

Carthage ISD

District of Innovation Plan



**Developed in cooperation with and approval by
the District-Wide Improvement Committee**

2017 – 2018 through 2021 – 2022

POSTED 2/22/2017

Updated 4/5/2017 by CISD SBDM

Carthage Independent School District

Board of Trustees

Ken Andrus, President
Frank Willis, Vice President
Mary Ella Sherman, Secretary
Dr. Ben Donald
Elzie Hicks
Bill Peace
Truman Shirey

Administrative Staff

Dr. Glenn Hambrick, Superintendent
Dr. Donna Porter, Assistant Superintendent of Curriculum/Federal
Programs/Testing
Steve Zurline, Assistant Superintendent of Operations
Kathy Ballard, Business Manager

Campus Administration

Otis Amy, CHS Principal
Mike Baysinger, CJHS Principal
Jason Harris, BK Principal
Staci Davis, Libby Principal
Kiley Schumacher, CP Principal

DISTRICT OF INNOVATION COMMITTEE MEMBERS

2016 – 2017 DISTRICT SITE-BASED COMMITTEE

NAME	POSITION
Donna Porter	Assistant Superintendent Designated Chair
Otis Amy	Principal - CHS
Clarinda Collins	Assistant Principal - Libby
Cheri Bagley	Teacher - CTE CHS
Sherry Brewster	Teacher - CJHS
Jennifer Tucker	Teacher - BK
Karen Caver	Teacher - Libby
Kim Bagley	Teacher – CP
Aaron Bequette	Community Member Northside Christian
Isha Brown	Community Member After School Youth Program
Don Clinton	Parent/Panola College
Imelda Salazar	Parent
Patsy Meck	Business Representative State Farm Insurance

POSTED 2/22/2017

Updated 4/5/2017 by CISD SBDM

TIMELINE

CISD Board Resolution Adopted (2/20/2017 – 6:20 pm)



Public Hearing by CISD Board
(2/20/2017 – 6:25 pm)



Board appoints committee to develop District of Innovation Plan (DIP)
(2/20/2017 – 6:30 pm)



DIP posted online at www.carthageisd.org for 30 days
Board notifies commissioner of intention to vote on proposed plan
District Improvement Committee meets and passes plan by majority vote



CISD School Board
approves final plan by 2/3 majority
(4/17/2017)



District of Innovation Plan approved for 5 years
(2018 – 2022)

POSTED 2/22/2017

Updated 4/5/2017 by CISD SBDM

CARTHAGE INDEPENDENT SCHOOL DISTRICT

DISTRICT OF INNOVATION PLAN

The Carthage Independent School District's Innovation Plan considers authorized exemption categories allowed by HB 1842 approved by the 84th Legislature that are applicable to the district. HB 1842 allows Carthage ISD to have some of the same local flexibilities that public charter schools are allowed. The CISD Board appointed a committee to study the needs of the district with input from the community and to develop a District of Innovation Plan. The term of the local District Innovation Plan will be in place for the 2017 – 2018 school year through the 2021 – 2022 school year unless amended or terminated by the Board of Trustees in accordance with the law. CISD Administration will review the plan annually to ensure that the recommendations still meet the needs of the district. Any recommended changes will be posted on the website for 30 days for feedback and require approval of the Local Innovation Committee/ CISD Site-Based Decision Making Committee, and the Board of Trustees. The following plan outlines CISD priorities allowed by HB 1842.

- First Day of Instruction
- Kindergarten – 4th Grade Class Size
- Teacher Certification – General Education /CTE/ Teaching a Class Outside of Field
- Teacher and Principal Evaluation
- Probationary Contracts
- Contract Days
- Early Retirement

First Day of Instruction EB(LEGAL) EB(LOCAL)

TEC Code/s Requiring Exemption

TEC §25.0811 A school district may not begin instruction for students for a school year before the fourth Monday in August.

At one time school districts could apply for a waiver and with Board approval could start school the 3rd or even the 2nd week in August, but the state took away that option through TEC §25.0811. Local control of the instructional calendar affords Carthage ISD the flexibility to begin the school year before the 4th Monday in August.

