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SPONSORING CANDIDATE MEETINGS

League of Women Voters of the Bay Area

March, 1982

Candidates forums and debates are often sponsored by the League of Women Voters, a nonpartisan organization whose purpose is to encourage the informed and active participation of all citizens in their government. Voting is the most fundamental means a citizen has to participate in democracy, and candidates events are one method of helping citizens make wise choices based on candidates views rather than images.

The League's sixty year nationwide experience in putting on successful candidates meetings is summarized in a LWVUS publication, Making a Difference. Excerpts from this guide to voters service activities as well as the local experiences of the Bay Area League form the basis of this publication.

The Bay Area League hopes that others will find our experiences helpful as they sponsor candidates events that help acquaint voters with the candidates and the issues. For further information, call (713) 334-5253.

DECISIONS TO MAKE

WHAT KIND OF EVENT SHOULD YOU HAVE?

- If there are numerous candidates, as in a Primary, a candidates rally is the most feasible. Depending on the number of candidates, you can
 - introduce candidates and give them each a brief time to speak on their qualifications or goals
 - just introduce them and let them mingle with the audience
 - let them set up booths or tables around the perimeter of the room and let the audience file past to pick up literature and meet the candidates.
- If there are 3-6 candidates in a race, a forum works well where each is given time to respond to questions.
- If there are two candidates in a race, a formal debate may be best.

WHO SHOULD BE INVITED?

- The League's nonpartisanship requires that we invite all bona fide candidates, and we recommend that other groups do the same.
- Consider whether a write-in candidate is running a recognized campaign and should also be included.
- If inviting all candidates on the ballot is not your intention, invite all running for a particular office.
- No matter whether your organization is nonpartisan or not, the audience will be critical of your event if you haven't been impartial in your invitation to participate.
- Decide whether a substitute is permitted.

SHOULD YOU CO-SPONSOR?

- Consider whether it is an advantage to work with other organizations.
- Co-sponsorship requires careful definition of responsibilities, but it may yield larger audiences, additional financing, and perhaps better candidate participation.

SHOULD YOU BROADCAST?

- In the Bay Area, candidates events are usually live rather than media events because we haven't had local stations. The advent of cable television may change this. Houston stations can also be encouraged to tape and show local events. Studio broadcasting of candidates events requires learning about equal time regulations and the like. The station can help you with this.
- Television and radio stations can send reporters to cover your event as news, and you should ask for coverage. Contact the stations by phone as well as in writing, and give them ample time to fit you into busy schedules. A last day reminder call is also helpful.

CAN CANDIDATES CAMPAIGN?

- Before you issue the invitation, decide whether candidates can bring campaign materials to distribute and whether they will have time to mix socially with the audience.

WORK TO DO

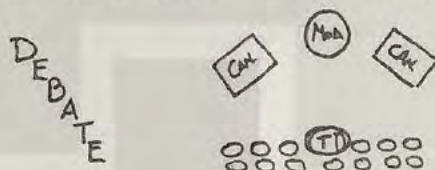
PICK A DATE

- There is no magic solution to finding a good date. An early invitation helps, as soon as filing deadlines are over.
- Depending on the number of candidates involved, you may wish to telephone each with suggested dates and find one that is mutually convenient. If your event is a large rally, political party headquarters may be aware of candidates major commitments.

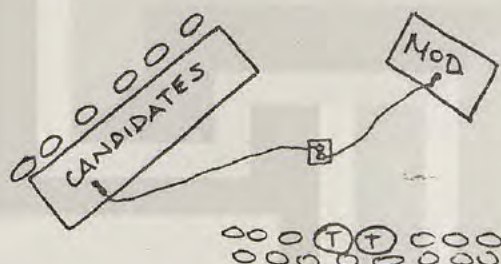
FIND A LOCATION

- Make it convenient, on major roads, easy to find.
- Be sure meeting room and parking are adequate for the number attending.
- Check that a sound system is available.
- See if refreshments are permitted and any restrictions on who may provide what.
- Ascertain the time you may enter and will need to vacate the building.
- See if smoking is permitted and where.
- Determine the cost. If you are nonprofit, see if all or part of any fees can be waived. Remember to calculate janitorial fees, which usually cannot be waived.
- Be sure someone familiar with the building and the sound system will be on hand before and during the event.
- Find out how you get into the building--who has the key.
- It is wise to visit the facility to be sure it's what you want.

- Arrange for setting up the facility and determine who does what, including clean up.
- The physical arrangement for a forum or debate is critical to good audience attention and candidate cooperation. Whether you use podiums or tables, the following layouts are successful. Be sure to use a sign in front of each candidate, indicating name and perhaps race/position.
- Ideally, there should be individual microphones for the moderator and the candidates. Next best is a shared microphone for the candidates to pass from one to another with a separate one for the moderator. Worst is one microphone for all to share. (Worse than worst is none at all!)

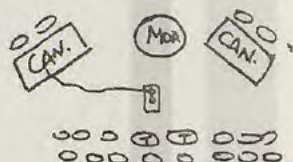


FORUM - TWO MICROPHONES OR MORE



Moderators and candidates can see each other and the timers.

FORUM - ONE MICROPHONE



Passing microphone to moderator for question and back to candidate for answer is awkward and time-consuming.

DETERMINE THE GROUND RULES

- 1-1½ hours is the maximum time an audience can sit and listen.
- Debates: formal debates provide equal timed responses to moderator-or-panel-asked questions, rebuttals of half the response time and opening and closing statements. Candidates can respond well to each other in a debate.
- Forums are often used when there are 3-6 candidates. The League's greatest successes with this method are detailed here.
 - Moderator opens the meeting, introduces the candidates, and lays out the groundrules.
 - Candidates get 2-5 minutes each to present their qualifications and goals.
 - Moderator asks each candidate 2-3 presubmitted questions/questions written by your group ahead of time. Each candidate rotates speaking first and each may have the question repeated. Time of response is determined by number of questions and candidates but is usually 2-5 minutes each.

- The advantage of presubmitted questions is that candidates can draft replies. Such questions usually cover major issues.
- Even if you don't presubmit the questions to the candidates, we recommend that your group write 2-3 questions that cover major issues to be sure that all the audience questions are not on the same topic. For example, if budget cuts are the major issue, ask your question. The audience may then ask related fine points about budget cuts or may ask candidates to reply again if they've sideskirted the issue, or they may prefer to ask candidates questions on other topics.
- Audience questions are vital to a successful forum. Because it takes an unusually strong moderator to control questions asked from the floor, the League recommends the following method.
 - As guests enter, give them 3x5 index cards and pencils to write their questions on. They may come with questions prepared or may think of them after listening to the candidates for awhile. The moderator should identify ushers who will wander the aisles to pick up cards as well as the deadline for turning in questions.
 - Ushers deliver cards to a screening committee, sitting where they can talk, who checks the cards to avoid duplication; in this case, they may combine several cards into one question. They screen out irrelevant, crude, or rude questions. They determine whether all questions are to be answered by all candidates or whether each can be asked a question addressed to him/her alone. (The decision on how to handle this must be made early in the planning but the screening committee will work out details. They prioritize the questions and give them to an usher to deliver to the moderator several at a time.
 - If time does not permit answering all questions, the moderator should read the candidates the ones remaining so they know the audience concerns. The thank you letter may do the same with leftover questions.
- Moderator makes a closing statement encouraging people to vote.

INVITING THE CANDIDATES

- A written invitation is needed even if phone contact precedes it.
- A followup letter closer to the date of the event contains fine details and serves as a reminder of the commitment to attend.

--INVITATION

- date/time/place
- type of event/summary of groundrules
- sponsoring organizations/contacts for this project
- provisions for reply (written desirable, deadline)

--FOLLOW-UP LETTER

- phone candidates who don't reply
- all who agree to come should get a written follow-up
- confirmation of date/time/place
- map or directions/ travel time estimates/ parking info
- when candidate should arrive and when s/he may leave
- what to do if cancellation is necessary

- campaign material allowed
- guidelines in detail
- prohibited questions, if any
- contact person to press group
- other candidates attending, if feasible

DAY 2

FAVORABLE QUESTION

- issues identified and answered with described previously, getting everything ready for the event

PL QUESTION

- press and audience a PR campaign to reach as many as possible
- take an interest with press on night of the event

REMARKS

- must be perceived as fair and impartial; cannot be associated with any of the candidates
- should be able to think quickly and display good humor
- must be able to stop a candidate from abusing the time limits of asking questions
- needs a written copy of candidate names and offices, guidelines etc.

EVENT 1-2

- get up early, get an outline on the event
- should sit front and center in consultation and moderated our way
- need appointment of electronic timer as well as red and green time cards
- police must be called to indicate ... records are left as candidate can bring thoughts to a conclusion
- red card indicates time is up and moderator stops candidate

MODERATOR QUESTION (2-4)

- must be perceived as fair and impartial, just like the moderator
- should be familiar with the issues

POST-DEBATE (2-4)

- greet candidates as they arrive and distribute name tags
- greet guests and pass out index cards
- answer questions and hand to miscellaneous details

EVENT 3-4 for each side of an issue

- gather up red and green cards collecting index cards, delivering them to debating committee, and handing them out to the moderator

REMARKS

- important and experience any adjustments which are helpful if audience will be sitting socially with candidates

REMARKS 1-2

- ensure for the facility you're using who can work the microphone, fix the air conditioning, locate the rest rooms, etc.

BEFORE ALL WITHSTANDING THIS MEETING SHOULD BE PROMOTING A BETTER UNDERSTANDING OF THE DEBATE



JUN 22 1984

AGENDA

LWV-BA AREA ANNUAL MEETING
ARMAND BAYOU NATURE CENTER

Thursday, May 24, 1984

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ANNUAL MEETING WORKBOOK

The Annual Meeting is a local League's convention. The League members elect officers and directors, adopt a budget, adopt local program items for study and action, and amend bylaws. The League is then prepared to launch a new year from that point until next year's Annual Meeting. Your Handbook for Members includes the bylaws relating to the Annual Meeting.

This Annual Meeting Workbook is your official notification of the slate recommended by the Nominating Committee and the budget, program, and bylaws recommended by the board. Reading it will make you an informed voter on May 24. Please bring it with you to the Annual Meeting and participate actively in our grassroots organization.

The Annual Meeting's business is followed by a social time, banquet, awards, and speaker. We hope you can attend all, but we also want you to know it's okay just to come to the business meeting. Reservations for dinner must be made before May 21.

AGENDA

6:15 p.m.	Registration	
6:30 <u>sharp</u>	Call to order (Quorum needed: 25% of members) Appointment of Parliamentarian	Heselmeyer
6:35	Minutes of 1983 Annual Meeting (approved and on file)	Perkins
6:40	Treasurer's Report (6/1/83 - 5/22/84) (majority vote to approve)	Coleman
6:45	Report of Budget Committee Discussion of budget Adoption of 1984-85 Budget (majority vote)	Gregory
6:55	Presentation of proposed program Non-recommended items (majority vote to be considered) Discussion of all program items Adoption of 1984-85 Program (majority vote for proposed program; 2/3 majority for non-recommended)	Roache any member
7:10	Direction to board on program focus and priorities	all members
7:15	Presentation of proposed bylaws amendments Discussion of proposed bylaws amendments Adoption of proposed bylaws amendments (2/3 majority vote)	Perkins
7:20	President's Remarks	Heselmeyer
7:25	Nominating Committee Report Nominations from the floor Election of 1984-85 Officers and Directors Election of 1984-85 Nominating Committee	Eley
7:30	Adjourn	

Proposed Budget for June 1, 1984 - May 31, 1985

INCOME:

EXPLANATIONS

A. <u>Dues</u> (122 members @ \$22)	\$2684
B. <u>Contributions</u>	
1. Members (unreimbursed expenses)	100
2. Members (cash)	100
3. Nonmembers (cash)	2800
4. Nonmembers (in kind)	800
C. <u>Publication sales</u>	
1. Know Your Schools	500
2. Others	300
D. <u>Other sources</u>	
1. Fund raiser	600
2. Interest	300
3. Community reception	125
E. <u>From reserves</u>	804

TOTAL INCOME: \$9113

EXPENDITURES:

A. <u>Operating costs</u>	
1. Equipment maintenance	\$ 50
2. General supplies	120
3. Postage	200
4. Room rental	100
5. Capital expenditures	<u>100</u>
Sub total:	570

1-Members may choose not to be reimbursed for expenses

1-Typewriter and phone answering machine
2-Includes stationery, address labels, other paper
3-Miscellaneous postage
4-Donation for rooms used repeatedly
5-Funds accrued annually for purchase of new equipment

B. <u>Board and administrative committees</u>	
1. President	\$ 200
2. Board tools	500
3. Administrative committees	
a. Finance	200
b. Membership and hospitality	200
4. Public relations	
a. Community reception	125
b. Film and supplies	<u>35</u>
Sub total:	\$1260

1-Travel, fees, meals, parking, supplies, childcare
2-Board expenses, DPM's, In League, state directory, other organizational tools, babysitting for board meetings
a-Finance drive kits, stationery, postage
b-Membership coffees, packets, handbooks, directories, and postage

C. <u>Conventions and workshops</u>	
1. State convention	\$1100
2. Annual meeting	200
3. Other meetings and affiliations	<u>75</u>
Sub total:	\$1375

1-Austin, transportation and expenses for 12 delegates
2-Workbook, postage, gift for outgoing president, honorarium or gift and travel for speaker
3-Travel, parking, meals, registration fees as determined by board, TEC dues

D. <u>Financial support for League</u>	
1. State (116 member units @ \$8.75)	\$1015
2. National (116 member units @ \$13)	<u>1508</u>
Sub total:	\$2523

1-Based on 1/1/84 membership

E. <u>VOTER</u>	\$1000
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E-Printing, postage, miscellaneous supplies

F. <u>Educational activities</u>	
1. Publications	
a. State & national	\$ 230
b. Local	850
c. Public subscription service	175
2. Program committees	120
3. Voter service	
a. Voters' guides	160
b. Candidate's forum	50
c. Voters handbooks	<u>600</u>
Sub total:	\$2185

a-WuTL, national security F&I
b-Know Your Schools, childcare
c-Donated to local libraries

2-Miscellaneous expenses of study committees

G. <u>Position support</u>	
1. Action of League positions	\$ 50
2. Legislative Day	<u>150</u>
Sub total:	\$ 200

TOTAL EXPENDITURES: \$9113

Members of the Budget Committee were: Mary Margaret Coleman, Debra Mills, Diane Sheridan, Jane Taeuber, Georgina Gregory, Chair, and Melba Heselmeyer, ex officio.

GOVERNMENT

1. SERVICE CONSOLIDATION

Support the coordination or consolidation of government services in the Clear Lake Area.

2. CLEAR LAKE CITY DISANNEXATION*

Local support for the disannexation of Clear Lake City for the following reasons:

- a. Its residents strongly support self-determination.
- b. The quality of life in a small community is preferable to area residents.
- c. Clear Lake City is an economically viable community with an adequate commercial tax base.
- d. Clear Lake City has been providing most of its own services for many years and is capable of providing all services in the future. Most Clear Lake City (CLC) residents feel these services are superior to those provided by Houston to Houston residents and fear a lower level of services if the annexation is upheld.
- e. The procedures by which CLC was annexed did not permit adequate public participation (i.e., lack of public notice, inadequate time for those who wished to speak at the hearing, Houston ignoring a petition to which it should have responded according to its charter, and Houston's possible attempt to circumvent the Voting Rights Act by the pretzel/block annexation).
- f. CLC has a large population, is twenty-five miles from the center of Houston, and is considered by Bay Area residents to be part of their unique area-wide community, not part of the City of Houston.
- g. CLC does not block Houston's growth, since other Bay Area communities already block future Houston expansion to the south.

We recognize that cities, under some circumstances, need to annex geographical territory as a means of increasing their economic base and providing a government capable of addressing regional needs. However, annexation is not the only means of insuring regional economic health. Alternatives to annexation, such as two-tiered governments or tax-base sharing, may be preferable in some instances. CLC does not fit the guidelines under which we believe annexation is acceptable.

Annexations may be acceptable:

- a. When a rural community desires city services. The services provided should be comparable to services provided city-wide.
- b. When a community is an obvious bedroom community with little commercial tax base.
- c. When the city notifies residents of areas to be annexed and gives them the opportunity to help plan how and when needed services will be provided and/or coordinated with existing facilities.
- d. When annexation is planned to avoid checkerboard or unusual patterns, to avoid jumping over or skirting economically deprived areas, and is contiguous.
- e. When the quality of services does not decline in the annexed area as a direct result of the annexation.

Public education regarding critical issues, public meetings, and hearings should be available to the residents of the areas considered for annexation. Residents should have some voice in the annexation decision. Members felt several methods of settling disputes are available.

If CLC is disannexed, the transition from disannexation to incorporation should include public education and public meetings to determine the preferred form of government, the level of services desired, and the means of financing them. During the transition period, efforts should be made to encourage participation in decision-making by a majority of residents representing all parts of CLC.

*The issue of Clear Lake City disannexation also affects the area of the LWV-Houston. Since the LWV-Houston did not reach consensus on disannexation, LWV-Bay Area cannot take action on this issue.

The Board is recommending that this study be dropped due to insufficient interest in this program at this time.

B. HUMAN RESOURCES

1. COMMUNITY EDUCATION

Support community education in the Bay Area.

2. VOCATIONAL-TECHNICAL EDUCATION

Support vocational-technical education in the Clear Creek Independent School District.

3. TITLE IX

Monitor CCISD and UH/CLC and seek compliance with Title IX of the Education Amendments of 1972.

4. FEDERAL FUNDING TO EDUCATION

Support the use of federal funds available for school-related programs by the CCISD in the following areas:

- special education
- library and resource materials
- impact aid
- the arts and other creative school-related projects
- community schools (especially after-school and summer school programs)

Some support is also indicated for the following:

- programs for gifted and talented
- women's education equity

5. CHILDCARE IN THE BAY AREA

Study and survey of existing and needed childcare facilities in the Bay Area for pre-school age children. Focus on the adequacy of the facilities and whether or not more alternatives are needed especially for "latch key" children.

[6. LIBRARY SERVICES IN THE BAY AREA

Study the methods of funding of library services in the Bay Area with focus on the various implications of private vs. public funding.] *

6. URBAN POLICY

Study the concept of high tech industry in the Bay Area. (This is an educational study without a consensus.)

C. NATURAL RESOURCES

1. WATER QUALITY OF CLEAR LAKE

Support measures to clean up pollution in Clear Lake to a level suitable for recreational use, including Galveston Bay as it affects Clear Lake.

2. TRANSPORTATION

Support efforts to facilitate smooth flow of traffic in the Bay Area, including efforts to initiate mass transit in the Bay Area.

3. LAND USE PLANNING

Support the principles of land use planning, including:

- support for county regulatory power over development in unincorporated areas
- support for additional state and county parks as well as open space in developed areas to be provided by the developer on a population-density ratio
- support for state planning and regulatory power over development and use of fragile coastal zones; financing and development of parks and open spaces; water resources management, drainage, and flood control; planning for and provision of transportation networks; recovery of mineral and energy resources; location, method of treatment, and quality of liquid waste discharge and solid waste disposal
- support for state regulatory power over power plant siting with planning conducted at the regional level
- support for state regulation of underground water withdrawals
- support for citizen review of all land use planning
- support for establishment of a local level office to provide legal counsel to citizens who feel that their rights have been violated by the government's proposed use of their land

4. SOLID WASTE (Hazardous and Municipal)

Action to achieve policies to reduce the nonessential part of the waste stream, recover the nonreducible portion, then insure safe disposal of the rest.

Municipal Solid Waste

Support the following:

- educating the local officials to the problems by requesting that city councils pass resolutions concurring with the position above
- educating the public through articles in local newspapers about the value of recycling, the problems pertaining to solid waste, and what each citizen can do to solve the problem
- the use of tax incentives to encourage recycling

- educating the public to the short life of present area landfills
- potential use of solid waste to produce energy in conjunction with local electrical power companies
- promoting transfer stations as means of saving time and money in the disposal of solid waste
- landfill sites will still be needed, and we feel that citizens must be alert to the possibility of sites under consideration in order to meet all health guidelines and other regulations

PROGRAM EXPLANATION

Listed above is the Local Program for 1984-85 that is being recommended by the Board for your approval at the Annual Meeting. Most of the Local Program is retained from year to year and has resulted from previous studies.

The Childcare Committee has been quite active in gathering information from childcare facilities in the Bay Area. The Board is recommending that this study be continued into a second phase concentrating on programs for "latch key" children, corporate childcare programs and how to choose quality childcare facilities.

At the time of local program planning, there were not enough people resources to warrant a second study at the local level. However, the Board feels that there is now both sufficient interest and resources for a study of the concept of high tech industry in the Bay Area, and, therefore, is recommending it as a program item. This would be an educational study without a consensus.

Members who wish to propose a program item that is not recommended by the Board may do so by submitting it at the Annual Meeting. Majority approval is required for the item to be considered at the Annual Meeting, but such a non-recommended item must be adopted by a two-thirds vote in order for it to become part of Local Program. Time limits for discussion of non-recommended items will be similar to those used at state and national conventions. If anyone has questions about the proposed program, please call Gail Roache.

PROPOSED BYLAWS AMENDMENTS

The following proposed bylaws amendments are recommended by the Board of Directors:

[] indicates deletion _____ indicates language to be incorporated

ART. IV, Sec. 3. Vacancies. Any vacancy occurring in the Board of Directors by reason of the resignation, death, or disqualification of an officer or elected director may be filled, until the next annual meeting, by a majority vote of the remaining members of the Board of Directors. [Three consecutive absences from a Board meeting of any Board member without a valid reason shall be deemed a resignation.]

The Bylaws Committee recommends that the following be inserted in the Policy Guide of the League of Women Voters of the Bay Area: "After three consecutive absences from a Board meeting of any Board member, the President or a representative of the Board shall ask the member his/her intentions regarding remaining on the Board."

ART. VI, Sec. 2. Dues. Per member dues shall be payable June 1. The amount of the per-member dues shall be determined by the majority vote of the voting members present and voting at the annual meeting based on the recommendation of the Budget Committee. Where two members reside at the same address in a common household the total amount of dues such two members must pay shall be equal to one and one-half (1½) times the per-member dues determined at the meeting. Any member failing to pay dues within four months after they become payable shall, with notice, be dropped from the membership rolls.

The following editorial changes are also recommended by the Board:

ART. V, Sec. 2. The President. The President(s) shall preside at all meetings of the organization and of the Board of Directors. The President(s) may, in the absence or disability of the Treasurer, sign or endorse checks, drafts, and notes for disbursements as authorized by the Board of Directors; shall be, ex officio, a member of all committees except the Nominating Committee; shall have such usual powers of supervision and management as may pertain to the office of the President and perform such other duties as may be designated by the Board.

ART. IX, Sec. 3. Sub-Section e. Changes in the Program, in the case of altered conditions, may be made provided that:

1. information concerning the proposed changes has been sent to all members at least two weeks prior to a general membership meeting at which the change is to be discussed and
2. final action by the membership is taken at a succeeding general membership meeting, the change being adopted by a two-thirds vote.

