

Austin ISD
227901

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LEGAL)

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

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

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

MEETINGS

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

PUBLIC MEETING

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

COMMUNICATIONS

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

CONSULTATION

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

RESPONSIBILITIES

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

CAMPUS
IMPROVEMENT
PLAN

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

STAFF
DEVELOPMENT

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

DROPOUT
PREVENTION
REVIEW

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

1. The results of the audit of dropout records;

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LEGAL)

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

Austin ISD
227901

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

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

Austin ISD
227901

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

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

1. The application must include a description of the instructional rationale.
2. The application must include a recommendation from the principal and attest that the campus is able to absorb the cost of the change from its existing budget, including facilities.
3. The associate superintendent will facilitate the application process and must recommend the initiative for further review by the Cabinet.
4. The application process must address such Districtwide implications as:
 - a. Budget;
 - b. Boundaries;
 - c. Facilities;
 - d. Diversity;
 - e. Student achievement;
 - f. Staffing; and
 - g. Transportation.
5. The application must include an impact statement from the principal(s) of potentially affected campus(es).
6. The application must include a statement of the approval of the Campus Advisory Council (CAC).
7. The application for consideration must be received in the Su-

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

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

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

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

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

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

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

1. Training materials for principals will emphasize the role of the CAC in the budgeting process.
2. The District will offer training to all CACs on the District's budget process and will make available online materials for CAC members to reference outside of training. CAC training and reference materials will emphasize the CAC

Austin ISD
227901