

TIMBERLINE ELEMENTARY SCHOOL
Campus Excellence Committee
Purpose, Responsibilities and Structure

PURPOSE

The purpose of the Campus Excellence Committee (CEC) at Timberline Elementary School is to ensure the implementation of site-based decision making as outlined by the Grapevine-Colleyville Independent School District Site-Based Decision Making:” plan. The result of site-based decision making is improved student achievement and enhanced school and community involvement. Site-based decision making will ensure student sensitive decision making is carried out in a way that

- focuses on student achievement and promotes continuous improvement
- ensures that collaborative decisions occur closest to the level of impact
- encourages creativity in the decision making process
- recognizes the uniqueness of the Timberline campus within the GCISD
- builds trust and mutual respect among the campus community
- promotes open communication among the campus community
- values the time and commitment necessary for optimal implementation
- efficiently utilizes available resources.

RESPONSIBILITIES

Overview

The CEC will make important decisions for the campus regarding budget, goal setting, curriculum, staffing patterns, and school organization. The CEC shall serve exclusively in an advisory role to the Principal except that the committee shall approve staff development of a campus nature.

According to GCISD directives, decisions affecting individual campuses will be decentralized to the campus level for primary determination of the actions and activities that maximize student achievement. Accountability and responsibility for the results of the decisions are primarily campus-based. The primary decision makers for each campus are the principal, the faculty, and/or school committees.

The following pages of tables and the decision making flow chart clarify at what level (Board of Trustees, District or Campus level) decisions should be made. These charts are taken from the “Site-Based Decision Making” plan provided by the GCISD. At no time may decisions be made that are contrary to school board policy, district level policy, or state and/or federal law.

The CEC shall annually conduct a thorough needs assessment including a review of performance on the academic indicators such as TAKS (by subject area, grade level, ethnicity, economic status, gender and program participation) and attendance rates. In

addition, the CEC shall review other needs assessment information that may include performance indicators of the early childhood program, student retention rates, student and parent surveys and other indicators of performance for all student populations served by the campus. The CEC shall analyze the needs assessment information thoroughly and consider probable causal factors.

Campus Improvement Plan

Based on the needs assessments, the CEC will develop an annual Campus Improvement Plan (CIP) with input from the campus staff. The CIP will address the long-range goals and annual performance objectives by outlining major improvement initiatives and strategies. These initiatives will be further detailed using sequential activities, persons responsible for the completion of each activity, prioritized resources to be allocated and incremental time lines for the completion of each activity. Evaluation criteria for each initiative will be included in the CIP. During the academic year, the CEC will continually monitor student progress and achievement.

Each school year, the principal of the school campus, with the assistance of the CEC, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29 Subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations.

The Campus Improvement Plan (CIP) must:

1. Assess the academic achievement for each student in the school using the academic excellence indicator system.
2. Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.

9. Include goals and methods for violence prevention and intervention on campus.

Education Code 11.253(c), (d)

Other Areas of Responsibility

Individual CEC members may be assigned to represent or be a liaison to various groups within the school to ensure full representation of the campus community. The CEC will review the school budget as developed by the school principal before submission to the school district. Grant applications may be reviewed by the committee as required by the funding agency.

Summary

The duties of the CEC are to develop, review, analyze and/or recommend on the following:

- Campus Improvement Plan
- Campus budget
- Parent, student, faculty and staff concerns
- School organization
- School wide planning, strategy and goals

STRUCTURE

Overview

The Timberline CEC will be made up of 15 members with representation from campus administration, faculty and professional staff, parents, community, and business members. The campus principal will be representative of the administration on the committee. Ideally, one-half of the representatives will be campus based personnel and one-half will be composed of parents and community members. The CEC has established a plan for election/selection of members. The plan as outlined on the following pages is consistent with all laws, policies, and guidelines required by Texas Education Code 21.931. The campus assistant principal will serve as an ex-officio member.

Membership Terms

A member of the CEC will serve a two year term and may serve a maximum of two consecutive terms. Terms will be staggered so that some experienced members will be retained each year. In order to initially achieve staggered terms, each member may be identified for a one or two year term. Terms begin in June and end in May. Automatic transfer of membership to any other campus will not occur in the event of boundary changes or for any other reason.

Classroom Teacher and Professional Staff

Classroom teachers and professional staff will be elected by the campus groups they represent. Two-thirds of the elected campus personnel serving on the CEC shall be made up of classroom teachers. One-third of the elected campus

personnel serving on each CEC shall be made up of professional staff members from the campus or district.

Classroom teachers (“Teachers”) are defined as being any teacher on campus and/or one who travels between campuses.

Campus-based professional staff (“Professional Staff”) are nonteaching professionals on the TES campus.

District-level Personnel are nonteaching professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

The campus representation on the committee should reflect as closely as possible the various programs within the school such as ESL, Bilingual, Special Ed, PAT and various grade levels.

Teacher and Staff Election Process

Elections will be conducted by an Election Judge. The Election Judge will be a member of campus personnel (e.g. assistant principal) who is not in consideration for a CEC position. The Election Judge will be appointed by the CEC membership or the building principal.

