page 5 to review the action items for the 2020 Assembly.

Who

Each Active Member selects a Delegate and an Alternate to attend the Assembly. Your fellow Delegates are members of local school and education service center (ESC) boards. In addition, members of the TASB Board of Directors and the four Legislative Advisory Council members sitting on the TASB Legislative Committee serve as Delegates.

Other important notes:

- Registration
  The preregistration deadline is September 2. This will ensure Delegates can vote on the standing rules. All Delegates and Alternates registered by September 2 will receive a hard copy of the Delegate Handbook.

  The Handbook and other materials also are posted online in the Delegate Assembly Hub at tasb.org/delegate-hub. Log in with your myTASB user ID and password.

The final registration deadline is October 1 at 2 p.m. Delegates and Alternates must be registered by this date to receive all necessary electronic access information for the meeting. Access information will be sent to the email address listed in Update My Information in Member Center. Please check your email address and be sure it is correct. Visit tasb.org/trustees and log in with your myTASB user ID and password.

- 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 be received in the Association office by September 28, 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 2020 Nominations Committee Report.
What do I need to participate in the Delegate Assembly as a voting Delegate?
Delegates will receive electronic access and voting information in two separate emails. Both emails will be sent the evening of October 1.

1. Both Delegates and Alternates will receive an email that includes the Zoom meeting link. The links are unique to each Delegate and each Alternate. Please do not share.
2. Only Delegates will receive an email with voting credentials.

The Delegate Handbook and other meeting materials are posted in the Delegate Assembly Hub at tasb.org/delegate-hub. Log in with your myTASB user ID and password. Delegates and Alternates registered by September 2 also will receive a hard copy of the Handbook.

VERY IMPORTANT: To ensure you receive necessary electronic access information, please check your email address in the Member Center under Update My Information to be sure it is correct. To access the Member Center, visit tasb.org/trustees and log in with your myTASB user ID and password.

What if I did not receive my access and voting information?
If you do not receive the Zoom meeting link (Delegate and Alternates) or voting credentials (Delegates only) by October 2, contact TASB staff by email at membercommunications@tasb.org.

How are voting Delegates identified?
In the Zoom meeting platform, Delegates will be identified by having the word Delegate before their name. Unique voting credentials will be issued to the registered Delegate.

What do I do if I am unable to serve after the registration deadline, but before the start of the Assembly?
Should the Delegate become unable to serve after the registration deadline, the Delegate is responsible for:

1. Notifying TASB staff at membercommunications@tasb.org

2. Notifying their registered Alternate
3. Sharing the voting credentials with only the registered Alternate

I am the Delegate, and something has come up during the Assembly. What if I need to leave the virtual meeting?
Each board’s Delegate may permanently pass the voting credentials to the registered Alternate, but only to the Alternate. The Delegate should use the “Q&A” feature in Zoom to notify TASB staff of the change.

Who can vote at the Assembly?
Each Active Member may have a voting Delegate. The TASB Board and the four Legislative Advisory Council members on the TASB Legislative Committee also serve as Delegates, thereby giving Active Members with representation on the TASB Board two voices at Delegate Assembly. That’s right! They may vote at the Assembly even if their local boards have a Delegate or Alternate also attending the meeting.

How do I vote?
Each registered Delegate will receive unique voting credentials and instructions on how to vote. This email will be sent the evening of October 1 to the email listed for the Delegate Member Center.

VERY IMPORTANT: Please check your email address in the Member Center under Update My Information to be sure it is your preferred email address. To access the Member Center, visit tasb.org/trustees and log in with your myTASB user ID and password.

Who can attend the Assembly?
The Assembly is an open meeting. While Delegates and Alternates will be provided with unique Zoom links for the meeting, any others wishing to observe may watch the live feed through the TASA | TASB Convention platform.

What time should I join the Assembly?
Delegate Assembly starts at 2 p.m. However, Delegates and Alternates should join no later than 1:30 p.m. Between 1:30 and 2 p.m., we will review important meeting notes.
Delegates and Alternates who would like to test their access are invited to log in between noon and 1:30 p.m. TASB staff will be available in the “Q&A” feature in Zoom to answer technical support questions.

**How can I prepare for Delegate Assembly?**
1. Review your Delegate Handbook, paying special attention to the Nominations Committee Report (under separate cover) and the proposed 2020–22 Advocacy Agenda. You will be asked to act on each of these items. Both the Handbook and report also are posted in the Delegate Assembly Hub at tasb.org/delegate-hub. Log in with your myTASB user ID and password.

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

3. Study the Delegate Assembly Rules on pages 11–12, particularly those explaining the Advocacy Agenda adoption process.

4. Attend one of the three caucus and orientation sessions before the start of the Delegate Assembly.

**What are the caucus and orientation sessions?**
The caucus and orientation sessions will be held prior to the Assembly (see the schedule on page 6). This is your opportunity to discuss the issues coming before the Assembly and to clarify the Assembly processes. Both Delegates and Alternates are encouraged to attend.

**How do I propose amendments to issues under consideration?**
Following the final caucus and orientation meeting, Delegates may submit Action Forms on Advocacy Agenda items. This form will be available in the Delegate Assembly Hub following the final caucus and orientation meeting. See Submission of Motions on page 6 for more information. Also, review the Delegate Assembly Rules on pages 11–12. If you have questions, you may contact TASB staff at member-communications@tasb.org.

**How is anyone heard or seen in such a large video conference?**
1. Delegates may use the “Raise Your Hand” feature in Zoom to indicate that they would like to speak to an issue.

2. The Chair will recognize only Delegates with their hands raised. To the extent possible, the Chair will call on Delegates in the order of requests. After you are recognized to speak, you will unmute your microphone. State your name, school district, and region and deliver your message. You will have three minutes to speak; a countdown clock will be displayed on screen.

3. Only use the “Raise Your Hand” feature for business-related questions. Use the “Q&A” feature for tech support and other non-business-related questions.

It is imperative that every Delegate and Alternate help maintain the tradition of decorum and fairness and follow the Delegate Assembly standing rules.

**Will I earn continuing education credit?**
You will earn continuing education credit for participating in portions of the caucus and orientation session and the Delegate Assembly that focus on the Advocacy Agenda. Board member continuing education credit may not be granted for other organizational business. At the close of the Delegate Assembly and each caucus and orientation session, the Chair will announce the information that you will need to claim your credit hours in the Member Center. To access the Member Center, visit tasb.org/trustees and log in with your myTASB user ID and password.

**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 42 Director positions, including six Officers, generally representing TASB’s 20 geographical regions as well as their own school boards. The ESC boards are represented on the TASB Board by one voting *ex officio* Director.

**Looking for more information about the Advocacy Agenda?**
It’s right at your fingertips in your Handbook! Check the tabs for the sections on the Advocacy Agenda.

**Still have questions about Delegate Assembly?**
TASB staff is here to help! Contact us at membercommunications@tasb.org or 800.580.8272, ext 3573.

For questions specifically about the Advocacy Agenda, contact Dax González at dax.gonzalez@tasb.org or 800.580.4885.
Debate on resolutions brings to heart the true purpose of our Delegate Assembly. Having the opportunity to hear why an issue is of vital importance to children while having been on the other side of the issue brings true value to the matters at hand.

David Sublasky
Board member
Region 19 Education Service Center
2020 Virtual Meeting

Due to the COVID-19 pandemic, the TASB Executive Committee has decided to conduct the 2020 Delegate Assembly meeting via an internet-based online platform that will allow discussion among Delegates. As required by the TASB Bylaws, the Delegate Assembly business meeting shall follow the rules in the current edition of Robert’s Rules of Order Newly Revised, along with the standing rules as adopted by registered Delegates.

The TASB Delegate Assembly Hub referenced in these rules is available at tasb.org/delegate-hub.

The TASB Bylaws Committee recommends the following standing rules to the Delegate Assembly for adoption by a two-thirds vote:

Rule 1—Credentials Report. 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—Recognition. A member of the Delegate Assembly shall indicate his or her request to address the Assembly by using the designated feature in the online platform and wait to be recognized by the presiding officer, or designee. Once recognized, the Delegate’s microphone will be unmuted, and the Delegate will state his or her full name and school board and limit debate on any motion to three minutes.

Rule 3—Motions and Voting.
(a) Motions that are submitted in advance of the Delegate Assembly meeting, as allowed by these rules, need not be seconded.
(b) A Delegate must submit any primary amendment to a proposed Advocacy Agenda Cornerstone Principle, Priority, or Resolution prior to the Delegate Assembly meeting by completing the online Action Form available on the TASB Delegate Assembly Hub from September 18 at 7 p.m. through September 21 at noon. The maker of the motion will have an opportunity to make clarifying changes before the secondary amendment submission process begins.
(c) A Delegate must submit any secondary amendment to a proposed Advocacy Agenda Cornerstone Principle, Priority, or Resolution prior to the Delegate Assembly meeting by completing the online Action Form available on the TASB Delegate Assembly Hub from September 25 at 5 p.m. through September 28 at noon.
(d) A Delegate may request that any proposed Advocacy Agenda Cornerstone Principle, Priority, or Resolution be pulled for individual discussion and action. Pulls must be submitted by a Delegate prior to the Delegate Assembly meeting by completing the online Action Form available on the TASB Delegate Assembly Hub between September 18 at 7 p.m. through September 21 at noon.
(e) Voting will occur during the Delegate Assembly meeting, using the designated voting feature to the extent possible, for the following actions:
   (1) Contested positions for TASB Directors and Officers (private voting mode – majority vote);
   (2) Advocacy Agenda Cornerstone Principles and Priorities (two-thirds vote); and
   (3) Advocacy Agenda Resolutions (majority vote).

Per Robert’s Rules of Order: If more than one amendment (whether primary or secondary) is proposed for the same item, the amendments will be taken up in the order they were received. If adopted, any competing amendment will be ruled out of order based on the adoption of the earlier amendment. An amendment that conflicts with existing Bylaws will be ruled out of order. A primary amendment to any proposed Advocacy Agenda Cornerstone Principle, Priority, or Resolution, as applicable, must be germane to the proposed item.
as printed in the Delegate Handbook. A secondary amendment must be germane to the primary amendment. Amendments to secondary amendments are not allowed.

**Rule 4—Uncontested Elections.** In uncontested races for Director or Officer positions, the presiding officer may declare the individuals are elected by acclamation.

**Rule 5—Contested Elections.**
(a) In a contested Director or Officer position, each candidate shall have the opportunity to give a speech, up to three minutes, in support of his or her candidacy through the format established by the Nominations Committee. Candidate speeches for each position shall be presented in alphabetical order by last name; however, the Nominations Committee’s recommended Director candidate and Board’s recommended Officer candidate shall always be presented last.
(b) Candidate elections are not subject to further discussion from the floor.
(c) The voting order of candidates for each election shall be listed alphabetically by last name; however, the Nominations Committee’s recommended Director candidate and Board’s recommended Officer candidate shall always be listed first.

**Rule 6—Advocacy Agenda Proposals.** Only the proposed 2020–22 Advocacy Agenda Cornerstone Principles, Priorities, and Resolutions as presented in the *Delegate Handbook* shall be considered by the Delegate Assembly. Resolutions that duplicate Cornerstone Principles, Priorities, or Resolutions, as determined by the TASB Board, shall not be considered for discussion or action. Delegates shall not be permitted to propose new Cornerstone Principles, Priorities, or Resolutions for the Delegate Assembly.

**Rule 7—Advocacy Agenda Priorities.** Proposed Priorities are presented for a vote as a group. However, individual consideration shall be given to any Priority as to which:
(a) A primary amendment has been submitted in accordance with Rule 3(b); or
(b) A Delegate has pulled for individual discussion and action in accordance with Rule 3(d).

**Rule 8—Advocacy Agenda Resolutions.**
(a) Proposed Resolutions *recommended for adoption* are presented for a vote as a group. However, individual consideration shall be given to any Resolution as to which:
(1) A primary amendment has been submitted in accordance with Rule 3(b); or
(2) A Delegate has pulled for individual discussion and action in accordance with Rule 3(d); or
(3) A Resolution *NOT recommended for adoption* has been changed to recommended for adoption by the TASB Resolutions Committee, following an appeal of the submitting Active Member board in accordance with the TASB Bylaws.
(b) Resolutions *NOT recommended for adoption* by the TASB Board shall not be considered by the Delegate Assembly, in any form, unless one of the following occurs:
(1) Prior to the Delegate Assembly meeting, a Delegate makes a motion to adopt the Resolution as stated in the *Delegate Handbook* by completing the online Action Form available on the TASB Delegate Assembly Hub by the deadline of **September 21 at noon**.
(2) A primary amendment to a Resolution proposed pursuant to Rule 8(b)(1) must be submitted prior to the Delegate Assembly meeting by completing the online Action Form available on the TASB Delegate Assembly Hub by the deadline of **September 28 at noon**. An amendment can only be submitted if another Delegate has already made a motion to adopt the Resolution under Rule 8(b)(1).
(3) Upon the unsuccessful appeal by the Active Member that submitted a resolution not recommended for adoption, the Delegate makes a motion to adopt the Resolution denied on appeal. This Rule 8(b)(3) also allows the Delegate to reform the Resolution before making the motion, provided the revision is germane. Any motion under this Rule 8(b)(3) must be made no later than 24 hours after the hearing at which the appeal was denied, and no amendments will be entertained.
(4) Secondary amendments shall not be in order for any Rule 8(b) items.

**Rule 9—Suspension of Rules.** These standing rules may be suspended by a two-thirds vote.
You don’t want to miss this podcast!

Are you subscribed to TASB Talks? Each episode features Texas education experts talking about important and timely topics, such as legislative issues, school governance, security concerns, special education, and more.

Check out all episodes at tasbtalks.org, and subscribe to the podcast on Apple iTunes, Stitcher, or Spotify.

De Garavilla announced this year marks the 30th year that 100 percent of local school boards have renewed their TASB membership. To celebrate this milestone, TASB is going to have three drawings during the Assembly meeting to rebate 2019 Convention registration fees for 30 districts that have Delegates participating at the Delegate Assembly.

De Garavilla announced that each Delegate should have the 2019 Delegate Handbook, the yellow Amended Nominations Committee Report, a Frisbee™, and an electronic keypad for voting.

De Garavilla also announced that continuing education credit hours would be granted only for the keynote address and Advocacy Agenda portion of Delegate Assembly.

Credentials Committee. De Garavilla introduced members of the Credentials Committee: Chair LaTricia Stroud (West Orange-Cove CISD), John Anderson (Red Oak ISD), Angie Cox (Lewisville ISD), Jason Martinez (Academy ISD), and Maria Saldana (Tornillo ISD). Stroud reported that there were 379 Delegates in attendance. De Garavilla declared that a quorum was present. He also noted that more Delegates might join the Assembly as the meeting progressed.

Teller Committee. De Garavilla introduced members of the Teller Committee: Chair Tanya Eagleton (Crosby ISD), Carlos Bentancourt (Slaton ISD), Monty Huffman (Trinity ISD), and Laura DuPont (Clear Creek ISD).

Delegate Assembly Rules Adoption. De Garavilla referred Delegates to pages 7–8 of the Handbook to review the 2019 Delegate Assembly Rules proposed by the Bylaws Committee of the TASB Board, which acts as the Delegate Assembly's Standing Rules Committee. De Garavilla called for a vote by Frisbees on the 2019 Delegate Assembly Rules. The Rules as presented were adopted by an affirmative vote of two-thirds of Delegates.
De Garavilla called special attention to the following Delegate Assembly Rules just adopted: Rule 1 specifies that after receiving the initial credentials report, the total number of votes cast on an item will serve as the revised credentials report, and therefore, as long as the total number of votes is not below the quorum of 205 Delegates, the Assembly can conduct business; Rule 2 states that 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; and Rule 3 states that in uncontested races for Director or Officer positions, the President may declare the individuals elected by the Delegate Assembly.

De Garavilla introduced Brittany Thornberry, TASB staff, who will serve as timekeeper and asked her to test sound the time indicator. De Garavilla said that the alert would be sounded when a speaker has exhausted the allotted time.

Agenda Adoption. De Garavilla called attention to the agenda of the 2019 Delegate Assembly on page 3 of the Handbook. With no objection made, the agenda was adopted as printed.

Minutes of the 2018 Delegate Assembly. De Garavilla called the Delegates’ attention to the 2018 Delegate Assembly minutes on pages 9–15 of the Handbook, which were approved by the TASB Board at its December 2018 meeting. No corrections were submitted by Delegates, so the minutes stood approved as presented.

Service Awards. With the assistance of Crow, de Garavilla presented service awards to Directors whose service on the TASB Board either ended within the last year or will end at the close of TASA | TASB Convention: Lanny Evans (Henrietta ISD), 2016–19 [Kay Alley (Crosbyton CISD) accepted on behalf of Evans]; Flores, 2006–19; Christene Moss (Fort Worth ISD), 2013–19; Cindy Purdy (ESC Representative, Region 17), 2016–19; Bobby J Rigués (Aledo ISD), 2016–19; and George Scott (Katy ISD), 2017–19 [Jim Rice (Fort Bend ISD) accepted on behalf of Scott].

Report to Delegates. De Garavilla referred Delegates to the TASB Board’s standing committee reports in the Handbook on pages 62–66. De Garavilla presented a video on TASB’s service to members over the past year.


Nominations Committee Report. Nominations Committee Chair Flores stated that the Delegate Assembly is responsible for electing TASB Directors and Officers according to TASB Bylaws, Articles VI and VII. Flores 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 Convention. This process includes large district positions because a large district is considered a region under the Bylaws. Flores announced the individuals automatically elected by this process.
- Elected to three-year terms: Yolanda Cuellar (South Texas ISD, Region 1, Position B), Bill Lacy (Katy ISD, Region 4, Position E), Dan Micciche (Dallas ISD, Region 10, Position C), and Jayme Mathias (Austin ISD, Region 13, Position A)
- Elected to one-year term: Jacinto Ramos (Fort Worth ISD, Region 11, Position B)

Flores 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: Moises Alfaro (Mathis ISD, Region 2), Jason Dohnalik (Cameron ISD, Region 6), Ted Beard (Longview ISD, Region 7), Mark Lukert (Wichita Falls ISD, Region 9), Linda Gooch (Sunnyvale ISD, Region 10, Position B), Becky St. John (Grapevine-Colleyville ISD, Region 11, Position A), Cindy Spanel (Highland Park ISD-Potter County, Region 16), and Robert Westbrook (Schertz-Cibolo-Universal City ISD, Region 20, Position D)
- Nominee for a Director position for a two-year term: Steve Brown (Ector County ISD, Region 18)
- Nominee for a Director position for a one-year term: Mary Jane Hetrick (Dripping Springs ISD, Region 13, Position B)

Pursuant to Rule 3 of the Rules, de Garavilla declared all the uncontested individuals elected to the TASB Board.

Flores stated that at the close of Convention, Lentz-Edwards will assume the office of President by virtue of her election to the position of President-Elect at the 2018 Delegate Assembly, and de Garavilla will assume the position of Immediate Past President. Flores announced the 2019–20 TASB Board nominees for Officer positions: Rice, President-Elect; Beard, First Vice-President; Debbie Gillespie (Frisco ISD), Second Vice-President; and, Bob Covey (Cypress-Fairbanks ISD), Secretary-Treasurer.

Pursuant to Rule 3 of the Rules, de Garavilla declared the individuals in these uncontested races elected to the Officer positions on the TASB Board.

De Garavilla congratulated these individuals on their new positions.

**Changes to Advocacy Agenda**

De Garavilla referred Delegates to page 18 of the *Handbook* for an overview of the 2018–20 Advocacy Agenda. Referring to pages 67–69 of the *Handbook*, de Garavilla recognized all those who served on the TASB Legislative Advisory Council (LAC), which formulated the proposed changes to the Advocacy Priorities; all Delegates from school boards that proposed resolutions; and all Delegates who spoke up for public education.

