Welcome & Introductions – Robin Bullock, Acting Superintendent

• Planning for the Future of Allen ISD – Katie Kordel, Chief Innovation & Strategic Initiatives Officer

S.O.A.R. 2030

• School Finance & Allen ISD – Greg Cartwright, Chief Financial Officer

• STAAR Performance & Accountability – Sheryl Stewart, Director of Accountability & Assessment

• Board Responsibilities & Roles – Robin Bullock, Acting Supt.

• Board Operations – Amy Gnadt, Board President

• “Hardest Lessons” and Question & Answer Session – Allen ISD Board of Trustees

• Allen ISD General Election Candidate Information, Board Policy & Governance – Dr. Maroba Zoeller, Chief Governmental Relations Officer
Welcome and Introductions
Robin Bullock
Acting Superintendent
WELCOME & INTRODUCTIONS

Louise Master
Place 6

Kevin Cameron
Place 3

Amy Gnadt,
President
Place 4

Sarah Mitchell
Place 1

David Noll,
Secretary
Place 2

Kelley Rowley,
Vice President
Place 5

Vatsa Ramanathan
Place 7

Robin Bullock
Acting Superintendent of
Schools
Cabinet Members

Robin Bullock  
Acting Superintendent

Tim Carroll  
Chief Information Officer

Greg Cartwright  
Chief Financial Officer

Daniel Pitcock  
Assistant Superintendent Operations

Katie Kordel  
Chief Innovation & Strategic Initiatives Officer

Shelia Smith  
Assistant Superintendent of Human Resources

Jennifer Wilhelm  
Assistant Superintendent of Learner Services

Dr. Maroba Zoeller  
Chief Governmental Relations Officer
Allen ISD History
By Tim Carroll
Allen ISD Graduate Profile

Academically Prepared for Future Pursuits
Effective Problem-Solvers
Effective Communicators
Responsible and Engaged Citizens
What is **SOAR 2030**?

Grounded in the Allen ISD Graduate Profile, SOAR 2030 is an initiative aimed to take Allen ISD to the next level.

Using three primary areas of focus, we will look at how students learn, what we teach, what skills students will need beyond graduation and how we can involve the entire staff and community in that effort.
Culture of Excellence

We will maintain high expectations and work together to achieve outcomes on behalf of students. Our progress will be measured by outcomes rather than intentions.

Future Ready Skills

Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Empowered Learning

Allen ISD students will engage in authentic and applied learning. We are committed to supporting each student, as a whole child, in achieving personal and academic growth.
Committee Relationship

Visioning Committee: Strategic Planning
- Function: Set Allen ISD’s Vision for the next 10 Years by Creating the Foundation of Allen ISD’s Strategic Plan
- Process: District Objective Working Groups
- Product: Establish Strategic Targets, Strategies, and Key Indicators (Scorecard Components)

Operational Planning Committee
- Function: Engage with the Short-Term Objectives of Allen ISD in the following areas:
  - Safe, Supportive Environment
  - Technology Programming
  - Construction, Revitalization, and Maintenance of Facilities
  - House Bill 3 Impact on Future District Funding
- Process: Facility Tours
- Product: Identification of Alignment, Challenges, Opportunities, and Community Interest within District Operations

Visioning Committee & Operational Planning Committee
- Grounded in the Allen ISD Graduate Profile, 3 District Goals, and 9 District Objectives
- Draw Inspiration from the Student and Business & Industry Leader Panels
- Identify Allen ISD Future Ready Skills
- Focused on Stakeholder Voice and Continuous Improvement

Committee Relationship

Stakeholder Visioning Committee

Operational Planning Committee

Visioning Committee & Operational Planning Committee
Strategic Planning Committee
Strategic Plan Safeguards

- District Improvement Committee Structure (20/21)
- Alignment with District Improvement Plan (20/21)
- Campus Improvement Plan Alignment (20/21)
- Annual Public Report
- Biennial Convening of a Stakeholder Committee for Review and Revision
- Implementation of Digital Work Management Platform
Strategy to Implementation