Members of the Bylaws Committee were Melba Heselmeyer, Debra Mills, Connie Nyquist, and Peg Perkins, Chair.

Nominating Committee Report

April 1984

The Nominating Committee presents the following slate of Officers and Directors:

PRESIDENT:	Melba Heselmeyer
PROGRAM VICE-PRESIDENT:	Gail Roache
VOTER SERVICE/CITIZEN INFORMATION VICE-PRESIDENT:	Melinda McNicoll
ORGANIZATION VICE-PRESIDENT:	Sandra Predmore
SECRETARY:	Peg Perkins
TREASURER:	Sue Newton
DIRECTORS:	Mary Margaret Coleman Barbara Murray Debra Mills Elizabeth Glenn Tracy McCasey Ida Varon
NOMINATING COMMITTEE:	Marilyn Sorensen, Chair Virginia Steib Judy Stiebel

Respectfully submitted,

Sue Eley, Chair
Diane Sheridan
Janet Townsend
Gail Roache
Ida Varon



APR 18 1983

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SOLVING THE HAZARDOUS WASTE PUZZLE



An Overview of Hazardous Waste Management in the Bay Area

March, 1983



**League of Women Voters
of the Bay Area** ®

334-5253 / 488-5610

INTRODUCTION

Congress has defined hazardous waste as discarded material that may pose a substantial threat or potential hazard to human health or the environment when improperly handled. These wastes can take the form of solids, liquids, sludges, or contained gases. They differ from other solid wastes in that they are toxic, reactive, ignitable or corrosive.

Hazardous wastes are generated in the manufacture of the many material goods that we find indispensable to our high standard of living. Industries producing medicines, plastics, and fuels, for example, produce hazardous waste as a by-product of the manufacturing process. Most of us also have hazardous wastes around the home at times, though usually in minute quantities.

buy and sell spent chemicals. Similar services are available other places. Some industries are concerned about revealing their secret processes if they sell waste products. Although resource recovery, recycling, or reuse is often more expensive than disposal for many wastestreams, the rising costs of disposal and of raw materials have been incentives for companies to upgrade their by-products for in-plant use and/or to encourage their sales departments to find a market for waste components.

Recovery of energy resources occurs when wastes are used as fuels in boilers and kilns. Recovery of materials from wastes often requires less energy and generates less water and air pollution than mining and processing virgin materials.

TECHNOLOGIES

Because of the variety of properties of hazardous wastes, there is no single waste management technology suitable for all. Land disposal, deep well injection, and incineration of wastes are currently the primary means of disposal. Chemical, biological, and physical treatments are also being used to change the hazardous properties of the wastes.

Landfill has historically been the most convenient and economical waste disposal method. Secure landfill is currently the predominate disposal method for many hazardous wastes such as ash from incinerators and industrial sludges. The operational costs of landfilling have increased as have requirements for pretreating and special handling of certain wastes. EPA regulations call for landfills to be designed (or redesigned) to prevent contamination of groundwater in the area. Protective measures include water-resistant clay or synthetic "impermeable" liner, leachate collection systems, and groundwater monitoring wells. The landfill may be divided into compartments to separate incompatible wastes. When filled, cells must be capped off (with a layer of clay, a liner, and topsoil) to prevent rain from entering. Efforts should be made to pretreat the waste to minimize its hazardous characteristics and to reduce the volume of waste to be disposed of. Monitoring wells should detect liquid movement and ensure that leachate is not migrating from the site.

HAZARDOUS WASTE SOURCES¹

<u>Products we use</u>	<u>Wastes generated in their manufacture</u>
Plastics	Organic chlorine compounds
Pesticides	Organic chlorine compounds, organic phosphate compounds
Medicines	Organic solvents and residues, heavy metals (mercury and zinc)
Paints	Heavy metals, pigments, solvents, organic residues
Oil, gasoline, other petroleum products	Oily phenols and other organic compounds, heavy metals, ammonia, salts, acids
Metals	Heavy metals, fluorides, cyanides, acids, alkaline cleaners, solvents, pigments, abrasives, plating salts, oils, phenol
Leather	Heavy metals, organic solvents
Textiles	Heavy metals, dyes, organic chlorine compounds, solvents

¹Hazardous Waste Management in Texas, Texas Department of Water Resources, (Revised July 1982)

Our continuing high demand for consumer goods makes it reasonable to assume that these wastes will continue to be generated -- and in ever-increasing quantities. The choices available to us in dealing with hazardous wastes are to

- change the manufacturing processes to reduce the amount of waste generated
- recover, recycle, or reuse the resources in the wastes
- properly treat and dispose of the residuals.

By making process changes, manufacturers may use smaller quantities of hazardous materials, substitute safer materials, and segregate hazardous from non-hazardous wastes. Even in homes, people who use chemicals such as pesticides should mix only the amount needed and eliminate having to dispose of the excess.

The EPA estimates that if available recycling and resource recovery technologies were used, the total volume of hazardous wastes could be cut by as much as 20%. It is possible to remove salable products from industrial wastes for use as fuel or industrial feedstock for product manufacturing. However, not all wastes or processes lend themselves to resource recovery. Houston has a Chemical Recycle Information Program which confidentially matches companies offering to

HAZARDOUS WASTE DISPOSAL COSTS, 1981²

<u>Type of waste management</u>	<u>Type or form of waste</u>	<u>\$/metric ton</u>
Landfill	Drum,	168/240
	Bulk	55/83
Land treatment	All	5/24
Incineration	Relatively clean liquids, high Btu value	13*/53
	Liquids	53/237
	Solids, high	396/791
	toxic liquids	
Chemical treatment	Acids, alkalis	21/92
	Cyanides, heavy metals, highly toxic wastes	66/791
Resource recovery	All	66/264
Deep well injection	Oily waste waters	16/40
	Toxic rinse waters	132/264

*Some cement kilns and light-aggregate manufacturers are now paying for wastes.
²Chemical Engineering (September 6, 1982), p. 54

Landfills can also be used as storage areas for wastes which will be retrieved when disposal technology is available for them, e.g. concentrated wastes containing compounds such as mercury and phosphorous.

There are no liners, clay or synthetic, that are completely leakproof. Research is focused on improving leachate collection systems, improving the design of caps to prevent water infiltration, and increasing the reliability of the liners.

Waste injection wells have been used since the 1930's. They are built like oil wells, with steel and concrete casings to contain the fluids that are forced down the shafts under pressure. Liquid industrial wastes are pumped beneath the groundwater table and impervious layers of rock into a porous layer of sandstone and limestone. The wells may be several hundred feet to a mile below the surface. Only wastes which will not clog or react with receiving strata can be safely injected.

There is concern about what happens to these wastes since there is no absolute guarantee against the waste migrating to the drinking water via leakage through the well casing. Pressure may force wastes up through nearby wells or even sideways or upward through faults or fractures in the confining strata.

A deep well injection system requires surface facilities to receive, store, process, and treat the liquid before injection. Detailed knowledge of the waste and of the subsurface conditions is essential. Since maintenance costs are low, deep well injection is seen as an economical method of disposal of industrial wastes such as oily wastewaters, toxic rinse waters, acid and caustic water, benzene, and brine. Many technical experts find it to be an acceptable disposal method when wells are properly designed and constructed, the wastes are pretreated, and the system is closely monitored.

Incineration is a means of destroying wastes such as oily sludges and liquids, chlorinated hydrocarbons, solvents, pesticides, and polychlorinated biphenyls (PCB's). High temperatures can detoxify organic compounds, considerably reduce the volume of waste, and generate heat which may be converted into energy. Incinerators do not require large areas of land, although the ash which remains must be properly managed. This residue usually has a more concentrated inorganic (non-combustible) content than the original waste and may be further treated by physical or chemical means before landfilling. Incineration is relatively expensive because equipment costs are high and additional fuel is sometimes needed to ensure complete destruction of the waste. Extensive air pollution control and monitoring is necessary. Incineration must meet EPA standards requiring 99.99% destruction of the waste.

New technology in the thermal treatment of hazardous wastes include the use of cement kilns, incinerator ships, and flameless processes such as pyrolysis and wet oxidation which combine temperature and pressure.

PCB's and chlorinated hydrocarbons have been successfully destroyed when used as fuels for cement and other rotary kiln incinerators. The high temperatures and length of burning time results in efficient destruction of most toxic organic chemicals. Using wastes as fuel benefits the cement manufacturer or the incinerator operator and the public as costly fossil fuels may be conserved. However, the transportation cost may reduce the incentive. Currently only about half the cement kilns in the country (20) are located close to regions with hazardous waste production.

Incineration may also take place aboard a ship. There are currently two incinerator ships, one of which, the Vulcanus I, has operated in the Gulf of Mexico. Although land siting problems are not an issue with this method, other concerns have been raised: siting terminals for materials

transfer can face the same problems as siting land-based facilities; resource recovery is not an option; and air pollution control requirements are substantially reduced. Pollution of oceans can be a concern. Coastal communities are often opposed to this method.

Pyrolysis is the burning of wastes in the absence of oxygen. It can be used to convert plastic wastes into fuel. This process is being used on an experimental basis and is not yet commercially available.

Wet oxidation combines heat and high pressure. This process can handle a large variety of combustible wastes, reducing the quantity requiring further treatment.

Physical, chemical and biological processes are used primarily to pretreat wastes before final disposal. In general, these methods reduce the volume and make the waste less hazardous. Most methods are limited to specific wastes and are often costly. Physical treatments separate the soluble and suspended components from the wastestream by adsorption, distillation, sedimentation, reverse osmosis, or filtration. Techniques to solidify wastes are being considered in the United States after reported success in Europe. The wastes are solidified in one of four (cement based, lime based, thermoplastics, or organic) binders, then landfilled with reduced chances of leaching. Chemical treatments may detoxify the waste or cause contaminants to solidify so they may be filtered out. Neutralization, oxidation, ion exchange for heavy metals, fixation into solids, and precipitation are the processes used.

Biological treatments use microorganisms and plants to detoxify organic wastes. Wastes with heavy metals and toxic organics may need chemical treatment first. Highly volatile wastes are unsuitable because of air pollution problems. Activated sludge, aerated lagoons, and waste stabilization ponds are processes which use microbial action to degrade organic compounds.

Landfarming is the process of spreading biodegradable wastes, i.e. sewage and oily sludges, on land and periodically plowing the wastes into the soil until they naturally degrade. The process requires large land areas where the climate is mild. An underlying layer of impermeable clay-like soil should be in place to prevent groundwater contamination before the wastes are destroyed.

All these methods of disposing of hazardous waste are environmentally safe when properly utilized; however, because of costs and a previous lack of legal requirement to do so, many wastes have been improperly managed.

LAWS AND REGULATIONS

A variety of laws and regulations now exist to protect public health and safety and the environment from improper management of hazardous waste. The major law is the Resource Conservation and Recovery Act (RCRA) passed in 1976 and in the process of reauthorization. This statute was enacted to improve the management of hazardous waste by regulating all facilities generating, storing, treating, transporting, or disposing of these wastes.

Under the U.S. Environmental Protection Agency (EPA) regulations implementing RCRA, a state may apply for authorization to operate its own program for hazardous waste management in lieu of an EPA-operated program, thereby issuing permits.

The Texas Department of Water Resources (TDWR) manages industrial solid waste resulting from activities related to industry, manufacturing, agriculture, and mining. The wastes generated in oil and gas exploration and production are the responsibility of the Texas

Railroad Commission and are regulated pursuant to the Texas Water Quality Act. As of February 1983, there is a move in the Legislature to turn these responsibilities over to the TDWR. The Texas Department of Health (TDH) manages municipal solid waste as well as mixed industrial/municipal waste. Permits from the Texas Air Control Board may be needed.

Companies, individuals, or other sources that make or generate identified hazardous waste are called 'generators'. Generators must record the types and amounts of hazardous waste they generate on a shipping control ticket (manifest). A copy of the manifest must accompany the shipment of hazardous waste to the ultimate appropriate disposal site. Generators and disposers are required to make monthly reports to the state regulatory agency describing the types and amounts of wastes shipped and disposed of during the month. Texas had one of the nation's first state manifest systems for tracking waste from 'cradle to grave'. This was the Texas Solid Waste Disposal Act of 1970 which established the basic policy that the waste generator is responsible for assuring that the waste is properly and safely disposed of regardless of the disposal process employed.

The person who takes the hazardous waste from the generator to the disposal site is the 'transporter'. The primary focus of the transporter's requirements is on recordkeeping to ensure that the movement of hazardous waste is properly documented. Transportation is authorized only if the transporter has a manifest created by the generator of the waste and only if the wastes are taken to an approved facility permitted to accept hazardous wastes. Transporters can assume certain packaging and recordkeeping obligations of generators, but the generator's ultimate liability cannot be transferred to the transporter.

Wastes are usually transported off-site by tank truck but can also be shipped by rail or barge. Trucks usually travel interstate highways. There are usually no restrictions on where trucks may travel except in some cities, including Houston, where trucks carrying hazardous cargoes have restricted routes. The increased possibility of a spill during transit is of concern. A federal interagency response team as well as a chemical manufacturer's association emergency response center can help in spills.

The TDWR classifies waste materials according to their degree of hazard:

Class I is industrial solid waste or a mixture of industrial solid waste which is toxic, corrosive, flammable, a strong irritant, a generator of sudden pressure by decomposition, heat, or other means, and which may pose a substantial present or potential danger to human health or the environment when improperly processed, stored, transported, disposed of, or otherwise managed. The TDWR estimates that 57% of the Class I industrial solid waste generated in Texas is hazardous waste. 38.8 million metric tons of Class I industrial waste were generated in 1981, of which approximately 21.7 million metric tons were hazardous. A substantial quantity of these wastes is generated in the industrial complexes in and around the Bay Area. Approximately half the nation's petrochemical manufacturing capacity is located in Texas, accounting for about 60% of the state's hazardous waste.

Class II wastes present a relatively low level of hazard with respect to acute toxicity and are generally degradable. Environmental problems arise when these wastes are accumulated in large quantities. Class II

wastes include paper, wood, grease, plant trash, fabric waste, etc.

Class III wastes are inert and essentially insoluble materials such as rock, brick, glass, dirt, and certain plastics and rubber that will not readily decompose.

There are civil and criminal penalties attached to the violation of hazardous waste regulations and laws. Any individual who knowingly violates the hazardous waste laws and places another person in danger of death or bodily harm is subject to a fine of not more than \$250,000, imprisonment for not more than two years, or both. Corporations may be fined up to \$1 million for this offense.

Inspection, surveillance, and enforcement activities to ensure compliance with state regulations are a top priority. The TDWR works with other state and local law enforcement agencies to ensure compliance and prevent illegal disposal activities. Nevertheless, environmentalists often are concerned that enforcement agencies lack sufficient funds and personnel to carry out adequate enforcement activities, and enforcement is often considered the key to public trust.

SUPERFUND

In the late 1970's, an alarming number of incidents revealed that the lives and health of Americans were endangered because of the careless disposal of hazardous waste.

In December of 1980, Congress passed the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), commonly known as Superfund, as the key part of the nation's overall response to these hazardous substance problems. EPA was given the responsibility for managing the Superfund program. Until this law was passed, the federal government lacked the general authority to clean up hazardous waste sites or to respond to spills of hazardous substances onto land, into the air, or into non-navigable waters.

The Superfund laws authorize the federal government to respond directly to releases (or threatened releases) of hazardous substances and pollutants or contaminants that may endanger public health or welfare. Costs are to be covered by a \$1.6 billion fund, 86% of which is financed by taxes on the industrial manufacture or import of certain chemicals and petroleum, the remainder coming from general revenues. This fund is reimbursable; if the government can identify those responsible, it can take legal action to recover the costs.

Direct government action can be taken in the following forms:

Immediate removal action may be taken to avert fires or explosions, to prevent exposure to acutely toxic substances, or to protect a drinking water supply from contamination. Actions may include the installation of security fencing, the construction of physical barriers to control a discharge, or the removal of hazardous substances from the site. Ordinarily, immediate removals are limited by law to 6 months and a total cost of \$1 million.

Planned removals are implemented when an expedited but not necessarily immediate response is needed. These actions are intended to minimize increases in danger or exposure that would occur if response were delayed. Planned removals are subject to the

same time and cost limits as immediate removals. A recently discovered site in South Houston contaminated by PCB's is slated for planned removal funding.

Remedial actions are longer-term, usually more expensive, and aimed at permanent remedies. They may be taken only at sites identified by the EPA as national priorities. Specific actions may include the removal of drums containing wastes from the site, the installation of a clay 'cap' over the site, the construction of ditches and dikes to control surface water or drains, liners and grout 'curtains' to control groundwater, the provision of an alternate water supply, or the temporary or permanent relocation of residents.

Before a remedial action or planned removal can be taken, states must agree to pay 10% of project costs (at least 50% if the site was owned by the state or local government). State governments must also agree to maintain the site after response work is completed and provide for off-site disposal if necessary.

An important part of the Superfund program is to encourage voluntary cleanup by private industries and individuals when they are responsible for releases.

On December 20, 1982, EPA designated the nation's 418 worst hazardous waste sites for action. Federal activities are underway at 112 sites and state cleanup at 29 others. Emergency removal actions have been approved for 98 sites and \$29.5 million has been allocated. Five priority sites have been cleaned up. Private parties are addressing 39 sites at a total savings to Superfund of \$121 million. From December 1980 to September 30, 1982, Superfund had obligated \$221 million of the \$265 appropriated.

It has been estimated that there are about 14,000 toxic chemical dumps in the U.S. The national list of 418 was compiled from a scoring system the EPA called a 'hazard ranking system', which measured a site's pollution threat three ways: to ground water, to surface water, and to the air. Candidates for the list were proposed by the states and selected on the basis of scores, with each state allowed to designate one top-priority site.

There are eight sites in Texas on this list and all but one of the eight are within 90 miles of Houston.

The two sites closest to the Bay Area are these:

- the Farley Street site, 2122 Genoa-Red Bluff. It contains thousands of tons of tars and sludge dumped there in 1958. The EPA has determined materials at the site threaten surrounding ground water
- the Motco dump (also called the Texas City Wye dump) is considered by the state as Texas' worst hazardous waste disposal site. The TDWR estimates that it will cost \$30 million to clean up. The 11 acre site was used for disposal of a variety of hazardous chemicals from the area's petrochemical plants between 1959 and 1968. Its most recent owner, Motco Inc. of Minnesota, abandoned the site when they filed for bankruptcy in 1974. At least \$100,000 has been spent on this site to date, and planning continues to determine how to clean up safely the incompatible wastes found there

FACILITY SITING

Both on-site and off-site storage, treatment, and disposal of hazardous waste exist. In 1981, 10.36 million metric tons of Class I waste in Texas were shipped off-site for disposal. The remaining 74% of Class I wastes was disposed of by generators on their own facilities. Until RCRA was implemented, permits were not required for on-site disposal. Texas' on-site facilities are now operating with interim permits while RCRA regulations are completed. As final permitting occurs, some sites may not be able to meet new, more stringent standards. This may increase the demand for commercial off-site facilities. At the present time, there are seven Class I and two Class II commercial industrial solid waste sites in Harris and Galveston Counties. There is little disagreement among those familiar with hazardous waste in this area that the need for additional sites will grow when the economy becomes healthier.

The process for the siting of new hazardous waste disposal facilities is designed to ensure that, in the future, hazardous waste will be disposed of in areas that are geologically suitable and designed to operate to protect public health and the environment. Regulations in Texas require that in order to determine site suitability, research must be done in many areas, including the following:

- type of disposal required, i.e., surface or subsurface storage, incineration, combinations of these or others
- geological surveys to determine the existence of faults, seismic or geological activity, permeability of subsurface, subsidence, aquifers, etc.
- economic considerations such as location and cost of transport facilities, distance from waste producers, duration of facility operations
- environmental considerations such as proximity of the proposed site to flood plains, coastal hazard areas, wetlands, and other delicate ecosystems
- the site's proximity to cities, housing, schools, or centers of population
- secondary land use including requirements for roads, sewers, and electricity
- zoning requirements and intergovernmental requirements

The results of this research must then be formally presented by a facility applicant to the TDWR as a part of an application for a disposal permit.

Because of damage to human health and the environment caused by past mismanagement of hazardous waste, public opposition to the siting of disposal facilities has become a major issue. No new sites for landfills have been licensed since the late 1970's, largely because of public resistance. The country may soon be facing critical public health and welfare and economic problems because of the lack of adequate facilities for the safe and economical storage, treatment, and disposal of hazardous waste. Successful development and implementation of the hazardous waste regulatory program depends upon public support. Public support, in turn, depends upon public understanding of the many issues involved.

PUBLIC PARTICIPATION

Currently, public hearings are the main means of public participation in hazardous waste facility permitting and regulation in Texas. For hazardous waste rule changes (additions, modifications, deletions), hearings are held to receive public comment before the changes are scheduled to take effect.

For facility siting, public hearings can be held to receive comment on the technical merits of a site during the permitting process. Opportunities for public participation during permitting generally take the following course. After an application for a facility is submitted to the TDWR, a technical review is carried out by the TDWR staff, technical matters are discussed with the applicant, and a draft permit is written. (An application is available for public review when it is received by the TDWR.) Notice of opportunity for a public hearing is then made available to affected parties, state and local officials, newspapers, TV, and radio. Request for a hearing must be made within 45 days. (The TDWR can schedule a hearing on its own.) One session of the hearing must be held in the county where the proposed facility is to be located.

The public hearing is a formal administrative process conducted by the Texas Water Commission. It must be attended by the staff of the Executive Director of the TDWR, a TWC hearing examiner, the TDWR public interest advocate, the applicant, and parties requesting the hearing.

During the hearing, all parties are subject to cross-examination by attorneys. At its completion, the hearing is opened to the public for comment. After the hearing is closed, the TWC hearing examiner prepares a recommended decision with supporting documentation and submits this recommendation to the TWC. The TWC grants or denies the permit request. A rehearing may be granted, and appeal to civil courts is a final resort for those unhappy with the decision.

The Resources Conservation and Recovery Act (RCRA) of 1976 calls for public hearings in the site permitting process and allows citizen's petitions concerning rulemaking. It provides a means for registering complaints against facilities and enables citizens to bring legal suit for noncompliance with RCRA. This act also allows citizens to request a federal court to review the decisions of EPA on final regulations.

Citizen participation in rulemaking hearings can be informal. In a permit hearing, however, legal counsel must often be retained for the public to be effective in presenting its case.

Other federal and state statutes provide mechanisms which allow the public to assume an active role in hazardous waste management.

PUBLIC INTEREST AND ENVIRONMENTAL GROUPS

Several volunteer citizen organizations are actively involved in the hazardous waste management issue on the state and/or local level. These groups endeavor to improve public education and participation in hazardous waste management. Their activities include publishing newsletters; sponsoring seminars, facility visits, and speakers bureaus; conducting public opinion surveys; legislative lobbying; and other special projects on environmental matters.

The major statewide organizations interested in hazardous waste are these:

The Texas Environmental Coalition - individuals and a wide range of organizations, interested in environmental protection. In 1982, TEC established the Texas Roundtable on Hazardous Waste, a mechanism for bringing diverse groups together to identify areas of disagreement on the hazardous waste management issue and to seek ways of resolving those disagreements. TEC, Box 1682, Austin, 78767, (512) 476-6962.

