



Educate.
Inspire
EMPOWER!

GREGORY-PORTLAND ISD BOARD OF THE YEAR NOMINATION PACKET

Submitted by: Dr. Michelle Cavazos, Superintendent



2023 - 2024

GREGORY-PORTLAND ISD BOARD OF TRUSTEES

Tim Flinn, President | Carrie Gregory, Vice President | Melissa Gonzales, Secretary
Lora DeLuna, Trustee | Nicole Nolen, Trustee | Mark Roach, Trustee | Zach Simmons, Trustee
Nomination submitted by Superintendent Dr. Michelle Cavazos | May 2024

1. FUNCTIONS AS A POLICY-MAKING BODY

Our Gregory-Portland ISD School Board has demonstrated exceptional leadership, vision, and commitment to improving education for our community through their collaborative and thoughtful approach to policy review and implementation. Each, and all, of our board members operate with a desire to ensure our policies are current and aligned to local needs via collective, thorough understanding of the district and community, standard policy evaluation processes, and strong support for district leadership.

Policies Established & Support for New Policies

Our board works to ensure that all students, regardless of their background, have access to equal educational opportunities as they are written in legal and local policies yet also through full execution throughout our district. While these LEGAL policies exist for all districts, our team has been strategic in expanding their reach and effectiveness across the system. The Board was among the original Community Advisory Committee (CAC) in our district who developed our Vision, Mission, and Beliefs* that reflect their desire to be inclusive, as well as an intent clear with the district's Balanced Scorecard* adopted by our Trustees in which for Priority 1: Exceptional Student Performance we track and monitor progress not only for all students yet also "all student groups." (Please see academic progress sample* that show how we are monitoring all students and all student groups.)

This Spring, the Board heard from the Community Advisory Committee and approved a recommendation from that community-based group to extend its Balanced Scorecard through 2030, providing stability and direction for the district from the highest level and further emphasizing the focus on equity and inclusion for all students and all student groups. This community group is one among several others who have the opportunity to review policies and procedures being considered by the board and/or district throughout each school year.

Community, Staff Involvement in the Policy-Making Process

In addition to this group which advises the Board and Superintendent, our district also has the District Site-Based Decision-Making (SBDM) Committee review policies as needed and our newly-established Family Engagement Committee* – a specific request and idea from our School Board as a result of public comment received in the 2022-23 school year, giving our families greater voice together with our teachers and staff as it pertains to a myriad of school activities, groups, and the family-school connection throughout our community.

The Board also ensured the district created an open application process for our community effective for this school year, allowing anyone in the public to volunteer to serve on any district or campus committee. This opportunity is widely publicized at the end of each school year, and the application remains open indefinitely so anyone can volunteer at any

*Items underlined above include samples/attachments in the pages to follow. Thank you.

--

time and staff may assign new volunteers to any vacant positions throughout the year. This application and an overview of district-level committees can be found on our “Communities” web page (www.g-pisd.org/Committees).

The policy-making process is inclusive and participatory, incorporating input from professional staff and patrons via these committees and several other methods. This approach ensures that policies are well-informed and reflective of the community's needs. Key practices include:

- **Stakeholder Surveys and Forums:** The board conducts surveys and holds public forums to gather input from teachers, parents, and community members that inform, or are centered on, proposed policies and procedures. Our District Engagement Surveys are conducted annually and reviewed by the school board, inclusive of feedback from elementary and secondary students; faculty and staff; families; and community members (residents and taxpayers who are not currently family members of G-PISD students).
- **Board “Listening & Learning” Tours / Sessions:** Our school board has conducted ‘listening and learning’ sessions with stakeholders to address requests and/or public concerns. They have a practice of actively listening for the sole purpose of ensuring our community is heard and their concerns considered. The Board President schedules these sessions as needed/requested, and coordinates with the rest of the Board.
- **Public Service on Boards, Organizations:** Ongoing feedback and recommendations are received by our Trustees in person via the immense amount of time they commit to being involved in our community through organizations like Rotary Club, Chatwork Civic Club, Chamber of Commerce, Regional Economic Development committees/events, City Council meetings and events for both communities we serve (Gregory, TX, and Portland, TX), and they even visit other School Board meetings in other school districts to show support and extend gratitude to other Trustees as they work to build relationships across our region and support for public education.
- **Transparent Communication:** Policy drafts and revisions are shared with the public through multiple channels, including the district website, newsletters, and/or social media. Our board invites comments and suggestions for new policies that may be considered which could impact specific audiences and/or the entire district.

Active Support for Superintendent & School Leadership / Personnel

The G-PISD School Board actively supports me as their Superintendent, in addition to other school personnel, as we carry out board policies. This support includes:

- **DC(LOCAL) Policy:** One example of clear support for the Superintendent and district leadership is the Board’s draft and adoption of DC(LOCAL)* which allows the Superintendent the authority to hire all teachers and staff before the Board is notified / ratifies those hires. This policy allows our district the time and space to fill vacancies quickly, which is ideal for spring and summer hiring seasons, and shows the level of confidence the Board has in our ability as a team to follow established processes and procedures. This level of confidence is uncommon and appreciated.
- **Curriculum Textbook Adoption:** In the last year, several in our community have seen news across the state and nation as it pertains to politically driven actions and fears regarding the content of textbooks and library

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

materials in public school districts. Our Board heard and received some concerns from our own community surrounding these topics and were able to provide accurate information and support to our team through the process. Their support helped instill greater trust in our district leadership and in the Board, and this Spring the board heard a Curriculum Report and recommendation from our team to invest \$600,000 in new materials. The Board thoughtfully discussed during our board meeting in a professional manner, and expressed their support of our team and the trust they have in us to ensure materials were properly vetted and the process was followed. This trust allowed us to order materials as needed, and be prepared for the next school year with their support and collective ability to share a faith in our team throughout the local community.

- **Collaboration and Communication:** Regular meetings between the board and the superintendent foster open communication, ensuring alignment and shared goals.
- **Resource Allocation:** The board prioritizes the allocation of necessary resources, whether financial, technological, or human, to support the effective implementation of policies.
- **Recognition and Encouragement:** The board regularly acknowledges and celebrates the efforts of school personnel through awards, public recognition, and professional development opportunities. They also nominated me for Superintendent of the Year the last two consecutive years, and the most recent letter from the Board President* is included here for review to show the level of understanding they have for their roles and the level of support they extend to me as the administrative leader of our school district.

Our G-PISD School Board exemplifies excellence in governance through its innovative policies, thorough evaluation processes, unwavering support for school personnel, and inclusive policy-making approach. The board is provided ample time to review policies in advance of any change(s), and it's not uncommon for the board to receive notice and/or drafts for review 1-2 months in advance of potential adoption (especially with large packets of material). If one Trustee requests more review time, they acquiesce to one another's needs and comply with ease and professionalism.

Their dedication to enhancing the educational experience for all students and staff through the policy-making process, a key and central function of this governing body, makes our board a deserving candidate for the "Board of the Year" recognition.

2. ADHERENCE TO ADOPTED BOARD POLICIES

Our board has Policy Review Procedures & Guidelines as listed in one form on our website for the public, and in expanded form for internal processes to ensure full review and evaluation of policies throughout each year. Among these procedures are:

1. **Cycle for Annual Review:** Our School Board has designated the in-depth internal review process be conducted by Cabinet Leadership each school year. The cycle for review is overseen by our Chief Communications & Engagement Officer (CCEO), and key leaders are assigned to different sections of policy. Based on their assessments, these leaders will seek internal and external guidance on any potential draft edits for board review as needed in addition to carrying out similar processes in the event that the board makes any policy revisions or requests. This process is outlined in the procedures attached.

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

2. **Frequency of Policy Review:** An annual review is conducted for all policies through internal district leadership and conducted in a timely manner when legislative changes result in a need for TASB to notify our district of bulk policy updates. The last TASB Update (122) was conducted via thorough internal review in December 2023 and January 2024, followed by board review and adoption on February 26, 2024. Currently we are anticipating Update 123 to arrive in “late May” per TASB and will initiate the process to review those policy changes this summer.
3. **Procedure for Updating & Maintaining the Policy Book:** This information is contained in our internal guidelines and overseen by the district’s CCEO under the direction of the Superintendent.
4. **Board Decisions based on Policy Statements when Action was Opposed:** We have not had a recent instance of opposed action among our board as it pertains to policy, though questions have been asked for clarity prior to adoption. Our team works well to align language in policy with the needs of our district and expectations of our Board.
5. **Availability of Board Policies for District, Community:** Our Board Policy Manual is available on our website and also via shortcut link at www.g-pisd.org/BoardPolicy. District leaders including Principals, Directors and above receive policy training every two years during their “Team One” administrative meeting(s) and are aware of the process to access, review, retain, share, and consult the policy manual. Policies are accessible to the entire community including all staff as a searchable online resource. When appropriate following new or revised policy adoption, the district may link news features / information to the manual for quick public access.

3. SUPPORT FOR EDUCATIONAL PERFORMANCE IN ACCORDANCE WITH STATE-ESTABLISHED STANDARDS

Our board has demonstrated unparalleled dedication to improving educational performance, aligning with state-established standards, and fostering an environment where students can excel and fulfill our Mission to “succeed in life and become the next generation of leaders.”

Our district has been extremely encouraged by detailed data showing exceptional progress in student performance following the board’s adoption and extension of our Balanced Scorecard priorities and goals, their collective support for innovation and high-performing programs, their recognition for educational achievements in all our schools, and their proactive approach to addressing performance needs based on the professional assessment of the Superintendent and Cabinet leadership team.

The Board has consistently prioritized initiatives that align with our district goals. Through strategic planning and robust policy implementation, the board has ensured that our district meets and exceeds these standards along a reasonable timeframe to ensure we are able to fully integrate new curriculum and innovative practices with consideration for our teachers and staff as well as our students.

There have been truly remarkable improvements in student performance across our district in the last year during an initial implementation of new curriculum. Key highlights include:

- **Increased MAP Testing Scores, revealing anticipated Increased State Test Scores:** Our recent Priority 1 reports to the Board have revealed gains in math and reading that are substantial in every G-PISD campus. This data

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

reveals we are meeting and exceeding the goals set by our Board thanks to their support and engagement with a focus on curriculum development and student success.

- **Board Workshops for Curriculum & Instruction:** Our Board holds a minimum of two workshops a year focused on Curriculum and Instruction, and in a most recent workshop they learned about our team's process for "Wildcat Walks" in which informal observations of teaching and learning are conducting every week, in every school district-wide. This focus on continuous feedback for our teachers is helping accelerate academics while also providing a morale boost among leaders and staff who aspire to receive their guidance on a regular basis. Our Board members conducted their own Wildcats Walks, following the structure and review form, in all of our campuses during their board workshop. Photos and information are attached. Meanwhile, the Board remains centered and focused on Priority 1 of their Balanced Scorecard during regular meetings, and that is clear by a review of Board Agendas* for meetings this school year. Every meeting there is a report on Priority 1 academics, and quarterly the board hears a report on the other three priorities (2, 3, and 4) which cover a focus on staff, families/community, and operations. The Board
- **College, Career, and Military Readiness (CCMR):** Our Board maintains and continues to support the expansion of real-world training and military opportunities in our schools, with new innovations and facilities under construction thanks to the passing of successful bonds and the leadership of our Board.
- **2024 DISTRICT RECOGNITION: H-E-B Excellence in Education Small District Award** – Perhaps among the most significant recognitions our district has ever received was earned this year, with the announcement that Gregory-Portland ISD was chosen as the recipient of the H-E-B Excellence in Education Small District Award*! This honor was made possible for our district in large part due to the leadership and support our School Board provides, and the many ways they partner with us to elevate learning through innovation that is collaborative in our community.

A review of the award requirements* will prove that this was the highest example of recognition for educational performance our district earned in recent years, and was well earned due to the progress we've seen academically as a direct result and testament to the level of exceptional leadership we are able to enjoy in our district with a high-performing and effective Board.

- **Evidence of Support to Correct Deficiencies in Student Performance** – Our Board is incredibly driven to close learning gaps and improve teaching and learning district-wide, especially through oversight over Priority 1 and involvement in curriculum programs and workshops. Their support for our team has afforded us the flexibility to address needs in terms of staffing changes and expectations throughout administration. We are in a rural-to-suburban, growing community where our Board is well known and connected. They frequently receive outreach regarding staff situations, though less than in previous years as word has traveled that they are actively and effectively re-direct those inquiries to the Superintendent, Directors, or Principals, depending on the appropriate level(s) of administration where an issue may need to be addressed. Our Board is exceptional at being a governing body with the ability to 'stay in their lane' as it pertains to district needs and lend us the trust and support to operate effectively.

4. SUPPORT FOR EDUCATIONAL IMPROVEMENT PROJECTS AND SCHOOL TRANSFORMATION INITIATIVES

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

Our G-PISD Board has demonstrated exceptional leadership in supporting educational improvement projects and school transformation initiatives. Their commitment to long-range planning, technological integration, innovative programs, student engagement, exemplary performance, and strategic district improvement has profoundly impacted our schools and community in the most positive and proactive ways.

Approval of Long-Range Plans for Curriculum Design and Revisions

The Board has shown a strong commitment to curriculum enhancement and academic excellence:

- **Curriculum Audit:** The Board approved a comprehensive audit of the district’s curriculum last school year and was supportive to ensure all recommendations were implemented as of this year inclusive of alignment with state standards and transformational education practices to advance learning to new levels of success.
- **Future-Focused Learning:** Long-range plans include the incorporation of experiential learning models beginning with the district’s new Early Childhood Center now completed and set to open in the Fall of 2024. This campus will fundamentally transform learning for our Pre-K and Kindergarten students, creating a solid foundation for academic success through all other years of their educational journey with G-PISD. The campus features 18 “experience rooms” with exhibits aligned to curriculum standards, where our youngest learners will learn through play, exploration, and discovery together.
Through play- and project-based learning initiatives like this one, cross-collaborative learning from campus to campus and among content areas, and innovative approaches to learning that prepare students for the challenges of the next century we will realize our Mission and exceed our district goals thanks to the support of our Board whose vision is great and ability to adapt to new ideas profoundly inspiring. Additional samples of innovative educational opportunities for students in grades 1st – 12th are contained in the attachments.

Evidence of Technology Integrated into the Learning Process

The board has prioritized the integration of technology to enhance the learning experience, including:

- **1:1 Device Initiative:** Implementation of a one-to-one device program because of a recent, successful school bond has ensured that every student has access to a personal laptop or tablet, facilitating digital learning and connectivity across the district and from home to school.
- **Smart Classrooms:** Investments in smart classroom technology, including interactive whiteboards, digital projectors, online learning platforms, and more has transformed traditional classrooms into dynamic learning environments where the world is accessible, and learning transcends the walls of our campuses.
- **Professional Development:** Ongoing training for teachers on the latest educational practices, technology, and approaches for collaborative, engaging instruction ensures effective implementation of standards while maximizing student engagement and learning outcomes.

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

Support for Innovative Programs Initiated by the District

In addition to the Early Childhood Center and other initiatives mentioned, the Board actively supports and encourages innovative programs that enhance educational outcomes. Notable programs include:

- **STEM and STEAM Initiatives:** Expansion of STEM (Science, Technology, Engineering, and Mathematics) and STEAM (adding Arts) programs, including specialized academies and extracurricular clubs for robotics, engineering, sciences, and more.
- **Dual Enrollment Programs:** Partnerships with local colleges offer dual-credit, dual-enrollment opportunities, allowing students to earn college credits while still in high school and opening the door for even more students to earn associate's degrees before graduating from G-P High School.
- **Learner-Centered Culture:** With the adoption of our district beliefs, our Learner-Centered Culture* followed and is supported by the Board as the best practices of our collective district values and behaviors that support the learning environment we have in G-PISD and aim to maintain.
- **Profile of a G-P Graduate:** Our Superintendent's Student Ambassador Council (SSAC) developed the "profile of a graduate" for our district, which outlines their expectations upon graduation from high school and creates alignment for our community in terms of what we aim to provide so that our students are best prepared for life beyond high school.

Evidence of Student Engagement

The board's initiatives have significantly increased student engagement across the district:

- **Extracurricular Participation:** Nearly 60% of G-PISD students are actively involved in one or more extracurricular activities, ranging from sports to academic clubs as reflecting a vibrant and active student body.
- **Student-Led Events, Presentations & Speaking Opportunities:** Our students take an active role in their learning and are provided opportunities to speak at all district events alongside our Trustees, with students rather than Board providing the Welcome, comments, and more for our community – all supported by our service-oriented school board. These opportunities allow our students to have a voice and develop leadership skills through engagement with our district and board leadership as well as the greater community where they live and attend school.

Evidence of Exemplary Student Performance

- **Academic Achievements:** Significant improvements in state standardized test scores, with district averages now consistently above the state average. Our students have excelled at regional and state levels, with many competing in national opportunities for speech and debate; writing/journalism; robotics; science; and more.
- **Scholarships and Awards:** G-PISD students receiving scholarships and academic awards at state and national levels is substantial in our community, with this year's graduating class earning just under \$10 Million in scholarships for post-secondary education.

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

Evidence of Long-Term Planning for School Improvement

The board has demonstrated a strong commitment to long-term planning, ensuring sustainable improvements in education:

- **Strategic Plan:** Adoption of a comprehensive five-year strategic plan focused on academic excellence, technology integration, and student well-being.
- **Facility Upgrades:** Long-term plans for the modernization of school facilities, ensuring safe, state-of-the-art learning environments for all students as evident from Bond Stakeholder Committee and Facility Master Planning materials during recent years.

Support for Bond Elections, Facility Planning, and Other District Improvement Plans

The [School District Name] School Board has shown unwavering support for district improvement initiatives:

- **Successful Bond Elections:** The board successfully campaigned for bond elections, securing funding for crucial infrastructure projects, including new school buildings, facility renovations, and athletic complexes – most recently in May 2023, when the largest bond package ever passed in our district was successful. That package was a total of \$176 Million, with a passing rate of approximately 65% approval from G-PISD voters.
- **Community Involvement:** Active engagement with the community in the planning and implementation of district improvement projects, ensuring transparency and community buy-in for maintenance projects and enhancements thoughtfully designed with stakeholder feedback and involvement throughout the planning process.

5. COMMITMENT TO A CODE OF ETHICS

Our board's unwavering commitment to a strict code of ethics sets a high standard for integrity, fairness, and transparency in all its dealings. This nomination highlights the board's adherence to ethical practices, their respectful engagement with professional staff, and their dedication to ethical considerations in all contractual and procedural matters.

The Code of Ethics that guides their conduct and decision-making processes is contained as part of the larger Good Governance Handbook* that our board created themselves as a team, thoroughly reviewed, discussed, and adopted this school year. The code emphasizes principles such as integrity, accountability, transparency, fairness, and respect for all stakeholders. Among the intentions expressed by our Board for the development of their ethical practices are:

1. **Integrity and Honesty:** Board members shall act with integrity and honesty in all their actions and decisions, as expected among our district staff and students to set an example in our community.
2. **Accountability:** Board members are accountable and responsible to the public and must act in the best interests of the students and adults who are served by the district.