**Legislative Committee Report.** De Garavilla introduced Legislative Committee Chair Rice, who in turn introduced Committee Vice-Chair Gillespie. Together, they presented the Legislative Committee report. Gillespie presented two new proposed Priorities to add to the 2018–20
Advocacy Agenda, as shown on page 26 of the Handbook. The first proposed Priority calls upon the Legislature to recognize and preserve the right of school boards to associate with each other and communicate with the Legislature (lines 47–49). The second proposed Priority calls upon statewide education officials and agencies to collaborate with public education stakeholders when drafting rules (lines 50–52). The TASB Board recommended to the Delegate Assembly the proposed new Priorities as presented in the Handbook.

De Garavilla called for a vote on the new Priorities. Delegates voted and adopted the changes: Lines 47–49 by a vote of 98.67 percent (Yes-370, No-5), and lines 50–52 by a vote of 98.13 percent (Yes-368, No-7).

Rice recognized and thanked the TASB Directors and LAC members who served on the Legislative Committee.

**Resolutions Committee Report.** De Garavilla introduced Resolutions Committee Chair Georgan Reitmeier (Klein ISD). Reitmeier introduced Committee Vice-Chair Mildred Watkins (La Vega ISD) to assist with presenting the Resolutions Committee report. Watkins reported that 14 individual school boards answered the call for resolutions, submitting 38 proposed resolutions. The proposals were considered by the TASB Resolutions Committee and the TASB Board at their July meetings.

Seventeen resolutions that duplicated Advocacy Agenda Cornerstone Principles, Priorities, or Resolutions were not considered. This resulted in 20 resolutions to be considered by the Assembly. Watkins directed Delegates to pages 27–33 of the Handbook for the text of the recommended resolutions and the rationales offered by the submitting school boards and the TASB Board. The one resolution not recommended appeared on page 34, and the duplicates appeared on pages 35–38.

**Consent Agenda.** De Garavilla called for a vote on the resolutions recommended for adoption by the TASB Board through consent agenda. The Delegate Assembly approved by a vote of 97.38 percent (Yes-372, No-10) all resolutions recommended for adoption, with the exception of Resolutions 1, 3, 4, 6, 7, and 9 that were pulled for individual consideration or amendment.

**Individual Consideration.** Reitmeier presented recommended resolutions pulled for individual consideration by Delegates:

*Resolution 6—Review 22 Class-Size Cap (Bonham ISD):* “TASB advocates for reviewing the 22:1 ratio guideline, rightsizing elementary and inclusion classrooms, and setting guidelines for school districts to ensure adequate student-teacher ratios per class.” The resolution was pulled for individual consideration by Martina Dixon (Humble ISD). After discussion, the Assembly voted to adopt the resolution, as presented, by 61.62 percent (Yes-228, No-142).

*Resolution 7—Expansion of Universal High-Quality Prekindergarten (Denton ISD):* “TASB advocates for full funding for the expansion of universal high-quality prekindergarten programs statewide.” The resolution was pulled for individual consideration by Cory Vessa (Round Rock ISD). After discussion, the Assembly voted to adopt the resolution, as presented, by 89.42
percent (Yes-338, No-40).

Resolution 9—Student Transportation across District Boundaries (Tornillo ISD): "TASB advocates for ceasing the crossing of district boundaries to transport students into another district without interlocal agreements." The resolution was pulled for individual consideration by Justin Chapa (Arlington ISD). After discussion, the Assembly voted to adopt the resolution, as presented, by 73.30 percent (Yes-269, No-98).

Reitmeier next presented Resolutions 1, 3, and 4, which were pulled for amendment (as shown in bold double underline and double strikethrough):

Resolution 1—Declared Natural Disaster (Victoria ISD): "TASB advocates that when a declared ‘natural disaster area’ is designated by the governor of the State of Texas, the districts impacted shall not receive an accountability rating for the two years following and shall not receive a FIRST (Financial Integrity Rating System of Texas) designation for two years following said declaration." The motion to amend was from Anne Sung (Houston ISD) and seconded by Kevin VanHook (Victoria ISD). After discussion, the Assembly voted to adopt the resolution, as amended, by 98.37 percent (Yes-362, No-6).

Resolution 3—Fair Administration of In-School Suspension (Longview ISD): "TASB advocates for the fair administration of in-school suspension discipline placements and for campus administrators and counselors to develop a detailed plan to be approved by the board prior to the beginning of the school year." The motion to amend was from Edward Finley (Schertz-Cibolo-Universal City ISD) and seconded by Denise Kern (Comal ISD). A second motion to amend was from Tammy Humes (Chapel Hill ISD-Smith County) and seconded by Judy Steadham (Edgewood ISD-Van Zandt County). After discussion and floor amendments, the Assembly voted to adopt the resolution, as amended, by 71.63 percent (Yes-255, No-101).

Resolution 4—Recaptured Dollars for Public Education (McKinney ISD): "TASB advocates that the state share of funding does not decrease as recapture dollars increase and for every dollar recaptured by the state to only be used for public education." The motion to amend was from Vessa and seconded by Mark Cornett (Fredericksburg ISD). The motion was to add the phrase "that the state share of funding does not decrease as recapture dollars increase" and strike the phrase "for every dollar recaptured by the state to only be used for public education." After discussion and floor amendments, the Assembly voted to adopt the resolution, as amended, by 97.53 percent (Yes-356, No-9).

Closing. De Garavilla called on Lentz-Edwards, the incoming President, and presented her with the gavel. Lentz-Edwards then presented de Garavilla with a personalized scrapbook.

De Garavilla congratulated the 30 winners of the convention registration rebates (attached as Appendix A and made a part of these minutes).
De Garavilla made closing remarks and announced the training credit information.

**Adjournment.** The Assembly adjourned at 4:38 p.m.

**APPROVED BY TASB BOARD:**

Lee Lantz-Edwards, President  
12-7-19  
Date

Bob Covey, Secretary-Treasurer  
12-7-19  
Date

**ATTACHMENT PAGE**

Copies of the attachment mentioned in the minutes can be obtained from the TASB office. Copies have not been reproduced for the TASB Board Packet or the 2020 Delegate Handbook.

Appendix A: 30 years, 30 rebates
I find personal strength and comfort knowing that we are all connected by our shared sense of purpose as school board members and community leaders. We are all working to make the best decisions for now and for the future for our schools and our communities.

Lee Lentz-Edwards
TASB president and Kermit ISD trustee
(From the Top column in the June 2020 issue of Texas Lone Star magazine)
Delegate Assembly

2020–22 Advocacy Agenda

This year’s Delegate Assembly will adopt the 2020–22 Advocacy Agenda that will guide the Association through the 87th Texas Legislature. 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 at local Grassroots Meetings in each education service center region

3. **Resolutions:** stances submitted by individual school boards that inform 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. Proposed changes to the Cornerstone Principles appear on page 21.

The TASB Board recommends adoption of the Advocacy Priorities as presented on pages 23–24. The proposed Priorities are the result of almost 100 Legislative Advisory Council members discussing and drafting position statements based on local priorities adopted in each region during the 2020 TASB Grassroots Meetings.

Twenty-nine individual school boards submitted 108 proposed resolutions prior to the June 15 deadline imposed by TASB Bylaws. The TASB Resolutions Committee and the TASB Board reviewed these submissions during their July meetings, and the TASB Board included an additional resolution to be considered by the Delegate Assembly. The Board’s final recommendations and the submitting members’ rationales appear on pages 25–45.

**Please note:**

- A status report on the 2018–20 Advocacy Agenda can be found on pages 91–97.

- With the move to a virtual meeting, the process for submitting Action Forms to amend a proposed Advocacy Agenda Cornerstone Principle, Priority, or Resolution; requesting any proposed Advocacy Agenda Cornerstone Principle, Priority, or Resolution be pulled for individual consideration; or moving to adopt a resolution NOT recommended for adoption has changed. Please review Submission of Motions on page 6, as well as the rules governing Assembly action on pages 11–12.

- TASB Advocacy Agenda development and adoption follows a two-year cycle. The 2020 Delegate Assembly will adopt the new 2020–22 Advocacy Agenda that will be in force for two years until the 2022 Delegate Assembly. The 2021 Delegate Assembly may adopt interim changes to the 2020–22 Agenda.

- Any questions regarding the Advocacy Agenda may be directed to Dax González at dax.gonzalez@tasb.org or 800.580.4885.
Proposed Cornerstone Principles
Tell your lawmakers to protect public school funding.

The coronavirus has triggered a major economic downturn. Experts say the state budget will be hit hard. Recent school finance reforms could be in trouble during the next legislative session—and it could be deep trouble if Texas repeats the mistakes of the recent past.

Public school advocates like you need to speak up or see history repeat itself.

Visit strongtexaschools.org to send a letter to your legislators today.
Delegate Assembly
Proposed Changes to Cornerstone Principles

- Excellence in student achievement for all Texas students and fair accountability for academic progress
- Locally elected trustees and locally governed and controlled public schools
- Rigorous accountability for academic progress
- Adequate and equitable funding levels to provide an exceptional education in a safe environment
- Efficient and effective school management
- Strong family and community engagement to create optimal opportunities for each child
- 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
- Promotion of equity, eradication of systemic racism, and the recognition of all cultures and races that have contributed to the rich history of Texas and the United States to include support for diversity and cultural awareness initiatives throughout the state
Influence

If each trustee would use their sphere of influence to speak up about the importance of public schools and the importance of funding them properly, then we can make change that will ripple out to our lawmakers. As trustees, we are just as elected as our lawmakers are; we are peers with a closer connection to the voters. Trustees can’t be passive; we must be proactive and speak up.

Helen Warwick
School board member
Marshall ISD
TASB calls upon the Texas Legislature to maintain the promises and dedication of funding made in the new school finance system implemented under House Bill 3 (86th Session) and to equitably share the cost of education with local school districts. Further, the state should implement a funding structure that recognizes the flexibility needed by and the additional costs incurred by school districts amid the COVID-19 pandemic.

TASB calls upon the Texas Legislature to increase state funding for access to proactive mental health services and support in public schools to improve the physical safety and psychological well-being of our students and staff, especially as they cope with additional anxiety related to COVID-19. This includes access to services for all students in a school setting; the ability for districts to provide students with targeted interventions; and the establishment of a collaborative network of school and mental health professionals to better identify and meet the needs of students and their caregivers.

TASB calls upon the Texas Legislature to continue working with local school districts to identify and address student needs during and after the COVID-19 pandemic and other disasters, such as access to technology and broadband/utility services, mental health resources, meals, social services, personal protective equipment, additional support for economically disadvantaged children, and remediation for students, while maintaining local control. The state should also suspend accountability ratings during disasters that severely impact school operations, such as the current pandemic; enact a temporary moratorium on the expansion or creation of new charter schools; not supplant state education funding with federal funds provided for disaster recovery; and fund schools based on student enrollment to ensure adequate instructional continuity.

TASB calls upon the Texas Legislature to combat systemic racism by supporting diversity and cultural awareness initiatives throughout districts through staff and student education and restorative teaching and disciplinary practices that treat all students equally and focus on building relationships. We also call on the Legislature and State Board of Education to evaluate the Texas Essential Knowledge and Skills for accurate and complete education as it pertains to all cultures that have contributed to the rich history of Texas and the United States.

TASB calls upon the Texas Legislature to work with public school districts and their locally elected trustees to enhance school safety measures, including increased funding for school safety audits, the school safety allotment, and other measures that ensure the safety of students and staff.

TASB calls upon the Texas Legislature to recognize and preserve the right of public school boards to associate and collaborate with each other and to communicate the needs of their students and schools, both directly and through representative organizations, with lawmakers.

TASB calls upon the Texas Legislature to prohibit the expansion of charter schools, to reduce the impact charter schools have on the state budget and on local public schools, and to increase the transparency of charter schools and their operators, especially with regard to enrollment and expulsion practices, business operations, and expenditures. The state should require charters to have publicly elected board members who are accountable to the communities they serve.
TASB calls upon the Texas Legislature to prevent any transfer of public education funds through the use of vouchers, savings accounts, or tax credits to private entities, including unfettered expansion of virtual instruction by corporations.

TASB calls upon the Texas Legislature to support adaptive and creative local solutions for recruiting and retaining high-quality, diverse educators in our independent school districts and to help elevate the teaching profession by incentivizing students to enter the teaching profession, shoring up teacher health benefits and retirement, and supporting local measures to develop and assess educators.

TASB calls upon the Texas Legislature to continue to reduce state assessments by eliminating those not required by federal law, removing the high-stakes aspect of the system, reducing testing time, and prohibiting standardized tests from serving as the primary indicator of school and student performance. TASB advocates for additional support for non-high-stakes, diagnostic assessment alternatives, such as writing portfolios and adaptive exams.
Recommended Resolutions
Be an advocate for Texas public schools!

We all want to be better advocates, but where do we even start? The fastest, easiest way to stand up for public schools is a few clicks away. Use your phone to tap into TASB’s advocacy resources right now.

Contact legislators at tasb.org/advocate.

Select Working with Legislators, click Contact Your Legislator, and enter your address. We can even help you write your message.
Delegate Assembly
Advocacy Resolutions Recommended for Adoption

Resolution 1—Retire/Rehire Extension
(Cotulla ISD)

TASB advocates all retired school personnel be authorized to substitute in a vacant position for up to 90 school days instead of the current 20.

District Rationale: Students deserve the best-educated and most-experienced substitutes. However, often the district is unable to fill a vacant position with a certified, qualified teacher. Schools outside rural/urban settings struggle to find degreed substitutes; therefore, the students suffer. While trainings may be offered annually to substitutes, retired teachers (and other retired school personnel) are far better equipped to fill vacant classrooms than other types of substitutes. Therefore, retired personnel should be authorized to fill vacancies without fear of penalties, surcharges, or forfeiture of checks due to substitute wages earned.

The TASB Board recommends adoption. It is extremely difficult for administrators in rural and low-income communities to find substitute teachers. Exacerbating this issue even further, a number of substitute teachers will have little to no teaching experience, which is necessary to step into long-term substitute positions. Adding the staffing difficulties that will inevitably come from the effects of COVID-19 this past school year and any flare-up scenarios in the coming school year, school districts are going to be hard-pressed to find teachers and quality substitutes. School districts need as much flexibility as possible to bring in the best teachers and substitutes, and a qualified retired teacher should not be penalized for stepping up to help students who need a long-term substitute.

Resolution 2—School District Consolidation
(Lefors ISD and Northside ISD-Bexar County)

TASB advocates for legislation that will ensure the authority to make decisions regarding district consolidation will remain with local school districts.

District Rationale: Decisions concerning possible district consolidation with a neighboring district should be made by the local districts involved.

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 of 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 needless consolidation.

Resolution 3—Reading Academies
(Greenville ISD)

Due to the funding pressures created by COVID-19, TASB advocates for the removal or delay of the requirement established by House Bill 3 (86th Session) that all kindergarten through third-grade teachers, including special education teachers, and principals must attend a “teacher literacy achievement academy” by the 2022–23 school year.

District Rationale: With the COVID-19 virus creating higher unemployment and lower revenue from sales taxes statewide, there is a concern that revenue normally used to support education will also be greatly reduced. With lower tax collection rates statewide, we will need to save education dollars in every way possible by prioritizing spending requirements. Since the teacher academies have not been fully established, this would be a good place to try and reduce expenses.

The TASB Board recommends adoption. Despite the created net positive funding of House Bill 3, many portions of the bill come with high price tags, like the “teacher literacy achievement academy.”
This program is divided into two delivery models—blended ($400 per participant) and comprehensive ($3,000)—both requiring 60 hours of training time to be completed over 11 months. Roughly 121,000 teachers and principals will have to go through this process in the next two school years, costing school districts between $48.4 million and $363 million statewide. With costs incurred due to COVID-19 already reaching more than $300 million in May 2020, this is not the time to add such a high cost to school budgets and significant time requirements to school personnel. By removing the requirement or delaying the deadline, school districts will have more time to ensure the right staff members are participating in the academies, and the costs can be more readily absorbed by districts.

Resolution 4—Using Student Enrollment for Average Daily Attendance (Allen ISD and Mansfield ISD)

TASB supports using student enrollment in the calculation of the weighted average daily attendance instead of the current “seat time” attendance reporting.

District Rationale: Especially in this time of campus closures with districts directed to continue providing instruction remotely, flexibility is needed in attendance accounting for full funding. District-provided off-campus virtual instruction in the near future may include students accessing online classes, modules for self-paced instruction, and other “blended learning” and hybrid options. Districts will ensure student participation, engagement, and learning through monitoring assessment, achievement of learning goals, and evidence of content mastery, which will become the basis for counting attendance, replacing the current weighted average daily attendance calculation.

The TASB Board recommends adoption. With recent at-home education solutions being implemented across the nation and in Texas, the traditional model for assessing a student’s attendance needs to be updated. Districts still need to employ teachers even if students are learning remotely, and technology costs will exponentially increase as districts look to provide safe and effective instructional options for students whose families do not feel safe sending their students back to school in the fall. Updating our school finance system of average daily enrollment to account for enrollment will give the Texas Education Agency (TEA) a measure currently being tracked by districts and help ensure the funding needed to educate all students, whether they are in the physical classroom, at home, or doing a blended education split between at-home and in-classroom instruction. As we look at creative ways to maintain accountability and continued resources to increase educational attainment in Texas, TASB continues to advocate disassociating our accountability system from our school finance system. This takes us one step further in that direction.

Resolution 5—No Reduction in State Funding Due to COVID-19 (Bonham ISD)

TASB advocates for no reductions in state funding due to COVID-19.

District Rationale: With a tight budget already, the unexpected costs of COVID-19 have a tighter grip on the budget. With any reductions, we may not be able to proceed with needed projects or items for our students. Although the outbreak may cause a dip in the Rainy Day Fund, the students should not have to suffer or do without.

The TASB Board recommends adoption. If education truly is the priority that legislators and executive staff claim it to be, then there are other areas in the Texas budget that can be reduced or eliminated to make sure the gains made during the 86th legislative session are not lost. For instance, the state currently spends over $800 million per biennium on border security, a task that should be funded and operated by the federal government. Also, the state is funding several new construction projects for government buildings during a time when agencies are allowing employees to work from home and may continue doing so after the pandemic. The state should protect education funding that supports a system that still ranks in the lower half of education funding per pupil in the nation. While the Economic Stabilization Fund will not have as much in reserves as projected in 2019, the state will still be better prepared than most states to maintain funding for our public education system. The state and public schools ultimately cannot afford the same public education funding cuts that occurred in 2011.
Resolution 6—Choice of Healthcare Providers (Bonham ISD)

TASB advocates for choice of healthcare insurance providers.

District Rationale: Choice of insurance providers will bring more competitive pricing for staff members. Some staff are struggling as it is and must either go without insurance or give up something in order to pay for their insurance. If staff are not healthy, then our productivity will suffer, which causes our students to suffer as well.

The TASB Board recommends adoption. As the Teacher Retirement System (TRS) has continually increased the insurance premium costs while reducing the coverage for TRS-Care and TRS-ActiveCare members, more and more districts would benefit from entering the private market to seek out less expensive options in regional health markets. In fact, a number of school districts are attempting to use the District of Innovation model to restructure how they offer benefits to teachers, including a private option outside of TRS. As healthcare costs continue to rise, some argue that school districts in low-cost healthcare regions have a better opportunity to seek private insurance for their employees, similar to small and mid-sized businesses.

Resolution 7—ADA Funding Flexibility (Dripping Springs ISD)

TASB advocates for the Texas Education Agency to designate a pilot cohort of high-performing districts to be given expanded flexibility regarding attendance for average daily attendance funding.