District Strategic Plan
- June 2020

District Improvement Plan
- October 2020

Campus Improvement Plans
- October 2020

Achievement of Allen ISD’s 3 Goals
<table>
<thead>
<tr>
<th>District Goal: Future Ready Skills</th>
<th>Objective: Life and Workforce Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Target:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Status</th>
<th>Planning</th>
<th>Implementing</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Indicators**

| | | | |
Timeline & Process

**Product:** Identify and Prioritize Future Ready Skills
1. Introduction to SOAR 2030
2. Role of SOAR 2030 Stakeholder Visioning Committee
3. Business, Industry, and Education Leader Panel
4. Identify Essential Future Ready Skills

**Meeting 1**
16 September

**Product:** Allen ISD Future Ready Skills
1. Finalize Future Ready Skills Recommendation
2. Student Panel
3. Engage with 3 Allen ISD District Goals

**Meeting 2**
02 October
Timeline & Process

Meeting 3
21 October

Product: Define Scope of Strategic Targets
1 Establish Concrete, but Unrealized Vision of our Future
2 Examine Our Current State
3 Engage with 9 Allen ISD Objectives
4 Define Scope of Strategic Targets

Meeting 4
13 November

Products:
01 Draft of Strategic Targets
02 Draft of Strategies

1 Determine Clear Strategic Targets
2 Define Plan of Action to Achieve Targets (Strategies)
Timeline & Process

Meeting 5
09 December

Products:
01 Strategic Target Recommendations
02 Strategy Recommendations

01 Polish Strategic Targets and Strategies
02 Provide Feedback to Other Working Groups

Meeting 6
16 January

Products:
01 Key Indicators
02 Scorecard Drafts

01 Review and Respond to Feedback
02 Determine How We Will Measure Our Progress
03 Ensure Goal, Objective, Strategic Target, and Strategy Alignment
Timeline, Process, & Product

Final Product: Scorecards

1. Review of SOAR 2030 Scorecards
2. Discuss What Comes Next
3. Celebrate Our Collaboration and Accomplishment

Meeting 7
05 February
Operational Planning Committee
Operational Planning Committee Schedule

October 30
Allen High School

November 18
Boon Elementary School with travel to Marion Elementary School

December 03
AISD Service Center

January 21
Lowery Freshman Center

February 5
Lowery Freshman Center
Operational Planning Committee: Stakeholder Input & Feedback

**Opportunities**
Stakeholders will identify factors that support a strong future in identified areas of district operations.

**Alignment**
Stakeholders will assess alignment of district operational planning with Allen ISD’s Graduate Profile, Future Ready Skills, and 3 District Goals.

**Challenges**
Stakeholders will identify factors that could compromise identified areas of district operations.

**Community Interest**
Stakeholders will identify topics of community interest within district operations and provide feedback.
Operational Planning Committee

Products

SWOT Analysis

<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td>Weaknesses</td>
</tr>
</tbody>
</table>

02

Alignment

Opportunities

Community Interest

Challenges
Questions?

#SOAR 2030
Finance

By Greg Cartwright
Chief Financial Officer
### Allen ISD Tax Rate History
(Per $100 of Taxable Value)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Maintenance &amp; Operations (M&amp;O)</th>
<th>Interest &amp; Sinking (I&amp;S)</th>
<th>Total Tax Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>1.17</td>
<td>0.50</td>
<td>1.67</td>
</tr>
<tr>
<td>2013-14</td>
<td>1.17</td>
<td>0.50</td>
<td>1.67</td>
</tr>
<tr>
<td>2014-15</td>
<td>1.16</td>
<td>0.48</td>
<td>1.64</td>
</tr>
<tr>
<td>2015-16</td>
<td>1.14</td>
<td>0.47</td>
<td>1.61</td>
</tr>
<tr>
<td>2016-17</td>
<td>1.14</td>
<td>0.45</td>
<td>1.59</td>
</tr>
<tr>
<td>2017-18</td>
<td>1.14</td>
<td>0.43</td>
<td>1.57</td>
</tr>
<tr>
<td>2018-19</td>
<td>1.14</td>
<td>0.41</td>
<td>1.55</td>
</tr>
<tr>
<td>2019-20</td>
<td>1.0489</td>
<td>0.41</td>
<td>1.4589</td>
</tr>
</tbody>
</table>
## Allen ISD “At A Glance”

