

## Letter of Transmittal

The Honorable George W. Bush  
The Honorable Rick Perry  
The Honorable James E. "Pete" Laney  
Members of the 76th Legislature  
Commissioner James E. Nelson

Ladies and Gentlemen:

I am pleased to present this report on the progress of the Comal Independent School District (CISD) in implementing my *Texas School Performance Review (TSPR)* recommendations.

In May 1999, TSPR released the results of a review of the district's operations. This review, requested by the superintendent and Board of Trustees, offered 114 recommendations that could save CISD taxpayers nearly \$18.1 million by 2003-04. Cumulative net savings from all recommendations (savings less recommended investments) were projected to reach \$13.3 million by 2003-04. The review also noted a number of CISD's exemplary programs and model services provided by district administrators, teachers, and staff.

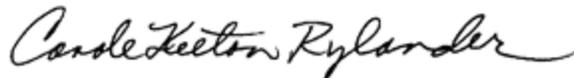
After a year, we returned to check on how well the district's leadership put these proposals into practice, and found the administration and Board seeking to implement many of my recommendations. Since the report's release, CISD has implemented or is in the process of implementing 99 of these proposals, or 87 percent, for net savings of \$1.1 million to date. The district officials expect net savings to reach more than \$10 million over five years.

While there is still work to be done, district officials have pledged to continue to pursue excellence in the district, and are to be commended for taking these initial steps to ensure that students, teachers, and taxpayers receive the maximum possible benefit from every dollar spent by CISD.

This report is available on the Internet at  
<http://www.window.state.tx.us/tspr/comalpr/>.

Thanks for all that you do for Texas.

Sincerely,



Carole Keeton Rylander  
Texas Comptroller of Public Accounts

# Introduction

In May 1999, the Comptroller of Public Accounts' Texas School Performance Review (TSPR) staff and consultants completed a comprehensive school review of the Comal Independent School District (CISD). During the summer of 2000, TSPR staff returned to assess the district's progress in implementing the recommendations.

Since 1991, TSPR has recommended over 4,300 ways to save taxpayers a net of more than \$485 million over a five-year period in 45 different public school districts throughout Texas. TSPR also conducts follow-up reviews of districts that have had at least one year to implement the recommendations. These 30 subsequent reviews show that almost 90 percent of TSPR's combined proposals have been acted upon, saving taxpayers more than \$96 million, with the full savings estimated to grow in the future.

# Improving the Texas School Performance Review

Comptroller Carole Keeton Rylander, who took office in January 1999, consulted school district officials, parents and teachers from across Texas and carefully examined past reviews and progress reports in an effort to make the TSPR more valuable, even vital, to the state's more than 1,000 school districts. With the perspective of having served as a teacher and later a school board president, the Comptroller has vowed to steer TSPR to increased accountability to local school districts and the communities they represent. The Comptroller intends for TSPR to become a tool for improvement in many more districts, particularly districts that seek help to improve academic performance by better managing classroom resources.

Comptroller Rylander began her efforts by creating new criteria for selecting school districts for future reviews. Priority is now given to districts that are judged as poor performing academically or financially, or to hands-on reviews that will benefit the greatest number of students. These are the school districts and children that need help the most.

Recognizing that only 52 cents of every state education dollar is spent on instruction, Comptroller Rylander wants to give local school officials the ability to move every dollar possible to the classroom. In addition, no longer will school reviews bury the districts' best practices and exemplary models deep inside individual TSPR reports. Instead, Comptroller Rylander has ordered best practices and exemplary programs to be shared quickly and systematically among all the state's school districts and with anyone who requests such information. There is no reason for a district that has solved a problem to keep the solution to itself. Comptroller Rylander has directed TSPR to serve as an active clearing-house of the best and brightest ideas in Texas public education. Best practices identified in the original review of CISD are included in the Comptroller's best practices database, *A+ Ideas for Managing Schools (AIMS)*, which is accessible on the web at [www.aimsdatabase.org](http://www.aimsdatabase.org). Under Comptroller Rylander's approach, the TSPR team and consultants will work with districts to:

- ensure students and teachers receive the support and resources necessary to succeed;
- identify innovative options to address core management challenges;
- ensure administrative activities are performed efficiently, without duplication and in a manner that spurs education;

- develop strategies to ensure the district's processes and programs are continually assessed and improved;
- understand the link between the district's functional areas and determine ways to provide a seamless system of services;
- challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and
- put goods and services to the "Yellow Pages test" – government should do no job if there is a business in the Yellow Pages that can do that job better and at a lower cost.

Finally, Comptroller Rylander has opened her door to Texans who share her optimism about TSPR's potential. Suggestions to improve school reviews are welcome at any time. The Comptroller is a staunch believer in public education and public accountability.

Detailed information can be obtained from TSPR by calling 1-800-531-5441 extension 5-3676, or by visiting the Comptroller's Web site at [www.window.state.tx.us](http://www.window.state.tx.us).

## TSPR in CISD

TSPR began its review of the CISD in October 1998. As in many previous reviews, TSPR came to CISD in response to a local call for assistance. In November 1997, Superintendent Jerry Major requested a review. In January 1998, both the superintendent and the CISD Board of Trustees jointly requested a review.

With the help of Gibson Consulting Group, an Austin-based consulting firm, the TSPR team interviewed district employees, school board members, students, parents, business leaders and residents of the community. TSPR also held meetings in the district's three middle schools. Participants were invited to write their observations on major topics of concern or to be interviewed by a member of the review team. To obtain additional comments, the review team conducted focus groups with parents, teachers, principals, business leaders and representatives from community organizations. The team also collected comments from letters to the Comptroller and calls to the Comptroller's toll-free hotline.

Written surveys were sent to district personnel, students and parents. TSPR received completed responses from 196 teachers, principals and assistant principals; 25 district administrators; 165 parents and 145 students.

TSPR also consulted two databases of comparative educational information maintained by the Texas Education Agency (TEA)—the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS). For the review, CISD selected peer districts for comparative purposes based on similarities in size, location, student enrollment and property values. The selected peers were the San Marcos Consolidated, Judson, Seguin, Pflugerville, North East, New Braunfels and Leander Independent School Districts. TSPR compared CISD to district averages in TEA's Regional Education Service Center 13 (Region 13), to which CISD belongs and the state as a whole.

CISD began the 1999-2000 school year serving 10,426 students, an increase of 244 students over the 1998-99 enrollment of 10,182—a 2.4 percent increase. The district encompasses 589 square miles of central Texas and covers parts of 11 communities, including sections of the cities of San Antonio and New Braunfels and five counties (Comal, Kendall, Guadalupe, Bexar and Hays). CISD has two high schools, three middle schools (grades 7 and 8), three intermediate school (grades 5 and 6), five elementary schools (grades 1 through 4), two primary schools (Pre-K and K) and one alternative school that includes the Comal Discipline Center and the Comal Leadership Institute.

The district's student enrollment has increased by 83.4 percent since 1990. CISD's property value per student is 45 percent higher than the state average, and only 27 percent of its students were economically disadvantaged in 1999-2000, compared to a statewide average of 49 percent.

According to TEA, CISD's student body is 78.6 percent Anglo, 19.8 percent Hispanic, 1.1 percent African American and 0.5 percent Other. The percentage of students passing the state-mandated Texas Assessment of Academic Skills (TAAS) is 82.5 percent, compared to the state average of 78.3 percent.

For the 1999-2000 school year, the district had a staff of 1,552 full-time employees, with teachers making up 749 (or 48 percent). The district is the largest employer in Comal County. The district's 1999-2000 operating budget was \$60.1 million. Almost 68 percent of CISD revenue came from local funds, 25 percent from state funds and 7 percent from federal and other sources.

## Significant Changes Since the Original Review

In May 1999, voters in the CISD passed a \$141 million bond issue to build new schools and expand and renovate existing facilities to handle the growing enrollment. The bond package included funding for construction of three new elementary schools and one high school with additional construction at the two existing high schools, one middle school and one elementary school.

Following TSPR recommendations, the district hired an architectural firm that developed a prototype design for new schools. The district also developed design and construction standards that it will use in all future construction projects.

The district took some positive steps to refine its strategic plan to include district goals and specific strategies to achieve those goals.

CISD created an Assistant to the Superintendent position to improve the district's communications with the public as well as its customer service. The district developed performance measures for the superintendent and is discussing measures for other administrators.

The district reviewed its paraprofessional salaries and increased them to be in line with the current employment market.

## Comal ISD Report Card

Chapter	Total	Complete	In Progress	Not Implemented	Rejected	Percent Complete/In Progress	Grades
District Organization and Management	12	6	5	1	0	50%/42%	Satisfactory
Educational Service Delivery	13	10	3	0	0	77%/23%	Satisfactory
Facilities Use and Management	15	10	3	1	1	67%/20%	Satisfactory
Personnel Management	14	7	4	1	2	50%/29%	Needs Work
Financial Management	8	4	2	2	0	50%/25%	Needs Work
Computers and Technology	10	7	3	0	0	70%/30%	Satisfactory

Asset and Risk Management	9	2	4	3	0	22%/44%	Needs Work
Purchasing and Distribution	6	0	4	2	0	0%/67%	Needs Work
Transportation	15	13	1	0	1	87%/7%	Excellent
Food Services	6	3	2	1	0	50%/33%	Satisfactory
Safety and Security	6	4	2	0	0	67%/33%	Satisfactory
<b>Overall Grade</b>	<b>114</b>	<b>66</b>	<b>33</b>	<b>11</b>	<b>4</b>	<b>58%/29%</b>	<b>Satisfactory</b>

Excellent = More than 80% complete

Satisfactory = 80% to 100% complete or in progress

Needs Work = Less than 80% complete or in progress

An instructional technology director came on board and along with technology coordinators designated from each campus, the district formed a technology committee to handle districtwide technology issues. Based on a recommendation from this committee, the district purchased two software systems for administrative and student services. The district expects that the systems will be fully operational by the end of October 2000. The district postponed implementing several of the TSPR recommendations while waiting on the purchase and installation of this new software.