The election process¹ will include the following steps:

1. Nominations will be taken in March for CEC membership positions.
 - a) Teachers shall be nominated and elected by teachers assigned to the campus.
 - b) Professional staff shall be nominated by non-teaching professionals assigned to the campus.
2. The Election Judge will ask each candidate to accept the nomination.
3. The official ballots will be formulated in March.
4. The voting process will take place in a manner determined by the Election Judge. All campus personnel will have the privilege of voting in this election.
5. Election results will be announced within three working days.
6. A runoff election will be held within three working days of the original results announcement, if necessary. Steps 3, 4 and 5 will be followed for a runoff election.

¹ Education Code 11.251 (c)

Parent / Community / Business Membership

The remaining CEC membership (one-half of the committee) shall be composed of parents, business and community members. The representation should reflect the current demographics of the school and community.

According to GCISD definitions:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of the District is not considered eligible to be a parent representative on the committee.
3. A parent of a student attending TES is not considered a representative of community members on the committee.
4. Community members must reside in the District and must be at least 18 years of age.
5. A representative of a business will be considered regardless of whether he / she resides in GCISD and regardless of whether the business is located within the GCISD boundaries.

Parent / Community / Business Membership Selection

The CEC shall, through various channels, inform parents of campus students, potential community and business members about the committee's duties and composition, and solicit nominees.

Nominees will be requested to submit a letter of interest to serve on the CEC in February. This letter should include an explanation of the candidates' interest in the CEC functions and describe previous relevant experience. The CEC members will select new parent / community member(s) in April from the letters of interest. Selection of new members will take into consideration representation of the diverse segments of the campus community.

Filling Vacancies

If a Teacher or Staff member resigns his/her position, the candidate next in line from the election ballot may be asked to fill the position for the remainder of the specified term. If no other candidates are available the position will remain vacant until the next regular election cycle.

In the event that a parent / community / business member resigns from the CEC, the CEC may appoint a replacement from the letters of interest previously submitted for the remainder of the specified term.

If there are not enough qualified candidates available for the community and / or business openings on the committee, the CEC may appoint up to two parents (see legal definitions) to fill the vacancies.

Attendance

Meeting attendance is crucial to the effectiveness of a CEC. Therefore any member who is absent from two or more meetings within a school year will be contacted by the principal or chairperson. If circumstances prevent participation or absences continue, the CEC may declare the position vacant. Replacement procedures for a vacant position are defined above.

All CEC members will be required to attend the annual Vision and Campus Improvement planning session in the spring or summer and also may be called upon during the summer months for additional activities.

Chair, Secretary and DEC Positions

The CEC will select a chairperson and secretary from among the members. Should several parties be interested in the appointments, the nomination and selection process for parent/community/business members shall be followed.

The committee chairperson will work closely with the principal to determine meeting dates and agendas. The committee chairperson will facilitate the meetings and establish a quorum for the meeting.

A quorum is considered half plus one of the filled positions. If the committee chairperson is unable to attend, they will appoint a CEC member to serve as the chairperson during their absence.

One parent or community member of the CEC shall be appointed the school's DEC representative to that committee.

Meeting Process

The CEC shall meet a minimum of six times per calendar year. All CEC meeting dates and times will be communicated to campus parents, school staff and community members. (Refer to Communications Section.)

CEC meetings are open for observation to all members of the school staff, parents and/or community. Each CEC meeting will begin with an Open Forum. Any school staff, parent and/or community member may speak during this Open Forum period. The following procedural steps must be adhered to by each person wishing to speak:

1. Contact the CEC chairperson or principal at least 24 hours prior to any scheduled meeting.
2. At the meeting, the speaker will fill out a Speaker Request Card stating speaker name and topic to be addressed.
3. The CEC will not hear concerns regarding individual personnel.
4. All Open Forum speaker presentations will be limited to five minutes.

The CEC shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the

agency to discuss the performance of the campus and the campus performance objectives.

Education Code 11.253 (g)

Any member of the school staff, parents, community and/or CEC membership may request items to be placed on any meeting agenda. All agenda request items must be made to the CEC chairperson or campus principal no later than 24 hours prior to any scheduled CEC meeting.

Communications

The principal or designee shall ensure that the CEC obtains broad-based community, parent, and staff input, and provides information to those persons on a systematic basis. Methods of communication shall include, but not be limited to the following:

1. Periodic meetings to gather input and provide information on the work of the committee.
2. CEC meetings shall be advertised in advance in the District or campus publications, electronic media and by postings by the CEC secretary.
3. Articles or news releases in district or campus publications regarding work of the committee may be written by the Principal or designee.
4. The meeting minutes may be posted on campus by the secretary.
5. The teacher or parent DEC representative for the campus shall report DEC activities at CEC meetings.
6. A copy of the approved CEC minutes should be distributed to the campus DEC representatives by the CEC secretary.
7. The CEC chair and/or principal should obtain a copy of the approved DEC minutes.
8. A yearly explanation of the responsibilities of the DEC and CEC should be distributed to the community, school staff and parents via District and campus means of communication by the principal or designee.