The Lone Star Chapter of the Sierra Club - with 13 regional groups including Houston and Galveston. Lobbying activities in the Legislature and before state administrative agencies regarding environmental conservation. Sierra Club, Box 1931, Austin, 78746, (512) 478-1264.

The League of Women Voters of Texas - comprised of 35 local Leagues throughout Texas, including several on the Texas coast. A multi-issue, grassroots organization that often provides public education opportunities. Hazardous waste is one of the LWV's many interests. LWV-T, 1212 Guadalupe #109, Austin, 78701, (512) 472-1100.

Local organizations interested in hazardous waste management in the Bay area are these:

Houston-Galveston Regional Group of the Texas Roundtable on Hazardous Waste - includes representatives of all interested sectors with backgrounds and experience in hazardous waste management and focuses on regional issues. Meets monthly at UH/CLC. HGRG-Texas Roundtable, 4127 Rolling Green, Seabrook, 77586, (713) 334-5253.

Houston Toxic Substances Task Force - individuals concerned with the management of toxic substances, including hazardous waste, in the Houston area. HTSTF, One Main Plaza, #1016, Houston, 77002, (713) 228-0037.

Galveston Toxic Substances Task Force - recently merged into the Galveston Sierra Club. Activities for the Galveston area similar to those of the HTSTF. GTSTF, Box 151, Station No. 1, UTMB, Galveston, 77550, (713) 765-3719.

Citizens Environmental Coalition - Broad-based membership including individuals and Houston area public interest and civic groups. CEC, One Main Plaza, #1016, Houston, 77002, (713) 228-0037.

Galveston Bay Conservation and Preservation Association - interested in activities which may impact the Galveston Bay environment. GBCPA, Box 323, Seabrook, 77586.

Groups such as these are ongoing organizations concerned with solutions to hazardous waste management problems and improved public education. Other local ad hoc organizations are often formed in reaction to a particular environmental problem or a specific facility proposal; their goals are therefore narrower in scope than the broad-based solution-oriented groups.

METHODS TO REACH AGREEMENTS ON HAZARDOUS WASTE ISSUES

A recent local process for improving hazardous waste management facility siting and public involvement was conducted by the Keystone Center of Keystone, Colorado at the request of the Gulf Coast Waste Disposal Authority. The Keystone Siting Process Group, the participants in the workshops, developed

- a local review process for siting facilities to involve the public early in the facility permitting system
- a handbook on the review process and other key factors to be used by facility applicants and the community.

The report on the Keystone workshops is available by writing GCWDA, 910 Bay Area Boulevard, Houston, 77058, Attention: Ms. Dell Harkey.

The dilemmas involved in hazardous waste management are receiving much attention nationwide. General concepts that have been suggested for reaching agreements on hazardous waste management issues include these:

The employment of a governmental liaison officer who can interact with the site developer, state agencies, and the community. This person could be appointed on a site-specific basis and could be a permanent part of the existing agency.

Task forces made up of community members and experts on hazardous waste are useful for gathering information and determining key issues. Small informal groups of selected citizens, representatives of industry, governmental agencies, and interest groups holding discussion sessions can be helpful; i.e., Texas Roundtable on Hazardous Waste and Keystone Workshops. Workshops can identify potential problem areas and bring the public and site planners together on a give and take basis.

Negotiation between site planners and representatives of interested groups could be carried on by a mediator or arbitrator to reach agreements on final facility design and operation, additional community services, etc.

Compensation to the host community in the form of state or federal subsidies, grants, or loans, or contributions by a facility applicant has also been suggested along with gross-receipt taxes to augment local revenues. The facility owner-operator could provide needed items or services to the host community.

Mitigation measures can lower the risk to the host community by providing more stringent pollution control and monitoring than required by law, developing industrial zoning around the facility and/or making other provisions such as a municipal water supply for residents using wells.

Siting boards and advisory councils can consider the cost benefit ratio of alternate technologies, marketability of wastes as secondary raw materials, and potential problems and their solutions. These boards or councils can be comprised of waste generators, haulers, environmentalists, and representatives of the public and agriculture. Temporary local representation on state siting boards has also been suggested.

CONCLUSION

Proper management of hazardous waste is not an easy task. Problems are still being discovered. Laws and regulations are now being implemented to require proper management. Technologies are being acknowledged, and solutions are being sought to make the public a part of the hazardous waste management process. A variety of opportunities are available for Texans to become informed and effective participants in reaching a goal all of those involved with hazardous waste must share - safe and environmentally sound management of hazardous wastes.

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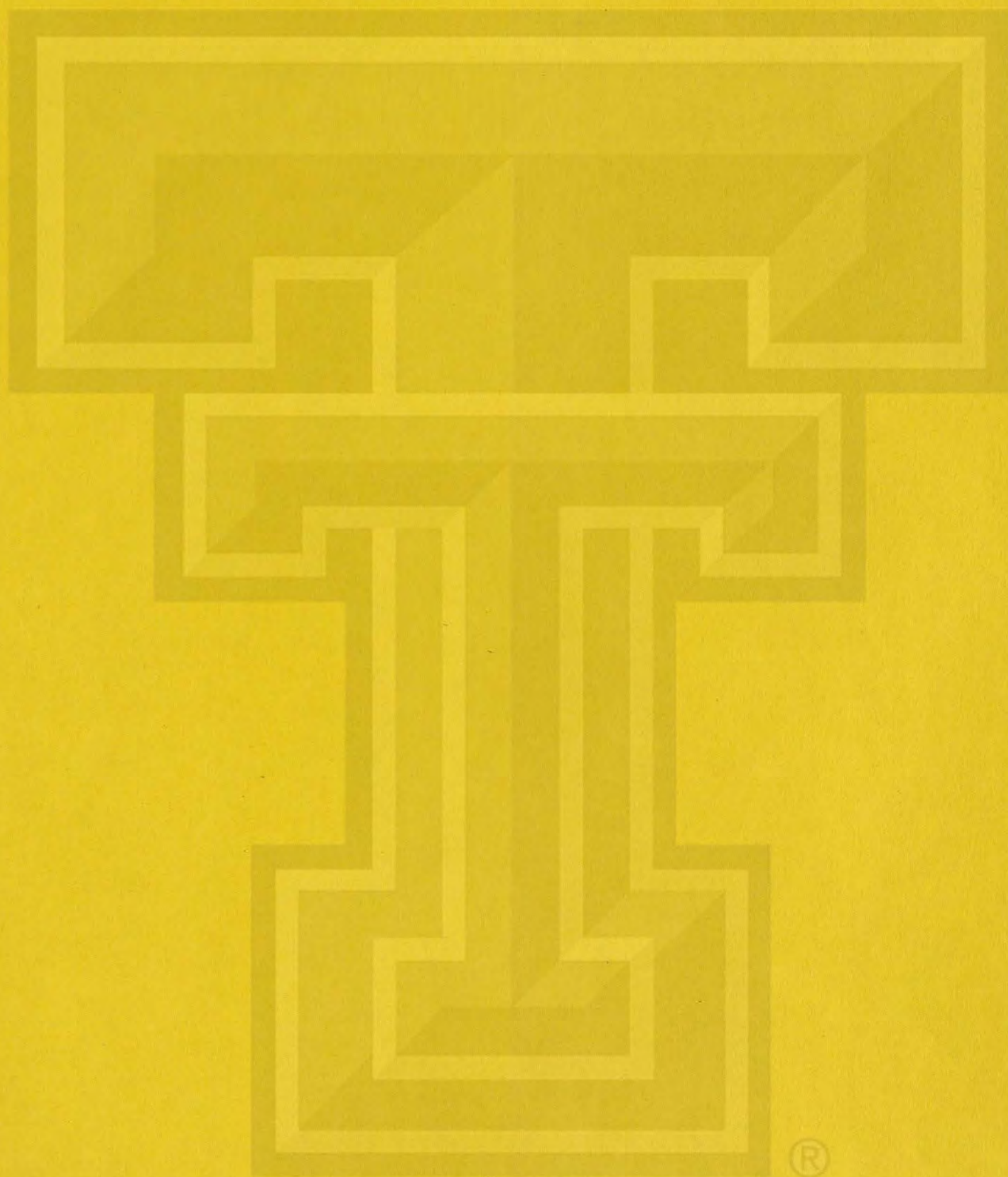
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The League of Women Voters of the Bay Area undertook a study of hazardous waste management in the Bay Area in mid-1982. Our goal was to learn how disposal was managed in the Bay Area and what alternatives to current methods were feasible. In the course of the study, we decided to investigate how the public can be involved in this controversial field. We hope this publication will be helpful to others wishing to learn more about hazardous waste management. We encourage all citizens to become informed and active participants in what we see as the start of a nationwide campaign to ensure safe disposal of hazardous waste.

Diane Sheridan, President; Joanne Nieder, Study Director; Lynne Bach, Susan Eley, Mary Goodman, Georgina Gregory, Dell Markey, Susan Newton, Judy Reidy, Committee Members; Debra Mills, Typist; Bethel Nickles, Artist.



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CLEAR LAKE CITY: A CASE STUDY IN DISPUTED ANNEXATION

League of Women Voters of the Bay Area Facts and Issues -- October 12, 1982

TABLE OF CONTENTS

Annexation Overview

Historical Perspective

Reasons for Annexation

Methods of Annexation

Alternatives to Annexation

Texas Cities and Annexation

Types of Municipal Government

Municipal Annexation Act

Relationship of Water Districts and Annexation

Houston's Annexation Policy

Clear Lake City -- A Case Study in Disputed Annexation

Friendswood's Proposal

Transitional Period

Conclusion

Appendix A -- CLC Time Line

Appendix B -- References

CONSENSUS QUESTIONS

1. Under what circumstances would you support annexation as a means of maintaining regional economic health?
Are there other means of promoting regional economic health preferable to annexation?
2. To what extent should the residents of an area subject to annexation be consulted?
3. How should annexation disputes be resolved?
4. Do you support the disannexation of Clear Lake City? Why or why not?
5. If Clear Lake City is disannexed, how should the public be involved in the transition between disannexation and incorporation?
6. What type of city government would you prefer for Clear Lake City if it is incorporated?

DISPUTED ANNEXATION COMMITTEE

Linda Gibson, Chair

Wendy Rudnicki, Editor

Mary Gibson

Debbie Mills

Gail Roache, Assistant Chair

Diane Sheridan, LWV-BA President

Ray Gibson

Marie Tribble

ASSOCIATE MEMBERS: Fran Gentry, Melba Heselmeyer, Marty New, Sue Newton, Linda Small, Mary Starr, Nancy Stout

ANNEXATION OVERVIEW

Annexation Texas style -- Is it a necessary tool for promoting the fiscal well-being of cities? The League of Women Voters of the Bay Area studied annexation in 1982, using Clear Lake City (CLC) as a case study. Members focused on the impact of annexation and disannexation on CLC and the City of Houston, as well as alternative governments for CLC if it successfully incorporates.

Urban crisis was the topic of a League of Women Voters of the United States study begun in 1976 which led to member agreement that Leaguers "promote the fiscal well-being of cities and the quality of urban life". Members made it clear that restoring health to the nation's cities required the combined efforts of the state, local, and federal governments. A task of our local League's study is to determine under what circumstances annexation is an acceptable tool for promoting both the fiscal well-being of cities and the quality of urban life.

HISTORICAL PERSPECTIVE:

A century ago, the problems of cities were often acute, but cities had the resources to deal with them. Their boundaries were generous and almost always included undeveloped land. Shifts in commerce and industry could be survived, since undeveloped land remained within the city limits. Annexation of the surrounding countryside was a common practice, and fresh areas to be developed and tapped for city revenues were generally available.

In recent decades, urban population has shifted to the suburbs. Suburbs in turn have become increasingly urbanized, containing not only residences but also industry and commerce. Suburban areas often wish to incorporate to assure a desirable quality of life. This sometimes leaves cities unable to generate the money or resources necessary to provide services. A mutual dependence does exist, however, between central cities and their suburbs within a given metropolitan area. No such area can afford to disown the problems of its central city without endangering the prosperity of the entire region.

REASONS FOR ANNEXATION:

The major arguments for annexation are general in nature and are based on a desire to promote regional development and growth. Opposition to annexation centers on the desire for self-determination -- freedom to decide the size and type of community and the quality of public services provided. General justifications for annexation are described in the Annexation Table on the following page. Opponents to annexation usually present arguments specific to their community, as illustrated in the CLC example.

METHODS OF ANNEXATION:

The five annexation methods utilized in the United States are as follows:

1. Legislative Determination:

Although all annexation law is initially defined by the state legislature, approximately 12 states have retained the right to approve specific annexations which are desired by each municipality. Legislative determination has problems similar to those of other special legislation -- an absence of knowledge or interest in annexation proposals by legislators from other areas and the desire to accede to the wishes of the local delegation who may or may not be acting in the best interests of the local area. When legislative determination is the sole method for accomplishing annexation, it is rarely used.

2. Popular Determination:

Citizens in approximately 3/4 of the states participate in annexation decisions in three ways: (a) initiation of annexation and/or approval by all or some portion of the property owners in the area to be annexed; (b) approval by the voters in the city annexing or in the area to be annexed or both; and (c) participation in a public hearing. Many states have more than one of these provisions. Popular determination has strong advocates because of the belief that people have the right to decide in which jurisdiction they will live.

3. Unilateral Municipal Determination:

Several states permit certain cities to change boundaries on their own volition without the consent of the area to be annexed. This does not mean that there is total freedom to do whatever the city wants; certain standards and/or procedural reviews can be included in the law.

ANNEXATION TABLE

REASONS FOR ANNEXING	SPECIFIC OBJECTIONS TO ANNEXATION BY CLC ACTIVISTS ¹
<p>AVOID DILEMMA OF DECAYING INNER CITY SURROUNDED BY SUBURBS</p> <p>Protect Economic Base</p> <p>A large portion of city income is raised by property taxes and added sales tax, which can only be collected within the city limits.</p> <p>Political boundaries expand with private sector market activity.</p> <p>Suburban residents enjoy benefits of the central city (jobs, recreation, transportation, utilities, etc.) and should share the burden of providing and maintaining those benefits.</p> <p>Encourage Regional Planning and Growth</p> <p>Competition between fragmented local jurisdictions is reduced.</p> <p>Administrative continuity is preserved.</p> <p>Enhance City's Ability to Borrow</p>	<p>CLC residents are presently double taxed.²</p> <p>CLC does not block growth of Houston.³ It is a viable city with total community identity in all respects except the law. Its tax base is 50% commercial.</p> <p>CLC is not a bedroom community. It is 25 miles from downtown Houston. Only a small percentage of CLC residents work in Houston.</p> <p>The existent Bay Area Council of Cities works together for the CLC area.</p> <p>CLC is self-supporting and autonomous. It utilizes an excellent school district and efficient water authority which are separate from Houston; has its own hospital and commuter airport; and provides its own fire and emergency medical services.</p> <p>Since CLC is under litigation, it has not and will not be considered in bond ratings of Houston.</p>
<p>PROVIDE A VOICE IN THE SELECTION OF THE CITY'S DECISION MAKERS FOR THE PEOPLE WHOSE LIVES ARE IMPACTED BY THOSE DECISIONS</p>	<p>The lives of CLC residents are affected far more by events in the Bay Area than they are by those in Houston. Any event of sufficient magnitude to reach 25 miles south to CLC would also affect the other communities in the Bay Area and would be handled on an intergovernmental level by the Bay Area Council of Cities.</p>
<p>PROVIDES MUNICIPAL SERVICES FOR AREAS WHICH HAVE GROWN UP OUTSIDE A CITY</p>	<p>All city services are provided by residents through the CLCWA and Community Associations (water, sewer, fire protection, ambulance, garbage pickup, parks, and recreation). These services have been provided in this manner for 15 years and are judged by many CLC residents to be superior to and less expensive than those provided by Houston to its residents.</p>

¹ In addition to the specific objections to annexation listed above, CLC residents have legal objections to the means by which Houston annexed CLC.

² CLC residents pay double for storm sewers only. Houston taxes do not pay for city water. Houston water and sewage are paid for by user fees to the City of Houston Water and Waster-water Divisions, as CLC water and sewage are paid for by user fees to the CLCWA.

³ The existing cities of Webster, Nassau Bay, El Lago, Taylor Lake Village, and Seabrook, plus the natural boundary of Galveston Bay and Clear Lake have already blocked the growth of Houston in this direction.

⁴ A survey done for the CLC Chamber of Commerce in 1981 showed that only 11.5% of Bay Area (LaPorte, Dickinson, Texas City, Alvin, Pearland, and CLC) residents work in Houston, 6% at Bayport, and 3% on the Houston Ship Channel.

4. Judicial Determination:

In this system, a court decides if a proposed annexation shall occur and sometimes has the power to modify or attach conditions to the proposal. This is distinct from judicial review in which the court (usually in response to a suit) rules on whether the annexation meets technical requirements.

Virginia has been the leading user of judicial determination. In Virginia, the court which rules on an annexation request is composed of three judges selected from a panel of 15 circuit court judges appointed by the Virginia Supreme Court for this purpose. No judge may hear a case involving an annexation in his own circuit. The court then orders the annexation on the basis of statutory and judicial standards.

Before any court action can be taken, an annexation petition must be submitted to a commission on local government which investigates, analyzes, and prepares a report to be presented as evidence in the court proceeding. The commission has the power to make a factual finding on any boundary dispute between local governments and to mediate between local governments. It can actively seek to negotiate a settlement of a boundary dispute while the issue is before it. These negotiations can be conducted in private and do not have to be reported to the court. The commission is required to conduct public hearings before making its report.

Virginia's law grants complete or partial immunity from annexation to counties with a defined degree of urbanization and/or population density. The law also allows city-initiated annexation attempts only once every 10 years. In addition, Virginia has various financial aids available for cities. For all these reasons, Virginia's law discourages numerous annexations.

5. Administrative Determination:

The most recent method that states have employed to determine annexations is the establishment of an administrative agency with powers such as reviewing petitions, initiating proposals, developing factual information, and making final decisions on boundary adjustments. Seven states have these agencies. Other states have limited agencies or procedures, such as the aforementioned Virginia local government commission.

ALTERNATIVES TO ANNEXATION:

Annexation is, at times, either undesirable or impossible. Some studies also indicate that annexation may actually be a fiscal drain to a city, since the cost of providing services exceeds the taxes collected. Various alternatives to annexation, both tried and untried, exist to remedy the fiscal problems resulting from the city/suburbs dilemma. Since the late 1950's, novel attempts to solve this dilemma have been tried in various locations, including Toronto, Indianapolis/Marion County, Baton Rouge, and many cities in Florida. These alternative solutions follow, with advantages and disadvantages noted for each.

1. Tax Base Sharing:

This is an agreement to share part of the assessed value of industrial-commercial construction among all jurisdictions in a metropolitan area, regardless of location. This reduces the competition for such growth, gradually adding to the taxable base of the central city and older suburbs. However, it adds only a small amount to the city's taxable base.

2. State Equalization of Local Tax Bases:

This method guarantees all government units a standard tax yield from a given property tax millage rate. States may recapture yields from richer-than-average districts. This method has been widely used in school finance and is considered an option favorable to most cities. It is also consistent with local choice of tax rates and spending mix. However, it usually encounters suburban resistance and causes cities with strong industrial-commercial bases to lose a portion of their wealth.

3. State Assumption of Local Government Responsibilities:

The state uses its resources to pay for some services currently paid for by cities, such as courts, assessment functions, care of indigents in state hospitals, and election equipment. This method reduces city costs and may be politically palatable in some areas where statewide uniformity is desirable and the state is in good financial shape. A major disadvantage is that management responsibility for a legitimately local service may be lost. Additional fiscal alternatives also exist.

4. Two-tiered/Metropolitan Government:

Addressing the question of cost as well as local control are the various efforts to achieve metropolitan government or some sort of two-tiered system. In such a system basic services may be provided by the city to the entire city and additional services provided to parts of the city or to subdivisions of the city. Most efforts occurred as a result of inner city decay and grew out of the urban planning movement of the '60's. Many people feel that, with time, such two-tiered governments may resolve to some degree the city/suburb conflict.

TEXAS CITIES AND ANNEXATION

Texas municipalities led the nation in land area acquired through annexation with 1,180 square miles annexed from 1970-71. The next largest area, 518 square miles, was acquired by California. Texas municipalities also acquired the greatest population -- 370,000; Tennessee followed with 197,000. Houston added 20,000 people in 1975 and 89,000 in 1977.

TYPES OF MUNICIPAL GOVERNMENT:

A community in Texas may be incorporated as a General Law or Home Rule city. Cities having a population of less than 5,000 persons can only be incorporated by General Law. Cities incorporated under General Law with increased population or those cities with populations over 5,000 may become Home Rule cities. General Law cities are limited in effect to the mayor-council, council-manager, or commission forms of government with the charter provided by the state. Home Rule cities have wide latitude in determining charter provisions for government organizational structure within constitutional limits, since the charter is written and adopted by the voters. The four principal forms of municipal government in Texas are:

1. Strong Mayor-Council Form:

In this form there is a council elected either at-large or by wards; a mayor elected at-large with the power to appoint and remove department heads; budgetary power given to the mayor with council approval in most cities; and veto power over council actions given to the mayor. In larger cities the mayor appoints assistants to supervise city activities. This plan has the advantage of allowing for pinpointing of responsibility and for overall policy making. Administration is better coordinated and the chief administrator is directly responsible to the people. The ballot is short. Disadvantages include expecting too much of the mayor (few persons combine the talents of politician and expert administrator); power is concentrated and the staff needed may become too large; deadlocks may develop between a strong mayor and a council that may refuse to allow itself to be dominated.

2. Weak Mayor-Council Form:

This form has the following characteristics: the mayor is elected along with members of the city council; department heads and other municipal officials are elected; the council has the power to override the mayor's veto; the mayor lacks appointive and removal power. Advantages include diffused and limited power, inclusion of important decision-makers on the ballot, and combined rather than separated powers. Disadvantages include: the weakened position of mayor; a lengthy ballot; an uncoordinated and sluggish program; and the absence of a single, strong executive, making long-range, coherent city planning difficult.

3. Commission Form:

This form has the following characteristics: it does not provide a single executive but relies instead on a group of elected commissioners who constitute a policy-making board; each commissioner administers a single department; and usually the commissioner receiving the most popular votes is designated mayor. Its advantage is a direct, streamlined, simple operation. Disadvantages include the lack of a chief executive and the resulting disintegrated administrative and decision-making structure; the lack of distinction between the policy-making function of government and the administrative function; and possible friction among commissioners.

4. Council-Manager Form:

This form has the following characteristics: city council members elected at-large or by district; a city manager who is responsible for budget coordination and removable by the city council; department heads appointed and removable by the manager; a mayor elected at-large who is a member of city council; and the council exercises all legislative and policy-making responsibility. The principal advantage is that it allows the city council to make policies after deliberation and to debate issues that confront cities. Others include providing a professional, career administrator; direct line of responsibility; short ballot; clear differentiation between policy-making and administrative functions of government; and centralization of administrative authority. Among the disadvantages are the tendency for role confusion; the indefinite nature of the career which makes it unattractive to many (competence of managers is often a criticism); and no separation of powers or checks and balances.