District Rationale: The world is changing at a lightning pace; public schools must adjust but are constrained by parameters developed in the 20th century. Now, the current pandemic environment has exacerbated those constraints and necessitated emergency waivers. By creating a cohort of high-performing districts and allowing them significant flexibility in how attendance is credited, the risks of failure are mitigated, and success can potentially be replicated statewide.

The TASB Board recommends adoption. High-performing schools are in a unique position to discover and explore new practices that could be beneficial for all Texas students. While charter schools were created as laboratories of innovation, there has been little examination of charter practices that could be applied to independent school districts. School districts are better situated to develop innovations that could benefit other districts. Given the uncertainty around how students will consume instruction during the 2020–21 school year and moving forward, policymakers must move quickly to identify scalable and replicable solutions for school districts serving more than 5 million students. Providing flexibility in how districts record student attendance for funding purposes will be a critical component of ensuring that districts are receiving enough support to continue educating all students going forward.

Resolution 8—TEKS Reduction (Brownsville ISD)

TASB calls upon the Texas Legislature to require that the State Board of Education streamline the Texas Essential Knowledge and Skills, in limiting standards for each subject at each grade level to what can be taught prior to state-mandated tests within the given school year.

District Rationale: Brownsville ISD calls upon the Texas Legislature to require that the State Board of Education (SBOE) streamline the Texas Essential Knowledge and Skills (TEKS), limiting standards for each subject at each grade level to what can be taught prior to state-mandated tests within the given school year. This gives educators the ability to make strategic decisions about what is essential learning and what is enrichment instruction. A focused curriculum of what can be taught prior to state-mandated tests provides for the opportunity to: 1) target specific standards and outcomes and 2) use valuable learning time with an intentional purpose.

The TASB Board recommends adoption. There are too many 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. Given the robust volume of TEKS and the limited amount of time students are in school, Texas students would benefit by narrowing the scope of the TEKS.
Resolution 9—Ceasing STAAR Testing Through the 2021–22 Year (Seguin ISD)

TASB advocates for ceasing the administration of STAAR™ (State of Texas Assessments of Academic Readiness) standardized testing for the 2020–21 and 2021–22 school years and affording school districts the opportunity to utilize locally developed diagnostic assessment or universal screeners.

District Rationale: The closure of Texas public school buildings in spring 2020 resulted in the unprecedented disruption of the traditional education process. It will take several years for students to recover from the learning loss coupled with the amount of time that students have not been in school. It is unfair to penalize school districts that currently and historically face the daily challenges that come with poverty. Administration of the STAAR exam and the current A–F accountability rating system unfairly stigmatize certain districts, schools, teachers, and students, thereby impacting their self-confidence and resulting in a negative image of schools and communities.

The TASB Board recommends adoption.

Resolution 10—Remote Instruction (Mansfield ISD and Lewisville ISD)

TASB calls upon the Texas Legislature to amend current law to authorize school districts to provide their own full remote learning opportunity for their students without limited credit options.

District Rationale: Public schools have several students who are best served in an online environment, and their unique needs would often be best met by online learning. A suffering economy as a result of COVID-19 means Texas will have more students than ever who will be working to support their families, and they will need an option that is not based on a traditional classroom seat time schedule. As found in the state Every Student Succeeds Act (ESSA) plan, the McKinney-Vento Act specifically calls for a removal of barriers for homeless students and includes online learning and electronic courses in the list of ways to do so. Providing a more complete online learning program would remove barriers for students who have needs that make learning in a traditional classroom setting difficult or impossible. Unfortunately, current law limits a district's ability to offer the kind of tailored, quality education districts can provide to their own students in an online environment. These restrictions do not actually prevent the students from receiving virtual instruction but merely result in their receiving it from another source. All school districts in the state should be permitted to serve their own students and cater to their specific needs.

The TASB Board recommends adoption. To respond to any emergency, whether a natural disaster or the shuttering of campuses to stop the spread of a contagion, a school district must offer a seamless transition from classroom instruction to distance learning. The Texas Virtual School Network (TXVSN) is a state-led initiative that offers online classes to students throughout Texas. However, TXVSN only offers classes to high school students in a limited capacity while excluding online learning for elementary and middle school students other than a full-time online school program that was operating on June 1, 2013. School districts know best how to educate their students. Giving them the opportunity to set up their own online platform for all grades would provide a continuous learning opportunity during the next emergency. A district-led online platform would eliminate barriers for homeless students or students displaced after a natural disaster while offering a choice for parents to have their students learn 100 percent through an online platform.

Resolution 11—Special Education Funding (Teague ISD)

TASB advocates for adequate funding and support for special education.

District Rationale: In today’s times, it is essential to support students with disabilities. Teague ISD has always made this a priority; however, at times we are limited due to the lack of funding in the area of special education.
The Texas Legislature committed $233 million in 2019 to pay off a federal financial penalty based on the US Court of Appeals for the Fifth Circuit ruling that TEA arbitrarily capped at 8.5 percent the number of students with disabilities it served. The federal penalties consist of $33 million to cover immediate expenses for a violation in 2012, plus $74 million to settle violations in 2017 and 2018, and $111.6 million in reimbursement to the federal government for failing to spend it on special education students. The penalties the state is spending could have gone to help districts identify students with special education needs, offer training to teachers and administrators, and provide therapy sessions for students. The state needs to reformulate special education weights that efficiently target resources to students at all levels to improve services and outcomes, including a new special education formula that focuses on the needs of students with disabilities rather than a funding model that focuses on placement.

Resolution 12—Broadband Access (Austin ISD, Canutillo ISD, Eustace ISD, and Splendora ISD)

TASB calls upon the Texas Legislature to designate “broadband internet access” as an essential utility for the State of Texas by supporting a statewide approach to connect all Texas families to broadband and providing funding so that school districts may update their technology infrastructure for wider access and faster communication to counter the disruptions caused by COVID-19 and other future natural disasters and emergencies.

District Rationale: The COVID-19 pandemic impact on school districts exposed an inequality in technology; educators felt firsthand the growing gap in the digital divide between those who have high-speed internet connections and those who do not, making it challenging to transition to online learning. These educational hurdles motivated Governor Greg Abbott, TEA, and Dallas ISD to announce an initiative to connect all students to the internet. The initiative, Operation Connectivity, would deliver internet connectivity and device solutions for school districts, families, and students in Texas. For this initiative to be successful, funds must be allocated to areas of highest needs, specifically rural and low-income communities across Texas.

Resolution 13—School Transfer Agreements (Boles ISD)

TASB advocates for removing “transfer annually” from Texas Education Code § 25.036 and adding language making school transfer agreements terminable at any time by either the district or parent.

District Rationale: It is still a situation that needs to be resolved to help all districts in the state of Texas.

The Texas Legislature committed $233 million in 2019 to pay off a federal financial penalty based on the US Court of Appeals for the Fifth Circuit ruling that TEA arbitrarily capped at 8.5 percent the number of students with disabilities it served. The federal penalties consist of $33 million to cover immediate expenses for a violation in 2012, plus $74 million to settle violations in 2017 and 2018, and $111.6 million in reimbursement to the federal government for failing to spend it on special education students. The penalties the state is spending could have gone to help districts identify students with special education needs, offer training to teachers and administrators, and provide therapy sessions for students. The state needs to reformulate special education weights that efficiently target resources to students at all levels to improve services and outcomes, including a new special education formula that focuses on the needs of students with disabilities rather than a funding model that focuses on placement.

Resolution 14—Reduction of State Assessments (Brownsville ISD)

TASB advocates for an assessment system that recognizes students who have successfully completed advanced coursework and prohibits the administration of state exams for courses completed in previous grades by those students.
District Rationale: Brownsville ISD supports recognition for students who have successfully completed advanced coursework and supports the prohibition on administering state exams for courses completed in previous grades. Currently, students in grades below grade 8 are required to test for grade-level STAAR reading and math in successive grades without consideration for previously completed advanced coursework. This leads to double testing in the year the student completed advanced coursework and regressed testing in the following year. For example, a student enrolled in grade 7 who completes Algebra 1 will test for the Algebra 1 STAAR end-of-course assessment and the STAAR grade 7 math exam. In the following year, the student will test for STAAR grade 8 math even if enrolled in a higher math course such as Geometry. This is viewed as over testing and causes families, teachers, and students to choose a slower pace to the student’s education, delaying advanced coursework in spite of student ability.

The TASB Board recommends adoption. Having an assessment system that recognizes students who have successfully completed advanced coursework and prohibits the administration of state exams for courses already completed in other grades is a necessary change that will prevent double testing, which often leads to unnecessary student stress. This has been an ongoing problem that both the Texas Legislature and TEA have noted. In February, TEA applied for a waiver from the US Department of Education to address the issue.

Resolution 15—Stakeholder Input on Legislation and Rulemaking (Brownsville ISD)

TASB calls upon the commissioner of education, State Board of Education, and Texas Education Agency to collaborate with public education stakeholders when drafting legislation and rules to enact policy that is in the best interest of students and schools.

District Rationale: The Brownsville ISD Board of Trustees promotes the vision of the school district. The board and Brownsville ISD provide input and feedback to the Legislature, SBOE, and TEA about proposed changes to ensure maximum effectiveness and benefit to the schoolchildren in the district. By allowing the collaboration of school districts, policy changes before enactment would be vetted by the different views and circumstances of the various stakeholders throughout Texas. Although Texas schools share common standards, each school district has unique characteristics that differentiate one district from another. Brownsville ISD supports TASB’s resolution so that all stakeholders, including areas that have unique challenges, are included when drafting rules to enact policy that is in the best interest of students and schools.

The TASB Board recommends adoption. School districts and their staffs are the most critical source of information when implementing new legislation and rules. By seeking input from important stakeholders before implementation of rules, these policies and laws can be implemented with the least amount of cost and confusion.

Resolution 16—ERS vs. TRS Funding Equity (Brownsville ISD)

TASB calls upon the Texas Legislature to increase state funding of TRS-ActiveCare and TRS-Care so that the benefits for and contributions from district employees are equivalent to state employees under the Employees Retirement System of Texas.

District Rationale: Brownsville ISD calls upon the Texas Legislature to increase state funding of TRS-ActiveCare and TRS-Care so that the benefits for and contributions from district employees are equivalent to state employees under the Employees Retirement System of Texas (ERS). With the rise in healthcare costs, the inequity between state employees and employees under ERS is unacceptable and a disappointment to educators. Employees under the ERS benefits should equal state employees to improve educator retention, boost morale, and increase educator recruitment.

The TASB Board recommends adoption. The Legislature made great strides in 2019 to increase the benefits for retired teachers in Senate Bill 12 for pension contribution increases at the state, district, and individual levels while infusing a large amount of money for a 13th check; however, nothing was done to increase the state or district contribution rate for TRS-Care or TRS-ActiveCare. State contribution to healthcare has been set at $75 per month, with district rates set at $150 per month, for over a decade, while the increase in cost of premiums lands primarily on the educator. Some districts have directed their local funds to lessen the burden on educators, but that impacts how much money can be spent on salaries, curriculum, and instruction.
ERS, on the other hand, has state contributions covering 100 percent of member-only insurance rates and 50 percent of family coverage. With premium rates ranging from $161 for employee only at the lowest coverage to as high as $2,402 for the highest coverage for family, $225 from the state and districts is a drop in the bucket to help cover healthcare costs.

Resolution 17—Student Funding (Northside ISD-Bexar County and Tornillo ISD)

TASB advocates for legislation that examines current student enrollment growth and considers adjusting 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, economic disadvantage, or factors that qualify them as at risk.

District Rationale: While House Bill 3 (86th Session) addressed these issues, the impact of the COVID-19 pandemic may impact future funding for enrollment and growth and adequate resources for special populations.

The TASB Board recommends adoption. It has been over a decade and a half since the last cost-of-education study funded by the state of Texas and even longer since the Legislative Budget Board (LBB) performed a cost-of-education study as required by law. While House Bill 3 increased the attention on and funding for special student populations in districts, there was not much research done to determine whether the funding levels were adequate. Without knowing the true costs of educating these special populations, the state may not be allocating enough resources to make sure these students are receiving the education services they need. These studies are relatively low cost and can be extremely helpful in effectively allocating resources. Further, the state does not have to act on the study; it just has to realize that the cost of education is ever changing and in need of updating every few years rather than every two decades.

Resolution 18—Modifications to Maximum Compressed Tax Rate (Northside ISD-Bexar County)

TASB advocates for legislation that reviews modifications made to the state maximum compressed tax rate outlined in House Bill 3 (86th Session).

District Rationale: The economic events surrounding COVID-19 will impact school district revenue, and it is necessary for the tax compression rate to be adjusted to alleviate budgetary cuts in the 87th session.

The TASB Board recommends adoption. During the 86th legislative session, House Bill 3 saw the state compress maximum maintenance-and-operations (M&O) tax rates down from $1.17 to around $1.08. Districts that were already at the maximum tax levy amount saw their tax rate drop to the new $1.08 cap and are unable to tax above that amount. If the residents are willing to vote for increased property taxes and the tax rate selected does not push the district too far into recapture, the state should not prohibit the increase. Not all districts will choose to increase their tax rates to precompression levels, but a number of property-poor districts may want to go above what is allowed under current law to fill in gaps from state funding that will come from COVID-19 tax revenue shortages. Additionally, with the current 2.5 percent property tax revenue caps under House Bill 3, districts will automatically compress their local rates year on year if they are not willing to go out for another tax ratification election.

Resolution 19—Facilities Funding (Northside ISD-Bexar County)

TASB advocates for legislation that improves funding for facilities, such as through the Existing Debt Allotment, Instructional Facilities Allotment, and New Instructional Facilities Allotment, to include a higher percentage of students and so that funding is provided for fast-growth districts.

District Rationale: The original formula for the Existing Debt Allotment (EDA) and Instructional Facilities Allotment (IFA) covered over 90 percent of Texas public school students. That number now stands below 50 percent. The partnership estab-
lished under this formula now shifts a disproportionate share of facilities funding to local school district taxpayers.

The TASB Board recommends adoption. While House Bill 3 (86th Session) included a new fast-growth school allotment in the school finance formula, this amount is minimal compared to the increased costs that districts are experiencing when accommodating a significant growth in students and is mostly to be used for instructional purposes (hiring new teachers and staff to accommodate increased students). Additionally, little to nothing has been done since the creation of the EDA and IFA programs to maintain the number of districts that can access and students eligible for these funds, and neither take into account exponential enrollment increases from fast-growth schools. A fast-growth multiplier added to EDA and IFA funding could help to alleviate the building issues experienced by the fast-growth districts and help get students out of temporary buildings and into permanent structures. Lastly, if the state is going to continue to mandate facility requirements for student safety, without increasing their contributions to facility funding, then a disproportionate amount of the cost will be borne by local school districts.

Resolution 20—Adequate Funding of IMA (Northside ISD-Bexar County)

TASB advocates for legislation that adequately funds the Instructional Materials Allotment (IMA) to ensure districts are able to meet increasing costs and adequately fund required materials adoptions. Legislation also should be explored that would serve to tie funding under IMA to the State Board of Education 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, but those funds may be impacted by the COVID-19 pandemic. We urge the state to devote sufficient resources to ensure districts are able to deliver high-quality content aligned with state standards, especially during a time when traditional classroom instruction shifts to distance learning.

The TASB Board recommends adoption. By expanding the IMA to include technology purchases and online resources for curriculum in our schools, the state opened up our instructional methods to include 21st century technologies. Unfortunately, the IMA disbursements do not always align with SBOE curriculum proclamations in a way that allows districts the flexibility to make sure their content is up to the standards set by the SBOE. By increasing the amount of money in the IMA and tying the disbursements to proclamations, districts would be better situated to educate students with the most current materials and technology. The state has done little to increase or protect money within the IMA and has divided the funding up among technology resources and physical print materials.

Resolution 21—Repeal A–F and Support Local Accountability Systems (Northside ISD-Bexar County)

TASB advocates for legislation that repeals the notion of rating schools or districts on an A–F scale and supports a rating system that places more emphasis on local accountability.

District Rationale: A letter grade rating is overly simplistic to describe the work that happens in a school or 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 to retain involved parents. Further, students may require an unknown amount of remediation from the impact of suddenly moving from classroom to distance learning due to the COVID-19 pandemic, which will likely affect test scores. Local accountability plans allow each school district to address the specific academic needs in its community.

The TASB Board recommends adoption. Many feel the A–F rating system is an inaccurate way to determine how our districts and campuses are performing academically. Several states with this system have already had to repeal it after determining that it was not a successful method for determining accountability. Given the challenges presented by the COVID-19 pandemic during the last school year, accountability measures are apt to be even more inaccurate. Assessment results are likely to be affected, and several accountability domains will not be able to be accurately determined. Focusing on local accountability measures that are designed to address the needs of each community would be a more appropriate measure of student and district success, especially during this time.
Resolution 22—Charter Access to PSF Bond Guarantee (Northside ISD-Bexar County)

_TASB advocates for 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 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 PSF 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 operators have closed since charters were allowed in Texas—whether for financial or academic reasons, lack of enrollment, or merger. With PSF backing, taxpayers are now responsible for paying for facilities of any abandoned charter schools. Charter schools should at least have a better than average investment grade rating before gambling public money on their facilities.

Resolution 23—Discretion Over Staff Salaries (Northside ISD-Bexar County)

_TASB advocates for legislation that requires that local boards of trustees have discretion over the spending of any additional funding dedicated to compensation of district staff._

**District Rationale:** School district needs vary widely across Texas, and locally elected trustees and superintendents are in the best position to determine how best to compensate staff to maximize student achievement.

The TASB Board recommends adoption. School districts should be the ultimate authority on the pay and benefits offered to their staff and educators. House Bill 3 (86th Session) instituted mandatory teacher pay raises that required district administrators to allocate a portion of new funding to dedicated staff members, prohibiting administrators from directing funds to areas of need that are specific to each district or campus. The state should avoid one-size-fits-all approaches to personnel decisions, as district and campus administrators have the best perspective regarding the needs of their students and staff.

Resolution 24—Oversaturation of Charter Schools (North East ISD)

_TASB advocates for a review and approval process to prevent an oversaturation of charter schools in particular geographic areas._

**District Rationale:** A concentration of charter schools located in high-performing traditional public school districts creates duplicate costs and an inefficient use of taxpayer dollars. For example: If a charter school moves in and takes 100 students from nearby traditional elementary schools, the schools losing enrollment are not able to reduce costs equivalent to the loss of average daily attendance (ADA) revenue since students do not leave in perfect groups of 22.

The TASB Board recommends adoption. The state is obligated to provide a free and adequate education for children in Texas but must do so with limited resources. State resources must be wisely allocated to educational programs that will help all students meet state standards. Opening multiple schools, especially those that only draw down a higher percentage of state funding (charters are 100 percent funded by the state) and do not generate local tax revenue, in areas where students are already achieving at high levels, puts a strain on state resources that might be better used to help schools serving struggling students.
Resolution 25—Unfunded Mandates (Brownsville ISD, Canutillo ISD, and Sunnyvale ISD)

*TASB opposes adding measures or initiatives that would designate use of Foundation School Program funding for mandated programs thereby lessening local discretionary funding per pupil.*

District Rationale: House Bill 3 provided increased funding for all school districts, including an increase in the basic allotment, which allowed for additional discretionary funds for schools. However, there were some funds that were designated to be spent on specific programs. TASB opposes further addition of these types of required programs. Rather, it is recommended that school districts be given discretion in expenditure of these funds due to the vast differences in schools across our state. This would provide for additional local control for schools.

The TASB Board recommends adoption.

The LBB rarely reaches out to school districts to determine if a proposed law would incur additional costs when implemented. Such mandates are a major element in any school district budget as they consume large amounts of limited resources, either in terms of personnel and administrative time or direct monetary outlays. Many unfunded mandates simply reflect state micromanagement of local issues. Nevertheless, any new state mandate should be implemented only if adequate state funding, as determined with input from those responsible for implementing the mandate, is attached to it or if school districts are authorized to raise taxes to pay for the mandate.

