

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LEGAL)

	<p>The District shall maintain policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. <i>Education Code 11.253(a)</i></p>
COMMITTEES	<p>The District's policy and procedures shall establish campus-level planning and decision-making committees as provided by Education Code 11.251(b)–(e).</p> <p>The committees shall include representative professional staff, parents of students enrolled in the District, business representatives, and community members.</p> <p><i>Education Code 11.251(b), .253(b)</i></p>
PROFESSIONAL STAFF	<p>The Board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the campus-level committees. If practicable, a committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.</p> <p>At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and District-level professional staff members.</p> <p><i>Education Code 11.251(e)</i></p>
PARENTS	<p>Board policy shall provide procedures for the selection of parents to the campus-level committees.</p> <p>For purposes of establishing the composition of committees:</p> <ol style="list-style-type: none">1. A person who stands in parental relation to a student is considered a parent.2. A parent who is an employee of the District is not considered a parent representative on the committee.3. A parent is not considered a representative of community members on the committee. <p><i>Education Code 11.251(c), (e)</i></p>
BUSINESS REPRESENTATIVES AND COMMUNITY MEMBERS	<p>Board policy shall provide procedures for the selection of community members and business representatives to serve on the committee in a manner that provides for appropriate representation of the community's diversity.</p>

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A committee must include business representatives without regard to whether a representative resides in the District or whether the business the person represents is located in the District.

Community members must reside in the District and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

MEETINGS

The Board shall establish a procedure under which campus-level committees hold regular meetings. *Education Code 11.251(b)*

PUBLIC MEETING

Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. *Education Code 11.253(g)*

COMMUNICATIONS

District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. *Education Code 11.253(g)*

CONSULTATION

A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. *Education Code 11.253(h)*

RESPONSIBILITIES

In accordance with the administrative procedures established under Education Code 11.251(b) [see BQ], the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. *Education Code 11.251(d)*

CAMPUS
IMPROVEMENT
PLAN

Each school year, a campus-level committee shall assist the campus principal with the development, review, and revision of the campus improvement plan. *Education Code 11.253(c)* [See CAMPUS-LEVEL PLAN at BQ(LEGAL)]

STAFF
DEVELOPMENT

The campus-level committee must approve the portions of the campus plan addressing campus staff development needs. *Education Code 11.253(e)*

DROPOUT
PREVENTION
REVIEW

A campus-level committee for a junior, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;

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2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program;
 - b. Complete the program but do not take the high school equivalency examination; or
 - c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in the District.

A campus-level committee shall use the information in developing the campus improvement plan.

Education Code 11.255

PRINCIPAL
PERFORMANCE
INCENTIVES

A performance incentive awarded to a principal shall be distributed to the principal's school. The campus-level committee shall determine the manner in which the performance incentive shall be distributed and used, in accordance with Education Code 39.264(a).
Education Code 21.357(c)

Note: See BF for information on the committee's role in requesting waivers.

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(LOCAL)

CAMPUS ADVISORY COUNCIL	<p>A Campus Advisory Council (CAC) shall be established on each campus to assist the principal. The council shall meet for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be chaired by co-chairpersons. The principal shall be the coordinator of the CAC.</p> <p>The council shall serve exclusively in an advisory role, except that each council shall approve staff development of a campus nature.</p>
DUTIES OF COUNCIL	<p>In addition to the duties mandated by statute and cited at BQB(LEGAL), the council shall perform the duties and functions established in the Campus Advisory Council Bylaws.</p>
CAMPUS PERFORMANCE OBJECTIVES	<p>Each principal, with the assistance of the CAC, shall be responsible for the development of campus performance objectives. These objectives shall be formulated annually in accordance with a schedule established by the District, shall support the District's educational goals and objectives, and shall be specific to the academic achievement of students served by the campus. The Board shall review and approve campus performance objectives.</p>
WAIVERS	<p>The principal shall be responsible for ensuring that no campus-initiated decision violates rule, law, or policy, unless the campus has obtained a waiver [see BQB(LEGAL) preceding and BF].</p> <p>Except as prohibited by law [see BF], a campus may apply to the Board for a waiver of a local policy. An application for a waiver must state the achievement objectives of the campus and the reasons for requesting the waiver.</p>
COMMUNICATIONS	<p>The principal or designee shall ensure that the CAC obtains broad-based community, parent, and staff input, and provides information to those persons on a systematic basis. Methods of communication shall include, but not be limited to:</p> <ol style="list-style-type: none">1. Periodic meetings to gather input and provide information on the work of the council. Meetings shall be advertised in the District or campus publications and through the media.2. Articles in District or campus publications regarding work of the council.3. Regular news releases to the media in the District regarding the work of the council.4. Periodic reports on the work of the council that may be posted on campus bulletin boards.
COMPOSITION	<p>The council shall be composed of members who shall represent campus-level professional and classified staff, parents, businesses,</p>

