

Texas Lone Star

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AUGUST

1-31 • TASB's Summer School for Trustees — Virtual Event

4 • 2023 TASB/TACCA Post-Legislative Seminar for Community Colleges and Their Attorneys — Austin

SEPTEMBER

29-Oct. 1 • txEDCON2023 TASA | TASB Convention — Dallas

30 • TASB Delegate Assembly — Dallas

OCTOBER

26-27 • TASB Conference for Administrative Professionals — Austin

NOVEMBER

6-7 • HR Services: HR Academy — Georgetown

6-7 • HR Services: Advanced HR Academy — Georgetown

14 • Legal Services: Fall Legal Seminar — Tyler

15 • Legal Services: Fall Legal Seminar — Waco

15 • TASB Risk Fund: School-Based Law Enforcement Summit — Austin

18 • Legal Services: Fall Legal Seminar — South Padre Island

Call for submissions to District Voices!

We want to hear more about what is going on in local school districts around Texas and invite you to send us submissions for our new, occasional feature, District Voices. Do you have an interesting program to discuss?

Lessons learned as a school board member? For submissions or questions, contact managing editor Laura Tolley at laura.tolley@tasb.org. We look forward to hearing from you and your district!



For more information about these events or deadlines, visit the TASB website at tasb.org or call TASB at **512-467-0222** or **800-580-8272** toll-free.

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P.O. Box 400 • Austin, Texas • 78767-0400
512-467-0222 • 800-580-8272

Laura Tolley • Managing Editor
Shu-in Powell • Graphic Designer
Lalo Garcia • Photographer
360 Press Solutions • Printer
Contributors: Sylvia Wood, Joan Randall, Beth Griesmer, Mary Ann Lopez, Theresa Gage-Dieringer, Dax González, John Pyle, Denise Schulz, Leslie Trahan

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TASA



Back to School!

As classes resume, we honor public ed in Texas

by Debbie Gillespie



Debbie Gillespie

It seems like it was just a few short weeks ago when I was humming Alice Cooper's "School's out."

Now, we're getting ready to say farewell to pool time, summer camps, late nights, and lazy mornings. And because I'm a fan of fall and football, it's Kenny Chesney's "The Boys of Fall," playing over and over in my head these days.

I remember being excited about going back to school as a child, though I don't specifically remember why. I've always been eager to learn, but I think it was also about meeting my new teacher, resuming clubs and other activities, and seeing friends on a regular basis.

As an adult, I had mixed feelings about the new school year because it meant I wasn't going to have as much time with my own kids. They probably saw the new school year as a bit of a break since I was that mom who had workbooks and required reading for them. But there also were summer camps, movie days, and time with friends, I promise!

Summer Leadership Institute

While attending TASB's Summer Leadership Institute in San Antonio and Fort Worth in June, I talked to fellow trustees about what they were excited about for the new school year and how they prepare for it — as parents and trustees. Back-to-school shopping trips, meet the teacher nights, meal planning, and bedtime routines were all common themes. I also loved hearing about other interesting events such as popsicle nights in the park and community food and supply drives, along with new teacher breakfasts and convocations.

We also spent time discussing all of the great sessions offered at SLI that help

us prepare for the new year as well as the importance of gathering with fellow school leaders. It was just what we all needed to bolster the excitement and energy that comes with another school year. New beginnings are reminders of hope and community and the need to focus on what is essential for student success.

Addressing stress

There can also be additional challenges or anxieties that come with the new school year that we must not overlook. Whether you are a student, parent, teacher, administration staff member, or trustee, getting back to school generally means an increase in responsibilities as well as worries about what will be different this year, especially after a legislative session.

Listening and affirmation can be the greatest comfort to even our youngest kiddos.

There is a great deal of information about how to cope with these challenges, including the importance of talking to students and each other about our concerns. Listening and affirmation can be the greatest comfort to even our youngest kiddos.

Our neighborhood public schools have long been the anchor in our communities. It is not only where our children learn, but it is also a place for the community to gather for various events.

Our public schools also can provide

a safe haven for residents. When storms went through East Texas and knocked out electricity for many, Longview ISD opened its doors so that its facilities could be used as charging stations and places of rest for first responders. That same storm system in June produced the tornado that devastated little Perryton in the Panhandle. It has been truly heartwarming to see the public support for Perryton and other communities affected by the storms. The beginning of these communities' school year will look very different than it will for most of us, so please keep them in your prayers.

We all take care of each other and our communities in so many ways. Thank you all for working tirelessly for public schools and for sharing how important public education is to our children and communities — and for sharing how legislation affects public education.

While the resources and information that TASB provides to school board members helps us govern and advocate effectively, the association also relies on your participation — through surveys, feedback, grassroots, and especially at Delegate Assembly in late September. Your opinion is valuable, and it matters greatly to TASB and public education. Read more details about Delegate Assembly in this issue on page 22.

Finally, no matter what your back-to-school routine looks like, remember to find the joy. There is joy everywhere in our schools and I am so excited to see our students again!

Thank you for all you do, and I hope you all have a fantastic year!★

Debbie Gillespie is the 2022-23 president of TASB.



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Advocacy Continues

The Legislature remains a hot topic as classes resume

by Laura Tolley



Laura Tolley

I looked back at my January/February column, in which I wrote about the 88th legislative session and how it was going to dominate much of the year. As I write this one, more than six months later, the regular session and two special sessions have ended. More are likely.

The Legislature, the record budget surplus, and public education issues continue to be key issues for many of us as classes resume this month.

Dax González, division director of TASB Governmental Relations, dissects the regular legislative session and what did, and didn't, happen for public education in Texas. His story begins on page 8.

González discusses the struggle between the Texas House and Senate to reach an agreement on how to reduce property taxes, the opposition to education savings account vouchers, and the inaction on overall school funding during the regular session. He also writes about new legislation regarding school safety and the uncertainty about funding these new requirements.

Our legislative coverage continues on page 20 in the Legal News column, which explains a dozen new laws school leaders should keep on their radar for the school year, including those about personnel

issues, curriculum and instruction, and dress and grooming policies.

The Legislature's actions and their impact on public education also were hot topics at Summer Leadership Institute in San Antonio and Fort Worth, where many attended TASB's post-legislative conference.

TASB's GR team and other TASB staff members will continue their legislative efforts. The legislative process can be complicated and overwhelming at times, but TASB is always here to help you understand it.

Advocacy efforts

TASB's legislative efforts also have been bolstered by our members who advocated on important public education issues during the regular session and beyond. This advocacy work is vitally important to TASB's legislative efforts and to public education in Texas.

We appreciate the many efforts of school board members who got involved in the legislative process this year. Those of you who visited the Capitol made a significant impact just by being seen in Austin by your local lawmakers. But some of you also testified on bills before committees. Many, many of you wrote letters and emails and made phone calls

to legislators on behalf of public schools.

Lawmakers need to hear from you so they can thoroughly understand what is important to public school students and their families, teachers and school staff, and school districts' communities.

Speaking of advocacy, next month is TASB's Delegate Assembly, an annual gathering that offers every school board in Texas the opportunity to have a voice in the overall direction of TASB and its advocacy work.

Delegate Assembly is TASB's official membership meeting, where every member has a vote in the direction of the organization. It will be held Sept. 30 during the TASA | TASB Convention in Dallas. Read more about Delegate Assembly on page 22.

One district's path

The August issue also features an interesting read about Jim Hogg County ISD and its path to academic achievement. We know that many teams of eight are working hard to improve all aspects of their districts, and so we wanted to offer an in-depth story about how one district's leadership team has handled this weighty task.

The issue also features a column about TASB's new parental toolkit and other information to help start your school year right.

Here's to a terrific year!★

A handwritten signature in black ink that reads "Laura Tolley".

Laura Tolley is managing editor of Texas Lone Star.