MUNICIPAL ANNEXATION ACT:

Many Home Rule cities in Texas, including Houston (the Home Rule city of our case study), abused their broad powers of annexation. In reaction to these abuses the legislature passed the Municipal Annexation Act (MAA) in 1963. It protected rural areas against excessive annexation and cities against substandard development just outside their city limits. The MAA was amended in 1975 and 1977. Significant changes occurred with 1981 passage of the Municipal Annexation Reform Act.

The pertinent provisions of the MAA are:

1. A city may only annex territory in its extraterritorial jurisdiction (ETJ). The ETJ is the area surrounding a city's limits which a city may incorporate. Its size varies from 1/2 to 5 miles.

2. The area annexed must be contiguous with city borders.
3. A city may annex land equal to 10 percent of its total area in one year and may carry over unused allocations to following years. It may not annex more than 30 percent of its area in one year.
4. An area within the ETJ of a city must have permission from that city to incorporate. If the city refuses to grant permission for incorporation, the people of the area may petition the city for annexation. If the city refuses, the area is authorized to initiate incorporation proceedings. The MAA specifies when services are to be provided to the annexed area and gives recourse to the annexed area if the city fails to do so.

The 1975 amendment to the MAA provides a city may not annex land unless it is at least 500 feet wide at its narrowest point. The 1977 amendment to the MAA provides that a city must annex an entire water district (unless it is partially within the ETJ of another city). The Municipal Annexation Reform Act of 1981 provides details of procedures for public hearings before annexation proceedings can begin and outlines disannexation proceedings only for annexed areas whose service contracts have not been filled. However, it does not mandate public approval.

RELATIONSHIP OF WATER DISTRICTS AND ANNEXATION:

Water districts are created to enable subdivision development at reasonable prices outside city limits. They provide water and sewage services to areas outside the incorporated limits. All types of water districts are local government entities which can issue tax-exempt bonds to raise money for capital investment in water, sewage, and drainage infrastructure.

When the developer builds subdivisions within a city's ETJ, he must obtain the approval of the city as well as the Texas Department of Water Resources to establish and begin construction of a water district. The city wants to be assured that a water district can be hooked up to the city system if necessary and that streets and access routes conform to a general plan. The developer forms the water district and develops the land. Once a desired level of development is achieved, the city usually annexes the development. There is a law which states that a water district is automatically dissolved if all of the land within the district has been annexed.

HOUSTON'S ANNEXATION POLICY:

Houston's criteria for annexation are that the area to be annexed should be 75 percent developed and its bonded indebtedness/asset ratio less than 1:10. The cost of providing services and of absorbing the remaining water district debt should be less than the total taxes collected in the area.

Houston is the only large city in the U.S. with no zoning. Texas cities are permitted by law to enforce subdivision ordinances in their ETJ's so that the areas they annex will conform to city ordinances. The regulations are enforced in the ETJ by a gentlemen's agreement between the city and developers of water districts. Other growth is not regulated and is often substandard and without services. There may be undeveloped and poorer areas between Houston and the area it wishes to annex. This causes city borders to zigzag, and some areas of the city are connected only by narrow strips of land. In some cases, unincorporated areas are totally surrounded by Houston in a checkerboard pattern. This may make provision of services to these areas by the county difficult and cause a loss of community feeling.

CLEAR LAKE CITY -- A CASE STUDY IN DISPUTED ANNEXATION

In 1938, Humble Oil and Refining Company purchased a 30,000 acre tract from Diamond Jim West for mineral development. In 1961, in order to make more profitable use of its land, Humble entered into a joint partnership with the Del E. Webb Company, a nationally known real estate developer, and created Friendswood Development Company. The association with Webb was dissolved after two to three years.

In 1963, the Clear Lake City Water Authority (CLCWA) was created by the State Legislature at the request of Friendswood Development Co. The CLCWA consisted of 15,234 acres, making it the largest water authority in Texas. CLC was a "planned community". An early map of the "City of the Twentieth Century" showed 31 elementary schools, 4 large shopping centers, and 14 neighborhood shopping centers with a very large city center.

Two other events which directly affected CLC occurred in 1963: the MAA was passed by the Texas Legislature and Houston annexed a strip of land 10 feet wide and about 50 miles long around southeast Harris county. This annexation gave Houston control over the CLC area through ETJ.

CLC developed rapidly. Around 1965, citizens of the area began to explore the possibilities of incorporation. Public sentiment in the CLC area was strongly in favor of incorporation; however, since CLC was within Houston's ETJ, it could not incorporate without Houston's permission. Houston did not feel that CLC's incorporation was in Houston's best interest, so permission was refused.

In September, 1975, an amendment to the MAA was passed providing that land annexed must be at least 500 feet wide. In November of that same year, CLC petitioned Nassau Bay for annexation. A large majority of Nassau Bay residents expressed disapproval at an open hearing, fearing that CLC would eventually take over control of Nassau Bay.

In February, 1977, Representative Bill Caraway filed HB 1279 which, if passed, would allow an area of at least 8,000 population, such as CLC, to incorporate without Houston's consent. The House bill passed, but was amended in the Senate (SB 727) to make the bill invalid if Houston started annexation proceedings prior to January 1, 1978. This amended version passed and became law.

In July, 1977, after three readings, Houston City Council passed an ordinance annexing a pretzel-shaped area of CLC. The annexed area was 600 feet wide and was drawn in such a manner as to include only the commercial district and to separate the remainder of CLC into pockets of less than 8,000 population. This strip annexation meant Houston's minority vote was not diluted and CLC no longer had any area large enough to incorporate.

The CLC Civic League took court action and in the same month the suit Savely, et al., vs. the City of Houston (also known as the Civic League Suit, Citizens Suit, or Class Action Suit) was filed. This suit stated that Houston had violated individual rights and that the annexation was unconstitutional.

In August, 1977, State District Judge Thomas Stovall ruled against a temporary restraining order to stop annexation proceedings. He stated that legal actions should not continue until Houston completed annexation steps. CLCWA filed suit against the City of Houston in September, 1977, a suit still pending and due to come to trial on November 1, 1982. Houston annexed the remaining CLC area on November 23, 1977, one day after the runoff election.

In January, 1978, 1100 CLC residents signed a petition requesting an incorporation election (per HB 1278) which County Judge Jon Lindsay denied. In March, a petition with 53,596 signatures was delivered to Houston City Council, but this request to call an election as mandated by the city charter was refused.

In October, 1979, Houston and CLC attorneys reached an agreement to refund all property taxes paid to Houston if disannexation was successful. Property tax valuations in CLC were rolled back to 1977 assessments. In the spring of 1979 Houston offered to return 65% of city taxes collected from CLC if CLC provided its own water, sewer, street, fire, and ambulance service for 40 years. CLC residents rejected the proposal. Even though the compromise was voted down by the people, Senate Bills 1154 and 1155, which almost exactly duplicated the defeated proposal, were passed by the Legislature. They were, however, vetoed by Governor Clements. House Bill 1140, which was introduced as a vehicle that could bring about incorporation of CLC, passed the House but not the Senate. In 1981 the CLC Freedom Coalition worked unsuccessfully for legislative disannexation during the 67th Legislature.

FRIENDSWOOD'S PROPOSAL:

Throughout the five years of controversy following CLC's annexation, Friendswood Development Co. has been officially neutral. It did expect Houston to annex the CLC area from its inception, however, and has maintained a regional rather than local view of the situation. In September, 1982, Friendswood Development Co. reversed its neutral position and developed a plan to disannex CLC without weakening Houston's annexation powers. The plan was designed to satisfy all parties and was endorsed by the CLC incorporation leaders. It received guarded approval from Houston Mayor Kathy Whitacre, who campaigned on disannexation. If the Houston City Council does not approve the plan before the November 1 court date for the combined suits, the plan is moot. The Friendswood Proposal contains eight major terms:

1. The City of Houston would disannex CLC.
2. CLC would incorporate subject to the approval of voters within the area to be incorporated.
3. The new CLC would have no annexation powers and no ETJ. Friendswood Development Co. would agree to no multi-family development in a buffer zone 600-1000 feet from the northern fringes of the new city for a 10-year period.
4. CLCWA boundaries would be reduced legislatively to those of the new city. A "shadow district" along existing boundaries would exist until bonds are retired. CLCWA would operate as a water district, continuing to serve its non-CLC customers.
5. New water districts would be created in the undeveloped areas north of Pineloch.

6. The lawsuits filed against Houston by CLC would be postponed until the new city was created, then dismissed. (This will not occur unless Houston approves the proposal by November 1.)
7. The new city would purchase City of Houston property within its boundaries at fair market value (metal fire station and ex-funeral home police station).
8. The City of Houston would retain all previously collected property taxes.

TRANSITIONAL PERIOD:

If CLC is disannexed, the following can be anticipated:

1. Disannexed Area to Incorporated City:

Written permission must be obtained from Webster and Nassau Bay releasing CLC from their ETJs. At least 500 residents of the proposed city, who are qualified voters, must file a Petition for Incorporation with the County Judge of Harris County. Also presented to the County Judge are the following: (a) map of plat of the proposed city's boundaries, (b) verification by county tax assessor and collector that a requisite number of resident electors have signed the Petition for Incorporation, (c) certification from a registered professional engineer that the area described in the application contains at least 8,000 inhabitants and is within the boundaries of a district which furnished water and sewer service to householders, contains at least 10,000 acres, and portions of which are located within the corporate boundaries of two or more municipalities.

The County Judge then calls an election for any time except on scheduled voting dates. Following 10 days notice by an announcement posted in three public places in CLC, the election is held. If a majority of the votes are cast in favor of incorporation, the County Judge validates the election. He will then call an election for a mayor, a marshal, and five aldermen for CLC.

2. Provision of Services:

The currently existing CLC Fire Department and the Brooks Fire Department are staffed by volunteers augmented by paid firefighters and dispatchers, two fully equipped stations, four pumpers, and two rescue vehicles. This represents more pumper-per-home protection than is currently available in Houston proper. The most likely means of maintaining and funding fire protection during the transition appears to be continuing the existing volunteer fire departments as a Community Association (CA) function.

The Clear Lake Emergency Medical Corps is currently funded by the CLCCA, the Middlebrook CA and the Brook Forest CA, as well as other Bay Area cities. There is no reason why this should not continue. The only change would be in dispatch, which would be assumed by whomever dispatches for the fire department.

After disannexation, CLC will be entitled to police protection from the Harris County Sheriff's Department, Constables, and the Department of Public Safety. There are currently two Sheriff's Department patrol cars (but not necessarily always in CLC proper) and five Constable's cars (for Precinct 8, which also includes Baytown, South Houston, Webster, and Friendswood) on duty. This limited protection could be augmented by contracting with the Sheriff's department and/or the constables for patrols exclusively in CLC at additional cost to CLC. Assuming that there will be low funds available for police protection during transition, the CLC Coordinator for Police Protection during the Transition Period has suggested two options open to CLC. The first is to contract with Sheriff's Department and/or constables for protection during the high crime rate period in CLC. The second is to use a Reserve Officers Corps for total protection. Reserve Officers must complete a free 64-hour course, plus one weekend on a pistol range, and pay for their own uniform and pistol. The Coordinator's report states that if all protection were provided by volunteer Reserve Officers, the initial costs could be limited to expenses, and the volunteers could be rewarded with permanent, full, or part-time jobs when the CLC Police Department was set up.

During transition the Community Associations will continue garbage collection for single family homes, but CLCCA will probably have to bill for collection subsequent to disannexation (as Brook Forest and Middlebrook do now). There is no need for any change in the water and sewer service provided by CLCWA. With respect to street repairs, the new city could contract with CLCWA to maintain streets until a public works department becomes functional. The Recreation Center, parks, and pools are private property belonging to the residents (members) of CLCCA and therefore would be unaffected by incorporation.

3. Financing:

Alternative means of financing the city for the first year prior to the availability of revenues from taxes include the following: CLC could borrow money, the community associations could continue to provide essential services, and the "new" CLC could contract with the community associations to provide services other than those provided by the CLCWA, and the associations could borrow money which the city would repay from taxes.

CONCLUSION

As populations increase, the natural spacing of undeveloped land between communities diminishes or disappears. Large cities look beyond their limits to neighboring communities that are benefitting from them in numerous ways, including employment, public transportation, cultural activities, and utilities.

In many instances these communities are functionally part of the larger city, although they may be legally separate due to their geographical location. In such cases, annexation of these neighboring communities by the central city is expected and is generally accepted by residents of the annexed areas. This nonaggressive type of annexation is usually either undisputed or subject to only token resistance.

Aggressive annexation policies, however, are often disputed. In many instances in Texas' recent past, annexation could best be described as legally sanctioned greed on the part of large cities at the expense of outlying communities, with little or no regard for the wishes of the people affected by the annexations. Delayed provision of city services and noncontiguous annexations are two examples of such abuses.

Many Home Rule cities in Texas, including Houston, abused their broad powers of annexation. In reaction to these abuses, the legislature passed the MAA in 1963. Houston responded to the law by annexing ten foot wide strips along state and county roads that put virtually all unincorporated areas of Harris County within Houston's ETJ. Other Texas cities responded similarly, leading to amendments to the MAA which were designed to control abuse without prohibiting reasonable annexation policies. The extent to which the present MAA succeeds in this balancing act is beyond the scope of this study. Its reforms are not retroactive. Those areas of disputed annexation that now exist will continue to exist until they are individually resolved.

The CLC dispute has lasted for several years -- seventeen years from CLC's initial attempts at incorporation and five years of attempted disannexation. It is both a typical and a unique example of disputed annexation. It is typical in that it is an affluent suburb of a large city, whose residents prefer to remain politically independent of that city while benefitting from the city's presence. It prefers to concentrate on local interests, rather than the big-city problems of the annexing city. It is unique by virtue of its size, its cohesiveness, the size and power of its water authority, its self-sufficiency, its distance from the central city, its proximity to NASA, and its tenacity in the disannexation struggle.

Developers throughout the state are aware of the complications surrounding CLC and do not wish to re-create such problems for themselves. Whether or not the feeling is justified, the consensus of opinion among developers appears to be that "planned communities" and large water districts can create problems and should be avoided. The problems associated with the CLC disannexation issue are so well known that they overshadow the many positive aspects of a CLC-type of community. The same unique characteristics that concern developers -- the planned community and the large water authority -- are the characteristics that result in a higher quality of life for residents. It is a sad commentary that careful community planning, efficiency, and self-sufficiency are viewed as threats to existent Texas cities.

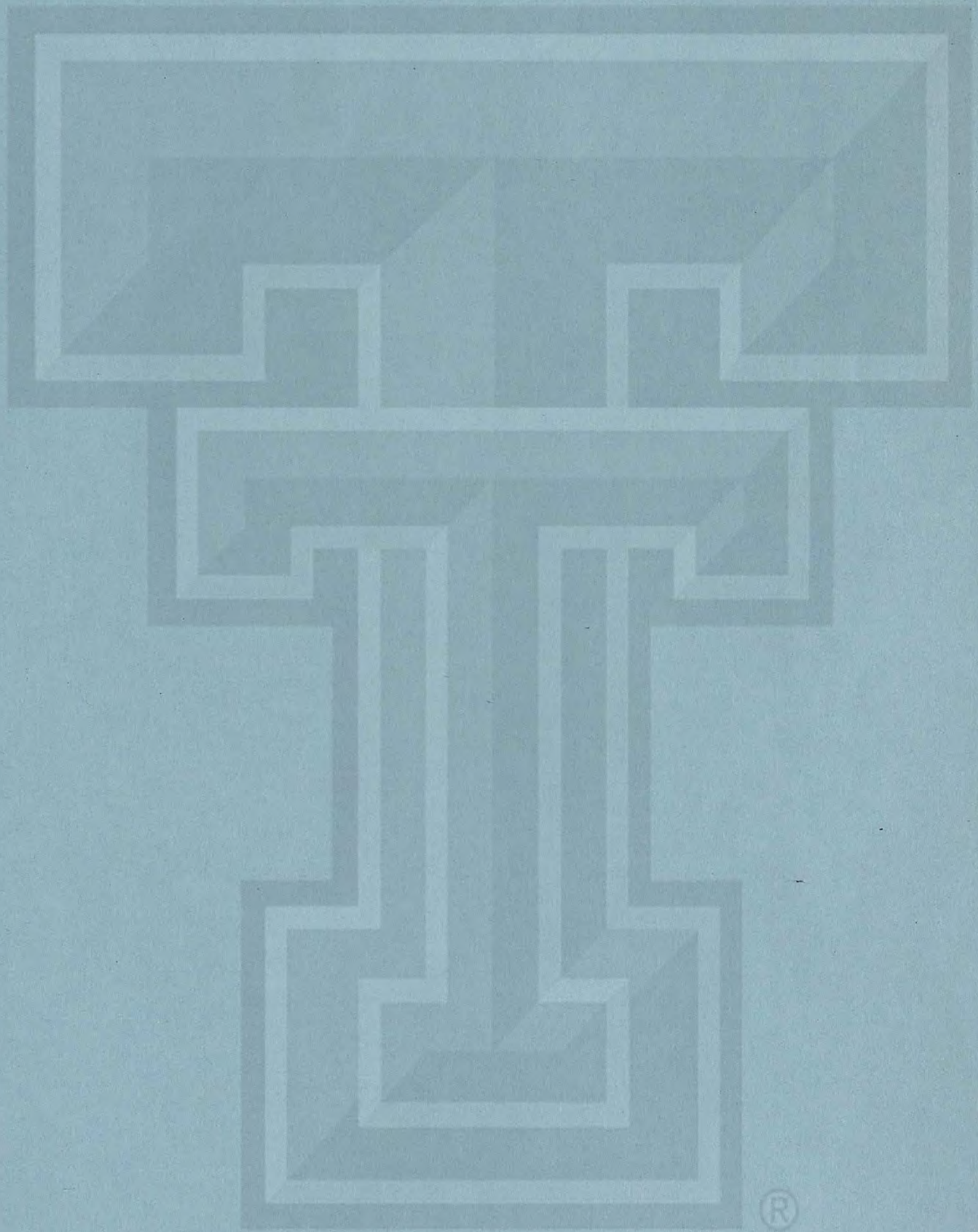
There is little agreement on a solution to the CLC problem among the people our committee interviewed and in the literature we read. However, there is universal agreement that this particular problem will probably never happen again in Texas. The ideal Houston suburb envisioned by Friendswood Development Co. turned into a nightmare for Friendswood, a difficult situation for Houston, and a study in frustration for most CLC residents.

Appendix A -- CLC Time Line

1963 CLCWA created
 1963 MAA passed by Texas Legislature
 1963 CLC in Houston's ETJ
 1975 CLC petitioned neighboring cities for annexation but was denied.
 1977 Bills allowing CLC-type areas to incorporate unless Houston started annexation proceedings prior to January 1, 1978 became law.
 5/13/77 Bill stating that an entire water district must be annexed became law.
 7/27/77 Strip annexation of CLC
 7/77 Lawsuit filed, Savely, et al., vs. the City of Houston
 9/77 Lawsuit filed, CLCWA vs. the City of Houston.
 11/23/77 Block annexation
 5/78 Delaney, et al., vs. Houston. Lawsuit filed, charged Houston violated the Voting Rights Act.
 Spring 1979 Compromise Proposal rejected in a straw vote.
 1979 Bill to incorporate CLC-type areas passed House but not Senate. Bills, which almost exactly duplicated the defeated compromise proposal, passed Senate and House but were vetoed by governor.
 1981 CLC Freedom Coalition unsuccessful for legislative disannexation
 9/82 Friendswood Development Co. initiated proceedings for the deannexation of Clear Lake City from Houston.

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BAY AREA SURVEY

Prepared for

Texas League of Women Voters



1. HISTORY OF AREA

- a. The communities of the Bay Area were settled in the 1800's by commercial fishermen, cattle ranchers, and bay folks. In the late years of the 19th century, the bay section of the Clear Lake area became a summer retreat for many Houstonians. The "Bug," an interurban, gave transportation to these persons and is fondly remembered by the many who used it going from the town of Seabrook to Houston via Toddville Road and LaPorte. The town of Seabrook was the site of a large hunting and fishing club, which burned in the early 1900's.

- b. Webster

One of the oldest cities in this area is Webster. It is on the Galveston, Houston, and Henderson Railroad, on the Southern edge of Harris County. In 1879, a group of English colonists, led by James W. Webster, settled here. They named the settlement for their leader. It was a post office by 1882, but danger of floods and the proximity of the city of Houston made townsite development slow. Rice farming, which was already a thriving Texas industry, was introduced to Webster in 1940 by a colony of 70 Japanese farmers who were settled here in an experiment in growing oranges and rice under the leadership of an agent of the Japanese Foreign Trade Bureau. The rice farming did not develop as hoped, and subsequently many of the Japanese re-located. There is presently some dairying and livestock raising. The Webster oil field, discovered in 1936 is an adjunct of the Humble oil field. The population of Webster in 1940 was 200. Webster was incorporated in 1958.

- c. Seabrook

In 1900 two men, Seabrook Sydnor and E. S. Nicholson, promoted the formation of a town at the junction of Galveston Bay and Clear Lake. The town took its name from Mr. Sydnor. The settlement was a post village in 1902. By 1940, the population had reached 400. Today it is estimated at more than 2000. Until just recently, the principle source of income for Seabrook residents was Galveston Bay with its seafood industry and allied tourist trade. Today the town has become more diversified although the Bay still plays an important part in the economic life of the community. Seabrook was incorporated in 1961.

d. Kemah

Kemah, in a half moon pocket on Galveston Bay, in the north east corner of Galveston County, was established on the Texas and New Orleans Railroad about 1898. It was originally called Evergreen. In 1910, when the post office was established, the name was changed to Kemah, an indian word meaning "facing the winds." Local businesses serve oil and ship building industries. Tourists are attracted for fishing in the lake and bay. In 1947 Kemah was a post office and had a population of 550 in the townsite and 1250 in the trade area. Kemah was brought to the nation's attention in 1961 when Hurricane Carla lay waste to a good portion of the town. Determination was strong, however, and the town has rebuilt. In April, 1965, the citizens of Kemah voted to incorporate.

e. Other areas

Numerous residential areas have been developed in the Clear Lake area. All but two of them were established prior to the announcement of the location of NASA's Manned Spacecraft Center in this area in September 1961. Nassau Bay and Clear Lake City were both directly attributable to growth expected by NASA's influx into the area. Growth of all the areas has been greatly spurred by the NASA location on the site of one of the Texas Gulf Coast's larger cattle ranches, the West Ranch. Jim "Silver Dollar" West sold his ranch to the Humble Oil Company in the early 1940's. When NASA announced its site selection in 1961, Humble gave 1000 acres to Rice University (which already owned the West Mansion adjacent to the Manned Spacecraft Center) for presentation to NASA. Humble later gave an additional acres. NASA has built a \$160 million plant here which will be the control center for future manned space flights.

Nassau Bay, unincorporated, is directly across from the NASA site. It occupies land which was formerly the 1776 Ranch owned by Col. Pearson. It is a \$100 million residential-commercial development providing the finest features of city and resort living.