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

3. **Transparency:** All decisions and actions must be transparent and open to public scrutiny, feedback, and involvement for full-scale collaboration true to the framework of a governing body representative of its community.

4. **Fairness / Equity:** Board members must treat all individuals with fairness and respect, ensuring equitable treatment for all – from students to staff, and the public.

5. **Respect:** The board shall respect the roles and responsibilities of professional staff, students, and the community while operating with a clear understanding and execution of good governance practices.

Evidence of Ethical Practices in Dealing with Professional Staff

Our G-PISD Board exemplifies ethical practices in its interactions with professional staff, both collectively and individually, as they support the Superintendent in maintaining her role as supervisor over district employees. Key examples include:

- **Transparent Communication:** The board maintains open lines of communication with the Superintendent through regular meetings and direct collaboration as a “Team of 8” in service to G-PISD. Beyond that structure, the board reviews the results of surveys, and conducts feedback sessions among varied audiences to ensure that all voices are heard and considered.
- **Respectful Engagement:** Board members engage with staff respectfully, valuing their professional expertise and contributions to the district’s success.

Evidence of Ethical Considerations in Professional Contracts, Grievances, and Dismissal Procedures

The board adheres to ethical considerations in all contractual matters, grievance handling, and dismissal procedures in support of the Superintendent and her team. Examples include:

- **Fair Contract Negotiations:** The board conducts all contract negotiations with fairness and transparency, ensuring that terms are equitable and in the best interest of both the district and the employees.
- **Grievance Resolution:** A structured and fair grievance resolution process is in place, providing staff with a clear and unbiased avenue to address their concerns. The board ensures that all grievances are handled promptly and equitably.
- **Ethical Dismissal Procedures:** When dismissal is unavoidable, the board oversees a clear, ethical, and legally compliant process conducted with the leadership of the Superintendent, ensuring that all parties are treated with dignity and respect. This includes providing ample notice, clear communication of reasons, and opportunities for appeal.

Commitment to “*Ethics for School Board Members*” published by the Texas Association of School Boards

Each member of the G-PISD Board demonstrates a strong commitment to the “*Ethics for School Board Members*” as outlined by the Texas Association of School Boards (TASB), which includes:

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

- **Legal and Ethical Conduct:** Board members adhere strictly to all legal and ethical guidelines set forth by TASB, ensuring that their actions are above reproach.
- **Ongoing Training:** Board members participate in regular ethics training sessions provided by TASB, reinforcing their commitment to ethical governance.
- **Public Service Commitment:** The board members are dedicated to serving the public interest, prioritizing the welfare of students and the community in all their decisions.

6. PROVISION OF FINANCIAL SUPPORT FOR THE SCHOOL SYSTEM

The board's provision of financial support for our school district, their commitment to efficient business management practices, and strategic efforts to budget with intention are all reasons why our Trustees serve as an exemplar of financial management and oversight among Texas school board members.

For decades, G-PISD has been renowned among districts for exemplary financial stewardship and ensuring that the district's resources are effectively utilized to enhance educational outcomes. Below are key financial metrics and indicators of the board's commitment to financial support:

1. **Total Taxable Base of the District:** \$4.4 Billion in taxable property values for Maintenance and Operations, and \$16.5 Billion in taxable property values for I&S Debt Service ("bond-only" values). The magnitude of these taxable values due to industrial development in our boundaries has catapulted G-PISD into recapture under "Robin Hood" law. The Board has been instrumental in leading the district through this time when financial management for the good of the district is more important than ever before, given that wealth equalization requires G-PISD to retain and plan to repay (recapture) millions to the State of Texas during the next decade and beyond.
2. **Applied Total Tax Rate & District Budget Detail:** Total Tax Rate is currently \$1.1126 per \$100 of assessed value (decreased 10 cents from last year, and substantially decreased from \$1.35 in 2018-19), and the last adopted budget was \$63.5 Million (general fund M&O).
3. **Average Expenditure per Child / Employee Salaries:** \$6,823, which is above the state average and reflects the board's dedication to providing ample resources for each student through teacher pay that attracts the most qualified educators and staff to serve G-PISD (our payroll expenditures of 93% exceed the state averages of 80-85% of the annual budget).
4. **Adequacy of Facilities:** The district has constructed several modern, well-maintained facilities, including state-of-the-art campuses, a career and technical education center, agriscience facility and arena, sports complexes, and will soon construct a family resource center and maintenance/transportation facility. Long-range planning for these facilities through district and bond funding made possible by our community's support is ongoing, with the Board consistently reviewing plans 5-, 10-, 15- and up to 30 years beyond the current school year.
5. **Educational Programs:** A wide range of educational programs is available, including Advanced Placement (AP), STEAM initiatives, Fine Arts programs, the expansion of Career and Technical Education (CTE) courses from 6th grade through 12th grade, and more.

Evidence of Efficient Business Management Practices

The board has implemented several efficient business management practices, demonstrating their commitment to fiscal responsibility:

- **Comprehensive Budget Planning & Management Process:** The annual budget review and planning process* is inclusive of various stakeholders and leaders across the district and includes two annual workshops as well as several board reports which allow for full review of budgetary items and plans in advance of considering any draft for approval.
- **Budget Parameters:** In an unprecedented and profound action, the G-PISD Board approved a Budget Parameters* document at a recent board meeting, lending the public insight to their collective resolve and pre-emptive commitment to restricting fund balance for specific uses as well as declaring an intention for budget planning well in advance of the annual draft and approval process. This clarity was an exceptional move on the part of our Board to provide clarity for our schools and teams planning their budgets for next school year, and for the community as the Board continues to educate the public about G-PISD's financial situation and the looming state-wide budget shortfalls among Texas public school districts.
- **Compensation Planning Committee:** To effectively and efficiently manage district funds and plan for the long term, given the state's finance formula for schools as well as recapture in the future for G-PISD, the Board approved and heard from a Compensation Planning Committee formed this school year and comprised of teachers and staff representing all schools and departments, as well as community members, families, and local business leaders. This group reviewed financial information and effectively sourced ways to minimize costs district-wide while navigating our financial future as a district. They drafted a Compensation Plan* that was presented with recommendations to the Board and approved on May 20, 2024. This document outlines strategic actions that G-PISD is taking immediately to address financial needs and move into compensation planning for all employees this summer and fall.
- **Transparent Financial Reporting:** Regular, transparent financial reports* are shared with the community, detailing expenditures, revenues, and budget forecasts.
- **Cost-Saving Measures:** Strategic cost-saving measures, such as energy-efficient upgrades and bulk purchasing agreements, have been implemented to maximize available funds.
- **Audits and Oversight:** Regular audits and oversight ensure that all financial practices comply with state and federal regulations and that funds are used appropriately.

Trends Indicating Financial Support for Educational Programs: The Board oversees a district committed to community partnerships for academic success, inclusive of restricted gifts to fund programs within the district and also via the expansion of the G-P Education Foundation – a 501(c)(3) nonprofit organization that has been in operation less than 10 years and has raised in excess of \$250,000 for students and teachers in the district to date. Up to two school board members serve on this foundation, in addition to Trustee responsibilities.

*Items underlined above include samples/attachments in the pages to follow. Thank you.

--

The G-PISD Board is also involved in advocacy at the local, regional, and state levels. Among their activities together as a board (some of which is covered elsewhere in this nomination packet), our Board has adopted Legislative Priorities that elevate our financial needs among legislators. They have collaborated with senators and representatives, spoken publicly in various forums on the topic of school finance in Texas, and partnered with fellow Trustees across the region to align priorities while advocating for our public schools as it relates to finance and other vitally important matters impacting academic success.

The Board's unwavering commitment to financial support, efficient business management practices, and strategic planning has significantly enhanced the district's educational programs, facilities, and overall student outcomes. Their efforts ensure that the district remains financially stable and capable of providing a high-quality education for all students.

7. PARTICIPATION IN WORKSHOPS AND OTHER PERFORMANCE IMPROVEMENT PROGRAMS

This section underscores our board's active participation in workshops and performance improvement programs, their commitment to professional development for both board members and staff, and their strategic support for the Superintendent.

Association Membership and Participation

Our Board is deeply engaged in various educational associations and activities, enhancing their knowledge and effectiveness in governance:

- **Texas Association of School Boards (TASB):** The board is an active member of TASB, regularly attending annual conferences, regional meetings, and specialized training sessions.
- **“Raise Your Hand Texas” Trustee Advocacy Cohort – Inaugural Class:** Our current Trustees were selected to be one of the very first nine (9) school boards in the state to participate in the “Raise Your Hand Texas” Trustee Advocacy Cohort, a two-year commitment with several trainings and trips to the Capitol in Austin, Texas, where they were able to strengthen skills in communicating and partnering with legislators – actions that our Board has since taken and developed with great fervor since the completion of that training program last year. Furthermore, the G-PISD Board was asked by Raise Your Hand Texas to be featured in a training video for future cohorts, highlighting their expertise, experience in the program, and best practices for advocacy that have made them more successful in promoting public education in Texas.
- **Leadership TASB** – Our current Board President, Tim Flinn, and Vice President, Carrie Gregory, are Master Trustees having completed the Leadership TASB program in prior years. This year, Trustee Nicole Nolen has completed the class and will soon graduate from the program with the title of Master Trustee.

Encouragement of Professional Staff Participation

The board actively encourages professional staff to engage in activities designed to enhance their performance and professional growth:

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

- **Professional Development Funding & Support:** The board allocates significant funding for professional development, enabling teachers and staff to attend conferences, workshops, and training sessions relevant to their fields.
- **“Teachers teach Teachers” Collaborative Learning Conferences & Workshops:** Regular in-house training sessions and workshops are conducted to ensure that staff members stay current with the latest educational strategies and technologies as they learn from one another and ‘master teachers’ are selected to ensure cross-collaboration among campuses and teams.
- **Recognition and Incentives:** The board recognizes and rewards staff who actively pursue professional development, fostering a culture of continuous improvement and lifelong learning. These individuals are frequently recognized at board meetings as Employees of the Month, receive “PAWSitive Praise” submissions from their Trustees and colleagues, and are recognized during Rounding Sessions conducting by the Superintendent and presented for board review each semester.

Board Member Participation in Workshops and Training Programs

Our Board has demonstrated a strong commitment to their own professional growth through active participation in various training programs including yet not limited to:

- **Annual TASA | TASB Conference:** As an example of their unwavering commitment to learning and supporting fellow Trustees, our Board represented with 100 percent attendance at the last TASA | TASB Conference in the Fall of 2023. They have historically attended each year with as many as possible participating in workshops on governance, policy development, and strategic planning.
- **Sought-After Presenters at Conferences:** Our Trustees have applied and been approved to present at the largest school board conferences in Texas with four years of consecutive selections and successful presentations at both the Summer Leadership Institute (SLI) and fall TASA/TASB conference, receiving high praise and positive feedback from attendees. A sample presentation excerpt* is included in this packet for review.
- **Required Board Member Training:** Each board member completes the state-required training hours, covering topics such as school finance, ethics, and legislative updates along a set schedule. Certificates of completion are maintained as part of their professional development records.
- **New Trustee Orientation:** Our Board conducts an orientation session for those running for election, and then for those who are newly elected to our Board. This aligns the team’s vision, values, beliefs, and best practices as well as an understanding of governance for all considering and/or selected to serve as a Trustee in G-PISD.

Support for Superintendent's Professional Development

The professional growth of the Superintendent is highly valued and supported by our Board, as this governing body fully recognizes the critical role of leadership in driving district success via:

*Items underlined above include samples/attachments in the pages to follow. Thank you.

--

- **Professional Conferences:** The board supports the superintendent's attendance at national and state conferences, such as the American Association of School Administrators (AASA), the Texas Association of School Administrators (TASA), and additional boards and activities as listed in the Superintendent's bio attached.
- **Executive Leadership Coaching:** The superintendent participates in executive coaching programs funded by the board, enhancing leadership skills and strategic decision-making capabilities. Further, the Superintendent funds Executive Leadership Coaching for the Cabinet members, Directors and Principals across the district.
- **Advanced Certifications & Consulting:** The board provides financial support and time allowances for the superintendent to pursue advanced certifications, ensuring continuous professional growth. Additionally, the Superintendent's contract allows her to consult and mentor other superintendents given the Board's commitment not only to their own students ... yet all students in public schools across the state whose futures depend on strong and supportive leadership.

The G-PISD Board truly goes 'above and beyond' in their commitment to continuous learning and professional growth, making them a standout candidate for the "Board of the Year" award.

8. PLACEMENT OF THE WELFARE OF CHILDREN SERVED BY THE SCHOOL SYSTEM ABOVE PERSONAL OR POLITICAL MOTIVES

Our G-PISD Board's dedication to making difficult yet beneficial decisions for our students and families while maintaining integrity and sound governance practices is to be commended. They are uniquely qualified in this area compared to many, as the entire team approaches their Trustee role with servant-oriented leadership and has the innate desire to place the good of the whole well above the good of any individual – most notably, themselves.

Support of Potentially Unpopular Actions

The Board has consistently demonstrated the courage to support actions that, while potentially unpopular, have clearly benefited the district and its children. Key examples include:

1. Equitable Programming & Access to Resources: The Board undertook a comprehensive initiative to balance resources and ensure equitable access for the needs of all students across all campuses in our local area. Despite initial and occasional resistance from some community members who may deem their child(ren) more deserving than others, the board has remained steadfast in recognizing that the long-term benefits for students outweighed the short-term unpopularity of the decision. This includes decisions related to athletics, intradistrict transfer applications, out-of-district transfer applications, programs provided to all campuses for equity rather than only those whose parent organizations can afford to support them, etc.

2. Curriculum Changes: The board approved and supported significant revisions to the district's curriculum to enhance alignment with state standards and incorporate inclusive materials that reflect the diverse backgrounds of the student population. Decisions like these have faced opposition from certain groups and individuals, yet the board prioritized the educational and social benefits for students and has remained consistent in supporting the vetting process of district leaders and teams to ensure comprehensive review and service to our community.

3. Volunteers & Family Involvement @ Campuses: Following the end of the last school year, the Board heard several rounds of public comment from families desiring more access to our schools (despite safety measures to protect all students and staff). The Board heard these concerns, held Listening and Learning Sessions, and thoughtfully considered all comments while still maintaining an ability to come together and support district leadership in keeping our schools safe and secure with slightly more access for families yet full safety measures in place. Additionally, the Board announced that a Family Engagement Committee would be formed (and has been this year) to allow a greater voice for families who seek to be as involved as possible in district recommendations for board consideration.

3. School Safety Measures: Implementing enhanced school safety protocols, including the installation of security systems and hiring additional armed guards for campuses, was a costly and initially controversial decision among the public – with some desiring school resources officers instead of armed guards; some weighing in with a desire to minimize excess spending; and other opinions. However, the board prioritized the safety and well-being of students, demonstrating their commitment to creating a secure learning environment.

Examples of Placing Dedication to the School System Above Special Favors and Policy Exceptions

Some examples of our Board’s commitment to a fair process and full transparency include:

1. Uniform Application of Policies: The board strictly adheres to district policies without making exceptions for influential community members or special interest groups. For instance, when addressing disciplinary actions, the board ensures that all students are treated equally, regardless of their parents' status or connections within the community.

2. Transparent Decision-Making: The board conducts all meetings and decision-making processes transparently, inviting community input and ensuring that decisions are made based on the best interests of the students. Regular board meetings are live streamed and archived for the public to view online, and the outcome of significant board decisions are elevated for community awareness in District Updates (e-blasts), G-P News for our community, via local media outlets, social media, video reports, and more. This approach has garnered respect and trust from the broader community, as it is evident that the board prioritizes educational outcomes over personal or political gain.

3. Refusal of Special Requests: G-PISD Board actively decline requests for special favors or policy exceptions that would benefit individuals at the expense of the broader student body. This is true for decision-making as it pertains to all bidding processes, construction projects, and other campus-based or district-based inquiries for special treatment. The Board has requested, for example, NOT to be seated on stage for major events – highlighting their humility and desire not to be seen, yet still supportive. Their hearts and focus are on our students, not themselves.

Transparency for our Board is also covered among their own forms of communication, with the Board Communication Matrix – a confidential document for only our Trustees and Cabinet leadership. This is a running list of questions that one board member may ask the Superintendent, which is then posted for the team to see both the question and response from the appropriate Cabinet member. This process ensures a high level of governance practices and full transparency for the board to remain informed.

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

Our Board fully places the welfare of the children, and our community, above personal or political motives and is a testament to their integrity and dedication to educational excellence.

9. PUBLIC RELATIONS EFFORTS, INCLUDING COMMUNITY AWARENESS

It would be difficult to identify a Board in Texas with more service hours than our Board, as they EACH spend at least 10-15 hours per week visiting schools, attending events, volunteering to serve in our community or speak, and otherwise are engaged in the work of their role as incredible and valued Trustees.

Their public relations efforts, community awareness initiatives, and commitment to transparency and engagement with all stakeholders. Their strategic communication practices and proactive community involvement have significantly enhanced the relationship between the district and the public.

Public Events, Speaking Engagements & Community Involvement

Our Board is well known for being ‘out and about’ as familiar faces in our community who are approachable, supportive, and engaging – especially among our students. A recent video produced by the H-E-B Excellence in Education Awards video team features a student talking about how our School Board and Superintendent “are known by name” among the student body – quite a testament to their involvement and dedication as Trustees!

G-PISD School Board members are often asked to speak for district events and local organizations and celebrations. They participate in parades, volunteer to cook for athletic and program teams, spend time visiting our schools with the Superintendent though they all have jobs and families of their own. Among recent events and engagements, they’ve attended are:

- **Leadership Portland “Trustee Panel” - Education Session:** Each year, G-PISD hosts the Leadership Portland class from our local Chamber, and several of our Trustees take a day off work to serve on a panel as speakers highlighting the role of a school board member; sharing tips and information about public education in Texas and what advocacy means for G-PISD; etc.
- **TASB Grassroots Advocacy – Region Coalition:** This year, our G-PISD Trustees initiated a grassroots effort among Boards in our region to collaborate and address key issues impacting all school districts in South Texas. They hosted Trustees representing 10 other districts at our Administration Annex for an evening with legislators and supporting another district in hosting the next event as part of this coalition. They are also working to form systems for communication among Trustees in the region to stay informed, connected, and apprised in a coordinated effort to move the needle on key legislative actions that will positively impact Texas public schools in our region and beyond.
- **Balanced Scorecard: Priority 3 Goal for Board Visibility:** Our Board believes in being out and in the community to such a degree that this school year we completed a goal under Priority 3 of our Balanced Scorecard that was directly tied to ‘board and district visibility’ in our schools and among the greater community. The board heard a Priority 3 report in November 2023, with information about the progress (that became the ultimate fulfillment) of this goal for the current school year.