Resolution 26—Dual-Credit Programs (Sunnyvale ISD)

*TASB advocates for a requirement to allow the use of open education resources in agreements and memorandums of understanding between local education districts and institutions of higher education regarding textbooks and educational resources for dual-credit programs.*

District Rationale: The establishment of dual credit in 2005 by the Texas Legislature sought to promote a future-ready workforce but left the details to districts and institutions of higher education. Local districts must negotiate with institutions of higher education to develop agreements or memorandums of understanding that meet the goals established by the Texas Higher Education Coordinating Board and the 85th Texas Legislature in House Bill 1638. Despite the prevalence of dual-credit programs, districts face numerous challenges implementing the mandate, one of which is the cost of textbooks. The 86th Texas Legislature requires such agreements “to consider” the use of open education resources through House Bill 3650. Existing agreements no longer meet the legislative requirements since districts are often subject to the curriculum requirements of higher education institutions. Future dual-credit agreements must address the goals of House Bill 3650 by addressing open education resources for textbooks and materials. This will add to the provisions of House Bill 3650 and provide for greater equity and participation in dual-credit programs for students regardless of socioeconomic status.

The TASB Board recommends adoption. In order for school districts to meet their college, career, and military readiness (CCMR) goals and the state to meet its 60x30 goal of college and career success, there needs to be an increase in the number of students seeking higher education and certification. One path for this is dual-credit courses. A barrier for students hoping to take dual-credit courses is the cost of textbooks or education resources needed to complete the course. During the 86th legislative session, the state made some progress by encouraging school districts during their negotiations with institutions of higher education to choose open educational resources to lower the overall costs to districts and/or students. The state must go further and require that only open educational resources be used for these courses to ensure all students are provided, no matter the financial situation, and all school districts can provide these courses.

Resolution 27—CCMR Professional Input on TEKS (Sunnyvale ISD)

*TASB advocates for the inclusion of industry-based and military professionals in the Texas Essential Knowledge and Skills (TEKS) streamlining process for the purpose of TEKS prioritization and alignment with the goal of college, career, and military readiness for all students.*

District Rationale: The current process for the streamlining of TEKS includes the appointment of up to nine content advisors, including two individuals from higher education for foundation subject areas. In order to address prioritization and alignment of TEKS, TASB advocates for prioritization of the TEKS to allow for focused instruction in essential concepts.
and skills and the inclusion of industry-based and military professionals in order to increase relevancy and support alignment with the goal of college, career, and military readiness (CCMR) for all students.

**The TASB Board recommends adoption.** The SBOE periodically reviews and revises the TEKS for each subject of the required curriculum. For each TEKS subject-area review, the SBOE nominates educators, parents, business and industry representatives, and employers to serve on TEKS review work groups. As CCMR is a key goal in our state accountability system, it would be logical to ensure that industry-based and military professionals are included in these work groups. Their knowledge and skill sets would be instrumental to the TEKS review and streamlining process.

**Resolution 28—Average Daily Attendance for Online Instruction (Canutillo ISD, Frisco ISD, and Thrall ISD)**

TASB advocates for allowing school districts to count as present for purposes of average daily attendance students who receive online instruction during extended absences.

**District Rationale:** Many Texas students are faced with challenges or opportunities that make it difficult for them to be physically present in school for a period of time or every day of the week (e.g., elite athletes, students receiving treatments in both inpatient and outpatient treatment facilities, home-bound and hospital-bound students). Because funding is primarily on physical attendance, districts do not generally have the resources to offer online programs to these students. However, this limitation on school districts offering online programs does not actually prevent students from enrolling in online programs but instead forces them to withdraw from their home districts and enroll in full-time virtual programs provided by a third party. Allowing districts to count students as present when providing online instruction ensures districts are able to serve all of their students by keeping students enrolled in their home district and a part of their own school district community.

**The TASB Board recommends adoption.** Without any changes to the current offerings for online programming, districts miss out on the opportunity of including students that want to partake in district programming and studies but also have reasons for not attending in person. As long as a public school can offer the same rigor and attention for their online programming for these students, there is no reason to restrict their ability to offer online programs. Additionally, recent guidance from TEA in response to COVID-19 reveal that options for both synchronous and asynchronous instruction are going to be available in the fall. The crux of this issue is making sure the average daily attendance (ADA) funding that would go to districts for these students if they were attending a traditional setting still makes its way to districts to educate these students in alternative ways.

**Resolution 29—Arts Education (Lewisville ISD)**

TASB advocates that all students have access to an equitable delivery of music, dance, theatre, and visual arts education taught by certified fine arts educators.

**District Rationale:** Arts education inherently supports not only the intellectual brain development but also the social and emotional well-being of students—an essential component of their educational experience that has been made even more evident during the spring of 2020.

**The TASB Board recommends adoption.** The study of the arts helps students witness, experience, and discern different viewpoints or beliefs. In 2019 the Brookings Institute reported that “students who received more arts education experiences” were “more interested in how other people feel and more likely to want to help people who are treated badly.” A 2009 US Government Accountability Office report on arts education shows schools requiring improvement in accountability measures or with larger socioeconomic disadvantaged and minority populations have decreased the amount of time spent on arts education due to increased accountability pressures. In order to ensure students receive a well-rounded education that provides them the skills to be successful in a pluralist society, we must strengthen our efforts to support arts education in the state of Texas. The state should not be using Title IV Part A dollars under ESSA as a slush fund for state projects. Rather, this money should be left to local decision makers to invest these dollars in arts education.
Resolution 30—Protection of Vulnerable Student Groups (Canutillo ISD)

*TASB advocates for the protection of vulnerable student groups, such as English language learners, those with special needs, or those from low-income families who tend to feel the brunt of education cuts, and ensure that any cuts made to education do not fall disproportionately on these high-need student groups.*

**District Rationale:** Unless our elected representatives have contact with a disabled child or family member, they do not seem to understand what special resources it takes to educate a student with disabilities, including costs and special resources. If they did, they would provide more funding for special education (SPED). Our representatives should visit a special education classroom to see how state regulations impact students. Funding for individuals with disabilities should exceed federal levels set by the Individuals with Disabilities Education Act (IDEA). The Canutillo ISD SPED population has grown by 4 percent since 2019 with more students being evaluated for disabilities on a consistent basis.

The TASB Board recommends adoption. In 2011, when districts were confronted with huge cuts to the regular program funding for education, the largest impacts to the cuts were felt disproportionately in school districts that were property poor. The best way we can avoid these types of cuts for economically disadvantaged communities is to work to make sure the funding for the Foundation School Program as well as the main mechanism for distribution of resources, the basic allotment, is not cut during the 87th legislative session. If the basic allotment is cut, it impacts every next step in the school finance system from limited English proficient (LEP) funding to SPED funding and compensatory education services. If the state must cut from education programming, the best alternatives for districts are to temporarily suspend funding for bonus programming like the teacher incentive allotment or allow a two-year reprieve from forcing districts to expand their pre-K programs to full day for all qualifying students. That would open up at least $2–3 billion in funding that may be able to tide the state over until the economy can recover. Between an untested education incentive allotment and our neediest students, the state should always choose the latter.

Resolution 31—Applicability of Sanctions to D-Rated Schools (Austin ISD)

*TASB advocates for an accountability system that does not apply the same sanctions to campuses and districts that receive a D rating over two consecutive years as the sanctions applied to F-rated campuses.*

**District Rationale:** We support allowing D-rated campuses and districts time to fully implement their targeted improvement plans.

The TASB Board recommends adoption. School districts and campuses that receive a D rating over two consecutive years should be given the opportunity to fully implement their targeted improvement plans (TIP) prior to receiving the same sanctions as F-rated campuses. Districts need time to determine if their TIP is working, and it is likely that that will take more than one year. Furthermore, the chairs of the House and Senate education committees addressed this issue earlier this year and agreed that this was a glitch within the Texas Education Code that they would correct during the next legislative session. These districts deserve an opportunity to make changes and improve their ratings.

Resolution 32—TEA Notice of Accountability Standards (Austin ISD)

*TASB advocates for an accountability system in which the Texas Education Agency informs school districts about accountability standards no later than the beginning of the school year in which the standards are to be applied.*

**District Rationale:** Just as teachers convey their expectations at the very start of the school year so that students have a clear understanding of what it takes to get a high grade in their classes, school administrators should have a clear understanding of the targets and methodology that will be used to evaluate their schools under the state’s accountability system. Late changes to the accountability system are frustrating and demoralizing for campus administrators and school communities.

The TASB Board recommends adoption. Districts and administrators should be informed of exact criteria that will be used to evaluate their schools under the state’s accountability system. Having knowledge of what measures and targets they will need to meet prior to the beginning of the school
year will ensure that they are able to prepare their teachers and students in the most effective way possible. Last-minute changes and additions can negatively impact district or campus ratings and result in an inaccurate assessment of student learning.

Resolution 33—Charter School Enrollment (Austin ISD and Northside ISD-Bexar County)

TASB advocates for legislation that requires charter schools to accept all students who wish to enroll, including students with a documented history of discipline problems.

District Rationale: Charter schools are allowed [Texas Education Code § 12.111(a)(6)(A)] to exclude any student from enrollment who has any discipline history—even for minor offenses—which effectively discriminates against certain student groups that have a disproportionate percentage of discipline actions. These exclusions often result in a disproportionate percentage of students with specific challenges enrolled in local neighborhood schools that accept all students.

The TASB Board recommends adoption. There is a perception that, and some documented instances in which, charter operators discourage certain students from attending their schools or expel 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 schools are able to deny enrollment to students with disciplinary histories, which is not in keeping with the mission of public schools in Texas. Charter operators should be discouraged from instituting barriers that impact students who are economically disadvantaged or have special needs, such as charging parents mandatory fees, asking improper questions on enrollment applications, failing to provide transportation or free meals, and suggesting that schools might not be a good fit for some students. Charters also should be prohibited from denying the admission of students with minor disciplinary histories. 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—Charter Mission Fulfillment (Austin ISD)

TASB advocates for legislation that would require the commissioner to consider, at a minimum, whether a charter holder has achieved the representations and goals included in its initial charter application.

District Rationale: A total of 94 charter expansion amendments have been filed as of March 24, 2020, to add new charter campuses or sites across the state, extend the grade levels offered, increase the approved maximum student enrollment, or expand the geographic boundaries. The expansion amendments to increase maximum student enrollment by 77,080 students would, at full enrollment, be an additional cost to the state of approximately $90 million annually above the cost to the system if these students were enrolled in school districts. This does not include expansion amendments to add new campuses, expand geographic boundaries, or increase grade levels.

Charter schools receive an average of almost $1,200 more per student from the Foundation School Program (FSP) than what the same student would have cost in the student's home school district. This is because all charters, regardless of size, receive an average of the small-to-mid-size allotment even though this allotment is actually intended to help small districts with 5,000 and fewer students address costs related to economies of scale. This increase in state cost from new charter school enrollment would make fewer state dollars available to honor the promises of House Bill 3 and to support the critical mission of school districts and charter schools that are struggling to serve students in an unparalleled crisis.

Increased scrutiny and consideration should be applied before expansion amendments are approved, including examining whether the representations made by the charter holder in its initial charter application have been met, including the following:

- The demographics of students enrolled, including percentage of economically disadvantaged, English language learners, special education, African American, Hispanic, and students with a disciplinary history
- Special programming
- Transportation
The TASB Board recommends adoption. More than 400 charter school campuses have been opened through the amendment process, and charter operators have filed an additional 259 amendments this year alone for adding new campuses, grade levels, maximum student enrollment, geographic area, etc. This rapid growth of charter operations comes at a time when education advocates are raising serious concerns about charters and their impact on independent school districts, students, and communities. Data show that many charters fail to serve certain student populations at a level representative of the neighborhoods where the campuses are located, fail to provide adequate support to address the diverse needs of many students, spend significantly more on administrative costs and executive salaries while paying teachers less than ISDs, and drain millions of dollars from local districts that are serving the vast majority of children and providing more specialized services. The commissioner of education and SBOE should take a more active role in determining whether a charter operator is meeting the goals stated in its application before providing additional state funds to the entity.

Resolution 35—Charter Funding (Austin ISD)

TASB advocates for legislation that provides state funding for charter schools at a per-student funding level that is no greater than that of the school districts where they are located.

District Rationale: Charter schools, regardless of size, receive an average of the small-to-mid-size allotment even though this allotment is actually intended to help small districts with 5,000 and fewer students address costs related to economies of scale. This results in charters receiving an average of about $1,200 more per student than the districts where they are located. In fiscal year 2019, charters enrolled 6 percent of all students but received about 1/6 of all state funds from the FSP.

According to the LBB, the state would have saved $882 million over the 2018–19 biennium if charters received the same per-student funding as the districts where they have the highest enrollment.

The comptroller announced on May 1, 2020, that March state sales tax revenue reported in April totaled $2.58 billion, 9.3 percent less than in April 2019, the steepest decline since January 2010. The decline is likely to grow steeper as the effects of both the shuttering of businesses related to COVID-19 and plummeting oil prices were manifest throughout April and beyond. As the state faces one of the most challenging budget crises in decades, these cost savings become even more critical to the well-being of our economy and all Texans.

The TASB Board recommends adoption. Charter schools are funded at the state average of per-pupil spending, which is often more than the independent school districts that surround most charters receive. Coupled with the flexibilities that charters are afforded in state law, this makes for an unfair situation and clear advantage for charter schools that are directly competing with districts for student enrollment. Studies have shown that charter schools perform no better than districts, so the additional cost to the state that charters incur for redundant services is not an efficient use of public tax dollars.

Resolution 36—Transparency of and Limiting Expansion of Charters (Austin ISD)

TASB advocates for transparency and notice requirements in charter applications and amendment requests, including specific locations of proposed new campuses, and sufficient notice and opportunity for analysis and public comment.

District Rationale: Statements of impact provided to school districts from those seeking a charter or existing charters seeking to expand provide only a general, broad location (e.g., North Austin). It is difficult for a school district to provide an accurate impact on its campuses and district without more specific information. Additionally, many in the community where a charter seeks to open or expand have little notice and opportunity to provide input to the commissioner on the impact to their neighborhood and their children.

The TASB Board recommends adoption. More than 400 charter school campuses have been opened through the amendment process, preventing local communities and school districts from weighing in on the expansions and duplicating services in many instances. Districts may potentially lose students and staff to nearby charter schools, negatively impacting the services and programs available to district students. Studies have shown that charter schools perform no better than independent school districts, and the state spends more to educate students in charter schools compared
to students in the neighboring school districts. By encouraging more transparency and longer or more accessible modes of public comment, communities will have a better understanding and opportunity to voice their support for or opposition to proposed expansions. Independent school districts are held to a higher standard of transparency than open-enrollment charter schools.

Resolution 37—Sustainable State Revenue Sources (Austin ISD)

*TASB advocates for increased sustainable state revenue sources to ensure the continued financial support to school districts provided by House Bill 3 (86th Session).*

**District Rationale:** The state’s overall share of funding school district education increased to up to 45 percent as a result of legislation passed by the 86th Legislature. This is up from the overall state average of 34–36 percent, with some districts having received as little as 4.7–7.2 percent during the previous legislative session.

The increased funding will provide support for several programs, including special education, early childhood, and dual language. The state’s per-pupil funding for charter schools continues to be 100 percent. The increased state share was made possible in large part because of a robust economy and the elimination of certain formulas and allotments, such as the cost-of-education index, gifted and talented, high school, and staff allotments.

As has been shown by the stark downturn in the economy in 2020, including the severe reduction in sales tax and oil and gas revenue, the state must find additional, sustainable sources of revenue to support and maintain the investments it has made to public education.

**TASB Board recommends adoption.** The state made the single largest dedication of funds for public education in the 86th legislative session than they have in over three decades. With those increased promises from the state comes increased cost burdens. If the state wants to maintain the level of funding in addition to automatic tax compression at the local level to provide property tax relief, they need to look to other areas in which revenue can be drawn. Examples can be a value-added tax, which taxes businesses in a way that is less imposing than the franchise tax was when instituted in 2006, or taxing other services and products that have yet to be taxed. There isn’t an easy answer, but there are at least options that, unless the state offers up, leave money on the table that could help stabilize the budget or in times of economic progress be used to increase the Economic Stabilization Fund (ESF).

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Resolution 38—Use of Federal Funds (Austin ISD)

*TASB opposes federal waivers on the CARES Act funding that would allow the state to reduce its maintenance of effort, i.e., that allows the state to supplant its funding with federal funds.*

**District Rationale:** The Coronavirus Aid, Relief, and Economic Security (CARES) Act provides funding for states to respond to the COVID-19 emergency in K–12 public schools, including funds for the Governor’s Emergency Education Relief Fund (GEERF), which governors can use at their discretion for emergency support grants to K–12 schools, colleges and universities, and childcare/early education providers. Texas’ share of the federal funds is $1.29 billion in Elementary and Secondary School Emergency Relief Fund (ESSER) and $307 million in GEERF. States must meet certain requirements when accepting these funds, maintaining support for elementary and secondary education in fiscal years 2020 and 2021 equal to their average support for the preceding three years. The secretary of education is given authority to waive the maintenance of effort provision if states have “experienced a precipitous decline in financial resources.” The Texas Legislature made extensive use of one-time measures in response to the recession and its aftermath in 2009 and 2011. In 2009, most nonrecurring funding came from federal stimulus funding. These funds were mostly exhausted before the 2011 session. In effect, the use of federal stimulus funds in 2009 allowed the 2010–11 biennial budget to be balanced but also created a budget cliff over which the budget tumbled in 2011—to the tune of $5.3 billion in cuts to the two-year education budget. A similar reliance on federal funds to supplant the state’s funding on education will have a disastrous effect on the extensive reforms under House Bill 3 (86th Session).

**TASB Board recommends adoption.** School districts readily adjusted to the distance learning model implemented in the last part of the 2019–20 school year in response to the COVID-19 pandemic. Public schools united and adapted to a new routine to finish off the school year. As school districts move forward, many uncertainties linger, especially
regarding school finances for the summer and the upcoming academic year. School districts were expecting COVID-19 relief federal funds passed under the CARES Act to help alleviate these unexpected though necessary expenses. What was unexpected was the decision by TEA to supplant CARES Act funding to offset state losses due to a tanking economy. The decision by TEA to keep federal relief funds forces school districts to go back to the drawing board to find a way to keep their districts floating financially and keep their students and teachers engaged educationally.

Resolution 39—Modifying the Property Value Study (Austin ISD)

TASB advocates for modifying the property value study to increase the margin of error from 5 percent to 10 percent and, if the local appraisal roll value is deemed invalid, to allow a school district to qualify for a grace period if the appraisal district made a good faith effort to appraise at market value.

District Rationale: The primary purpose of the property value study (PVS) is to help ensure equitable distribution of state funding for public education. Government Code Section 403.302 requires the Texas comptroller's office to conduct a study to determine the total taxable value of all property in each school district at least once every two years. The comptroller's Property Tax Assistance Division conducts the PVS to estimate a school district's taxable property value. The results of the PVS can affect a school district's state funding. The commissioner of education uses the PVS results to ensure equitable distribution of education funds, so school districts have roughly the same number of dollars to spend per student, regardless of the school district's property wealth.

Some appraisal districts are unable to provide accurate property value assessments because of the inability to obtain the data necessary to do so. Property values in many areas of the state have risen every year for at least the past 10 years, providing additional revenue to school districts. The inability to provide updated assessments will cause a loss of millions of dollars to school districts.

The proposed resolution will provide some relief and flexibility to school districts in the event appraisal districts are unable to obtain the data necessary to determine taxable property values. Increasing the margin of error from 5 percent to 10 percent is consistent with the standards of the International Association of Assessing Officers.