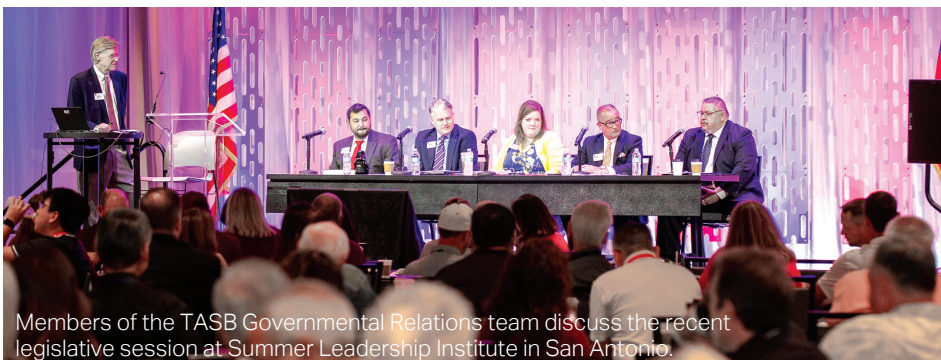


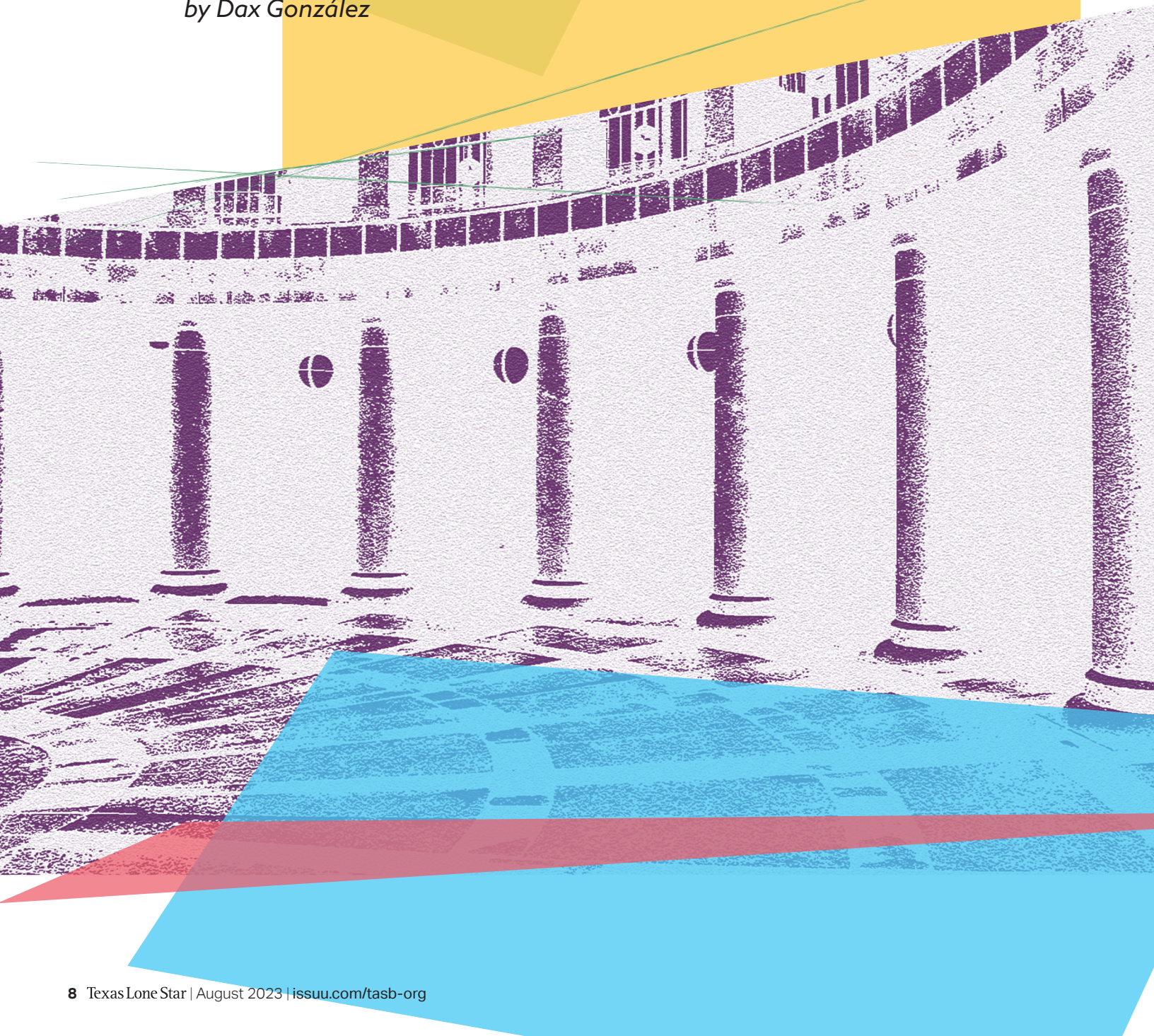
Photo by TASB Media Services

Members of the TASB Governmental Relations team discuss the recent legislative session at Summer Leadership Institute in San Antonio.

Legislative Limbo

Public ed issues left unresolved in regular session

by Dax González



Texas lawmakers started the legislative session with a record budget surplus, but disagreements over how to spend it and other conflicts left many issues unresolved, including ones affecting public education.

Legislators kept busy during the 88th session, filing more than 8,500 bills, an increase from the nearly 7,000 submitted during the last session two years ago. Bill authors worked with colleagues from across the state and across the aisle to pass more than 1,300 of those proposals, compared to a little over 1,000 the previous session. However, they failed to approve legislation on one of the most important issues coming into the session: property tax relief. Property tax relief bills were passed later, in a second special session.

Looking back



When legislators arrived in Austin in January, they had a strong economic wind at their back in the form of a \$33 billion budget surplus from the current biennium that had people using adjectives like record, unprecedented, and game changing. With that much money, what could go wrong?

Many legislative priorities seemed attainable, and chief among those was state leaders' desire to deliver property tax relief to Texans.

Initial draft budgets proposed anywhere between \$12 billion and \$15 billion for property tax relief. As the session wore on, and the focus on property taxes became more intense, lawmakers found \$17.6 billion for this purpose — \$5.3 billion would fund current school property tax revenue caps from 2019 and \$12.3 billion would be for new measures.

It was those "new measures" that derailed the tax relief train. While both chambers believed any property tax cuts should include mandatory school tax rate compression, legislators could not agree on whether to go with the Texas House's plan to lower property tax appraisal caps or the Texas Senate's plan to increase homestead exemptions. Further complicating negotiations was the House's inclusion of appraisal caps for businesses.

By the time the Memorial Day Weekend came along, the Legislature had failed to arrive at a compromise and the session ended with no deal on property tax reductions.

Gov. Greg Abbott immediately called a special session on the same day legislators adjourned for the regular session, ordering lawmakers to pass legislation on property taxes and human smuggling. The House met the very next day to pass bills on both issues, with the tax bill compressing school district tax rates by 16 cents and nothing else. The House then adjourned for the second time in about 24 hours, leaving it up to the Senate to take or leave its version of the tax relief bill.

Lt. Gov. Dan Patrick insisted the House plan didn't do enough for homeowners and reiterated the Senate's support for increasing the homestead exemption. The Senate did pass its versions of property tax relief and human smuggling bills before adjourning June 27, but the House was not around to consider those bills. Abbott called another special immediately after the Senate adjourned specifically to address property tax relief. In the second special session, lawmakers passed an \$18 billion property tax cut for property owners. But efforts to include teacher pay raises and more money for public ed failed.

With the tragic school shooting at Uvalde ISD's Robb Elementary weighing heavily on their minds, legislators made it clear that they wanted to increase the safety and security of students and staff on school campuses.

School safety



With the tragic school shooting at Uvalde ISD's Robb Elementary weighing heavily on their minds, legislators made it clear that they wanted to increase the safety and security of students and staff on school campuses in the regular session. Sen. Robert Nichols (R-Jacksonville) and Reps. Dustin Burrows (R-Lubbock) and Ken King (R-Canadian) worked throughout the session on their own bills, and then together on a compromise, House Bill 3, to improve school safety measures passed during the 2021 session.

HB 3 requires an armed security officer on each campus, mandates education service centers to serve as

resources for local schools, creates a school safety office within the Texas Education Agency, calls for audits and consequences (including conservatorship) for districts regarding school safety, and requires mental health first-

aid training for each district employee who regularly interacts with students.

Unfortunately, the mandates in the bill far outpace the funding provided by budget appropriators for the biennium. The proposed \$100-per-student school safety allotment initially in House Bill 13 shrank to just \$10 per student — a 28-cent per-student increase — and legislators created a per-campus safety allotment of \$15,000. Appropriators also set aside \$1.1 billion for TEA

to distribute school safety grants to schools that now face state conservatorship if they are unable to meet the stricter safety requirements.

Parent rights included bills addressing grievance policies in schools, access to and review of instructional materials, education savings account vouchers, the ability to hold students back a grade, and additional parental notifications regarding their children.

Parental rights



Some legislators and special interest groups tapped into the angst felt by many parents following the COVID-19 pandemic and the Uvalde school shooting to propose a broad array of bills generally categorized as parental rights bills.

These included bills addressing grievance policies in schools, access to and review of instructional materials, education savings account vouchers, the ability to hold students back a grade, and additional parental notifications regarding their children.

Sen. Brandon Creighton (R-Conroe), chair of the Senate Education Committee, filed a Parent Bill of Rights in Senate Bill 8, which included education savings account vouchers, requirements for schools to create parent portals with access to all instructional materials for a student, a prohibition on infringement of parental rights, require-

ments for parental notification of their rights with regard to public education, open transfers for any public school district in the state, and significant revisions to grievance policies regarding parent complaints. The bill moved quickly through the Senate but stalled in the House due to the inclusion of education savings account vouchers.

Creighton later amended parts of SB 8, namely the education savings accounts, to House Bill 100, which would have increased the basic allotment and teacher salaries. But both failed to pass because of the House's opposition to education savings account vouchers.

House Bill 890 by Rep. Keith Bell (R-Forney) would have required districts to resolve grievances within 120 days. If a district was not able to conclude the process by the 120th day, the district would have to immediately render a final decision in favor of the complainant. Bell was able to pass the bill out of the House, but it was significantly changed in the Senate and was not considered once it was returned to the House.





Freshman Rep. Charles Cunningham (R-Humble) filed and passed House Bill 3803, which extends previously passed legislation allowing parents to hold their children back a grade or to have their student retake a class.

Education issues probably will continue to be a topic for debate for this Legislature, as a special session on education will likely focus on vouchers and parental rights.

School finance



In what seemed like an afterthought this session, there was a school finance bill filed to address many of the issues districts have been facing since House Bill 3 passed in 2019. HB 100 by King included many thoughtful fixes and a small increase in the basic allotment that would automatically increase teacher salaries. This was largely because the bill could only direct as much funding as budget writers had set aside for public

education general funding and that had to be split between the basic allotment and the shift to enrollment-based funding for certain allotments, such as for special education, career and technology education, and bilingual education.

The bill also increased the transportation allotment and automatically adjusted school funding for inflation. The bill made its way through the House, but it was amended in the Senate to include education savings accounts — an issue the House had already voted down in various ways earlier in the session, so the bill died.

Public education advocacy



Perhaps more than in recent sessions, school board members, parents, and other public education advocates made their voices heard at the Texas Capitol. Much was made of the support vouchers seemed to have coming into the session, but legislators heard from thousands of parents, school leaders, and others when voucher legislation was being considered with many of the calls and emails opposing vouchers. We heard from several legislative offices that their constituents were reaching out to say that they did not support sending public tax dollars to private schools. This issue will certainly come up again during a special session, so it will be up to these advocates to stay vigilant.

In the end, we can expect more special sessions throughout what is generally considered the “interim.” Hopefully, legislators and state leaders can compromise on the things most important to Texans and head home to rest up for the 89th session. ★

Dax González is division director of TASB Governmental Relations.

Perhaps more than in recent sessions, school board members, parents, and other public education advocates made their voices heard at the Texas Capitol.

Strategic *Change*

Jim Hogg County ISD's
path to academic
achievement

by Mary Ann Lopez



Superintendent Susana P. Garza, district administrators, and the commencement speaker pose for a photo before graduation ceremonies begin.

Editor's note: With the start of a new school year, many Texas teams of eight will be working to improve all aspects of their districts. Amid the challenges, here's a look at how one school district's leadership team approached this difficult work. Although the path to success detailed here is unique to Jim Hogg County ISD, it's our hope that this district's story will provide both helpful encouragement and tips for moving forward.



Jim Hogg County

In 2017, when Susana P. Garza was selected to lead Jim Hogg County ISD, she was aware of the challenges she'd be facing. Garza was born and raised in Hebbronville and spent most of her life in the community, which is home to the district. And over the years, she'd worked on its three campuses. She was already acquainted with the staff, administrators, teachers, and students she'd be leading.

Not only was Garza a first-time superintendent, but the district had a host of problems to address from improving its low achievement ratings — a D when she started — and its poor financial rating, to changing its school culture and updating its facilities. And she had other hurdles: partnering with her school board to make those changes, while convincing the school community that the hard work she was about to demand would lead to positive results.

"I had to show the board what the potential was," Garza said.

A vision for the future

When the board selected Garza for the superintendency at Jim Hogg County ISD — a small, rural district about midway between Laredo and Corpus Christi and 2½ hours south of San Antonio — it wanted a leader with vision and local insight who wasn't afraid to make significant changes.

"The school board was looking to achieve a plan to reach higher accountability ratings as well as a plan for improving our financial status," said Billy Creinar, a school board member since 2016.

Belinda Molina, a board member since 2015, agreed. When the board interviewed Garza, she "knocked it out of the park," she said.

The trustees knew Garza was bringing years of classroom and district experience to the role, both Creinar and Molina said. With academic improvement top of mind at the district, which has 1,074 students, 97% who are Hispanic and 88% who are low income, the board knew Garza was invested in the district's students.

After Garza graduated from Hebbronville High School, she married and moved with her husband to Louisiana and then to Oklahoma. She balanced raising a family with completing her college education and began teaching. A job relocation brought the couple back to the area. She worked in neighboring districts and at Jim Hogg County ISD, as a school counselor and an assistant principal.

"We decided that it is always in the best interest of our school district when you have a strong and persistent 'home-grown' individual who has deep roots in our community, knows the needs, and wants to lead and develop our school district to be one of the best in Texas," Creinar said.