In June 2000, TSPR team members met with the CISD officials responsible for implementing each recommendation, evaluated their progress and provided guidance when administrators identified obstacles they faced. After an exchange of information over the summer months, this report was compiled to show the district's progress toward implementing the TSPR's recommendations.

Both CISD staff and TSPR team members came away with a clear sense of progress. Sixty-six recommendations have been implemented, 33 are in varying stages of progress and 11 have not been addressed. CISD officials rejected only four recommendations because they believed implementation was not feasible at this time. (See Appendix A for details on the recommendations' status.)

## Exemplary Programs and Practices

TSPR identified numerous "best practices" in CISD. Through commendations in each chapter, the report highlights model programs, operations and services provided by CISD administrators, teachers and staff members. Other school districts throughout Texas are encouraged to examine the exemplary programs and services to see if they could be adapted to meet local needs. The TSPR commendations include:

- CISD enjoys considerable volunteer support from business, civic and higher education organizations in the area. The Communities in Schools program serves more than 1,800 students in 10 schools and is dedicated to helping at-risk students become successful in school and in life through coordinated community resources. CISD also publishes the *Business and Educator Resource Directory* jointly with New Braunfels ISD, which provides information about community resources available to schools in both districts.

*Since the review, the district has expanded the Communities in Schools program to more than 2,000 students in 14 schools. In addition, the three new elementary schools and new high school will each have a Communities in Schools office. The Business and Educator Resource Directory is now published by the New Braunfels Chamber of Commerce at no cost to the district, and is available to the community at [www.nbcham.org](http://www.nbcham.org). Students and teachers in the district are also benefiting from a school-to-career grant from Alamo Workforce Inc., which provided valuable internships, job shadowing and field trips. For example, some high school students conducted research at Southwest Texas State University's cellular biology lab during the summer of 2000 with professors and graduate students. One student will continue her research at the university during her senior year.*

- CISD maintains a diligent energy conservation program. As part of its program, the district developed guidelines and procedures for heating, ventilation and air conditioning equipment for district facilities; developed shutdown procedures for schools during the summer and holidays; and installed an automated energy management system in nine of its 16 schools. The energy manager tracks all usage and expenses by school, including telecommunication expenses and prepares a monthly report to all school administrators that identifies any higher-than-normal expenses. CISD's heated and air-conditioned space is 1,322,600 square feet with an energy cost of \$715,632 for 1997-98, for an average energy expense of 54 cents per square foot. Energy experts

use the benchmark for school district energy costs per square foot of \$1 or less. CISD's energy costs are more than \$600,000 per year below this benchmark.

*Since the review, the district has added the automated Energy Management System in three additional schools (Bulverde Elementary, Frazier Elementary and Mountain Valley Elementary), which means the system now controls energy usage at 12 of the district's 16 campuses. The remaining four schools and the new buildings will be added in 2001 and 2002.*

*In addition, the CISD board approved an energy conservation incentive program for the 2000-01 school year. The program encourages participation by returning a percentage of the district's savings to each campus when they meet their annual conservation goal. Guidelines have been established including the percentage of the savings that is rebated, which ranges from 20 to 40 percent depending on the size of the school population.*

- CISD's investment strategy of diversification among sound investment vehicles minimizes risk without significant cost to the district. CISD invests its excess funds in no-load money market mutual funds and in public fund investment pools, which are among the most stable of short-term cash management funds. These funds exemplify best practices in a conservative cash management program by investing funds at the highest possible rate of return while protecting the district's assets.

*CISD reviewed and reorganized its cash management and investment practices. The district has recently instituted a cash management program to maximize interest and minimize fees by managing bank balances on a daily basis. As a result, the district has increased its interest earnings by an additional \$95,000 per year. This amount should continue to increase because tax collections are now deposited and invested daily.*

- The district has made great strides in developing its information technology infrastructure and increasing available technology funding through an aggressive pursuit of grants. Since January 1998, CISD has received more than \$900,000 in technology grants.

*Since the review, the district has combined its technology grants with another \$7.5 million from the 1999 bond issue for technology improvements throughout the district. The district installed almost 650 computers in the classrooms before the start of school in August 2000. In addition, two new distance learning labs have*

*been created at the two high schools. The labs will allow students to remain at their home campus and take courses offered at another campus in the district. Access is expected to extend outside the district as opportunities for expansion are identified.*

- CISD's Food Service operation is efficient. The department uses technology efficiently, tracks financial and performance data and takes advantage of the Texas Department of Human Services' pre-certification for students who eat free or reduced-price meals. Problems are identified in a timely manner, and planning and budgeting for the future are based on solid information.

*Since the review, the district has continued to strive toward efficient and effective operations. The Food Service Department has implemented a 'test kitchen' that operates during the months school is not in session. The test kitchen prepares and evaluates new, current and old recipes as part of the menu planning process. The recipes are standardized after adjustments are made for nutrition, flavor, ingredients, preparation guidelines and cooking or baking directions. District staff members are encouraged to sample the food and provide feedback. The test kitchen is helpful in planning and preparation.*

# TSPR Key Recommendations

The following are some of the key recommendations, that administrators and staff said they believe had the greatest impact on district operations. The highlighted recommendations are arranged by chapter and the area of operation as contained in the original TSPR report. The comments came from district administrators during the TSPR team's follow-up visit to the district.

## District Organization and Management

### #4 **Voluntarily post board meeting notices with the Secretary of State and with county clerks.**

CISD's board is the governing body of a school district that extends into five counties. While CISD was not necessarily out of compliance with state law for its procedure for posting board meetings, TSPR recommended posting this information with the Secretary of State and with county clerks to improve communications with remote areas of the district. Although the county clerks' offices charge a nominal fee to post the notices, district officials report that implementing this recommendation has reduced the number of complaints and calls from community members asking for the information.

### #5 **Increase the scope of CISD's strategic plan to incorporate the goals of "Focus 2000" and use the revised strategic plan to guide district and campus improvement plans.**

The superintendent said implementing this recommendation has helped the district move toward developing a strategic plan that implements identified goals. Plans are in place for the District Site-Based Decision Making (SBDM) Committee to review the new CISD strategic plan and to incorporate the plan into the 2000-01 District Improvement Plan.

### #11 **Create a community involvement office and designate an individual to serve as ombudsman to foster two-way communication with the public and oversee community/parental involvement efforts.**

Instead of an ombudsman, the district created the position of assistant to the superintendent. The assistant is in constant communication with parents, students and area residents to resolve concerns and complaints. The superintendent said adding this position has allowed him more time to concentrate on management and instructional activities and enabled him to

spend more time on the campuses.

## Educational Service Delivery

- #13 **Develop and implement a long-range strategic plan to complete the curriculum alignment throughout the district and institute a formal curriculum review cycle.**

CISD recognized it was not effectively monitoring and improving its curriculum. Although no district funds were allocated specifically for the curriculum review, to accomplish this task, the Department of Instruction has shifted funds from other instructional accounts and has dedicated that money to curriculum review and revision each year. The Department of Instruction developed a plan using TAAS objectives and national standards, and by the end of 2004, district officials expect to have completed the first full cycle of curriculum review.

- #16 **Prepare a plan to reduce the number of teachers on permit, and set realistic goals for reducing the percentage of non-certified teachers in CISD to the statewide average in the next two years.**

At the time of the TSPR review, CISD had a higher percentage of its teachers on special permits—temporary teaching certificates—than the statewide average. TSPR recommended the district devise a plan to reduce its percentage of teachers on special permits. Beginning January 2000, the district gave all teachers who were hired on one-year nonrenewable contracts or three-year emergency permits a deadline to complete their certification. If they do not meet the deadline, the teachers are not recommended for contract renewal. The director of Human Resources maintains the list of teachers who are on permits and sends periodic reminders about the required documentation. The district reports that it has reduced the number of non-certified teachers.

- #22 **Change gifted and talented identification procedures to separately evaluate the academic achievement criteria.**

At the time of the TSPR review, CISD's process for identifying students for the gifted and talented program was heavily weighed toward academic achievement. By recommending a change in weighting, relative to other non-academic criteria, more students who excel in two or three of the criteria could be eligible for the program. This change has streamlined the identification process and the district believes this new process will increase minority participation in the program.