The TASB Board recommends adoption. Hindering a school district's funding because a semi-autonomous appraisal system does not have up-to-date data to provide a clear estimate of the property values in a district is irresponsible and can significantly impact the ability of school districts to offer critical resources for their students. Unless the state is willing to allow for the public disclosure of real estate sales for both commercial and residential properties, Texas will always have incomplete data on property values and, therefore, will have incomplete data for accurately funding public education. Outside of updating sales price disclosure, the state should provide more leniency and understanding when appraisal districts turn in their PVS to the comptroller's office and at least allow them the time to correct any information that may come to light in checking facts and figures. Even offering one of these two options—a 5–10 percent margin of error or leniency in updating records—would do much to alleviate pressure on school districts.

Resolution 40—Toll Exemptions for School Buses (Austin ISD)

TASB supports legislation that exempts public school buses from paying tolls for use of toll roads operated by the state and regional mobility authorities or their contractors.

District Rationale: Many public school buses do not use toll roads because tight budgets make it prohibitive to pay tolls. If public school buses were allowed to use toll roads without charge, it would allow school districts to design more efficient routes, shortening times students are on a bus and saving school districts fuel costs. Additionally, shorter routes may result in more students riding the bus, potentially keeping multiple cars off the road, thus reducing traffic congestion and fuel consumption. There is precedent for toll exemptions. The Central Texas Regional Mobility Authority Board has exempted by policy public transportation vehicles owned or operated by the Capital Metropolitan Transportation Authority and the Capital Area Rural Transportation System. The Texas Department of Transportation provides free use of its toll roads for disabled veterans, as well as Purple Heart and Legion of Valor recipients.
The TASB Board recommends adoption. Utilizing toll roads in the daily transportation of students provides for an efficient and faster form of transportation. Legislation that would exempt school district buses from paying toll fees was filed and considered the past two legislative sessions. The legislation was based on current exemptions afforded to local transportation authorities and to certain veterans by the regional mobility authority. An exemption from paying toll road fees could leave public school funds available for other purposes.

Resolution 41—Accountability Waiver from Industry-Based Certification Indicator (Tornillo ISD)

**TASB advocates for district accountability based on industry-based certification be waived due to the unknown factors caused by COVID-19.**

District Rationale: Not submitted.

The TASB Board recommends adoption. Many districts have numerous students receiving industry-based certifications. These certifications count towards the CCMR component of the Student Achievement domain in the state accountability system. As a result of the COVID-19 pandemic, many of these students were unable to complete their certification processes. This will likely have a negative effect on those districts’ accountability ratings. It would be unfair to penalize districts for lower certification numbers when this is currently out of their control. Waiving this component of the accountability system for the upcoming school year would be appropriate as these same issues are expected to continue.

Resolution 42—90 Percent Rule Waiver (Tornillo ISD)

**TASB advocates that the 90 percent attendance rule for class credit or final grade be waived for the 2020–21 school year.**

District Rationale: Not submitted.

The TASB Board recommends adoption. If projection trends continue in the same direction, then school districts and the state should expect there to be COVID-19 related disruptions in the academic school year this fall and potentially in the spring outside of a vaccine being produced and available. If this is the case, TEA should extend its waiver on the 90 percent minimum attendance policy that provides a student may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. Districts and students are adapting to online education programming, and the state should not incentivize in-class instruction that might not be in the best interest for public health and safety.

Resolution 43—Educator Certification Flexibility During Pandemic (Tornillo ISD)

**TASB advocates for the extension of the educator certification waiver created in response to the COVID-19 pandemic for an additional year.**

District Rationale: Not submitted.

The TASB Board recommends adoption. Under the social distancing requirements during the public health crisis, educator certification testing centers have been closed for extended periods or operating at significantly reduced capacity, limiting the ability of educators and educator candidates to complete certification exam requirements necessary for certification. To address this problem, the governor has suspended certain requirements to provide flexibility for candidates, districts, and educator preparation programs for the 2020–21 school year. While this assists districts for the coming year, extending this waiver through the 2021–22 school year would allow districts to hire staff who might otherwise be eligible if not for the pandemic. As this pandemic is expected to continue through the next year, educators and education candidates are likely to face the same issues. Continued flexibility would be beneficial to all.

Resolution 44—Funding for Staff (Tornillo ISD)

**TASB advocates for additional funding to preserve staff during economic recovery.**

District Rationale: Not submitted.

The TASB Board recommends adoption. School districts have continued to educate students, maintain facilities, and continue general operations despite not having students in the classroom since March. All of these functions require staff, who need to be paid. The state should provide emergency resources during the pandemic or other natural disasters to help keep employees’ wages from being impacted, which also helps to minimize the overall impact of economic downturns.
Resolution 45—Postponing FIRST Ratings (Tornillo ISD)

*TASB advocates for the postponement of FIRST ratings for the 2020–21 year.*

**District Rationale:** Not submitted.

The TASB Board recommends adoption. The state's financial accountability rating system, known as the Financial Integrity Rating System of Texas (FIRST), is designed to ensure that public schools are held accountable for the quality of their financial management practices. Currently, Texas is in a state of emergency as a result of the COVID-19 pandemic, and districts are waiting for further instruction on how to financially prepare for the coming year without knowing what kind of expenses to expect or even how funding will be determined. It is not an appropriate time to review and rate districts' financial integrity with so many uncertainties in play. This would not result in an accurate assessment.

Resolution 46—Waiving Year-End Audit Deadline (Tornillo ISD)

*TASB advocates for waiving the requirement in Texas Education Code § 44.008 for districts to submit their annual audit within 150 days of the end of their fiscal year.*

**District Rationale:** Not submitted.

The TASB Board recommends adoption. As many state and local leaders have come to realize, nothing will be the same during the COVID-19 pandemic, including traditional budgeting practices for school districts. School districts will now have to keep up with new Public Education Information Management System (PEIMS) financial codes related to COVID-19 costs among a whole host of issues related to changes in how our schools operate that require some form of leniency from state regulations to be able to operate in the coming school year and adapt moving forward. Providing a waiver for the audit rule under Texas Education Code § 44.008 will allow districts a longer period in which to make sure they accurately audit their financials before submitting to SBOE and TEA.

Resolution 47—Student Transfers Across District Boundaries (Tornillo ISD)

*TASB advocates for ceasing the crossing of district boundaries to transport students into another district without interlocal agreements.*

**District Rationale:** Not submitted.

The TASB Board recommends adoption. Texas Education Code § 34.007 specifically authorizes a school district to operate a public school transportation system outside of district boundaries with an interlocal cooperation contract. The Texas attorney general issued an opinion (KP-166) in October 2017 supporting current law with a cite to the common law principle that school districts only have powers and privileges specifically given to them. A school district is authorized to accept a student from a neighboring school district. If the receiving district wants to offer transportation services to the transfer student, then the receiving district must set it up with an interlocal cooperation contract with the district of residence. Regardless of what current practice has been put in place, school districts have not been given powers and privileges by the Legislature to operate beyond the role and scope of the law.

Resolution 48—Universal Prekindergarten (Kerrville ISD and Northside ISD-Bexar County)

*TASB advocates for full funding for statewide, universal, high-quality, full-day prekindergarten programs to include facilities.*

**District Rationale:** When districts move from half-day pre-K to legislatively required full-day pre-K programs, there are additional costs related to staffing and facilities. The funding in the Early Education Allotment for K–3 is not sufficient to fund Reading Academies and full-day pre-K programs. To continue to fund full-day pre-K programs at half-day funding does not address the additional costs incurred by districts. Districts are required to reduce budgets from other district programs or reduce staff in other areas to adequately fund the required full-day pre-K programs.
The TASB Board recommends adoption. Research shows great academic gains for currently eligible students, and early education also is shown to help students who do not qualify for tuition-free prekindergarten. Funding universal prekindergarten in Texas would align with the standard set when the state universally expanded kindergarten and would continue the emphasis on early education that the 86th Legislature demonstrated through its inclusion of significant funding for students in prekindergarten through third grade. Unfortunately, this funding stream must fund full-day prekindergarten and Teacher Reading Academies. Both programs are not fully funded with the limits of this funding stream. The state did much for early education funding but did not provide proper state support for school districts to build facilities to better accommodate these new students. If school districts are going to provide quality instruction without overcrowding campuses, then more consideration needs to be made to increase aid for facilities.

Resolution 49—In-Person Instruction (Carroll ISD)

TASB advocates for K–12 public schools to remain “in-person” and not be entirely replaced by a virtual learning platform, except when it would threaten the health and safety of students or staff.

District Rationale: Face-to-face learning is the proven and preferred method for modern education and should be the primary standard. Furthermore, working parent constituents do not necessarily have the instructional training or the time to effectively carry out online learning. They depend on the public school system of Texas to provide a place to learn so they can work. The Texas Virtual School Network is a great alternative when face-to-face instruction is not possible; however, it should never be the preferred method of instruction.

The TASB Board recommends adoption. Having an “in-person” teacher is essential to a student’s education and should always be the preferred learning platform. While virtual learning works well for some, it can be very challenging for others who need a more hands-on approach to education. The state is not equipped to go to completely online learning as working parents cannot afford to become full-time teachers, and many students do not have the broadband and connectivity to take such a step.

Face-to-face instruction should always be the first option for student learning.

Resolution 50—Transparency of District Tax Revenue (Carroll ISD)

TASB advocates for greater transparency of district tax revenue by creating a separate line item in each taxpayer’s bill that shows the portion of district maintenance-and-operations tax revenue recaptured by the state.

District Rationale: School district taxes are the largest portion of a taxpayer’s bill, yet taxpayers often do not understand that a significant portion of school district taxes collected are recaptured by the state and redistributed to property-poor districts. In an effort to continually educate the public about school finance and add transparency to the process, we would like to see a new line item added showing the estimated portion of the maintenance-and-operations (M&O) tax that will be recaptured by the state for Robin Hood.

The TASB Board recommends adoption. Under the current school finance system, the state recaptures local property taxes from districts that are determined to be property rich and redistributes the funds to property-poor districts. Some districts send 90 percent of local funds to the state. Austin ISD will send the largest check to the state—about $670 million, which nearly matches the school’s budget of $775 million. All taxpayers see, however, is a large amount of money being sent to their local school district without commensurate educational services being provided by the district. These taxpayers direct their anger and frustration at the school district when the cause of this circumstance and its solution lie with the Legislature and the governor. Taxpayers deserve to know who receives the taxes they pay and for what purpose.

Resolution 51—State Share of Public Education Funding (Brownsville ISD and Carroll ISD)

TASB advocates for the Texas Legislature to share the cost of funding public schools by providing at least 50 percent of the Foundation School Program formula funding.
**District Rationale:** The Legislature must stop supplanting the state’s prior-year contribution with increases in local property tax revenue. The over-reliance on local property taxes creates an unfair and unsustainable increase in recapture payments.

**The TASB Board recommends adoption.** Over the years, the state has had an overreliance on local property taxes. The Texas Tribune has stated, with the passage of House Bill 3 (86th Session), the state share of public K–12 education funding would increase to 45 percent for the 2019–20 biennium. The state must stop supplanting the state’s prior-year contribution with increases in local property tax revenue so that taxes collected for the purpose of public education continue to boost education funding as opposed to relieving budgetary pressures in other areas of the state budget.

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**Resolution 52—Continuation of Chapter 313 Agreements (Brazosport ISD)**

*TASB advocates for the continuation of the Texas Tax Code Chapter 313 as currently allowed by state statute and extending the current expiration date of the program.*

**District Rationale:** The 77th Texas Legislature passed legislation amending the Texas Property Tax Code to include Chapter 313, the Texas Economic Development Act (House Bill 1200). The stated purpose of the act is to encourage large-scale capital investments, create new jobs, enable local government officials to authorize economic development incentives, strengthen and improve the overall economy, expand the property tax base, and provide local school districts with an effective local economic option. In passing the legislation, the Legislature expressed its belief that economic decisions should occur at the local level and encouraged school districts to utilize provisions of the act to enhance local communities and improve local public education systems.

**The TASB Board recommends adoption.** Chapter 313 tax agreements represent more than just a tax cut to local businesses or large businesses moving into taxing jurisdictions; they represent a local community’s ability to self-govern and decide how to tax their community with the consent of their constituency through city council, county, and school board elections. School districts, like city councils, have a genuine argument for being able to offer tax abatements for businesses that they feel are vital in bringing in jobs, which in turn brings in families into the district, which in turn brings more students to a community. This is one of many tools in a local government’s toolbox to incentivize economic growth for communities and to improve the quality of life in a community.

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**Resolution 53—Community-Based Accountability Measures (Brazosport ISD)**

*TASB advocates for the modification of the current accountability system to increase the weight of the community-based measures for district and campus ratings.*

**District Rationale:** Having community-based measures as part of the accountability system empowers school districts to design their own internal system that reflects the needs and interests of their community, all while coupled with a standardized test. To prepare future-ready students, districts must inspire students and stimulate their learning in multiple ways. Our current accountability system is narrowly focused only on limited academic abilities and does not account for the development of creativity, problem-solving, and teamwork, which are dynamic characteristics of future-ready students.

**The TASB Board recommends adoption.** Community and student engagement measures were largely eliminated from the state’s accountability system by House Bill 22 (85th Session). However, many consider these measures to be equally important as standardized test scores, if not more important. The state did provide the option for eligible districts to create in their own local accountability system; however, a district’s plan must receive approval from TEA, and few have met its requirements. Therefore, adding these indicators back into the accountability system and increasing their weight would be beneficial to both districts and students.

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**Resolution 54—District TRE and Bond Elections (TASB Board)**

*TASB opposes legislation that increases ballot language requirements, limits dates upon which elections may be held, or creates additional requirements for voter-approved tax rate elections and bond elections, such as voter turnout thresholds.*
The TASB Board recommends adoption. School districts need flexibility of election dates to meet the necessary timing and optimum competitive pricing of projects. School districts are completely transparent with tax rate, debt, and financial information and exhaustively encourage voter turnout. Voter turnout and behavior cannot and should not be legislated. The restrictions on school district elections are intended to make it harder for bond propositions or tax rate elections to pass, ignoring the majority of voters who consistently vote to support their public school districts and their bond and TRE elections.
I think Delegate Assembly is the foundation of what grassroots advocacy for public education is. That’s why it’s so important to be here and to be a delegate—to cast my vote. Because you know what? If I don’t do it, who will know what we need for my local district?

Carla Mills Windfont
School board member
Crosby ISD
Resolution 55—Property Value Freeze (San Felipe Del Rio CISD)

TASB advocates for legislation that will freeze the 2019 property values until 2022.

District Rationale: (1) The COVID-19 global pandemic has negatively impacted the local economy and the housing market. Texans are facing job loss, and unemployment percentages are at an all-time high. (2) Due to unemployment, many families struggle to pay their taxes due to reported increases in the appraisal values of their homes, which could potentially result in delinquencies. (3) The loss of revenues resulting from delinquent taxes could adversely affect school funding in future years. (4) Freezing property values at the 2019 rate for two years would provide significant relief to families who are currently struggling as a result of COVID-19, would provide sufficient time for the economy to recover, and would prevent a negative impact to future school funding.

The TASB Board does NOT recommend adoption. Freezing property values for more than three years seems an excessive step if the ultimate goal is to provide taxpayers property tax relief at the local level. School districts have the option to adjust their tax rates in a way that would effectively hold property tax levies constant. Forcing all school districts across the state to hold property taxes constant for three years is too heavy handed. There is nothing stopping school districts from doing this currently. Even if property values rise, the district can reduce its tax rates if the district feels that there is an undue burden on property owners. Additionally, those impacted the most by unemployment are disproportionately renters who would not ultimately feel the benefit of a property value freeze. Lastly, freezing property values would adversely impact property-poor school districts that would benefit from increased revenue from recapture that would be redistributed. This plan would create greater inequity between the property-rich school districts and the property-poor districts. While TASB advocates for a floating tax rate option for property tax relief, it should not advocate for policies that cause inequity or impact local control.

Resolution 56—Dissolution of Reading Academies and Teacher Incentive Allotments (Splendora ISD)

TASB advocates for the immediate dissolution of Reading Academies and teacher incentive allotments given the dire state of the Texas economy and its eventual impact on public school funding. If the state decides to decrease the basic allotment and in effect the gains of House Bill 3 (86th Session) are lost, then Reading Academies and the teacher incentive allotment should follow suit.

District Rationale: Given the dire state of the Texas economy and the potential impact on the budget for public education, certain programs from House Bill 3, including Reading Academies and the teacher incentive allotment, are too costly to sustain for every district. Further, the Reading Academy plan has been poorly rolled out and poorly communicated and is extremely costly for districts. The teacher incentive allotment creates unnecessary budgetary competition for districts at this time.

The TASB Board does NOT recommend adoption. By the time this resolution would go into effect, some districts will already be operating teacher incentive programs with funding from the state. Teachers will be the ones to ultimately take the brunt of the cuts to the incentive programs, effectively forcing districts to choose between firing teachers or asking them to take pay cuts. More importantly, school leaders should aim to get out of the legislative session without sustaining substantial cuts to public education funding before considering options that would significantly impact some districts.

Resolution 57—Funding Based on Pre-COVID-19 Attendance (Carroll ISD)

TASB advocates for state funding to be maintained based on a school district’s pre-COVID-19 attendance rate [weighted average daily attendance (WADA)] average over two years.

District Rationale: This will mitigate any loss of
state funding should a district face a drop in enrollment due to COVID-19, as well as mitigate pressure to make unsafe decisions to maintain enrollment rate. We ask the Texas Legislature to issue a waiver and allow for attendance-based funding to be available for all students regardless of whether a district is property rich or property poor.

**The TASB Board does NOT recommend adoption.**

The Texas Education Agency (TEA) has a responsibility to make sure districts are in some way keeping track of the educational outcomes of their students. Part of instructional design is student participation and engagement. If districts are not tracking what students are doing during the school day, how can they in good conscience state that the students are learning in a meaningful way? The way TEA is considering average daily attendance (ADA) is not perfect, but it is at least tracking if students are completing homework and studies daily. Lastly, there is some concern that two things will be a challenge if districts are held to an average of their ADA of the last two years:

1. Fast-growth school districts that continue to grow during this school year could see large amounts of missed finances coming into their district.

2. Property-rich school districts would be getting a potential reprieve from increasing recapture payments that might come from enrollment declines that could cause some inequity in the school finance system.

This resolution is specifically calling on an average WADA calculation, meaning that any increases in student populations for services could be underfunded or undercalculated, leaving some students without the necessary resources to achieve academic gains in the coming school year. There are some definite concerns of potential lawsuits if this is extended to the upcoming school year.
Recognize businesses supporting your schools.

It’s time to shine a light on the businesses and other organizations going out of their way to support your schools and students. TASB’s Business Recognition Program provides a way to recognize the groups that are sharing time and resources to make their schools successful.

Districts may submit as many businesses and organizations as they choose to recognize. For each name submitted, TASB will send a special presentation packet.

Learn more at tasp.org/standingup.
TASB advocates for legislation that will suspend the current A–F accountability rating system until 2022.

District Rationale: (1) Given the impact of COVID-19, Governor Greg Abbott used his statutory authority to suspend annual academic assessment requirements for the remainder of the 2019–20 school year. (2) The suspension of the state assessments prevents insufficient data to fairly measure and determine loss or gains in student achievement, school progress, and a clear distinction of achievement gaps between various student groups. (3) The suspension of the A–F accountability rating system for two years would allow the state sufficient time to collect sequential data to better determine a school district's true accountability rating.

This resolution is duplicative of a proposed priority.

TASB advocates to reduce the reliance on state testing and the accountability system.