### General Fund - Maintenance & Operations

#### 2019-2020 Adopted Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Dollars (millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>203.1</td>
</tr>
<tr>
<td>Expenditures*</td>
<td>204.1</td>
</tr>
<tr>
<td><strong>Excess / (Deficit)</strong></td>
<td><strong>(1.0)</strong></td>
</tr>
</tbody>
</table>

* - includes $783k in 1-time expenditures

Beginning Unassigned Fund Balance 80.2

As % of Expenditures 39.3%
### Allen ISD “At A Glance”

#### General Fund - Maintenance & Operations

#### 2019-2020 Adopted Budget

<table>
<thead>
<tr>
<th>Expenditures Detail</th>
<th>Dollars (millions)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category (Function Codes)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction (11,12,13)</td>
<td>129.4</td>
<td>63.4</td>
</tr>
<tr>
<td>Instructional Support (21,31,32,33,36)</td>
<td>19.5</td>
<td>9.6</td>
</tr>
<tr>
<td>School Administration (23)</td>
<td>11.4</td>
<td>5.6</td>
</tr>
<tr>
<td>General Administration (41)</td>
<td>6.8</td>
<td>3.3</td>
</tr>
<tr>
<td>Facilities &amp; Maintenance (51)</td>
<td>21.6</td>
<td>10.6</td>
</tr>
<tr>
<td>Other (34,52,53,61,81,91,95,99)</td>
<td>15.3</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>204.1</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Payroll: 167.7 (82.2)
Non-Payroll: 36.4 (17.8)
### Allen ISD “At A Glance”

#### Debt Service Fund (Interest & Sinking)
Principal & Interest

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Dollars (millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>55.5</td>
</tr>
<tr>
<td>2003</td>
<td>71.5</td>
</tr>
<tr>
<td>2008</td>
<td>219.0</td>
</tr>
<tr>
<td>2009</td>
<td>119.4</td>
</tr>
<tr>
<td>2015</td>
<td>272.6</td>
</tr>
</tbody>
</table>
# Allen ISD “At A Glance”

## Debt Service Fund (Interest & Sinking) - Principal and Interest

<table>
<thead>
<tr>
<th>Category</th>
<th>Dollars (millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>23.4</td>
</tr>
<tr>
<td>Interest</td>
<td>28.6</td>
</tr>
<tr>
<td><strong>Total Debt Service Payments</strong></td>
<td><strong>52.0</strong></td>
</tr>
</tbody>
</table>

## Outstanding Debt as of Dec 31, 2019

<table>
<thead>
<tr>
<th>Category</th>
<th>Dollars (millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>605.8</td>
</tr>
<tr>
<td>Interest</td>
<td>348.8</td>
</tr>
<tr>
<td><strong>Total Outstanding Debt</strong></td>
<td><strong>954.6</strong></td>
</tr>
</tbody>
</table>

**Fund Balance as of 06/30/19**

36.2

(required to cover Aug payment of $13.7 million)
### Allen ISD “At A Glance”

#### Student Nutrition Fund

<table>
<thead>
<tr>
<th>Category</th>
<th>Dollars (millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>8.0</td>
</tr>
<tr>
<td>Expenditures</td>
<td>8.4</td>
</tr>
<tr>
<td><strong>Excess / (Deficit)</strong></td>
<td><strong>(0.3)</strong></td>
</tr>
<tr>
<td>Other Uses</td>
<td>(0.4)</td>
</tr>
<tr>
<td><strong>Net Excess / (Deficit)</strong></td>
<td><strong>(0.7)</strong></td>
</tr>
</tbody>
</table>

Fund Balance as of 06/30/19

(5 may only be invested back into the student nutrition program)
Districts and campuses are assigned letter grades (A-F) for each domain and overall.

Three domains:
- Student Achievement Domain
- School Progress Domain
  - Part A: Academic Growth
  - Part B: Relative Performance
- Closing the Gaps Domain

Domain structure and indicators included are dependent upon campus type (elementary, middle, high school).