The district wanted to do better, Molina said.

"She hadn't been a superintendent before, but she'd been in education a long time," Molina said. "And we felt that since she knew everybody here, she would fit in and be at home and be able to listen to everybody's concerns."

Garza said she had a pulse for what was happening on the district's three campuses. She had spoken with staff members and had her own personal experience.

"I started looking at the district from the top

down," Garza explained. "If you know something is not working, I'm not going to sit by and let it keep going on. The years go by quickly. I had to look at what was best for kids."

The same day Garza took the helm, another district hire, Gina D. Garza (no relation), also a district graduate who had previously worked as an English teacher at Hebbronville High School, started her role as the new director of curriculum and instruction, a position that hadn't been filled for some time.

"We hit the ground running on the first day because we'd worked together before. We knew where some of the concerns were," Gina Garza said. "That summer [2017] was the first round of changes in accountability. The school board knew they needed to make changes."

Academically, there was a lot of room for growth, said Gina Garza, who is now the superintendent at Ricardo ISD.

Almost immediately, Susana Garza requested help from the Region 1 Education Service Center in Edinburg, sought legal assistance, reached out to peers she'd worked with at the district, and connected with the Texas Association of School Administrators, TASB, and the Texas Council of Women School Executives for additional guidance and support.

The district applied for a 21st Century Grant, which helped pay for tutoring and student enrichment and a Project Rise grant, which provided additional compensation for teachers. The district also applied for and received a Gear Up grant through ESC Region 1, and a Texas Education Agency Technology Lending Grant. These funding sources allowed the district to update its technology and provide critical tools for students, especially when COVID-19 forced school closures.

"Change is the only constant" became a battle cry for Garza and her team as they began working with teachers to turn things around.



Susana P. Garza, superintendent of Jim Hogg County ISD.

Photos courtesy of Jim Hogg County ISD.

Jim Hogg County ISD Superintendent Susana P. Garza poses with a group of students who were part of the district's strategic planning committee.





Jim Hogg County ISD Certified Nursing Assistant students who were summer interns decorate a bulletin board at the nursing home where they worked.



A Hebbronville High School welding student participates in a summer intern program at Jim Hogg County ISD.



From left: Jim Hogg County ISD trustees Tanya Ramirez, Eddie Peña, Pedro Lopez Jr., Eliseo "Billy" Cremar, Belinda Molina, Elias Morales, and Ademar Garza, board president; and Susana P. Garza, district superintendent.

It's personnel, not personal

She continued meeting with her campus leaders and her cabinet, reviewing the data and planning a curriculum and instruction strategy that would lead to academic achievement.

"We sat down and looked at the numbers and the staff almost like a football draft," she said. "I had to make decisions based on what I knew to be true and run it by them [campus leaders]. It was coming from the lens of doing what is best for the district and students."

Some teachers and support staff were moved to new grade levels or different campuses. Some teachers who weren't performing well were put on improvement plans. And others, who didn't want to comply with the changes, made the decision to leave. The changes led to challenging conversations, she said.

Susana Garza understood it was her teachers who would have the biggest impact on student performance. The process was strategic and not personal, she said. Being from a small town and implementing so many changes, where not many had been made over the years, was challenging for some folks at the district and in the community. She knew she had to shake things up to make gains. And the board agreed.

The board and Susana Garza made a point of collaborating through the process, making intentional changes, and measuring outcomes over the years, Cremar explained.

"Holding our teachers accountable for their jobs has helped tremendously, while at the same time compensating them for their great deeds," Cremar said. "Together, we have been able to support her on setting tough goals for the district, measuring the results, and developing a platform to be able to sustain those results."

Strategic change

While changes were happening on campuses and in classrooms, decisions were made to be more intentional with course scheduling, paring back offerings with low demand, and focusing on classes that would have more impact for students. At the high school, focus was put on courses, such as business and law classes, which provided industry-based certificates. And the district added welding and certified nursing assistant programs that also allowed students to earn certificates.

Being strategic with professional development and staffing placements, while also reviewing the data and evaluating instructional materials, was hard work but necessary to put the district on a different academic trajectory. All the while, the lines of communication between the board and Susana Garza remained open.

Early in her tenure, the board had to learn to trust in her leadership, using data to monitor results, Cremar said. Over time, the team of eight evaluated the results and made adjustments, developing a close-knit relationship through the process.

"We talk to her, but we pretty much let her run the show. We let her do what she needs to do," Molina said. "She's very transparent. Whatever the challenge is or whatever the problem is, we work together because we want to do what is best for kids."

To make infrastructure improvements on its campuses, the district pushed for a \$6 million bond, which was narrowly approved in November 2018. The funds allowed the district to address technology needs, build a new career and technical education building, and replace its three sports fields.

Susana Garza instituted team building events for staff. And with the district's battle cry of "Team Longhorns Up for

the Challenge,” Jim Hogg County ISD seemed to be headed in the right direction. The district’s accountability ratings were rising, earning a B in 2018-19.

“Once people started to see the success, there was much more buy in and more and more people got on board,” Gina Garza said. “Success breeds success.”

A bump in the road

By 2019-20, the district had earned a B+ accountability rating and was aiming for an A.

“We left campus in March 2020 and then started the COVID journey like everyone else,” Susana Garza said. TEA paused accountability ratings during the 2020-21 school year because of COVID-19.

A looming financial crisis threatened the district’s progress. The district’s 2020 audit revealed it had an F rating. Susana Garza had to look for ways to cut \$1.5 million from the budget and improve the district’s financial outlook. In May 2020, the district planned to initiate a reduction in force, but 26 employees stepped forward and took one-time payouts of \$2,500 for auxiliary staff and \$5,000 for professional personnel.

“When we planned to do the RIF and had 26 employees resign, that was hard because I know them,” she said. “I told them, ‘This is where we are and what we have to do.’”

Along with staff reductions, the district searched for ways to cut costs and free up funds. It was able to achieve \$1.3 million in savings when it refinanced its bonds, left a vacant cabinet position unfilled, sold and auctioned old classroom items that had been in storage, and began participating in the Lone Star Investment Pool, among other actions.

“We could see the changes coming because we could see our fund balance growing, so we knew she was doing the right thing,” Molina said. “She was trying to get us back where we needed to be.”

Back on track

To get the guidance the district needed to improve its financial rating, she brought in a new auditing firm. In 2022, Jim Hogg County ISD had made enough improvements to earn a B.

When TEA released its 2021-22 accountability ratings, the district received an A rating. Susana Garza is hopeful that the district will receive an A rating in 2022-23, and she expects the district’s financial rating will also earn an A this year.

“Once that happened, I can’t even put it into words how the board felt,” Molina said. “We were just so excited, overwhelmed, and proud of our superintendent and staff. They worked so hard to do what needed to happen to do the best for our kids. We were so proud of our district.”

Throughout the turnaround process, Garza maintained open communication with the board, making sure they were informed and providing details whenever needed, Cremer said.

The two items Cremer said he was most proud of were that the district was able to improve its accountability rating, “making an A,” and its financial status.

“I am also proud to see that our school district continues to look for ways of helping our less fortunate students to be able to take welding, nursing, etc., to prepare them for life’s journey,” he said.★

Mary Ann Lopez is a staff writer for Texas Lone Star.

Best practices for a successful district turnaround

Susana P. Garza, superintendent of Jim Hogg County ISD, said

that making a turnaround isn’t easy, but it is possible with a lot of planning, hard work, leading by example, securing team buy in, and ongoing collaboration and communication with the district’s board of trustees. The key is to be strategic about the actions a district takes. Here are five areas to consider when implementing change:

1. Get back to basics with curriculum and instruction:

- Take a deep dive into the data to find areas of improvement and review curriculum to make sure it’s in alignment.
- Use grant funding to provide students with tutoring and enrichment.
- Provide professional development opportunities to help teachers grow.

2. Seek out free or low-cost resources:

- Reach out to local education service centers for support and for grant funding.
- Use resources from professional organizations, such as TASB or TASA.
- Brainstorm with district staff and seek support and thought partnerships with other professional connections.

3. Take control of your finances:

- Even if you have a chief financial officer, be sure to have a good grasp of the district’s budget.
- Use data to tell the story of where the money is going in all areas of the district, from transportation to security, staffing to athletics.
- Consider hiring a new auditing firm, particularly if the district needs to increase its financial rating and isn’t getting helpful feedback.
- Hire a grant writer who can secure funding to support academic programming, such as tutoring or extended day scheduling.
- Maximize revenue sources and be intentional with how the funds are spent.

4. Maintain open communication:

- Build a collaborative working relationship with your board.
- Be transparent with staff, the board, and the community.
- Celebrate wins with the campus staff, school board, and community.

5. Embrace change:

- Do a top-down evaluation of everything from teacher assignments to course offerings, budget to campus culture. Find areas of growth.
- Be strategic about teacher and support personnel placements. A change in cohort or campus can help struggling personnel improve and thrive.
- Find opportunities to build campus culture and community that encourage and support district personnel.

The Kids Are Coming!

by Laura
Tolley

Texas districts manage
enrollment *shifts*

Even before the official school year begins, Chapel Hill ISD welcomes students and families back to the district by hosting an expo at the high school.

Held the first Saturday in August, the event features games, booths, food trucks, and other fun activities for kids. School leaders and staff members discuss the district's programs and resources with parents. Children can get registered for classes. The district's nutritionist offers food samples as a preview of what's on the menu. Staff from the cosmetology school give back-to-school haircuts and the agriculture program hosts a small petting zoo.

"The expo offers something for everyone, really," said Chapel Hill ISD





Superintendent Lamond Dean. “It’s a pretty neat way to kick off the beginning of the school year.”

The school district, located in Smith County near Tyler, has about 3,300 students. That’s down from a pre-COVID 19 pandemic enrollment of about 3,500. “We’ve seen a decline due to a number of factors,” said Dean, adding that he does expect enrollment to level off and edge upwards in the coming years. With the Tyler area continuing to attract new residents and businesses, growth seems inevitable.

Chapel Hill ISD is one of many Texas school districts experiencing enrollment shifts due to fallout from the COVID-19 pandemic as well as some families seeking different educational options for their kids. Another factor affecting enrollment for Chapel Hill ISD is the area’s high mobility rate — people moving out, new residents moving in.

As Texas continues to be one of the fastest-growing states in the nation, a number of school districts also are experiencing their own enrollment spikes. Meanwhile, other districts have had enrollment rates decline or level off in recent years.

Understanding and monitoring student enrollment is critical for school leaders because state funding for Texas school districts is based on a school’s average daily attendance. School district officials also need this information as they evaluate staffing, and program and facility needs — both in the near term and for long-range planning.

Looking ahead

At a Texas Senate Finance Committee meeting earlier this year, Texas Education Agency Commissioner Mike Morath said the public schools’ enrollment rates rose dramatically during the past 10-15 years, with the overall increase totaling about 70,000 new students a year. But the 2011 recession has had a continuing negative impact on birth rates in Texas, and the pandemic prompted a number of parents to

home-school their children instead of sending them to public schools.