District Rationale: There is too much priority placed on state testing and accountability when we all know a standardized test cannot possibly measure each and every student equally. Demographics play such a large part in testing that determines our accountability and gives certain districts an advantage over others. It’s too frustrating for students, parents, and district staff members.

This resolution is duplicative of a proposed priority.

TASB calls upon the Texas Legislature to modernize and simplify the school finance system to create a more transparent and equitable system to serve the 5.4 million Texas students in prekindergarten through grade 12.

District Rationale: Brownsville ISD calls upon the Texas Legislature to modernize and simplify the school finance system to create a more transparent and equitable system for student allocations regardless of their location, demographics, and property taxes. School finance formulas are outdated, inefficient, and unaligned with the substantially evolving needs of Texas K–12 populations. The school finance commission’s report made clear that the state must reform the broken Robin Hood system and allocate for state funding for education.

This resolution is duplicative of a proposed priority.

TASB advocates for ceasing the current A–F accountability rating system for the 2020–21 and 2021–22 school years.

District Rationale: The closure of Texas public school buildings in spring 2020 resulted in the unprecedented disruption of the traditional education process. It will take several years for students to recover from the learning loss coupled with the amount of time that students have not been in school. It is unfair to penalize school districts that currently and historically face the daily challenges that come with poverty. Administration of the STAAR exam and the current A–F accountability rating system unfairly stigmatizes certain districts, schools, teachers, and students, thereby impacting their self-confidence and resulting in a negative image of schools and communities.

This resolution is duplicative of a proposed priority.

TASB advocates for the Texas Legislature to recognize the barriers to virtual learning caused by the unprecedented disruption of the traditional education process.
by the inability of many students to effectively access instruction due to lack of computers or internet cost or availability. Establishing a funding mechanism for districts to enhance capability to provide devices to every student, as well as defray the cost of internet fees, allows for complete access to instruction to ensure positive student outcomes.

**District Rationale:** Many students throughout the state are constrained from effective learning by economic and access conditions. Providing funding to all districts to assist in defraying the costs as they commit to ensure equal access to instruction for all students is critical. This funding provision will give districts the necessary assets to accommodate virtual learning should education continue to move toward that instructional process as routine. Implementation of this funding avenue will ensure that districts’ budgets are not negatively impacted by a significant increase in technology costs.

This resolution is duplicative of a proposed priority.

**Resolution 63—Charter Accountability (Brownsville ISD)**

*TASB advocates for a legislative review through legislative committees and interim committees to oversee equal accountability for independent school districts and charters regarding student enrollment procedures, academics, and financial accountability with full enforcement of current law.*

**District Rationale:** Independent school districts and charters are inherently unequal regarding funding, enrollment, and financial and academic accountability. Independent school districts are at a disadvantage compared to charter schools regarding the privilege of selective enrollment. This leads to skewed, unfair accountability ratings.

Students enrolled in charter schools in need of services that the charter school is not prepared to provide must be served by the local public school district. This tends to drive high-need students back to the school district, decreasing the ratio of high-need, lower-performing students in charters. This lower number of high-need students results in higher performance levels for charters in Closing the Gaps (Domain III) of the A–F Accountability System.

Independent school districts are burdened with the full cost of developing and maintaining the primary educational infrastructure in the community, while charters only build to suit immediate need. School districts with sustained decreases in enrollment due to multiyear charter school building campaigns are trapped between decreased funding based on enrollment and steady maintenance costs for existing infrastructure. Charter schools are permitted to seek and accept funding from private sources without limit and without the same level of financial accountability required of school districts.

Charters enjoy enormous freedoms regarding operations and employee relations. In the event a charter closes, all students are left to enroll in the independent school district, which must close any learning gaps. Charter employees are not held to the same rigorous standards of certification, professional development, and evaluation as public school district employees. Charter employees also lack the protections from wrongful termination and due process.

This resolution is duplicative of a proposed priority.

**Resolution 64—Local Control Over Security Spending (Brownsville ISD)**

*TASB calls upon the Texas Legislature to work with public school districts and their locally elected trustees to identify, fund, and implement measures—including sufficient staff to fulfill those services—that increase student and staff safety on campus and recognize the unique characteristics of each district.*

**District Rationale:** Brownsville ISD calls upon the Texas Legislature to work with public school districts to identify, fund, and implement measures, including sufficient staff, to increase the safety of students and staff. Student demographics, an important variable impacting school districts, needs to be reflected to address the disparity and equity in the distribution of funds.

This resolution is duplicative of a proposed priority.
Resolution 65—Charter School Transparency (Northside ISD-Bexar County)

TASB advocates for legislation that holds open-enrollment charter schools and boards of 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 view in compliance with the Open Meetings Act.

This resolution is duplicative of a proposed priority.

Resolution 66—Test Reduction (Northside ISD-Bexar County)

TASB advocates for legislation that reduces testing in grades 3–8 in concert with federal requirements and supports the allowance of multiple measures for students to prove mastery of standards.

District Rationale: The federal Every Student Succeeds Act (ESSA) regulations should be mirrored in Texas, thus eliminating and returning to school districts decisions over what other subjects to test.

This resolution is duplicative of a proposed priority.

Resolution 67—Local Control Over Security Spending (Northside ISD-Bexar County)

TASB advocates for legislation that authorizes local boards of trustees to have discretion over the spending of any additional funding dedicated to school safety and security.

District Rationale: School district needs related to safety and security vary widely across Texas, and locally elected trustees and superintendents are in the best position to determine, in partnership with local law enforcement, how to best secure our schools.

This resolution is duplicative of a proposed priority.

Resolution 68—Removal of High-Stakes End-of-Course Assessments (Lewisville ISD)

TASB advocates for the removal of the high stakes on STAAR/EOC assessments.

District Rationale: “High stakes” is defined as test scores being used to determine sanctions or advancement for a student. High-stakes assessments are not required under federal law but are required by our Texas Legislature. Most US states have dropped the high stakes associated with their state tests. Texas is one of only 11 states with high-stakes assessment. High-stakes assessments are a source of unnecessary stress to students. No educational benefits exist for high-stakes testing since the results reflect one day/one test for each student. In contrast, educators use a student’s body of work, which is composed of a variety of measures over time, to determine the best educational decisions for each child. In addition, Texas law allows grade placement and individual graduation committees to utilize alternate data sources to offset the misleading results of high-stakes testing. However, this is only allowed after requiring students to retake the high-stakes exams. Educators do not rely on one piece of data to make educational determinations, and state law should not encourage using one data source to sum up a student’s academic success. Removing the high stakes reduces the stress on our children, allowing them to focus on showing what they have learned over time.

This resolution is duplicative of a proposed priority.

Resolution 69—Mental and Behavioral Health Services in Schools (Canutillo ISD)

TASB advocates for increasing mental health services and professionals in schools and providing adequate resources to allow schools to both educate and keep students and staff safe.

District Rationale: School psychologists, social workers, and counselors are critical support for students and staff in our schools. These mental health professionals can support our teachers and aid students who are struggling emotionally. Giving these students the proper support early can prevent
tragic events later and make all our students and staff safer. The state should give districts the proper resources to increase the ratio of mental health professionals to students.

This resolution is duplicative of a proposed priority.

Resolution 70—Label of Not Rated (Austin ISD)

TASB advocates for a label of Not Rated: Declared State of Disaster for a second year in the spring of 2021 if direct classroom instruction at a campus or district is disrupted due to COVID-19 for more than one-sixth of the 2020–21 school year.

District Rationale: A significant reduction in the number of days during which direct classroom instruction can be provided would negatively impact student learning and growth, as well as campus and district educational outcomes. A label of Not Rated: Declared State of Disaster would be appropriate.

This resolution is duplicative of a proposed priority.

Resolution 71—Charter Impact (Austin ISD)

TASB advocates for legislation that requires the commissioner of education to consider the impact of charter schools on public schools and state and local budgets when considering charter applications and amendments.

District Rationale: The unlimited growth of charter schools has a fiscal, academic, and program impact on local neighborhood schools and school districts. Yet, charters often open within only 1–3 miles of existing neighborhood schools that are already meeting state accountability standards and have capacity to serve additional students.

The comptroller announced on May 1, 2020, that March state sales tax revenue reported in April totaled $2.58 billion, 9.3 percent less than in April 2019 and the steepest decline since January 2010. The decline is likely to grow steeper as the effects of both the shuttering of businesses related to COVID-19 and plummeting oil prices were manifest throughout April and beyond. Locating new charter schools in close proximity to existing neighborhood schools that are already serving students’ needs is an inefficient use of limited public tax dollars.

This resolution is duplicative of a proposed priority.

Resolution 72—School District Advocacy (Denton ISD)

TASB advocates for the continued ability for school districts to lobby on behalf of constituents, parents, and students.

District Rationale: TASB calls upon the Texas Legislature to recognize and preserve the right of public school boards to associate and collaborate with each other and to communicate the needs of their students and schools, either directly or through representative organizations, with lawmakers. Specifically, TASB calls upon the Texas Legislature to preserve the right of local elected officials to advocate on behalf of the constituents, students, and parents they represent, thereby ensuring state elected officials are provided information directly from constituents and not solely from special interest groups.

This resolution is duplicative of a proposed priority.

Resolution 73—Sustainable School Funding (Denton ISD)

TASB advocates for improved and sustainable funding of the school finance system/maintenance or increase of state share.

District Rationale: TASB calls upon the Texas Legislature to maintain the promises and dedication of funding made in the new school finance system implemented under House Bill 3 (86th Session) and to equitably share the cost of education with local school districts.

This resolution is duplicative of a proposed priority.
Resolution 74—Additional Funds for School Safety (Denton ISD)

*TASB advocates for providing additional resources for school security and student safety.*

**District Rationale:** Denton ISD calls upon the Texas Legislature to work with public school districts and their locally elected trustees to enhance school safety measures, including funding for school safety audits, the school safety allotment, and other measures that ensure the safety of students and staff.

This resolution is duplicative of a proposed priority.

Resolution 75—Staff Recruitment and Retention (Denton ISD)

*TASB advocates for staff recruitment and retention.*

**District Rationale:** TASB calls upon the Texas Legislature to support adaptive and creative local solutions for recruiting and retaining high-quality educators in our independent school districts and to help elevate the teaching profession by incentivizing education degrees and providing additional funding for TRS-Care and TRS-ActiveCare, along with insuring defined retirement benefits for teachers through TRS.

This resolution is duplicative of a proposed priority.

Resolution 76—Transparency of Charters and Limiting Expansion (Denton ISD)

*TASB advocates for charter transparency/limiting expansion of charters.*

**District Rationale:** TASB calls upon the Texas Legislature to evaluate the impact that new and expanding charter schools have on the state budget and on local public schools and to increase the transparency of charter schools and their operators, especially with regard to enrollment and expulsion practices, business operations, and expenditures. The Texas Legislature must prohibit the wasteful use of tax dollars caused by funding two school systems through charter school expansion, particularly in areas in which traditional public schools are already successful.

This resolution is duplicative of a proposed priority.

Resolution 77—Disaster Response (Denton ISD)

*TASB advocates for disaster response.*

**District Rationale:** Denton ISD calls upon the Texas Legislature to continue working with local school districts to identify and address student needs during and after disasters, such as access to technology and broadband service, mental health resources, meals, social services, and remediation upon returning to school.

This resolution is duplicative of a proposed priority.

Resolution 78—Mental and Behavioral Health Services in Schools (Denton ISD)

*TASB advocates for improved mental health resources for students.*

**District Rationale:** The Legislature must fund increased access to mental health services and support in public schools to improve the physical safety and psychological well-being of our students and staff. Primarily, a universal level of support in which all students have access to mental health services in a school setting, followed by targeted interventions identified for students who need additional services to eliminate barriers that affect them academically, followed by a comprehensive and sustainable process in which the student’s parents, teachers, and counselors; campus administrators; and local mental health agencies collaborate and strategize about the needs of students.

This resolution is duplicative of a proposed priority.

Resolution 79—Advocates for Reduced Testing (Denton ISD)

*TASB advocates for reduced testing.*

**District Rationale:** TASB calls upon the Texas Legislature to continue to reduce state assessments by eliminating those not required by federal law and to prohibit standardized tests from serving as the primary indicator of school and student perfor-
TASB advocates for additional support for non-high-stakes assessment alternatives, such as writing portfolios and adaptive exams.

This resolution is duplicative of a proposed priority.

Resolution 80—Adjusting State Accountability System (Tornillo ISD)

TASB advocates state accountability be waived for the 2020–21 school year and adjusted for 2021–22 due to the interruption and widening of academic instructional gaps (instructional access, distance learning, special populations) caused by COVID-19.

District Rationale: Not submitted.

This resolution is duplicative of a proposed priority.

Resolution 81—Economic Recovery Funding (Tornillo ISD)

TASB advocates for maintaining current funding for impact of instructional and health maintenance be supported long term during economic recovery.

District Rationale: Not submitted.

This resolution is duplicative of a proposed priority.

Resolution 82—Expansion of Charter Schools and Virtual Academies (Splendora ISD)

TASB advocates for protecting public school children and local districts from outside “virtual learning academies” and charter schools by matching funding and accountability in an equitable and fair manner.

District Rationale: We advocate for equitable accountability for all charters or online learning academies and public school systems. Each public school district is making efforts to offer online learning to students, and we feel the state should support these efforts rather than providing incentives, extra funding, or lower accountability standards for private or charter providers.

This resolution is duplicative of a proposed priority.

Resolution 83—Protocols to Mitigate COVID-19 Pandemic (Carroll ISD)

TASB advocates for legislation to fund the implementation of industry standard safety measures and protocols, to include COVID-19 mitigation and prevention, for all school districts to benefit all students.

District Rationale: School districts across the state are considering enhanced measures to improve school safety, food safety, and sanitation in light of the COVID-19 pandemic. Significant financial resources will be required to implement these new safety measures. We ask the Texas Legislature to make funding for industry standard school safety measures available for all students regardless of whether a district is property rich or property poor.

This resolution is duplicative of a proposed priority.

Resolution 84—Cultural Competence Development Course (Carroll ISD)

TASB advocates for a state-funded and developed “Cultural Competence” professional development course for teachers and staff.

District Rationale: Professional development that focuses on diversity and cultural competence must become an essential part of staff development. We ask the Texas Legislature to provide reasonable funding to purchase meaningful content to develop this training and/or develop an online cultural competence curriculum in partnership with school districts.

This resolution is duplicative of a proposed priority.

Resolution 85—Diversity and Cultural Awareness Curriculum (Carroll ISD)

TASB advocates for the state to fund and provide all Texas school districts with an anti-racism and diversity awareness curriculum for students across all grades K–12.
District Rationale: Diversity and cultural awareness is crucial for students to learn at an early age. Teaching diversity exposes students to different cultural and social groups and fosters more inclusive environments where students with different backgrounds and needs can succeed. It also encourages acceptance and will help students become better global citizens in their communities and thrive in an exponentially diverse world.

This resolution is duplicative of a proposed priority.

Resolution 86—Charter Transparency and Expansion (Elgin ISD)

*TASB advocates for legislation that would eliminate or cease any further expansion of publicly funded charter schools, including increases in the number of campuses under existing charters, unless subject to the same accountability and transparency laws and regulations as traditional public schools.*

District Rationale: The financial drain on our local public schools will continue to erode our ability to offer the educational programs and services our students need and deserve to further their educational and career opportunities beyond high school.

This resolution is duplicative of a proposed priority.

Resolution 87—Mental and Behavioral Health Services in Schools (Brazosport ISD)

*TASB advocates for additional state funding to support our public schools and community-based services in addressing the social/emotional/mental health needs and school safety of our children.*

District Rationale: Good mental health is critical to children’s success in school and life. Research demonstrates that students who receive social-emotional and mental health support achieve better academically. School climate, classroom behavior, on-task learning, and students’ sense of connectedness and well-being all improve as well. There is an overwhelming need to support all of our students’ social, emotional, and mental health needs, along with ensuring they have a safe place to learn so that barriers that affect them academically can be eliminated.

This resolution is duplicative of a proposed priority.

Resolution 88—State Accountability System Suspension (Wichita Falls ISD)

*TASB advocates for the state accountability rating system to be suspended for the 2020–21 school year.*

District Rationale: The Wichita Falls ISD Board of Trustees recommends that the state accountability system be suspended for the 2020–21 school year to allow school districts to focus on interventions necessary to recover instructional gaps resulting from school closures caused by COVID-19. Assessment standards for spring 2021 can be adjusted; however, data from those assessments will not be interpretable with respect to previous year’s assessment data. Academic growth will not be possible to accurately calculate for spring 2021, as students will not have STAAR scores from spring 2020. Academic growth accounts for 50 percent of an elementary or junior high campus’s Domain 3 score, which will have an adverse effect on overall accountability ratings for those campuses. Graduates from the class of 2020 will have missed opportunities to earn TSI points under CCMR due to cancellation of the spring and summer SAT test and the spring ACT test. Graduates from the class of 2020 enrolled in IB classes will not have had an opportunity to earn a CCMR point due to canceled IB tests. External research shows that, historically, extended school closures negatively affect student achievement in math and reading. Internal research shows that there are significant academic gains made at the end of each school year, which may not be present now with extended school closure. Exceptions have been made to accountability in the past when schools were closed for an extended period of time. It is still unknown what additional adjustments to the educational process will be necessary to start the 2020–21 school year to address the social, emotional, and physical health impact upon students when they return to school in whatever format that may be. Developing new accountability systems is a multiyear process that requires public comment, and they are typically phased in over multiple years, so major adjustments for one year would be very difficult.

This resolution is duplicative of a proposed priority.
Resolution 89—Transfer of Public Funds Through Vouchers (Brownsville ISD)

*TASB calls upon the Texas Legislature to prevent any transfer of public funds through the use of vouchers—to include education savings account, tax credit scholarships, and tuition grants for special populations—to private entities that do not follow the same transparency and accountability requirements governing independent school districts.*

**District Rationale:** Brownsville ISD calls upon the Texas Legislature to prevent any transfer of public funds through the use of vouchers to include education savings accounts, tax credit scholarships, and tuition grants for special populations for the following reasons: (1) private entities are not required to follow the same accountability system and (2) they do not follow the same transparency requirements independent school districts follow. This will result in a funding disparity between traditional districts and charter/private schools.

This resolution is duplicative of a Cornerstone Principle.

Resolution 92—State Vouchers and Privately Managed Charter Schools (Canutillo ISD)

*TASB advocates against state vouchers for private education and opposes privately managed charter schools.*

**District Rationale:** The Texas Legislature should oppose spending any state money on voucher programs and oppose public funding for private schools. Such voucher programs threaten already scarce revenue for public schools, including Canutillo ISD. The Texas Legislature also should slow the rapid expansion of charter schools, which are privately managed by nonprofits but funded by the state. Charter schools could eventually burden the state financially and unfairly transfer taxpayer money and students away from traditional school districts like Canutillo ISD. They lure the most promising students from traditional public schools but fail to serve students with disabilities and language needs, while traditional school districts are required to serve such populations.

This resolution is duplicative of a Cornerstone Principle.

Resolution 93—Opposition to Vouchers (Denton ISD)

*TASB advocates for legislation that opposes vouchers and privatization vouchers.*

**District Rationale:** Denton ISD calls upon the Texas Legislature to prevent any transfer of public funds through the use of vouchers to private entities that do not follow the same transparency and accountability requirements governing independent school districts, including prohibitions on tax credits, education savings account, and other privatization measures.

This resolution is duplicative of a Cornerstone Principle.
Resolution 94—Local Control (Splendora ISD)

TASB advocates for local control by duly elected school board trustees in the following areas: decisions on online learning platforms and related curriculum aligned to the TEKS, any consolidation or efficiency decisions, and calendar and staff compensation.