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	and the community. At least two-thirds of the District campus professional staff shall be classroom teachers. As long as this requirement is met, professional staff may include nonteaching campus-level staff.
MEMBERSHIP	Membership on the CAC shall be in accordance with Board policy and Campus Advisory Council Bylaws.
DEDICATED POSITIONS	The following dedicated positions shall be included as part of the committee: <ol style="list-style-type: none">1. The principal.2. A director of a magnet, academy, or institute collocated with the school.3. The president or designee of the campus PTA/PTO.4. The appropriate associate superintendent or designee.
PARENTS	The council shall include a minimum of six parents of students currently enrolled within the District, selected in accordance with CAC bylaws. The principal shall, through various channels, inform all parents of campus students about the council's duties and composition, and shall solicit volunteers. [See BQB(LEGAL)]
COMMUNITY MEMBER	The council shall include at least one community member, selected in accordance with CAC bylaws providing for adequate representation of the community's diversity. The principal shall use several methods of communication to ensure that community residents are informed of the council and are provided the opportunity to participate and shall solicit volunteers. A community member representative must reside in the District.
BUSINESS REPRESENTATIVE	The council shall include at least one business representative, selected in accordance with CAC bylaws providing for adequate representation of the community's diversity. The principal shall use several methods of communication to ensure that community residents are informed of the council and are provided the opportunity to participate and shall solicit volunteers. A business representative need not reside in nor operate a business in the District.
PROFESSIONAL STAFF	A minimum of six professional staff members shall be nominated and elected by other professional staff assigned to that campus.
CLASSIFIED STAFF	A minimum of one classified staff representative shall be nominated and elected by other classified staff assigned to that campus.
STUDENT REPRESENTATIVES	A minimum of two student representatives shall be elected by other students at each high school. This shall be optional for middle schools.

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ELECTIONS	An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the council. Nominated employees shall give their consent to serve on the council before they are eligible for election. Nominations and elections shall be conducted in accordance with this policy and administrative regulations.
TERMS	Representatives shall serve two-year terms.
VACANCY	A vacancy during a term shall be filled in accordance with CAC by-laws.
MEETINGS	The council shall meet at least eight times per year. Additional meetings may be held in accordance with CAC bylaws.

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BQB
(REGULATION)

APPROVAL PROCESS
FOR CAMPUS
INITIATIVES

A request for approval of a campus initiative will be required to comply with the following guidelines:

1. The application must include a description of the instructional rationale.
2. The application must include a recommendation from the principal and attest that the campus is able to absorb the cost of the change from its existing budget, including facilities.
3. The associate superintendent will facilitate the application process and must recommend the initiative for further review by the Cabinet.
4. The application process must address such Districtwide implications as:
 - a. Budget;
 - b. Boundaries;
 - c. Facilities;
 - d. Diversity;
 - e. Student achievement;
 - f. Staffing; and
 - g. Transportation.
5. The application must include an impact statement from the principal(s) of potentially affected campus(es).
6. The application must include a statement of the approval of the Campus Advisory Council (CAC).
7. The application for consideration must be received in the Superintendent's office by October 31 of the year prior to the desired implementation year of the initiative.
8. The Cabinet will evaluate the application and make a recommendation to the Superintendent. If appropriate, the Superintendent may make a recommendation to the Board within two months after the application is received.
9. This process is not to be used to request the addition of a grade level to an existing campus, e.g., adding grade 6 to a kindergarten–grade 5 elementary school.