Overall, Texas is expected to have a population of more than 44 million by 2060, according to projections by the Texas Demographic Center, compared with the current population of about 30 million. The majority of Texas’ projected population growth is concentrated in and around urban cores throughout the state, said Helen You, the center’s associate director and lead scientist for its Population Estimates and Projections Program.

Additionally, the Permian Basin region in West Texas, known for its oil and natural gas productions, is expected to undergo rapid growth. Many other rural counties, however, are anticipated to experience population declines. The projections also indicate a slower growth rate than previously projected, with a decline in birth rates and a slowdown in domestic migration noted as contributing factors.

TEA expects state enrollment, which was about 5.4 million students in the 2021-22 school year, to be on the decline until at least 2025.

Planning for future needs

But even if a district isn’t experiencing growth now, it is important for districts’ planning efforts to consistently assess projected enrollment, said Grady Slaydon, a regional manager with TASB Facility Services, which helps districts with facility assessments and planning.

“We talk to districts a lot about demographic data,” he said. “It can be very challenging to deal with growth.”

TASB Facility Services can conduct thorough assessments of a district’s facilities, its capacity to meet growth needs, and its educational needs, such as a new science lab or arts facility. Slaydon said these plans can be organized to give flexibility to districts on how to meet their needs.

“We offer a facility assessment program — a three-year agreement that

involves a one-year assessment and the updates in the next two years,” he said. The program includes a web-based, easy-to-use, understandable dashboard containing the report’s information.

The planning process generally involves input from the district leadership and staff, the community, and students. It should include financial capacity, demographic information, and educational needs in addition to current facility needs, he said.

“This [planning] can be done in absence of a pending bond issue,” Slaydon noted. But if a district is considering a bond proposal, he recommends that a district begin the assessment process a year or more in advance to complete the plan and provide the school board with enough time to review it and suggest possible changes.

“It’s a lot to digest. It’s a mountain of information,” Slaydon said.

Chapel Hill ISD’s plan

Chapel Hill ISD is one district that underwent the TASB assessment process. Earlier this year, voters in that district approved a \$113 million bond for safety and learning/education improvements in the district, including a new junior high school, a new CTE facility, classroom additions at two elementary schools, and a new multi-use facility and new operations facility — priorities determined by the assessment.

Dean said TASB helped the district create a facilities improvement committee consisting of 50 members from the community and the district staff. One bond proposal on the improvements actually failed earlier but another passed in this year’s May election. Dean credits voter approval in part to an improved communications effort.

“We believe that the district’s facilities represent the commitment that the community has to its children,” he said.

Not so fast (growth)

Many school districts continue to grapple with growth and others are working to recover their enrollment.

Klein ISD, north of Houston, announced this year that it had fully recovered the student enrollment losses experienced during the pandemic and was continuing to grow. The district's enrollment was 53,463 in the 2018-19 school year and topped 54,013 for the 2022-23 school year.

The enrollment rebound was credited in part to increased outreach efforts to families and efforts to provide a safe, supportive learning environment for kids.

Klein ISD Superintendent Jenny McGown said in announcing the news that the district has invested heavily in academic programs, career and technical education, and dual credit opportunities. Klein ISD schools also have strong athletic programs and an award-winning fine arts program.

Dean also believes that the great value offered by Chapel Hill ISD will continue to attract students and their families to the district. "There is no substitute for the public school setting," he said.

Still growing

As the Texas Demographic Center noted, the state's projected population growth tends to be concentrated in and around urban zones. A number of districts in these areas are experiencing corresponding growth.

Wylie ISD, located in Collin County about 30 miles northeast of Dallas, added more than 5,000 students between 2012 and 2022. This past year's enrollment exceeded 18,900, and the district is anticipating additional growth during the next decade. Enrollment is expected to reach 21,900 by the 2031-32 school year.

Long-range planning for the next five years is underway at Wylie ISD, with the district convening a Master Facilities Planning Committee at the beginning of the year. Wylie ISD also has conducted a facility conditions assessment and developed a plan for outdated furniture.

School leaders also work on ways to welcome new students and their families. Wylie ISD's Community Relations team

"There is no substitute for the public school setting."

— *Lamond Dean, Chapel Hill ISD superintendent*

and the Wylie ISD Education Foundation are planning to host a "welcome night" in early fall to introduce new families to the district and connect them with other families, said April Cunningham, executive director of communications.

"We want our new families to feel like a part of the Wylie family. Starting at a new school or district can be daunting, but by fostering connections with other families, new parents and students can feel welcomed, supported, and integrated into their new environment," Cunningham said. "Welcome nights and similar events help cultivate a supportive network, enhance the school experience, and contribute to the overall success and happiness of all families."

Central Texas also continues to experience considerable growth in many cities and towns — and numerous school districts.

During a 10-year period ending in 2022, Lockhart ISD's enrollment climbed 30.1%, with the district adding 1,497 students. The once-quiet town known for great barbecue continues to attract Austinites fleeing exorbitant home prices and the other hazards of living in a booming city.

Lockhart ISD Superintendent Mark Estrada said that the district had projected a 2.4% growth rate for 2022-23, but the actual rate ended up being more than 5% growth by the end of the school year. Lockhart High School surpassed 100% capacity last year and will reach 115% of capacity by next year.

The district's projected growth rate for the next five years is expected to range between 2.1% and 3.8% annually. Last fall, voters did approve a \$71 million

bond proposal to buy land and build a new elementary school as well as add a new wing at the high school to support 500 more students.

The district continues to plan for continued growth. Earlier this year, Lockhart ISD conducted a collaborative visioning process to plan for the next five years. The committee, consisting of more than 70 members, created seven priorities to address the projected growth: recruitment and retention, innovative student opportunities, strategic growth and planning, academics and instruction, leadership culture, student support and intervention, and parent and community engagement.

"One of the key aspects of leading such a district like Lockhart ISD is the ability to adapt to the evolving needs of the students and the community," Estrada said. Leading a district that is experiencing consistent growth calls for effective planning and resource management, he said.

"As student populations increase, we must anticipate the infrastructure, staffing, and instructional needs that arise from this growth. We should proactively seek innovative ways to meet these challenges, such as leveraging technology, expanding facilities, or establishing partnerships with external organizations," Estrada said.

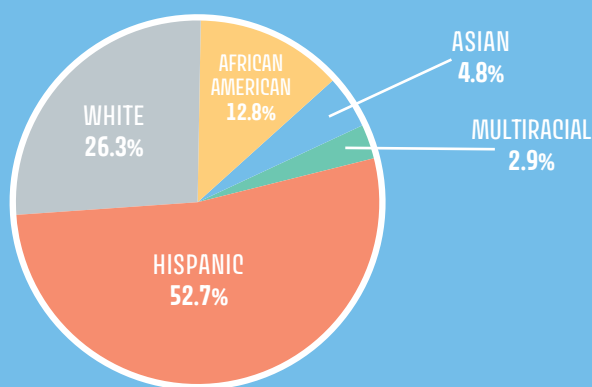
Effectively handling enrollment growth "demands a commitment to continuous improvement, adaptability, and staying informed about emerging educational practices and research," Estrada said. "By fostering an environment that encourages innovation, supporting the needs of all students, and promoting a culture of learning, leaders can ensure that the district is well-positioned to meet the challenges and opportunities of a rapidly changing educational landscape."★

Laura Tolley is managing editor of Texas Lone Star.

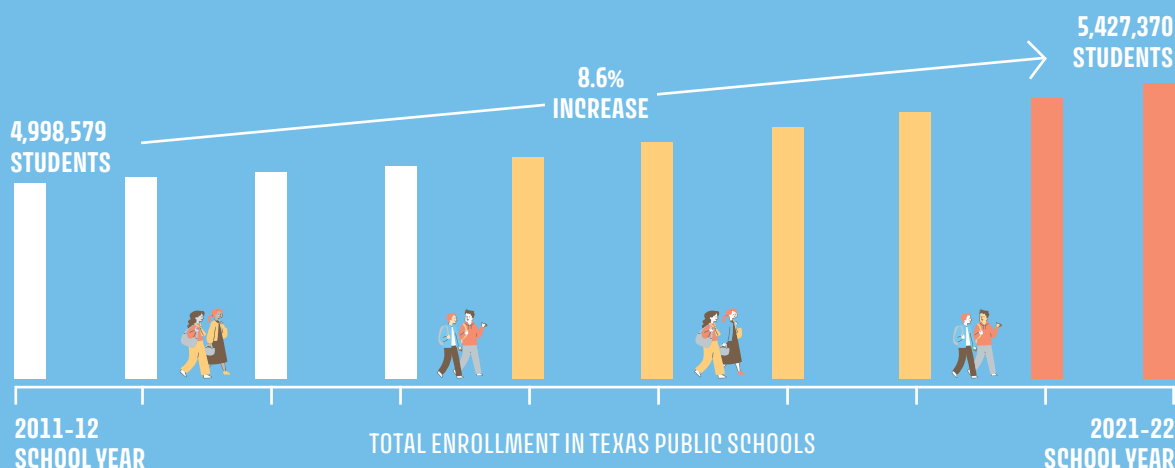
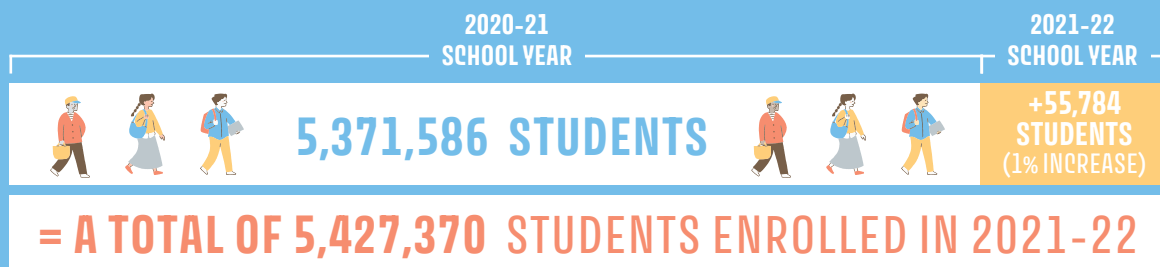
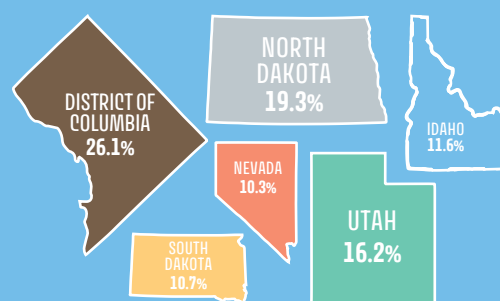
Texas Public School Enrollment by the Numbers

According to the **Texas Education Agency**, there were about **5.4 million students** in Texas public schools in the **2021-22 school year**. TEA also reported that:

ENROLLMENT INCREASED FOR ALL FIVE OF THE LARGEST RACIAL/ETHNIC GROUPS



TEXAS' INCREASE OF 8.9% BETWEEN 2010-20 WAS 7TH HIGHEST BEHIND:



Legislative Matters

New laws to understand for 2023-24

by TASB Legal Services

The 88th Texas Legislature recently passed several new laws impacting Texas public schools and school officials. Following is information about a handful of laws to keep on your radar as the new school year begins.