STAAR related calculations focus on two main concepts:
- Performance: how a student did on this year’s test
- Growth: how a student did on this year’s test compared to last year’s test

Due to variances in the ways that the scores are calculated in each domain, raw component scores are converted to scaled scores.
**Domain Structure**

70% of Overall Score: BEST OF the two scores from the Student Achievement Domain OR the School Progress Domain

70% of Overall Score = 70% of Overall Score from:
- Student Achievement Domain
- School Progress Domain

30% of Overall Score: BEST OF the two scores from the Closing the Gaps Domain

30% of Overall Score = 30% of Overall Score from:
- Closing the Gaps Domain

Overall Score = 70% of Overall Score + 30% of Overall Score
Measures whether students have met grade-level expectations as measured by the STAAR test. It also considers graduation rates and how prepared students are for life after high school.

Calculated based upon performance across three indicators:

- **STAAR Performance**
  - Subjects: All subjects
  - Data Level: All students
  - Performance Levels: Approaches Grade Level, Meets Grade Level, Masters Grade Level

- **Graduation Rate (AHS & District Only)**

- **College, Career and Military Readiness (AHS & District Only)**
  - Students may contribute to this indicator by achieving any one of 11 criteria.

Our Score: 94
Our Rating: A
Measures how students performed on this year’s test compared to last year’s test.

Subjects:  Reading Grades 4-8          Math Grades 4-8
           English II                        Algebra I

Data Level: All students

Academic Growth is determined by two criteria:
- Attaining the same (or better) performance level as the previous year.
- Meeting or exceeding the growth expectation.
  (Expected or Accelerated STAAR Progress)

Students who do not have a STAAR progress measure are not included in this calculation.
Measures how student achievement of grade-level standards as measured by the STAAR test and College, Career & Military Readiness compares to similar schools.

Evaluates the school’s ACTUAL Student Achievement Domain’s STAAR performance and CCMR scores compared to their PREDICTED performance, which is calculated based upon the percentage of Economically Disadvantaged students by campus type (elementary, middle, high school).

Our Component Scaled Score: 90
<table>
<thead>
<tr>
<th>Component</th>
<th>Component Score</th>
<th>Scaled Score</th>
<th>“Best Of” Component Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Growth</td>
<td>77</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Relative Performance</td>
<td>75</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>School Progress Domain</td>
<td></td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>
- Measures how well different populations of students within a district are performing.

- Up to 14 student groups evaluated.

- Helps to identify student groups who may be underperforming in a particular component or indicator, in relation to federal accountability targets.

- Assessments and subjects included differ by component.

<table>
<thead>
<tr>
<th></th>
<th>District &amp; AHS</th>
<th>Lowery</th>
<th>Elementary &amp; Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>50%</td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Graduation</td>
<td>10%</td>
<td>10%</td>
<td>50%</td>
</tr>
<tr>
<td>School Quality, Student Success (Federal CCMR)</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
</tr>
</tbody>
</table>
CLOSING THE GAPS DOMAIN

- **Academic Achievement**
  - STAAR Performance in ELA/Reading and Math at Meets Grade Level or above, by student group

- **English Language Proficiency**
  - Current English Learner’s progress toward achieving English language proficiency, as measured by TELPAS

- **STAAR Growth or Graduation**
  - **District & AHS:**
    - Graduation - Four-year federal graduation rate, by student group
      - Note: Must meet 90% target and, if above 90% in the preceding year, exceed the previous year’s rate by at least a tenth of a percent
  - **Elementary, Middle, and Lowery:**
    - STAAR Growth – School Progress, Part A domain data in reading and math, by student group

- **School Quality, Student Success**
  - **District & AHS:**
    - CCMR Performance Status, by student group
  - **Elementary, Middle, and Lowery:**
    - STAAR component of the Student Achievement Domain
# Closing the Gaps Domain Score Calculation for Allen ISD

<table>
<thead>
<tr>
<th>Component</th>
<th>Total Indicators Met</th>
<th>Total Indicators Evaluated</th>
<th>% of Evaluated Indicators Met</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement Status</td>
<td>28</td>
<td>28</td>
<td>100%</td>
<td>50.0%</td>
<td>50</td>
</tr>
<tr>
<td>Graduation Rate Status</td>
<td>0</td>
<td>9</td>
<td>0%</td>
<td>10.0%</td>
<td>0</td>
</tr>
<tr>
<td>English Language Proficiency Status</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>10.0%</td>
<td>10</td>
</tr>
<tr>
<td>School Quality Status (CCMR)</td>
<td>11</td>
<td>11</td>
<td>100%</td>
<td>30.0%</td>
<td>30</td>
</tr>
</tbody>
</table>

