



## **About the Amarillo Independent School District Board of Trustees**

The seven members of the Amarillo ISD Board of Trustees provide an important public service to the Amarillo community and serve without compensation. The Board is the district's policy-making body. Elected by voters residing within the Amarillo ISD boundaries, the Board functions in accordance with state and federal statutes. The overall purpose of the Board is to set the direction for the operation of the school district.

A majority of Board members constitutes a quorum that is needed to transact business. The Board of Trustees elects a president and vice president and appoints a secretary who each serve one-year terms. It selects and employs the superintendent and delegates the responsibility and authority for the operation of the school district to him or her as the chief executive officer.

The following are activities and events that Board members attend:

- Monthly Board meeting
- Specially called meetings
- Board committee meetings
- Monthly campus visits (during school year)
- Graduations
- Various luncheons, dinners and special events
- State required training [see Policy BDD(LEGAL) and BBE(EXHIBIT), attached]
- Other events as requested by the Board or administration

For more information about Amarillo ISD, please visit [www.amaisd.org](http://www.amaisd.org).

## **Amarillo ISD Board of Trustees Vacancy**

The Board will appoint a trustee to fill a vacancy on the Board in the fall of 2018, likely in September. The appointee will serve until the next trustee election, which will be held in May 2019. Because the open position's term does not expire until 2021, the position will be on the May 2019 ballot for the unexpired term (the remainder of the term). In other words, the Board will appoint a trustee to serve until the election in May 2019, and the voters will decide who fills the position from May 2019 to May 2021.

To be eligible to be appointed to the office of school board member, a person must:

1. Be a United States citizen.
2. Be 18 years of age or older on the first day of the term to be filled at the election or on the date of appointment, as applicable.

3. Have not been determined by a final judgment of a court exercising probate jurisdiction to be totally mentally incapacitated or partially mentally incapacitated without the right to vote.
4. Have not been finally convicted of a felony from which the person has not been pardoned or otherwise released from the resulting disabilities.
5. Have resided continuously in the state for twelve (12) months and in the territory from which the office is elected (in this case, Amarillo ISD) for six (6) months immediately preceding the date the appointment is made.
6. Be registered to vote in the territory (Amarillo ISD) from which the office is elected on the date described at item 5, above.

Please refer to the attached BBA(LEGAL) for additional information on eligibility and qualifications.

### **Applying for the Vacancy on the Amarillo ISD Board of Trustees**

If you would like to be considered to fill the vacancy on the Amarillo ISD Board of Trustees, you must:

1. Complete the application provided by Amarillo ISD (attached)
2. Provide a resume
3. Provide a short essay describing why you would like to serve on the Amarillo ISD Board of Trustees

Applications, resumes and essays may be emailed to [Terri.Marks@amaisd.org](mailto:Terri.Marks@amaisd.org) or delivered in person to the Amarillo ISD Business Office, located on the second floor of the Rod Schroder Education Support Center, 7200 I-40 West, Amarillo, Texas. (Please note that the Education Support Center is closed on Friday, July 13 and Friday, July 20.) Mailed submissions should be addressed to: Amarillo ISD, Attn: Terri Marks, 7200 I-40 West, Amarillo, Texas 79106.

**Applications, resumes and essays must be  
received by August 1, 2018, at 5:00 p.m.**

Amarillo ISD staff will confirm your eligibility to serve and may call you with follow up questions concerning eligibility. The Board expects to fill the vacancy in September of 2018. The Board may request that you attend an interview to be considered as a potential appointee for the vacancy. Questions may be directed to the Amarillo ISD Business Office (806) 326-1121.

**APPLICATION FOR CONSIDERATION FOR  
VACANCY ON THE AMARILLO ISD BOARD OF TRUSTEES**

**FULL NAME** (First, Middle, Last)

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**PERMANENT RESIDENCE ADDRESS** (Do not include a P.O. Box or Rural Route. If you do not have a residence address, describe the address at which you receive personal mail and location of residence.)