Curriculum and instruction

Senate Bill 2124 requires school districts to develop, as soon as practicable, an advanced mathematics program in middle school that is designed to enable students to take algebra I in eighth grade. A student who performs in the top 40% on the fifth-grade mathematics STAAR, or a local measure, must be automatically enrolled in advanced math in sixth grade unless the student's parent opts otherwise. Effective immediately, SB 2124 is aimed at increasing the number of students who complete advanced math in high school.

Also, effective immediately, **House Bill 3803** reinstates certain provisions that were passed in 2021 to make up for learning loss during the COVID-19 pandemic. Under the new law, parents may elect for their students to repeat a grade up to eighth grade. A parent may also elect for a student to repeat any course for high school credit in which the student was enrolled during the previous year, unless the district determines the student has met all requirements for graduation.

House Bill 900 creates a new state-wide process and standards for approval of school library materials, including material available in school and classroom libraries and online catalogs. Most of the new law's provisions apply to vendors and state agencies, but districts can expect to receive guidance on their role in the months to come. Among other changes,

HB 900 requires vendors to rate library materials no later than April 1, 2024. Once vendors provide the ratings, districts must prohibit students from checking out or using sexually relevant material (i.e., material depicting sexual conduct) without written parental consent. This provision is effective in the 2023-24 school year.

Students

Known as the Creating a Respectful and Open World for Natural Hair, or CROWN Act, **House Bill 567** prohibits racial discrimination in a dress or grooming code, including in any extracurricular activity, on the basis of textured hair or a protective hairstyle. Protective hairstyles include, but are not limited to, braids, locks, and twists. This law also applies in the employment context and goes into effect Sept. 1.

Effective immediately, **House Bill 1212** prohibits districts from requiring a student to provide documentation from a member of the clergy to justify an excused absence for a religious holy day. A note from the student's parent will suffice.

Extracurriculars

Beginning in the 2023-24 school year, **House Bill 2484** requires districts to prohibit a spectator of an extracurricular athletic activity or competition, including a parent of a student participant, from attending any future activity or competition for a period of one to five years if the spectator causes bodily injury to a person serving as referee, judge, or other official in retaliation for the person's actions taken in performing their duties. Under certain circumstances, HB 2484 also requires a school holding an extracurricular athletic activity or UIL athletic competition to provide an administrator, peace officer, or security personnel to ensure the safety of a referee, judge, or other official while on school property.

House Bill 699 requires UIL to apply the same formula for league classification regardless of whether a district allows non-enrolled (i.e., homeschooled) students to participate in UIL activities. This bill is effective in 2023-24. In addition, **House Bill 3708** creates an annual allotment of \$1,500 per activity for each non-enrolled student who participates in UIL activities in a district that allows such participation.



Personnel matters

Transportation directors will be glad to know about **House Bill 1789** which provides that the Texas Government Code's nepotism prohibition does not apply to school districts hiring bus drivers, as long as the board of trustees approves the hiring. This exception goes into effect Sept. 1.

Beginning in 2023-24, **Senate Bill 763** allows school districts to employ chaplains or accept chaplains as volunteers for providing students support, services, and programs assigned by the board. The bill requires every school board to take a record vote by March 1, 2024, on whether to adopt a policy authorizing chaplains as employees or volunteers.

School safety

House Bill 3 makes numerous changes to school safety laws, including requiring districts to assign armed personnel at every campus. Each school board shall determine the appropriate number of armed security officers for each district campus. But unless the board claims a good cause exception due

to lack of funding or qualified personnel, the board must ensure at least one armed security officer — specifically, a commissioned peace officer — is present during regular school hours at each campus. If the board claims an exception, the board must provide an alternative plan that may include reliance on a school marshal or an employee or contracted individual who has completed the handgun safety course required for handgun license holders and is authorized to carry a firearm by the district (often called a “guardian”). These requirements go into effect with the 2023-24 school year.

HB 3 also requires each district employee who has regular contact with students to undergo mental health first-aid training. Compliance dates for this provision are staggered, with all employees needing to be trained by 2028-29.

Beginning in 2023-24, **House Bill 473** requires a campus' threat-assessment and safe-and-supportive school team to notify a parent before conducting a threat assessment. The team must give the parent an opportunity to participate in the assessment either in person or remotely and

to submit information about the student. After the threat assessment, the team must provide the parent with its findings and conclusions about the student.

This column gives a brief explanation of some of the laws passed in 2023 and the complex legal issues that they raise. Contact TASB Legal Services for more information about new school laws in the new school year. TASB Legal Services can be found by going to tasb.org, clicking on the Services tab, and finding the Legal tab.★

This article is provided for educational purposes and contains information to facilitate a general understanding of the law. References to judicial or other official proceedings are intended to be a fair and impartial account of public records, which may contain allegations that are not true. This publication is not an exhaustive treatment of the law, nor is it intended to substitute for the advice of an attorney. Consult your own attorney to apply these legal principles to specific fact situations.



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Delegate Assembly

Make your voices heard by attending TASB meeting

by Denise Schulz

Next month's Delegate Assembly is an opportunity for every school board in Texas to have a voice in the overall direction of TASB and its advocacy work.

For decades, trustees have amplified their voices by working together on key priorities for Texas public education at Delegate Assembly — TASB's official membership meeting where every member has a vote in the direction of the organization.

And while the 88th Texas Legislature closed out the regular session in May, lawmakers' work is far from over. Two special sessions have ended, and more are likely, meaning that Texas school board members are still hard at work advocating for their students, communities, and public schools across the state.

"TASB is an association of many voices, and each one is an important piece of our work," said Debbie Gillespie, TASB president. "TASB depends on all school boards being actively involved in decisions on how the Association will tackle the advocacy issues facing Texas public schools."

The 2023 TASB Delegate Assembly will be held Sept. 30 during the TASA | TASB Convention in Dallas. As Active Members, each local school board and regional education service center board has the exclusive right to appoint a delegate who will speak and vote for their board.

"The first feeling I had when participating in Delegate Assembly was impressed," said Mia Price, Denton ISD board president. "In my district, trustees fight over the opportunity to be our delegate."

During the Assembly, delegates discuss and vote on a variety of action items — from electing TASB directors and officers to approving the education issues

included in the TASB Advocacy Agenda.

"In that room of board members from around the state, you get to see the bigger picture," Price said. "When you're part of the decision making there, you feel like you're truly representing your district."

Naming a delegate

For local boards, the process to name a delegate begins at a regular board meeting with an agenda item to appoint a delegate and alternate to attend the Delegate Assembly. Then, the board should discuss who would be the best fit for these roles.

"All trustees have the key quality — a passion for our public schools," said Gillespie. "From there, you want to consider who has the knowledge about the challenges and concerns in your schools and community and would be best equipped to speak and act with those priorities in mind."

Once the board takes action to name its representatives, the superintendent or administrative assistant can proceed with registering the chosen delegate and alternate. Directions are posted at delegate.tasb.org.

What to expect as a delegate

The *Delegate Handbook* and Nominations Committee Report are posted in early September. Registered delegates and alternates will receive an email with a link to the resources, including the action items under consideration.

"The most important thing is to prepare by reviewing the materials and discussing the action items with your board," said Tommy Bishop, Midland ISD board member.

On the day of the Assembly, del-



egates and alternates will first attend their regional caucus meeting. This is a working lunch where colleagues from the same region get together and discuss the action items, including any concerns and proposed amendments. It's also a chance to ask questions of TASB directors, staff, and other trustees.

"I really enjoy the caucuses," said Price. "That's the important part to me. I value networking with the other districts in my area. That's where you get to discuss your priorities and get a feel for how legislation impacts not only your own district, but also your neighbors'. And lunch is provided!"

At 1:45 p.m., all delegates and alternates head to the assembly hall.

"The floor is divided by region, so you're sitting with the people you just got to know in the caucus meeting, as well as your TASB directors," said Bishop.

The Assembly kicks off at 2 p.m. Only one representative from each school board is allowed on the floor; however, guest seating is provided at the back of the room so delegates and alternates can trade off time on the floor. Bishop said being a delegate can sound intimidating, but it is really a fun and fulfilling role.

"This is when it really gets interesting," said Bishop. "You will get to hear speeches from candidates for director positions and vote on the directors and



Photos by TASB Media Services

officers. You will hear reports on TASB's work for members over the last year. Then, we tackle the Advocacy Agenda. This works kind of like the Legislature. There will be questions, discussion, and motions. It's truly a fascinating process. As a representative for your board and all public schools, you feel heard. It can be very educational even for the most seasoned board member."

Many voices, one message

Price says the real benefit of Delegate Assembly is the power of a unified message.

"Many voices speaking as one has always been the best way to get your message out, whether communicating with legislators or your community," said Price. "It's more powerful and more meaningful."

Gillespie offers this advice: "Don't be afraid to ask questions. There are hundreds of trustees just like you in the room, and we all have the same mission. The most important thing is that this is your Association, and you have a voice."

For more information on Delegate Assembly, visit delegate.tasb.org. ★

Denise Schulz is a staff writer for Texas Lone Star.

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Artificial Intelligence

Tools can help save time, deepen learning

by Lori Gracey



Photo courtesy of TCEA

Lori Gracey, executive director of the Texas Computer Education Association

There is a lot of discussion, and controversy, these days about artificial intelligence, a field of computer science that focuses on creating machines or software that can perform tasks that typically require human intelligence, including problem-solving and learning. But if used correctly, AI can help educators save time and promote deeper learning.

The primary goal of AI is to develop systems that can autonomously adapt and improve in performance over time, without human intervention.

For school administrators, AI can be thought of as a tool to enhance various aspects of education. It can assist in automating administrative tasks like scheduling and processing paperwork, provide personalized learning experiences for students, analyze student performance, and even help teachers develop better lesson plans and resources.

No one in education has extra time these days. The good news is that AI tools can easily give us back time that could be spent on more meaningful tasks. Here are some resources to consider trying:

Elicit

Trying to do some research? Take a look at Elicit, a free AI research assistant found at [elicit.org](https://www.elicit.org). Ask it a research question and Elicit will find answers (and cite the sources) from 175 million papers.

GPTGO

Another excellent tool is GPTGO, which can be found at [gptgo.ai](https://www.gptgo.ai). This free resource combines Google search results and answers with the free ChatGPT. To see its real power, try this search: What is the best instructional strategy to use with

ESL students? You will not see any sponsored posts returned or ads. Additionally, it looks at the top responses and summarizes them for you on the right-hand side of the screen.

ChatGPT

The tool that has most people talking right now is ChatGPT, a natural language processing tool driven by AI technology that allows you to have human-like conversations through prompts you type in. The language model can answer questions and assist you with tasks like composing emails, writing essays, and debugging code. Version 3.5 is completely free. Find it at chat.openai.com.

Conker

Need a quick formative or summative assessment? Use Conker to make fast quizzes that can be differentiated by question type, grade level, and more. Also, it can create reading comprehension questions. And it's free. Teacher registration is required. Find it at conker.ai.