Newsletters and News Reports

Our Board has consistently partnered with the district to use newsletters and appropriate media / information outlets to keep our community well informed, including yet not limited to:

- **“G-P News” for the Community:** The district includes Board news and decisions, Bond Progress Reports, Upcoming Events & Forums, District and Student Achievements, and more in “District Updates” to all families and staff, as well as “G-P News,” an e-newsletter that is subscriber-based for our community and distributed both digitally.
- **News Reports:** Local newspapers regularly feature articles about the board's initiatives, decisions, and the impact on local schools. Recent clippings have covered topics such as the implementation of new safety measures, the success of district-wide academic programs, and the results of bond elections.
- **District Website:** The district’s website serves as a comprehensive resource for community members, providing access to board meeting agendas and minutes, policy updates, budget reports, and strategic plans. The website is regularly updated to ensure timely and accurate information.
- **Social Media Engagement:** The board maintains active social media accounts on platforms such as Facebook, Twitter, and Instagram, where they share news, celebrate student and staff accomplishments, and engage with community members. These platforms allow for real-time communication and feedback.
- **State of the District:** The board supports the Superintendent in speaking at, and providing, an annual “State of the District” luncheon where our community leaders attend for an in-depth review of the district’s performance, financial health, and future goals. This report is distributed to all households in the district and is available on the district’s website, as the entire event is live streamed and there is a high level of student, teacher, and staff involvement – given our students are featured throughout the event in the “Wildcat Showcase” featuring more than 35 exhibits where students lead the way to show attendees what they are learning and achieving; presentations featuring our students; culinary program students serving meals; performances and more.

Efforts to Obtain Community Input and Engagement

Our Board prioritizes community input and engagement in their decision-making processes, as mentioned previously in this nomination packet through public forums; listening and learning sessions; surveys and feedback forms; district and campus committees, including newly formed committees this year to address finance needs and family engagement; visibility in our community and involvement in organizations, etc.

Our Board’s commitment to transparent communication, proactive public relations efforts, and genuine community engagement has significantly strengthened the bond between the district and the community.

10. MAINTENANCE OF HARMONIOUS AND SUPPORTIVE RELATIONSHIPS AMONG BOARD MEMBERS

It is with great pride that I nominate the G-PISD School Board for this recognition for all of the reasons formerly mentioned and more, not the least of which is included here: Their ability to function as a true team of dedicated public servants, seeking no accolades and receiving no praise for the work they do to lead and support our entire district. Their

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

relationships together are stronger than any other board I have had the privilege to serve, and I can say that with full confidence in each of them as a group and as individuals. They operate as a family, and as they have attested to many times with great emphasis they operate – agree – disagree – and come together as a team that is “unified, not uniform.” Representing various backgrounds and with varied experiences; elected by different groups and supporters in our community; sharing this role yet maintaining their individuality with a keen resolve and focus on hearing one another and serving one another first ... this G-PISD Board is truly unlike so many others in form and function.

Statements from Individual Board Members

The harmonious relationships among our Board are best expressed through their own words:

"We respect each other's perspectives and make decisions that are in the best interests of our students. That's it, simple: Our students, and our staff come first. We don't always agree, and that is okay. We're a family, and that's how a family works." - **Tim Flinn, Board President**

"We're 'unified, not uniform,' which means we all have our own voice, yet we find a common voice when we are making important decisions. We listen and compromise because we want the best for our kids, and that has been what's made us a team." - **Nicole Nolen, Trustee**

"Our board's strength lies in our commitment to open communication and established systems for informed decision making. It's reassuring to know that answers are always within reach for any member who needs them. Together, we are united in our support for one another, fostering a harmonious and effective working relationship and district."" - **Melissa Gonzales, Secretary**

"We have fun together – I never thought when I ran for school board that I'd end up holding a guitar and making a parody skit for all our community to see (and with a fake mustache and a mullet no less), yet there I was and here I am. In it to win it with this awesome group of people that I've come to know as friends." - **Zach Simmons, Trustee**

"I am a firm believer that boards must function as a unit and make decisions collectively with all voices equally heard and respected. The Gregory-Portland ISD Board has a strong, long-standing tradition of working together with a spirit of respect and honesty which allows us to move forward in a productive manner even when we have differing opinions. We have worked hard to establish a Good Governance Handbook and strive to operate with best practices that we know increase trust, transparency among the board which sets the tone for the district. The work we've done to make this happen is one of the projects that I am most proud of, because it's setting the bar high for this board and the boards who will follow us long after we are gone – and that will have a lasting impact for students and staff." - **Carrie Gregory, Vice President**

"We do a great job being in a lot of places at once, and attending as many events as we can together. It's important to connect as a team yet keep our unique perspectives and voices. We are able to do exactly that and even sometimes agree to disagree while still maintaining our relationships we have together. That's rare, and it's what we hope our students will learn to do – so we have to do it first." - **Mark Roach, Trustee**

**Items underlined above include samples/attachments in the pages to follow. Thank you.*

--

"I have gained such a great amount of respect for the job of a school board member since being elected to this board, and it's an eye-opening experience. The amount of care and compassion this team has for our students and staff is remarkable, and I am proud to be a part of the team. We are all so different, even though sometimes it doesn't seem that way because we work together so well. That's probably the most remarkable thing about us, to be honest. It's unique, and we've got it." - **Lora DeLuna, Trustee**

Testimonial from News Reporter

"One of the reasons I enjoy living in Portland is because of our local leadership, and the school board is included. Our schools are some of the best around, and I hear great things all the time about G-PISD. It's great to come and cover stories here because I know I can get what I need." - Bill Churchwell, Reporter | KIII-TV

Indications of Unified Action

Our Board consistently demonstrates unified action and effective resolution of differences:

- **Consensus Building:** The board employs consensus-building techniques during discussions, ensuring that all voices are heard and considered. This approach has led to unanimous decisions on critical issues such as budget allocations, policy changes, and strategic planning.
- **Effective Conflict Resolution:** When disagreements arise, the board addresses them through structured dialogue and mediation, focusing on common goals rather than individual differences. This has resulted in effective resolution of conflicts and strengthened relationships among members.
- **Unified Public Statements:** The board presents a united front in all public communications, reinforcing their collective commitment to the district's mission. Whether announcing new initiatives or responding to community concerns, their messages reflect solidarity and shared purpose.

This Board's ability and dedication to work cohesively, resolve differences effectively, and present a united front has significantly contributed to the district's success. The way they operate has been noticed not only by our team, but more often and especially by those in other districts—even fellow Trustees—who frequently comment and ask “how” they are able to maintain such a rapport with one another. The answer lies in one word: TRUST.

TRUST-BUILDING ACTIONS: They conduct a Team Trust exercise annually to assess their own contributions and collective results, lending an opportunity for all to build and gain trust with one another. This Board not only has adopted a Balanced Scorecard for the district, yet they also have a Board “Good Governance” Scorecard for themselves* – rating their own team's effectiveness in key areas and reporting publicly on their own progress at every regular board meeting. They conducted a book study together on “The Governance Core,” and discussed feedback in open session during board meetings during that process. They are committed to leading by example, and therefore are true exemplars of what leadership means, what it is, and what it can do when put in motion with intention.

*Items underlined above include samples/attachments in the pages to follow. Thank you.

--

Our Trustees are TRUSTING and TRUSTWORTHY, and as such ... I am their very proud Superintendent. They are committed to the cause, and champions for public education. They seek no credit yet deserve it all. That is why they are fully deserving as a “Board of the Year,” and that is the purpose of this nomination.

I trust you’ll strongly consider the Gregory-Portland ISD School Board as your top candidate for “Board of the Year,” and will be glad to share any additional information you may require throughout the process. Thank you for your kind review and consideration.

CONTACT:

Michelle M. Cavazos, PhD
Superintendent of Schools
Gregory-Portland Independent School District
1200 Broadway
Portland, TX 78374
361.777.1018

##

BELIEFS



MISSION: The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

In G-PISD, WE BELIEVE our

Students

are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.

Parents and Families

are true partners, have a voice, and have high expectations.

Faculty and Staff

build inclusive relationships and maximize student success with integrity, compassion, and talent.

Principals and Campus Leadership

are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.

Superintendent and Central Office

advance our vision with intention, collaboration, and purpose driven leadership.

Board of Trustees

are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

g-pisd.org



[gpisdwildcats](https://www.facebook.com/gpisdwildcats)



[@GPISD1](https://twitter.com/GPISD1)



Educate.
Inspire
EMPOWER!

2024 - 2030

Balanced Scorecard (BSC)

MISSION: The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

PRIORITY 1

Exceptional Student Performance

- 1.1 Annually increase performance in reading for all students and all student groups
- 1.2 Annually increase performance in math for all students and all student groups
- 1.3 Annually increase performance in college, career, and military readiness for all students and all student groups
- 1.4 Annually increase student engagement for all students and all student groups
- 1.5 Annually increase percentage of students who feel safe at school

PRIORITY 2

High Performing and Engaged Workforce

- 2.1 Annually increase the percentage of staff satisfaction
- 2.2 Annually increase the retention rate of highly effective faculty and staff

PRIORITY 3

Quality Service and Impactful Community Engagement

- 3.1 Annually increase the percentage of student satisfaction
- 3.2 Annually increase the percentage of parent/family satisfaction and engagement
- 3.3 Annually increase the percentage of community satisfaction and engagement

PRIORITY 4

Efficient and Effective District and Campus Operations

- 4.1 Annually improve operational processes
- 4.2 Maintain fiscal viability, stewardship, and improve staff knowledge of sustainable budgeting processes
- 4.3 Ensure strategic alignment of resources
- 4.4 Annually improve safety and security

g-pisd.org



[gpisdwildcats](https://www.facebook.com/gpisdwildcats)



[@GPISD1](https://twitter.com/GPISD1)



Educate.
Inspire.
EMPOWER!

2024 Math Interim

Comparison Data: Interim--2023 STAAR--Region @ **PREDICTED Meets or Above**

Grade/Subject	2023 STAAR/EOC	2024 Interim (Taken Feb./March)	Difference	2024 Region Interim
3rd Grade	56	57	+1	47
4th Grade	52	58	+6	47
5th Grade	62	54	-8	53
6th Grade	51	65	+14	51
7th Grade	55	60	+5	46
8th Grade	45	60	+15	55
Algebra I	38	62	+24	59

2024 Math Interim

Comparison Data: Interim--2023 STAAR--Region @ **PREDICTED Masters**

Grade/Subject	2023 STAAR/EOC	2024 Interim (Taken Feb./March)	Difference	2024 Region Interim
3rd Grade	26	34	+8	22
4th Grade	24	45	+21	33
5th Grade	29	30	+1	27
6th Grade	26	49	+24	31
7th Grade	24	36	+14	25
8th Grade	12	30	+18	29
Algebra I	19	50	+31	44

2024 Reading/Language Arts

Comparison Data: Interim--2023 STAAR--Region @ **PREDICTED Meets or Above**

Grade/Subject	2023 STAAR/EOC	2024 Interim (Taken Feb./March)	Difference	2024 Region Interim
3rd Reading	56	59	+3	56
4th Reading	50	60	+10	57
5th Reading	68	66	-2	65
6th Reading	51	70	+19	66
7th Reading	57	62	+5	63
8th Reading	63	66	+3	67
English I	65	64	-1	72
English II	55	79	+24	70

2024 Reading/Language Arts

Comparison Data: Interim--2023 STAAR--Region @ PREDICTED Masters

Grade/Subject	2023 STAAR/EOC	2024 Interim (Taken Feb./March)	Difference	2024 Region Interim
3rd Reading	26	39	+13	36
4th Reading	24	40	+16	37
5th Reading	31	48	+17	47
6th Reading	26	48	+22	45
7th Reading	29	53	+24	54
8th Reading	31	48	+17	47
English I	14	33	+19	33
English II	7	28	+21	30

Increase control of district human resources through comprehensive board policies, administrative regulations, **improved organizational structure** through the **organizational chart and job descriptions**, and improved planning.

Key Recommendation 1

Develop and implement **quality written curriculum** for all content areas at all grade levels, guided by a **comprehensive curriculum management plan**. Increase the **rigor and alignment** of student work artifacts.

Key Recommendation 2

Promote **effective instructional practices** associated with **high levels of student achievement**. Implement an effective plan for **monitoring** of instructional delivery and the provision of **collaboration** and **feedback** for improvement.

Key Recommendation 3

Develop and implement a **student assessment** and **program evaluation plan** focused on systematic use of data for decision making. Improve the achievement of all students and develop plans to **close existing achievement gaps**.

Key Recommendation 4

Define district expectations for **diversity, equity, and inclusion**. Develop **plans** and **systems** to identify and address equity issues.

Key Recommendation 5

Connect financial management practices to program evaluations and district educational priorities. Modify existing facility plans to meet expected future student enrollment **growth**.

Key Recommendation 6

"Where we were ..."

REVIEW – Curriculum Audit Key Recommendations

REVIEW – Walkthrough Data

as of 4/8/24

"Where we are ..."

ALL WALKTHROUGHS - LAST WEEK	ALL WALKTHROUGHS - TO DATE	T-TESS WALKTHROUGHS - LAST WEEK	T-TESS WALKTHROUGHS - TO DATE	WILDCAT WALKS - LAST WEEK	WILDCAT WALKS - TO DATE	T-TESS OBSERVATIONS - TO DATE
0	54	0	16	0	38	16
4	284	0	42	4	242	35
0	141	0	46	0	95	43
2	156	0	37	2	119	38
1	231	0	44	1	187	38
29	688	0	50	29	638	78
11	392	0	96	11	296	96
47	1946	0	331	47	1615	344



Educate.
Inspire.
EMPOWER!

DISTRICT FAMILY ENGAGEMENT COMMITTEE

PURPOSE

This committee has been formed to expand the voices of our families -- providing another layer of input in addition to all other committees. Participants weigh in with their feedback on key matters including safety, future calendar options, family requests/needs, volunteerism, and more.

MEETING SUMMARIES

[July 27, 2023](#) | [August 30, 2023](#) | [November 30, 2023](#) | [February 22, 2024](#) | [May 2, 2024](#)

MEMBERSHIP INFORMATION

MEMBERSHIP: Family members of G-PISD students and teachers/staff representing each campus.

TERMS / SERVICE: 1-Year and 2-Year Terms, assigned at random during first meeting by drawing to ensure continuity and knowledge base retained among membership from year to year.

MEMBER ROLES / RESPONSIBILITIES: Must attend 50% of meetings to be considered for 2nd term. Must attend 2 of first 3 meetings to remain on committee. Members can be assigned during school year from applicants to fill any vacant seat, as needed/desired by district / committee organizer.

[FEC Committee Members & Terms - 2023-24](#)

MEETING SCHEDULE, DATES, TIMES

MEETING FREQUENCY: Summer prior to new school year: 2-3 meetings, and quarterly during the school year with no more than four (4) total meetings along a standard schedule. Ad-Hoc meetings may also be scheduled with advanced notice as needed/called by the district / committee organizer.

MEETING TIME(s): Thursday evenings from 6 p.m. to 8 p.m., with doors open beginning at 5:30 p.m. for networking and meal or snacks/refreshments.

ADDITIONAL INFORMATION

No virtual options for these meetings. Must attend in person. If an applicant declines or resigns from committee, the organizer (district) will appoint a new candidate for the vacant seat -- members may not appoint a person of their own choosing to represent them, as that is not the nature and purpose of this committee.

MAIN CONTACT / ORGANIZER(s)

Mrs. Sharon Reckaway | Director of Family & Community Engagement

Mrs. Crystal Matern | Chief Communications & Engagement Officer



GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT

COMMITTEES

APPLICATION NOW OPEN!

Gregory-Portland ISD is looking for individuals who would like to serve on existing, new, or upcoming committees developed by the district. Stakeholder input is extremely valuable and important to us as we continue to build and refine practices and procedures to provide attain our mission of educating, inspiring, and empowering our students to succeed in life and become the next generation of leaders. Learn more about the committees and how to apply for service below.

District Committees are advisory in nature, providing insight and feedback to administrators and teams. Committees are comprised of Gregory-Portland ISD teachers and staff, family members, community members, and G-PISD students as may be appropriate based on the structure and purpose of the committee(s). The number of representatives from each group varies by committee.

[CLICK HERE TO SUBMIT YOUR APPLICATION!](#)

¡HAGA CLIC AQUÍ para ver esta página web en español!

District Committees

+ FAMILY ENGAGEMENT COMMITTEE

+ SITE-BASED DECISION-MAKING (SBDM) COMMITTEE

+ SAFETY & SECURITY COMMITTEE

EMPLOYMENT PRACTICES

DC
(LOCAL)

Personnel Duties	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
Posting Vacancies	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
Applications	All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position. [For information related to the evaluation of criminal history records, see DBAA.]
Employment of Contractual Personnel	The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel who are administrators. The Board retains final authority for employment of such personnel. The Board delegates to the Superintendent final authority to employ contractual personnel who are teachers, librarians/library media specialists, school counselors, nurses, speech therapists, licensed specialists in school psychology (LSSP), and diagnosticians. The Superintendent shall inform the Board of any persons hired under this authority. [See DCA, DCB, DCC, and DCE as appropriate]
Employment of Noncontractual Personnel	Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL). The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]
Employment Assistance Prohibited	No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]



Gregory-Portland Independent School District

Board of Trustees

Tim Flinn, President | Carrie Gregory, Vice President | Melissa Gonzales, Secretary
Board Members: Lora DeLuna, Nicole Nolen, Mark Roach & Zach Simmons
Board President: (361) 633-8300

Dear Esteemed Superintendent of the Year (SOTY) Selection Committee Members,

I am writing to you with a full confidence and a solid, sound recommendation on behalf of my fellow Trustees, who together unanimously voted (7-0) to approve a resolution to nominate our visionary and transformational district leader, Superintendent Dr. Michelle Cavazos, for Superintendent of the Year. As I expand on the reasons by category, please keep in mind that her impact is in no way limited by my personal inability to express how her leadership has fundamentally and positively transformed our district beyond what is possible to share in this letter or the nomination packet.

Leadership, Management, and School Climate

“Visionary” and “Transformational” are the most appropriate terms for her leadership style. Leadership is service in action for a great purpose and it comes naturally to her, and beginning with what she values and believes – that every child matters, and every moment counts. She is strategic and process-driven. Day One on the job nearly four years ago: She jumpstarted the acceleration of a once sleepy and complacent district to enjoy its “return back to life again” as one among the premier districts in Texas.

I was first elected to the board in 2015, and have yet to see in my time here or in my work experience a leader as uniquely talented, gracious, giving, and selfless as Michelle Cavazos. Without hesitation I can say she is absolutely “one of a kind.” Dr. Cavazos fulfilled her entry plan to our district with care and focus, bringing representatives from across our community and district together to organically develop a new and clear set of beliefs, vision, and mission.

From that process, she helped our board establish a Balanced Scorecard with four priorities and a set of goals for our district. It’s an impressive process and outcome. I now realize that her actions as Superintendent have laid the foundation for clarity and ownership of our board’s vision and direction. Our leaders, teachers, and students know our district’s vision and live it: ***Educate, Inspire, Empower!***

What she has put in motion with this massive achievement has been the review, establishment, and in some cases reinforcement of procedures vitally necessary to keep everyone in this district of 770+ staff on course with clarity and consistency. Teams are creating operational procedures that far exceed former versions and creating processes where none were previously in writing. What they have done,

and are doing, has changed the game for us and will carry this district long after we're gone. It's a legacy of alignment that she's created, and every person beginning with students is better for it.

