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**South
Texas ISD**

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STISD Educational Improvement Council

Orientation for New EIC Members

AGENDA – BLA E-Lab

October 7, 2019 at 4:00 p.m.

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PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

**Educational
Improvement
Council**

In compliance with Education Code 11.251, the Educational Improvement Council shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The council shall serve exclusively in an advisory role except that the council shall approve staff development of a Districtwide nature.

Chairperson

The Superintendent shall be the Board's designee and shall name the chairperson of the council from among the council's members. The Superintendent shall meet with the council periodically.

Meetings

The chairperson of the council shall set its agenda, and shall schedule at least four meetings per year; additional meetings may be held at the call of the chairperson. All council meetings shall be held outside of the regular school day except meetings conducted in conjunction with a TEA monitoring or compliance visit.

Duties of the Council

In addition to the statutorily mandated duties at BQA(LEGAL), the council shall:

1. Evaluate District instructional programs.
2. Make recommendations of proposed changes to campus curricular offerings.
3. Advise the Superintendent of the effectiveness of pilot instructional projects.

Community Input

The Superintendent or designee shall ensure that the District-level council 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:

1. Articles in in-house publications regarding work of the council.
2. Periodic reports to the principals on the work of the council that may be posted on campus bulletin boards.
3. Periodic meetings on each campus to provide access for campus patrons.

Composition

The council shall be composed of members who shall represent campus-based professional staff, District-level professional staff, students, parents, businesses, and the community. At least two-thirds of the District and campus professional staff shall be classroom teachers. The remaining one-third shall be professional non-teaching District- and campus-level staff. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

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BQA
(LOCAL)

Students	The council shall include two students currently enrolled within the District. The students shall be selected by the Superintendent with advisory assistance from the council chairperson and the campus principals.
Parents	The council shall include three parents of students currently enrolled within the District, selected in accordance with administrative procedures. The Superintendent shall, through various channels, inform all parents of District students about the council's duties and composition, and shall solicit volunteers. [See BQA(LEGAL)]
Community Members	The council shall include two community members selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent 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. All community member representatives must reside in the District.
Business Representatives	The council shall include two business people, selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the business advisory committee and are provided the opportunity to participate, and shall solicit volunteers. Business member representatives need not reside in nor operate businesses in the District.
Professional Staff	The professional employees shall consist of six representatives from each campus. Five representatives shall be nominated by and elected from classroom teachers assigned to the campus. One representative shall be nominated by and elected from nonteaching professional employees assigned to the campus. At least one District-level professional staff member, other than the Superintendent, shall be elected by the District-level professional staff.
Elections	<p>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. [See also DGA]</p> <p>The consent of each nominee shall be obtained before the person's name may appear on the ballot. Election of the council shall be held in May of each school year at a time determined by the Board or its designee. Nomination and election shall be conducted in accordance with this policy and administrative regulations.</p>
Terms	Representatives shall serve staggered three-year terms and shall be limited to two consecutive terms on the council. After the initial

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
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election or selection, representatives shall draw lots, within each representative category, to determine the length of initial terms.

Vacancy

If a vacancy occurs among the representatives, nominations shall be solicited and an election held or selection made for the unexpired term in the same manner as for the annual election.

**Other Advisory
Groups**

The existence of the District-level council shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.

PLANNING AND DECISION-MAKING PROCESS

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(LEGAL)

**Planning and
Decision-Making
Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g), .252(e), .253(f)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative
Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

**Federal
Requirements**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

PLANNING AND DECISION-MAKING PROCESS

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(LEGAL)

Required Plans

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services
Arrangement for
DAEP Services

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b)

District
Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all stu-

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(LEGAL)

- dent groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
 3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Methods for addressing the needs of students for special programs, including:
 - (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];
 - (2) Conflict resolution programs;
 - (3) Violence prevention programs; and
 - (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Discipline management.
 - f. Staff development for professional staff of a district.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
 4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

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(LEGAL)

- a. Higher education admissions and financial aid opportunities.
 - b. The TEXAS grant program and the Teach for Texas grant program.
 - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - d. Sources of information on higher education admissions and financial aid.
5. Resources needed to implement identified strategies.
6. Staff responsible for ensuring the accomplishment of each strategy.
7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

Education Code 11.252(a)

9. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*
10. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

11. A policy addressing sexual abuse and other maltreatment of children that must include:

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BQ
(LEGAL)

- a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA. These methods must include the staff training described at Education Code 38.0041(c) [see DMA];
- b. Actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and
- c. Available counseling options for students affected by sexual abuse or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

Education Code 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.