Clear Lake City, which is unincorporated and is considered fair game for annexation by Houston, borders NASA on two sides. It is a planned community financed by the Humble Oil Company. Its early development was under the direction of the Del E. Webb Corporation. It will cover approximately 15,000 acres of the former West Ranch.

Timber Cove, which began development in 1958, and El Lago Estates, which date from 1950, are incorporated as Taylor Lake Village. Taylor Lake is between the two.

El Lago, incorporated as a city, was begun in the 1950's.

Clear Lake Shores lies just west of Kemah and is an incorporated village as of June, 1962. All its boundaries are water as it is an island.




























Among the other fine residential areas, all of these unincorporated, are Swan Lagoon and El Cary Estates.



2. Geographical Analysis

a. Districts

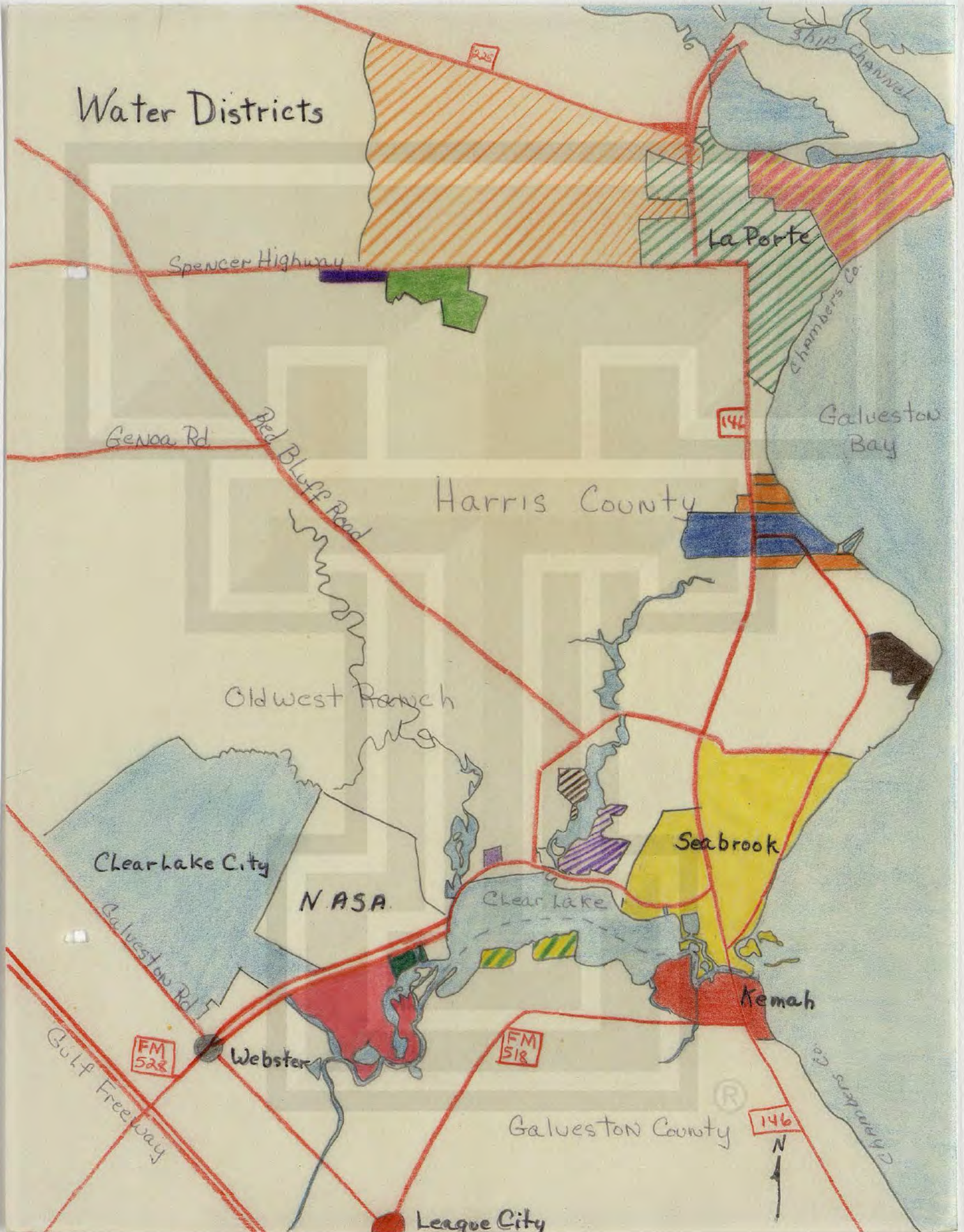
(1) Water - see map

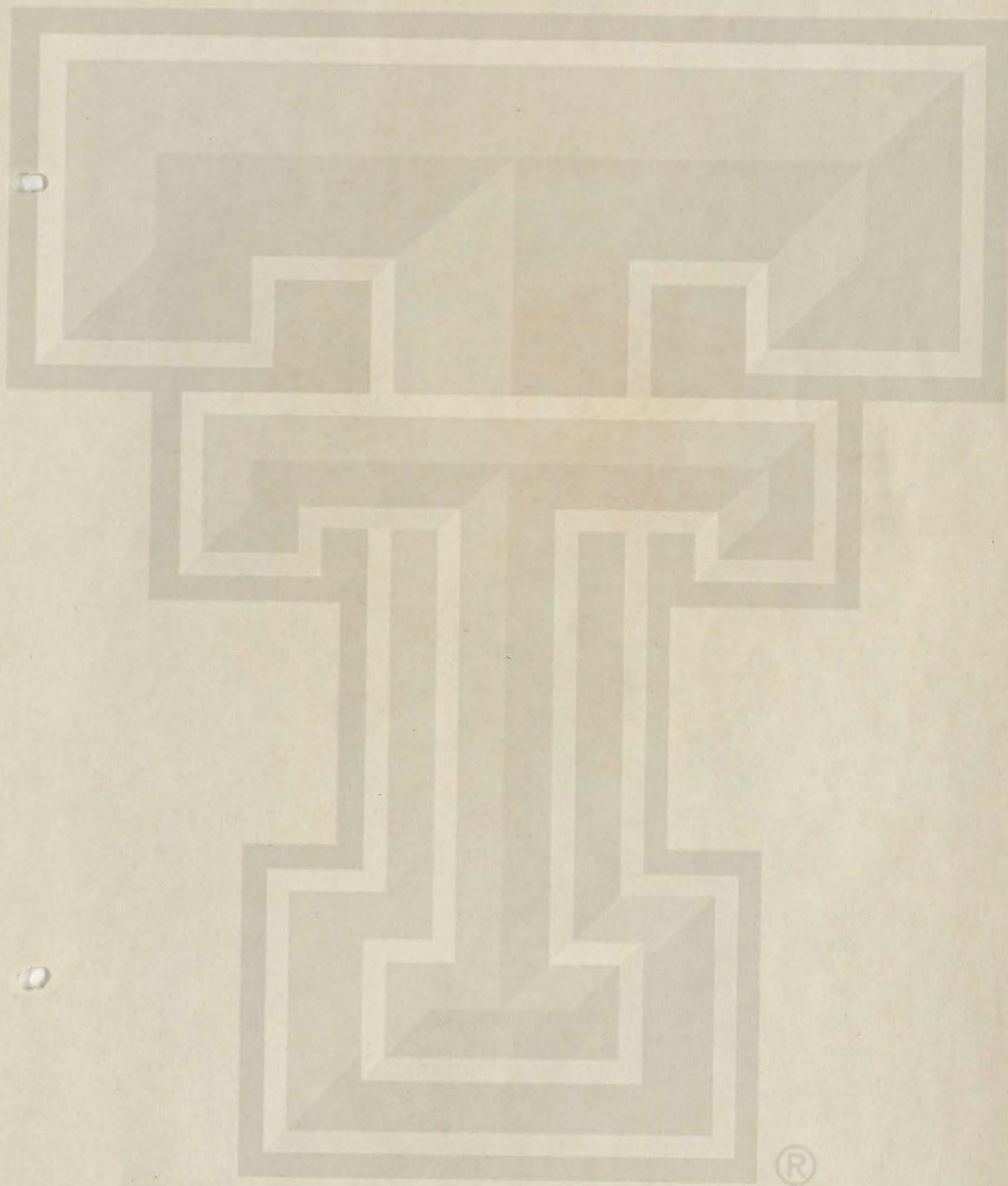
-  Lomax - served by water wells
-  Fairmont Park - Harris County Water Control District No. 56.
-  LaPorte - La Porte Minicipal Water Works
-  Shoreacres - Two water wells, hope to set up water works.
-  El Jardin - Water is privately purchased.
-  Bay Colony - Bayshore Municipal Utility.
-  Bay Oaks - Bayshore Municipal Utility.
-  Bayside Terrace - Bayshore Municipal Utility.
-  Pine Bluff - Bayshore Municipal Utility
-  Shady Oaks - Bayshore Municipal Utility
-  Shady River - Bayshore Municipal Utility
-  Clear Lake Shores - Galveston County Water Control Improvement District No. 12.
-  Lazy Bend - Galveston County Water Control Improvement District No. 12.
-  Kemah and surrounding area - Galveston County Water Control Improvement District No. 12.
-  El Cary - Harris County Water Control Improvement District No. 60.
-  Timber Cove - Harris County Water Control Improvement District No. 75.
-  El Lago & El Lago Estates - Harris County Water Control Improvement District No. 50.
-  Seabrook - Harris County Water Control Improvement District No. 55.
-  Nassau Bay - Harris County Water Control Improvement District No. 83.
-  Clear Lake City - Clear Lake City Water Authority.
-  Swan Lagoon - Lagoon Utility
-  Glen Cove - Plans underway for a county water district.
-  Lakeside - Plans underway for a county water district.
-  Webster - Water department operated by city.
-  League City - Water department operated by city.
-  Morgans Point - Water wells.
-  Spenwick - water wells.

(2) Schools

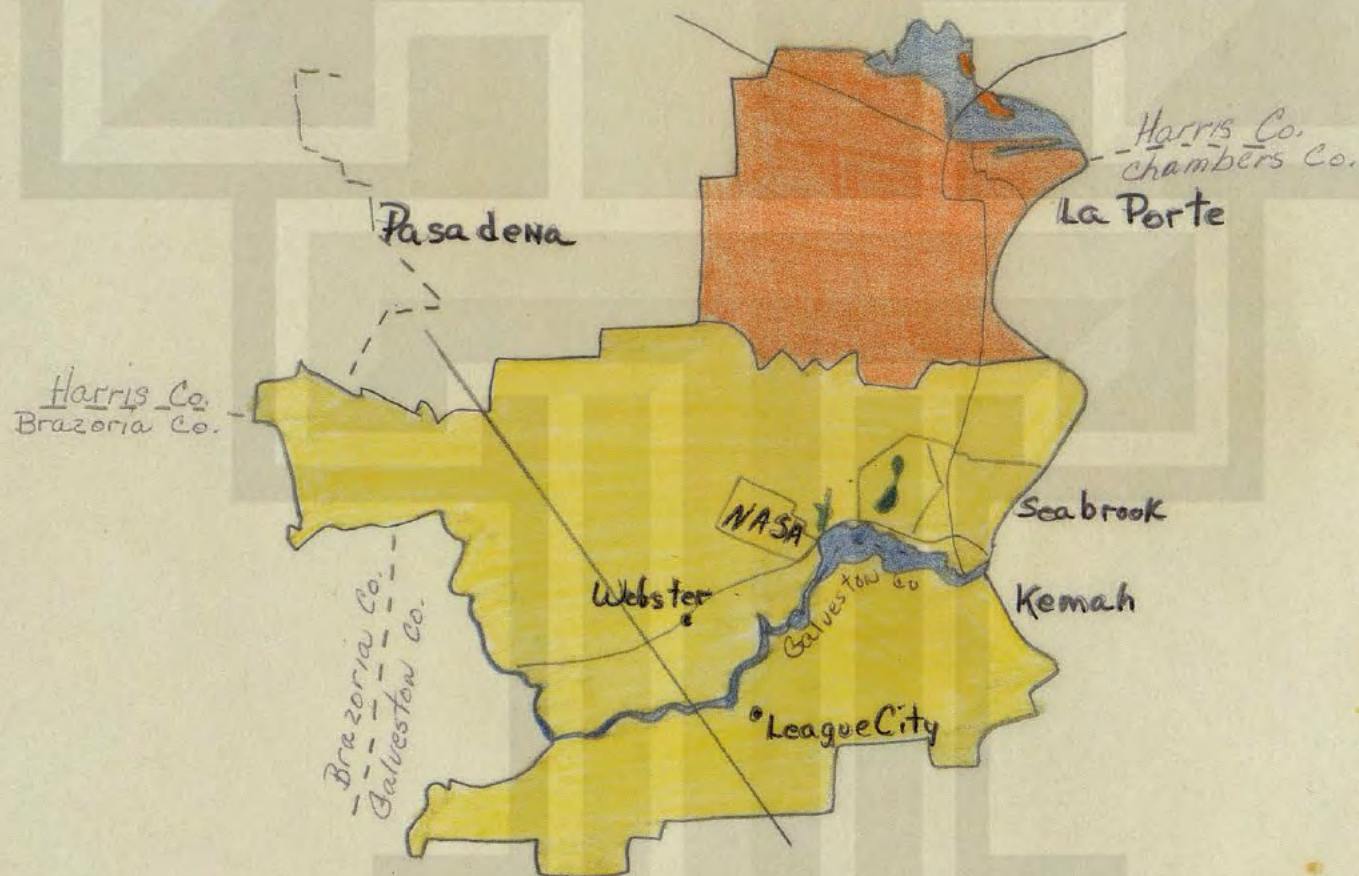
LaPorte School District
 San Jacinto Junior College District
 Clear Creek Consolidated Independent School District.
 40 colored children in Clear Creek area are sent to Dickinson in Galveston County.

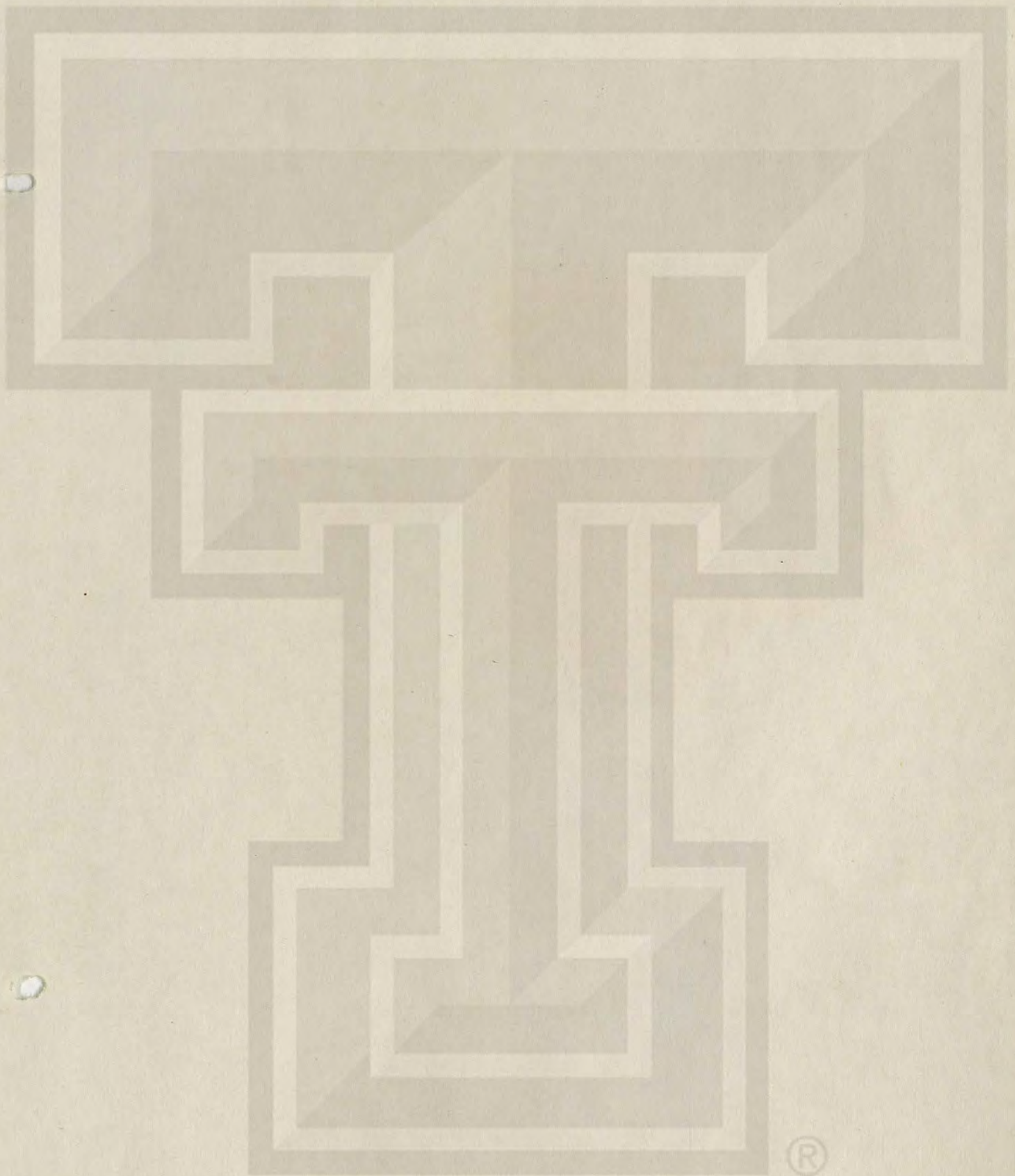
Water Districts





La Porte Independent School District
Clear Creek Independent School District





(3) Health District - None.

(4) Navigation District

Harris County Houston Ship Channel Navigation District extends on either side of the Baytown tunnel, touches part of Morgan's Point, and then extends into Galveston Bay.

U. S. Coast Guard patrol works with Harris County Sheriff's Dept. Marine Division and Galveston County Sheriff's Dept. Marine Division.

Taylor Lake Village is patrolled by the Taylor Lake Village Marshall and volunteer deputies.

(5) Harris County Flood Control District.

b. Residential Areas - see map.

c. Incorporated Towns - see map

(1) Lomax (Spenwick)

(2) La Porte

(3) Morgans Point

(4) Shoreacres

(5) Clear Lake Shores

(6) El Lago

(7) League City

(8) Seabrook

(9) Taylor Lake Village

(10) Webster

(11) Kemah

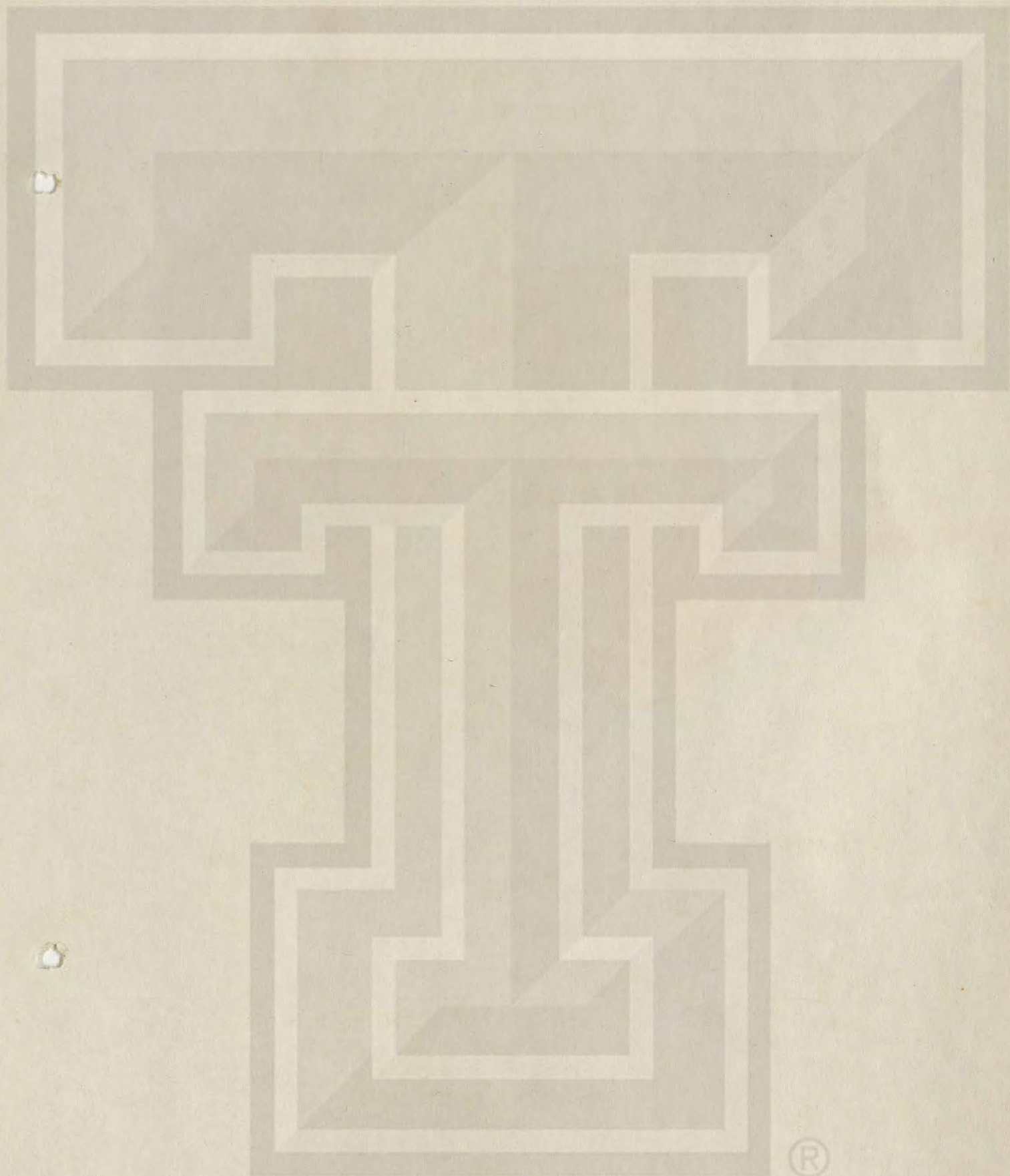
d. Industrial areas - see map

e. Projects

LaPorte has a master plan for development and needs for the next 25 years. This is under the direction of a planning and zoning commission consisting of five members appointed by the mayor and city commissioners.

Residential Areas
Incorporated Towns
Light Industry
Heavy Industry
Clear Lake Oil Field





3. Population Analysis

a. Total population - 32,000

(1) La Porte Bayshore Area - 12,000

La Porte	6,000
Lomax	400
Morgans Point	700
Shoreacres	974
Bay Colony	221
Fairmont Park	1,050
Bayside Terrace	227

(2) Clear Creek area - 20,000

Clear Lake Shores)	1,424
Lazy Bend)	
Kemah	1,488
League City	6,500
Glen Cove)	360
Lakeside)	
Seabrook	3,000
El Lago)	1,300
El Lago Estates)	
Timber Cove	800
El Cary	
Swan Lagoon	160
Clear Lake City	1,050
Nassau Bay	910
Webster	620

b. Population by age groups

(1) Clear Creek Area

Adult - 18 and over	13,000
Preschool	2,800
Kindergarden - 12th	4,294

(2) Bayshore - La Porte Area

1st to 12th grade	2,844
-------------------	-------

c. Ethnic Groups (Not much information available)

(1) Colored

- (a) Clear Creek Area - 50 school age students
- (b) La Porte - Bayshore area

Adults	670
1st - 12th grade	208

3.
Population

4. Organization's group

(1) Research & La Poste area

- (a) Technology and Research
- (b) Field and operations jobs
- (c) Training

1980
1981
1982

(2) Other French area

All my information is available at this time.