Parlay Genie

Educators seeking a way to better engage with and differentiate for students should look at Parlay Genie, an AI-powered discussion prompt generator. It offers a free version that contains everything you would need and includes Google Classroom Integration, Google Sign On, and Microsoft Sign On. Find it at new.parlayideas.com. Teacher registration is required.

MathGrader and EnglishGrader

AI tools to help teachers with assessing learning are just now being developed but have a lot of promise. MathGrader

and EnglishGrader are examples of digital assistants that help teachers grade homework automatically. The teacher sets the rubric and grading requirements and can add comments. Both tools are in beta but should be released soon. Teacher registration is required.

Curipod

Finally, consider Curipod. This tool uses AI to create interactive lessons filled with creativity, reflection, and critical thinking using polls, word cloud creation, open questions, drawings, and Q&As to capture student voices. Teacher registration is required. The free plan offers five private Curipods with unlimited participants. Find it at curipod.com.

Deciding when to use AI

What must drive the adoption of specific AI tools in the classroom is a frank and open discussion with educational leaders about their purpose, possible dangers, and the professional learning that must occur for teachers and students before implementation.

Most importantly, school administrators must understand that AI is a tool to supplement human efforts rather than replace them.★

Lori Gracey, CAE, is executive director of the Texas Computer Education Association and is responsible for training technology directors, administrators, curriculum supervisors, librarians, and teachers across the country. Gracey has 28 years of experience in education, with 22 years as a curriculum and technology director. Learn more about TCEA at tcea.org.

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Legal Services

Leadership TASB

School board members graduate as Master Trustees

by Mary Ann Lopez

LEADERSHIP TASB

Editor's note: Leadership TASB is a unique board development program designed to take experienced board members to a new level of service and leadership by introducing them to a variety of issues, people, activities, and locations.

Two dozen school board members from across Texas earned the distinction of becoming Master Trustees when they graduated June 23 in a special Leadership TASB ceremony in Fort Worth.

The event, hosted by the 2022-23 LTASB Alumni Executive Board, also served as a celebration of LTASB's 30th anniversary and was a chance to acknowledge how the program continues to be a pillar of support for those in school governance, including the more than 900 alumni.

"For 30 years, LTASB has served as a standout learning experience for trustees who wanted to gain the tools and training to continue to serve their schools and communities as governance leaders," said Robert Long III, division director of Board Development Services. "We are excited to honor these dedicated trustees and to celebrate them for their continued support of their school districts and for their efforts to ensure that every child has an outstanding education."

The evening, filled with music and a celebratory energy, was an opportunity to recognize the trustees, who for the last year explored challenges in education and best practices in governance, while they also considered how they might expand their leadership in their districts. The

culmination of their work was shared in group presentations during TASB's Summer Leadership Institute, which was also held in Fort Worth.

During the ceremony at the AC Hotel Fort Worth Downtown, Kay Douglas, LTASB program manager and TASB Board Development Services consultant, shared the journey the trustees went on as they considered some of the challenges and opportunities in education today.

Trustees experienced one-of-a-kind programs, including the group's trip to Huntsville, where trustees visited the Windham School District's Jim Fergu-

son Unit of the Texas Department of Criminal Justice. The Windham School District operates 89 sites throughout the state, providing educational programs to incarcerated students. The district, which is funded by the Texas Education Agency, seeks to provide students with the academic and career training they will need upon release, thereby reducing recidivism rates. The visit to the correctional facility included a meal prepared by students in the culinary arts program.

Douglas reflected on the trustees' efforts over the year, sharing that they proposed two bills that were filed during the legislative session. One bill was related to certification requirements for teachers who were certified out of state and seeking to teach in Texas. The other was to give districts the option to not hold elections on campus for safety reasons. Neither passed during the regular session, she said.

"It was heartwarming to see how current events changed what they did. They got very engaged," Douglas said. "They went the extra mile, overcoming all manner of obstacles and worked hard individually and collectively."

Each year a cohort made up of experienced board members is selected to participate in the program based on their



Philip Henderson Sr., a Wharton ISD trustee, accepts his framed LTASB Master Trustee certificate. Every LTASB graduate received a certificate in recognition of successfully completing the yearlong program.

Photos by TASB Media Services



Kay Douglas, LTASB's program manager, and Nicole Green, a TASB senior planner, hold a quilt made by LTASB class members and pose with them at the group's graduation ceremony.

demonstrated leadership in their local district and communities, and for their representation of the diversity of Texas school districts. Those selected commit to the traditionally yearlong program, which consists of five sessions, typically held Thursday, Friday, and a half day on Saturday.

This year's class visited locations from Austin and the Texas School for the Deaf to El Paso, where participants toured schools in San Elizario and Ysleta ISDs, visited area museums, and the Mexican consulate. And this year's class members included trustees who represented districts from West Texas to the Gulf Coast and ranging in size from 229 enrolled students to a district with more than 66,000 students.

"This is more than a graduation," Angie Trejo, president of the LTASB Alumni Executive Board, said during the ceremony. "We think of it as much more. We celebrate it as something that has ended, but for these graduates, this is the start of something new."

Before she applied to LTASB, Gloria Gonzales-Dholakia of Leander ISD spoke



On far left, René Archambault, a Frisco ISD trustee, and other members of the Leadership TASB Class of 2023 present Kay Douglas, LTASB's program manager, with a quilt during the graduation program.

to alumni to get their thoughts on the program. She was told that trustees who came from different districts, locations, and backgrounds would come together to build a cohort with strong bonds. But she wasn't initially convinced.

"I thought, I'm just going to a conference," Gonzales-Dholakia said. "But you really create your own cohort of sharing and learning. There is a deep, rich connection you form with other trustees."

Philip Henderson Sr. of Wharton ISD agreed saying, "I'll take away the lifelong

friendships with board members from across the state."

"At the start, I thought it would be instructional," Henderson said. "But it turned out to be an opportunity to learn how districts were approaching problems."

During the graduation program, the Class of 2023 surprised Douglas, presenting her with a handstitched quilt of the state of Texas, which included a point on the map for every community represented by the cohort.

René Archambault of Frisco ISD said it was particularly impactful at this moment in public education to be among other leaders in Texas working to ensure that public education is fully funded, adding that LTASB allowed the trustees to collaborate and innovate.

“You have leaders coming together and talking and brainstorming,” she said. “No other organization outside of TASB does that.” ★

Mary Ann Lopez is a staff writer for Texas Lone Star.



Photos by TASB Media Services

Belinda Reininger, a Harlingen CISD trustee, far left, and Derik Moore, a Grandview ISD trustee, far right, celebrate their LTASB graduation with guests.



TASB Board President Debbie Gillespie and Mary Jane Hetrick, secretary-treasurer of the TASB Board and a Dripping Springs ISD trustee, attended the Leadership TASB graduation ceremony.

Leadership TASB Class of 2023

René Archambault, Frisco ISD
 Robin Bachert, Burkburnett ISD
 William “Randy” Bates Jr., Aldine ISD
 Florinda Bernal, Southwest ISD
 Adam Duey, Henderson ISD
 Amy English, Hutto ISD
 Gloria Gonzales-Dholakia, Leander ISD
 Cassandra Hatfield, Carrollton-Farmers Branch ISD
 Philip Henderson Sr., Wharton ISD
 Elizabeth King, Trinity ISD
 Creg Mixon, New Caney ISD
 Polly Montgomery, Allen ISD
 Derik Moore, Grandview ISD
 Brenda Nagelhout-Olivarez, Southside ISD
 Megan Parsons, Liberty Hill ISD
 Raymond Patterson, White Settlement ISD
 Ralph Ramon, Snyder ISD
 Belinda Reininger, Harlingen CISD
 Niki Rhodes, Friendswood ISD
 Jamie Rios, Runge ISD
 Jennifer Roach, Crosby ISD
 James Spradley, Eanes ISD
 Christopher Stanley, Ector County ISD
 Dee Anne Thomson, La Porte ISD



Gloria Gonzales-Dholakia, a Leander ISD trustee, second from right, celebrates her LTASB graduation with some of her fellow board members.



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Summer Leadership Institute

Conference offers inspiration and learning

by Beth Griesmer

Decked out in their district apparel, board members from all over the state gathered in San Antonio and Fort Worth in June to attend innovative sessions and network with fellow district leaders at Summer Leadership Institute.

"I loved to see the engagement from our members in the sessions," said Tiffany Dunne-Oldfield, deputy executive director of TASB. "It was exciting to see so many districts that were able to send their whole team to SLI and have the valuable opportunity to learn and plan together."

As TASB's flagship training conference, SLI offered more than 75 breakout sessions at each location and covered five different learning tracks: vision and goals, systems and processes, progress and accountability, advocacy and engagement, and synergy and teamwork. Sessions were designed for all levels of school board experience, with extended sessions for newly elected trustees and board officers.

The newest member of the Ysleta ISD board, Mike Dwyer, appreciated the information he received from the special session for new trustees. "My whole career was in the district, and I still have so much to learn about serving on the board."

The retired high school teacher and coach from the El Paso area sat with fellow board members to hear the post-legislative report the last day of the conference in San Antonio. "It was worth the trip just for this information," said Cruz Ochoa, Ysleta ISD board president. "There is so much to keep up with in just HB [House Bill] 3 alone," he said, referring to the bill on school safety.

Other attendees also appreciated the sessions about school safety topics. "As a member of law enforcement, it was great to see all the information provided on school security," said Edward Wells, Calallen ISD trustee, a district just outside Corpus Christi.



The conferences provided attendees a unique opportunity to connect with other school district leaders and discuss their shared goal to provide the best public education possible to Texas students. More than 2,500 attended the San Antonio event June 14-17, and over 1,000 were at the Fort Worth conference June 21-24.