- #24 **Create a districtwide instructional technology coordinator position.**

**#25 Assign an individual at each school to be a school technology coordinator.**

At the time of the TSPR review, the district had no single position responsible for instructional technology. TSPR recommended creating a technology coordinator position for reviewing the districts' technology needs, coordinating training for teachers and assisting in selecting instructional software. The district took this information one step further. In spring 2000, CISD employed a director of Instructional Technology and assigned an individual from each campus as a technology coordinator. The district analyzed the needs for the area's workforce and determined that the district needed an instructional technology leader with more expertise and knowledge than originally proposed by TSPR. The district is confident that its decision to hire an individual with more experience better serves its students.

## Facilities Use and Management

**#31 Develop prototype designs for schools and use these designs for current and future construction projects.**

At the initial TSPR review, CISD was contracting for the design of each new school separately and did not build "prototype" schools. Consequently, CISD had no starting point from which to begin its design process. TSPR recommended the district develop a prototype school plan, which could be used for other schools of the same type and grade level. In October 1999, the CISD board approved the prototype plan for an elementary school. Although the district cannot duplicate the prototype entirely for the other schools it will build, it can duplicate various components of the prototype. The district officials believe that this prototype concept could save them up to 30 percent of the design fees on future building projects. Additionally, property purchases for future construction will be evaluated with the prototype in mind.

## Personnel Management

**#41 Bring all district salaries in line with the market.**

Implementing this recommendation has made a tremendous impact on the morale of the district's staff. When the district reviewed its salaries compared to market salaries, the district put all paraprofessionals into a classification schedule developed by the Texas Association of School Boards. This resulted in each paraprofessional receiving a salary increase.

## Financial Management

**#56 Expand the duties of the director of Business Operations and the**

**controller to include analytical reviews of financial data and performance measures.**

CISD's Business Operations did not previously prepare reports that analyzed department expenditure trends and Operations provides monthly reports containing detailed analysis of revenues, expenditures and cash flows to the district's administrative team. District managers said these reports are helping the district's administrative team to make sound financial decisions, especially during the budget process.

**#60 Expand CISD's budget document to include revenue estimates and other information to facilitate informed budget decisions.**

For the first time, CISD's budget document for 2000-01 will not only include revenue projections from all sources of funding for the district, it also will include historical and current expenditure data per student, line-item budgets for each campus and department and references or links to the board's spending priorities. The district is making this budget document available to the public. District officials believe the new budget document will assure that administrators and the board make informed decisions.

## Computers and Technology

**#71 Refine the technology plan to ensure that tasks described in the plan are consistent with district goals and spending priorities.**

District officials said that implementing this recommendation forced the district to revisit the goals and objectives in its technology plan and make sure they were aligned with the district's overall goals and spending priorities. CISD's technology plan now contains a well-structured list of technology tasks. The next step for the technology committee is to connect the technology plan to the district and departments' budgets.

**#72 Develop a plan for defining automation requirements, identifying the best software solution and implementing the system.**

According to the director of Business Operations, this recommendation is helping the district move toward automating and decentralizing its day-to-day functions. More importantly, the process of defining districtwide automation requirements improved communication among campuses. The district's newly-formed technology committee identified the automation needs of the central administration and reviewed various software packages to meet those needs. The district purchased Edulog software for transportation and hopes to see improvements in the transportation area in 2000-01. The committee recommended purchasing two software packages from Complete Business Solutions, Inc. The Clear Path software package

was selected for the district's administrative services, and the Discover package was selected for student services. The district has purchased and installed both packages and expects them to be fully operational by the end of October 2000.

## Asset and Risk Management

### #76 **Establish a zero balance account to invest excess daily balances into interest-earning instruments automatically.**

At the time of the TSPR review, all of CISD's checking accounts were non-interest bearing accounts. TSPR recommended CISD negotiate a zero-balance account system for the operating, accounts payable and payroll accounts. Since then, CISD has instituted a cash management program to manage bank balances on a daily basis, which maximizes interest and minimizes fees. The district's controller visited other districts in the area and reorganized the district's investment practices. Active management of investments has yielded an additional \$95,000 per year in interest earnings for the district. The district believes these earnings will increase with direct deposit of tax receipts.

## Transportation

### #90 **Compress CISD's wage schedule for drivers to provide a more competitive starting wage.**

At the time of the review, CISD had a chronic shortage of drivers, and TSPR recommended a 75 cent an hour increase to beginning drivers. After careful analysis, the board implemented a minimum salary of \$10 per hour. The officials believe this recommendation made their recruitment efforts easier, and they believe they can hire more qualified drivers. Additionally, district administrators say they hold drivers to higher standards, and the drivers seem to take more pride in ensuring that students arrive at school and home in a timely manner.

### #95 **Establish a staggered bell schedule for all schools in the district.**

At the time of the TSPR's review, CISD's bell times were not set to maximize the efficiency of the Transportation Department. Most elementary school bell times were 30 minutes before the secondary school bell times. Consequently, since both elementary and secondary students were transported in the same buses, the secondary students were forced to wait for school to begin each morning. The board staggered the bell and bus schedules and separated the elementary students from secondary students, which satisfied the parents and reduced the wait time for students.

## Food Service

**#105 Develop a pool of qualified food service substitutes.**

**#106 Identify kitchens and individuals with high absentee rates and initiate corrective action.**

The overall absenteeism rate among the food service workers in the district was more than 6 percent in 1999. TSPR recommended counseling employees with excessive amounts of leave and taking disciplinary action against employees who abused leave privileges. Additionally, the district contracted with a temporary agency for substitute employees. The Food Services coordinator said that implementing these two recommendations reduced the time the assistant coordinator had to spend juggling personnel to cover for absent employees and allowed the department to reduce absenteeism.

## Safety and Security

**#109 Standardize discipline policies and the consequences for violations and apply these disciplinary practices consistently to all schools in the district.**

During the initial review process, TSPR found that the board and central office were not consistently administering the established discipline management policies and procedures. TSPR recommended the district standardize the policies and apply disciplinary practices consistently throughout the district. The district formed a committee to standardize all of the district and campus discipline policies and hired an attorney to thoroughly review them. The district also sent every parent a copy of the policies in English and Spanish. Since the distribution of these policies, district administrators report no further complaints about the equity of the discipline process, which is a marked improvement from the past.

**#112 Hire a full-time attendance officer and institute procedures for parental notification of unacceptable absences and attendance makeup policies.**

The district hired an additional attendance officer, as recommended by TSPR, and attendance rose by 0.5 percent in the 1999-2000 school year, from 95.3 percent to 95.8 percent. On average, 52 additional children were in class each day. This change has brought in an additional \$62,400 in revenue to the district. While some experts believe that increased monitoring of attendance may result in marginal students electing to drop out, CISD has continued to experience a low dropout rate, and student scores on the TAAS have improved. This result shows that CISD is not only bringing the children back to school, but the district is engaging them in the instructional programs and showing students how they can be successful.

## What Still Needs to Be Done

CISD has made significant progress in implementing TSPR recommendations. Almost 87 percent of the TSPR recommendations have been either implemented or are being implemented at the present time. District administrators have not implemented 11 of the report's recommendations, and have provided their reasons for their delay or inaction on four others. This section addresses the key areas requiring additional attention.

### Technology

The district postponed implementing several recommendations that concerned automating various district operations until the district had implemented recommendation #72, which suggested defining the district's business automation needs and identifying the best software to meet those needs. The district's technology committee has now defined the automation needs of the district's central administrative system. Based on the committee's recommendation, the district purchased software for administrative services and student services. According to district officials, the system will be operational in October 2000.

TSPR recognizes the additional efficiencies that may be achieved through the purchase of this software and encourages the district to explore all of its potential advantages even if it means changing how the district handles its business functions. Several of the areas that are shown to need work are directly tied to the full implementation of this recommendation.

### Personnel Management

TSPR recommended the district discontinue issuing annual contracts for all employees who are not required to hold certificates under state or federal law and authorize the superintendent to hire and terminate all non-administrative employees. The district, however, rejected both these recommendations as based on the board's decision.

Annual contracts create additional work for Human Resources staff. It also is more difficult to terminate an employee who is hired under a term contract. Doing away with annual contracts also would provide the district more flexibility in staffing decisions. The board also continues to hire and terminate all contract employees. While it is prudent for the board to approve hiring administrators, hiring individual teachers is an unnecessary use of the board's time. CISD officials said they will continue to research this issue.

The district also has not yet begun to develop a policy to address the issue of pay for performance. Under a pay-for-performance salary structure, employees understand their responsibilities more clearly, and employees are reminded of the

monetary incentive for good performance. TSPR recommends the district should move forward implementing this recommendation.

## Financial Management

Although the three key finance staff at CISD have accounting background, none of them are certified public accountants (CPA). TSPR recommended the district provide financial incentives for staff to become CPAs. District officials, however, said all three employees in Business Operations need at least 20 to 24 additional accounting credit hours before they can take the CPA examination, and the workload makes it difficult for them to satisfy the requirements through evening classes. As the district grows, its accounting and financial management become increasingly complex and require greater expertise. CISD's business operations would benefit from additional accounting expertise.

In a recommendation directly related to the new administrative system, TSPR also recommended purchasing a timekeeping module for the district's computer system. The district plans to implement this recommendation when its newly purchased software system is fully operational.

## Asset & Risk Management

TSPR recommended developing a consolidated risk management report for the board. The district still has no process in place to gather the various reports it receives from third party administrators and insurance providers and prepare one summary report that is easy to understand. In the absence of good data and proper analysis, district officials may miss some savings opportunities.