District Rationale: Every community is different and has unique needs, hence the reason for locally elected school boards. We are concerned that the decisions on online learning platforms and related curriculum, calendar, and staff compensation are being increasingly pushed by the Texas Education Agency, and local school boards should make these decisions. Additionally, all decisions concerning consolidation or “efficiency audits” should be left up to local control.

This resolution is duplicative of a Cornerstone Principle.
If you think you’re too big to serve, you’re too small to lead.

Justin Forsett
NFL Pro-Bowler and perseverance expert
(Speaker at the 2020 Governance Camp)
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.
Take charge of your professional development.

TASB’s Member Center is your mobile-friendly, one-stop shop for all your professional development needs.

• Enter your credit hours.
• View your training history.
• See a calendar of upcoming training events.
• Find ongoing insight into timely topics in education and so much more!

Visit tasb.org/trustees now! Use your myTASB user ID and password to log in.
Appendix C

Bylaws of the Texas Association of School Boards, Inc.
(As last amended on September 29, 2018)

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 derived through the process described in Article V, Section 9A;

   (2) Advocacy Agenda Priorities derived through the grassroots process described in Article V, Section 9B; and

   (3) Advocacy Agenda Resolutions derived through the process described 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 10 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. Advocacy Agenda Priorities

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

(a) The LAC shall submit recommendations for Advocacy Agenda Priorities to the Legislative Committee, or its designee, prior to July 1 of each even-numbered year.

(b) The LAC shall elect four trustees from Active Members to serve as voting ex officio members of the Legislative Committee. These ex officio members shall serve for a term, beginning at the close of the LAC meeting at which they are elected until an election for ex officio members is held during the next even-numbered year. The LAC shall also elect at least one alternate ex officio member to fill any vacancy among these four positions, and after the regional meetings the President may appoint a trustee from the LAC to fill any vacancy if no elected alternate is available to serve. The ex officio members shall be subject to removal based on Board policy.

(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 June 15 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 June 15 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 June 15 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 publication of the meeting materials for Delegates. 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) If the Board does not recommend for adoption a resolution that was timely 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.

(6) 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.

(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.

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 website. Candidates, Directors, Delegates, and Active Members shall be subject to any campaign protocols or regulations established through Board policy.

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.
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),

(b) The candidate interviewed with the Nominations Committee, unless the Committee waived the need for an interview based on criteria set out in Board policy, and

(c) 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 [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.

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) 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. 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 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 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.

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. Candidates, Directors, Delegates, and Active Members shall be subject to any campaign protocols or regulations established through Board policy.

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

   (2) 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 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.

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 5.

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 may elect an Officer pro tempore from the Board to perform the duties of the vacated office until the office is filled by an election by the annual Delegate Assembly.

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.

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 make a report to the annual Delegate Assembly and other reports as requested by the Board.

C. 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 and before 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.

Except as provided otherwise in these Bylaws, the President, President-Elect, and Executive Director shall serve as *ex officio* members of all Standing Committees but shall not be counted in their quorums or maximum committee membership limits.

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 11 voting Directors, including the President. 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. Reasonable efforts shall be made to have 11 voting Directors participating; however, six shall constitute a quorum.

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 on 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.

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.

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, except the right to vote or chair the Budget and Finance Committee.

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 Executive Director, or designee, 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 non-voting 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 US 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 US 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 email 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.
Nothing prepares you for leadership like uncertainty.

Rick Rigsby
Award-winning journalist and former college professor
(Speaker at the 2020 Summer Leadership Institute)
Appendix D

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

Major Work 2019–20

- **Budget and Financial Statements**
  During the year, the Committee reviewed interim financial statements and monitored actual activities as compared to the budget at each of its regularly scheduled meetings. The Committee also reviewed and recommended approval of the 2020–21 budget in a special meeting and reviewed and recommended approval of amendments to the 2019–20 budget during the year.

- **Investments**
  The Committee reviewed quarterly investment reports to monitor performance and compliance with TASB's investment policy. The Committee also reviewed the investment policy and recommended changes to the Bylaws Committee.

- **Annual Financial Audit**
  The Committee reviewed TASB's annual financial statement and audit for 2018–19 with the independent auditor and recommended approval.

- **Internal Controls and Data Security**
  The Committee reviewed and monitored progress on implementing recommendations from previous internal control reviews. The Committee also monitored progress of TASB's Data Security Assessment and TASB's response to data security issues and recommendations.

- **Affiliated Entity Agreements**
  Annual fee amounts for service agreements with the TASB Risk Management Fund and the TASB Legal Assistance Fund were recommended for approval.

- **Expendable Net Assets**
  The Committee monitored TASB's expendable net assets and recommended approval to designate additional net assets for future building initiatives.

Committee Members
Bob Covey (Chair)
Cindy Spanel (Vice-Chair)
Kevin Carbó
Corinne French
Demetrio Garcia
Bill Lacy
Raymond P. Meza
Becky St. John
Greg Welch
Lee Lentz-Edwards
  (voting ex officio)
Jim Rice
  (nonvoting ex officio)
James B. Crow
  (nonvoting ex officio)
**Byllaws and Resolutions Committee**

Recommends revisions to TASB’s Articles of Incorporation and Bylaws and recommends new or revised Board policy. Reviews and recommends new or revised Advocacy Agenda Resolutions.*

*When considering resolutions, the Committee convenes separately with the same committee membership, but different committee members serve as chair and vice-chair.

**Major Work 2019–20**

- **Board Policy**
  The Committee considered and recommended revisions to a couple of TASB Board policies, specifically the following:

  - Nominations Committee’s operational guidelines, to (i) incorporate the procedure that was used in 2019 to identify an alternate Officer nominee when the original nominee becomes unavailable to stand for election and (ii) improve the candidate interview process by allowing reasonable accommodations upon request and obtaining pertinent, factual information about candidates

  - Investment policy governing TASB investments, to better align the policy with both the quantitative and qualitative factors considered by TASB’s outside investment consultant and to remove unnecessary requirements

- **Advocacy Agenda Resolutions**
  The Committee reviewed the 108 resolutions submitted by Active Members by the deadline of June 15 and made recommendations to the TASB Board.

- **Other Activities**
  The Committee recommended that the Board suspend the membership dues deadline within the Bylaws, in order to give members extra time to remit payment in light of the COVID-19 pandemic.

The Committee, serving as the Standing Rules Committee for the Delegate Assembly, proposed the 2020 Delegate Assembly Rules (see p. 11-12).
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 2019–20

- **2020–22 Advocacy Agenda**
  The Committee assisted in the development of the 2020–22 Advocacy Agenda by reviewing and making recommendations regarding Cornerstone Principles and Advocacy Priorities and advising the Resolutions Committee on recommendations for Advocacy Resolutions.

- **National School Boards Association Advocacy Institute Stipend Program**
  The Committee discussed methods to increase trustee interest in the Advocacy Institute. A stipend subcommittee vetted applicants and proposed a slate of districts to which stipends should be awarded for granting to trustees. Attendance at the 2020 Advocacy Institute was a record high, with more than 90 school leaders traveling to Washington, DC.

- **COVID-19 Pandemic**
  Committee members provided input and guidance as GR staff worked with legislative leaders and the Texas Education Agency as they responded to and attempted to assist districts with their responses to the COVID-19 pandemic.

Committee Members

<table>
<thead>
<tr>
<th>Rolinda Schmidt (Chair)</th>
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<tr>
<td>Robert Westbrook</td>
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<tr>
<td>(Vice-Chair)</td>
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<tr>
<td>Thomas Darden</td>
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<td>Karen Freeman</td>
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<td>Dan Micciche</td>
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<td>Jacinto Ramos Jr.</td>
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<td>Armando Rodriguez</td>
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<td>Trish Bode</td>
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<td>(LAC Member, voting ex officio)</td>
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<td>Donald Davis</td>
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<td>(LAC Member, voting ex officio)</td>
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<td>Tracy Fisher</td>
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<td>(LAC Member, voting ex officio)</td>
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<td>Kristi Hassett</td>
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<td>(LAC Member, voting ex officio)</td>
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<td>Lee Lentz-Edwards</td>
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<td>Jim Rice</td>
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<tr>
<td>James B. Crow</td>
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<td>(nonvoting ex officio)</td>
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**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 2019–20**

- **Member Services**
  Based on its two-year matrix, the Committee heard program overviews from: Cooperative Purchasing, First Public (Lone Star Investment Pool and Benefits Cooperative), Forecast5, Gibson Consulting, BoardBook, Policy Service, Legal Services, and Communications.

- **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. This year, there were special reports about moving training to virtual platforms due to the pandemic, including virtual spring workshops, Summer Leadership Institute, and Convention.

- **Superintendent of the Year**
  The Committee oversaw the entire selection process—announcing the call for nominees, establishing selection protocols, interviewing 18 regional winners, selecting five finalists and interviewing them a second time, and choosing the 2020 Superintendent of the Year. This year interviews and Committee work were conducted virtually.

- **Additional Member Services Committee Topics**
  - The Committee monitored proposed changes to the school board training rule and Framework for School Board Development considered by the State Board of Education.
  - During the spring, TASB developed extensive resources related to COVID-19 and school operations during the pandemic.
  - The Committee kept tabs on the rollout and transitions to BoardBook® Premier.
  - The Committee previewed “Big Hearted Texans,” a thank-you video used during School Board Recognition Month in January.
  - Staff reported on equity efforts, including plans for training, a model equity policy, and an equity self-audit.
  - The Committee heard updates on the expansion of the Member Center, designed to provide personalized information to members.

**Committee Members**

Ted Beard (Chair)
Yolanda Cuellar (Vice-Chair)
Moises Alfaro
Kay Alley
Steve Brown
Tony Hopkins
Sandy Hughey
Mark Lukert
Vernagene Mott
Anne Sung
Kamlesh Bhikha
(ESC representative, voting ex officio)
Lee Lentz-Edwards
(voting ex officio)
Jim Rice (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 2019–20

- **Strategic Plan**
  The Committee received updates on the progress of TASB’s 2016–20 Strategic Plan throughout the year. A major focus for this Committee is to renew TASB’s five-year strategic plan. The Committee met during the summer Board meeting to initiate the strategic planning process that began with a discussion regarding strategic filters around products and services.

- **Organization Scorecard**
  The Committee reviewed the results of TASB’s Organization Scorecard. The scorecard, which is divided into four quadrants and is based upon a balanced scorecard methodology, is used to assist the TASB Board and staff in measuring and assessing TASB’s annual overall performance. In 2019, TASB met or exceeded targets in 10 of its 14 key performance indicators.

- **Member Survey**
  The Committee studied the results of the annual TASB Member Survey. This year’s response rate was in line with previous years, and the overall customer satisfaction rating was 4.44 on a five-point scale. The survey measures the Association’s service, affordability, quality, and value. In addition, the survey also provides the Association with information on members’ needs. Certain survey measures are then incorporated into TASB’s Organization Scorecard.

- **New Programs or Program Enhancements**
  The BuyBoard program reported on a redevelopment of its software platform to improve the buying experience. This will include a marketplace, a shopping cart, and the ability to use procurement cards. The TASB Benefits Cooperative, TASB Facility Services, and TASB Student Solutions reported on enhancements in their programs. The Committee heard about legal and practical issues related to opting out of TRS-ActiveCare. The TASB Risk Management Fund gave an overview of the policy changes needed to meet financial goals of the Fund.

- **Additional Planning and Development Committee Topics**
  - Former TASB President and National School Boards Association (NSBA) President-Elect Viola M. Garcia reported throughout the year on NSBA activities and federal education initiatives. Jacinto Ramos Jr., chair of the Council of Urban Boards of Education, and Armando Rodriguez, chair of the National Hispanic Council of School Board Members, also provided updates.
— The Committee heard that TASB will partner with the Texas Association of School Administrators (TASA) to jointly engage a broker to advise and assist with next steps in exploring the possibility of redevelopment of the two properties adjacent to each other in downtown Austin.

— Annually, the TASB Board conducts a self-assessment of its performance to ensure improvements are continually being made to the TASB governance process.
Stay in the loop with legislative news.

It’s easy to keep tabs on important legislative news and what is happening at both the state and national levels.

1. Read TASB’s Legislative Report. The e-newsletter is published weekly with daily updates during the legislative session. Contact Dax González, 800.580.4885 or dax.gonzalez@tasb.org, to be added to the distribution lists.

2. Join the School Board Advocacy Network (SBAN). SBAN members 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.
### Appendix E

#### Status Report: 2018–20 TASB Advocacy Agenda

This table includes legislative action accomplished for each Advocacy Priority and Resolution in the 2018–20 Advocacy Agenda.

<table>
<thead>
<tr>
<th>TASB Advocacy Priorities</th>
<th>Legislation</th>
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<tr>
<td>1. TASB calls upon the Texas Legislature to modernize and simplify the school finance system to create a more transparent and equitable system to serve the 5.4 million Texas students in prekindergarten through grade 12.</td>
<td><strong>House Bill (HB) 3</strong> significantly revamped the Texas school finance system and updated several weights and allotments to modernize the system. The new law also increased the basic allotment, which is the most equitable way to distribute new state funding. The new formulas changed how the state calculates compensatory education funding, updated bilingual education for more effective programs, and improved the transportation allotment, among over a dozen other changes to focus on the needs of students and districts.</td>
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<td>2. TASB calls upon state legislators to share the costs of funding public schools by providing at least 50 percent of Foundation School Program formula funding to reduce overreliance on local property taxes. The state must stop supplanting the state’s prior-year contribution with increases in local property tax revenue.</td>
<td>The Legislature, through <strong>HB 1</strong> and <strong>HB 3</strong>, was able to increase its share of public education spending from 34 percent before the session to about 45 percent. <strong>House Joint Resolution (HJR) 24</strong>, which was filed but not heard, would have brought a constitutional amendment before voters that could have mandated a complete 50-50 split.</td>
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<td>3. TASB advocates for the modernization of school funding weights, allotments, and adjustments, such as the cost-of-education index (CEI), to support the true cost of educating Texas students.</td>
<td><strong>HB 3</strong> eliminated the CEI but created different methods for distributing funds to districts with various characteristics, such as rural and small districts. The new law also updated over a dozen allotments and weights and adjustments that were not adequately funding the programs they were intended to support, including a new method for evaluating student poverty to direct more resources to those schools serving the neediest students.</td>
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<td>4. TASB calls upon the Texas Legislature to adopt an accountability rating system that places more emphasis on local accountability plans that better reflect the vast diversity of Texas school districts and the values held by each community rather than the current A–F school rating system, which does not accurately capture student learning.</td>
<td>The Legislature passed <strong>HB 3906</strong>, which calls for a formative assessment pilot program to replace the STAAR exam. The intent is to incorporate more formative assessments, which are believed to be more accurate than a single snapshot in measuring student learning.</td>
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5. TASB advocates for a legislative review through legislative committees and interim committees to oversee equal accountability for independent school districts and charters regarding student enrollment procedures, academics, and financial accountability with full enforcement of current law.

The House Public Education Committee held a hearing during the legislative session to consider several bills related to charter schools. The hearing provided a platform for advocates of both independent school districts and charter schools to discuss charter operations and enrollment practices in a public forum.

Legislators incorporated some of the solutions presented during this hearing into **Senate Bill (SB) 2293**, which created a common charter school application to address some of the improper enrollment practices employed by some charter schools.

6. TASB calls upon the Texas Legislature to work with public school districts and their locally elected trustees to identify, fund, and implement measures—including increased support for counseling services and mental health programs, safety directors, and sufficient staff to fulfill those services—that increase student and staff safety on campus and recognize the unique characteristics of each district.

Under **SB 500, SB 11,** and **HB 18** legislators created a funding weight of $9.72 per student to help support student mental health and safety while also increasing the training opportunities for staff and strengthening the partnership between schools and the Texas School Safety Center.

7. TASB calls upon the Texas Legislature to eliminate state assessments not required by federal law and to prohibit state assessments from serving as the primary indicator of school, teacher, or student performance.

Legislators passed **HB 3906**, which eliminates writing exams in grades 4 and 7.

8. TASB advocates for the optional use of currently available, nationally recognized standardized tests in lieu of state assessments and for additional support for non-high-stakes alternatives, such as writing portfolios and adaptive exams.

The Legislature passed **HB 3906**, which requires that assessments be limited to not more than 75 percent multiple choice questions and that they now include short answer questions and classroom portfolio assessments. The new law also requires a pilot program to look at moving to formative assessments.

9. TASB advocates for an assessment system that recognizes students who have successfully completed advanced coursework and prohibits the administration of state exams for courses completed in previous grades by those students.

**HB 843** by Representative Drew Springer was filed to allow schools to use advanced placement (AP) and dual-enrollment courses for accountability purposes. The bill passed out of the House handily and made it to the Senate Education Committee, where it failed to get a hearing. Additionally, **HB 1388**, which would have allowed for AP exams to be used for the student achievement domain, also failed to make it out of the Senate Education Committee.

**HB 1480**, filed by Representative Gary VanDeaver and sponsored by Senator Larry Taylor, actually made it out of the Senate Education Committee and was placed on the Senate Intent Calendar but did not get a final vote of approval.
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<th>10. TASB advocates for adding an accounting code that districts may use to submit all costs associated with the preparation of mock STAAR and administration of STAAR exams to the Texas Education Agency.</th>
<th><strong>HB 3179</strong> and <strong>HB 2002</strong> would have provided means for districts to report to the Texas Education Agency (TEA) the total annual costs incurred relating to statewide assessments. Both died in the House Calendars Committee.</th>
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<td>11. TASB calls upon the Texas Legislature to prevent any transfer of public funds through the use of vouchers—to include education savings accounts, tax credit scholarships, and tuition grants for special populations—to private entities that do not follow the same transparency and accountability requirements governing independent school districts.</td>
<td>Legislators only filed two bills on vouchers, <strong>SB 1905</strong> and <strong>SB 1906</strong>, and neither received a hearing or moved in the legislative process.</td>
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<td>12. TASB calls upon the Texas Legislature to prohibit the implementation of legislation that is found by the Legislative Budget Board to impose a fiscal impact on any school district without corresponding funding or authority for affected districts to automatically increase local tax rates.</td>
<td><strong>HB 3851</strong>, <strong>HJR 30</strong>, <strong>SB 62</strong>, and <strong>Senate Joint Resolution (SJR) 10</strong> would have limited the state to only creating new legislation impacting school districts if those new laws did not carry a local cost or a funding source was created to cover that cost. Only <strong>HB 3851</strong> was heard in committee, and none made it out of committee.</td>
</tr>
<tr>
<td>13. TASB calls upon the Texas Legislature to require that the State Board of Education (SBOE) streamline the Texas Essential Knowledge and Skills (TEKS), limiting standards for each subject at each grade level to what can be taught prior to state-mandated tests within the given school year.</td>
<td><strong>HB 663</strong>, which died on the Senate Intent Calendar, required the SBOE to review and revise the TEKS to what can be taught prior to state-mandated testing within a given school year. The SBOE has chosen to streamline the TEKS without the passage of legislation and is currently doing this.</td>
</tr>
<tr>
<td>14. TASB calls upon the Texas Legislature to increase state funding of TRS-ActiveCare and TRS-Care so that the benefits for and contributions from district employees are equivalent to state employees under the Employees Retirement System of Texas.</td>
<td>Under <strong>HB 3</strong>, as a part of the required salary increases, the Legislature allowed some of the compensation package to include TRS premium payments, allowing for teachers to take home larger parts of their paycheck.</td>
</tr>
</tbody>
</table>