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<b>CITY</b>	<b>STATE</b>	<b>ZIP</b>
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**PUBLIC MAILING ADDRESS** (if different than permanent residence address.)

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<b>CITY</b>	<b>STATE</b>	<b>ZIP</b>
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<b>EMAIL ADDRESS</b> (if available)	<b>OCCUPATION</b>
<hr/>	<hr/>

<b>DATE OF BIRTH</b>	<b>VOTER REGISTRATION NUMBER</b> (Optional)
<hr/>	<hr/>

**ARE YOU A REGISTERED VOTER?**    YES    NO

<b>TELEPHONE CONTACT INFORMATION</b> (Optional)	<b>LENGTH OF CONTINUOUS RESIDENCE AS OF DATE APPLICATION SWORN</b>	
Home: <hr/>	<b>IN STATE</b>	<b>IN AMARILLO ISD</b>
Work: <hr/>	_____ year(s)	_____ year(s)
Cell: <hr/>	_____ month(s)	_____ month(s)

Before me, the undersigned authority, on this day personally appeared (name) \_\_\_\_\_ who being by me here and now duly sworn, upon oath says:

*"I, (name) \_\_\_\_\_, of \_\_\_\_\_ County, Texas, swear that I will support and defend the Constitution and laws of the United States and of the State of Texas. I am a citizen of the United States eligible to hold such office under the constitution and laws of this state. I have not been finally convicted of a felony for which I have not been pardoned nor had my full rights of citizenship restored by other official action. I have not been determined by a final judgment of a court exercising probate jurisdiction to be totally mentally incapacitated or partially mentally incapacitated without the right to vote. I am aware of the nepotism law, Chapter 573, Government Code. I further swear that the foregoing statements included in my application are in all things true and correct."*

X \_\_\_\_\_  
SIGNATURE OF APPLICANT

Sworn to and subscribed before me at \_\_\_\_\_ this the \_\_\_\_\_ day of \_\_\_\_\_, 2018.

**For AISD Use Only:**    *Date/Time Received* \_\_\_\_\_ *Signature* \_\_\_\_\_

*SEAL*

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**Note:** If the district is subject to a court order or other binding legal determination, the district shall conduct its elections in accordance with that court order or determination, applicable law, and this policy. To the extent of any conflict, the court order or other legal determination shall prevail. [See BBB(LOCAL)]

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**Eligibility**

To be eligible to be a candidate for, or elected or appointed to, the office of school board member, a person must:

1. Be a United States citizen.
2. Be 18 years of age or older on the first day of the term to be filled at the election or on the date of appointment, as applicable.
3. Have not been determined by a final judgment of a court exercising probate jurisdiction to be totally mentally incapacitated or partially mentally incapacitated without the right to vote.
4. Have not been finally convicted of a felony from which the person has not been pardoned or otherwise released from the resulting disabilities.
5. Have resided continuously in the state for 12 months and in the territory from which the office is elected for six months immediately preceding the following date:
  - a. For an independent candidate, the date of the regular filing deadline for a candidate's application for a place on the ballot.
  - b. For a write-in candidate, the date of the election at which the candidate's name is written in.
  - c. For an appointee to an office, the date the appointment is made.
6. Be registered to vote in the territory from which the office is elected on the date described at item 5, above.

*Election Code 1.020, 141.001(a); Gov't Code 601.009; Brown v. Patterson, 609 S.W.2d 287 (Tex. Civ. App.—Dallas 1980, no writ); Tex. Const. Art. XVI, Sec. 14*

**Qualified Voter**

A person may not be elected trustee of an independent school district unless the person is a qualified voter. *Education Code 11.061(b)*

“Qualified voter” means a person who:

BOARD MEMBERS  
ELIGIBILITY/QUALIFICATIONS

BBA  
(LEGAL)

1. Is 18 years of age or older;
2. Is a United States citizen;
3. Has not been determined by a final judgment of a court exercising probate jurisdiction to be totally mentally incapacitated or partially mentally incapacitated without the right to vote;
4. Has not been finally convicted of a felony [see also Atty. Gen. Op. LO 96-114 (1996) (concluding that caveat at Election Code 11.002 does not mitigate blanket prohibition in Election Code 141.001, above at Eligibility)];
5. Is a resident of this state; and
6. Is a registered voter.