**Closing the Gaps Domain Scaled Score**

89*

*Our Score: 89  
Our Rating: B
OVERALL SCORE CALCULATION

94 x 70% = 65.8

School Progress Domain
Our Domain Score: 90

Domain score is the BEST OF the two scores from:

Part A: Academic Growth
Our Score: 90

OR

Part B: Relative Performance
Our Score: 90

89 x 30% = 26.7

Closing the Gaps Domain
Our Domain Score: 89

Overall Score: 93

Overall Rating: A
DISTINCTION DESIGNATIONS AVAILABLE IN 2019

- Top 25%: Comparative Academic Growth
- Top 25%: Comparative Closing the Gaps
- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Math
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Postsecondary Readiness*

*Only distinction available for districts

Campus Distinction Designations are determined by their ranking within a group of 40 other comparable campuses.
<table>
<thead>
<tr>
<th>Distinction Designation</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement in ELA/Reading</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Academic Achievement in Mathematics</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Academic Achievement in Science</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Academic Achievement in Social Studies</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Top 25 Percent: Comparative Academic Growth*</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Top 25 Percent: Comparative Closing the Gaps*</td>
<td>7</td>
<td>8</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Postsecondary Readiness</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Distinction Designations</strong></td>
<td><strong>59</strong></td>
<td><strong>65</strong></td>
<td><strong>73</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

*Changes to the accountability system in 2018 resulted in slight changes to all distinction designations; however the most significant changes were seen in these two distinctions.*
As a district, Allen ISD received a “B” rating in Closing the Gaps Domain, and an “A” rating in the Student Achievement and School Progress Domains, as well as Overall.

16 campuses received an “A” overall, 6 campuses received a “B,” and 1 campus received a “C.”

All secondary campuses and 10 of 18 elementary campuses received one or more Distinction Designations.
Board Responsibilities & Roles

Presented by:

Robin Bullock, Acting Superintendent
Trustee Profile

• Legal – BBA (LEGAL) Eligibility/Qualifications

• Personal

• Communicator

• Community Involvement

• Team Member
Board Responsibilities & Roles

Policy & Governance
- Hire and Evaluate Superintendent
- Adopt Policy
- Approve and Adopt Annual Budget
- Set Tax Rate

Community Leaders & Advocates for Schools
- Strategic Plan
- Compelling Message
- Legislative Advocacy

Board of Directors
- Attendance at School Events
- Preparation for Board Meetings
- Leadership Development
Framework for School Board Development

Vision  Where Eagles SOAR
The board ensures creation of a shared vision that promotes enhanced student achievement.

Structure
The board provides guidance and direction for accomplishing the vision.

Accountability
The board measures and communicates how well the vision is being accomplished.

Advocacy
The board promotes the vision.

Unity
The board works with the superintendent to lead the district toward the vision.
Beliefs

- We believe every child deserves the highest quality education.
- We hold ourselves accountable to every child who walks through our door.
- We believe the development of citizenship in all students is essential to a complete education.
- We are responsible for building upon the sense of community we have inherited.
- We believe the development of leadership is critical to success.
Vision

Allen ISD: Where Eagles SOAR
“Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential”
Allen ISD Graduate Profile

Allen High School Graduates will be:

**Academically Prepared for Future Pursuits**
Students will possess necessary skills to seek educational and career options as they continually pursue and integrate knowledge.

**Effective Problem-Solvers**
Students will master the skills needed to design innovative solutions within independent and team settings.

**Effective Communicators**
Students will be able to listen critically and speak articulately, will be able to resolve conflicts effectively and appropriately, will be able to understand and appreciate diverse individuals and cultures, will be able to exercise leadership qualities, and will be able to communicate using advancing technology.

**Responsible and Engaged Citizens**
Students will demonstrate ethical and moral decision-making in the context of their local, national and world community. They will also possess an awareness of community resources and understand the value of service to others.
The Allen Way

- **ONE Community** that values strong relationships and sets high expectations for everyone. **WE** work together and go the extra mile to meet the needs of our students.

- **ONE Heritage** that values the past and prepares for the future. **WE** maintain our small town feel within a large and thriving city.

- **ONE Staff** that builds relationships to nurture our family culture. **WE** follow the Golden Rule.