Rationale

Carthage ISD is afforded the opportunity to have a local community college available for our students to have dual credit enrollment. CISD tries to work with the college when it comes to scheduling students for these classes. Because of the constraints of not being able to begin before the 4th week in August it is difficult for our dual credit students. This is especially adverse during the spring semester. A hardship is placed on calendar development, because Panola College's semester ends in December, and CISD's semester typically has to go into January to equalize semester days. When other Texas schools end their semesters in December and students move into our district they cannot get credit because of the timeframe. This holds true for students who move out of our district at the end of our semester to other districts that end their semesters in December. In addition it is difficult for students to be off for Christmas Break and have to come back to school to take finals of classes they have not attended in two weeks. Being able to start school before the 4th Monday in August would assist in calendar development that would best fit CISD's student and community's needs.

Proposal

- To assist with students taking college dual credit courses, Carthage ISD will correlate its school schedule with Panola College's schedule for beginning and ending semesters.
- To coincide with most other districts calendars, Carthage ISD will provide a calendar that meets the educational needs of the district and community by ending the fall semester in December.
- Carthage ISD will align the semester days to be more equal. Doing this will assist students in coursework and teachers in balancing instruction for the days taught.
- Carthage ISD will begin instruction no earlier than the 2nd Monday of August.
- Carthage ISD will provide opportunities for input by the teachers and community on calendar development and selection.

Kindergarten – 4th Grade Class Size (EEB LEGAL)

TEC Code/s Requiring Exemption

TEC §25.112 A school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class.

TEC §25.113 A campus or district that is granted an exception under Section 25.112(d) from class size limits shall provide written notice of the exception to the parent of or person standing in parental relation to each student affected by the exception.

Rationale

State law requires districts to maintain a 22:1 student to teacher ratio for kindergarten – 4th grade. If a class goes over the 22:1 ratio a waiver must be submitted to TEA. CISD has rarely had to submit class size waivers, but because of funding concerns, this may change. Any waiver submitted to TEA from CISD concerning class size has never been denied. To allow CISD to eliminate the requirement of submitting a waiver would save time for personnel and avoid the red tape required by TEA. Local control must be given to the campus and district in consideration of class size for Kindergarten – 4th grade.

Additionally, a letter must be sent home to the parents of each student in the class informing them that a waiver has been filed. Historically the class size waivers submitted by CISD for an overage of the 22:1 is a result of sometimes 1 or 2 students coming into the district. Student numbers fluctuate throughout the school year, and if an extra teacher has to be added in the middle of a semester it can become an issue with placing students.

Proposal

CISD is aware of the importance of having smaller classes and the positive impact it has on students.

- CISD can duplicate this positivity by monitoring and managing classroom size without the added effort of having to submit a waiver that leads to more paperwork for the district and the state.
- CISD will continue to seek a classroom ratio 22:1 or lower.
- If campus administration observes classes becoming over 22:1 without fluctuation, hiring a qualified teacher will be considered.
- Notification to parents/guardians of waivers or exceptions to class size would be eliminated.

Teacher Certification –General, CTE and Outside Field

(DK LEGAL) (DK LOCAL) (DK EXHIBIT) (DBA LEGAL) (DBA LOCAL)

TEC Code/s Requiring Exemption

TEC §21.003(a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued by the appropriate state agency.

TEC §21.057 (a) A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 30 consecutive instructional days during the

same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom.

Rationale

Rural districts have a difficult time filling positions with quality instructors, especially subjects where state-wide shortages exist. This is exceptionally true with Languages Other than English (LOTE) teachers. The passing rate for the state required LOTE certification test(s) is relatively low, limiting the pool of teachers that are certified. The statutory certification requirements also inhibit the District's ability to hire professionals with industry experience to teach Career and Technical Education (CTE), STEM Courses and non-core electives. Another burden CISD faces is the classes that could be offered to students, if a certified teacher were available. A teacher may be qualified to teach outside his/her certification area with great success even though the certification held is not interrelated.

In the event a district cannot locate a qualified certified teacher for a position or a teacher is teaching in a subject outside of their certification, the district must request emergency/local certification for the Texas Education Agency and/or State Board of Educator Certification. Within 30 days TEA may deny this request, but no notification will be sent if TEA approves the request. The district has already investigated the person's qualifications and knows his/her abilities to teach the class. The system of asking permission for a local certification is burdensome and does not take into account the instructional needs of the district or the struggle a rural district has in finding certified teachers. Additionally, highly qualified standards/notification have been removed from federal requirements under repeal of the NCLB Act. Allowing CISD to wave the request to the commissioner's approval for local certification CTE and teachers in hard to fill positions would eliminate the arduous process that now exists.

Proposal

Carthage ISD will continue its quest for highly effective educators to deliver quality instruction to its students. Primarily certified teachers will be sought before District Teaching Permitted (local certification) teachers are employed.