4. Political Analysis

a. Elected officials (incorporated areas)

(1) Clear Lake Shores, Galveston County

- (a) Mayor
- (b) Five Councilmen
- (c) Marshall

(2) El Lago, Harris County

- (a) Mayor
- (b) Five Councilmen
- (c) Marshall

(3) Kemah, Galveston County

- (a) Incorporated April, 1965
- (b) No officials elected as of date

(4) Seabrook, Harris County

- (a) Mayor
- (b) Five Aldermen

(5) Taylor Lake Village, Harris County

- (a) Mayor
- (b) Five aldermen

(6) Webster, Harris County

- (a) Mayor
- (b) Five Aldermen

(7) There are no elected officials in common who are elected exclusively by the above six municipalities. These towns, in conjunction with the remainder of the population in their respective precincts or county, as the situation warrants, help elect the usual precinct, county, and state officials.

4.
Political

b. Strength of Political Parties

- (1) Fairly evenly divided between the Democratic and Republican Parties
- (2) No other organized party noted

c. Party Procedures

- (1) Both parties follow election procedures
- (2) Precinct conventions, which
- (3) Elect delegates to county conventions, which in turn
- (4) Elect delegates to state conventions.
- (5) Precincts
 - (a) Kemah - 56 (Galveston County)
 - (b) Seabrook - 90 (Harris County)
 - (c) Webster - 91 (Harris County)

d. Political Organizations

To date there are no organized groups for men or women.

5. Economic Characteristics

a. Industries

Contractors	Shrimping
Plastics	Oystering
Petro Chemicals	Boatbuilding
NASA	
Bayport	

b. Utilities

Houston Power and Light
Houston Natural Gas
Southwestern Bell Telephone
General Telephone
Independent water and power districts
Water wells

c. Labor Organizations

Trade Unions (Member AFL and CIO)
Independent Unions

d. Farm Areas and Farm Associations

No Farming as such
Small amount of rice grown
Cattle raised

e. Wage and Income Levels

Less than one percent under five thousand dollars
in oil and petro chemicals
Twenty-five percent in five thousand to seven
thousand dollar level
Forty-four percent in seven to nine thousand
dollar level
Thirty percent over nine thousand dollar level

NASA Income Levels

48% scientists & engineers over \$11,000.
12% professional and administrators over \$10,000
13% Technicians average \$7,400.
7% Blue collar average \$6,900.
20% Clerical average \$5,000

f. Business and Professional Clubs

Rotary and Kiwanis
Business and Professional Women's Club

g. Trade Associations

Clear Lake Chamber of Commerce
Bay Area Development Council
Board of Realtors
La Porte Chamber of Commerce



6. SOCIAL CHARACTERISTICS

- a. Church Groups - 9 denominations represented in the Clear Creek Area.
- b. Cultural Groups: Etude Music Club
Clear Lake City Monthly Book Discussion Group
Contemporary Arts Association
Clear Creek Country Theater
Clear Lake Shores Art Show (annual)
Bay Area Messiah Chorus
Clear Creek Art League
Ikebana International - Webster
Shoreline Art League
Garden clubs in all major subdivisions
Women's club
- c. Welfare and Public Health: Harris County Boys Home
Seabrook City Health Officer - Dr. Wilcox
Clear Creek Basin Study Committee,
studying water pollution
- d. Veterans Groups - none exist at this time.
- e. Youth Groups - Girl Scouts, Brownies, Boy Scouts, Cub Scouts,
Clear Creek Youth Club
- f. Country Clubs: Houston Yacht Club, La Porte
Clear Lake City Country Club, Clear Lake City
Lakewood Yacht Club, Seabrook
Nassau Bay Yacht Club, Nassau Bay
Texas Corinthian Yacht Club, Dickinson
- g. Sports and Recreation Groups: Seabrook Sailing Club
Galveston Bay Cruising Association
Recreation Advisory Committee, Webster
Keys Club, El Lago (pool)
Recreation Center Advisory Council, Clear Lake City
Timber Cove Recreation Association (pool)
Clear Creek Baseball Association (sponsor for
Little League and teen age baseball)
Harris County Park
Texas Fish & Game Commission, Seabrook
Gulls & Buoys (square dancing), Seabrook
Frontier Squares, Webster
- h. Women's Clubs: Delphian, Alpha Seabrook
Delphian, Beta Bay
Wildwood Women's Club
Beta Sigma Phi, Clear Lake City
Clear Lake City Panhellenic Association
National Council of Jewish Women, Bay Area Branch
El Cary Women's Club
V.F.D. Ladies Aux. of Kemah & Seabrook
- i. Social problems: a small social problem exists concerning the transient labor employed by the seafood industry along the channel between Seabrook and Kemah.

7. CIVIC ASSOCIATIONS & OTHER ORGANIZATIONS

a. Civic associations

La Porte Civic Club
Fairmont Civic Club
Bayside Terrace Civic Club
Shady Oaks Civic Club
Bay Oaks Civic Club
El Jardin Property Owners Assn.
Northside Civic Club
Spewick Civic Club
Clear Lake Shores Civic Club
Webster Civic Club
Bay Colony Property Owners Assn.
Clear Lake City Civic League
El Caryl Civic Assn.
Nassau Bay Civic Club
Seascape Property Owners Assn.
Wildwood Civic Club
Timber Cove Civic Club
El Lago Estates Property Owners Assn.
Baywood Home Owners Assn.

b. Women's & Men's Service Clubs

Bay Area Lions Club
Clear Lake Area Elks Lodge
Clear Lake Panhellenic Assn. (W)
Kemah Lions
Clear Lake Jayceettes (W)
Junior Chamber of Commerce
Chamber of Commerce
Kiwanis
Optimists
Rotary Club of Space Center
Bay Area Development Council
Kemah Lioness (W)
La Porte Lions Club
La Porte Rotary Club
Royal Neighbors (LaPorte)
La Porte Shriners
Knights of Columbus
Eagles (LaPorte)
La Porte Optimists
La Porte Boosters Club
League City Chamber of Commerce
League City Lions Club
Clear Creek Baseball Assn.
Northside Civic Club (LaPorte)

Civic

7. CIVIC ASSOCIATIONS & OTHER ORGANIZATIONS (Cont'd)

c. Miscellaneous groups

Clear Lake City Fire Dept. (Partially volunteer; someone on duty at
Webster Fire Dept. (Nassau Bay) all times
Seabrook Volunteer Fire Dept. (El Cary, Taylor Lake Village,
" " " El Lago, Miramar, Wildwood)
Kemah
La Porte Volunteer Fire Dept.
La Porte Bayshore Emergency Corps
Ladies Auxilliary of the Seabrook Volunteer Fire Dept.
Webster Police Dept.
La Porte Police Dept.
Clear Lake City hires Burns Patrol
Taylor Lake Village appoints a Marshal
El Lago elects a Marshal



8. Education

a. Schools - The Clear Creek Consolidated Independent School District serves the Clear Creek-Bayshore area.

- (1) There are 5 elementary schools (one housed in temporary buildings). Three new elementary schools are to be completed for the 1965-66 school year.
- (2) There is one junior high. A bond issue has been passed for a second
- (3) There is one senior high
- (4) Kindergarten is part of each elementary school

b. Colleges

San Jacinto Jr. College, Lee College and Alvin Jr. College are within the Bayshore area. University of Houston, Rice University, Texas Southern University, St. Thomas, Sacred Heart Dominican College, Houston Baptist College, Union Baptist Theological Seminary are available to the area. Business, Medical, professional and secretarial schools are near, also.

c. Adult Education

The Junior colleges offer adult education courses.

d. Vocational

Such vocational courses as homemaking, general shop, wood shop, metal shop, welding, vocational agriculture, typing, shorthand, bookkeeping, clerical practice, office machines, general power mechanics are offered to Clear Creek Students. The junior colleges also offer vocational courses.

e. Institutional Education Programs

There are 2 civic centers, Webster and Clear Lake City, which have the YMCA programs such as languages, art, dancing, boat safety, crafts, hobbies, physical fitness, and special programs pertaining to local, county, and state government and other programs of community interest. The Contemporary Arts Association offers art classes at the schools. There are also private and studio courses in art and ballet. The Houston Symphony Orchestra presents symphonies and opera at the Clear Creek High

School as part of the Gulf Coastal Concert Series.

f. Programs For Training Discussion Leaders -

There are book discussion clubs, toastmasters, and most private technological industries relating to the Manned Spacecraft Center have their own training and presentation programs.

g. Libraries

Captain Theodore C. Freeman Memorial Library
La Porte Library
Bookmobile

h. School Associations

PTA, School Clubs such as National Honor Society, FHA, FFA, Industrial Arts Clubs, Future Business Leaders, Theater Guild, Library Club, Key Club (sponsored by Kiwanis), Spanish Club, Choral Club, Future Teachers Club, Student Council, band, pep squad, Hi-Life staff (journalism), Interscholastic League Literary Events, Biology Club, Para-medical Club, Chemistry Club, and Math Club.



9. Publicity Media

a. Newspapers

Daily: Houston Chronicle
Houston Post
Weekly: Suburban Journal
Spaceland Star
Clear Lake Weekly News
Bayshore Sun
Clear Lake News Citizen

b. Radio Stations

Houston: KILT, KXYZ, KTRH, KODA, KPRC, KLVL, KCOH,
KYOK, KWBA, plus 12 FM stations.

Local: (Nassau Bay) KMSC, KGBC

Also served by Pasadena and Baytown radio stations.

Television:

Houston: KTRK, KPRC, KHOU, KUHT

c. Organizational Publications

Chamber of Commerce - Clear Lake
Service Organizations - for their own use

d. Lecture Forums

Educational: High School (Clear Creek)

e. Bulletin Boards

Seabrook: Grocery Stores, Washeteria, Schools,
Post Office
Webster: Civic Club
Clear Lake City: Recreation Building, Main office

f. Available Motion Picture Equipment

Schools have some equipment
Clear Lake Recreation Center

g. Editors, Reporters, Columnists

Houston Post, Editor, W. P. Hobby, Jr.,
Reporter, Bob Lee
Houston Chronicle, Editor W. P. Steven
Reporter Jim Schefter
Suburban Journal, Editor J. A. Newborn, Jr.
Reporter Publishing Company, Editor Bill Law
Reporter Tom Hafford

h. Meeting Rooms

Southwestern Savings Association
Clear Creek National Bank
Nassau Bay National Bank
Seabrook Community House
Webster Civic Club
Clear Lake City Recreation Center
Wilbur Clark's Crest Motel



LA PORTE - BAYSHORE AREA

SURVEY

- I. History and Description -- Since La Porte provides the nucleus for this area, historical background will be limited to La Porte. Briefly, La Porte was surveyed and subdivided for development in 1891 by the Nebraska Syndicate, a group of northern businessmen. The city was officially incorporated in 1892 and was the only incorporated city in Harris County, other than Houston, prior to 1900.

La Porte may be described as a resort and manufacturing and cattle raising area. The many subdivisions existing around the city make it a "bedroom" type of community.

The area described as the La Porte - Bayshore area has had different boundaries at different times, but in keeping with the latest maps and the source of reference most applicable to the survey (ref. Bay Studies and Land Use - Bernard Johnson, Engineer, Inc., 1963), the following communities are included: Lomax, Spenwick, Fairmont Park, La Porte, Morgan's Point, Crescent Shores, Pine Bluff, Bayside Terrace, Bay Oaks, Oyster Bay, Shady River, Shoreacres, Shady Oaks, Bay Colony and El Jardin.

II. Geographical Analysis

A. Districts

1. Water

- a. Lomax and Spenwick - served by water wells
- b. Fairmont Park - Harris County Water Control and Improvement District #56
- c. La Porte - has its own municipal water works
- d. Shoreacres - served by two water wells, hope to set up own water works
- e. El Jardin - water is privately purchased

2. Schools - The La Porte School District and the San Jacinto Jr. College District serve this area.

3. Health District - None

4. Navigation District - Harris County-Houston Ship Channel Navigation District. See map - the district extends on either side of the Baytown Tunnel, touches part of Morgan's Point, and then extends into Galveston Bay

5. Harris County Flood Control District

B. Residential Areas - see map

C. Incorporated Towns

1. Lomax 2. La Porte 3. Morgan's Point 4. Shoreacres

D. Industrial Areas - see map

E. Projects: La Porte has a Master Plan for development and needs for the next 25 years. This is under the direction of a Planning and Zoning Commission - consists of 5 members appointed by the Mayor and City Commission.

III. Population Analysis

- A. Total population of the La Porte - Bayshore Area is approximately 12,000.

La Porte
Survey

LA PORTE - PAYSHORE AREA SURVEY - 2

B. Breakdown - all figures are rough aporoximations

1. La Porte	6,000	4. Shoreacres	974
2. Lomax	400	5. Bay Colony	221
3. Morgan's Pt.	700	6. Fairmont Pk.	1,050
		7. Bayside Ter.	227

C. Population by age

School age 6-17	Total enrollment: 2,844	
grades	age	enrollment
1-6	6-12	1,600
7-8	13-14	429
9-12	15-17	815

D. Ethnic groups - not much information available

colored	adult	670
"	age 6-12	160
"	13-14	20
"	15-17	28
	6-17 -	208

E. Occupational groups - Labor force

Could not get any good figures here, but roughly one-half of the population is employed by industry and research, one-quarter in allied and supportive jobs, one-quarter is retired.

IV. Political Analysis

A. Elected Officials

1. Lomax - Mayor - 2 yr. term	5 Councilmen - 2 yr. term
Ed Lemon	Wade Tripplett
	Clarence Friend
	Tom A. Browning
	A. C. Wandell
	Carl McManners

Election in April 1965

2. La Porte - Mayor - 2 yr. term	4 Commissioners - 2yr term
Harold Pfeiffer	Billy Stabe
	Russell Sheppard
	Tom Osbum
	Frank Baker

Election in April 1965

3. Morgan's Pt.-Mayor-2yr. term	5 Councilmen
A. M. Polker	Lee Rizutto
City Marshall-Milton Gobert	C. H. Ashton
City Attorney-Andrew Lannie	Clayton Arthur
	John Herman
	George Paulissen

4. Shoreacres-Mayor-2 yr. term	5 Aldermen - 2 yr. term
Ben Johnston	Mrs. Mary S. Taylor
	Gary Smith
	Joe Gomer
	James Price

Election in April 1965

A. (cont'd.) Elected Officials in Common

1. Commissioner Kyle Chapman, Pct. #1
2. County Judge Bill Elliott
3. Assessor & Collector of Taxes - Carl S. Smith
4. County Clerk - R. E. Turrentine
5. Sheriff - C. V. Kern
6. Justice of the Peace - V. L. West
7. 12 State Representatives
8. State Senator
9. U. S. Representative - District #22
10. Congressman at Large
11. U. S. Senators
12. Governor of Texas
13. District Attorney, etc.

- B. Strength of Political Parties - Fairly evenly divided between Democratic and Republican parties. No other organized party noted.
- C. Party Procedures - Both parties follow election procedures, precinct conventions, elect delegates to county convention, which in turn elects delegates to state convention.
- D. Political Organizations - Some form at election time - there is a Republican Women's Club.

V. Economic Characteristics

- A. Industries - 12-14 industries (approx.), representing oil, gas, chemical, plastics and related research
Utilities - Houston Power & Light, Houston Natural Gas, Southwestern Bell Telephone
- B. Labor organizations - Industries this side of Monument Road, off La Porte Road, are non-union. (Du Pont, etc.) Industries north of Monument Road (such as Shell) are unionized. OCAW and UMW #50, plus independent unions are represented.
- C. Farm areas and farm associations - No farms as such, although a little rice is grown. There is a lot of cattle raised in this area and there is a Cattlemen's Association.
- D. Wage and Income Levels
Industry
 top hourly worker's income \$7,000 a year
 low hourly worker's income \$5,000 a year
 salaried worker's income starts at \$8,000
 salaried worker's income up to \$50,000
- E. Business and Professional Clubs
- F. Trade Association - La Porte-Bayshore Chamber of Commerce - has a credit bureau

VI. Social Characteristics

- A. Church Groups and Activities
 11 denominations represented in the La Porte-Bayshore area. Most have a Sunday School program, adult education classes, youth groups, women's groups, and a group of lay persons responsible for the business affairs of the church. The Methodist Church operates Happy Harbor, a rest home for the elderly.

- B. Cultural Groups
Reading Club, Jr. Literary Club, Literary Club, Shoreline Art League, Delchians, Contemporary Arts Association
- C. Welfare and Public Health Groups
 1. La Porte-Bayshore Advisory Committee, headed by the Rev. Raymond Schliesser which will work with the United Fund and all State and County welfare agencies.
 2. La Porte Day Care Center - sponsored by the Northside Civic Club
 3. Harris County Health Dept. - located in the County Court-house Bldg. - offers free immunization clinic. Schools also have the Health Dept. services to check children's eyes, hearing, teeth.
 4. Boy's Harbor - privately supported cottages for about 60 homeless boys.
- D. Veterans groups - American Legion
- E. Youth groups - Key Club, Keyette Club (Kiwanis Club sponsored), Cub Scouts, Boy Scouts, Girl Scouts
- F. Country Clubs - Houston Yacht Club and Lakewood Yacht Club
- G. Sports and Recreation groups - La Porte Neighborhood Center Ass'n., Shoreacres Recreational Ass'n., Little League, American Bowling Congress sponsors La Porte Women's Bowling Ass'n., Baytown-La Porte Men's Bowling Ass'n., La Porte Jr. Bowling Ass'n.
- H. Women's Clubs - Beta Sigma Phi, Rebekah Lodge, Home Demonstration Club, La Porte Garden Club, Fairmont Garden Club, Eastern Star, La Porte Police Wives Club
- I. Social Problems -
- J. Houston serves the Bayshore area with its symphony, numerous cultural presentations - ballet, opera, Museum of Fine Arts, various art exhibits, etc. There are three theaters in Houston, athletic events in the coliseum, Domed Stadium, Rice Stadium. Trade fairs, boat shows, horse show (Pin Oak and others), livestock and rodeo, etc.

VII. Civic and Other Organizations

- A. Community Councils - Bay Area Development Council
- B. Civic Associations - La Porte Civic Club, Fairmont Civic Club, Bayside Terrace Civic Club, Shady Oaks Civic Club, Bay Oaks Civic Club, El Jardin Property Owner's Ass'n., Northside Civic Club, Bay Colony Property Owner's Ass'n.
- C. Men's Service Clubs - Lions Club (eyeglasses for the needy), Rotary Club (sponsors the Community Center and Little League), Royal Neighbors (crippled children), Shriners (Crippled Children's Hospital), Knights of Columbus, Eagles, Optimist (Boy's Harbor), La Porte Booster's Club (school athletics).
- D. Community Protection
 1. La Porte Volunteer Fire Dept. - Serves La Porte, Iomax, Morgan's Point
 2. La Porte Bayshore Emergency Corps
 3. La Porte Police Department
 4. Constable's Office representative
 5. Sheriff's Department representative
 6. Department of Public Safety representative

VIII. Education

- A. Schools - The La Porte School District serves the La Porte-Bayshore Area. There are three elementary schools, one junior high and one senior high school in the district. There are three private kindergartens in La Porte.
- B. Colleges - There are two junior colleges (San Jacinto Jr. College in Pasadena and Lee College in Baytown) in the Bayshore area. Rice University and the University of Houston are available and used by persons in this area desiring a higher degree of education.
- C. Adult Education - see above - Junior colleges offer community and adult courses
- D. Vocational - San Jacinto Jr. College in Pasadena and Lee College in Baytown
- E. Institutional Educational Programs -
- F. Programs for Training Discussion Leaders -
- G. Libraries - one public library in La Porte. The County Bookmobile also serves the surrounding area
- H. School Associations - P-TA, School Clubs: National Honor Society, Quill & Scroll, CHATOS (drill team), FHA, Dramatics Club, Spanish, French and Latin Clubs, Library Club, Future Teachers Club, Bridge Club, Chess Club, Choral Club and several science clubs. La Porte Boosters Club sponsors athletic events in the school.

IX. Publicity Media

- A. Newspapers: daily - Houston Post, Houston Chronicle, Baytown Sun
weekly: La Porte-Bayshore Sun, Suburban Journal
Spaceland Star, Pasadena News Star Citizen,
Clear Creek News Citizen
- B. Radio, T.V. - The Bayshore area is served by Houston, Pasadena and Baytown radio and Houston TV stations
- C. Organizational Publications
- D. Lecture Forums
- E. Bulletin Boards - not many bulletin boards as such, but most stores will post notices
- F. Available motion picture equipment and place to show - Schools and churches have equipment and facilities which may be used
- G. Editors: Bill Hartman, Editor, La Porte Bayshore Sun; Charles Gjedde, Assoc. Editor, La Porte Bayshore Sun; Columnist, Ann Haulbrook, Fairmont Fanfare, La Porte Bayshore Sun
- H. Meeting Rooms - J. Marks Chevrolet, Bayshore National Bank, Churches

Solid Waste: Today & Tomorrow ?

3-DC
DH
LC
SD

APR 19 1982

How much? Where? How? Solid waste is one of the most brushed aside problems facing our area today. Who is responsible? Everyone! Everyone wants their garbage disposed of with as little cost and effort on their part as possible. But is this possible now, and will it be possible in the future. The future really is very close, and the problem is already a very large and costly one.

How is solid waste disposed of presently in the Bay Area? Is the present method working well so that our area is maintaining the necessary service, and also preserving our environment for the future.

In 1971 the League of Women Voters of the United States adopted a study and arrived at the position that we support "policies to reduce the non-essential part of the waste stream, recover its nonreducible portion, then ensure safe disposal of the rest." In 1973 the League of Women Voters of the United States issued a statement of position which stated in part: "The role of the federal government should be expanded, although the major responsibility for solid waste management should remain with the state and local governments."

"The federal government should establish policies and programs to increase the demand for secondary materials, to encourage recycling of post-industrial and post-consumer wastes and to reduce the generation of solid waste.

"The federal government should help state and local governments develop recycling facilities and at the same time should encourage private construction and operation of recycling facilities."

Is the Bay Area encouraging recycling and reuse of waste material? Are there any markets for recycled products? The League of Women Voters of the Bay Area is studying this vast problem of solid waste to bring out the facts of the present situation, and to provide some basis for suggesting future methods.

Cost is a major factor both in present disposal and in future planning. The use of land and how it effects the storage of waste products is a factor that requires much thorough and unemotional study and planning for the near future. The siting of a "dump site" is one of emotional reaction versus economic, environmental, and health factors. The old saying is pick it up, and dump it anywhere but not next to me.