- **ONE High School** that provides vast opportunities for students to pursue their passion. **WE** prepare our students for a successful future.

- **ONE Family**: **WE** are **ALL** Allen Eagles!
Board Operations

Presented by:

Amy Gnadt,
Board President
Board Operating Procedures

These procedures serve the purpose of highlighting frequently addressed issues regarding the Board.

In any case where these procedures are found to be in conflict with the AISD Policy Manual, the Policy Manual controls.

AISD Board Operating Procedures
Board Operating Procedures

I. Board Meeting Agenda  (BE LOCAL)

II. Consent Agenda

III. Executive (Closed) Session  (BEC LEGAL)

IV. Community, Citizens Addressing the Board

V. Board Response to Citizens Addressing the Board  (BE LEGAL, BED LOCAL)

VI. Voting  (BE LOCAL)
Board Operating Procedures

VII. Role/Authority of Board Members and Board Officers

VIII. Individual Board Member Request for Information or Report

IX. Citizen Request or Complaint to Individual Board Member

X. Employee Request or Complaint to Individual Board Member

XI. Board Member Visit to School Campus

XII. Board and Superintendent Communications

XIII. Board Members’ Standard of Behavior and Code of Conduct

XIV. Board Review and Evaluation of the Superintendent
Board Operating Procedures

XV. Review or Evaluation of the Board

XVI. Criteria or Process for Selecting Board Officers

XVII. Media Inquiries

XVIII. Response to Communication

XIX. Violation of Board Operating Procedures
SCHOOL BOARD CODE OF ETHICS
BBF(LOCAL)

Equity in Attitude
Trustworthiness in Stewardship
Honor in Conduct
Integrity of Character
Commitment to Service
Student-Centered Focus
The AISD Board of Trustees and Superintendent form the “Team of Eight.” Board meetings are held monthly at Allen City Hall. The meetings usually begin at 7:00 p.m. and are usually held on the fourth Monday of the month. Call 972.727.0511 to check meeting dates. Patrons who would like to contact the Board are invited to “Ask the Team of Eight” by emailing their questions to teamof8@allenisd.org.
“Hardest Lessons”

Members of Allen ISD
Board of Trustees
“Hardest Lessons”
from the National School Boards Association (NSBA)

The most difficult lesson was . . . .

• Learning to acknowledge publicly that you have no power and authority as an individual board member; that only the board as a whole can make policies and decisions for the school district.
“Hardest Lessons”

The most difficult lesson was . . . .

- Determining what your function is on the board and how to accomplish it effectively.
“Hardest Lessons”

The most difficult lesson was . . . .

• That no matter what you think you know about board service when you first come on board, you still have a lot to learn.
“Hardest Lessons”

The most difficult lesson was . . . .

• Recognizing the difference between setting policy (the board’s job) and administering the schools (the superintendent’s job).
“Hardest Lessons”

The most difficult lesson was . . . .

• Knowing that you must represent all the students. Your decisions must be made in the interest of the total school system and not made solely for special groups or interests.
“Hardest Lessons”

The most difficult lesson was . . . .

- Learning how to respond to complaints and concerns of citizens, school administrators and other staff.
“Hardest Lessons”

The most difficult lesson was . . . .

• That change comes slowly.
“Hardest Lessons”

The most difficult lesson was . . . .

• That you can’t solve everyone’s problems by yourself.
“Hardest Lessons”

The most difficult lesson was . . . .

- That you must think deeply and sometimes accept a reality that is contrary to your own beliefs.
“Hardest Lessons”

The most difficult lesson was . . . .

- That effective board service means being able to hold the minority viewpoint when voting on a given issue; then openly supporting in your community the majority vote of the board.
“Hardest Lessons”

The most difficult lesson was . . . .

- Discovering how the schools are funded.
“Hardest Lessons”

The most difficult lesson was . . . .