As a leader, she is authentic. That's more than can be said for many, and it's rare to find that level of transparency in leadership – one who is willing to be both confident enough to do the hard things, and at the same time vulnerable and compassionate enough to remain considerate of all people both young and young at heart. She is brilliant, with a set of skills and applicable knowledge that set her apart. Her resume is included, and her experiences speak for her – she's worked at every level: elementary, middle, and high school, and has viewed public education from every vantage point.

Even with all of her talents, she is not intimidating. Our high-performing staff adore her, and she has raised expectations where they needed to be raised. I'm good with that, and so is our board, because we have important work to do for students and building a legacy that will outlive all of us means getting the right people in the right seats on the bus so we can pave the way forward. Having high yet attainable expectations is what we're about, and frankly that is exactly what our students deserve so that's the direction we are taking together. The phrase "high expectations" has been used in many places, but it's worth nothing if we don't uphold them and act with equity for all. Dr. Cavazos is exceptional at making sure that happens, and we support her leadership here in G-PISD.

Her management style is equally noteworthy and collaborative in every way. No person in this district is not thought of, and no person is outside the scope of being able to weigh in on district decisions in some form or fashion – from the students and community to our teachers, custodians, food service workers, bus drivers, anyone and everyone. She does not dictate, yet pulls people into the conversation and gives them a VOICE. A real one. If she wasn't a Superintendent, I'd imagine in some Fortune 500 company somewhere she'd be either running the place or holding a title like "Chief Listening Officer" because listening is what she does first and exceedingly well given the nature of her position.

I've seen her push some of our leaders, teachers, staff, and students out of their comfort zones in the most respectful and powerful ways. I've been told from one leader in our district that when she arrived in our district she looked them in the eyes and said she intended to "unleash" them, and I have watched that happen at a close distance with support and silent applause ... because it has helped us grow, and has given that leader a voice I never knew they had before and one that we needed. I've heard it said that a common phrase she repeats to team members is "I trust you," and she's also said these words to

me – then, she acts on it. She lets other people lead, and she stands behind them as a voice of encouragement – with the pride and joy of a teacher who is watching her students shine.

The school and district climate has shifted since she took the helm of our ship, and so much positive change has. I only THOUGHT we were a great district before, and now I realize not only are we lightyears ahead of where we were ... yet I can clearly see that the potential for us is beyond what I ever thought possible. That mindset that I now have, and that our high-performing and committed staff and students are building, is a great credit to the leadership of the one-and-only Michelle Cavazos.

School Board - Superintendent Relations & Public Education Advocacy

Dr. Cavazos has fundamentally transformed and enhanced the way we operate as school board and as a “Team of 8.” I didn’t realize how far we had strayed from the line of governance (or even that there was a line, in some respects) until she came along took seven passionate and occasionally wayward school board members and made them a team that now fully understands what we do and what we don’t do – operating as we should be, basically, and not “getting down into the weeds” as we like to say with school management that is really the job of the Superintendent and her team.

Looking back to before we knew her, when she had to bring us to this place and find a way to do it, I realize how strategic and thoughtful she had to be to make that happen. It’s not easy to have seven bosses, not to mention a whole community to serve. It’s also not easy to “manage up” with seven different personalities, views, leadership styles, etc., yet she has done so with class. Our Team of 8 is a FAMILY – not just sitting Trustees and a Superintendent. I’m not her boss. I’m her brother, and I will be for the rest of her life no matter what she does. That’s the level of commitment and respect we have for her, and it’s the full board – not only me. It’s unheard of, really ... and it’s right here, in G-P.

She is constantly getting calls from head-hunters looking for an incredible Superintendent to lead districts much larger than our own, and last summer Arlington ISD pegged her for their top position. Admittedly, she wasn’t looking for the job when it came along ... and her reasoning for considering was only so that she “could impact as many students as possible” in the fourth largest school district in the state – with nearly 60,000 students enrolled. Our board family came together, and we re-negotiated her contract to compete as much as we could and encouraged her to stay here just a while longer. We took a chance on her, and she took a chance on us ... and here we are today, still together and still doing incredible things as a Team of 8 thanks in large part to her exceptional leadership.

Recognitions for our district and board are mounting, and it's because we're moving in the right direction. After developing a Balanced Scorecard, she encouraged our board to hold ourselves accountable with a Board Scorecard – which we did! We identified advocacy as an opportunity, and our board was one of nine school boards in the very first Board Advocacy Program with Raise Your Hand Texas. Our Trustees are traveling to advocate for education at the State Capitol, and spreading awareness of advocacy opportunities in our region and beyond. We are “all in” for public education like never before. That's because of Dr. Cavazos: The spark that lit the flame.

School Improvement and Instructional Leadership

The alignment that she has already provided for our leaders and district-wide team has helped them develop actual strategies that really work. It's a process, and one that I know the district team is committed to seeing through because of her leadership. She's done it all at the campus level, and they have an incredible amount of respect for her. Even our teachers have been at the State Capitol testifying and using their voice to support education reform that will benefit our students. She spends every Thursday morning, and so does the entire Cabinet, in our schools – coaching leaders and teachers, helping staff serve lunches, visiting with families, high-fiving kids, reading books in classrooms, and checking to ensure the well-being and support of all in ways that build our culture and shape our work.

She's keenly focused on school improvement, as she has led successful plans at her previous schools and as a former district administrator. Her resume, again, speaks for itself. What also speaks is the voices of our principals, teachers, and staff who have come to me personally to thank me numerous times for being among the original Team of 8 who hired her, and found a way to keep her last summer when she had a chance to move on to ‘bigger and better’ things. She deserves everything she can possibly receive in terms of accolades and leadership opportunities, and sometimes I reflect and realize that our keeping her here was right for G-PISD ... yet it also would've been incredible for Arlington ISD. That is why it makes complete sense that she should be HONORED in this region for her work that has been noticed not only here ... yet all across the state of Texas and well beyond our boundaries.

Fiscal Management

Dr. Cavazos is able to hire the best because she is the best, plain and simple. Her background is curriculum yet she's incredibly knowledgeable when it comes to finance and she's hired a rock-star leader and team to inherit and effectively manage our district's longstanding history of strong and

successful fiscal management and reporting. We're also navigating our status as a "Robin Hood" district and planning for the future – that's a monumental task, and one that she and her team is sailing right through with passion and purpose (first time, by the way, I've thought of the word 'passion' associated with school finance ... yet it's there, and it's true)!

School-Community Relations

Perhaps one of the most crucial and vital components of the role of Superintendent is school and community relations. I've explained her leadership on page one here, and really the two explanations are interrelated because it all depends on one thing: Her. Leadership. Period. As a school trustee, I know we can't make everyone happy – yet, we can HEAR people. We can SEE them. We can partner with them, give them a voice, and above all do what's right and best for the students we serve.

In this area, Dr. Cavazos excels and so has our board with her expert guidance. The same qualities that have made her an exceptional leader are transforming our community, like a ripple effect, to begin to see what needs to be seen. To bring to light what should be revealed, and to make us better together by forging the relationships necessary for honest, clear, and productive communication. Everything is out in the open; transparency is so important to her, and to us. Trust continues to grow, and it's awesome.

Dr. Cavazos has brought us together, while setting our district apart. Her leadership no doubt will continue to accelerate progress for students for decades to come. I am confident that she will be one of those legendary people remembered here for all time, no matter her tenure. It's not about G-PISD – it's about her leadership and what that means for our REGION. A high tide raises all boats. Just this week she hosted a full-house advocacy forum for area school board members and superintendents. She's mentored others in our region who are first-time Superintendents, and has been open with resources. We struck gold in Region 2 with her, and she is fully deserving of this recognition. Even more, our region would stand as a contender in the state with her as our representative. For these reasons and much more, I trust you'll support this request to find her as deserving as our board and I absolutely do in representing the Coastal Bend at the highest level.

Respectfully,

A handwritten signature in blue ink, appearing to read "Tim Flinn".

Tim Flinn, Board President

TASB BOARD POLICY – LEGAL & LOCAL REVIEW PROCEDURES

*G-PISD Board Policy Review Designee:
Chief Communications & Engagement Officer*

STEPS FOR INTERNAL LOCAL POLICY REVIEW

1. TASB Policy notifies Policy Designee regarding upcoming /available LEGAL and/or LOCAL policy update.
2. **Designee sends individual LOCAL policy comparison document(s) w/ individual policies for review to appropriate Cabinet members/personnel by an assigned deadline.** It is the responsibility of the Cabinet to serve as the subcommittee to review, recommend local policies *(OR, if no Cabinet review is possible, Cabinet Lead for assigned section must create a subcommittee to review local policies, as needed, and weigh their feedback w/ final recommendation).*
 - a. Cabinet / personnel assigned reviews local policies and either:
 - i. Provides their approval/recommendation as written;
 - ii. Selects the preferred language for local policy based on any comparison (multiple option(s) for language as provided by TASB); and/or
 - iii. Responds to the Designee with any questions or requests any clarity as needed.
 - iv. In the event of edits, Designee manages updated policy documentation w/ TASB contact.
 - v. TASB provides suggestion(s) of specific language to be used w/ any policy edit.
3. Board approval is scheduled following the review and recommendation of all local policies either as written, or as edited by the district.
4. Each Cabinet Lead is responsible for making sure the corresponding administrative regulations have an updated process attached per policy recommendation.
 - a. Send the updates or revisions to the Designee after approval.
 - b. See “Cabinet Leads” chart below for links to Administrative Regulations supportive of policy.

Cabinet/Personnel Review Documents to include:

- PDF markup version along with the explanation page of the changes made for that policy.
- Set a deadline for the policies to be sent back to you.
- If there are changes to the local policy, send those changes to the policy consultant.
- The policy consultant will review and make the requested changes. You will receive an email with the revised policy with the words “PROPOSED and a date” at the top.

ANNUAL REVIEW EXPECTATION

It is the expectation and directive of the Board that all policies are internally reviewed by designees for compliance, potential draft changes, and best practices for local needs on or before June 30th of each school year.

Cabinet members assigned to various sections of policy will review throughout the year along a set timeline as established by each lead and overseen by the Superintendent and Board President.

CABINET LEADS for POLICY SECTIONS

Responsible	Policy	Local Policy	Administrative Regulations
Superintendent	A – Basic District Foundations	TASB Policy A - District Foundations	Administrative Regulations
Superintendent	B – Local Governance	TASB Policy B - Local Governance	Administrative Regulations
Asst. Supt Business-Finance & ED of Safety, Operations	C – Business & Support	TASB Policy C - Business and Support Services	Administrative Regulations
ED of Human Resources	D – Personnel	TASB Policy D - Personnel	Administrative Regulations
ED of C&I	E – Instruction	TASB Policy E - Instruction	Administrative Regulations
ED of School Leadership	F – Students	TASB Policy F - Students	Administrative Regulations
Chief Communications Officer	G – Government & Community Relations	TASB Policy G - Community and Governmental Relations	Administrative Regulations

--

BOARD APPROVAL of LEGAL & LOCAL POLICIES

If / when the board accepts all policies as recommended, Policy Designee notifies TASB policy and submits approved documents.

If the board changes a certain policy, Designee notifies the policy consultant. The Policy consultant will notify you regarding the next steps for that policy. If all other policies are good to go, policy consultant will give you directions on how to submit those changes via the online system.

--

ADDENDUM: POLICY CYCLE OVERVIEW

Cabinet Lead reviews (LOCAL) and (Administrative Regulations) to determine if additions/deletions/ need to be made, as assigned above by section.

Each Cabinet Lead will comprise a sub-committee that pertains to policies needing revisions. Recommendations will be shared with Designee and provided for Cabinet review in advance of Board approval as needed.

The Policy Comparison Packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; omitted in Word)

Annotations are shown as follows:

- *Deletions* are shown in a red strike-through font:

Superintendent (and/or Cabinet) will approve the changes being placed on the following month's board agenda. If no items need revision, the agenda item will be removed.

Cabinet Leads are responsible for assigned policy section review, as well as Administrative Regulations tied to the assigned policy section.

--

ADDENDUM: POLICY DEFINED

What is Board Policy?

State law provides the local school board with the authority to "oversee the management of the district" and to ensure that the superintendent implements and monitors plans, procedures, and systems to achieve the board's desired results in the major areas of district operations. Policy is the primary means through which these fundamental legal responsibilities are accomplished.

Policy defines the board's vision for the district, the structure for accomplishing the vision, and the system of accountability for all involved in realizing the vision. Board policy directs the actions of students, parents, and staff. It also directs those of the board itself:

- In responding to emerging issues, conflict, and controversy;
- In clarifying its own roles and responsibilities and those of the superintendent and staff;
- In defining the decision-making process; and
- In ensuring timely evaluation of programs, personnel, and activities.

Board Policy is divided into two sections (LEGAL) and (LOCAL) which are described below:

What is a (LEGAL) Policy?

Legal policies track the language of the U.S. and Texas constitutions, federal and state statutes including the Texas Education Code, Texas Attorney General Opinions, State Board of Education rules, Texas Administrative Code, and other regulations, as well as other sources of legal authority defining local school district governance.

What is a (LOCAL) Policy?

Local policies are generated by our district to support legal requirements and to define the Board's vision for the district, the structure for accomplishing the vision, and the system of accountabilities for all who are involved in realizing the vision. Local policies are adopted by the Board of Trustees and until rescinding by Board action, have the force of law. If regulations are present with (LOCAL) policies, they are the action steps that complement the local policy.

What are local administrative regulations?

The district uses a process or plan to implement district policy. This is defined as an administrative regulation. The development and implementation of these regulations and procedures are coordinated through the district's administrators according to each person's area of responsibility. Local regulations guide implementation of policy, define standard operating procedures, and allow room for professional discretion and judgment, as appropriate. Administrative regulations are reviewed and revised by administrators as policy changes or circumstances warrant, in addition to an annual review. Regulations are not adopted by the board. Exhibits consist of suggested form letters, notices, and reports. These should also be reviewed by each senior cabinet member.



Small School District

Gregory-Portland ISD, Portland, Texas



Large School District

Galena Park ISD, Houston, Texas

About the H-E-B Excellence in Education Awards

H-E-B asks customers, Partners (employees) and community members to nominate teachers, counselors, principals, districts, early childhood facilities, and school boards in Texas. Each nominee is sent an invitation to complete an application online and is asked about their professional experiences, educational philosophies and achievements

4. School Ratings

School Ratings

ELEMENTARY - Number of Schools Rated

Met Standards

Improvement Required

MIDDLE SCHOOL - Number of Schools Rated

Met Standards

Improvement Required

HIGH SCHOOL - Number of Schools Rated

Met Standards

Improvement Required

5. Professional Questions

Professional Questions

Please limit each professional question to 1000 words or less.

1. Describe the development of your district's mission/vision statement and district goals and how they reflect the district's educational philosophy.
2. Describe the style of leadership in your district and how it impacts opportunities for leadership development for students, parents, teachers, community leaders, administrators, and board members.
3. How do you show evidence of a strong written curriculum demonstrated through classroom instruction?
4. Define student success and describe the structures and processes that are designed to help students achieve it.
5. Describe a specific innovation that your district has undertaken in the last three years and how you measured its success.
6. How do you develop your spending priorities and what process did you use to identify them?



CULTURE



LEARNER-CENTERED CULTURE

VALUES / BEHAVIORS

Communication

- You listen extremely well and embrace feedback
- You seek to understand before responding
- You write and speak concisely, clearly, and with kindness
- You provide feedback to your team internally with great candor and respect
- You adapt to communicate with diverse audiences (i.e. languages, backgrounds)

Courage

- You develop and openly share new ideas, solutions, and possibilities
- You challenge assumptions, and do not rest or rely on "the way we've always done it"
- You make tough decisions without agonizing or long delay
- You take informed risks, and are open to possible failure as an avenue for growth
- You question actions that are inconsistent with these behaviors

Inclusion

- You treat every person with respect and kindness, regardless of position, age, background, abilities, etc.
- You actively and openly welcome new team members, students, families, etc.
- You recognize we all have our own perspectives and biases, and work to see beyond your own
- You honor the absent, inspire others, build relationships, and develop mutual trust
- You take appropriate action when another person is, or feels, marginalized or excluded

Integrity

- You only say things about others that you are willing to share with them
- You are known for being genuine, honest, and transparent
- You admit mistakes openly, and take responsibility
- You act with good intent, assume the best, and extend grace to others without reservation
- You MANAGE (spend) taxpayer and/or donor dollars wisely and honorably

Selflessness

- You seek what is best for the people in Gregory-Portland ISD, not only yourself or your team
- You are humble and open-minded about others' great ideas and contributions
- You make time to help other people succeed, including those within and outside your team
- You adopt and own decisions that are made, extending support and grace even when you may not agree or have all the answers immediately
- You are known for being generous, empathetic, and compassionate

g-pisd.org



[gpisdwildcats](https://www.facebook.com/gpisdwildcats)



[@GPISD1](https://twitter.com/GPISD1)



Educate.
Inspire
EMPOWER!

Good Governance Handbook



**Board of Trustees
Gregory-Portland ISD**

April 2024-August 2025



Educate.
Inspire.
EMPOWER!

Meet Our Team



President
Tim Flinn

Tflinn@g-pisd.org



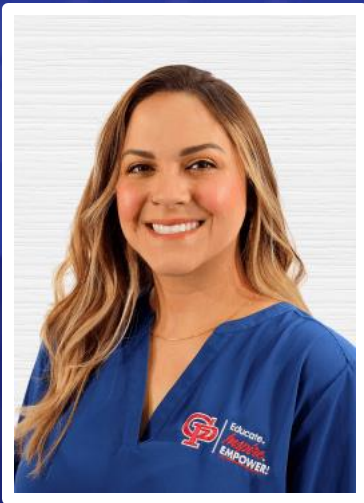
Vice-President
Carrie Gregory

Cgregory@gpisd.org



Secretary
Melissa Gonzales

Mgonzales1@g-pisd.org



Trustee
Lora Deluna

Ldeluna@g-pisd.org



Trustee
Nicole Nolen

Nnolen@g-pisd.org



Trustee
Mark Roach

Mroach@g-pisd.org



Trustee
Zach Simmons

Zsimmons1@g-pisd.org

The Gregory-Portland Independent School District Board of Trustees is committed to the highest levels of good governance. We believe that the Board of Trustees are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community. We are committed to governance best practices such as, but not limited to:

- Alignment to the three essential roles (see model on the next page)
- Utilizing a scorecard to track progress in (at least) two ways:
 - District scorecard monthly report on Board approved strategic objectives.
 - Board progress monitoring of results from good governance inventory. This inventory may be utilized initially in the 6-month time horizons, with an eventual minimum expectation of an annual update.
- Systematically monitoring team trust utilizing a neutral/third party when needed.
- Clarity surrounding the difference(s) between the role of the Superintendent and the Board. (see Board Policies [BAA \(LEGAL\)](#), [BJA\(LEGAL\)](#), [BJA\(LOCAL\)](#))
- Commitment to asking good questions aligned to the strategic role rather than the tactical one (see sample strategic questions on the next page).