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7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.
9. Include goals and methods for violence prevention and intervention on campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - b. Student academic performance data;
 - c. Student attendance rates;
 - d. The percentage of students who are educationally disadvantaged;
 - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
 - f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

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	<p>The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]</p>
District Improvement Planning Process	<p>The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]</p>
Parent and Family Engagement Plan	<p>The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]</p>
Administrative Procedures and Reports	<p>The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]</p> <p>The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.</p>
Evaluation	<p>The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.</p>

SOUTH TEXAS ISD
DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL (EIC)
OPERATING GUIDELINES

SECTION I
NAME

The name of this Council shall be the District Educational Improvement Council, hereafter referred to as "EIC" or "the Council."

SECTION II
PURPOSE

- A. To create, maintain, and improve a quality school system.
- B. To foster a climate of cooperation, communication, and collaboration among the Council members when discussing items pertaining to student achievement.
- C. To ensure effective planning and site-based decision-making to support improvement in student performance.
- D. To be involved in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.
- E. To advise the Superintendent in developing, reviewing, and/or implementing the following:
 - 1. Be involved in establishing and reviewing the district educational plans, goals, performance objectives, and major classroom instructional programs.
 - 2. Be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities of the Superintendent, central office staff, principals, teachers, Council members, and campus level Council members pertaining to planning and decision-making at the district and campus levels.
 - 3. Address all pertinent federal planning requirements.
 - 4. Assist the Superintendent annually in preparing, reviewing, and revising the district improvement plan. The purpose of the district plan is improving student performance for all student populations with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations.
 - 5. Hold a public meeting, annually, after receipt of the annual district and campus ratings from the Texas

- Education Agency (TEA), to discuss district and campus performance and the district performance objectives.
6. Advise the district staff regarding the discipline management program including the Student Code of Conduct.
 7. Participate in the development of and approve the portions of the district plan addressing district staff development needs.
 8. If the District should decide not to use the state criteria for appraisals, be involved in the development of the appraisal process and performance criteria for teachers and administrators.
 9. Provide written comments, as appropriate, and a recommendation on requests for waivers submitted to TEA.
 10. Annually, upon the Board's request, make recommendations to the Board regarding the number and length of written reports that District employees are required to prepare.
 11. Evaluate district instructional programs.
 12. Make recommendations of proposed changes to campus curricular offerings.
 13. Advise the Superintendent of the effectiveness of pilot instructional projects.

SECTION III MEMBERS

- A. The Council membership shall consist of at least two-thirds classroom teachers. The Council shall include the following members: representatives from each campus (five teachers and one non teaching professional employee from each campus); one elected district non teaching professional, two students; three parents; two community members; and two business members.
- B. The classroom teacher representatives on the Council shall be nominated by and elected from classroom teachers assigned to the campus. One campus representative shall be nominated by and elected from non-teaching professional employees assigned to the campus. One district non-teacher professional shall be nominated by and elected from non-teaching professional employees assigned to the district level. The consent of each nominee shall be obtained before the person's name may appear on the ballot. Election of members shall be held within the first two weeks of each **school** year by ballot. A person so elected shall be

declared a member of the Council during the first EIC meeting after the election.