• That the primary focus of all board decisions must be student achievement.
“Questions & Answers”

Current School Board Members
Board Policy & Governance

Presented by:

Dr. Maroba Zoeller
Board Policy

Schools operate under legal policy based on actions taken by the Texas State Legislature which are then mandated by the Texas Administration Code, Texas Education Code, Texas Education Agency and State Board of Education.
Board Policy

Districts subscribe to a policy service provided by the Texas Association of School Boards (TASB) who issue those legal policies for all districts as they are revised based on legislative action or other changes in code.
Board Policy

Each district develops their own local policy based on those legal policies in which they are able to “localize” each of those legal policies. Local policies can be more detailed, include more restrictions and reserves, but cannot be written to contradict, not fully enforce or not align with the legal policy.
Board Policy

*Legal* and *Local* policy are posted on the Allen ISD Board website. A topic index is provided for ease in locating policies that govern particular areas or subjects and provide a comprehensive cross-reference of all policies in all areas.
Board Policy

Policies are divided into sections:

A: Basic District Foundations
B: Local Governance
C: Business and Support Services
D: Personnel
E: Instruction
F: Students
G: Community and Governmental Relations
Board Calendar

This venue offers an on-line reference for Board and community members so planning for Board members is transparent.

Issues are defined and scheduled, usually with two months’ notice to allow time for review before a decision is made.

Edits are made as there are changes to the calendar, including additional workshops that may be necessary for budget discussions, legislative updates or other timely issues requiring board discussion.

2019-2020 BOARD PLANNING CALENDAR
Training Requirements
Training Requirements

Board members are required to have three different kinds of continuing education:

**Tier One: Orientations**

- All newly elected or appointed board members must within 60 days receive a local orientation to their district. *(Provided by local officials, preferably the Board President and Superintendent)*

- Orientation to *Texas Education Code*: required within 120 days of election or appointment. *(Provided by the Regional Education Service Center)*  
  - Experienced board members receive an update to the *Texas Education Code* after each legislative session
Training Requirements

Tier Two: Teamwork

Each year all members of the board and the superintendent must participate, as a group, in at least a three hour team-building session to enhance the team’s effectiveness. The session must include a review of the roles, rights and responsibilities of the local board as outlined in the Framework for Governance Leadership, and an assessment of continuing education needs of the board-superintendent team.
Training Requirements

Tier Three: Discretionary Continuing Education

First year board members must, within 90 days of election or appointment, receive one hour of Open Meetings Training.

First year board members must receive 10 hours of additional education related to the activities identified in the framework as being areas of need.

Experienced board members must receive at least five hours of additional continuing education each year related to the areas of need.

Up to five hours of the tier three training may be completed via on-line training courses.)
Training Requirements

Training
Continuing Education Credit

• Overview of Continuing Education Requirements for School Board Members

• FAQ: Board Member Continuing Education Requirements

• School Board Member Training – SBOE Rules

• School Board Member Training – Framework for School Board Development
**Preparing to Serve: A Webinar for School Board Candidates**
This workshop will help individuals interested in running for their local school board understand what is involved in being elected to and serving on the local school board. Board responsibilities, constructive campaigns, and other information and resources will be covered. Best of all, it's free, and you can view it from the comfort of home.

**A Guide for School Board Candidates**
Updated annually, this publication summarizes the duties of a school board member, procedures for seeking an elected board position, and services offered by TASB in support of effective school governance. Order it from the [TASB Store](#). Your district's superintendent's office may have copies available for candidates as well. Check with them during election filing periods.

**Serving on a Board: An Insiders Guide to Board Service for School Board Candidates**
A recorded video Webcast designed especially for people considering a run for the school board, provides perspectives from experienced board members on what it is like to be on a board. [View this program now.](#)
If you have questions about how schools are operated in your district, your local superintendent or experienced trustees, especially your board president, are important sources of information.

Another important source is your district's policy manual, a key tool in understanding the requirements imposed by law upon the school district, as well as the paths the board of trustees has chosen within the discretion permitted the board by state and federal law and regulation. Questions about school district policies should be directed to the superintendent, who is usually responsible for maintaining the official board policy manual for the school district.