The Board of Trustees will set expectations for a mindset of continuous improvement for our Superintendent and Leadership Team. The Board will furthermore model this continuous improvement mindset as we strive to become THE BEST Board in the State of Texas.



BELIEFS



MISSION: The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

In G-PISD, WE BELIEVE our

<i>Students</i>	<i>are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.</i>
<i>Parents and Families</i>	<i>are true partners, have a voice, and have high expectations.</i>
<i>Faculty and Staff</i>	<i>build inclusive relationships and maximize student success with integrity, compassion, and talent.</i>
<i>Principals and Campus Leadership</i>	<i>are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.</i>
<i>Superintendent and Central Office</i>	<i>advance our vision with intention, collaboration, and purpose driven leadership.</i>
<i>Board of Trustees</i>	<i>are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.</i>

g-pisd.org

[gpisdwildcats](#) | [@GPISD1](#)



**Educate.
Inspire.
EMPOWER!**

Board Member Norms

- ☐ The Board of Trustees lead from a governance mindset.
- ☐ The Board of Trustees advocate and make decisions for ALL students and staff at the local and state levels, as appropriate.
- ☐ The Board of Trustees treat all people with courtesy, respect, and dignity.
- ☐ The Board of Trustees have a collaborative relationship with staff and the community.
- ☐ The Board of Trustees model ethical behavior, including maintaining confidentiality and building trust with the team.
- ☐ The Board of Trustees is committed to high expectations for student achievement.



- ☐ The Board is a governing body. The Board understands and respects the distinct role of the Board and staff.
- ☐ The Board and Superintendent presume positive intent of Board members, staff and community. They strive to be cognizant of how questions are phrased.
- ☐ Board members collectively make decisions and advocate for **ALL** students and staff.
- ☐ The Board's treatment of all people is courteous, dignified and fair. The Board always maintains a respectful atmosphere.
- ☐ The Board agenda is developed to ensure the meeting is run efficiently in accordance with Texas Education Code/Board Policies.
- ☐ The Board adheres to the topics of the agenda. Board discussion is for the business purpose of seeking clarity, furthering understanding and being prepared to act.
- ☐ After a motion on an important or controversial agenda item has been made and seconded, Board members are **encouraged** to share their perspective on how they intend to vote, to provide transparency to the community.
- ☐ Board members will strive to come prepared for each meeting.
- ☐ Board members are given an adequate opportunity to participate in discussion and decision making.
- ☐ Board members will contact the Superintendent with agenda questions prior to the meeting (Monday/day of the meeting by 10:00 am at the latest). This will allow staff the time necessary to research the information. Additional questions may still be presented during the Board meeting as necessary.
- ☐ Electronic devices may be out during Board meetings but should not be a distraction and should not be used for Board business.

The Gregory-Portland ISD Board of Trustees welcomes community participation in the school district. The information in this handbook is designed to define, not supersede, the policies and procedures used during the Board's meetings, as well as review several practices of the G-PISD Board of Trustees.

1. Developing the Board Agenda

The Board meeting agenda is finalized six business days prior to a Board meeting. Any topics that at least two Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by at least two Board members without specific authorization from those Board members.

In accordance with the Texas Open Meetings Act, the Board agenda must be posted no less than 72 hours prior to a Board meeting, except in an emergency. All agendas are posted at the front entrance of the G-PISD Administration building and on the district's website.

The Superintendent will provide Board members with Board packets three business days prior to a Board meeting. The Superintendent will provide the Board with a contact person for each agenda item. Board members are encouraged to contact the Superintendent for questions and shall copy the Board President on such correspondence or otherwise inform the Board President of such inquiries. Written responses to questions about an agenda item will be provided to all Board members.

The Board and Superintendent will maintain a continuous calendar for the year but may add agenda items as appropriate. See also [BE\(LOCAL\)](#).



2. Board Agenda Format

The Board may hold a general meeting or a special meeting. The main distinction between the meetings is that a special meeting will have a narrower agenda and the public comment period is limited to the meeting agenda's topics. Dates for general meetings are adopted annually. Special meetings are scheduled as needed.

The Board meeting agenda may include a period for recognitions, citizens' comments, discussion items, action items, consent agenda, and other items as needed per Board President and/or District administration. One or more closed/executive session notices are placed on the agenda to address appropriate items, per state law/board policy, including:

- Private consultation with the Board's attorney.
- Deliberating the purchase, exchange, lease, or value of real property.
- Deliberating a negotiated contract for a prospective gift or donation.
- Deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee.
- Deliberating the deployment or specific occasions for implementation of security personnel or devices; or a security audit.
- Deliberating medical or psychiatric records of an applicant for a benefit from an insurance, health or retirement plan.
- Deliberating discipline of a public-school child or a case in which a complaint or charge is brought against an employee of the school district by another employee.
- Deliberating a matter regarding a public-school student if personally identifiable information about the student will necessarily be revealed by the deliberation.
- Deliberating the standards, guidelines, terms or conditions the Board will follow or instruct its representatives to follow in consultation with representatives of an employee group.
- Excluding a witness from a hearing.
- Deliberating economic development negotiations.
- Deliberating a test item or information related to a test item.
- Deliberating security assessments or deployments; network security information; or the deployment or occasions for implementation of security personnel, infrastructure or security devices.
- Deliberating confidential information under Local Government Code relating to Homeland Security.

No voting or polling of votes may be done in a closed/executive session. A board member may state how they intend to vote in closed, unsolicited.



3. Public Addressing the Board

The Board of Trustees welcomes comments from the public. A Public Comment period is held at each Board of Trustees meeting. Members of the public wanting to participate in the Public Comment period may sign up in person before the board meeting starts. The Board has allotted 30 minutes for this period, but the time may be adjusted at the Board President's discretion to allow for the orderly conduct of the Board's meeting. Adjustments may include lengthening the total time for the Public Comment period and shortening the time-period given to each speaker, although no individual will be given less than one minute. There is generally a three-minute time limit on individual presentations. If groups wish to speak on the same topic, the Board may ask (but it is not required) that a spokesperson be appointed to speak for the group. Comments should be concise and contain information not substantially addressed by previous speakers. The individual who is listed to speak must be the individual who speaks during the Public Comment period (*i.e.*, another individual may not take the place of someone who has signed up to speak, unless the Board has asked that a group appoint a spokesperson as stated above).

During special board meetings, Board members will hear public comments from citizens on posted agenda items only. At regular meetings, the Board shall listen to people who desire to make comments or voice concerns to the Board. The Public Comment period is not intended for the presentation of allegations of employee misconduct; requests for employee discipline; lodging personal attacks; shaming; or demeaning specific named G-PISD employees; or unnecessarily disclosing private information about G-PISD employees or students. Personal attacks are defined as comments impugning an individual's integrity, honesty, character, immutable characteristics or like personal qualities of an identified person, accusations of criminal conduct, name calling, threats, fighting words, ridicule, mocking, or shaming.

Board members may respond to comments on an agenda item when the agenda item is considered. The Board will not deliberate or decide any subject not included on the agenda posted with notice of the meeting. The presiding officer or designee shall determine whether a person addressing the Board has attempted to solve a matter administratively through the grievance process established by Board policy. If not, the person shall be referred to the appropriate forum at which time the person may be heard and seek a resolution in that forum, or the Board may put that topic on a future agenda. The Board will only consider personnel or student complaints that remain unresolved after they have been addressed through the grievance process and when they have been placed on the Board agenda for hearing or action. See G-PISD Board policies DGBA (employee), FNG (students/families), and GF (public).

Speakers during Public Comment are responsible for the words they speak during public comment and will be solely liable for any damages if it is later determined that the words spoken injures a person's reputation, exposes the person to public hatred, contempt, ridicule, or causes financial injury. Under Texas law, G-PISD is immune from any claims for defamation.

The Superintendent or designee may follow up with people who have commented before the Board. The Board may not prohibit public criticism of the board, including any criticism of any act, omission, policy, procedure, program or service. This does not apply to public criticism that is otherwise prohibited by law. (Gov't Code 551.007)

The Texas Open Meetings Act permits the Board to deliberate and act only as a corporate body at a properly called meeting. The Board may not deliberate or act through any correspondence (e.g., calls, text, email or any other written format). Board members will limit their responses to public comments or inquiries on items that are not on the agenda to statements of specific factual information, recitations of existing policy or if the comment or inquiry is a complaint, the Board member will direct the individual to the Superintendent or other appropriate administrator who will proceed according to the applicable complaint policy. If the concern or complaint directly pertains to the Board's own actions or policy for which there is no administrative remedy, Trustees may request that the issue be placed on the agenda of a future meeting. To avoid any perception of a violation of the Open Meetings Act, emails or correspondence from individual Board members in response to public

4. Meeting Procedures and Information

The Board shall observe *Robert's Rules of Order* parliamentary procedures. The Board President will preside at all meetings and recognize each Board member prior to any questions or discussion on agenda topics.

In the case of a tie vote, the motion fails. Once a vote is taken, all Board members are expected to support the majority decision.

No Board member has authority outside of a Board meeting. The Board's authority is as a "Body Corporate."



5. Communications

The Superintendent will communicate with all Board members weekly or more often, as the need arises. Should the Superintendent or designee need to present information to the Board members, and a Board member is unable to attend such informational presentation after the Superintendent or designee's attempt to schedule a mutually agreeable time to meet with the Board member, that Board member should contact the Board President to obtain the information presented.

Board members will be advised of any urgent or crisis situations within 24 hours. Board members should keep the Board President apprised of issues they have referred to the Superintendent.

The Board President and Superintendent are the official spokespersons on behalf of the Board.

Board members will abide by the Board's Code of Ethics in Board Policy BBF(LOCAL) and the expectations for civility and conduct, as stated herein.

When communicating between meetings:

- ☐ In accordance with the Open Meetings Act, Board members shall never meet, talk, text or e-mail in a group large enough to constitute a quorum. No "pre-polling" of votes is allowed as this violates the Open Meetings Act.
- ☐ Board Members will use their G-PISD email account for school business communications.
- ☐ Board Members who participate in social media should avoid online conversations that could be construed as speaking for the Board or constituting an online Board meeting, continuing board business from a past or future meeting, or portraying the Board/District in a negative connotation.
- ☐ Board Members will keep the Board President and Superintendent informed of concerns in a timely manner. It is the Superintendent's job to act and resolve situations. Board Members should not violate the chain of command.
- ☐ Information shared during executive session will be kept confidential until the Board President Superintendent notifies the Board that the information is public.

Communication, continued

Regarding communication with the media and other special interest groups:

- ❑ The Board President (or designee) will serve as the board spokesperson on issues regarding board actions or governance issues.
- ❑ A board member receiving a call from the media or special interest group will inform the representative that the superintendent is the board's designated contact for official district information and that the board president is the board's designated contact for board's actions or decisions as a body.
- ❑ Upon agreement, board president and superintendent may designate board members to speak on unique issues separate from district governance.
- ❑ When speaking as an individual, the board member will remind media representatives of the official position or action already taken on the issue by the Board of Trustees and refer them to the board's designated spokesperson for further information about those actions.
- ❑ When speaking to media representatives, board members will avoid stating opinions or speculating about possible board action on issues scheduled for discussion at a future board meeting and explain that decisions will be made after deliberation with members of the board in a meeting.

When communicating with the community:

- ❑ As elected Trustees acting on behalf of the public, Board Members have a responsibility to be accessible to the public and encourage citizens to follow the chain of command.
- ❑ Trustees should **not** involve themselves in problem management.

**Related Policies: [*BBE \(LEGAL\)](#), [BBE \(LOCAL\)](#)*

Board members shall keep the following guidelines in mind with all communications:

- Social media should be used for information, acknowledgements, and district updates.
- Exhibit caution when publicly commenting on a pending matter that may come before the Board in a Level Three hearing to avoid the perception of bias or prejudgment on such issue, unless the Board member plans to recuse himself or herself in such hearing;
- Ensure it is clear when posting or speaking about District business that the Board member is speaking as an individual Board member and not as a spokesperson of the Board (unless acting with the Board President's authorization as a spokesperson);
- Maintain compliance with the standards in Texas Penal Code § 39.06 and Texas Government Code § 552.352 regarding the use of official and/or confidential information obtained by the nature of the Board member's role as a trustee;
- Display respect for the majority decision as the decision of the Board and accurately represent District policies, programs, priorities, and progress.



Communications, continued

The G-PISD Team of Eight utilizes a “Clear Communication Matrix” to ensure clear communication to all team members. The matrix works as follows:

ACTION STEPS OF COMMUNICATION MATRIX:

- If a Trustee receives a stakeholder complaint/concern that warrants a follow-up action, they listen to stakeholder empathetically and then ask them to follow up (in writing). Assuming the response comes by email, the individual Trustee replies and copies Board President and Superintendent on reply. Include in the subject line “communication matrix”.
- Superintendent’s office then replies to all that the matter has been received and places item on follow-up action matrix.
- Superintendent forwards requests to appropriate staff members and sets appropriate deadline for response.
- Superintendent may place items on the follow-up matrix that he/she receives (by phone, email, social media), if he/she thinks it prudent to share with all Trustees.
- Mid-week: Superintendent’s office reviews progress of follow-up items and primes closure for items (Thursday).
- Each Friday, Superintendent and Board President review status of follow-up matrix. An updated chart is included in Friday Board Highlights.
- Individual Trustees are responsible for reviewing weekly follow-up matrix in the Board Highlights.



6. Decorum

The Board shall maintain an appropriate meeting decorum for conducting the district’s business and maintaining a safe and welcoming environment. Decorum protocols shall be posted on the Board’s webpage and shall be available for attendees of the meeting along with the online sign-up form for requesting to speak during the Public Comment period.

7. Procedures for Patron or Employee Request or Complaint to an Individual Trustee

The Trustee shall hear the patron or employee’s request or complaint for a full understanding of the people involved, date and place. Then the Trustee shall:

- Describe the chain of command to the patron or employee.
- Refer the patron or employee to the appropriate person or to the Superintendent.
- Remind the patron or employee of the appropriate policy and that the Trustee must remain impartial in case the Board later considers the situation.
- Inform the Superintendent of any serious complaints.

8. Trustee Compliance with Policy and Procedures

Trustees shall abide by these Guidelines and relevant District policy. As Trustees of the District, they are fiduciaries of the District, meaning they have an obligation not to act in a manner adverse to the District's interests. If a Trustee fails to abide by the Guidelines and/or District policy or fails to properly act as a fiduciary of the District, the following actions may be taken:

- Private conversation between the Board President and the Trustee;
- Confidential conversation between the Trustee and the Board's attorney;
- Closed session discussion between the Trustee and the remainder of the Board;
- Written communication from the Board's attorney to the Trustee;
- Appropriate and lawful verbal censure of the Trustee; and/or
- Other appropriate and legal actions.



9. General Information

Individual Trustee may request, through the Superintendent and/or the Board President, any legally available information or reports concerning the District, students or personnel. The Superintendent shall disseminate the requested information to all Trustee. Trustee shall take care to avoid any action that may constitute a misuse of official and/or confidential information, as set forth in Texas Penal Code § 39.06 and Texas Government Code § 552.352.

The Board President will inform the Board of all speaking engagements when the Board is not present.

When visiting a campus as a trustee, Trustees shall notify the Superintendent of their visit in advance. Annually, trustees must complete a background check. Trustees shall not:

- ☐ issue directives to staff
- ☐ make derogatory comments about personnel or fellow Trustees.

Trustees will evaluate the Superintendent during closed session each year. The agenda will reflect the Evaluation of the Superintendent. An interim evaluation of the Superintendent is conducted throughout the year.

Trustee elections are held in May of odd numbered years. Trustees run at-large; the top three or four vote counts determine the winners. Trustees serve staggered four-year terms. Board officers are elected at the *first* meeting following the election.



10. Board Travel

Trustees will not receive reimbursement for overnight stays for conferences or meetings in the Corpus Christi area.

Travel other than TASA or TASB sponsored events must be approved by the executive committee before attending. The executive committee is comprised of the President, Vice President and Secretary. Reimbursement for mileage, parking, registrations and non-event sponsored meals are allowed. Out-of-state travel must be approved by the executive committee prior to attending.

11. Review of Good Governance Guidelines

The Board of Trustees will annually review and update the Board's Good Governance Guidelines at an August Board meeting. Compliance with these guidelines will be reviewed and discussed by the Board during an annual self-evaluation in January.



Gregory-Portland ISD Board of Trustees
Expectations for Civility and Conduct

The School Board aims to promote mutual respect, civility, and orderly conduct among district employees, parents, and the public. It is not the intent of the Board to deprive any person of his/her right to freedom of expression. The intent of these expectations is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, and parents and other members of the community.

In the interest of presenting teachers and other employees as positive role models, the Board encourages positive communication and discourages disruptive, volatile, hostile, or aggressive communications or actions.

Expected Level of Behavior

Trustees and District personnel will treat parents and other members of the public with courtesy and respect.

Parents and other visitors to schools and District facilities will treat teachers, school administrators, Trustees, other school staff and volunteers, and all District employees with courtesy and respect.

Unacceptable Behavior

Disruptive behavior, which is inappropriate for a school setting includes, but is not limited to the following:

- Behavior which interferes with or threatens to interfere with the operation of a classroom, an employee's office or office area, areas of a school or facility open to parents/guardians and the public and areas of a school or facility which are not open to parents/guardians and the public;
- Using loud and/or offensive language, swearing, cursing, using profane language, or display of temper;
- Threatening the health or safety, including threatening bodily or physical harm, of a teacher, school administrator, school employee, or student regardless of whether the behavior constitutes or may constitute a criminal violation;
- Damaging or destroying District property or property of others lawfully on District premises;
- Any other behavior which disrupts the orderly operation of a school, a school classroom, or any other District property;
- Abusive, threatening, or obscene e-mail or voice mail messages; bullying behavior which includes multiple emails or phone calls demanding answers to questions already provided;
- Threats to an employee's job and/or employment status; and/or
- Excessive behavior demanding goods or services that cannot be equitably provided by the District to all students.

Authority of School Personnel

Anyone who displays disruptive behavior deemed inappropriate for a school may be directed to leave District property in accordance with the appropriate Board policy and legal authorities. See Board Policies GKA(LEGAL) and GKA(LOCAL).

If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the employee to whom the remarks are directed shall calmly and politely warn the speaker to communicate civilly.

If the verbal abuse continues, the employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation. If the meeting or conference is on District property, any employee may request that an authorized District official direct the speaker to leave District property in accordance with the appropriate Board policy and legal authorities. See Board Policies GKA(LEGAL) and GKA(LOCAL).

If any District employee receives an email or voice mail message which is abusive, threatening, or obscene, the employee is not obligated to respond to the email or return the telephone call. The employee may save the message and contact the District Executive Director of Safety and Operations. If the message threatens personal harm, the employee may contact law enforcement.