C. Election of Council Members shall be conducted as follows:

1. The nominations and consent to serve shall be submitted in writing to the campus principal. The election will be conducted by the campus principal using secret ballot. The tabulation of the results shall be conducted by the campus principal with at least two witnesses present. The individual(s) with the highest number of votes will be elected for a term of three years unless they are elected to complete the remainder of a vacated unexpired term.
2. Students, parents, and community residents shall be appointed by the Superintendent with advisory assistance from the Council Chairperson, and the campus principals. For the purpose of establishing the composition of Council:
 - a. A student representative must be enrolled in one of the campuses operated by the district.
 - b. A person who stands in parental relation to an enrolled student within one of the district campuses is considered a parent.
 - c. A parent who is an employee of the District is not considered a parent representative on the Council.
 - d. A parent is not considered a representative of community members on the Council.
 - e. Community members must reside in the District and must be at least 18 years of age.
3. Council representatives shall serve staggered three-year terms and shall be limited to two consecutive terms on the Council. After the initial election, teaching and non-teaching Council members shall draw separate lots, within each representative category, to determine the length of initial terms. In subsequent years, the Council Chairperson and the Superintendent shall ensure that the proper rotation of Council members is maintained.

D. Any member desiring to resign from the Council shall submit his resignation in writing to the Council Chairperson for action by the Council. A vacancy during a term shall be filled for the remainder of the term by election.

If a vacancy occurs among the representatives, nominations shall be solicited and an election held or selection made (prior to the next Council meeting) for the unexpired term in the same manner as for the annual election.

SECTION IV OFFICERS

A. The officers of the Council shall be a Chairperson and a Recording Secretary. These officers shall perform the duties prescribed by these operating guidelines and by the parliamentary authority adopted by the Council.

B. Duties:

Chairperson. The Chairperson shall:

- Preside at all general meetings of the EIC.
- Set the agenda for each meeting in consultation with the Superintendent.
- Appoint sub-committee chairmen and members of any special purpose sub-committees created by an election of the Council.
- Serve as ex officio member of all special sub-committees.
- Keep the meetings orderly and on time so that the agenda may be adhered to.
- In the event the Chairperson is absent, a designee appointed by the Superintendent shall conduct the meetings.

Recording Secretary. The Recording Secretary shall:

- Record and keep a permanent file of the minutes of all general meetings of the Council.
- Have available for reference at all meetings a copy of the EIC Operating Procedures.
- Have charge of such correspondence as is delegated by the Chairperson.
- Keep on file all incoming communications and copies of all outgoing correspondence.
- Send a copy of the minutes to other EIC members, Superintendent, Deputy Superintendent, and campus principals, no later than ten school days after the regular meeting was held. These minutes may be distributed in electronic form.

SECTION V
AGENDA

- A. The EIC Chairperson in consultation with the Superintendent will set the EIC meeting agenda. Items to be considered for placement on the agenda must be submitted to the EIC Chairperson and Superintendent at least two weeks before the Council meeting.
- B. An agenda will be distributed to the EIC representatives in advance of the meeting thus enabling them to survey and obtain input about the agenda from the campus.
- C. Items may be added to the EIC agenda after publication and distribution only with the consent of the Council Chairperson and the Council members.

SECTION VI
MEETINGS

- A. The regular meetings of the Council shall be scheduled for the remainder of the school year at the first meeting after the elections. A minimum of four meetings per school year shall be held. Additional meetings may be held at the call of the Chairperson in consultation with the Superintendent and the full Council membership.
- B. All EIC meetings shall be held outside of the regular school day except meetings conducted in conjunction with a TEA monitoring or compliance visit.
- C. Special meetings may be called by the Chairperson in consultation with the Superintendent. The purpose of the meeting shall be stated in the call. Except in cases of emergency, at least three days' notice shall be given. A quorum must be present to conduct a special meeting.
- D. A quorum will constitute one-half of the Council membership plus one for the purpose of a special meeting.

SECTION VII
CONDUCTING COUNCIL MEETINGS

- A. The Council shall serve exclusively in an advisory role except that the Council shall approve staff development of a district wide nature. It is not required or necessary for the Council to vote. The Council, following the direction of the Chairperson, will reach consensus in a

recommendation to the Superintendent. Consensus shall be defined as a majority of the Council in agreement with the recommendation of other Council members making a commitment to support the decision. An effort shall be made to thoroughly discuss all possible alternatives, provide everyone ample opportunity to be heard, and make a final choice that can be supported by the group. Members must be present at the meeting to deliberate in reaching a consensus. Proxy deliberation shall not be permitted.