TSPR also recommended paying invoices on specified due dates and tracking the fixed assets through an automated system. District officials said they would consider these two recommendations after the new software system is fully operational. While there is some relation between these recommendations and the implementation of the new computer system, the district will also need to make some very strategic procedural changes to ensure that full benefit is derived from these recommendations.

## Purchasing and Distribution

TSPR recommended CISD hire a buyer, centralize its purchasing operations and automate the purchasing and distribution process. CISD's purchasing staff still manually processes purchase orders, and the process is still decentralized. Without a centralized and automated purchasing system, it is difficult to determine if the district is complying with all the required state purchasing regulations and whether or not the district is receiving the lowest prices on its purchases.

The district also monitors its warehouse inventory levels manually. Consequently, management performance reports do not contain up-to-date information that

allows the district management to analyze supply levels and patterns. The district also cannot project potential surplus stock or make informed decisions.

District officials said that budgetary constraints prevented them from hiring a buyer. Officials said they are planning to automate purchasing when the district's new administrative software system is fully operational in fall 2000. While automating purchasing is desired, the district also must try to improve its purchasing operations over the short term by hiring a buyer and bringing together the fragmented purchasing operations.

# CISD' Comments on the Report and the TSPR Process

The Texas School Performance Review team does not assume that its process for performing school reviews works so well that it cannot be improved. Therefore, as part of the progress report preparation, TSPR asked Comal ISD staff members and administrators what went right and what went wrong—and how the process could be improved.

The feedback TSPR received from other districts led to improvements in the review process. For example, early reports did not include implementation strategies, and districts told TSPR they needed help in getting started. As a result, the reports now include implementation strategies and timelines to complement the recommendations. Districts have told TSPR these blueprints are invaluable to achieving the desired results.

CISD board members said TSPR did a good job, and the process and the report helped change the public's opinion of the district. Since the review, the district's communication with the public has improved. The board members also said that the superintendent handled the review well and did a good job of setting up an implementation plan. The board has supported the recommendations and would like to implement them all, but because of budget constraints, the board has delayed full implementation.

CISD administrators said that TSPR's in-depth analysis, although it seemed long and tedious at the time, was helpful to the district. It forced them to take a closer look at their programs and helped them to improve.

The director of Business Operations said that the consultants were knowledgeable and were thorough in their review and that this review brought value to the district.

One administrator said that she liked the review team coming to campuses and talking to the front-line employees. She also liked the opportunities for parents and the community to comment through the TSPR focus groups and surveys.

Several administrators said it would have been helpful for the district officials to know the consultants' backgrounds before the review started. TSPR tries hard to select consultants who are qualified and experienced in their areas of review. TSPR picks the team to fit the district. TSPR started inviting the consultant team to the introductory meeting with the district officials to introduce themselves, make them aware of their qualifications

and explain how they will conduct the review. This process seems to reassure the district officials about the consultants' expertise and the review process.

CISD officials also felt that there were too many requests for duplicative information. TSPR has established a standardized request for preliminary data to ease and even eliminate the number of duplicative documents and data requested. Additionally, TSPR is now asking consultants to better coordinate the information needed by different members of their review team so that duplications can be eliminated.

Dr. Major, the superintendent, said that the TSPR process has been good for the district. He felt, however, that it would add value if the Comptroller's office developed some standards for running a school district based on research from other states and from industry experiences. He said this would benefit more districts because TSPR is limited in the number of reviews it can conduct each year. One of the board members, Nick Nichols, echoed Dr. Major's sentiment. Mr. Nichols said it would help if the Comptroller's office developed an example of what a model school should look like. TSPR is developing a series of audit protocols that address each of the 12 functional areas looked at during the review process. These protocols will be useful for districts that want to assess their own operations or to hire consulting firms to assess their operations. Additionally, TSPR has developed a "best practices" database that districts will be able to access online. This database includes the best and most novel management ideas and tools used across the state by different districts that have been reviewed by TSPR.

## Appendix A - Status of Recommendations and Savings

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 1: District Organization and Management</b>						
1	Incorporate specific performance measures into the superintendent's evaluation. p. 21	Complete	\$0	(\$1,160)	(\$1,160)	The district contracted with the Texas Association of School Boards (TASB) to develop an evaluation instrument for the superintendent with specific performance measures. In March 2000, the board formally adopted the evaluation instrument that will be implemented in the 2000-01 school year.
2	Provide board training on teamwork and decision making and establish board-monitored procedures to reduce decision reversals	Complete	(\$1,600)	(\$1,000)	(\$3,200)	A representative from TASB facilitated a workshop for CISD board members about their role as policy makers

	23					<p>The workshop also prided the board members training on team building and team decision-making processes. The district plans to have similar workshops annually.</p>
3	<p>Create four standing committees and develop guidelines for ad hoc committees. p. 25</p>	In Progress	\$0	\$0	\$0	<p>The district formed a bond oversight committee in July 1999 to oversee the design and construction of new facilities and the renovations and expansion of existing facilities. The district is in the process of forming three additional committees: Human Resources, Finance and Risk Management. District officials said they would wait to form the Finance Committee until the internal auditor position is filled.</p>

4	Voluntarily post board meeting notices with the Secretary of State and county clerks. p. 27	Complete	\$0	(\$120)	(\$600)	Notices for board meetings are physically posted at the office of the Comal County Clerk and electronically forwarded to the Secretary of State's Office. Since this is not a legal requirement, the district posts it voluntarily. The County Clerk charges \$3 per meeting posting.
5	Increase the scope of CISD's strategic plan to incorporate the goals of "Focus 2000" and use the revised strategic plan to guide district and campus improvement plans. p. 33	In Progress	\$0	(\$8,300)	(\$12,300)	CISD is updating its strategic plan to incorporate the district goals. The strategic planning committee, which includes members from the community, teachers and administrators, identified subcommittees to develop strategies for each new goal. The district Site Based Decision Making (SBDM) committee will review the new strategic plan

						and will incorporate it into the District Improvement Plan.
<b>6</b>	Revise strategic plan standards to include more objective performance measures, and formally measure progress against these standards annually. p. 33	In Progress	\$0	\$0	\$0	The district is updating the strategic plan to include performance measures for each goal.
<b>7</b>	Include community members on future strategic planning committees. p. 35	Complete	\$0	\$0	\$0	Of the 55 current members of the district's strategic planning committee, six members are from the community, representing different areas of the district.
<b>8</b>	Revise the budget calendar to include a step for developing spending priorities. p. 36	Not Implemented	\$0	\$0	\$0	CISD board did not set any budget priorities for the 2000-01 budget process. However, the superintendent and director of Business Operations reviewed the budget priorities with staff and the board after the budget was prepared. After the strategic

						plan is revised, the board's spending priorities will be considered in future budgets.
<b>9</b>	Develop performance measures for managers and incorporate them into the annual evaluation process. p. 40	In Progress	\$0	\$0	\$0	The superintendent is developing performance measures for principals and other management personnel. These evaluation measures will be completed and effective for fall 2000. Staff is reviewing their own job descriptions, performance goals and evaluation measures. The superintendent and staff are developing a grading mechanism for the administrative evaluations.
<b>10</b>	Seek periodic proposals for legal services and/or hire a part-time in-house attorney to lower overall legal fees. p. 42	In Progress	\$0	\$0	\$0	The district uses at least five different law firms, depending on the specific issue. The complexity of

						school law requires expertise in numerous areas. The superintendent met with a local law firm and is awaiting a proposal from the firm.
11	Create a community involvement office and designate an individual to serve as ombudsman to foster two-way communication with the public and oversee community/parental involvement efforts. p. 49	Complete	\$0	\$0	\$0	The district created an assistant to the superintendent position to improve communications with the public and to improve customer service. A former middle school principal was transferred into this position, and she is in constant communication with parents, students and community members to resolve concerns and complaints. Principals were told that her authority is an extension of the superintendent, which has improved cooperation. This change has

						freed the superintendent to be more available and visible on campuses.
<b>12</b>	Produce and distribute a semi-annual newsletter to parents and community members. p. 51	Complete	(\$40,550)	(\$2,000)	(\$10,000)	The district received a School-to-Career grant from Alamo Workforce Development, Inc., to produce a newsletter twice a year. The newsletter includes information on happenings in the district and on campuses, as well as items of interest to students and parents. CISD shares the cost of postage. CISD distributed 26,000 copies of the newsletter, of which 24,000 were mailed to the community and 2,000 copies were made available to district staff.
<b>Totals-Chapter 1</b>			<b>(\$42,150)</b>	<b>(\$12,580)</b>	<b>(\$27,260)</b>	

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 2: Educational Service Delivery and Student Performance</b>						
13	Develop and implement a long-range strategic plan to complete the curriculum alignment throughout the district and institute a formal curriculum review cycle. p. 59	In Progress	(\$188,140)	(\$20,000)	(\$200,000)	The elementary and secondary curriculum coordinators established timelines for completing curriculum alignment with TAAS objectives and national standards. No district funds were specifically allocated for the curriculum alignment. The Department of Instruction has transferred some funds from instructional accounts to begin the process. The first cycle of the review should be completed by the end of