Board Member Ethics

Gregory-Portland ISD
205902

BOARD MEMBERS ETHICS

BBF
(LOCAL)

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:

Equity In Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness In Stewardship

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor In Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity Of Character

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

Commitment To Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-Centered Focus

- I will be continuously guided by what is best for all students of the District.

DATE ISSUED: 6/22/2000
UPDATE 63
BBF(LOCAL)-A

ADOPTED:

1 of 1





Educate.
Inspire.
EMPOWER!

G-PISD Team of 8 Good Governance Scorecard

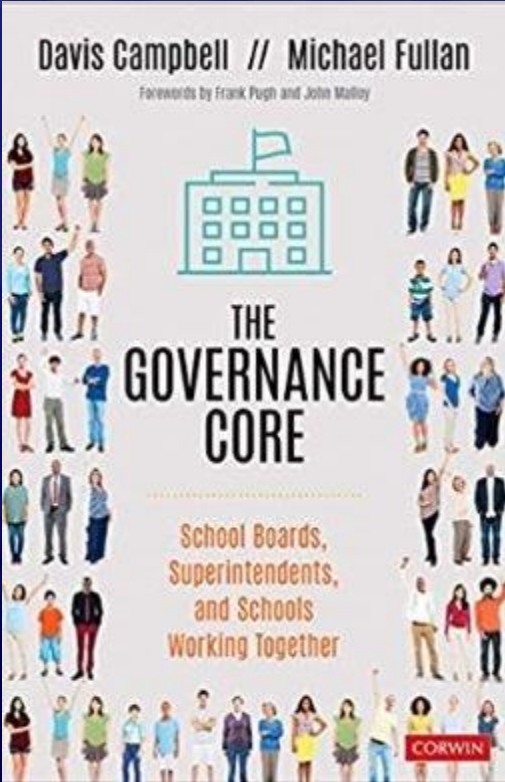
We believe our Board of Trustees are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

Board Scorecard

INDICATOR	SCORE	ACTION
1: Board has formally adopted Belief Statements, Mission, Vision	2.96/3	Develop Board Norms
2: Board has formally adopted desired outcomes aligned to the Strategic Plan and has a systematic process for review	2.58/3	Provide formative feedback to superintendent after monthly priority reports
3: Board understands the difference between “management” and “oversight of management” and operates in a data-driven manner	2.88/3	Participate in quarterly governance workshops
4: Board systematically advocates for students, staff and parents on a local, state (and national, if appropriate) level	2.42/3	Create and use local event/engagement calendar for advocacy
5: Board operates as a unified Team of Eight and has clear operating procedures	2.54/3	Develop G-P Team of 8 “Good Governance Handbook”
6: Board is committed to resource allocation linked to Strategic Plan and has a strong commitment to financial stewardship	2.71/3	Adopt “Budget Parameters” for developing the 2024-2025 budget

MAINTAIN
MONITOR
FOCUS

**Most recent team self-evaluation conducted June 2023



THREE ESSENTIAL ROLES IN AN ALIGNED SCHOOL SYSTEM

Strategic Role

- Board and Superintendent
- Big Picture...View from 50,000 feet
- Overlooks the entire system and sees how the parts relate to the whole
- Focuses on representing the community's needs and interests
- Looks to the long-term...usually 3-5 years
- Provides overall structure for district-wide goals
- Sets clear targets for overall goals
- Works ON macro system

Superintendent

Superintendent

Tactical Role

- Superintendent and Leadership Team
- Sees the wide picture...View from 10,000 feet
- Coordinates the component parts of the organization
- Overlooks the schools and departments
- Focuses on working directly with internal/external customers (faculty and staff, parents, community & students)
- Looks out 1-2 years
- Provides structure at the campus and department level
- Creates and deploys plans that will lead to improvement
- Depending on the situation, the person may work either ON the macro system or IN a micro system

Administrator

Administrator

Operational Role

- Instructional & Operational Leaders and Front-Line Staff
- Focuses on the ground level picture...what is happening day-to-day
- Coordinates a specific part of the organization
- Overlooks a classroom, department or teaching team
- Focuses primarily on the students and parents
- Looks days or weeks out...sometimes looking at the full year during planning sessions
- Provides structure at the classroom level
- Refines and adjusts plans so that improvement will result
- Works IN micro system

Administrator

Administrator





Sample Strategic Questions

- How does this idea/program fit into our Strategic Plan?
- What is the vision for this program/idea/concept?
- How do we quantify progress in this area? How does it trend? How does it compare?
- How do our stakeholders know this service exists? How would we self-rate our marketing efforts?
- What percent of the total budget is dedicated to this effort?
- What is the best way for the Board to help?
- What else (do we need to know), (do you need to be successful), (have we not thought of)?
- What concerns us most about this?
- What is worthy of a celebration?
- Have we aligned the appropriate resources with this initiative?
- Do our measures appropriately address both progress and cultural impact?
- Are there budgeted items that are so removed from our strategic direction that they can be strategically abandoned?
- How does this proposed budgetary expenditure align to our strategic direction and how will it ultimately (positively) impact our community? How much does it cost to sustain? Can we afford it? Does it replace something else or is it an additional expenditure?
- Is our target set too high? Too low?
- Is this the best measure for success?
- Which Perspective does this help? Is there a potential negative unintended impact on another perspective?
- What does this data seem to tell us? Not tell us?
- What improvement might arise from these data?
- Did we miss something in our Strategic Objective when we first defined it?
- Are we validating with our ears too much (anecdotal) and not with our eyes (data)? And vice versa...?
- Are we maintaining our strategic focus or are we off track?
- What research would we need to undertake to “know what we don’t know”?
- How is this being perceived at the operational level (front-line)? (Besides anecdotal evidence)
- How do we know this is aligned to our customers’ needs?
- Are our Strategic Objectives well understood at the operational level? How do we know?
- Are we innovative enough? What is our tolerance/process for innovation?

Board Activity Calendar

ADDENDUM A

GRAND SCHOOL BOARD MASTER CALENDAR MAY 2024-JULY 2025

The following calendar serves as a general overview of the activities pertaining to Board service over the course of the academic year and is subject to change.

	BOARD MEETING AGENDA TOPICS*	DISTRICT/COMMUNITY EVENTS**	BOARD TRAINING OPPORTUNITIES***
May-24	P1 Report, BSC Report, Supt. Evaluation,	Baccalaureate, Gr-PSD Graduation, School Board Election (yearly event)	
Jun-24	P1 Report, BSC Report, Approve SP&D Support Services, Board Self-Eval, Schedule, Supt. Compensation	New Board Member Orientation, Portland Chamber Banquet	TASA SU
Jul-24	P1 Report, BSC Report, Approve Student Code of Conduct, Salary, Designate Delegate & Alt for TASA/TASB, Review Tax Roll/Appraisal Report, Publish Notice for Public Hearing on Budget		
Aug-24	P1 Report, District Score Card Review, BSC Report, Public Hearings: Proposed Budget/Tax Rate and State Academic Asst. Rating, Budget Adoption, Tax Rate Resolution	New Teacher Orientation, Convocation, First Day of School	
Sep-24	P2 Report, BSC Report, SHMC committee member approval	Gregory Patriots Parade	TASA/TASB convention
Oct-24	P1 Report, BSC Report	State of the District, Book Walk, Book-A-Palooza	
Nov-24	P1 Report, BSC Report, District/Campus Improvement Plans Approval, Annual Goals Review	SP&D Banquet	
Dec-24	P1 Report, BSC Report	Gregory and Portland Christmas Parades	
Jan-25	P2 Report, Board Score Card Report (BSC), Supt. Evaluation, Board Recognition Month, Annual Financial Report Approval		
Feb-25	P1 Report, BSC Report, Public Hearing: TAPE	State of the County Lunch	Grassroots Meeting
Mar-25	P1 Report, BSC Report, Board Self Eval, Professional Staff Contract Recommendations	Teacher of the Year Luncheon, State of the City Lunch	TASA New Camp
Apr-25	P1 Report, BSC Report	<u>Woodfest</u>	
May-25	P2 Report, BSC Report		

Jun-25	P1 Report, BSC Report, Approve SP&D Support Services, Review/Update BOP for 24-25	Portland Chamber Banquet	TASA SU
Jul-25	P1 Report, BSC Report, Approve Student Code of Conduct, Salary <u>(Schedule)</u> , Supt. Compensation, Designate Delegate & Alt for TASA/TASB, Review Tax Roll/Appraisal Report, Publish Notice for Public Hearing on Budget		

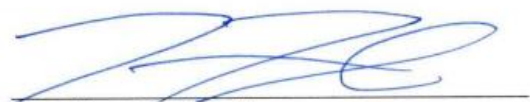
*Agenda items listed are subject to date changes as needed.

**List of regularly scheduled community/school events that trustees are encouraged to attend, but not required. Does not include Ad Hoc events (i.e. community outreach events, ribbon cuttings, etc.) or extracurricular school events.

***Board Members are required to obtain a certain number of continuing education credits (CEC) each year. Attendance at board training courses is encouraged to meet these requirements. In addition to conventions, some local and on-line opportunities are scheduled throughout the year as well (not listed here).

The Gregory-Portland ISD Good Governance Handbook was reviewed and approved on this 15th day of April, 2024.

Acknowledged by all board members below.



Tim Flinn, Board President



Carrie Gregory, Board Vice-President



Melissa Gonzales, Board Secretary



Lora Deluna, Trustee



Nicole Nolen, Trustee



Mark Roach, Trustee



Zach Simmons, Trustee





2024-2025 Annual Budget Planning Guide & Calendar



Educate. 
Inspire. 
EMPOWER! 

Table of Contents

BUDGET PLANNING CALENDAR.....	5
BUDGET MESSAGE	7
BUDGET PROCESS OVERVIEW.....	8
LEGAL REQUIREMENTS FOR BUDGETS	8
FINANCIAL ACCOUNTABILITY SYSTEM RESOURCE GUIDE (FASRG).....	8
STATEMENT OF TEXAS LAW	9
TEA LEGAL REQUIREMENTS	11
DISTRICT REQUIREMENTS	12
OBJECTIVES OF BUDGETING	13
ROLES AND RESPONSIBILITIES IN THE BUDGETING PROCESS	14
REVENUE SOURCES.....	15
EXPENDITURES CATEGORIES.....	17
BUDGETING FOR STAFF	17
ALLOCATIONS FOR CAMPUSES & DEPARTMENTS (DISCRETIONARY BUDGETS)	20
PROCEDURES FOR PILOTING NEW INITIATIVES/PROGRAMS.....	21
BUDGET METHODOLOGY.....	22
BUDGET PREPARATION INSTRUCTIONS	23
BUDGET ENTRY WORKSHEET:.....	24
BUDGET SUBMITTAL:	24
MONITORING AND AMENDING THE BUDGET.....	27
MONITORING THE BUDGET	27
AMENDING THE BUDGET	27
EVALUATION OF THE BUDGET – AT YEAR-END.....	27
BUDGETING STATE SPECIAL PROGRAM FUNDS.....	28
BUDGETING FOR FEDERAL FUNDS	29
OVERVIEW OF ACCOUNT CODE STRUCTURE	31
FUND CODES	34
FUNCTION CODES	36
REVENUE OBJECT CODES	37
EXPENDITURE/EXPENSE OBJECT CODES	40
ORGANIZATION CODES	43
PROGRAM INTENT CODES	45
 SITE BASE DECISION MAKING COMMITTEE (SBDM) BUDGET WORKBOOK.....	Attachment
 NON-ALLOCATED BUDGET REQUEST WORKSHEET.....	Attachment
 SKYWARD BUDGET ENTRY STEPS.....	Attachment

Budget Planning Calendar

February 5, 2024	Review and Finalize Budget Planning Guide-Calendar with Senior Cabinet
February 12, 2024	Prioritize Needs Aligned with Balanced Scorecard with Senior Cabinet
February 12, 2024	1st Budget Workshop – School Finance Overview & Data Analysis Special Board Meeting – Approval of Budget Planning Guide-Calendar and School Board Budget Parameters MEMO
February 13, 2024	Budget process outlined to Principals and Directors (TEAM ONE)
February 14, 2024	Beginning of Campus, Special Programs and Department Budget Preparation
February 1, 2024- March 22, 2024	Campus/Dept. Budget 1:1 Review Meetings with Principals and Directors
April 4, 2024	Deadline: P1 Position Request (Human Resources)
April 12, 2024	Completion of Campus, Special Programs and Department Budgets
April 25, 2024	Receive Preliminary Appraisal Values from San Patricio County
April 30, 2024	Preparation of Budget Elements (i.e. Projected Enrollment, FTE's, Preliminary Property Values, Tax Collections, etc.)
May 6, 2024	Review Compensation Plans: Senior Cabinet Meeting
May 13, 2024	Human Resources Finalize and Submit Staffing Projections/Plan to Assistant Superintendent for Business-Finance & Operations
May 20, 2024	2nd Budget Workshop – Draft 1 Budget Presentation, including Preliminary Revenues, Expenditures, and Compensation Plan
June 17, 2024	Regular Board Meeting - Approval of Compensation Plan
July 15, 2024	Regular Board Meeting – Provide all (if any) Budget Process Updates
July 25, 2024	Receive Certified Appraisal Values from San Patricio County
July 26, 2024- August 2, 2024	Complete Truth and Taxation Requirements with Tax Collections Office
August 8, 2024	Advertise Public Budget Hearing and Adoption of Budget and Notice of Tax Rate Increase (if any)

August 12, 2024 3rd Budget Workshop – Final Budget Presentation Review, including Chapter 313 Agreements & Debt Service Obligations

August 19, 2024 Public Hearing for Annual Budget and Tax Rate: 6:00 P.M.

August 19, 2024 Regular Board Meeting to Adopt Budget and Tax Rate

August 22, 2024- Complete all required website postings and Finalize Newly Adopted Budget in
August 31, 2024 Skyward Finance System for Sept. 1 rollout

September 1, 2024 First day of 2024-2025 Annual Budget

November 1, 2024 File Adopted Budget with TEA through PEIMS (to include all budget amendments as of the PEIMS Snapshot Date (last Friday in October)

November 18, 2024 Regular Board Meeting – Certification of Tax Levy: Tax Year 2024

Budget Message

Budgeting is the process of allocating resources to the prioritized needs of a school district. Although budget formats and policies are by no means uniform in school districts, formal budgets play a far more important role in the planning, control and evaluation of school district operations than in those of privately-owned organizations. In school districts, the adoption of a budget implies that a set of decisions have been made by school board members and school district administrators which culminate in matching a school district's resources with its needs. As such, the budget is a product of the planning process. The budget also provides an important tool for the control and evaluation of a school district's sources and uses of resources. With the assistance of the accounting system, administrators are able to execute and control the activities that have been authorized by the budget and evaluate performance based upon comparisons between budgeted and actual operations.

Importance is placed upon sound budget planning for the following reasons:

- The type, quantity, and quality of school district goods and services often are not subject to the market forces of supply and demand. The budget becomes the limiting force.
- These goods and services (e.g. instruction) are critical to the public interest.
- The scope and diversity of school district operations make comprehensive planning necessary for good decision-making.
- Planning is a process that is critical to the expression of citizen preferences and through which consensus is reached among citizens, school board members, and district/campus staff on the future direction of a district's operations.

The link between planning and budget preparation in school districts gives budgets a unique role in these organizations. Budgets in the public arena are often considered the ultimate policy document since they are the financial plan a school district uses to achieve its goals and objectives reflecting:

- Public choices about what goods and services the district will and will not produce.
- School districts' priorities among the wide range of activities in which they are involved.
- Relative weight given to the influence of various participants and interest groups in the budget development process.
- How a school district has acquired and used its resources.

The budget, itself, then becomes intrinsically a political document reflecting school district administrators' accountability for fiduciary responsibility to citizens.

In the educational context, budgeting is a valuable tool in both planning and evaluation processes. Budgeting provides a vehicle for translating educational goals and programs into financial resource plans. Thus, instructional planning (to attain student educational goals) should determine budgetary allocations. This link between instruction and financial planning is critical to effective budgeting. In addition, such a budgeting practice may enhance the evaluation of budgetary and educational performance since resource allocations are closely associated with instructional plans.

Budget Process Overview

The budgeting process is comprised of three major phases: **planning, preparation and evaluation.**

The budgetary process begins with sound planning. Planning defines the goals and objectives of campuses and the school district and develops programs to attain those goals and objectives. Once these programs and plans have been established, budgetary resource allocations are made to support them. Budgetary resource allocations are the preparation phase of budgeting. The allocations cannot be made, however, until plans and programs have been established.

Finally, the budget is evaluated for its effectiveness in attaining goals and objectives. Evaluation typically involves an examination of: how funds were expended, what outcomes resulted from the expenditures of funds, and to what degree these outcomes achieved the objectives stated during the planning phase. This evaluation phase is important in determining the following year's budgetary allocations, in summary budget preparation is not a one-time exercise to determine how a school district will allocate funds. Rather, school district budget preparation is part of a continuous cycle of planning and evaluation to achieve district goals.

Legal Requirements for Budgets

The state, TEA, and the local district formulate legal requirements for school district budgets. In addition to these requirements, individual school districts also may have their own legal requirements for budget preparation. Additional legal requirements also may be imposed by state and federal grants; however, this section deals only with *state legal mandates, TEA legal requirements and local district requirements* for basic budget development and submission.

Financial Accountability System Resource Guide (FASRG)

The *Financial Accountability System Resource Guide* (FASRG) describes the rules of financial accounting for school districts, charter schools, and education service centers. The FASRG is adopted by 19 Texas Administrative Code §109.41.

Module 1: Financial Accounting and Reporting (FAR):

<https://tea.texas.gov/sites/default/files/fasrg17-module1-final-accessible.pdf>

FAR Appendices:

<https://tea.texas.gov/sites/default/files/fasrg17-module1-farappendices-final-accessible.pdf>

Module 4: Auditing:

<https://tea.texas.gov/sites/default/files/fasrg17-module4-final-accessible.pdf>

Module 5: Purchasing:

<https://tea.texas.gov/sites/default/files/fasrg17-module5-final-accessible.pdf>

Module 6: State Compensatory Education, Guidelines, Financial Treatment and an Auditing and Reporting System:

<https://tea.texas.gov/sites/default/files/fasrg17-module6-final-accessible.pdf>



Educate. Inspire. EMPOWER!

BUDGET PARAMETERS 2024-2025 SCHOOL YEAR

Purpose:

To develop parameters that enable the district to provide a financially solvent budget that meets all short-term and long-term obligations and is aligned to the vision, mission, and goals alignment with the G-PISD balanced scorecard.