Long-time Burkburnett ISD Trustee Terry Klipp presented in Fort Worth with her board about staying focused on core values in their district, located in North Texas. "I particularly enjoy the sessions presented by other districts," she said. "We can learn so much from each other."★

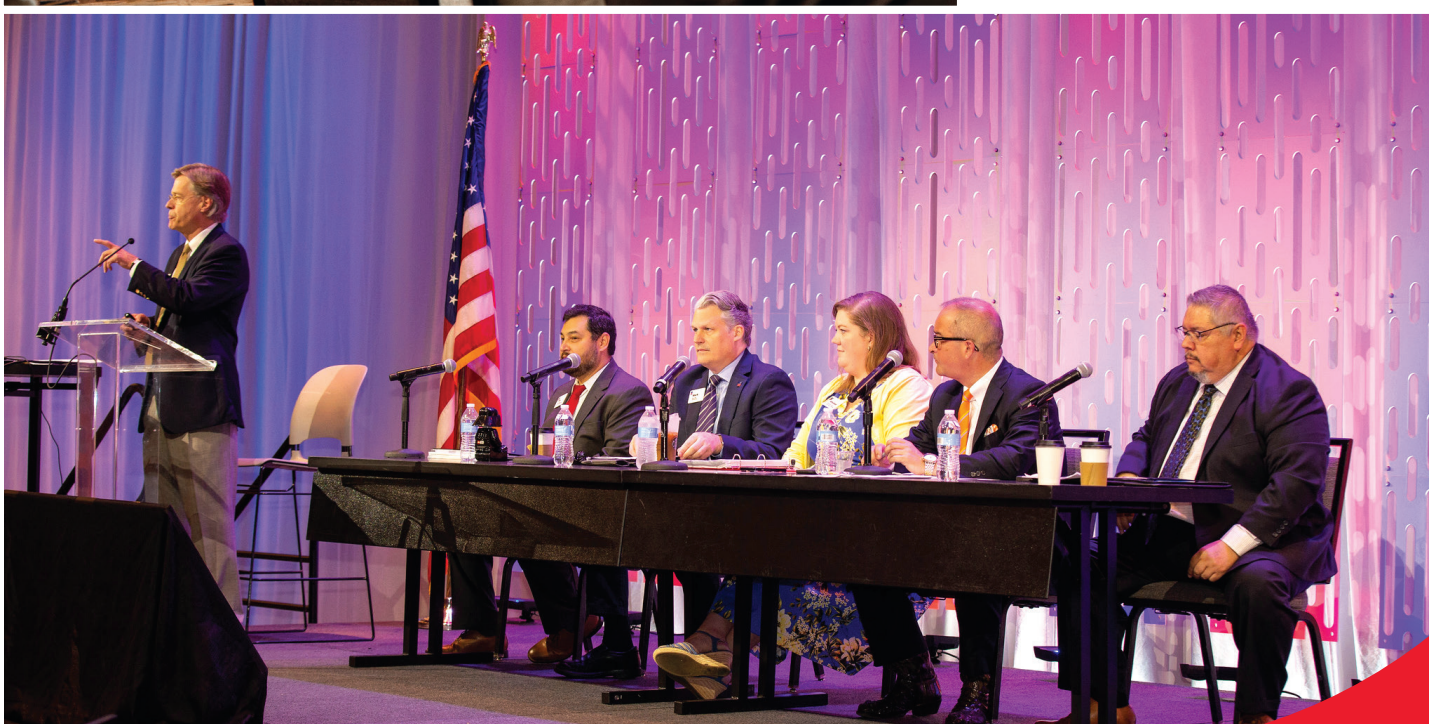
Beth Griesmer is a staff writer for Texas Lone Star.





From energetic speakers to team building, SLI provides training, networking, and reinvigoration for board members across the state. Both San Antonio and Fort Worth offer opportunities for trustees to reflect on their service and be inspired by fellow board members. Districts from around the state took team photos in their district gear as well chatted with new acquaintances at meals. Valuable training included sessions like TASB's governmental relations team leading a post-legislative conference on Saturday at each location.

Photos by TASB Media Services



SOTY Finalists

Regional nominees picked for superintendent award

by Sylvia Wood

TASB has announced that 19 education leaders from across the state, representing districts with enrollments that range from 132 students to more than 32,000, were named regional nominees in the annual Superintendent of the Year competition.

“We want to thank all of the school boards that put their superintendents forward for consideration in this stage of the competition,” said Dan Troxell, TASB executive director. “We also applaud all of the Education Service Centers for their hard work in reviewing the candidates and selecting a regional nominee. This award would not be possible without their participation.”

The process to select a Superinten-

dent of the Year begins when local school boards that are active members of TASB decide to nominate their superintendent, who must be a member of the Texas Association of School Administrators.

School boards must pass an official resolution endorsing their superintendent in addition to completing a lengthy application. These nominations are then reviewed by each ESC, which selects one candidate based on leadership skills, dedication to improving educational quality, student performance, and commitment to public involvement in education. The regional nominees were announced in June.

All regional superintendents then advance to the next phase of the com-



petition, in which a committee of the TASB Board will conduct interviews to select five state finalists in late August.

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Those finalists will then undergo another round of interviews before the winner of the SOTY award is announced at the TASA | TASB Convention, also known as txEDCON23, scheduled this year for Sept. 29-Oct. 1 in Dallas.

This year's regional superintendents of the year are:

- René Gutiérrez, Brownsville ISD, Region 1
- Judi Whitis, London ISD, Region 2
- Larry Gajewsky, Nursery ISD, Region 3
- Martha Salazar-Zamora, Tomball ISD, Region 4

- Stuart Kieschnick, Nederland ISD, Region 5
- Scott Sheppard, Huntsville ISD, Region 6
- Wade Stanford, Westwood ISD, Region 7
- Chad Pirtle, Pleasant Grove ISD, Region 8
- Kevin Worthy, Royse City ISD, Region 10
- Jim F. Chadwell, Eagle Mountain-Saginaw ISD, Region 11
- Chris Skinner, Teague ISD, Region 12
- Darren Webb, Lago Vista ISD, Region 13

- Greg Decker, Rotan ISD, Region 14
- Thomas "Todd" White, Santa Anna ISD, Region 15
- Sheri Blankenship, Hereford ISD, Region 16
- Kathy Rollo, Lubbock ISD, Region 17
- Jose Lopez, Kermit ISD, Region 18
- Xavier De La Torre, Ysleta ISD, Region 19
- Matthew Gutierrez, Seguin ISD, Region 20★

Sylvia Wood is a staff writer for Texas Lone Star.

Five Reasons to Attend TASB's Delegate Assembly



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Empowering New Trustees

Texas Trustee Institute fuels board member learning

by Mary Ann Lopez

Texas Trustee Institute kicked off at Summer Leadership Institute with nearly 300 trustees ready to explore how they would stay focused on every school board's north star: student achievement.

TTI, which is in its inaugural year, is designed to offer newly elected board members the tools and support they need to feel confident in taking on their trustee roles. The two-day training took place during SLI in San Antonio June 14-15 and in Fort Worth June 21-22. TTI will be offered again at the TASA | TASB Convention in Dallas Sept. 29-Oct. 1 and at most other TASB events.

Program facilitators offered new trustees an overview on key topics, including the role of the board, school law, the Texas Open Meetings Act, advocacy, and board policy. Participants also received new board member welcome packets and a Texas Trustee Institute certificate of participation.

"We want you to connect with your fellow trustees to create a supportive network," said Robert Long III, division director of TASB Board Development Services and TTI program director. "We want you to become familiar with your role and to remember that you're joining a show that's already in progress."

Stepping into a board as a new trustee requires getting up to speed quickly on a lot of complex governance topics. But it also requires figuring out more nuanced issues, such as building consensus and establishing working relationships.

Castleberry ISD Board President Dewey Taliaferro, who was elected to the board in May after having previously served from 2015-21, said it's important to not discount experience.

"If you have board members who have been there a long time, don't overlook them. They probably have a lot of knowledge to offer," he said.

Range of experience

The new trustees attending TTI ranged in their level of experience, with

many being elected this past May and others elected during the 2022 races.

At the Wednesday night kickoff session in Fort Worth, Byron Severance, a Hays CISD board member, was the longest serving among the new trustees in attendance, with one year of board service. He shared some of his own words of wisdom with the group.

"As a new board member, you will want to go in and do it all," Severance said. "It's important to find out what everyone is good at. Everyone is going to bring their own expertise."

One highlight for attendees was the panel "What I Would Share with Year-One-Trustee Me," which included veteran and former board members sharing and discussing what they had learned during their time as trustees.

Collaboration, consensus, and "staying in your own lane" came up consistently among the Fort Worth panelists, which included Adam Duey, a Henderson ISD trustee; Albert "AJ" Johnson, an Alvin ISD trustee; Esperanza Orosco, a Hays CISD trustee and a TASB board consultant; Jim Rice, a former Fort Bend ISD trustee and the 2020-21 president of TASB; and Jason Burdine, also a former Fort Bend ISD trustee who helped facilitate the session.

Every board member has personal opinions and goals for their service — some may even come with an agenda — but to make progress on behalf of all students, teamwork is required, Long and the panelists emphasized throughout the session. While board members don't need to like each other, they do need to respect one another and work together. The more connection and fellowship there is among board trustees the more successful a board will be.



Photos by TASB Media Services

From left: Jim Rice, a former Fort Bend ISD trustee and the 2020-21 president of TASB; Albert "AJ" Johnson, an Alvin ISD trustee; Adam Duey, a Henderson ISD trustee; and Esperanza Orosco, a Hays CISD trustee and a TASB board consultant.



Dewey Taliaferro, Castleberry ISD board president, offers feedback during Texas Trustee Institute.

"Remember, the kids that we serve don't get to choose where they live," Rice said. "There's going to be disagreements. But you have to make sure your actions [as a board] speak to that. If you have an axe to grind, the kids are going to suffer. The teachers are going to suffer."

Preparation counts

Orosco stressed the importance of being prepared for meetings, especially if there are divides or dysfunction among the board. When Orosco was first elected, she quickly learned she needed to dive deep into the materials to ask pertinent questions. Over time, her board became more collaborative, and meetings no longer lasted until the early hours of the morning.

And as Rice pointed out, “I’m a firm believer that no good decisions happen after 10 o’clock.”

Submitting questions in advance to the superintendent allows time for staff to provide answers. It also allows a board member to ask specific questions during the board meeting that they believe would benefit the public.

“Nobody wants to be blindsided,” Orosco said. “But that is going to happen if you’re not prepared. That’s why you submit your questions in advance, so you’re prepared.”

Along with doing research before board meetings, Orosco encouraged new board members to reach out to the more experienced trustees on their boards, and ideally, find a mentor or someone who can help answer questions and concerns. Another tip: Show up to the scheduled meetings.

“One of my pet peeves is when a question is asked by someone who wasn’t at the workshop,” said Johnson. “You

signed up for this. You owe it to the kids and the teachers to be prepared.”

As the trustees gathered on day two and shared what they had learned, one theme stood out — the need for board collaboration.

Ronnie Sorters of Normangee ISD said that every trustee has a different wheelhouse, and as a board, they need to share their knowledge to benefit the whole. Some folks may be business owners, some may work in construction, and others may have kids in the district. Regardless, each brings a different background, skillset, and knowledge base that can benefit their district and the students they serve.

“There are things we might have questions about or differences about,” said



New school board trustees connect during the kickoff session for Texas Trustee Institute in Fort Worth.

Quentin Thomason of Melissa ISD. “It’s better to be open and ask questions at a meeting and work together. We need all voices at the table. We don’t have to all agree, but we need to be united.”

Learn more about board training opportunities at board.dev@tasb.org.★

Mary Ann Lopez is a staff writer for Texas Lone Star.

A-F Ratings Refresh

Educating the community about accountability changes

The Texas Education Agency will soon be releasing the finalized 2023 Accountability Manual, which has undergone a system refresh on how district and campus ratings are calculated. Many things will look the same, but some elements of the system are changing in ways that could significantly impact districts.

“To get ahead of some of the frustration and confusion the new ratings may cause in your community, school boards should consider putting a discussion of the A-F ratings on the board agenda in August or early September,” Susan Elliott, TASB’s curriculum and instructional design director, said during a session on the A-F accountability refresh at Summer Leadership Institute in June.