Can dump sites or landfills be done away with in the future by using other methods of disposal? Can we use waste products to produce electricity; what would it cost? Would it be possible to use waste products as a replacement for natural gas to produce energy?

These questions will not all be answered, but we hope they will make you think about the problem, and how to solve it.

REGULATORY FRAMEWORK FOR MUNICIPAL SOLID WASTE MANAGEMENT

Municipal solid waste is defined by Texas law to mean "solid waste resulting from or incidental to municipal, community, commercial, and recreational activities including garbage, rubbish, ashes, street cleanings, dead animals, abandoned automobiles, and all other solid waste other than industrial waste."

Laws governing the management of solid waste are primarily the 1976 federal Resource Conservation and Recovery Act, the 1969 Texas Solid Waste Disposal Act, and the County Solid Waste Control Act. Aspects of other environmental and public health laws relating to solid waste are generally incorporated into these major laws and are therefore not listed here. The Solid Waste Management Plan for Texas: 1980-86 lays out the responsibilities of governmental agencies in carrying out these laws.

The major agency responsible in the municipal solid waste area is the Texas Department of Health which has the duty of overseeing the collection handling, storage, processing, and disposal of municipal solid waste and co-mingles municipal and industrial solid waste. TDH consults the Texas Department of Water Resources and the Texas Air Control Board about water and air quality respectively.

Statewide planning of municipal solid waste management is carried out regionally by Texas' regional planning agencies, usually known as councils of government. The Houston-Galveston Area Council has done such planning in our area.

Texas counties have fairly broad powers in the area of solid waste management. They can operate collection systems, require their use, employ eminent domain, but nevertheless have limited powers to control placement of disposal sites. County authority to make rules about solid waste is restricted to areas outside the jurisdiction of incorporated cities and towns and their extra-territorial jurisdiction.

Cities can offer solid waste disposal services and require their use. Most Texas cities either provide their own or contract out for solid waste collection and disposal. Interestingly, many city charters prohibit or restrict the binding of future city councils to the decisions of existing ones. This effectively prevents cities from entering into the type of long term contract needed to support a resource recovery facility. To overcome this obstacle, voters must so choose at an election or a special district can be formed for this purpose.

Public health and environmental protection is to be achieved by the programs TDH provides in the areas of solid waste management, such as the following: permitting of sites and facilities; site evaluation for permit applications; monitoring for compliance; response to citizen complaints;

resource recovery technical assistance; and technical assistance to local governments.

TDH regulations classify land disposal facilities into six types. Types I, II, and III are sanitary landfills divided into type by population served and having varying requirements for compaction and coverage. Type V sanitary landfills are for disposal of brush and demolition wastes. Type VI includes processing sites, transfer stations, incinerators, and resource recovery systems. Type VI includes experimental facilities or those involving new or unproven methods of managing solid waste. Type VII is for the mixture of solid waste with sludge for fertilization.

Landfills are evaluated for geological and soil characteristics, groundwater and surface water and their protection, land use and zoning, access roads, control of decomposition gas, prevention of disease vector, and control of other health, safety and aesthetic nuisances.

Most of this information on regulations was liberally borrowed from Volume I of Texas Solid Waste Management Plan. It also contains greater details as well as information on additional topics.

MUNICIPAL POSITION

In the Bay Area, Taylor Lake Village conducted an investigation of alternative methods of solid waste disposal with the express idea of converting our City to a separation and recovery program and stimulating other local cities to follow suit.

Unfortunately, there were and still are two major deterrents to this program.

First, the logistical problem of separation and storage of the material but second, and most important, was the fact that there was no market for the separated material once it is accumulated.

Any large scale and wide spread re-use, recycling and reclamation program will require many changes.

1. Adjustment in techniques to increase the cost to benefit ratio.
2. Adjustment in marketing techniques for collected materials.
3. Adjustment in consumer habits and participation.

In the absence of viable alternatives municipalities must continue to use the age old landfill methods. Many of the changes necessary to alter this situation can only come about through the political process and the public must do its part in this process by deciding what they are willing to accept.

Like all choices the balance we choose will carry the challenge of change.

PRESENT DISPOSAL METHODS

The Galveston County Landfill is operated under contract with Browning Ferris Industries. The landfill is located in Hitchcock, Texas. There is a usage of possibly six more years. When the present

site is filled Browning Ferris will have to find a new site to use. At the present time reclamation is not economically feasible. The management stated that they would be glad to give a tour of the facility to interested parties. Most cities use the McCarty landfill in northeast Houston, which has two years of life. A Harris County site has only one year. West University Place has been using recycling pickup service. They have four trucks which pick up the separated materials every Wednesday. They have glass, cans and newspapers which are then recycled. Their citizens have been fairly cooperative, but the system is not economically feasible. In doing a study of the cost factor it was found that the cost is \$2,000 per each Wednesday. They sell the material for approximately \$400 to 500 per Wednesday, and gain approximately \$300 per time in landfill capacity saved. This leaves approximately a \$1,300 loss every Wednesday. They feel that they will be unable to continue to absorb this loss in the future.

A report from a student at the University of Houston who has been doing a study of recycling says that companies who could use recycled materials are keeping the market down because there is more profit in using new materials. It is a buyers' market, and they are not buying.

For additional information, the Houston-Galveston Area Council has done a lengthy study and survey of the present landfills and dumps in the area. Anyone wishing to make use of this study may go to their Houston office and look at the study. The Gulf Coast Waste Disposal Authority also has additional information available for use. The TDH can be contacted for information on particular regulations, and how they apply to disposal sites.

SURVEY OF BAY AREA CITIES

The cities of LaPorte, Seabrook, Shoreacres, Clear Lake Shores, Kemah, League City, Nassau Bay, Webster, El Lago, Taylor Lake Village, Houston, Friendswood, and Dickinson were surveyed to determine what methods of waste disposal are currently being employed in the Bay Area. The following questions were asked each city, and the responses are indicated on the chart below:

1. What is the City's current method of disposing of solid municipal waste?
2. If landfill, what site is used? Future plans when present site is expended?
3. Is garbage collection a city service or provided by a private contractor?
4. What type of residential garbage collection is currently provided, and at what cost to the homeowner?
5. Is the city involved in any type of recycling?
6. Does the city have any plans for alternative methods of waste disposal in the future?

Without exception, Bay Area cities are disposing of all municipal solid waste via landfill. The chart indicates which landfill is used, where known. Except for Seabrook and LaPorte all the smaller cities rely on private contractors to dispose of municipal solid waste, either by leaving it to the individual homeowner to make his or her own arrangements or by the city itself entering into a contract with a private contractor for trash removal.

In such cases some of the cities do not know what landfill a contractor uses. Under the terms of the contract, it is the responsibility of the contractor to furnish the dumping grounds and means of disposing of all trash collected. Both the McCarty Landfill and the Harris County LaPorte Landfill have short life expectancies, but no city involved with these sites had definite plans on what would happen when these sites can no longer be utilized. The general feeling was that new landfills will become available.

No Bay Area city is currently involved in any type of source separation or recycling on a city-wide basis. Any recycling of aluminum, glass, or newspaper must be done by citizens on their own initiative. Economic reasons of cost and lack of a ready market were cited as the primary reasons preventing cities from getting involved in recycling as a method of waste disposal.

Very few cities indicated any long range plans to utilize disposal methods other than landfill. Webster and Taylor Lake Village indicated an interest in alternative methods as part of a consortium of Bay Area cities. Houston is doing some work on the feasibility of co-generation.

CONSENSUS QUESTIONS

1. Should the local League adopt the national position on Solid Waste and enter it into our local program list? The national position is as follows: "Action supporting policies to reduce the nonessential part of the waste stream, recover the nonreducible portion, then ensure safe disposal of the rest."
2. What forms of activities should the local League undertake as a result of our findings?
 - public information forum
 - educate local officials to the problems possibly by requesting that Councils pass a resolution stating that they concur with the position stated above in Question One
 - work toward using waste as a means of energy production in conjunction with local electrical power companies
 - review and establish criteria for establishing landfill sites in the area
 - education of the public as to the necessity of recycling
 - others
3. If landfill sites are necessary, how can the economic factors involved be best presented to the public, city officials, and other governmental agencies; how can the League best aid in making sure that the health factors are guarded in all landfill sites on a local level?

CITY	CITY SERVICE OR BY PRIVATE CONTRACTOR	METHOD OF DISPOSAL	SITE USED	RECYCLING	TYPE OF RESIDENT COLLECTION AND COST PER MONTH
LaForte	City Service	Landfill	Harris County LaPorte Landfill	No	Curbside pickup, 2 per week, with 1 heavy trash pickup per month. \$3.50
Shoreacres	Private contractor Bay Area Disposal Service	Landfill	Harris County LaPorte Landfill	No	Curbside pickup, 2 per week, 1 heavy trash pickup per mo. \$8.00
Seabrook	City Service	Landfill	Harris County LaPorte Landfill	No	Curbside pickup 2 per week, 1 heavy trash per month \$6.75
Kemah	All private contracts between homeowner and contractor	Landfill	Unknown	No	Varies
Clear Lake Shores	Private contracts between homeowner and contractor	Landfill	Unknown	No	Varies
League City	Private Contractor Dispose-All	Landfill	Galveston County Landfill	No	Curbside pickup 2 per week, optional heavy trash 1 per month. \$6.16 + \$1.10 heavy
Dickinson	All private contracts between homeowner and contractor	Landfill	Unknown	No	Varies
Friendswood	Private Contractor Best Waste Disposal	Landfill	McCarty Landfill & Galveston County	No	Curbside 2 per week both heavy and regul. \$6.00
Webster	Private Contractor Best Waste Systems	Landfill	Same as Friendswood	No	Curb side pickup 2 per week \$1.60
Nassau Bay	Private Contractor Texas Trash, Inc.	Landfill	McCarty Landfill Harris County LaPorte & Galveston County	No	Backdoor pickup 2 per week. Both regular and heavy \$11.50
El Lago	Private Contractor Texas Trash, Inc.	Landfill	Same as Nassau Bay	No	Backdoor pickup 2 per week, 1 heavy trash per month. \$11.00
Taylor Lake Village	Private Contractor Texas Trash, Inc.	Landfill	Same as Nassau Bay	No	2 pickups per week at backdoor and 1 curbside heavy trash pickup per week. \$11.00
Houston	City Service	Landfill	McCarty Landfill	No	2 per week curbside \$6.25

— 1981-82 Solid Waste Committee

Mary Starr, Chair
Pat Greenshields
Marta Greytok
Dell Harkey
Jill Hays
Barbara Neal
Diane Sheridan
Nancy Stout
Susan Weeks

SCHOOL DISTRICTS

CLEAR CREEK INDEPENDENT SCHOOL DISTRICT

Dr. John F. Ward, Superintendent
332-4561

LA PORTE INDEPENDENT SCHOOL DISTRICT

Robert H. Williams, Superintendent
471-0950

DICKINSON INDEPENDENT SCHOOL DISTRICT

Dr. Jerome D. Bourgeois, Superintendent
534-3581

FRIENDSWOOD INDEPENDENT SCHOOL DISTRICT

Ted L. Thomas, Superintendent
482-1267

QUALIFICATIONS FOR VOTING

Citizen of the United States

18 years of age

Resident of County in which you register

Registered Voter - Voter registration application must be submitted at least 30 days prior to an election.

FACTS ON VOTER REGISTRATION

Voter registration is handled by the County Tax Assessor-Collector's office. Voter registration applications may be obtained and all other aspects of voter registration may be handled in any one of the following ways:

HARRIS COUNTY

1. By telephone - 224-1919, ext. 310
2. By mail:
Voter Registration Department
Tax Assessor-Collector's Office
P. O. Box 3527
Houston, Texas 77001
3. In person:
Voter Registration Department
Branch Office
16603 Buccaneer Lane
Clear Lake City

GALVESTON COUNTY

1. By telephone - 762-8621, ext. 280 or 579
2. By mail:
Voter Registration Department
Tax Assessor-Collector's Office
P. O. Box 1169
Galveston, Texas 77053
3. In person:
Voter Registration Department
Branch Office
North County Office Building
FM Rd. 646 North
Dickinson, Texas 77539
337-2575, ext. 283

Voter Registration is permanent as long as you notify the tax office of any change of address. Every 2 years a new voter registration certificate will be mailed to you.

If you have lost your voter registration certificate, you may obtain a replacement certificate from the tax office.

If you move or change your name the new information should be listed on the front of your voter certificate and signed. Mail or deliver to County Tax Assessor-Collector's Office. A change of address or name must be completed 30 days prior to voting in the new precinct. If you have not made this change, you may return to your former precinct to vote within 90 days of your move.

Any person who within sixty days will be eighteen years of age, is entitled to register. The registration will become effective 30 days after the date the application is received by the tax office, or on the day the applicant will become 18, whichever is later.

VOTING

Each voter must vote in the precinct of residence as described by the county, city, or school district calling the election. Information for precinct boundaries may be obtained from the County Tax Assessor-Collector's Office. Polling locations are printed in the newspapers immediately before an election.

A student may register and vote in the county in which she or he declares permanent residence.

Absentee voting begins 20 days before the election and ends 4 days before the election. If a qualified voter will be absent from the county on election day, that voter may vote absentee.

Registered voters 65 years of age or over may vote absentee in person or by mail.

Any permanently disabled voter desiring to vote absentee by mail may file a certificate of permanent disability with the County Tax Assessor-Collector. Such a certificate is effective for absentee voting in all elections conducted 30 days after receipt of the certificate by the tax office. A ballot must then be requested for each election.

Before absentee voting begins for an election, call the government unit holding the election for the exact procedure and location, as they may vary.

NONPARTISAN POLICY

The LEAGUE OF WOMEN VOTERS of the BAY AREA is a nonpartisan organization, open for membership to everyone. The LEAGUE works to promote political responsibility through informed and active participation of all citizens in their government. The League of Women Voters does not support or oppose any political party or candidate. The League does take action on selected governmental issues which it has studied and on which its members have reached agreement. For information call 334-1334.

OCT 9 1981

BAY AREA VOTERS HANDBOOK

A Directory of Elected Officials
and
Voting Information

1981

Prepared by
LEAGUE OF WOMEN VOTERS
OF THE BAY AREA
334-5253

LEGISLATIVE GUIDE 1981

FEDERAL

PRESIDENT

Ronald Reagan (R) 4-year term
Exp. Jan. 1985
The President
The White House
Washington, D. C. 20500
1-202-456-1414

VICE PRESIDENT

George Bush (R) 4-year term
Exp. Jan. 1985
The Vice President
The United States Senate
Washington, D. C. 20510
1-202-456-7045

UNITED STATES SENATORS

John G. Tower (R) 6-year term
Exp. Jan. 1985
142 Russell Senate Office Bldg.
Washington, D. C. 20510
1-202-224-2934
515 Rusk, Room 8632
Houston, Texas 77002
226-5673

Lloyd Bentsen (D) 6-year term
Exp. Jan. 1983
240 Russell Senate Office Bldg.
Washington, D. C. 20510
1-202-224-5922
515 Rusk, Room 4026
Houston, Texas 77002
5496

UNITED STATES REPRESENTATIVES

Jack Brooks (D) - District 9 2-year term
Exp. Jan. 1983
2449 Rayburn House Office Bldg.
Washington, D. C. 20515
1-202-229-4865
Federal Bldg., Room 204
Galveston, Texas 77550
1-762-2733

Ron Paul (R) - District 22 2-year term
Exp. Jan. 1983
1234 Longworth House Office Bldg.
Washington, D. C. 20515
1-202-225-5951
1110 Nasa Rd. 1
Houston, Texas 77058
486-8583

STATE

GOVERNOR

Bill Clements (R) 4-year term
Exp. Jan. 1983

LIEUTENANT GOVERNOR

Bill Hobby (D) 4-year term
Exp. Jan. 1983
State Capitol
Austin, Texas 78711

STATE SENATORS

Mike Richards (R) - District 7 4-year term
Exp. Jan. 1985
491-7434
Harris Co. Pcts. 378, 417, 474, 475

Chet Brooks (D) - District 11 4-year term
Exp. Jan. 1983
477-3634
Harris Co. Pct. 92

Walter Mengden, Jr. (R) - District 13 4-year term
Exp. Jan. 1985
621-1526
Harris Co. Pct. 377

James E. (Buster) Brown - District 17 4-year term
Exp. Jan. 1985
280-8522
Galveston & Harris Co. Pcts., 90, 91, 306, 307, 333, 391,
415, 416, 473
The Honorable Full Name
Texas Senate
Capitol Bldg.
Austin, Texas 78711

STATE REPRESENTATIVES

Ed. R. Watson (D) - District 17 2-year term
Exp. Jan. 1983
479-8408
Galveston & Harris Co. Pcts. 51, 52, 53, 54, 59, 88, 90,
92, 290, 333, 346, 377, 415, 471

Lloyd Criss (D) - District 19B 2-year term
Exp. Jan. 1983
488-0340
Galveston Co. Pcts. 39, 40, 41, 55, 56, 57, 60

Randy Pennington (R) - District 100 2-year term
Exp. Jan. 1983
333-1350
Harris Co. Pcts. 91, 306, 307, 378, 391, 416, 417, 473, 474,
475
The Honorable Full Name
Texas House of Representatives
Capitol Station
Austin, Texas 78769

HARRIS COUNTY

COUNTY JUDGE

Jon Lindsay (R) 4-year term
Exp. Dec. 31, 1982
221-6666

COUNTY COMMISSIONER

Tom Bass (D) - Precinct 1 4-year term
Exp. Dec. 31, 1984
221-6111

TAX ASSESSOR COLLECTOR

Carl S. Smith (D) 4-year term
Exp. Dec. 31, 1984
224-1919

GALVESTON COUNTY

COUNTY JUDGE

Ray Holbrook (D) 4-year term
Exp. Dec. 31, 1982
337-2575

COUNTY COMMISSIONERS

Paul Hopkins (D) - Precinct 3 4-year term
Exp. Dec. 31, 1984
337-2575
Voting Pcts. 41, 53, 54, 55, 56, 57, 60

Jack Lawrence (D) - Precinct 4 4-year term
Exp. Dec. 31, 1982
337-2575
Voting Pcts. 39, 40, 52, 59

TAX ASSESSOR COLLECTOR

C. R. Johnson (D) 4-year term
Exp. Dec. 31, 1984
762-8621 or 337-2575

LOCAL CITY GOVERNMENTS

CITY

CITY	PHONE NO.
Clear Lake Shores	538-1113
Dickinson	337-2489
El Lago	334-1951
Friendswood	482-3323
Houston	222-3011
Kemah	334-1611
La Porte	471-5020
League City	332-3431
Nassau Bay	333-2108
Seabrook	474-3201
Shoreacres	471-2244
Taylor Lake Village	474-2843
Webster	332-1531

Elections are held on the first Saturday in April. The terms of office are for two years and are staggered. Houston city elections are held the first Tuesday in November in odd-numbered years.

Your precinct number
appears on your voter registration certificate

For further information call the:
FEDERAL INFORMATION CENTER 226-5711

DISTRICTS of BAY AREA REPRESENTATIVES

1982

MAY - 3 1982

Your voting precinct is on your orange voter registration card.

Galveston County Precincts	Voting Precinct	{ U.S. Congress State Bd. of Ed.	State Senator	State Representative	County Commissioner	{ Justice of the Peace Constable
	39	9	11	25	3	6
	40	9	11	25	3	6
	41	9	11	25	3	6
	52	9	11	24	4	7
	53	9	11	24	4	6
	54	9	11	24	4	6
	55	9	17	24	3	8
	56	9	17	25	3	8
	57	9	17	25	3	8
	59	9	11	24	4	7
	60	9	17	25	3	8
Harris County Precincts	76	9	17	130	1	2
	88	25	11	129	2	8
	90	25	11	130	2	8
	91	9	17	130	2	8
	92	25	11	130	2	8
	290	25	11	129	2	8
	306	25	17	130	2	8
	307	9	17	130	2	8
	333	25	11	129	2	8
	346	25	11	129	2	8
	347	25	11	145	2	8
	352	25	11	129	2	8
	372	25	11	129	2	8
	378	9	17	130	1	2
	391	9	17	130	2	8
	415	25	17	130	2	8
	416	9	17	130	2	8
	417	9	17	130	1	2
	418	9	17	130	1	2
	471	25	11	129	2	8
	473	25	17	130	2	8
	474	9	17	130	1	2
	475	9	17	130	1	2
	476	9	17	130	1	2

prepared by the
League of Women Voters of the Bay Area
334-5253

MAR 30 1981

Facts and Issues



FEDERAL FUNDING TO EDUCATION

*A Study of the Availability and
Advisability of Its Use in Clear Creek Independent School District*

League of Women Voters
of the Bay Area



February, 1981



This local Facts and Issues is the result
of the work of the Federal Funding to Education
study committee;

Jill Hays, LWV/BA President, ex officio member
Diane Sheridan, Program Vice President
LeeAnn Morris, Chair
Marian Edson
Sue Eley
Melba Heselmeyer
Carmen Mynderse
Sandy Painter
Amy Smith

Typists: Marian Edson
Kay Makar
LeeAnn Morris
Amy Smith

We appreciate the cooperation we have received
from the many CCISD personnel with whom we have worked,
as well as many other resource people we drew upon in
this study.



TABLE OF CONTENTS

INTRODUCTION		1
LAWS THAT GOVERN FEDERAL FUNDING		7
Basic Skills	ESEA, Titles II and IV, Part C	8
Special Projects	" Title III	11
Guidance, Counseling and Testing ..	" Title IV, Part D	13
Bilingual Education Programs	" Title VII	14
Community Schools	" Title VIII	16
Gifted and Talented Programs	" Title IX, Part A	18
Educational Proficiency Standards .	" Title IX, Part B	20
Women's Educational Equity	" Title IX, Part C	21
Adult Education Programs for Immigrants "	Title XIII	22
Special Education	Education of Handicapped Act, Part B, 1974; Education of All Handicapped Act, PL 94-142; and PL 95-561, 1978	22
CONCLUSION		28



PURPOSE OF STUDY

Rising costs in education, growing resistance to property taxes nationwide, and a declining tax base in the Clear Creek Independent School District (CCISD) led Bay Area League of Women Voters members to vote in 1979 to study federal funding in education. Members believed that all possible sources of funds should be examined to determine the advisability of their use. A committee has been meeting for over a year gathering information on federal educational funds that may be of use in a district such as ours. Members have researched laws to determine their purposes, eligibility requirements, and the types of programs that may be funded. The committee chose to research only those titles that CCISD might be eligible for or interested in; thus, we did not study Title I of ESEA which provides funding for the educationally disadvantaged because we have only a low percentage of such students. We concentrated on ESEA, the Elementary and Secondary Education Act of 1965, and its many amendments as well as the special education laws. Additional regulations govern the granting of federal funds but they provide more detailed information than we presently need. We did not research private sources of funding for education. We did not research the School Lunch Program which CCISD does have and which is budgeted independently. Nor did we investigate vocational education funding for which CCISD uses some funds. Much of the vocational program is run in conjunction with San Jacinto Junior College.

The results of our investigation are compiled into this Facts and Issues. At our February, 1981 meeting, League members will decide whether the League should encourage CCISD to seek federal funding. We have looked at the federal funds the district already uses and will examine some additional programs that might be of value. If members reach a consensus on this subject, we will then approach CCISD with our findings.