Opening Statement:

As the board of trustees prepares to adopt a budget and tax-rate for the upcoming 2024-2025 school year, the following factors will be under continuous analysis during the budget development process:

1. Enrollment & Demographic Trends
2. Current Fiscal Year Budget
3. Revenue Projections
4. Chapter 313 Limitation Agreements
5. Improving the Cost-Effectiveness of Operational Expenditures
6. Long-Range Compensation Plan

Key Budget Development Personnel:

- Dr. Michelle Cavazos - Superintendent of Schools
- Dr. Ismael Gonzalez III - Assistant Superintendent for Business-Finance & Operations

Board of Trustees Good Governance “Indicator 6” Representatives:

- Mrs. Carrie Gregory
- Mr. Mark Roach

ASSUMPTIONS AND CONSIDERATIONS

Enrollment & Demographic Trends

ASSUMPTION	CONSIDERATIONS	FINANCIAL IMPLICATIONS
Enrollment Growth 2023 Demographics Study	Projecting 2.8% increase for upcoming school year (138 more students)	- Increase in state funding \$850,080 = 138 students x \$6,160 (Basic Allotment) - This does not include Special Population weights - Additional staffing may be necessary 22:1 Ratio - Approximately six (6) new teacher positions - Average teacher pay: \$75,000 - Total cost: \$450,000
Demographic Changes PEIMS Snapshot Fall 2023	- Economically Disadvantaged Population Increase - At-Risk Population Increase - Special Education Program Growth	- Potential need for additional accelerated instruction - Funding sources include Title I and State Compensatory Education
Out of District Transfers 5-Year Student Transfer Report.pdf	- New ECC may cause increase of out-of-district transfers - Prior 5 years: Transfer IN students exceed transfer OUT students - Approx. \$147K net revenue	- No Homestead Tax Revenue Earned by G-PISD - Approximately \$2,000 annually per household - Currently Tuition FREE
Continuous Improvement on Average Daily Attendance (ADA)	- Key state funding source - Maintain 94% or better district-wide	- Annual budget is based on enrollment - Basic Allotment: \$6,160

Current Fiscal Year Budget

ASSUMPTION	CONSIDERATIONS	BUDGET IMPLICATIONS
Approximately 30% Cost Increase for Property Insurance	- Insurance premiums continue to rise 2023 premium: \$1.4M - Adding additional facilities in upcoming fiscal year	- No additional State Funding to Support Cost Increase 2024 projected premium: \$2.0M - Bids due March 2024
Maintenance & Operations Cost Increase Due to New Facilities	- Early Childhood Center - Agriscience Center	2024-2025 projections: - Utilities \$150K - Property Insurance \$300K
98% Tax Collections for both M&O and I&S	- Ensure Bond Obligation Payments - Defease Eligible Bonds	Ensure adopted budget receivables
No Change in State Funding	Ongoing Uncertainty from Legislative Session	Adoption of deficit budget
Child Nutrition – All Kids Eat FREE Food Service Financial Overview Food Service Department Webpage	- Consider funding availability to continue to support FREE meals: - General Fund Balance - Workers Compensation Fund Balance 2022-2023 SY Actual District Contribution: \$250K 2023-2024 SY Budgeted District Contribution: \$784K	- Increase in Free and Reduced student population - Plan to continue for upcoming school year via Workers Compensation Fund Balance and Prior Year(s) Budget Efficiency 2024-2025 SY Projected District Contribution: \$1.2M

Revenue Projections

ASSUMPTION	CONSIDERATIONS	BUDGET IMPLICATIONS
Potential changes in State Funding	- Pending legislative guidance School Finance Overview	- Currently operating with a budget deficit in general fund - Approximately \$10M
5% Taxable Value Growth Annually	- Historical trend for G-PISD - Residential Development Ongoing - Business, Commercial, Industry Growth	As local revenues increase, state revenue decreases (recapture)
Recapture (Chapter 49)	- As Chapter 313 limitation agreements reach year 11, full valuation will be subject for M&O tax revenue - HB3 Formula Transition Grant Expiring after 23-24 FTG Overview - Property Wealthy School District as per TEA	Program Overview - Projected Recapture Payment for 24-25: \$16M
HB 3 Tax-Rate Compression	- Projected property value growth, thus upcoming M&O tax-rate compression 2023-2024 Tax Rate: - M&O: \$0.8126 - I&S: \$0.3000	- M&O: \$.01 cent equals approximately \$350,000 - I&S: \$.01 cent equals approximately \$1.6M 2024-2025 Projected Tax Rate: - M&O: \$0.8026 - I&S: \$0.3000
Federal Funding (ESSA) ESSA Overview	- Add ECC as Title I campus 2023 Snapshot Data Exhibited all campuses over 40% economically disadvantaged	Revenues based on annual estimates of income and poverty statistics via census bureau
Special Populations State Allotments Overview TEA Guidelines 2023-2024 SOF	Must meet required threshold spending per program	Funding based on student demographics submitted to TEA through PEIMS

Chapter 313 Limitation Agreements

ASSUMPTION	CONSIDERATIONS	BUDGET IMPLICATIONS
Receive Projected Revenue Protection and Supplemental Payments Ch. 313 Program Overview	- As 10-year agreements close, payments will continue to reduce annually 2023-2024 projected payments to district: \$24M	- Future projections: 24-25: \$16M 25-26: \$17M 26-27: \$12M
Previous Approved Chapter 313 Limitation Agreements Pending	- CC Liquefaction (Stage 4B) - CC Liquefaction (Stage 4A) - CC Liquefaction (Stage 3C) - CGRP 04, LLC (Solar Farm)	Anticipated Financial Analysis Link
Consider Property Valuation Tax Appeals from Industry	Set-aside fund balance allocation to cover any losses	- Litigation and Tax Settlements Annual Set-Aside: \$3M
Industry Growth in G-PISD Boundaries	- No longer subject to Chapter 313 as of 12-31-22 - Subject to new HB5 Chapter 403 for all future inquires	Monitor general fund budget to reduce re-occurring cost currently being covered by Chapter 313 revenue protection and supplemental payments

Long-Range Compensation Plan

ASSUMPTION	CONSIDERATIONS	BUDGET IMPLICATIONS
Basic Services Staffing Due to Growth	Staffing average cost: - Teacher = \$75,000 - Administrator = \$110,000 - Auxiliary = \$45,000 - Paraprofessional = \$55,000	93% of General Fund Budget, not considering Chapter 313 Supplemental Funding - Not to exceed \$53M in general fund human capital expenses for upcoming SY - Staffing Guidelines Implementation
Pay Raises Compensation Handbook	2021-2022 2022-2023 2023-2024 - Substitute Pay - Ensure market competitiveness	2024-2025 SY - One-Time Retention Stipend (non-TRS eligible) - Teachers: \$2,500 - Para/Aux: \$2,000 - Admin: \$2,000 \$1.8M - Hybrid approach - Teachers 1% Raise \$2,000 - Para/Aux 1% Raise \$2,000 - Admin: \$2,000
Employee Benefits	- Health Insurance District Contribution per Employee: \$325.00 Monthly - Voluntary Insurance Products Offered via TPA, First Financial Link - Employer Paid Benefits - Tenure Incentive	Maintain current contributions
Stipends/Allowances	- Bilingual Teachers: \$5,000 - Special Ed. Teachers: \$2,500 - Master's Degree: \$1,000 - Other stipend allocations: - UIL Sponsors - Extra-Curricular - Athletic Coach	Evaluate TASB survey study to ensure market competitiveness and effectiveness of supplemental work

Improving the Cost-Effectiveness of Operational Expenditures

ASSUMPTION	CONSIDERATIONS	BUDGET IMPLICATIONS
Campus Budgets Campus Allocations.xlsx	- Enrollment by campus (snapshot data) - Based on per pupil allotment 2023-2024 total campus allocations \$789,517 Allocations: - Basic Allotment - Library - Staff Development - Health Services - Physical Education - State Compensatory - Gifted & Talented - Special Education - Dyslexia - Career & Technical - Bilingual	- Maintain approximate levels campus budget allocations ensuring cost-effectiveness across all areas - Add a new budget for the Early Childhood Center
Department Budgets	- Needs assessment drives budget allocation - Conduct resource allocation study identifying areas to reduce expenses	- Maintain department/operating expenditures - Reduce in areas that are feasible
Prioritize Federal Programs Funding – Title I	- Current Title I Budget \$670K - Current Title I Campuses - SFA - WCA - TMC	- Consideration of approving district-wide/all campuses eligibility for Title I - All campuses are eligible based on 2023 snapshot data
Continuous Evaluation of Safety & Security to Ensure Optimal Services	- Security Services 3 – School resource officers 4 – Armed security guards	- Projected state funding \$134K - BOND 2023 \$2M
Monitor and Manage Property Insurance Inflation	- Coastal proximity 5-Year History 2022-2023 Premium \$1.5M 2023-2024 Premium \$2.0M projection	- Anticipated premium increase for 2024-2025 30% - 40% increase



Educate. *Inspire*. **EMPOWER!**

LONG-RANGE COMPENSATION PLAN “SECURING OUR FUTURE” 2024-2034

Purpose

To develop a ten (10) year Long-Range Compensation Plan for Gregory-Portland ISD that provides a structured framework for managing and aligning compensation and staffing practices with the district’s balanced scorecard, financial resources, and workforce needs.

Stakeholder Committee

Gregory-Portland ISD assembled a team of valued stakeholders representing all facets of the community to help develop recommendations for compensation and staffing plans.

School Finance Overview

The primary revenue sources for public education include **Local**, **State**, and **Federal** funds. **Local** funds are primarily generated through property taxes. **State** funds are primarily generated through student populations such as attendance and demographics. **Federal** funds are primarily generated through education grants.

Since 2016, Gregory-Portland ISD has been a recipient of temporary supplemental payments (approximately \$120M) due to several approved 10-year Chapter 313 limitation agreements with industry. Since then, G-PISD has leveraged the opportunity to invest in human capital by raising salaries across the district to not only be known as having the highest teacher salaries in across the southern regions of Texas, but to also ensure a high performing and engaged workforce focused on exceptional student performance.

Furthermore, G-PISD is preparing to experience major recapture payments soon due to high property wealth per student status based on property values. This law, which is commonly referred to as “Robin Hood” requires local education agencies to send the Texas Education Agency (TEA) all excess local revenue above an approved entitlement subject to TEA and legislative school finance formulas.

Figure 1 (State Funds)

The following picture is a visual of how school-districts are funded in Texas. As per TEA, all school-districts are subject to an “entitlement” and shall not be exceeded. The reason for this law is to promote equity across the state of Texas with all districts that are different sizes and have different property value circumstances. Nonetheless, in this picture you are able to notice that property taxes are the majority of funds that G-PISD utilizes to operate. Unfortunately, our glass is starting to overflow with excess funds, thus putting G-PISD in a position to send all excess local revenue to the state.

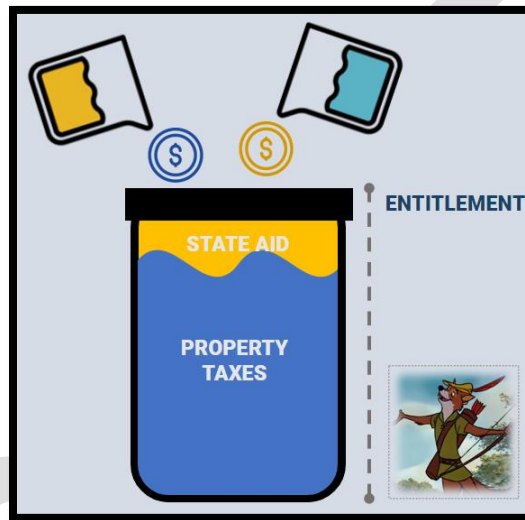
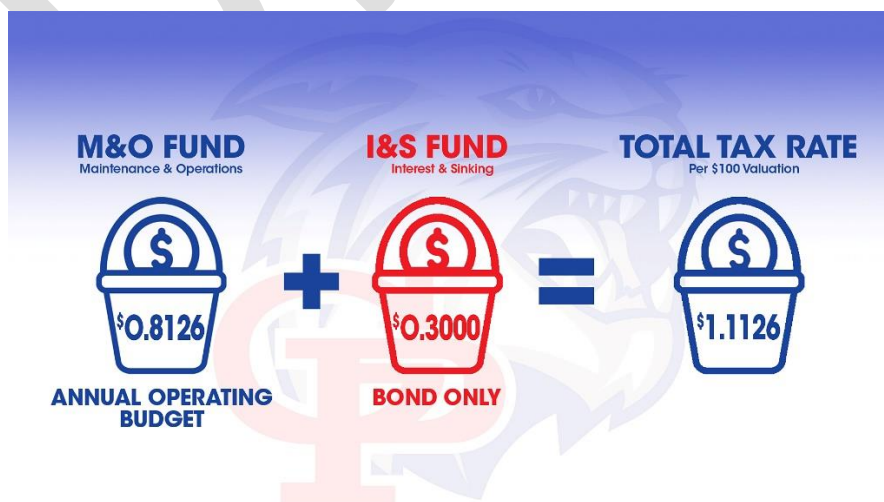


Figure 1A (Local Funds)

The following picture is a visual of G-PISD’s tax-rate broken up into two categories: Maintenance and Operations (M&O) and Interest and Sinking (I&S). **M&O** is used to pay for most of the day-to-day expenditures such as salaries, instructional materials, utilities, etc. **I&S** can only be used to pay the principal of and interest of the bonds approved by taxpayers.



Gregory-Portland ISD General Fund Budget & Financial Forecast:

The general fund budget is currently operating at a proficient level mainly due to a healthy fund balance that has increased from Chapter 313 supplemental payments.

However, district officials forecast potential financial shortfalls starting in the 2027-2028 school year due to: 1) Large Recapture Payments, 2) Reduction of Chapter 313 Supplemental Payments, and 3) Projected Expenses exceeding Projected Revenues. The following report (Figure 2) displays the current school year budget impact with/without chapter 313 payments:

2023-2024 School Year		A	B	
		With Chapter 313	Without Chapter 313	
Revenues				
5700	Local and Intermediate Source	27,734,111.00	27,734,111.00	
5700	Chapter 313 Payments	24,443,478.00	-	
5800	State Program Revenues	26,745,584.00	26,745,584.00	
5900	Federal Program Revenues	350,000.00	350,000.00	
		79,273,173.00	54,829,695.00	
Expenditures				% of
FN				Rev.
11	Instruction and Instructional Resources	34,461,156.00	34,461,156.00	62.85%
12	Instructional Resources and Materials	573,070.00	573,070.00	1.05%
13	Curriculum and Instructional Services	1,577,848.00	1,577,848.00	2.88%
21	Instructional Leadership	928,932.00	928,932.00	1.69%
23	School Leadership	3,501,437.00	3,501,437.00	6.39%
31	Guidance, Counseling and Evaluation	1,897,342.00	1,897,342.00	3.46%
32	Social Work Services	312,430.00	312,430.00	0.57%
33	Health Services	695,400.00	695,400.00	1.27%
34	Transportation	1,421,603.00	1,421,603.00	2.59%
35	Food Services	-	-	0.00%
36	Cocurricular/Extracurricular Activities	2,196,501.00	2,196,501.00	4.01%
41	Administrative Support Services	3,787,837.00	3,787,837.00	6.91%
51	Plant Maintenance and Operations	11,254,257.00	11,254,257.00	20.53%
52	Security and Monitoring Services	942,353.00	942,353.00	1.72%
53	Data Processing Services - Technology	1,776,656.00	1,776,656.00	3.24%
61	Community Services	86,040.00	86,040.00	0.16%
71	Principal on Long Term Debt	59,572.00	59,572.00	0.11%
72	Interest on Long Term Debt	-	-	0.00%
81	Capital Outlay	-	-	0.00%
99	Other Intergovernmental Charges	810,000.00	810,000.00	1.48%
				120.89%
		66,282,434.00	66,282,434.00	
		12,990,739.00	(11,452,739.00)	

After careful review of the Figure 2 budget report and further district financial information, district officials have identified areas that require additional evaluation such as:

- If G-PISD was *not* collecting Chapter 313 supplemental payments, the district budget would be operating with a \$11M budget deficit perpetually irrespective to increasing reoccurring costs annually such as *pay raises*
 - G-PISD is projected to start receiving minimal Chapter 313 payments starting in 2027-2028 (less than \$1M until they completely zero out roughly 2033)
 - Any future industry partnerships approved are no longer subject to supplemental payments for school-districts as per HB 5 Chapter 403
- 93% of the district's general fund budget (without Chapter 313 supplemental payments) is currently committed to salaries and benefits
- District operating (non-payroll) expenses continue to increase mainly due to inflation, unfunded mandates from TEA, property & windstorm insurance, and utility costs.
- Five (5) year financial projections illustrate potential financial shortfalls starting in 2027-2028 if the school district continues to operate in the same manner

District administration is evaluating various strategies and methods of reducing re-occurring costs that will support the effort of balancing the annual budget based on anticipated local, state, and federal revenues. Moreover, the following list of strategies were identified as potential approaches to consider for optimal success for both operational and human capital expenses:

Operational Expenses

1. Adoption of Budget Parameters by Board of Trustees - COMPLETED
2. Adoption of Fund Balance Resolution by Board of Trustees - COMPLETED
3. Resource Allocation Study for all Departments - STARTED
4. Reduce Budgets for Campuses and Departments
5. Leverage Interest & Sinking Fund via School Bonds
6. Outsource Departments
7. Tax Ratification Election

Human Capital Expenses

1. Development of Staffing Guidelines - STARTED
2. Staff Attrition - STARTED
3. Pay Raise Freeze (Annually)
4. Hiring Freeze
5. Reduction in Force
6. Reduction in Salary and Benefits
7. Reduction of Stipends & Allowances
8. Reduction of Contract Workdays
9. Eliminate the Tenure Incentive Program

District/Committee Goals & Objectives

1. Reduce personnel expenses to 85% of general fund near state averages by 2028.
2. Optimize staffing practices through the utilization of district's staffing guidelines.
3. Maintain competitive salaries and benefits packages in the public education field
4. Evaluate re-occurring expenses annually to ensure an effective and efficient budget

District/Committee Recommendations

Short-Term recommendations **HEADED** into the 2024-2025 school-year:

1. Develop and Implement Staffing Guidelines
2. Administer Staff Attrition Measures
3. Continue with Resource Allocation Study for all Departments
4. Pursue next steps of a Reimbursement Resolution Proposition, assuming a BOND is called for May 2025, specifically for \$50 Million; All-Purpose Practice Facility
 - Details of this start on Pg. 8
5. Agree with School Board Approved Budget Parameters: Hybrid Approach Pay Raise
 - Teachers
 - 1% Raise from mid-point
 - \$2,000 Retention Stipend
 - Paraprofessional/Auxiliary
 - 1% Raise from mid-point
 - \$2,000 Retention Stipend
 - Administrative Positions
 - 0% Raise
 - \$2,000 Retention Stipend

Total Estimated Investment

Re-Occurring Pay Raise:

\$500,000

One-time Retention Stipend:

\$1,500,000

Long-Term recommendations/actions **THROUGHOUT** the 2024-2025 school-year:

1. Re-evaluate the district's long-term financial position
2. Receive and review updated TASB Staffing Study Analysis for G-PISD
3. Receive and review updated TASB Salary Study Analysis for G-PISD
4. Re-convene with stakeholder committee to discuss and consider additional strategies for the district's long-range compensation plan (*1st meeting tentative date: Oct. 2024*)
5. Offer recommendations for long-term sustainability



GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT

FINANCIAL TRANSPARENCY

G-PISD's financial information, including current and historical data, is provided below.