- To best serve Carthage ISD students, all decisions on teacher certification and assignments will be managed locally.
- Notification of District Teaching Permits shall not be necessary to submit to the state.
- A teacher certification waiver, state permit applications, or other paperwork will not be submitted to the Texas Education Agency.
- An individual with certain qualifications who is not certified as a teacher can be eligible to teach in hard to fill positions including, but not limited to, TEA approved

shortage areas such as special education, mathematics, science, Languages Other than English (LOTE), Career & Technical Education (CTE), etc.

- A person seeking District Teaching Permit (local certification) should have the abilities and related knowledge/experience to fulfill the requirements of the position.
- The campus principal must submit to the Superintendent and/or the Superintendent's designee of schools a formal request to allow a certified teacher to teach one subject in a related field for which he/she is not certified. The principal must specify in writing the reason for the request and document what credentials the certified teacher possesses that would qualify this individual to teach the subject/field of study.
- The principal must submit to the Superintendent and/or the Superintendent's designee a formal request for any District Teaching Permit outlining all the individual's credentials/qualifications and the reason it is needed.
- Carthage ISD will allow District Teaching Permits based on skills and experiences outside the traditional teacher certification pathway such as submission into alternative certification programs.
- Emergency or financial situations creating the need for teacher assignments should also be recognized.
- Qualifications that may be considered include but are not limited to:
 - Professional work experience
 - Formal training and education
 - Active professional relevant industry certification or registration
 - Combination of work experience, training and education
 - Demonstration of successful experience working with students
- The Superintendent or his/her designee will then approve the request if they believe the individual possesses the knowledge, skills and experience required of the position and feel the individual could be an asset to students.
- Determinations shall be made on a case-by-case basis.
- The Superintendent will notify the Board prior to beginning employment for any teacher operating under a District Teaching Permit.
- Before issuing a school district teaching permit to an individual, the district would ensure that the individual completed the criminal background check in compliance with the State Board of Education (SBEC) rules.
- An employee working under a District Teaching Permit will not receive a contract but will work on an at-will basis and may have a separate pay scale from state certified teachers.
- A teacher certification waiver, state permit applications, notification, or other paperwork will not be submitted to the Texas Education Agency or other district stakeholders.
- An employee working under a District Teaching Permit will adhere to the same professional standards, ethics, and requirements of all certified teachers.
- An employee working under a District Teaching Permit will be appraised under the same teacher appraisal system as required of all certified teachers.

- All candidates would be carefully considered to ensure the individual has sufficient education and expertise to provide instruction necessary to meet the Texas Essential Knowledge and Skills (TEKS) for the course(s) to be taught.
- When possible, lesson plans for the uncertified teacher will be created in partnership with certified teachers in the same field.
- A mentor teacher will be assigned to the individual who is granted a District Teaching Permit for the first three years.

Teacher and Principal Evaluation (DNA LEGAL, DNA LOCAL)

TEC Code/s Requiring Exemption

TEC §21.352

In appraising teachers, each school district shall use: the appraisal process and performance criteria developed by the commissioner; or an appraisal process and performance criteria: developed by the district- and campus-level committees established under Section 11.251; containing the items described by Sections 21.351(a)(1) and (2); and adopted by the board of trustees.

The board of trustees may reject an appraisal process and performance criteria developed by the district- and campus-level committees but may not modify the process or criteria.

(c) Except as otherwise provided by this subsection, appraisal must be done at least once during each school year. A teacher may be appraised less frequently if the teacher agrees in writing and the teacher's most recent evaluation rated the teacher as at least proficient, or the equivalent, and did not identify any area of deficiency. A teacher who is appraised less frequently than annually must be appraised at least once during each period of five school years. The district shall maintain a written copy of the evaluation of each teacher's performance in the teacher's personnel file. Each teacher is entitled to receive a written copy of the evaluation promptly on its completion. After receiving a written copy of the evaluation, a teacher is entitled to a second appraisal by a different appraiser or to submit a written rebuttal to the evaluation to be attached to the evaluation in the teacher's personnel file. The evaluation and any rebuttal may be given to another school district at which the teacher has applied for employment at the request of that district.

(c-1) In addition to conducting a complete appraisal as frequently as required by Subsection (c), a school district shall require that appropriate components of the appraisal process, such as classroom observations and walk-throughs, occur more frequently as necessary to ensure that a teacher receives adequate evaluation and guidance. A school district shall give priority to conducting appropriate components more frequently for inexperienced teachers or experienced teachers with identified areas of deficiency.