						2004.
<b>14</b>	Conduct a curriculum audit to direct curriculum management and ensure quality control now and in the future. p. 61	In Progress	(\$22,000)	\$0	(\$22,000)	Before contracting with an external firm to conduct a curriculum audit, the district sent its elementary and secondary curriculum coordinators to a 5-day workshop sponsored by the Texas Association of School Administrators (TASA), a Curriculum Management Audit group in San Antonio in January, 2000. The curriculum coordinators incorporated the information from the workshop into the district's 5-Year strategic plan. Once the curriculum alignment is completed, the district plans an external curriculum audit. If the board chooses

						<p>this course of action, the district will pay TASA Curriculum Management Audit Associates approximately \$22,000 to perform the external audit. Once completed, district officials believe the audit would become a valuable management tool.</p>
<b>15</b>	<p>Disaggregate and analyze test scores of student subpopulations and use this information to set goals for improving student performance in the district and on each campus. p. 70</p>	Complete	(\$15,600)	(\$3,500)	(\$17,500)	<p>CISD has been disaggregating and analyzing test scores of student populations for many years but has recently contracted for "Just For Kids" training and purchased software to disaggregate test scores. District and Campus Improvement plans for 2000-01 will include the specific</p>

						performance goals for different student sub-groups. The district will develop evaluation criteria and monitor students' progress.
<b>16</b>	Prepare a plan to reduce the number of teachers on permit, and set realistic goals for reducing the percentage of non-certified teachers in CISD to the statewide average in the next two years. p. 74	Complete	\$0	\$0	\$0	<p>The director of Human Resources started the process by preparing a list of teachers who are on permits and need certification before their contracts expire. The Human Resources director tracks teachers who are on permits and requirements that are still outstanding and sends periodic reminders to these teachers.</p> <p>Beginning in January 2000, all teachers hired on a 1-year</p>

						<p>nonrenewable contract or teachers on 3-year emergency permits were notified by the Human Resources director to submit proof of certification before March to renew their contracts. Since the district instituted this policy, 20 teaching positions were not renewed. The district will continue this process each year before contract renewal time.</p>
17	<p>Establish formal pre-referral intervention teams at each campus and conduct a summer training institute for campus staff members. p. 84</p>	Complete	(\$85,000)	(\$50)	(\$700)	<p>Although each campus has a pre-referral team, the district formalized the team into a "Needs Evaluation Team" with a mission statement. Membership will be fluid with a standing core</p>

						of the principal, counselor, general education teacher and special education teacher. Other members may be included as circumstances dictate. District officials believe this team can help all at-risk students as well as others who are having difficulty.
<b>18</b>	Provide training to administrators and teachers to encourage less restrictive instructional arrangements. p. 86	Complete	(\$47,000)	(\$600)	(\$1,400)	In January 2000, the district hired an attorney to conduct a training workshop addressing the least restrictive educational environment for special education students. In addition, two of the campuses, Rahe Primary School and Smithson Valley High

						School, have obtained grants, which emphasize inclusionary practices. The district will offer individual teachers and administrative staff workshops and in-service training as Part of district staff development each year.
<b>19</b>	Recruit and hire four full-time speech-language pathologists and institute a 10-percent increase in salary for new and existing speech-language pathologists. p. 87	In Progress	\$80,350	\$29,906	\$71,954	The district hired one speech pathologist in 1999-2000 school year and plans to hire three more in 2000-01 school year.
<b>20</b>	Participate in the Medicaid Administrative Claiming program. p. 89	Complete	\$510,540	\$24,895	\$510,540	CISD joined the LaPorte Consortium in April 2000. The district participation claim was \$24,894.55 for the 1999-2000 school year. CISD received a check during summer, 2000 for the 1st

						quarter.
<b>21</b>	Evaluate the programs funded through compensatory education and Title I and direct funds to successful programs and areas of greatest need. p. 96	Complete	\$0	\$0	\$0	In response to the 1999 TAAS results at Mountain Valley Elementary School, the district funded an additional instructional aide through State Compensatory funds to manage the computer lab. The district funded an additional instructional assistant position through Title I to work in classrooms to assist students with mathematics skills. The district evaluated programs supported with compensatory funds through analysis of student TAAS data. Based on this review, district officials believe that they should hire additional

						<p>staff in the 2000-01 school year at Smithson Valley Middle School and Canyon Middle School. Students at Arlon Seay Intermediate School who transition from Bill Brown Elementary and Bulverde Elementary need additional support. Currently, state compensatory funds support one instructional assistant at Arlon Seay Intermediate School. Smithson Valley Middle School and Arlon Seay Intermediate School have received additional staff for the 2000-01 school year.</p>
22	Change gifted and talented identification	Complete	\$0	\$0	\$0	The district developed a matrix that

	<p>procedures to separately evaluate the academic achievement criteria. p. 99</p>					<p>adds the scores of six criteria that the district uses to identify gifted and talented students. This process allows students who excel in only two or three of the criteria, academic and non academic, to be eligible for the program.</p>
<b>23</b>	<p>Offer all of the advanced placement courses in both high schools when enrollment projections determine a need for these courses. p. 101</p>	<p>Complete</p>	<p>\$0</p>	<p>(\$7,000)</p>	<p>(\$35,000)</p>	<p>In 1999-2000, the district increased Advancement Placement (AP) courses in all subjects. This change increased the district's share of textbook costs. The district also incurred additional expenses for supplies and materials. The district also has trained more teachers in the 1999-2000 school year to teach AP courses and gifted and talented</p>

						students. CISD, in partnership with Region 13, hosted a five-day gifted and talented academy for approximately 21 CISD teachers and 20 teachers from other districts. The district plans to continue funding for annual 6-hour training updates for teachers.
<b>24</b>	Create a districtwide instructional technology coordinator position. p. 106	Complete	(\$181,735)	(\$22,000)	(\$286,000)	CISD hired a director of Instructional Technology in spring 2000. The district officials believe this is necessary to better serve their students' needs.
<b>25</b>	Assign an individual at each school to be a school technology coordinator. p. 108	Complete	(\$120,000)	(\$45,000)	(\$225,000)	An individual on each campus is assigned as a technology coordinator with a stipend based on his or her workload.
<b>Totals-Chapter 2</b>			(\$68,585)	(\$43,349)	(\$205,106)	

## Appendix A - Status of Recommendations and Savings

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 3: Facilities and Use Management</b>						
26	Identify opportunities to build shared facilities to minimize construction costs and maximize facility usage and devise a master plan for incorporating these facilities in future construction projects. p. 119	In Progress)	\$0	\$0	\$0	The district has not yet decided the location of the new high school. Sharing kitchen facilities will depend on its location. District officials also discussed a shared stadium, but no decisions have been made. The superintendent, athletic directors and Maintenance and Operations coordinator will study the issue.
27	Review and adjust attendance zone boundaries and eliminate student transfers at Smithson Valley and Spring Branch Middle Schools. p. 123	Complete	\$128,295	\$21,961	\$109,805	The district established new attendance zones, separating Smithson Valley Middle School and Spring Branch Middle School In

						addition to achieving improved customer service, the district has realized savings on bus route mileage.
<b>28</b>	Move Human Resource Services into the unused board room located in the central office. p. 124	Complete	(\$40,000)	(\$86,000)	(\$86,000)	The board approved construction of the building shell that holds both the Comal Leadership Institute and the Human Resource Services (HRS). HRS moved into this facility in December 1999. This building also includes a conference room for district use.
<b>29</b>	Develop a comprehensive warehouse plan and either add additional warehouse space to the general supplies warehouse or seek to purchase space for textbook storage. p. 126	Complete	(\$80,000)	\$0	(\$11,250)	The CISD board decided against expanding the warehouse or building a smaller 4-bay facility across from it at this time. In April 2000, the board approved the construction of a 40'x50' storage facility to house textbooks. This

						building is scheduled to be completed in fall 2000.
<b>30</b>	Build out the central Food Services warehouse in accordance with its original design, including cold and freezer storage. p. 129	Rejected	(\$397,188)	\$0	\$0	The CISD board decided against expanding the present food service warehouse. Estimated cost of this project was \$900,000 with annual savings of \$284,000. The board rejected the project, citing lack of funds.
<b>31</b>	Develop prototype designs for schools and use these designs for current and future construction projects. p. 132	Complete	\$536,226	\$0	\$246,600	The district developed the preliminary design of the prototype for the elementary schools. District officials said the new high school would be designed with the prototype concept in mind. They also believe the district will save about 30 percent on design fees for future building projects.
<b>32</b>	Develop a Design and Construction Standards	Complete	(\$8,000)	(\$8,000)	(\$8,000)	The Standards Handbook was prepared and

	Handbook. p. 134					the district will be implementing these standards for the construction projects planned with the 1999 bond issue. The district posted these standards on the district's Web site for community and architectural and engineering consultants.
<b>33</b>	Develop a policy requiring in-district construction contracts to include financial incentives or penalties to ensure on-time completion. p. 136	Complete	\$0	\$0	\$0	The district includes a penalty clause in the bid documents for all major construction projects to ensure on-time completion. The district continues to monitor the completion dates included in the construction contract.
<b>34</b>	Develop a departmental mission, objectives and goals with performance measures for the Maintenance and Operations Department. p. 138	Complete	\$0	\$0	\$0	The Maintenance and Operations Department drafted the departmental mission, objectives and goals and some

						performance measures and included them in the district's handbook for employees.
<b>35</b>	Perform a long-term cost benefit analysis on all major capital improvements to determine the most cost-effective method of financing construction, including ancillary facility improvements. p. 141	In Progress	\$0	\$0	\$0	The district officials are discussing with the district's financial advisor alternate financing methods for ancillary improvements of their construction projects. Meanwhile, the district continues to use its maintenance employees for these projects.
<b>36</b>	Implement a documented maintenance program, including preventive maintenance and prioritize work orders. p. 142	Complete	\$0	\$0	\$0	All work orders are reviewed before approval and assignment to staff. This process is entirely performed by hand, but the new district software program will be helpful in making the process more efficient.
<b>37</b>	Designate the eight maintenance employees and head	Complete	\$0	\$0	\$0	Campus maintenance employees work