*Election Code 1.020, 11.002*

**Residency**

“Residence”  
Defined

“Residence” means domicile, one’s home and fixed place of habitation to which one intends to return after any temporary absence; one does not lose one’s residence status by leaving to go to another place for temporary purposes only. A person does not acquire a residence in a place to which the person has come for temporary purposes only and without the intention of making that place the person’s home. Residence shall be determined in accordance with the common-law rules, as enunciated by the courts of this state, except as otherwise provided by the Election Code. *Election Code 1.015*

Single-Member  
Districts

A candidate for board member representing a single-member district must be a resident of the district the candidate seeks to represent. *Education Code 11.052(g)*

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**Note:** The issue of whether a candidate has satisfied residency requirements should be judicially determined. *State v. Fischer, 769 S.W.2d 619 (Tex. App.—Corpus Christi 1989, writ dismissed w.o.j)*

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**Ineligibility**

A person is ineligible to serve as a member of the board of a district if the person has been convicted of an offense under Penal Code 43.02(b) (regarding prostitution). *Education Code 11.066*

**Open Meetings Act  
Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its members under Government Code Chapter 551 (Texas Open Meetings Act).

The attorney general may provide the training and may also approve other acceptable sources of training.

The board shall maintain and make available for public inspection the record of its members' completion of the training. The failure of one or more members of the board to complete the training does not affect the validity of an action taken by the board.

*Gov't Code 551.005*

**Public Information  
Act Training**

Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act). A board member may designate a public information coordinator to satisfy the training for the board member if the public information coordinator is primarily responsible for administering the responsibilities of the board member or board under the Public Information Act. [See GBAA regarding public information coordinator training] *Gov't Code 552.012*

**SBOE-Required  
Training**

A trustee must complete any training required by the State Board of Education (SBOE). The SBOE shall require a trustee to complete at least three hours of training every two years on evaluating student academic performance. The training must be research-based and designed to support the oversight role of the board under Education Code 11.1515. [See BAA] A trustee or candidate may complete the training at a regional education service center or through another authorized provider.

- A candidate may complete the training up to one year before the candidate is elected.
- A new trustee shall complete the training within 120 days after the date of the trustee's election or appointment.
- A returning trustee shall complete the training by the second anniversary of the completion of the trustee's previous training.

*Education Code 11.159*

The training requirement consists of orientation sessions, an annual team building session with the board and the superintendent,

and specified hours of continuing education based on identified needs. To the extent possible, an entire board shall participate in training programs together. *19 TAC 61.1(b), (i)*

The SBOE's framework for governance leadership [see BBD(EXHIBIT)] shall be distributed annually by the board president to all current board members and the superintendent. *19 TAC 61.1(a)*

No training shall take place during a board meeting unless that meeting is called for the delivery of board training. Training may take place before or after a legally called board meeting in accordance with the Open Meetings Act. *19 TAC 61.1(c)*

Annually, the SBOE shall commend those teams that receive at least eight hours of training in team building and annual continuing education as an entire board-superintendent team. *19 TAC 61.1(k)*

Reporting

The minutes of the last regular board meeting held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment. If the minutes reflect that a trustee is deficient, the district shall post the minutes on the district's Internet website within ten business days of the meeting and maintain the posting until the trustee meets the requirements. *Education Code 11.159(b)*

Orientation

*New Members*

Within 60 days before or after a board member's election or appointment, a new board member shall participate in a local orientation session. The purpose of this orientation is to familiarize the new board member with local board policies and procedures and district goals and priorities. The orientation shall be at least three hours in length for each new board member and must address local district practices in curriculum and instruction, business and finance operations, district operations, superintendent evaluation, and board member roles and responsibilities. *19 TAC 61.1(b)(1)(A)*