(d) A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required.

(e) A district shall use a teacher's consecutive appraisals from more than one year, if available, in making the district's employment decisions and developing career recommendations for the teacher.

(f) The district shall notify a teacher of the results of any appraisal of the teacher in a timely manner so that the appraisal may be used as a developmental tool by the district and the teacher to improve the overall performance of the teacher.

TEC §21.354

The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of various classifications of school administrators. The criteria must be based on job-related performance.

(a-1) This section does not apply to the appraisal of the performance of a principal.

(b) The commissioner may solicit and consider the advice of teachers and administrators in developing the appraisal process and performance criteria.

(c) Each school district shall appraise each administrator annually using either:

- (1) the commissioner's recommended appraisal process and performance criteria; or*
- (2) an appraisal process and performance criteria:*

(A) developed by the district in consultation with the district- and campus-level committees established under Section [11.251](#); and (B) adopted by the board of trustees.

(d) Funds of a school district may not be used to pay an administrator who has not been appraised under this section in the preceding 15 months.

TEC §21.3541

The commissioner by rule shall establish and shall administer a comprehensive appraisal and professional development system for principals.

(b) The commissioner may establish a consortium of nationally recognized experts on educational leadership and policy to:

- (1) assist the commissioner in effectively researching and developing the comprehensive appraisal and professional development system described by Subsection (a); and*
- (2) evaluate relevant research and practices and make recommendations to the commissioner to improve the quality of the training, appraisal, professional development, and compensation of principals.*

(c) If the commissioner establishes the consortium, the commissioner shall select a presiding officer of the consortium. The presiding officer:

- (1) must be an expert on educational leadership and policy;*
- (2) must have a demonstrated ability to lead a statewide school leadership reform initiative; and*
- (3) may not be employed by a school district in this state.*

(d) The commissioner shall establish school leadership standards and a set of indicators of successful school leadership to align with the training, appraisal, and professional development of principals.

(e) In carrying out the commissioner's powers and duties under this section, the commissioner may use only money available from private sources that may be used for that purpose.

(f) In appraising principals, each school district shall use either:

- (1) the appraisal system and school leadership standards and indicators developed or established by the commissioner under this section; or*
- (2) an appraisal process and performance criteria:*
- (A) developed by the district in consultation with the district-level and campus-level committees established under Section [11.251](#); and*
- (B) adopted by the board of trustees.*
- (g) Each school district shall appraise each principal annually.*

Rationale

Currently in appraising teachers, each school district must use the appraisal process developed by the commissioner (T-TESS) or an appraisal process and performance criteria developed based on the commissioner's criteria. T-TESS was developed in response to an applied waiver of federal accountability requirements under NCLB. Controversy still exists concerning T-TESS including the value-added measures as a component, the amount of time it takes for principals to do one full evaluation and the required recertification. T-TESS was proposed as a formative tool to help teachers grow, but in reality it forces schools to use high-stakes decisions concerning teacher employment. To best serve the needs of CISD staff, we propose to allow one district committee of administrators and teachers the option to develop alternate appraisals for specific groups of teachers, where the adopted teacher evaluation may not be the most appropriate evaluation. Such groups of teachers could include Life Skills, GCS, Librarians, Elementary Specials, and CTE classes, among others. To address the performance of CISD teachers a method that identifies strengths and opportunities for growth without a time consuming measurement would best fit the needs of the district.

Proposal

A committee of administrators and teachers would have the option to develop a teacher evaluation system that would be a combination of PDAS, T-TESS, and other best practices to develop a local instrument and/or process that fits the needs and goals of CISD.

- CISD will utilize a locally developed teacher and principal evaluation tool.
- A district committee of administrators and teachers will have the option to develop a local teacher evaluation that can be used in the place of the commissioner's recommended instrument (T-TESS).
- This instrument will be developed with input from central administration, campus administration, and teachers. It will use staff input, PDAS, T-TESS, T-PESS, and any other relevant best practice.
- A rotation of campus's teachers must be formally evaluated every year having new teachers and struggling teachers evaluated as deemed necessary by the principal.
- All teachers must be formally evaluated at a minimum of every third school year.
- Informal walk-throughs by campus/district administration would be required.

- All teachers will have an annual summative conference to discuss the year and to set classroom goals and a staff development plan.
- Principals will continue to be evaluated annually on a locally developed plan.
- The newly developed instrument would not include a student growth measure, nor would it require annual online recertification for appraisers.
- These locally developed plans should reflect the strengths, areas of concern, and goals for Carthage ISD.