	<p>custodians based at the schools as the district's preventive maintenance team. p. 143</p>					<p>closely with central maintenance staff to train and work on preventive maintenance needs. Although savings from preventive maintenance is difficult to quantify at this time, once the new software is in place, the district will be able to track the maintenance work efficiently.</p>
<b>38</b>	<p>Track all maintenance work through the district's maintenance work order system and include requirements for an automated work order system in the specifications for the district's new administrative software. p. 144</p>	Not Implemented	\$0	\$0	\$0	<p>The district still tracks all maintenance work orders manually and enters information into the computer for record keeping. This recommendation will be implemented after the new software is fully operational.</p>
<b>39</b>	<p>Allocate custodial employees to schools using a formula that incorporates demand factors, such as the number of teachers, students or</p>	In Progress	\$1,516,410	\$105,000	\$767,000	<p>The district is implementing the recommended custodial staffing formula. As of June 2000 the</p>

	classrooms, as well as the size of the cleaning area. p. 147					district has reduced its custodial staff by 9.5 full-time equivalent staff (FTEs). Additionally, the district plans to transfer FTEs from existing schools to the four new schools.
<b>40</b>	Implement a monthly training program for head custodians. p. 149	Complete	\$0	\$0	\$0	The district now conducts quarterly training sessions. The maintenance supervisor uses vendor resources and Texas Department of Health videos for this training. There may be some savings for the district stemming from a reduction in workers' compensation claims.
<b>Totals-Chapter 3</b>			<b>\$1,655,743</b>	<b>\$32,961</b>	<b>\$1,018,155</b>	

## Appendix A - Status of Recommendations and Savings

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 4: Personnel Management</b>						
41	Bring all district salaries in line with the market. p. 163	Complete	(\$2,088,000)	(\$500,000)	(\$2,500,000)	In 1997, TASB reviewed the district's salary structure and recommended a classification schedule. The district placed all of its paraprofessional positions into this schedule according to qualifications and experience. In addition, the district established a beginning salary for each position and developed a matrix. Based on this salary matrix, each paraprofessional employee received a salary increase spread over two years.
42	Consolidate and consistently apply salary schedules. p. 165	In Progress	\$0	\$0	\$0	The director of HRS is gathering information on salary schedules for professional staff to develop and implement a schedule for CISD

						professional staff as recommended by the TASB report in 1997.
43	Tie all or part of the district's salary increases to employee performance. p. 166	Not Implemented	\$0	\$0	\$0	The district will research the issues surrounding implementation of performance-based salary increases. District officials believe the current financial resources, however, limit the district's ability to pursue this now.
44	Control access to all personnel files by ensuring that all file cabinets are equipped with locks and are kept locked at all times when Human Resource Services staff members are not present. p. 170	Complete	\$0	\$0	\$0	The HRS Department office remains locked when personnel are not present. The HRS' move into a larger area, with a separate key, has enabled the department to function adequately while maintaining the confidentiality of the personnel files. Only two staff members have access to the key—the director of HRS and the secretary.
45	Institute a nepotism policy that addresses supervisory relationships and immediately address all existing exceptions to the new policy. p. 171	In Progress	\$0	\$0	\$0	The district examined and addressed all supervisory relationships involving blood and marital relationships. At this time, the district has no plans to expand

						the district's nepotism policy beyond board members' relationships with district's employees. The district, however, will consider nepotism with future hires.
46	Prepare and distribute updated employee handbooks at the beginning of each school year, and require all employees to sign a statement of receipt of the employee handbook at the time of hire and each time a revised employee handbook is distributed. p. 173	Complete	\$0	(\$1,200)	(\$1,200)	The district updated the handbooks for professional and paraprofessional staff at the beginning of the 1999-2000 school year. The district plans to continue to revise and distribute employee handbooks annually.
47	Discontinue the practice of issuing annual contracts for all employees who are not required by state or federal law to hold certificates or permits. p. 174	Rejected	\$0	\$0	\$0	By board requirement, all degreed employees are to be on an employment contract. The type of contract and length of contract varies depending on the employee's position in the district.
48	Implement nonmonetary employee incentives to reduce turnover. p. 179	Complete	\$0	\$0	\$0	A committee of principals and supervisors met to recommend a system of possible rewards and incentives to recognize employees and improve employee morale. Implementing this recommendation

						is tied to the five-year strategic plan. Employees will be recognized in monthly board meetings and local newspapers with photographs.
49	Conduct a criminal background check on new employees before allowing them to work with children. p. 181	Complete	\$0	(\$1,698)	(\$8,490)	Effective May 1999, the district started getting criminal history checks at the time of application to ensure that reports are ready before employment offers are made.
50	Authorize the superintendent to make all final decisions about the hiring and termination of non-administrative employees. p. 182	Rejected	\$0	\$0	\$0	The board approves the hiring/termination for all contract (degreed) employees. The superintendent has the final decision for at-will employees. Both the superintendent and the board prefer this approach.
51	Modify district policy to allow job-related, non-school experience to be used consistently for up to 10 years of school experience for professional support, paraprofessional, and auxiliary positions. p. 183	Complete	\$0	\$0	\$0	Effective during the 1999-2000 school year, the district started giving full credit for experience in school districts and 60 percent credit for non-district job-related years of experience to its professional support staff and paraprofessional and auxiliary staff.

52	Implement a set of required training topics for all district employees. p. 189	Complete	\$0	\$0	\$0	The assistant superintendent for instruction and the director of HRS have scheduled specific training topics to be included in management leadership training: diversity awareness, using curriculum software, legal/compliance issues, sexual harassment and employment practices.
53	Base the indicators assessed in the performance appraisal instruments on current, accurate job descriptions for each position and reduce the number of forms. p. 191	In Progress	\$0	\$0	\$0	The district developed accurate job descriptions and evaluation criteria for most of the professional staff. The district is continuing the process for the remaining professional and paraprofessional staff.
54	Adopt standard performance evaluation rating scales for all positions. p. 192	In Progress	\$0	\$0	\$0	The HRS director and a committee of administrators will review and draft proposed rating scales to be included in performance evaluations. The project will be completed and implemented during the 2000-01 school year.
<b>Totals-Chapter 4</b>			<b>(\$2,088,000)</b>	<b>(\$502,898)</b>	<b>(\$2,509,690)</b>	

## Appendix A - Status of Recommendations and Savings

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 5: Financial Management</b>						
55	Update and consistently apply staffing formulas to achieve equity among the campuses. p. 203	In Progress	\$11,029,440	\$1,634,000	\$10,830,000	In April 2000, the Human Resource Service Department met with all campus principals to develop a staffing plan for the district that reflects equitable student-to-teacher ratios. Consequently, some positions were transferred from low-enrollment schools to others. The district eliminated eight positions and avoided hiring an additional 35 in the first year. District officials estimate that they can avoid hiring seven positions each year during the next four years to bring their student-teacher ratio more in line with their peer districts.
56	Expand the duties of the director of Business Operations and the controller to include analytical reviews of financial data and performance measures.	Complete	\$0	\$0	\$0	Each month, the Business Operations Division provides detailed analysis of revenues, expenditures and cash flow at the departmental level to

	p. 205					the district's administrative team. These reports are helping the district managers make sound financial decisions during the budget process.
<b>57</b>	Provide financial incentives for key financial staff to become certified public accountants and consolidate all accounting functions under the controller. p. 207	Not Implemented	(\$43,568)	\$0	\$0	The three staff members in the division need 20 to 24 credit hours in accounting before they are eligible to take the examination to become certified public accountants (CPAs). The workloads prevent the staff from taking night classes and obtaining the certificates. The district hired a grant accountant with a degree in Business. The administration is encouraging this grant accountant to take the CPA examination.
<b>58</b>	Change and document accounts payable procedures to eliminate internal control weaknesses. p. 210	Complete	\$0	\$0	\$0	The district revised its procedures for approving invoices. The director of Business approves all checks for more than \$25,000 before distribution.
<b>59</b>	Purchase a timekeeping module as part of the new computer system to improve the efficiency and accuracy of payroll functions. p. 211	Not Implemented	(\$10,000)	\$0	\$0	The district wants to implement this recommendation when the newly acquired software system is fully operational.
<b>60</b>	Expand CISD's budget document to include	Complete	\$0	\$0	\$0	The new budget document for the 2000-

	revenue estimates and other information to facilitate informed budget decisions. p. 214					01 school year includes the estimates of revenues by source, historical expenditures by campus and by department, expenditure data per student and summary information. This budget document is available to the public by request.
<b>61</b>	Adopt a policy requiring the board to solicit bids for the external audit contract every five years. p. 216	Complete	\$0	\$0	\$0	The district issued Requests for Proposals for an external auditor in the school year 1999-2000 and had responses from eight firms. The board selected a local firm with experience in auditing school districts.
<b>62</b>	Hire an internal auditor to report directly to the board. p. 217	In Progress	(\$231,455)	\$0	(\$262,000)	CISD approved both an internal auditor and a secretarial position for the 2000-01 budget year. The district will fill these positions during the year.
<b>Totals-Chapter 5</b>			<b>\$10,744,417</b>	<b>\$1,634,000</b>	<b>\$10,568,000</b>	

## Appendix A - Status of Recommendations and Savings

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 6: Computers and Technology</b>						
<b>63</b>	Develop a districtwide technology committee that has input into decisions. p. 225	Complete	\$0	\$0	\$0	The district formed a technology committee with the Director of Technology, a designated technology coordinator from each campus and members of the community. This committee meets once every month to discuss campus and districtwide technology issues. The committee not only manages the campus technology budget, but also assesses the technology training needs of district personnel. The committee keeps up with technology advances and trends and provides input to the administration on technology-related decisions.
<b>64</b>	Create an additional technical support position and provide annual training. p. 228	Complete	(\$136,310)	\$0	\$0	Although the district agrees that it needs an additional full-time person for technical support, due to budgetary constraints, officials decided against hiring a person.