- B. The Council, in its advisory role, may conduct meetings without a quorum present. However, it shall be noted in the minutes of the meeting that a quorum is not present. The Council must have a quorum present when it approves the district wide staff development.
- C. Any person reporting to the Council shall be limited to five minutes unless previously noted on the agenda.
- D. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Council in all cases to which they are applicable and in which they are not inconsistent with these operating guidelines and any special rules of order the Council may adopt.


SECTION VIII SUB-COMMITTEES

- A. There will be no standing sub-committees of EIC. Any special sub-committees shall be authorized by the Council with the Council Chairperson and members appointed by the EIC Chairperson. The EIC Chairperson shall be an ex-officio member of all special sub-committees.
- B. Special sub-committee reports shall be limited to five uninterrupted minutes unless otherwise authorized by the full Council.

SECTION IX AMENDMENT OF THESE OPERATING GUIDELINES

These operating guidelines may be amended at any regular meeting of the Council by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting and placed on the agenda.

PROPOSED ACTION

Description of Proposed Action	Impact on Instruction
<p>Medical Academy is proposing to add a Physical Education Mentor class as an elective to the Physical Education course sequence for senior level students that qualify. This class would be embedded in other Physical Education classes as there would be one student assigned to a Physical Education teacher each class period. This student would act as a collaborative teacher when necessary by peer teaching, tutoring students who are struggling, and helping with hands-on activities in the classroom. These students will have the opportunity to develop their leadership skills through interactive lessons to increase health/fitness knowledge and skill development. It will also provide students with an understanding of how to interact with their peers, parents, teachers and administrators. These students would be eligible for this course if they have successfully completed all of their coursework from freshman through junior year.</p>	<p>Implementation of the Physical Education Mentor class will provide extra support, attention, and instruction to younger students with valuable leadership skills that they may utilize at the college level and beyond. Research has shown that peer teaching has a huge impact on student success. Peer teaching promotes active learning, team building, supportive relationships, a greater psychological well-being, social competence, communication skills, and self-esteem which results in a greater productivity in terms of enhanced learning outcomes.</p>
<p>I recommend approval for the proposed action.</p> <div style="text-align: center; margin-top: 10px;">  <hr style="width: 200px; margin: 0 auto;"/> <p>Campus Principal</p> </div> <div style="text-align: center; margin-top: 10px;"> <p>3-8-19</p> <hr style="width: 150px; margin: 0 auto;"/> <p>Date</p> </div>	

Policies & Procedures Review

(Cite specific local or state policy & procedure codes and the extent to which the proposed action can be done within present policy requirements. Does the action require a policy or procedure change prior to approval? If so what is your recommendation with supporting reasons?)

The STISD master list of courses will require the addition of this proposed new course (Physical Education Mentor), if this proposed action is approved. This course would be a college preparation level course. The State course number is PES00015 (SUBACAD).

The South Texas Academy for Medical Professions course sequence will need to be revised to reflect the additional course and the placement of the new course in the sequence.

The impact to instruction is positive. The addition of an advanced Physical Education elective course will further the instruction and the skill development of the students.

I have reviewed the above proposed action and all pertinent policies and procedures that apply. My recommendation is the following:

☒ I approve.
☐ I disapprove.

Jeff Hembree 4-4-19
Signature of Deputy Superintendent & Date

Budget Impact Review

(Cite specific line items that will be affected. If the proposed action requires expenditures, are there sufficient funds in the present budget to cover the expense if the proposed action is approved? If insufficient funds exist to support the proposed action so indicate and recommend specifically how a proposed budget amendment would be presented to accommodate the proposed expense.)

The inclusion of a Physical Education Mentor course will not require the employment of any additional faculty.

The campus budget will cover the normal annual expenses incurred for instruction.

I have reviewed the above proposed action and all pertinent policies and procedures that apply. My recommendation is the following:

☒ I approve.
☐ I disapprove.

maulale 4/8/19
Signature of Assistant Superintendent & Date

Final Approval:

MAJ 4.25.19
Signature of Superintendent & Date