According to the changes that TEA has proposed, the ratings will still be based on three domains: student achievement, school progress, and closing the gaps. Districts will experience some of the biggest adjustments in how college, career, and military readiness accountability

is regulated and calculated. Some of those changes include:

- Changing CCMR cut points, with an A going from 60% of graduates to 88%
- Phasing in programs of study to require students to complete a program in alignment with industry-based certifications
- Sunsetting certain IBCs and capping the number of students receiving those certifications at five students or 20% of graduates for the next two years
- Counting military readiness when student enlistment forms are turned into TEA (DD Form 4-series)

These are just a few examples of how TEA will calculate the data from the 2022-23 school year differently under the refreshed system. To help districts understand the new system before ratings come out in September, TEA is releasing What If scores for 2022, which are based on the 2021-22 school year. In other words,

districts can compare last year’s ratings under the old and new system. The What If ratings are available to districts under their TEA login (TEAL) now and will be shared publicly with the release of the 2023 ratings.

The 2022-23 school year will be scored under the updated accountability ratings. While many districts will show improvement in student achievement or closing the gaps last year as recovery from the pandemic gained momentum, their accountability ratings could go down under the new system. Communicating these changes and what to expect to district staff and the community will be key to a successful understanding of the updated A-F accountability ratings scheduled to be released in September.

Elliott recommends having the superintendent walk through some of the changes and the What If scores for the district during a board meeting to help educate and reassure the community. To assist with this, TEA has an A-F Refresh District Communications Toolkit at tea.texas.gov under Accountability.★

Bulletin Board

Award Presentation Held for Inaugural James B. Crow Award Winner

Faye Beaulieu, a former longtime school board member for Hurst-Euless-Bedford ISD, was formally honored as the inaugural recipient of TASB's James B. Crow Innovation in Governance Award. Crow was at the ceremony to present the award to Beaulieu.

The James B. Crow Innovation in Governance Award was established in 2022 in honor of its namesake, who retired as executive director of TASB in August 2021 after 40 years of service to the Association.

While Beaulieu was announced as the recipient earlier this year, the formal award presentation occurred in June during the Summer Leadership Institute in San Antonio.

Beaulieu served 26 years on the Hurst-Euless-Bedford ISD board of trustees before retiring in May 2021. She also served as a TASB director from 2005 to 2015 and was TASB President for the 2013-14 year.

Nominations for the 2024 James B. Crow Award Innovation in Governance Award will open at the end of the year.



James B. Crow award: Faye Beaulieu receives the inaugural James B. Crow Innovation in Governance Award. From left: TASB First Vice President Rolinda Schmidt, a Kerrville ISD trustee and chair of the Member Services Committee, Beaulieu, Crow, former executive director of TASB, and Nicholas Phillips, a Nederland ISD trustee, member of TASB's board of directors, and vice chair of the Member Services Committee.

Photo by TASB Media Services

Select House Committee Studying Education Issues

Texas House Speaker Dade Phelan (R-Beaumont) appointed the House Select Committee on Educational Opportunity and Enrichment to make recommendations by Aug. 11 on the three following items:

1. Ensuring all Texas youths enjoy equal educational opportunity and the freedom to obtain a quality education regardless of circumstance;
2. Improving outcomes for Texas public school students and meaningfully supporting educators and educational institutions; and
3. Modernizing assessment and accountability measures for Texas schools educating K-12 students.

The members of the committee are Brad Buckley, chair (R-Salado), Barbara Gervin-Hawkins, vice chair (D-San Antonio), Trent Ashby (R-Lufkin), Keith Bell (R-Forney), Harold Dutton (D-Houston), James Frank (R-Wichita Falls), Cody Harris (R-Palestine), Cole Hefner (R-Mount Pleasant), Gina Hinojosa (D-Austin), Ken King (R-Canadian), Oscar Longoria (D-Mission), Will Metcalf (R-Conroe), Matt Shaheen (R-Plano), James Talarico (D-Austin), and Gary VanDeaver (R-New Boston).

TASA School Board Awards

The Texas Association of School Administrators has announced that 12 Texas school district boards of trustees have been selected as regional nominees for the 2023 TASA School Board Awards:

- Region 1: Rio Grande City Grulla ISD Board of Trustees
- Region 2: Ingleside ISD Board of Trustees
- Region 3: Rice Consolidated ISD Board of Trustees
- Region 4: Texas City ISD Board of Trustees
- Region 5: West Orange-Cove CISD Board of Trustees
- Region 6: Montgomery ISD Board of Trustees
- Region 7: Mineola ISD Board of Trustees

- Region 11: Crowley ISD Board of Trustees
- Region 12: Corsicana ISD Board of Trustees
- Region 16: Canadian ISD Board of Trustees
- Region 18: Fort Stockton ISD Board of Trustees
- Region 19: Ysleta ISD Board of Trustees

TASA will select up to five of the nominated boards to be recognized as Honor Boards. Those finalists will be interviewed in Dallas at the TASA | TASB Convention, txED-CON23, on Sept. 23, and the 2023 Outstanding School Board will be announced during the Sept. 30 general session.

New Trustees 411

TASB offers tips for first-year board members

by Mary Ann Lopez

A brand-new school year is an exciting time, especially when you're a new trustee. You are ready to get down to business and take on your new role. But where to begin?

Robert Long III, division director of Board Development Services, oversees Texas Trustee Institute, a program designed to support new board members. He says that with a little bit of thoughtful planning, your first year as a trustee can be a positive learning experience filled with successful outcomes.

Here are six handy tips and insights Long offers as a guide for your first year of board service. Feel free to keep these nearby during meetings!

1. **Connect:** Scheduling regular one-on-one meetings with each of your fellow trustees and the superintendent is one of the simplest and most beneficial actions you can take in your first year as a trustee.
2. **Collaborate:** As you learn your role on the board, the relationships you build with your fellow trustees and your superintendent will greatly impact your ability to shape policy and produce positive outcomes for the children in your community.
3. **Listen:** The trustee role is not linear. Remember, you are joining an adventure that is already in progress. While

you are there, because you care and want the best for all students, it's important to remember that some of the board's work likely began long before you arrived. Take time to get acquainted with the information, listen to your fellow trustees, and understand that it may take time to understand the history behind some policies and programs.

4. **Reflect:** It is challenging to learn and know the entirety of your role in year one. Give yourself some grace and time to learn how to be an effective trustee.
5. **Pause:** Before you try to problem solve an issue, *always* do your research first and don't forget to check your district's policies and the law. Not doing your homework can negatively impact you, your board, and your district.
6. **Explore:** Every board is different. Discover how your board defines consensus.

For more information about Texas Trustee Institute or new school board member training opportunities, contact **board.dev@tasb.org** or call 512-467-0222, ext. 2453.★

Mary Ann Lopez is a staff writer for Texas Lone Star.



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Building Strong Bonds

TASB launches toolkit for parent-school partnerships

by Tiffany Dunne-Oldfield



Tiffany Dunne-Oldfield

Before joining TASB two years ago, I worked for nearly a decade in public school districts where I led both communications and family engagement efforts. Prior to my work in public education, I spent eight years working for an international bank where I was also responsible for communications and community relations.

In each environment, one truth held constant — strong, authentic communications are the foundation for strong relationships. And strong relationships, in turn, drive strong outcomes.

Since becoming part of the TASB team, I'm still very much focused on this work. As a matter of fact, I recently had the opportunity to help fellow TASB team members — in collaboration with our TASB officers — develop a new online resource: *A Toolkit for Strong Parent Conversations: A Guide to Help School Board Members Build Trust and Relationships*. This easy-to-read guide outlines strategies, best practices, and straightforward tips for cultivating strong parent-school partnerships.

Given that there is nothing more important to the success of Texas students than family-friendly schools, we're excited to have released this toolkit online this summer. You can find it by going to tasb.org/parent-toolkit.

We're also excited to issue this new resource that emphasizes our love, appreciation, and respect for the parents and families across our state. To say TASB is anything but pro-parent is simply false. To say public education is anything but pro-parent is simply false. Unfortunately, there is a persistent narrative to the contrary being circulated by individuals trying to privatize and weaken our public

schools. Let's not let it take hold.

As we start the new school year, let's all reaffirm our commitment to our public ed families, who trust us every day with providing a safe, welcoming, and engaging learning environment for their children to grow, learn, and succeed.

As a longtime colleague who also happens to be my editor has frequently told me, it's important to show, not tell. This has never been more important than in today's educational environment, where we need to make sure we're doing everything possible to connect the work taking place in the boardroom with what's happening throughout your district's campuses and classrooms.

That's why our toolkit is filled with some tried and true strategies that we know can help bridge any divide when done consistently and, as we note in the booklet, with "the mindset that students learn best when their families are deeply connected with what's happening in their child's school and with the overall district."

It's impossible to summarize the toolkit in this column, but speaking from my own district experiences, there was nothing more powerful than seeing our elected trustees taking time out of their busy schedules to be in the schools, at athletic events, in the front row of our auditoriums for concerts and plays, and generally being a visible part of the daily happenings in the district.

Don't get me wrong. Board meetings are super important. But in terms of building trust and relationships with families, the most meaningful connections are made in those interactions that happen beyond the regular board meeting schedule when parents have time to talk

and trustees have time to listen.

The start of a new school year always presents new opportunities for thinking about how to prioritize our parents and what additional steps we might take to partner with them. I'm hoping the toolkit will provide some ideas or, if you're already using most of the strategies, some positive encouragement to keep up the good work.

For trustees looking for a deeper dive into this topic, TASB is hosting a pre-conference session at TASA | TASB Convention, txEDCON23, titled *Strong Parent Conversations: How to Communicate Effectively and Build Trust*. Participants will have the opportunity to hone their skills, learn from other trustees, and collect tips to use back in their districts. As an added bonus, everyone in attendance will get their own printed copy of the toolkit to take home.

Having been at TASB now for more than two years, there's no doubt that this organization, and all of its members, are on the same team as families and parents. And we all want a great education for our students. I see that commitment day in and day out among our TASB staff and the school board trustees we serve across Texas.

Yet, as we've seen in recent months, we can't assume that everyone will take our word for it when we say we're pro-parent. We need to keep showing what that means — and doing what it takes — to nurture family-friendly schools.★

Tiffany Dunne-Oldfield is deputy executive director of TASB.

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Work with our consultants to learn what makes a board successful. As a team, you'll get support with:

- Team development
- Board self-assessment
- Consensus definition
- Problem solving
- Effective collaboration
- Community engagement



Support for Your Superintendent Evaluation

Find our revamped **Superintendent Evaluation Tool** online and get started at tasb.org/board-dev. Not sure where to begin? We can support you through the process!

Our consultants can help you streamline the evaluation through:

- Effective and open communication
- Clear expectation markers
- Collaborative goal setting
- Constructive and supportive feedback
- Ensuring that the community is heard

With the support of TASB Board Development Services, you can get the tools and training you need to effectively lead your district. Learn how we can support you!



Board Development Services

For information on any of these offerings:
800-580-8272, ext. 2453 • board.dev@tasb.org
tasb.org/board-dev • onlinelearning.tasb.org



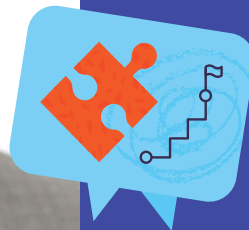
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