						Instead, the district trained the three in-house technicians to do their own repairs.
<b>65</b>	Eliminate the help desk coordinator position and hire a help desk technician. p. 229	Complete	\$131,710	\$45,000	\$225,000	The help desk coordinator retired, and the district did not replace the position with a technician. The district will be participating in a program sponsored by Intel. This program allows high school students to train in hardware and software repair. The district plans to use these students as help desk technicians.
<b>66</b>	Establish districtwide policies and procedures that require all technology purchases to have the written approval of the director of Technology before orders are placed. p. 231	Complete	\$0	\$0	\$0	The superintendent instructed staff that all technology purchases should go through the director of Instructional Technology, who will ensure that the technology meets the district's standards and is compatible with existing systems.
<b>67</b>	Move the grants coordinator to Business Operations. p. 232	Complete	\$0	\$0	\$0	The grant coordinator was moved to the Division of Instruction. The district officials believe this will ensure a closer link between curriculum development staff and the grant coordinator and make it easier to pursue curriculum development grants.

68	Eliminate the in-district grant program. p. 233	Complete	\$0	\$0	\$0	The in-district grant program was discontinued in fall 1999.
69	Prepare a comprehensive disaster recovery plan and ensure the district's new administrative computer system includes provisions for disaster recovery. p. 236	In Progress	\$0	\$0	\$0	The district developed a disaster recovery plan. The plan will be finalized and presented to the board in October 2000. The district's newly purchased software includes provisions for disaster recovery.
70	Hire Year 2000 contractors to complete implementation of Year 2000 fixes. p. 238	Complete	(\$60,800)	(\$400)	(\$400)	The district hired a consultant to review Y2K needs and made all of the required modifications before Y2K. The district did not incur additional expenses because the Web technician coordinated the effort districtwide and the district personnel made the necessary modifications.
71	Refine the technology plan to ensure that tasks described in the plan are consistent with district goals and spending priorities. p. 241	In Progress	\$0	\$0	\$0	The newly created technology committee is revising the technology plan. The district has formed a planning committee within the technology committee to review the plan and ensure that it is aligned to the meet the district's current and future technology goals. District officials see this as a continuous process.

72	Develop a plan for defining automation requirements, identifying the best software solution and implementing the system. p. 243	In Progress	\$0	\$0	\$0	The district's technology committee has developed a plan defining the automation requirements of the central administrative system. The committee researched the various software systems available in the market, watched demonstrations of the software and selected the Clear Path package for administrative services and the Discover package for student services; both are products of Complete Business Solutions, Inc. The system will be fully operational in October 2000. The district purchased the Edulog software for the transportation module.
<b>Totals-Chapter 6</b>			<b>(\$65,400)</b>	<b>\$44,600</b>	<b>\$224,600</b>	

## Appendix A - Status of Recommendations and Savings

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 7: Asset &amp; Risk Management</b>						
73	Require all CISD departments to implement formal safety programs. p. 251	In Progress	\$0	\$0	\$0	The Human Resources Services Department is developing a format for safety training with the help of TASB and district staff. Once the format is finalized, all departments will use this format to develop safety programs for their staff. The Human Resources Services Department will maintain and monitor these programs.
74	Evaluate the feasibility of increasing the district's deductibles on its property and casualty insurance to reduce premiums. p. 254	Complete	\$0	\$0	\$0	The district issued Request For Proposal requesting premiums for property and casualty insurance with two different deductible amounts. However, higher deductibles did not yield any savings in premiums. Thus, the district decided to keep its current \$1,000 deductible. The district intends to reevaluate the policy every time the policy is up for renewal.
75	Develop a risk management report for the board. p. 255	Not Implemented	\$0	\$0	\$0	The director of Human Resources will work with the director of Business

						Operations to develop a risk management report and will present it to the board in October 2000.
<b>76</b>	Establish a zero balance account to invest excess daily balances into interest-earning instruments automatically. p. 259	Complete	\$233,275	\$95,463	\$477,315	The controller, based on her visits to other school districts and a review of their investment practices, reorganized CISD's cash management and investment practices. The district still maintains accounts with cash balances. The cash balances left in the accounts are paying for bank fees. The controller is actively managing the investments by taking specific measures such as direct deposit of tax receipts. Active management of investments is yielding higher interest gains for the district.
<b>77</b>	Establish a district policy to pay invoices on specified due dates. p. 262	Not Implemented	\$119,795	\$0	\$0	The district officials want to consider this recommendation after their new computer system is fully operational.
<b>78</b>	Establish a delinquent tax collection policy for the district and regular communication with Comal County and the attorney responsible for delinquent tax collection. p. 264	In Progress	\$2,012,094	\$0	\$750,000	The district did not develop a policy to deal with foreclosures and the sale of foreclosures. The board, however, after several discussions, asked the law firm that collects taxes for CISD to be more forceful in tracking and locating delinquent taxpayers to start the collection process. The

						district officials are not optimistic because most of the delinquent taxes are for property for which the market value is lower than the taxes owed.
<b>79</b>	Adopt a fixed-asset policy to guide district actions and responsibilities. p. 266	In Progress	\$0	\$0	\$0	The controller is developing a fixed asset policy based on the TEA Financial Accountability System Resource Guide. The new policy will be presented to the board in October 2000 for approval.
<b>80</b>	Conduct an independent annual inventory of fixed assets and reconcile to the accounting records. p. 268	In Progress	(\$5,490)	\$0	(\$21,000)	The district makes monthly reconciliations (for new inventory) to the financial records. Once a year, Business Operations also sends a computer printout of assets to all departments at each campus for inventory.
<b>81</b>	Purchase a bar code reader and the software needed to automate tracking fixed and leased assets. p. 269	Not Implemented	(\$5,900)	\$0	\$0	The technology committee will analyze the district's new computer system and its compatibility with bar code technology.
<b>Totals-Chapter 7</b>			<b>\$2,353,774</b>	<b>\$95,463</b>	<b>\$1,206,315</b>	

## Appendix A - Status of Recommendations and Savings

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 8: Purchasing and Distribution</b>						
82	Centralize purchasing and distribution functions under a purchasing agent and strengthen compliance monitoring of federal and state procurement regulations. p. 280	Not Implemented	(\$206,550)	\$0	\$0	Because of budgetary constraints, the administration decided to postpone hiring a buyer.
83	Consolidate and automate the purchase requisition and order processes. p. 286	In Progress	\$0	\$0	\$0	The requisition procedures for the warehouse, and from campus to warehouse, are in place and the district believes they are working well by keeping close watch on reorder points. However, purchase order procedures for individual campuses have not been automated because the district is waiting on implementation of new software.
84	Develop and use key performance measures to aid in the management of CISD's purchasing operations. p. 289	Not Implemented	\$0	\$0	\$0	District officials recognize the importance of performance measures that would allow them an opportunity to review where they are successful and where they need to improve. The district wants to put these

						measures in place once the new software is functioning.
<b>85</b>	Develop performance measures and procedures to ensure appropriate use and distribution of warehouse inventory. p. 292	In Progress	\$0	\$0	\$0	The warehouse staff works closely with campuses and departments to store appropriate and quality supplies at the best prices available. The staff continues to track and inventory supplies manually. There are no procedures, no formal performance measures and no formal monitoring.
<b>86</b>	Modify the stores order report, and purchase and install an automatic reorder point system. p. 293	In Progress	\$0	\$0	\$0	Although an automatic reorder system will not be installed until the new software is functioning, the purchasing agent is working with the Data Processing Department to make some changes to the stores order report to increase inventory efficiency.
<b>87</b>	Require each school to pay for all lost textbooks from its principal activity fund balances. p. 296	In Progress	\$74,450	\$0	\$74,450	The district textbook coordinator worked closely with the principals to coordinate payments for lost or damaged textbooks before the staff left for summer vacation. There is no formal policy in place, but the textbook coordinator will be working closely with the campus principals or their designated staff.
<b>Totals-Chapter 8</b>			<b>(\$132,100)</b>	<b>\$0</b>	<b>\$74,450</b>	