Probationary Contracts DCA(LEGAL)

TEC Code/s Requiring Exemption

TEC §21.102(b) A probationary contract may not be for a term exceeding one school year. The probationary contract may be renewed for two additional one-year periods, for a maximum permissible probationary contract period of three school years, except that the probationary period may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment by the district.

Rationale

Carthage ISD's desire is to have the best teachers possible for its students. When an experienced teacher is hired by CISD, an additional year beyond the one year probation is sometimes needed by the principal to observe that teacher to determine if that teacher is meeting student's academic needs. TEC §21.102(b) does not allow for an additional probation year for teachers who have taught at least five of the prior eight years. The decision to keep a teacher in this circumstance on probation for a second year should be awarded to the district.

Proposal

Carthage ISD administration will monitor probationary teachers who have been hired and who have taught five out of the preceding eight years. A recommendation will be made to keep a teacher on a probationary contract for a second year if warranted by the campus principal. Documentation will be on file outlining the Rationale for the decision. The principal will notify the Superintendent before renewal of any contract for the next year. The Superintendent will bring the recommendation before the Board for approval.

Contract Days DC(LEGAL) DEA(LEGAL)

TEC Code/s Requiring Exemption

TEC 21.401 (a) A contract between a school district and an educator must be for a minimum of 10 months' service. An educator employed under a 10-month contract must

provide a minimum of 187 days of service. The commissioner, as provided by Section 25.081(b), may reduce the number of days of service required by this section. A reduction by the commissioner does not reduce an educator's salary. Subsections (a) and (b) do not apply to a contract between a school district and an educational diagnostician.

Rationale

The teachers at Carthage ISD historically clock in more than 75,600 minutes a year due to the time verses day adjustment made by the legislators. Reduction of teacher days would be an attempt to better align the teacher days to the 75,600 minutes required of students. Uncounted hours are spent by teachers participating in required professional development and other duties as assigned. Reducing the number of days will allow CISD teachers additional time to prepare to teach summer school for students who have been retained. This reduction would also give teachers the desire to participate in professional development offered in the summer. There has been a shift in the number of teachers being generated by the education system. Reducing the number of days for teachers would enhance teacher recruitment and improve teacher morale.

Proposal

Carthage ISD will reduce the number of days in the state required 187 to a minimum of 185 for educators employed under a 10-month contract with no effect on salaries to increase the daily rate, enhance educator recruitment, and improve morale. This plan will also provide more opportunities to seek beneficial staff development related to their fields. This will apply to 10-month educator contracts only without affecting stipend contract addendums.

Early Retirement/Early-Notification Incentives DEAA(LLEGAL)

TEC Code/s Requiring Exemption

TEC 22.007 A district may not offer or provide a financial or other incentive to an employee of the district to encourage the employee to retire from the Teacher Retirement System of Texas.

Rationale

Carthage ISD diligently tries to be a good steward of taxpayer's money. For many school boards, early retirement incentives are considered a good business practice. CISD views this as an opportunity to cut district payrolls and replace teachers who are sincerely considering retirement with teachers on a lower pay scale. CISD can construct a teaching staff while providing benefits to a prospective retiree. By providing early retirement

incentives CISD can reduce the workforce without layoffs or reduction of programs. Early-notification incentives that provide a small bonus for teachers who let districts know early in the year that they plan on retiring or leaving can also be a means of identifying a future workforce with more financial accuracy. Early-notification incentives would allow CISD the opportunity to begin searching for teacher replacements sooner. Some teachers do not decide to retire until the last possible day allowed, thus leaving the district the task of trying to find a proper replacement. Early retirement and early-notification incentives can be considered a win-win for the district and its employees.

Proposal

- CISD will have the opportunity to offer early retirement and/or early-notification of retirement incentives on an as needed basis determined by the Superintendent.
- The Board of Trustees, with recommendations of the Superintendent, will make a determination of what practices will be put in place for the offering of early retirement and/or early-notification of retirement incentives.
- CISD will not coerce any employee to participate in early retirement and/or early-notification of retirement incentives.