+ ADOPTED BUDGET DOCUMENTS
+ ANNUAL FINANCIAL REPORTS
+ BUDGET PARAMETERS
+ CHECK REGISTERS
+ DEBT SERVICE
+ DEPOSITORY CONTRACT
+ FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST)
+ FUND BALANCE RESOLUTION
+ MISCELLANEOUS DOCS & INFO
+ TAX RATE INFORMATION

[Resolution Regarding Tax Rate Calculation](#)

[2023 Tax-Rate Calculation Worksheet](#)

[Resolution Regarding Investment Policy](#)

[Notice of Public Meeting to Discuss Budget and Proposed Tax Rate](#)





Gregory-Portland Independent School District supports legislative policies that prioritize public education through investments in:

- high-quality programs to meet student needs,
- strengthened initiatives to attract and retain people to the field of education, and
- creation of sustainable, harmonious sharing of state/local funding for public education.

 g-pisd.org/GPnews |  [gpisdwildcats](https://www.facebook.com/gpisdwildcats) |  [@GPISD1](https://twitter.com/GPISD1) |  g-pisd.org

Invest in high-quality programs to meet student needs



- **Support expansion of funded school safety and security measures that include counseling/mental health supports for students and employees in a manner that ensures sources flow equitably to districts while maintaining local control**
- **Support transparency with accountability rules, rating calculations, and roll-out to meet changing expectations**

Invest in strengthened initiatives to attract and retain people in the field of education



- **Redesign Teacher Retirement System contributions, disbursements, and eligibility requirements to attract new to profession educators**
- **Support additional funding for salary increases for all employees that provides for local school district discretion and decision making over spending**

Invest in creation of sustainable, harmonious sharing of state/local funding for public education



- **Create a perpetual funding increase to the basic allotment based on the Texas Consumer Price Index (CPI), including geographic cost differentials and transportation needs for schools**
- **Support economic development incentives with local school district discretion to enter into and negotiate details of such agreements**
- **Support efforts to fund schools based on enrollment**

Unified, not Uniform



Gregory-Portland ISD

TASB Summer Leadership Institute

June 2023

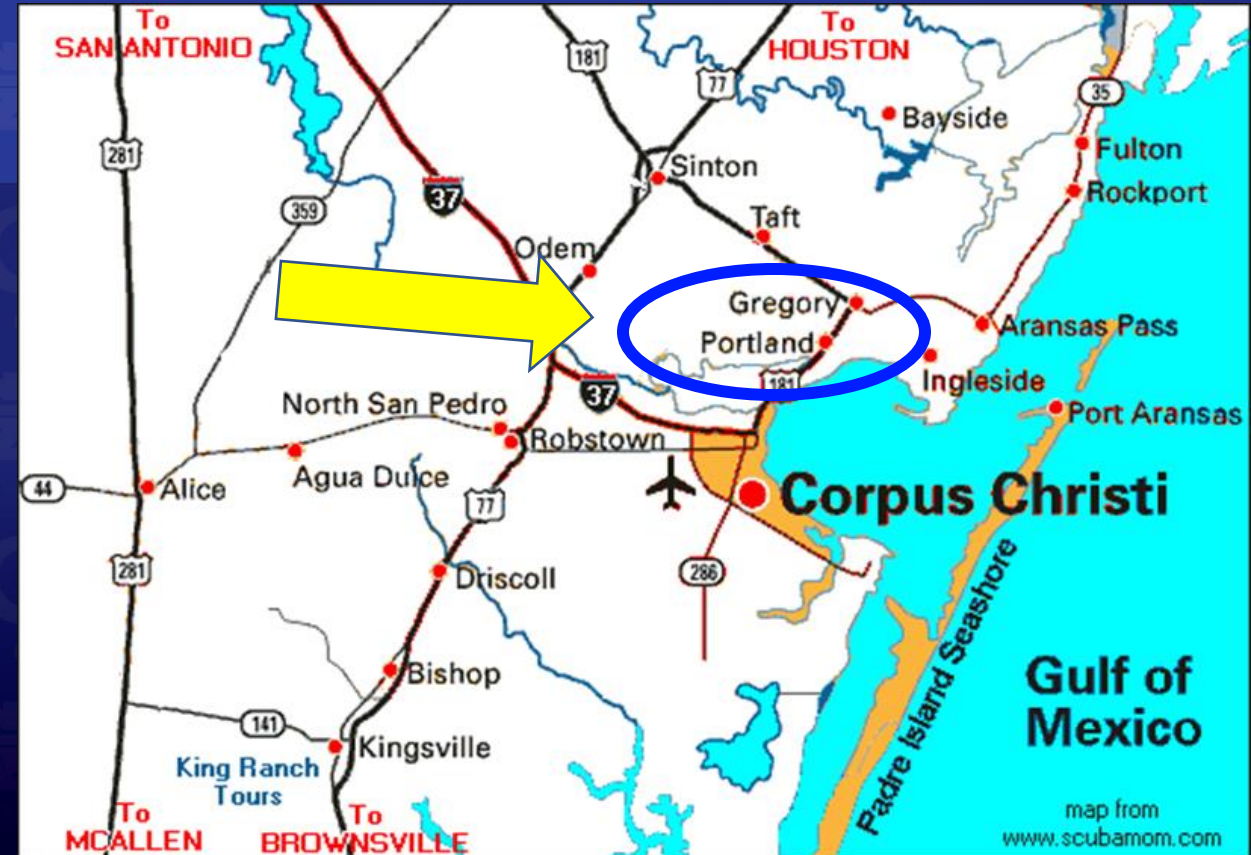


EDUCATE: Our District and Community

- Cities of Gregory (Pop: 1,977) & Portland (Pop: 17,025)
- 4,937 **OUTSTANDING STUDENTS** across 6 (soon to be 7) campuses!
- 730 **AMAZING STAFF MEMBERS** ALL IN for students!

STUDENT DEMOGRAPHICS:

- 61.6% Hispanic
- 32.5% White
- 51% Economically Disadvantaged
- 5.8% Emergent Bilingual Students



Learning Intentions

EDUCATE

- Identify key distinctions between unity and uniformity and why unity is preferable over uniformity

INSPIRE

- Identify key aspects of a unified team—Share our story

EMPOWER

- Identify ways to promote a culture of unity among your team of 8 and district. Explore tools to help keep your team focused!



The good guys are a bunch of rag-tag individuals thrown together for a greater good, despite their many differences.



Meanwhile, the bad guys are a bunch of people dressed in the same outfit with the same bad aim.

EDUCATE: UNITY VS. UNIFORMITY



UNIFORM = BEING IDENTICAL WITH ONE ANOTHER
OR A GROUP



EDUCATE: UNITY VS. UNIFORMITY



Educate.
Inspire
EMPOWER!

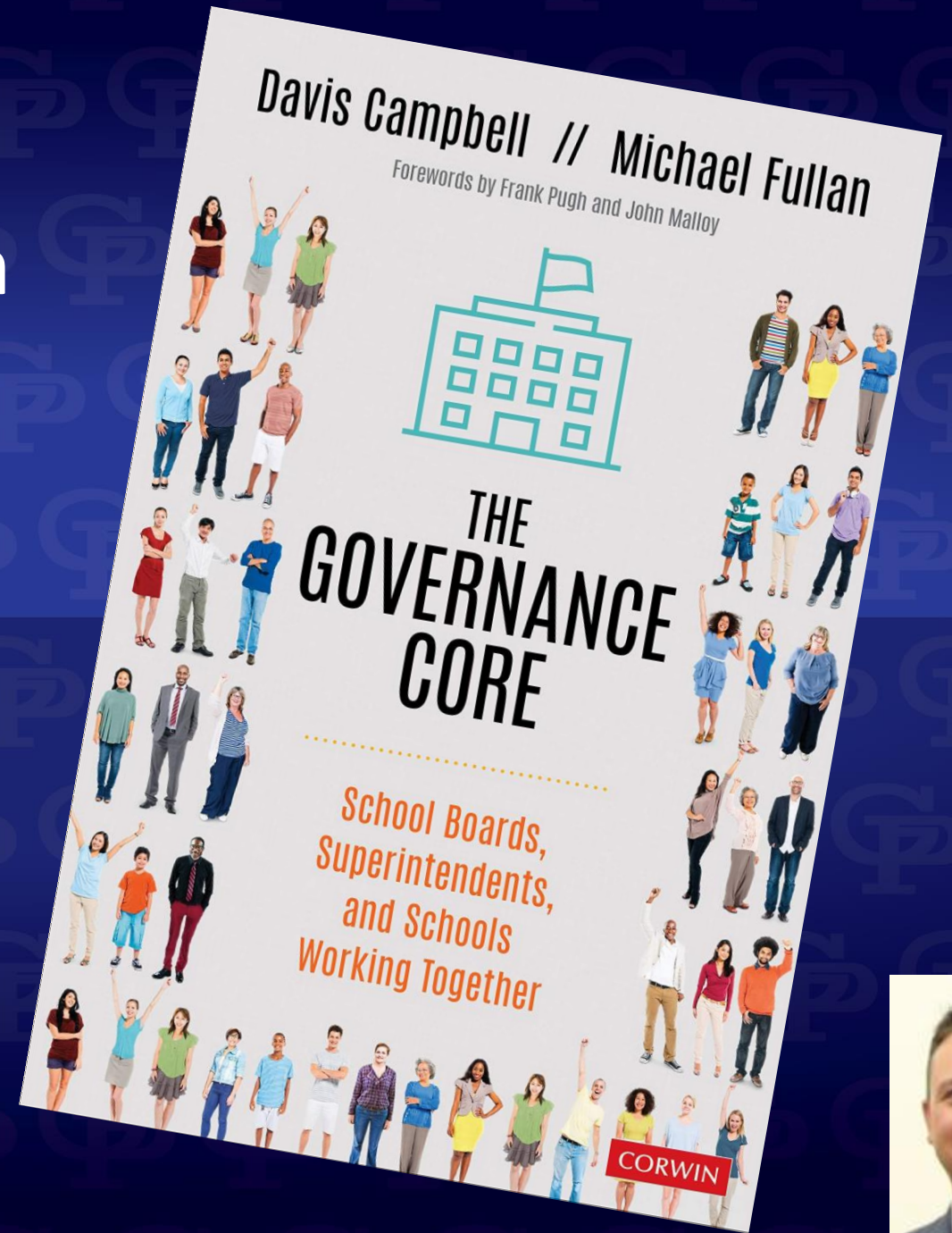
UNITY = The joining of individuals to create one whole. The state of being united or joined as a whole.



* **UNITY** *
IS NOT
UNIFORMITY



"A **unified board** is made up of individuals, complete with different beliefs, styles, and personalities working together with a **SHARED** moral imperative, in a collaborative, cooperative fashion toward a common goal." - The Governance Core by Campbell and Fullan



FOOD FOR THOUGHT:



Unity can create
the space for
diversity.

Unity without
diversity creates
uniformity.

Diversity without
unity can create
chaos.



EDUCATE: The struggle is REAL!

OUR CHALLENGES



Building TRUST ***Trust is never STATIC it is either increasing or decreasing***



HONESTY- When trust is decreasing, honesty is difficult



Adversity can challenge your unity-Will you unify, Or splinter off?



Staying in our strategic "lane"



Keeping our focus on student outcomes



Personal Agendas- Why are you here?



INSPIRE: Our Strategies for Promoting a Culture of Unity

Keep the main thing, the main thing-Our Priorities: STUDENTS AND STUDENT OUTCOMES

IRON SHARPENS IRON: Trials can help us GROW stronger together

Get to know each other! socialize, volunteer as a group

Applaud each other! AND Applaud staff TOGETHER!

RESPECT and honor the voice of the group, even when in the minority opinion

Get comfortable with being uncomfortable





Empower: Our GGI Results



INDICATOR (YES = 3, IDK = 2, NO = 1) TARGET: 3	BASELINE 9/21	RE-EVAL 6/22	BASELINE 6/23
1: Board has formally adopted Belief Statements, Mission, Vision	2.92	2.96	2.96
2: Board has formally adopted desired outcomes aligned to the Strategic Plan and has a systematic process for review	2.96	2.92	2.58
3: Board understands the difference between “management” and “oversight of management” and operates in a data-driven manner	2.58	2.84	2.88
4: Board systematically advocates for students, staff and parents on a local, state (and national, if appropriate) level	1.71	2.50	2.42
5: Board operates as a unified Team of Eight and has clear operating procedures	2.42	2.88	2.54
6: Board is committed to resource allocation linked to Strategic Plan and has a strong commitment to financial stewardship	2.54	2.75	2.71



YOUR TURN! Collaborate



INDICATOR	POSSIBLE ACTIONS
1: Board has formally adopted Belief Statements, Mission, Vision	What are some strengths of what your team is already doing? What can your team do better? What are some opportunities for improvement for your team? What are some actions your board takes/could take to optimize their governance mindset?
2: Board has formally adopted desired outcomes aligned to the Strategic Plan and has a systematic process for review	
3: Board understands the difference between “management” and “oversight of management” and operates in a data-driven manner	
4: Board systematically advocates for students, staff and parents on a local, state (and national, if appropriate) level	
5: Board operates as a unified Team of Eight and has clear operating procedures	
6: Board is committed to resource allocation linked to Strategic Plan and has a strong commitment to financial stewardship	



EMPOWER: Building a Culture of Unity throughout the District

Lead by example: The district DOES follow your lead. They ARE watching you!

Disagree agreeably, respectfully

SUPPORT THE COLLECTIVE DECISION, NO MATTER HOW YOU VOTE

Listen and FOLLOW UP

Failure is part of growth-FAIL FORWARD

Be self-reflective and VULNERABLE

Hold each other accountable and RESPONSIBLE



THANK YOU!



CEC NUMBER: 3049

“The unity of freedom has never relied on uniformity of opinion.” John F. Kennedy



G-PISD Team of 8 Good Governance Scorecard

We believe our Board of Trustees are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

INDICATOR (YES = 3, IDK = 2, NO = 1)	22-23 EOY RESULT	22-23 ACTION(S)	23-24 BASELINE	23-24 ACTION(S)	23-24 LEAD	10/23/23 QUARTERLY MILESTONE	3/4/24 QUARTERLY MILESTONE	JUNE EOY RESULT	REPORTING DATE(S)
1: Board has formally adopted Belief Statements, Mission, Vision	2.96	MAINTAIN: Review/update BMV every 5 years or as needed	2.96	Develop board norms; then include in Board Operating Procedures (BOP) in front of Board Operating Procedures (BOP)	Lead: Lora Deluna				FEBRUARY 2024
1.1: We have formally adopted Belief Statements, Vision, and Mission			3.0						
1.2: Our Belief, Vision, and Mission statements are regularly reviewed as part of our Board meeting process			2.875		Co-Lead: Carrie Gregory				AUGUST 2024
1.3: Our actions are consistent with our beliefs, vision, and mission.			3.0						
2: Board has formally adopted desired outcomes aligned to the Strategic Plan and has a systematic process for review	2.92	MAINTAIN: Review/update district strategic plan/scorecard every 3-5 years	2.58	Provide formative feedback to superintendent after monthly priority reports (plus, delta, unclear)	Lead: Melissa Gonzales				SEPTEMBER 2023
2.1: We have formally adopted a 3–5-year Strategic Plan, with clear outcomes			2.75						
2.2: We regularly review and discuss our Strategic Plan Outcomes.			2.375	Link to Superintendent evaluation	Co-Lead: Nicole Nolen				MARCH 2024
2.3: Board members can state, in general terms, our most important goals/priorities.			2.62						
3: Board understands the difference between “management” and “oversight of management” and operates in a data-driven manner	2.84	- MONITOR: Attend Board Mini-Sessions to review progress data, - Complete book study of <u>The Governance Core</u>	2.88	Participate in quarterly governance workshops	Lead: Nicole Nolen				OCTOBER 2023
3.1: We have a clear model, formally adopted and part of Board operating guidelines, that describes our governance structure.			3.0	Review aligned arrows during governance workshops					
3.2: We regularly assess our progress in good governance expectations.			2.875	Purchase and integrate <u>Taking Action Guide</u> and review	Co-Lead: Zach Simmons				APRIL 2024
3.3: We are data-driven and use data to hold ourselves and senior leaders accountable to our stated goals/outcomes.			2.75						
4: Board systematically advocates for students, staff and parents on a local, state (and national, if appropriate) level	2.50	FOCUS: Apply for Raise Your Hand Texas Advocacy Cohort and implement learning	2.42	Create and use local event/engagement calendar for advocacy	Lead: Mark Roach				NOVEMBER 2023
4.1: We have an active plan for advocacy in the district, community and state.			2.875						



G-PISD Team of 8 Good Governance Scorecard

We believe our Board of Trustees are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

4.2: The advocacy plan lists both individual and "Board as a Whole" activities and is regularly reviewed.		• Participate in TASB Grassroots	2.125	Build local advocacy & state advocacy plan	Co-Lead: Lora Deluna				
4.3: The advocacy plan expectations are embedded in the Board annual activity plan and Board operating procedures.			2.25	Provide points of pride from priority report Write process to add events to event calendar					
5: Board operates as a unified Team of Eight and has clear operating procedures									
5.1: The Board and Superintendent participate in at least one team-building activity each year.	2.88	• MONITOR: Review and update BOP annually • Attend Board Retreat/Team Building annually	2.54	Develop G-P Team of 8 "Good Governance Handbook"	Lead: Zach Simmons				DECEMBER 2023
5.2: A written annual calendar of Board events and Board operating guidelines are in place and regularly reviewed.			2.875	Revisit Board Operating Procedures (BOP) at least annually in June					JUNE 2024
5.3: We regularly discuss the Board Code of Ethics and ensure that new trustees are made aware of the Code of Ethics, annual calendar and operating procedures within 60 days of successful election.			2.625		Co-Lead: Melissa Gonzales				
			2.125	Rename Board Operating Procedures (BOP) to Good Governance Handbook Consider alignment to indicator					
6: Board is committed to resource allocation linked to Strategic Plan and has a strong commitment to financial stewardship	2.75	• MONITOR: Attend Board Mini-Sessions to review progress data	2.71	Adopt "Budget Parameters" for developing the 2024-2025 budget	Lead: Carrie Gregory				JANUARY 2024
6.1: We review how our Strategic Goals are addressed in the annual budget review process.			2.875	Review Moak-Casey finance primers					JULY 2024
6.2: We have incorporated an efficiency review as part of our annual budget review process.			2.625	Refresh strategic questioning process	Co-Lead: Mark Roach				
6.3: We have clear district-wide goals related to financial stewardship			2.625	Asking strategic questions (Oct. meeting via zoom with Greg Gibson)					

KEY:

ACCOMPLISHED	IN PROGRESS	NOT YET STARTED
--------------	-------------	-----------------