Within the first 120 days of service, a newly elected board member shall receive an orientation to the Education Code Chapter 26 (Parental Rights and Responsibilities) and Education Code 28.004 (Local School Health Advisory Council and Health Education Instruction). The orientation shall be delivered by a regional education service center and shall be no less than three hours in length. *19 TAC 61.1(b)(1)(B)*

*Current Members*

Any current board member may attend or participate in the local district orientation and orientation to the Education Code offered to new board members. *19 TAC 61.1 (b)(1)(A), (B)*

BOARD MEMBERS  
TRAINING AND ORIENTATION

BBD  
(LEGAL)

- Legislative Updates** After each session of the Texas Legislature, each board member shall receive an update to the basic orientation to the Education Code from a regional education service center or any registered provider. A board member who has attended a basic orientation session given by a service center that incorporates the most recent legislative changes is not required to attend an additional legislative update. *19 TAC 61.1(b)(1)(C)*
- Team Building** Annually, the entire board, including all board members, shall participate with their superintendent in a team building session facilitated by a regional education service center or any registered provider. The team building session shall be of a length deemed appropriate by the board, but generally at least three hours.
- The purpose of the team building session is to enhance the effectiveness of the board-superintendent team and to assess the continuing education needs of the board-superintendent team. The session shall include a review of the roles, rights, and responsibilities of the board as outlined in the framework for governance leadership. The assessment of needs shall be based on the framework for governance leadership [see BBD(EXHIBIT)] and shall be used to plan continuing education activities for the governance leadership team for the upcoming year.
- 19 TAC 61.1(b)(2)*
- Annual Continuing Education** In addition to the orientation and team building training, a board member shall receive additional continuing education on an annual basis, in fulfillment of assessed needs and based on the framework for governance leadership. [See BBD(EXHIBIT)] The continuing education may be provided by a regional education service center or other registered provider. *19 TAC 61.1(b)(3)*
- At least 50 percent of the continuing education shall be designed and delivered by persons not employed or affiliated with a board member's school district. No more than one hour of the required continuing education that is delivered by the district may use self-instructional materials. *19 TAC 61.1(h)*
- First Year** In the first year of service, a board member shall receive at least ten hours of continuing education. Up to five of the required ten hours may be fulfilled through online instruction, provided the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor. *19 TAC 61.1(b)(3)(A)*
- Subsequent Years** After the first year of service, a board member shall receive at least five hours of continuing education annually. A board member may

fulfill the five hours of continuing education through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor. *19 TAC 61.1(b)(3)(B)*

*Board President*

A board president shall receive continuing education related to leadership duties of the board president as some portion of the annual requirement. *19 TAC 61.1(b)(3)(C)*

## Framework for School Board Development

Preamble: The Board is the educational policy-making body for the District. To effectively meet the challenges of public education, the Board and the Superintendent must function together as a leadership team. Each leadership team must annually assess its development needs as a corporate body and individually to gain an understanding of the vision, structure, accountability, advocacy, and unity needed to provide educational programs and services that ensure the equity and excellence in performance of all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

1. Vision — The Board ensures creation of a shared vision that promotes enhanced student achievement.
  - The Board keeps the District focus on the educational welfare of all children.
  - The Board adopts a shared vision based on community beliefs to guide local education.
  - The Board ensures that the vision supports the state's mission, objectives, and goals for education established by law and/or rule.
  - The Board ensures that the District's vision expresses the present and future needs of the children and community.
  - The Board uses the vision to assess the importance of individual issues that come before the Board and demonstrates its commitment to the vision by using the vision to guide all Board deliberations, decisions, and actions.
  - Individual Board members should not have individual agendas separate and apart from the shared vision.
2. Structure — The Board provides guidance and direction for accomplishing the vision.
  - The Board recognizes the respective roles of the legislature, the State Board of Education, the Texas Education Agency, and the local Board in the governance of the District.
  - The Board fulfills the statutory duties of the local Board and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees.
  - The Board focuses its actions on policy making, planning, and evaluation, and restricts its involvement in management to the responsibility of oversight.
  - The Board adopts a planning and decision-making process consistent with state law and/or rule that uses participation, information, research, and evaluation to help achieve the District's vision.
  - The Board ensures that the District's planning and decision-making process enables all segments of the community, parents, and professional staff to contribute meaningfully to achieving the District's vision.