---

**TASB Advocacy Resolutions**

1. TASB advocates for a school security fund fee to be collected on certain violations of Texas laws to be used by public schools to offset security costs. | N/A |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. TASB advocates for a state-funded organizational framework designed to create a network of effective support in our public schools and community-based services to address the mental health needs and school safety of our children.</td>
<td>Under <strong>SB 500</strong>, <strong>SB 11</strong>, and <strong>HB 18</strong> legislators created a funding weight of $9.72 per student to help support student mental health and safety while also increasing the training opportunities for staff and strengthening the partnership between schools and the Texas School Safety Center.</td>
</tr>
<tr>
<td></td>
<td>TASB advocates for the creation of a statewide online advising tool to help students decide on courses they need to earn vocational certifications and/or postsecondary degrees.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>TASB advocates for a review of the Texas Health and Safety Code to ensure legally updated and constitutional instruction and course materials.</td>
</tr>
<tr>
<td>5.</td>
<td>TASB advocates for 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.</td>
</tr>
<tr>
<td>6.</td>
<td>TASB advocates for flexibility to allow local school districts to lower tax rates with the authority to return to the previously voter-approved rates without another election.</td>
</tr>
<tr>
<td>7.</td>
<td>TASB advocates for the expansion of options available to school districts designated as Districts of Innovation (DOI).</td>
</tr>
<tr>
<td>8.</td>
<td>TASB opposes legislation that curtails tax ratification election (TRE) and bond election dates from current law, increases ballot language requirements, or creates additional requirements for voter-approved TREs and bond elections, such as voter turnout thresholds.</td>
</tr>
<tr>
<td>9.</td>
<td>TASB opposes any requirement for a super-majority vote to pass new school bonds.</td>
</tr>
<tr>
<td>10.</td>
<td>TASB advocates for legislation that forces charter schools to adopt true open-enrollment practices and to comply with the elements of Texas Education Code Chapter 37.</td>
</tr>
<tr>
<td>11.</td>
<td>TASB advocates for providing districts an option to use alternative means of public notification other than publication in a newspaper.</td>
</tr>
<tr>
<td>12.</td>
<td>TASB advocates for legislation that leaves decisions about school consolidation to local boards of trustees.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13. TASB advocates for 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.</td>
<td>N/A</td>
</tr>
<tr>
<td>14. TASB advocates for legislation to provide better and timelier notification of charter school openings by January 1 of the school district budget cycle and to require TEA reporting of students transferring out of charter schools, as well as tracking of students on charter school waiting lists on the PEIMS reporting period.</td>
<td>Legislators passed <strong>SB 668</strong>, which allows a charter holder to provide written notice to the commissioner if it plans to open a new campus up to 18 months prior to the date on which the campus is to open.</td>
</tr>
<tr>
<td>15. TASB advocates for state programs and funding to attract and retain people in the Texas teaching profession, including poor, rural districts.</td>
<td><strong>HB 3</strong> includes several provisions to grant districts flexibility to develop improved teacher compensation packages and some additional funding to support those programs.</td>
</tr>
<tr>
<td>16. TASB advocates for legislation that requires that local boards of trustees have discretion over the spending of any additional funding dedicated to compensation of district staff.</td>
<td>The Texas Senate originally passed legislation to mandate $5,000 across-the-board teacher pay raises, but legislators compromised on language in <strong>HB 3</strong> that requires districts to dedicate 30 percent of any basic allotment increase to educator compensation.</td>
</tr>
<tr>
<td>17. TASB advocates for legislation that allows districts to opt out of TRS-ActiveCare.</td>
<td>N/A</td>
</tr>
<tr>
<td>18. TASB advocates for operational and facilities funding for full-day prekindergarten.</td>
<td>Under <strong>HB 3</strong>, districts received increases in funding and a new early education allotment intended to cover the operational costs of full-day prekindergarten.</td>
</tr>
<tr>
<td>19. TASB advocates for funding for career and technical education (CTE) programs for eighth-grade students.</td>
<td><strong>HB 3</strong> extends the allotment for CTE to grades 7 and 8.</td>
</tr>
<tr>
<td>20. TASB advocates for full funding of Hurricane Harvey hold-harmless requirements administered by TEA without a corresponding reduction in funds to public education in the 2019 legislative session.</td>
<td><strong>HB 500</strong> maintains this funding.</td>
</tr>
<tr>
<td>21. TASB advocates for the elimination of recapture payments on temporary increases in the maintenance-and-operations tax rate under Texas Tax Code 26.08(a) to cover disaster-related expenses.</td>
<td><strong>SB 660</strong> was filed but not heard and would have created a relief on recapture payments for those impacted by a natural disaster.</td>
</tr>
<tr>
<td></td>
<td>TASB advocates for Chapter 41 Chapter 49 school districts being eligible to receive state allotment dollars for student transportation through a reduction in their recapture payments by the amount of their calculated transportation allotment.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>TASB advocates for greater transparency of district tax revenue by creating a separate line item in each taxpayer's bill that shows the portion of district maintenance-and-operations tax revenue recaptured by the state under Chapter 41 Chapter 49.</td>
</tr>
<tr>
<td></td>
<td>TASB advocates for legislation that exempts public school buses from paying tolls for use of toll roads operated by the state and regional mobility authorities or their contractors.</td>
</tr>
<tr>
<td></td>
<td>TASB advocates for legislation that grants public school districts flexibility to invest surplus oil and gas royalties in accordance with the Texas Trust Code.</td>
</tr>
<tr>
<td></td>
<td>TASB advocates for state formula funding for programs in which public school students are enrolled and receive credit in college courses.</td>
</tr>
<tr>
<td></td>
<td>TASB advocates for a study on the growth in recapture payments and recapture districts since implementation to determine if the system should be capped at a maximum percentage of districts, students, and/or wealth.</td>
</tr>
<tr>
<td></td>
<td>TASB advocates for a review and approval process to prevent an oversaturation of charter schools in particular geographic areas.</td>
</tr>
<tr>
<td></td>
<td>TASB advocates for 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 should also be explored that would serve to tie funding under IMA to the State Board of Education 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 Legislature.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>30.</strong> TASB advocates for the elimination of recapture payments on maintenance-and-operations tax rates above $1.06.</td>
<td>Under <strong>HB 3</strong> the basic allotment was increased and the number of golden pennies was increased from six to eight, essentially reducing the amount of recapture a school district would have to pay.</td>
</tr>
<tr>
<td><strong>31.</strong> TASB advocates for legislation that prevents the use of the Permanent School Fund (PSF) to back charter school bonds with a low underlying rating.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>32.</strong> TASB advocates for legislation that improves funding for facilities to include a higher percentage of students and so that funding is provided for fast-growth districts.</td>
<td><strong>HB 3</strong> provides a .04 weight for each student in ADA for the top quartile of districts in enrollment growth.</td>
</tr>
<tr>
<td><strong>33.</strong> TASB advocates for the modification of the current accountability system to increase the weight of the community-based measures for district and campus ratings.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>34.</strong> TASB advocates for an accountability system that is equitable to small, rural districts that lack access to the same types of resources as larger districts in regard to the career and technical education coherent course sequence.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>35.</strong> TASB advocates for a compliant state accountability system for students governed by individualized education programs.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>36.</strong> TASB advocates for legislation that holds open-enrollment charter schools to the same accountability standards to which traditional public schools are held.</td>
<td>Charters are already required to be on the same accountability standards of school districts, but there is increased scrutiny on the way that they could potentially augment their scores by expelling misbehaving children with potential academic problems.</td>
</tr>
<tr>
<td><strong>37.</strong> TASB advocates for legislation that holds open-enrollment charter schools and boards of charter schools to the same transparency standards to which traditional public schools are held.</td>
<td>The Legislature passed <strong>SB 1454</strong>, which prevents charter holders from using state funds to support operations or activities not related to educational programs. The new law also creates several new requirements and reports on charter deals with related parties.</td>
</tr>
</tbody>
</table>

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**Note:**

- **HB 3** stands for House Bill 3.
- **SB 1454** stands for Senate Bill 1454.
Grassroots: Many Voices
Choose to live, to be present, to act, to serve, and continue to be amazing for the students in your care.

Merlyna Valentine
Educator
(Speaker at the 2020 Governance Camp)
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 proposed 2020–22 Advocacy Priorities began in January 2020 with regional Grassroots Meetings involving hundreds of board members throughout the state. Participants formulated regional priorities and elected representatives to the Legislative Advisory Council (LAC). The LAC met virtually in June to meld these agendas into specific, statewide Advocacy Priorities to which the Association will pledge resources and energy. These draft priority statements were considered by the TASB Legislative Committee (which includes four voting ex officio members elected by the LAC) and TASB Board of Directors and will be considered by the 2020 Delegate Assembly. The proposed priorities may be found on page 23–24.

The following trustees were elected to the LAC during the 2020 Grassroots Meetings:

Region 1
Benjamin Arjona, Hidalgo ISD
Philip Cowen, Brownsville ISD
Erasmo “Moe” Lopez, Weslaco ISD
Juan Perez, Santa Rosa ISD
Eduardo Rodriguez, South Texas ISD
Xavier Salinas, Edinburg CISD
Jesus Vela, Pharr-San Juan-Alamo ISD
Rafael Garza, Hidalgo ISD (Alternate)

Region 2
Oscar Arredondo, West Oso ISD
Carrie Gregory, Gregory-Portland ISD
Alice Upshaw Hawkins, Corpus Christi ISD
John Mullenax, Aransas Pass ISD
Victor Hernandez, Gregory-Portland ISD (Alternate)

Region 3
Tami Keeling, Victoria ISD
Pamela Remmers, Nordheim ISD
Margaret Pruett, Victoria ISD
Steven Roberts, Wharton ISD

Region 4
Jerry Adkins, Brazosport ISD
Hal Biery, Texas City ISD
Jennifer Broddle, Clear Creek ISD
Minda Caesar, Spring Branch ISD
Donald Davis, Spring ISD*
Julie Hinaman, Cypress-Fairbanks ISD
Deborah Jensen, Spring ISD
Nancy Morrison, Humble ISD

Region 5
Andrew Brooks, Hardin-Jefferson ISD
Marlene Courmier, Little Cypress-Mauriceville CISD
Kay DeCuir, Nederland ISD
Ruth Hancock, West Orange-Cove CISD
Rebecca “Becky” Rutledge, Bridge City ISD

Region 6
Amy Jarvis, Navasota ISD
Scott Moore, Conroe ISD
Suzanne Soto, Splendora ISD
David Stasny, Bryan ISD
Audrey Young, Apple Springs ISD

Region 7
Cascey Freeman, Overton ISD
Joe Morris, Troup ISD
David Proctor, Overton ISD
Pamela Raney, Overton ISD
Thomas Stewart, Neches ISD

Region 8
Bobby Bryan, Detroit ISD
James “Skeet” Keeton, Liberty-Eylau ISD
Doug Miller, Detroit ISD
Kregg Slakey, Cooper ISD
Region 9
Charley Lanier, Forestburg ISD
Les Healton, Burkburnett ISD
Robin Bachert, Burkburnett ISD

Region 10
Jeri Chambers, Plano ISD
Tracy Fisher, Coppell ISD*
Amy Gnad, Allen ISD
Barbara Jo Green, Forney ISD
Natalie Hebert, Frisco ISD
Tara Hrbacek, Carrollton-Farmers Branch ISD
Tricia Ikard, Maypearl ISD
John Kelso, Greenville ISD
Jeff Striplin, Bland ISD
Andrea Walton, Midlothian ISD
Eric Fort, Royse City ISD (Alternate)
Robert Seward, Mesquite ISD (Alternate)
Cody Weaver, Plano ISD (Alternate)

Region 11
David Almand, Carroll ISD
Rick Beall, Springtown ISD
Douglas Chadwick, Denton ISD
Julie Cole, Hurst-Euless-Bedford ISD
Forrest Collins, Aledo ISD
John Finnell, Cleburne ISD
Kristi Hassett, Lewisville ISD*
Ruthie Keyes, Keller ISD
Desiree Thomas, Mansfield ISD
Perry Burnett, Alvarado ISD (Alternate)
Karen Marcucci, Mansfield ISD (Alternate)
Jenny Proznik, Lewisville ISD (Alternate)

Region 12
Leah Blackard, Corsicana ISD
Cathy Branch, Corsicana ISD
Shameria Ann Davis, Copperas Cove ISD
Larry “Doc” Hawthorne, Hubbard ISD-Hill County
Ed Monk, Corsicana ISD

Region 13
Trish Bode, Leander ISD*
Ana Cortez, Manor ISD
Renae Mitchell, Pflugerville ISD
Edward Navarette, Florence ISD
Heather Sheffield, Eanes ISD
Arati Singh, Austin ISD
Cory Vessa, Round Rock ISD
Bryan Holubec, Thrall ISD (Alternate)

Region 14
Gwen Baker, Stamford ISD
Kenneth Brock, Baird ISD
Emilia Moreno, Hawley ISD
Randy Scott, Hawley ISD
Lori Higgins, Baird ISD (Alternate)

Region 15
Michael Cloy, Brownwood ISD
Gerard Gallegos, San Angelo ISD
Ami Mizell-Flint, San Angelo ISD
Robert Wade, Early ISD

Region 16
Kimberly Anderson, Amarillo ISD
Amanda Brown, River Road ISD
Tonya Detten, Highland Park ISD-Potter County
Lendi Jackson, Lefors ISD

Region 17
Adolfo Cortez, Seagraves ISD
Steven Henn, Crosbyton ISD

Region 18
Margaret Holmes, Iraan-Sheffield ISD
Mark Kuhn, Grandfalls-Royalty ISD
Lorina Lujan, Kermit ISD
Nelson Minyard, Ector County ISD
Tammy Hawkins, Ector County ISD (Alternate)
Rachel Llano, Alpine ISD (Alternate)

Region 19
Marlene Bullard, Tornillo ISD
Myrna Hernandez, San Elizario ISD
Cynthia Najera, Socorro ISD
Claudia Perez, Clint ISD
Blanca Trout, Canutillo ISD
Annette Brigham, Canutillo ISD (Alternate)
David Morales, Socorro ISD (Alternate)

Region 20
Christopher Armijo, Fort Sam Houston ISD
Ninfa Cadena, Carrizo Springs CISD
Mario de Leon, Medina Valley ISD
Luis Fernandez, Uvalde CISD
Rob Fowler, Uvalde CISD
Alejandro Guerra, Seguin ISD
Joseph Guerra, Edgewood ISD-Bexar County
Gerald Lopez, Northside ISD-Bexar County
Sandy Winkley, North East ISD
Lisa Brown, Fort Sam Houston ISD (Alternate)
Andrea Nicholas, Fort Sam Houston ISD (Alternate)

*Indicates a LAC member elected to sit on the TASB Legislative Committee for the 2020–22 biennium.
Advocacy Resolutions guide TASB’s response to issues that may arise before the Texas 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. The TASB Resolutions Committee and the TASB Board study all submissions received in accordance with TASB Bylaws. The Board then votes on whether to recommend adoption of each new Advocacy Resolution and refers them to the Delegate Assembly. The resulting recommendations appear on pages 25–45. If adopted by a majority vote of Delegates, an Advocacy Resolution will be included in the 2020–22 Advocacy Agenda. The Delegate Assembly will not consider resolutions that duplicate Cornerstone Principles or proposed Priorities.

The following 29 member school boards proposed resolutions:

- Allen ISD
- Austin ISD
- Boles ISD
- Bonham ISD
- Brazosport ISD
- Brownsville ISD
- Canutillo ISD
- Carroll ISD
- Cotulla ISD
- Denton ISD
- Dripping Springs ISD
- Elgin ISD
- Eustace ISD
- Frisco ISD
- Greenville ISD
- Kerrville ISD
- LeFors ISD
- Lewisville ISD
- Mansfield ISD
- North East ISD
- Northside ISD-Bexar County
- San Felipe Del Rio CISD
- Seguin ISD
- Splendora ISD
- Sunnyvale ISD
- Teague ISD
- Thrall ISD
- Tornillo ISD
- Wichita Falls ISD

The Association is deeply indebted to all those involved in the development of the Advocacy Agenda:

- Local board members participating in the 2020 Grassroots Meetings
- Local board members representing their regions on the Legislative Advisory Council
- 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 this 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.
Governance

It's time to look at leadership in a new way.

Learn how to keep your school board stable and focused on student success at TASB’s third eXceptional Governance (XG) Summit. The summit will be held virtually November 9–10.

This one-of-a-kind learning experience takes a deep dive into school district governance research. This year’s event will feature current research and promising practices with a spotlight on improving achievement for all students while closing gaps.

Visit XG.tasb.org for more details.
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 2019 were audited by Moss Adams LLP, Certified Public Accountants, Dallas, Texas. The final report was reviewed by the Budget and Finance Committee and approved by the TASB Board of Directors on December 6, 2019. The complete report, including notes to the financial statements, is on file at the TASB office in Austin, and copies are available on request.

TASB Fiscal Year 2019
Statement of Financial Position
As of August 31, 2019

<table>
<thead>
<tr>
<th>Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$ 6,972,816</td>
</tr>
<tr>
<td>Investments</td>
<td>40,183,514</td>
</tr>
<tr>
<td>Accounts receivable, net</td>
<td>4,112,810</td>
</tr>
<tr>
<td>Accounts receivable from related organizations</td>
<td>38,155</td>
</tr>
<tr>
<td>Prepaid expenses and other assets</td>
<td>3,367,566</td>
</tr>
<tr>
<td>Fixed assets, net</td>
<td>19,929,947</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$74,604,808</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities and Net Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>$ 2,968,706</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>4,882,269</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>3,533,654</td>
</tr>
<tr>
<td>Capital lease obligations</td>
<td>117,561</td>
</tr>
<tr>
<td>Mortgage payable</td>
<td>7,387,885</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>18,890,075</strong></td>
</tr>
<tr>
<td>Board designated net assets</td>
<td>17,872,365</td>
</tr>
<tr>
<td>Undesignated net assets</td>
<td>37,842,368</td>
</tr>
<tr>
<td><strong>Total Unrestricted Net Assets</strong></td>
<td><strong>55,714,733</strong></td>
</tr>
</tbody>
</table>

| Total Liabilities and Net Assets    | **$74,604,808** |
Statement of Activities
For the Year Ended August 31, 2019

**Revenue Without Donor Restrictions**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASB membership fees</td>
<td>$4,165,140</td>
</tr>
<tr>
<td>Risk Management Services</td>
<td>$28,574,598</td>
</tr>
<tr>
<td>First Public</td>
<td>$6,035,386</td>
</tr>
<tr>
<td>Business Services</td>
<td>$15,667,462</td>
</tr>
<tr>
<td>Governance Services</td>
<td>$14,071,628</td>
</tr>
<tr>
<td>Communications</td>
<td>$138,272</td>
</tr>
<tr>
<td>Organization and Planning Services</td>
<td>$536,168</td>
</tr>
<tr>
<td>Royalties</td>
<td>$3,335,544</td>
</tr>
<tr>
<td>Other</td>
<td>$493,801</td>
</tr>
<tr>
<td><strong>Total Revenue Without Donor Restrictions</strong></td>
<td><strong>$73,017,999</strong></td>
</tr>
</tbody>
</table>

**Expenses**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee compensation and benefits</td>
<td>$50,494,743</td>
</tr>
<tr>
<td>Purchased and contract services</td>
<td>$9,576,473</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>$1,240,661</td>
</tr>
<tr>
<td>Other operating</td>
<td>$6,765,114</td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>$2,491,639</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$70,568,630</strong></td>
</tr>
</tbody>
</table>

**Change in Net Assets Without Donor Restrictions**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excluding Investment Income</td>
<td>$2,449,369</td>
</tr>
<tr>
<td>Investment income, net</td>
<td>$1,973,003</td>
</tr>
<tr>
<td><strong>Change in Net Assets Without Donor Restrictions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>$4,422,372</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Net Assets Without Donor Restrictions, Beginning of Period**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$51,292,361</td>
</tr>
</tbody>
</table>

**Net Assets Without Donor Restrictions, End of Period**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$55,714,733</td>
</tr>
</tbody>
</table>
Save the Date
Delegate Assembly
September 25, 2021
Dallas