Many local school districts and regional education service centers also offer candidate workshops that give you an opportunity to ask questions of local school trustees and superintendents about school board service as well. Check with the superintendent's office in your local district to find out if one is available in your area.
Allen ISD General Election

Presented by
Dr. Maroba Zoeller
## Election: Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1, 2020</td>
<td>First Day to Apply for Ballot by Mail</td>
</tr>
<tr>
<td>January 15, 2020</td>
<td>First Day to File for Place on the Ballot</td>
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<tr>
<td>February 14, 2020</td>
<td>Last Day to File for Place on the Ballot</td>
</tr>
<tr>
<td>February 14, 2020</td>
<td>Last Day to Order Election</td>
</tr>
<tr>
<td>February 21, 2020</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>April 2, 2020</td>
<td>Last Day to Register to Vote</td>
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<tr>
<td>April 20, 2020</td>
<td>First Day of Early Voting by Personal Appearance</td>
</tr>
<tr>
<td>April 20, 2020</td>
<td>Last Day to Apply for Ballot by Mail (Received, not Postmarked)</td>
</tr>
<tr>
<td>April 28, 2020</td>
<td>Last Day of Early Voting by Personal Appearance</td>
</tr>
<tr>
<td>May 2, 2020</td>
<td>Last Day to Receive Ballot by Mail</td>
</tr>
<tr>
<td>May 2, 2020</td>
<td>Election Day</td>
</tr>
<tr>
<td>May 5, 2020</td>
<td>First Day to Canvass Votes</td>
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</tbody>
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* Please note Allen ISD offices are not required to be open on Saturday or Sunday
December 10, 2019
Board Academy

Jan 15
February 14
Application & CTA Filing Period

February 21
Drawing for Ballot Position

Election Day
May 2

Paula English, Assistant to Chief Governmental Relations Officer
612 East Bethany Drive
Allen, Texas 75002
972-236-0687 (office)
972-727-0496 (fax)
As the local filing authority, the District is responsible for:

• Providing various forms listed and the accompanying instructions from the Ethics Commission’s website at [https://www.ethics.state.tx.us/data/resources/guides/coh_state_guide.pdf](https://www.ethics.state.tx.us/data/resources/guides/coh_state_guide.pdf)

• Copying Forms and making them available to filers at no charge.

• Accepting documents that candidates, officeholders, and political committees file under Title 15 with a date-stamp on the filing and retaining postmarks and receipt marks on envelopes.

• Notification of Drawing for Position on the Ballot
As the local filing authority, the District is responsible for:

- Determination of legal sufficiency of applications
  (ex.) If a candidate has an address outside of the district’s boundaries, has a notice of felony conviction, or other, the District must declare the candidate “ineligible”.

BBA(LEGAL)
Election: Local Filing Authority

As the local filing authority, the District is responsible for:

- Accepting financial reports during and after an election per the Texas Ethics Commission
- Supplying information to the media upon request
- Maintaining all election files on a permanent basis
Texas Ethics Commission

The Texas Election Law requires certain disclosures and notices on political advertising. The law also prohibits certain types of misrepresentation in political advertising and campaign communications. This brochure explains what you need to know to insure that your political advertising and campaign communications comply with the law.

If you are not sure what the law requires, do the cautious thing. Use the political advertising disclosure statement whenever you think it might be necessary, and do not use any possibly misleading information in political advertising or a campaign communication. If you are using political advertising or campaign communications from a prior campaign, you should check to see if the law has changed since that campaign.
Important Online Resources for Candidates: Allen ISD Website

AISD Trustee Election – May 2, 2020

- Candidates: Applications Process
- Candidates: Forms, Instructions & Publications
- Candidates: Notice of Deadline to File Applications for Place on the Ballot
Important Online Resources for Candidates: Allen ISD Website

AISD Board of Trustees: General Election Information
(duties, terms, qualifications, etc.)

AISD Board of Trustees: Board Policy Manual
(policies and operating procedures)

AISD Board of Trustees: Disclosure Requirements
(conflict of interest)
Important Online Resources for Candidates:
External Websites

• Collin County Elections Department

• Texas Association of School Board Members (TASB) Resources for Board Candidates

• Texas Ethics Commission (TEC) Local Filers and Filing Authority

• Texas Secretary of State Election Information
TASB: State Resources

For information and publications with details about campaign laws and regulations, including campaign finance and advertising, see TASB’s useful links to several state agencies that can assist you.

For additional information about school board service, contact Leadership Team Services at 512-467-0222, extension 6161.
“Questions & Answers”
Dr. Maroba Zoeller, Chief Governmental Relations Officer
Paula English, Administrative Assistant
Allen, Texas  75013
972-236-0687
maroba.zoeller@allenisd.org