Summary

The direction provided by this District of Innovation Plan is an important step forward to ensure CISD develops and supports our students, employees and families in a more personalized, more effective and strategically aligned way. Moving our system toward the more personalized environment our students deserve will enable us to better prepare them according to their individualized needs and their unique passions, gifts, and talents. Through HB 1842, CISD will be positioned to leverage increased flexibility to make the best decisions for our children, because we will be able to make them locally. In most cases, activation of exemptions from the TEC will require the revision of CISD policies. CISD will implement an enhanced local policy development process that is rigorous, transparent, and inclusive of stakeholder input through the District Site-Based Committee.. We are grateful to the legislators who championed Districts of Innovation through HB 1842 and to Commissioner Morath and his team for expediting rules to help implementation. We are committed to the children of our community and pledge to implement this plan with their best interests at heart.



CARTHAGE INDEPENDENT SCHOOL DISTRICT
1 BULLDOG DRIVE
CARTHAGE, TEXAS 75633-2370

February 16, 2017

NOTICE OF A SPECIAL BOARD MEETING

DATE: February 20, 2017

TIME: 6:20 p.m.

PLACE: CISD Administration Building

Notice is hereby given that a special meeting of the Board of Education of Carthage Independent School District will be held at the time and place listed above.

I. ADOPT AGENDA

II. BUSINESS

A. Adopt Carthage ISD Board Resolution – District of Innovation

III. ADJOURNMENT

Carthage Independent School District
Resolution to Consider Designation as a District of Innovation

WHEREAS Education Code 12A.001 provides that a district is eligible for designation as a district of innovation if the district's most recent performance rating under Section 39.054 reflects at least acceptable performance, and that consideration of designation as a district of innovation may be initiated by a resolution adopted by the board of trustees of the district;

and

WHEREAS the Carthage Independent School District's most recent performance rating under Education Code 39.054 reflects at least acceptable performance.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Carthage Independent School District by adoption of this resolution initiates the process under Education Code Chapter 12A to become a District of Innovation.

BE IT FURTHER RESOLVED that after this resolution is signed by the Board, a public hearing shall be held within 30 days to consider whether the District should develop a local innovation plan for the designation of the District as a district of innovation and that within 30 days of the public hearing the Board of Trustees of Carthage Independent School District shall appoint an innovation plan committee to develop a local innovation plan or decline to pursue designation as a district of innovation.

Adopted this _____ (date) day of _____ (month), _____ (year), by the Board of Trustees.

Presiding Officer

Secretary



CARTHAGE INDEPENDENT SCHOOL DISTRICT
1 BULLDOG DRIVE
CARTHAGE, TEXAS 75633-2370

February 16, 2017

NOTICE OF A SPECIAL BOARD MEETING

DATE: February 20, 2017

TIME: 6:25 p.m.

PLACE: CISD Administration Building

Notice is hereby given that a special meeting of the Board of Education of Carthage Independent School District will be held at the time and place listed above.

I. ADOPT AGENDA

II. BUSINESS

B. Public Hearing for Carthage ISD District of Innovation

III. ADJOURNMENT



**CARTHAGE INDEPENDENT SCHOOL DISTRICT
1 BULLDOG DRIVE
CARTHAGE, TEXAS 75633-2370**

NOTICE OF A REGULAR MEETING

**Board of Trustees
Carthage Independent School District
February 20, 2017
6:30 P.M.**

A regular meeting of the Board of Trustees of Carthage Independent School District will be held on February 20, 2017, beginning at 6:30 p.m., in the Boardroom at #1 Bulldog Drive, Carthage, Texas. The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. CONSENT AGENDA

- a. Minutes of January 17, 2016, Regular Meeting
- b. Accounts Payable
- c. Budget
- d. Cash and Investments
- e. Tax Report
- f. Cafeteria Report
- g. Construction Report
- h. Transportation Report
- i. Enrollment

DISCUSSION/ACTION

2. Appoint Committee to Develop Carthage ISD District of Innovation Plan
 3. Approve 2017-2018 School District Calendar
 4. First Reading on TASB Initiated Localized Policies – Policy Update 107:
Affecting Local Policy: CDC, CJ, DC, DEE, DFAA, DFBA, DFCA, FEA, FJ, GE
 5. Consider Purchase of School Buses
 6. Consider Purchase of New Washers and Dryers for Field House
 7. Consider Purchase of Technology Equipment for the Press Box and TV Production Classroom Projects
 8. Consider Purchase of State Championship Rings
 9. Superintendent's Report
- Facility Update
 - Legislative Update
 - 10. Personnel
- Resignations
 - Employment
 - Security
 - Administrative Council Contracts

POSTED 2/22/2017

Updated 4/5/2017 by CISD SBDM