- The Board develops and adopts policies that provide guidance for accomplishing the District's vision, mission, and goals.
  - The Board adopts a budget that incorporates sound business and fiscal practices and provides resources to achieve the District's vision, mission, and goals.
  - The Board adopts goals, approves student performance objectives, and establishes policies that provide a well-balanced curriculum resulting in improved student learning.
  - The Board approves goals, policies, and programs that ensure a safe and disciplined environment conducive to learning.
  - The Board oversees the management of the District by employing the Superintendent and evaluating the Superintendent's performance in providing education leadership, managing daily operations, and performing all duties assigned by law and/or rule and in support of the District's vision.
  - The Board adopts policies and standards for hiring, assigning, appraising, terminating, and compensating District personnel in compliance with state laws and rules.
3. Accountability — The Board measures and communicates how well the vision is being accomplished.
- The Board ensures progress toward achievement of District goals through a systematic, timely, and comprehensive review of reports prepared by or at the direction of the Superintendent.
  - The Board monitors the effectiveness and efficiency of instructional programs by reviewing reports prepared by or at the direction of the Superintendent and directs the Superintendent to make modifications that promote maximum achievement for all students.
  - The Board ensures that appropriate assessments are used to measure achievement of all students.
  - The Board reports District progress to parents and community in compliance with state laws and regulations.
  - The Board reviews District policies for effective support of the District's vision, mission, and goals.
  - The Board reviews the efficiency and effectiveness of District operations and use of resources in supporting the District's vision, mission, and goals.
  - The Board evaluates the Superintendent's performance annually in compliance with state laws and regulations.
  - The Board annually evaluates its own performance in fulfilling the Board's duties and responsibilities, and the Board's ability to work with the Superintendent as a team.

4. Advocacy — The Board promotes the vision.
  - The Board demonstrates its commitment to the shared vision, mission, and goals by clearly communicating them to the Superintendent, the staff, and community.
  - The Board ensures an effective two-way communication system between the District and its students, parents, employees, media, and the community.
  - The Board builds partnerships with community, business, and governmental leaders to influence and expand educational opportunities and meet the needs of students.
  - The Board supports children by establishing partnerships between the District, parents, business leaders, and other community members as an integral part of the District's educational program.
  - The Board leads in recognizing the achievements of students, staff, and others in education.
  - The Board promotes school board service as a meaningful way to make long-term contributions to the local community and society.
  - The Board provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency regarding proposed changes to ensure maximum effectiveness and benefit to the schoolchildren in the District.
  
5. Unity — The Board works with the Superintendent to lead the District toward the vision.
  - The Board ensures that its members understand and respect the need to function as a team in governing and overseeing the management of the District.
  - The Board develops skills in teamwork, problem solving, and decision making.
  - The Board establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the Board.
  - The Board understands and adheres to laws and local policies regarding the Board's responsibility to set policy and the Superintendent's responsibility to manage the District and to direct employees in District and campus matters.
  - The Board recognizes the leadership role of the Board President and adheres to law and local policies regarding the duties and responsibilities of the Board President and other officers.
  - The Board adopts and adheres to established policies and procedures for receiving and addressing ideas and concerns from students, parents, employees, and the community.
  - The Board makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or District and campus administrative matters.

- The Board supports decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.

*Adopted by the State Board of Education, January 1996, as authorized by 19 TAC 61.1; revised July 2012.*