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Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 9: Transportation</b>						
88	Reorganize the Transportation Department into sections for maintenance, regular education and special education. p. 308	Complete	\$0	\$0	\$0	The district reorganized the Transportation Department into two sections instead of three; maintenance and regular education in one section and special education in another. The supervisor in charge of special education is also one of the regular education supervisors.
89	Reassign the special education supervisor's secretarial duties to the field trip clerk/receptionist and new Hill Country facility secretary. p. 310	Rejected	\$0	\$0	\$0	Following a thorough study of the issue, the staff determined that this reassignment was not in the best interest of CISD. The district will not implement this recommendation.
90	Compress CISD's wage schedule for drivers to provide a more competitive starting wage. p. 311	Complete	(\$124,310)	(\$152,002)	(\$760,010)	After careful analysis of the overall bus driver salary needs, the board decided to implement a new starting salary schedule for the 1999-2000 school year. This change raised every driver's salary, and the increase in salaries is

						helping the district recruit better-qualified drivers from the neighboring towns.
<b>91</b>	Develop a substitute driver pool to cover 6 percent absenteeism. p. 313	Complete	\$0	\$0	\$0	The district created a substitute driver pool to take over absent drivers' routes. This pool is also giving the district a source for trained drivers when it needs to hire regular drivers. District officials believe that creating this pool has helped the morale of the drivers and increased efficiency and safety.
<b>92</b>	Eliminate the substitute driver/part-time receptionist position. p. 314	Complete	\$18,360	\$3,672	\$18,360	The receptionist's position has been eliminated as of September 1999.
<b>93</b>	Use the capabilities of Edulog to reduce the number of bus routes and the number of required buses and drivers. p. 316	Complete	\$225,500	\$64,935	\$324,678	Edulog software went online in summer 2000. The district used the Edulog to increase the number of students on a bus route.
<b>94</b>	Eliminate the Edulog clerk position, create a new position of Edulog scheduler and train the current clerk to fill this position. p. 317	Complete	(\$21,585)	(\$3,500)	(\$17,500)	The board authorized a new position, and the district sent the Edulog clerk to the Regional Education Service Center for training. In addition, Edulog provided training to the clerks and a computer technician assigned to Edulog. The district decided the Technology Department would help with the hardware.
<b>95</b>	Establish a staggered	Complete	\$0	\$0	\$0	Starting January 2000 the

	bell schedule for all schools in the district. p. 319					district established a staggered bell schedule. Although the staggered time was not sufficient for the district to achieve significant savings, the district believes this decision is beneficial in satisfying parents by separating elementary students from secondary students.
<b>96</b>	Provide principals bus route and schedule information for parents and students at the annual student orientations at each school. p. 321	Complete	(\$1,955)	\$0	(\$1,564)	All principals received schedule information with route maps for distribution to parents and students in August 2000.
<b>97</b>	Assign buses to routes based on mileage targets to accumulate miles in the fleet more evenly. p. 325	Complete	\$0	\$0	\$0	The buses that run in Hill Country areas typically accumulate higher mileage. The district is switching these buses, which have excessive mileage with buses that run in town and have low mileage. This change has worked out extremely well for rotating the fleet.
<b>98</b>	Systematically discontinue the practice of allowing school bus drivers to take buses home during the middle of the day and after work. p. 326	Complete	(\$9,757)	(\$0)	(\$18,562)	The board approved this policy in September 1999, and the district started implementing it in January 2000.
<b>99</b>	Develop key indicators to measure and monitor performance of regular and special education transportation. p. 327	Complete	\$0	\$0	\$0	The Transportation Department adopted the performance measures, which were distributed to the staff. The measures were implemented

						starting in the 2000-01 school year.
<b>100</b>	Provide annual student management training for bus drivers and bus safety training for students. p. 330	Complete	(\$147,035)	(\$29,407)	(\$147,035)	This recommendation was addressed as part of the district's transportation plan and was implemented, starting in the 2000-01 school year.
<b>101</b>	Develop a written policy banning all firearms on school buses. p. 331	Complete	\$0	\$0	\$0	The district addressed this recommendation in the transportation plan, and it has been implemented.
<b>102</b>	Explore forming a transportation consortium with New Braunfels ISD. p. 332	In Progress	\$0	\$0	\$0	The Transportation director met with Comal County officials as well as administrators at New Braunfels ISD, but no consortium has been formed yet. District officials will continue to look for ways to contain transportation costs.
<b>Totals-Chapter 9</b>			<b>(\$60,782)</b>	<b>(\$116,302)</b>	<b>(\$601,633)</b>	

## Appendix A - Status of Recommendations and Savings

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 10: Food Services</b>						
<b>103</b>	Reduce staffing in the kitchens to bring meal equivalents per labor hour in line with industry standards. p. 346	In Progress	\$580,940	\$0	\$574,883	District officials claim that it is difficult to apply the Meals Per Labor Hour (MPLH) as recommended in the report, because MPLH differs with different food service. Nevertheless, the Food Service Department reduced seven full-time staff in August 2000 through attrition. The Food Service coordinator plans to continuously monitor MPLH and look for ways to improve.
<b>104</b>	Join or institute a recycling program	In Progress	\$0	\$0	\$0	District officials wanted to

	p. 347					participate in a recycling program but could not find a market in Texas or the surrounding states. The closest market is in Florida, which is cost prohibitive at this time. The district will continue to review recycling options annually.
<b>105</b>	Develop a pool of qualified food service substitutes. p. 349	Complete	\$0	(\$4,341)	(\$21,705)	The district signed a contract with a temporary employment agency to provide substitute employees for food service operations. This change has reduced the time the assistant coordinator spends looking for substitutes and has given her more time to spend on other functions.
<b>106</b>	Identify kitchens and individuals with high absentee rates and initiate corrective action. n.	Complete	\$0	\$0	\$0	The district already had a policy for firing employees with excessive

	351					absenteeism. The Food Services coordinator has started tracking employees' attendance. As a result, two employees have been placed on probation during the 1999-2000 school year.
<b>107</b>	Reclassify the Food Service coordinator to a director. p. 352	Not Implemented	(\$54,460)	\$0	\$0	The district will give this recommendation a high priority during the next review of position reclassifications.
<b>108</b>	Establish additional strategies to increase meal participation rates. p. 355	Complete	\$0	\$0	\$0	The district implemented several programs, including installing a new outdoor grill, offering an all-beef burger with chips for high school students and promotions to increase meal participation. Participation rates, however, have remained the same. Meal participation reports are prepared every two weeks and monitored for

						improvements in participation rates.
<b>Totals-Chapter 10</b>			<b>\$526,480</b>	<b>(\$4,341)</b>	<b>\$553,178</b>	

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Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>Chapter 11: Safety and Security</b>						
<b>109</b>	Standardize discipline policies and the consequences for violations and apply these disciplinary practices consistently to all schools in the district. p. 366	Complete	\$0	(\$1,500)	(\$1,500)	The district formed a committee to review and make changes in order to maintain consistent discipline practices throughout the district. The district hired an outside attorney to review the new policy. The policy was published in English and Spanish and distributed to parents.
<b>110</b>	Analyze, distribute and discuss incident reports with parents, teachers and school administrators at least once a year. p. 368	Complete	\$0	\$0	\$0	The district established a student-parent-administrator committee (Safe and Drug Free Committee)

						which meets every six weeks during the school year. The committee analyzes the incidence reports, discusses discipline management and provides feedback to the superintendent.
<b>111</b>	Systematically evaluate the behavior of the student population at each school and target prevention and intervention programs to meet the schools' needs. p. 370	In Progress	\$0	\$0	\$0	The district is organizing a committee with counselors, administrators and parents to review school counseling programs and their effectiveness, beginning with the 2000-01 school year. Administrators and counselors also attended prevention and intervention workshops conducted by TASB.
<b>112</b>	Hire a full-time	Complete	\$487,640	\$62,400	\$312,000	The district

	attendance officer and institute procedures for parental notification of unacceptable absences and attendance makeup policies. p. 372					hired an additional attendance officer in August 1999. The two officers, in addition to enforcing attendance policies, are working with high-risk students to reduce absenteeism and prevent them from dropping out.
<b>113</b>	Combine the Comal Leadership Institute and the Comal Discipline Center with similar alternative education schools at other area school districts. p. 375	In Progress	\$0	\$0	\$0	CISD's superintendent met with the area superintendents. The officials are considering various options, including each district specializing in select services.
<b>114</b>	Enter into discussions with the New Braunfels Police Department to improve response time to Canyon High School and Canyon Middle School. p. 377	Complete	\$0	(\$56,350)	(\$281,750)	The district established a new drill procedure with the New Braunfels Police Department and the Comal

					County Sheriff's Office to improve response time and delineate responsibilities. The district also established partnerships with area retired citizens groups to assist with crowd control, communications and student safety. Comal ISD also contracted with the Comal County Sheriff's Office for full-time officers at Canyon High School and Canyon Middle School.
<b>Totals-Chapter 11</b>		<b>\$487,640</b>	<b>\$4,550</b>	<b>\$28,750</b>	
<b>Total</b>		<b>\$13,311,037</b>	<b>\$1,132,104</b>	<b>\$10,329,759</b>	