CAMPUS
IMPROVEMENT PLANS

The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchap-

ter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. [See BQ(LEGAL)]

In order to accomplish this purpose, the Campus Improvement Plan (CIP) process will be updated to include the following, with respect to the training of principals and CAC members, oversight, and development of the plan:

1. Principals will be provided with a script detailing the CIP process in back-to-school materials. The script will emphasize the role of the CAC and will identify particular milestones the principal must meet with respect to the CAC and CIP.
2. Orientation and training materials for CAC members will include a description of the role of the Coordinator of District Advisory Bodies [see BDF(LOCAL)] and will direct CAC members to contact that office if they believe that the CIP process has faltered and the principal has been unresponsive. At appropriate milestones in the CIP process, this information will be repeated to CAC members to ensure concerns are addressed in a timely manner.
3. The Coordinator of District Advisory Bodies, in addition to being available to reactively audit CACs at the request of the Chief of Schools or the campus principal, will also provide proactive audits of CACs. These audits will include, as necessary, visiting a select group of CACs each year, and providing feedback and suggestions, as well as noting exemplary practices that could be shared with other CACs.
4. The Coordinator of District Advisory Bodies will be available to conduct training sessions on request of the CAC. Any Web-based training materials will be updated to indicate in-person training sessions are available on request. The Coordinator will also work with the District Advisory Council (DAC) to provide an annual opportunity for Districtwide CAC training, which may be augmented by special training for campus principals and CAC co-chairs.
5. The CIP template and instructions will be provided to the CAC directly through the District's Web site. In addition, the prior year's completed CIP will be distributed to the CAC prior to the initiation of the planning process for the following year. CAC training will include instructions on how to access these and other important documents on the District's site.
6. The CIP template will include a time line/milestone checklist, in addition to the certification of CAC hours spent on CIP de-

velopment. These milestones will include, at a minimum, the date the CIP template was provided to the CAC, the date the CAC's recommendations were submitted to the campus, and the dates of any meetings the principal/campus leadership had with the CAC to discuss CIP development. Each milestone will be signed by the CAC co-chairs and the campus principal.

7. The biennial CAC satisfaction survey will be used to identify campuses potentially facing challenges in the CIP process. To the extent possible, the survey will elicit greater participation from every campus and will be conducted at a time chosen to maximize meaningful participation. The campus principal will ensure that the CAC is aware of the survey, the assurance of anonymity, and applications of the survey. The results of the survey will be made available on the District's Web site.
8. To improve DAC-CAC communication, the DAC will hold one to two meetings per year at campuses.
9. The planning department will develop a campus report card template, distinct from the campus's data profile, which is to be completed by the principal and the CAC. The report card will help identify problem areas on campuses, including areas not immediately evident from data. The District will base this template, in part, on input from CACs. The District will investigate methods to incorporate this report card with the Campus Improvement Plan Goals (CIPG) Report, currently appended to the CIP at the end of the planning process.

To the extent practicable, the changes enumerated above will be implemented for the current CIP process. They will be fully implemented by the start of the 2014–15 CIP process.

CAMPUS-LEVEL
BUDGETING

In order to encourage CAC involvement in the campus-level budgeting process, the process includes the following, with respect to the training of principals and CAC members, oversight, and development of the budget:

1. Training materials for principals will emphasize the role of the CAC in the budgeting process.
2. The District will offer training to all CACs on the District's budget process and will make available online materials for CAC members to reference outside of training. CAC training and reference materials will include a link to the District's budget Web site, with particular areas of interest flagged for CAC members.

3. The Coordinator of District Advisory Bodies will monitor CACs identified as having difficulties with the budgeting process and will offer direct interventions to ensure the principal and CAC engage in a budgeting process with input from both parties. Any CAC member may contact the Coordinator to obtain additional support if the CAC is experiencing difficulties regarding the review of campus budgets.
4. CACs will have access to budget information and reports specific to their campus and associated budget glossaries to explain data formats. This includes, but is not limited to, campus Basic Table of Organization (BTO), an overview of the District's budget process, and financial reports that include the previous year's operating expenses data for particular campuses. Ad hoc reports can also be provided as requested by a CAC to the extent that the information is available in the financial system.
5. The District will issue surveys to CAC members who attend training sessions to obtain feedback on how to strengthen training and informational materials. The District will also provide a mechanism for CAC members to request additional information on the budget or the budget process.
6. The District will emphasize the connection between the CIP and the budget process to ensure that CACs can map CIP goals with investments in campus budgets. The current CIP should assist the CAC and the principal in developing the budget for the following year.
7. To facilitate cross-participation, the Coordinator of District Advisory Bodies will inform the appropriate associate superintendent regarding campuses that have been identified as having problems with the CIP or budgeting process. The associate superintendent will work with the Coordinator to monitor the progress of the CIP and budgeting process at such campuses and may intervene as necessary to provide additional support to the CACs.

To the extent possible, these changes will be implemented before the budget process begins in September 2013, or as soon as possible thereafter. The District will monitor progress of the current budget process to identify areas of concern and develop further recommendations based on its observations.