After discussing the purposes and history of federal funding to education and presenting some of its advantages and disadvantages, we shall present committee members' reports on each of the relevant titles of ESEA as well as the special education laws. Current CCISD uses of any fund from each title will be described. An overall picture of local district usage in recent years will be included.

We will be asking two consensus questions at our February meeting. You will want to keep them in mind as you read this report.

1. Should the League of Women Voters of the Bay Area encourage CCISD to seek federal funds available for educational and other school related programs?
2. If so, do you support development of federal funding for the following programs?
 - a. Basic skills
 - b. The arts and other creative school-related projects
 - c. Counseling and guidance services
 - d. Bilingual education
 - e. Adult education for immigrants
 - f. Community schools
 - g. Gifted and talented
 - h. Proficiency testing
 - i. Women's educational equity
 - j. Adult immigrant education
 - k. Special education

PURPOSES OF FEDERAL FUNDING TO EDUCATION

The overall purpose of federal funding to education is to supplement, not supplant, state and local programs to meet educational needs which states have been unable or unwilling to meet. According to a publication on the financing of public education, the federal government established most of the funds available for education because "some national goals may not be perceived, shared, or given sufficient priority by states and school districts." For example, an early national goal was the improvement of the preparation education provides for employment. To further the national goal of equal educational opportunity, federal categorical grants have been made available for the poor, handicapped, bilingual, women and minorities, etc. Reform of school finance systems as well as educational research are other national goals that have received attention. Federal aid to research and development was provided because research may be of nationwide benefit but may be beyond the resources of local districts or even states. Besides coping with these nationwide problems, some federal funds, like Impact Aid, provide general support. Districts can apply for Impact Aid to be compensated for the tax income lost when a federal installation, such as NASA, lies within a district. An examination of the history of federal aid reveals attention to national goals as well as cyclic pushes for general aid. It also makes clear that there is no defined, consistent federal aid policy.

HISTORY

The U.S. Constitution reveals that education is not a function of the federal government but rather of the states and the people. Yet federal support to local entities began even before the Constitution when land for building schools was provided by the Continental Congress. By the late 1800's, a national need to train mechanics, engineers, agricultural, and military personnel led to the establishment of Land Grant colleges. The first categorical grant came in 1917 with a vocational education act designed to train technicians for World War I production lines. Responding to the depression and the need for adequate nutrition if children are to learn well, the school lunch program was established in the 1930's. In the 1940's and 1950's, help to districts to educate children whose parents were attached to military and other federal installations that deprived the district of taxing that land led to the provision of Impact Aid. When the Russians launched Sputnik in 1957, the result was the National Defense Education Act funded programs to upgrade science, mathematics, and foreign languages.

The 1960's saw a doubling of the volume of federal aid as part of the War on Poverty. Prior to passage of ESEA in 1965, only three states had compensatory education funding. ESEA had two major goals: 1) "heightening equality of educational opportunity by providing funds for educating children from low-income families" and 2) improving the quality of all public education by supporting experimentations and innovations. Amendments in subsequent years have expanded the scope of ESEA, making it the major piece of federal aid legislation.

The 1975 passage of PL 94-142, The Education for All Handicapped Children Act, expanded the numbers of special education children districts are

required to educate. The bill indicates a shift in the federal approach to categorical grants because it dictates the population to be served. Federal funding is minimal and was never designed to pay the full costs of implementing the bill which requires provision of a "free appropriate public education" to all handicapped children age 3-21. State and local costs have risen considerably as a result of this bill.

A possible trend in federal education aid may be a switch to fewer categorical grants and more general aid. The last effort to establish general aid occurred in the Nixon-Ford years but the bill failed. Such federal income that can be put in a local district's general fund could, in theory, help equalize the disparities among states as well as local districts. General aid does promote more local control. However, research shows that "local decision makers tend to favor majority pupils, defined either in terms of race or of income." For example, if left to their own devices, it is believed that states and local districts would be likely to reduce compensatory programs. Elimination categorical grants in favor of general aid might relieve local districts of the fear of applying for categorical grants only to be put into the position of eventual local funding for the program. The possible unreliability of funding may not be eliminated, however, as Congress would to be pressured each year into appropriating what they have allocated. Some researchers believe general funding will emerge again. Others believe categorical grants will remain the dominant form of federal aid but also believe the courts have already ruled on the fundamental issues and will simply refine the definition of equal access to education. Looking at the almost two-hundred year history of federal funding it is safe to say that trends may change the present system but it is unlikely that federal funds will be entirely removed from education.

FEDERAL FUNDING: THE PLUSES AND MINUSES

There are probably as many reasons why local districts use federal aid as reasons why they don't. The reader must evaluate the need in a particular district and weigh the pros and cons that apply to determine the advisability of using federal funds.

Federal aid provides supplemental support for educational purposes, such as special education and vocational education. Federal aid helps to compensate for the increased costs of implementation of the Education for All Handicapped Children Act. With local property tax needs rising and resistance growing, districts may choose to "get the money wherever you can" philosophy and may find new or additional federal aid desirable. Districts sometimes try an innovative program with federal funds and determine whether it is later worth funding locally.

Federal aid may provide a way to play "catch up" in neglected areas. Districts may purchase additional teaching materials for this purpose; materials whose value outlasts the limited period of funding. Skills can be taught to target groups with federal programs-special education, vocational education, the poor. Additional instruction can sometimes be supplied in areas such as reading. There are, obviously, many reasons why districts may seek federal funds.

Districts choose to avoid federal funds for two main reasons: administrative

costs that may be prohibitive and the fear of federal control. It is perceived that federal grants must be substantial to compensate for administrative costs. Preliminary research indicates that the degree of red tape varies from title to title. Title I is considered the most complicated and time-consuming. Title IV-B, library funds, does not take excessive time to apply for. Title III, the arts, is supposedly highly-competitive and requires writing detailed proposals. One resource estimated that a grant must yield \$50,000 to compensate for administrative cost. Districts that use a lot of federal aid, like HISD, have an office that specializes in obtaining such grants. For a district to know all the intricacies of the regulations would require almost daily reading to stay informed. Yet many programs are not so complicated that this regimen is necessary. Help in applying is available to local districts in this area from both Region IV Education Service Center and Houston Galveston Area Council.

Fear of federal control dictates the use of federal money in many districts and requires analysis to determine if the fear is justified. Meeting federal requirements such as non-discrimination against minorities, is a "string" attached to any federal aid, a tie that binds whether you get a lot of money or a little. And many districts do use some federal funding, such as the school lunch program.

Federal aid may be considered politically unpalatable in a community. To be weighed against this attitude is that community's willingness to support education with increasing local taxes. Research indicates that fear of federal control may be less than a desire for traditionalism, for "the way we've always done it."

Federal control is usually two steps away from the local district as most federal aid is funneled through the state education agency and applied for to the state. Federal allocators have little control over which district gets the funds. The state education agency usually makes this determination.

The services that are federally funded are ultimately delivered by the local district.

Research shows that local districts have the most impact on how federal funds are used, even to the point of subverting federal purposes and using funds for purposes other than the grant proposal intended. The trend since 1975 has been to require more parental involvement in areas such as special education that receive federal funds in order to contribute to local control.

At the heart of the fear of federal control is the myth of local control. Schools have not been primarily local institutions for many, many years. The raising of the funds to provide public education is a state responsibility and the state sets the guidelines. It is in allocation of the funds that local districts have most control. This is even true of federal funding because districts must choose to apply for a grant. They are not forced to do so. Summarizing Texas' approach to the control issue is this recent statement from the State Board of Education... "Education is a responsibility of the state and should allow as much local control as possible. Federal participation should complement this structure, not diminish this authority."

USAGE OF FEDERAL FUNDING IN CLEAR CREEK INDEPENDENT SCHOOL DISTRICT

Our committee examined audits of CCISD starting in 1963 to determine what the history of federal funding has been in recent years. The chart indicates the amount of federal revenues, whether received directly from the federal level or via the state. The percentages indicate what proportion of total revenues had a federal source. The pattern revealed shows that the late sixties were years of increased usage of federal funds here. The primary source of federal funding is Impact Aid, which began with the building of NASA/Johnson Space Center.

A 1980 survey by the Galveston County Research Council of 19 Galveston and Harris County districts, excluding HISD, ranks CCISD in the middle of a list of districts with a 2.2% average of federally sourced funds. Galveston ISD was highest with 11.1% and High Island lowest with 0%. Statewide, school finance figures show that 10% is the average amount of federal funding used. The 1979-80 budget shows 2.5% of funding from federal sources and the 1980-81 budget shows 1.5% projected revenue from federal sources. Projections in the 1980-81 budget include the following types of federal aid:

ROTC	\$ 13,000
Impact Aid	290,000
Vocational-travel	33,000
ESEA IV - B	18,000
Other, Including PL94-142 Special Education	<u>200,000</u>
 TOTAL	 \$554,000 = 1.5% of \$36,223,348

Table 1

Federal Funding in CCISD

8/31/63	NDEA	\$ 57,181.08	
	Cafeteria Fund	17,681.58	
	Total Federal	\$ 74,862.66	= 3.4%
	Total Revenue	\$2,174,682.36	
8/31/68	Impact Aid	\$ 162,108.00	
	PL815-Building Fund	181,386.89	
	NDEA III	39,259.91	
	NDEA IV	11,904.43	
	ESEA II	7,262.36	
	Total Federal	\$ 401,921.59	= 5.1%
	Total Revenue	\$7,852,561.61	
8/31/73	Impact Aid	\$ 462,654.00	
	ROTC	8,731.00	
	NDEA III	7,729.00	
	ESEA II	12,928.00	
	Total Federal	\$ 492,042.00	= 4%
	Total Revenue	\$12,130,590.00	
8/31/76	ESEA II	\$ 20,003.00	
	NDEA III	7,349.00	
	ESEA IV - B	1,850.00	
	Impact Aid	543,417.00	
	Total Federal	\$ 572,619.00	= 2.4%
	Total Revenue	\$23,365,401.00	
8/31/79	ESEA	\$ 56,508.00	
	Other Via State	21,290.00	
	Impact Aid	589,786.00	
	Other from Federal Sources	12,782.00	
	Total Federal	\$ 680,366.00	= 2.4%
	Total Revenue	\$28,018,987.00	

LAWs THAT GOVERN FEDERAL FUNDING

The reports that follow represent research by committee members on the laws authorizing federal funding in areas we surmised may be of most interest to CCISD. Most titles are parts of the ESEA; some references are to Special Education laws. Within each report, the title's purpose is described, eligibility requirements are indicated, and probable programs are mentioned. CCISD's current programs within the area addressed by a title are described.

BASIC SKILLS

There has been concern among parents, educators and students that the fundamental skills of reading, mathematics and written and oral communication are not being mastered by sufficient numbers of students progressing through the American educational system. Two sections of the Elementary and Secondary Education Act provide funding for basic skills programs: Title II - "Basic Skills Improvement" and Title IV, Part C - "Improvement in Local Educational Practice."

ESEA, Title II - Basic Skills Improvement

National Program:

Description This title includes specifications for a national program to assist federal, state and local education agencies to improve instruction in the basic skills of reading, mathematics, and effective communication, both written and oral; by encouraging the states to develop comprehensive plans for basic skills improvement; by developing means by which parents can assist; and by expanding the use of television and other technology in delivering instructional programs.

Specific projects aimed at these goals include: assessment of schoolwide instructional needs, establishment of learning goals and objectives for each school, development of comprehensive programs to address the needs, demonstration of techniques for coordinating efforts of local agencies, preservice and inservice training programs for teaching personnel, and active involvement of teachers, aides, administrators and others. Also supported under this section are activities which develop and disseminate materials that parents may use at home to help their children.

In order to encourage variety and quality in technological aids for basic skills instruction, the following activities may be supported: development and acquisition of audio and video materials distributed through broadcast, cable, tape, film, cassettes, or other means; development and acquisition of instructional materials that supplement educational programming; training of teachers and other personnel in the use of educational technology; and distribution of information about and promotion of such programming and technology in the classroom.

The title encourages educational agencies and private organizations (such as volunteer organizations, business associations, and labor unions) to stimulate children and adults to improve their achievement in basic skills by supporting book distribution programs, instructional programs, and voluntary tutorial programs, community efforts to improve skills performance and the establishment of book lending or selling programs.

The title also sets up a clearinghouse for the collection and analysis of information concerning the results of activities carried out under this title and Part C of Title IV. This is called the National Diffusion Network (NDN). It offers educators the opportunity to adopt or adapt nationally validated programs in all basic skills

areas.

Requirements All program applications must include an evaluation process, a way to incorporate successful practices into the regular school program and consideration of the needs of private school students.

State Program:

Description The purpose of this section is to provide financial assistance to states so they can (1) develop statewide programs, coordinate available resources, and provide financial assistance for mastering basic skills (2) give assistance to local agencies (3) develop means for parents to work with schools (4) provide state leadership in planning, execution and evaluation of skills programs (5) train educational staff including special reading and math personnel.

Money can be allocated for programs that encourage parent participation by developing and disseminating information to use at home, encouraging closer contact between parents and teachers, creating centers with materials and guidance for parents wishing to help teach their children, and offering training programs for parents.

Requirements In order for a state to receive funds under this section an agreement must be made between the state and federal government that provides for consultation with people representative of students, higher education, parents, areas of professional competence in basic skills, classroom teachers and administrators in the development of a statewide program. It must describe programs for which assistance is sought, procedures for giving priority to programs already receiving federal aid, and criteria for equitable distribution of funds which consider the size of population to be served and the financial ability of the district and assures money to districts with high concentrations of low proficiency students. The agreement must provide for the coordination and evaluation of programs. (This is accomplished through the Texas Diffusion Network, the state version of the NDN). The program must provide technical assistance and support services, publicize program objectives and results. The state must report every three years on the effectiveness of the program. Only five percent of the funds received by the state may be used to administer the program. Money must be used to supplement state and local funds not supplant them.

States may grant funds to local agencies, colleges and other public and non-profit agencies. However, less than 70% must go to local school districts. Money available to a state is based on the number of school age children (5-17) in the state, with no state receiving less than \$50,000 per year.

Applications for funds made by local agencies to the state must adhere to the same requirements in that they must include an evaluation procedure, a method to incorporate successful practices into the regular instructional program and consideration of the needs of private school students.

Programs supported under this section must include diagnostic assessment, objectives, pre-service and in-service training, support

of parents, evaluation procedures, and files on individual pre-school children to be available the following year.

Special Programs for Improving Basic Skills;

Under this section the Commissioner of Education is authorized to enter into a contract with a private nonprofit group or public agency, which has as its primary purpose the motivation of children to learn to read, to support and promote the establishment of reading motivation programs which include the distribution of inexpensive books to students and to pay the federal share of the cost of such programs.

The national program is given priority as to funding. The provisions of that section are to be carried out with the first \$20,000,000 appropriated in any given fiscal year from 1980 to October 1, 1983. From any amounts in excess of this the provisions of the state program may be carried out. Such sums of money are authorized to be appropriated for the fiscal year 1980 and for each succeeding fiscal year ending prior to October 1, 1983, as "may be necessary to carry out the provisions of parts A and B of this title." (National and State Programs respectively.)

ESEA, Title IV, Part C - Improvement in Local Educational Practices

Description Title IV, Part C specifically provides assistance through the states to local educational agencies for activities that will improve their educational practices including - "activities designed to improve the achievement of children in basic skills."

Requirements Funds will be appropriated for a period of not longer than five years. The amount will decline after the third year to ensure that successful practices will be adopted and supported as part of the regular program of the district.

The state education agency may not approve any application under this part unless it has been developed in consultation with and approved by a committee of administrators, teachers, other school staff and parents. At least 15% of money received must be used for education of handicapped children. The needs of private school children must also have been taken into account.

CCISD has been in the process of developing and implementing a basic skills program in conjunction with the Texas five year plan since 1978. Work began with the formation of the Math Steering Committee composed of teachers and administrators. The committee developed minimum goals (80% must pass) for students in grades K-6; goals for grades 6-12 will be developed later. The committee next developed tests based on the objectives in grades K-6. The results of the tests are placed in each child's folder for future teachers. Students scoring in the low 20% may receive remedial math instruction; all other follow-up work is left up to the classroom teacher.

A Reading Steering Committee has been formed and is following

a similar format. K-6 objectives have been formulated; objectives for grades 6-12 are now being developed. The committee is now in the process of compiling tests based on these objectives. The district now employs eight remedial reading teachers.

A Writing Steering Committee has begun work this year following the same format as in the other skill areas for grades K-12.

Up to this point the skills program proceeds only through the testing stage. However, test results are available to class room teachers who in turn may use them for grouping in the classroom or across a grade level for special instruction. The three skill area committees will eventually develop teaching materials to accommodate the needs represented in the test results.

All work up to this point has been done with district personnel. (No additional people were hired aside from two new remedial reading teachers.) Expenses have been nominal and have been confined to duplicating tests and other materials. No problems in funding are expected in the future. Money is expected to come from the state when necessary for producing instructional materials, tests, etc.

* * *

SPECIAL PROJECTS

ESEA, Title III

Title III under ESEA provides funding for special projects which-

- (1) experiment with new educational and administrative methods, techniques, and practices;
- (2) meet special or unique educational needs or problems;
- (3) place special emphasis on national educational priorities; and
- (4) disseminate information to state and local education agencies.

Title III provides for the funds, development of curriculum, and dissemination of information for the following subject areas:

- (A) Energy Conservation
 - a. elementary and secondary levels
 - b. also training of personnel
- (B) Metric Education - to assist in making the metric system the dominant system of weights and measures in the U. S.
- (C) Arts in Education - "Arts in Education Act of 1978"
 - a. arts become an integral part of elementary and secondary school curriculum
 - b. may include arrangements with public and private cultural organizations, agencies, and institutions (museums, libraries, and theatres) specifically the Kennedy Center for the Performing Arts
 - c. also for handicapped

- (D) Preschool Partnership Program - provides for a smooth and more successful transition to formal schooling for preschool age children who have been in the Head Start Program
- (E) Consumer Education
 - a. provides grants to institutions of higher education, as well as nonprofit public and private agencies, organizations and institutions (including libraries) to provide consumer education to public
 - b. also provides grants for the support of education programs at the elementary and secondary, as well as higher education, levels
 - c. provides bilingual assistance when appropriate
- (F) Youth Employment
 - a. coordinates educational activities with youth employment activities
 - b. encourages awarding academic credit for work experience
- (G) Law-related Education
 - a. aimed at equipping non-lawyers with knowledge of laws and legal processes and principles and values on which they are based, and how this system of laws and legal institutions works
 - b. provides for program and training of educators and law-related personnel
 - c. provides for youth internships for outside-the-classroom experience with the law and the legal system.
- (H) Environmental Education
 - a. to encourage and support the development and teaching of new and improved criteria designed to enhance the environment
 - b. provides for initiation and maintenance at both elementary and secondary levels and provides funds for institutions of higher learning
 - c. also provides training, planning of outdoor ecological centers, community education programs, and prize contests at elementary and secondary levels in the area of energy
- (I) Health Education
- (J) Correction Education
- (K) Dissemination of Information
- (L) Biomedical Science - applies to students from economically disadvantaged backgrounds.
- (M) Population Education

Disbursement of Funds:

The requirements for receiving funds mostly apply to the Preschool Partnership Program (children from the Head Start Program into formal education); Youth Employment (enhancing job opportunities by coordinating educational activities with youth employment activities, particularly those carried out under CETA); Environmental Education (organization or group receiving funds must have been in existence one year

prior to the submission of a proposal - must also submit annual report); Biomedical Sciences (for secondary students from an economically disadvantaged background).

Programs in Existence in CCISD:

- (1) Metric Education is taught in the schools now as part of overall program. Much of the equipment in metric system of measure, example, chemistry. (this according to teachers I spoke with at the Junior and Senior High level).
- (2) Arts in Education Art After School is a program from the Contemporary Art Museum available to all levels, but students must pay. UH/CLC has a fundamental art program at UH/CLC available to primary grades, but students must pay.

Each elementary school has an art appreciation or arts and crafts program where the parents are responsible for gathering the information and sharing it with the children. These programs are funded by the school's PTAs.

CCISD has the Special Education Resource Center(SERC); this is a center for collecting and disseminating art and crafts ideas headed by a primary consultant and several assistants. They give workshops for which teachers receive credit if they attend the workshops after school hours. SERC also publishes IMPACT, a pamphlet that provides teachers with ideas for art/crafts;

Other than the Art After School program, there is no sharing program with the Contemporary Arts Museum.

The state does require that a certain amount of art be taught each week as part of the regular curriculum.

- (3) Youth Employment - CETA program in Houston; DE Program; there is a program between Clear Lake High School and San Jacinto College where students take an auto mechanics course for academic credit, but it is not federally funded.

Other districts nearby do not receive Title III funds to the best of our knowledge. Though HISD receives millions of dollars in federal funding, none of it is from Title III.

* * *

GUIDANCE, COUNSELING AND TESTING

ESEA, Title IV, Part D

Title IV - D of the ESEA provides for guidance, counseling, and testing. \$950,000 was appropriated to the state of Texas under this title. (The amount is determined at 40¢ per pupil.) This federal money can be used in all aspects of guidance, counseling, and testing:

implementing new programs, testing, supplementing a portion of the counselor's salary, etc.

Title IV-D was originally included with Title IV-B. As Title IV-B the law did not specify where this money should be spent. The local school districts could use this money at their own discretion. CCISD receives Title IV-B money and this money is spent for library resources, but it does not receive IV-D money.

In 1979 Congress separated guidance, counseling and testing from Title IV-B and created Title IV-D. The total funds remained the same with 95% for Title IV-B and 5% for Title IV-D. Title IV-D was passed and funds were appropriated for the school year 1980-81. Summer of 1979 President Carter used his executive power and rescinded Title IV-D with the approval of Congress. Henceforth, no school districts received any money for Title IV-D.

BILINGUAL EDUCATION PROGRAMS

ESEA, Title VII - "Bilingual Education Act"

I. Congress encourages establishment and operation of educational programs using bilingual educational practices, techniques, and methods.

- A. Congress will provide financial assistance to local education agencies and to the state educational agencies in order to establish local programs at elementary, secondary, and preschool levels.
- B. Instruction will be so designed as to enable them while using their native language to achieve competence in English.

II. National appropriation

- A. \$250,000,000 fiscal year 1980
- B. \$300,000,000 fiscal year 1981
- C. \$350,000,000 fiscal year 1982
- D. \$400,000,000 fiscal year 1983

III. Definitions applied to terms of this title

- A. "Limited English proficiency" means
 1. Those not born in U.S. or whose native language is a language other than English
 2. Those who come from environments where language other than English is dominant
- B. "Native Language" means
 1. Language usually used by parents of the child
- C. "Program of Bilingual Education"
 1. Instruction given in English and also in child's native language to extent necessary in all courses or subjects of study to allow child to progress effectively through the educational system.

- IV. To prevent segregation of children on basis of national origin
 - A. Program of bilingual instruction may include participation of English speaking children
 - 1. Percentage of these children not to exceed 40%
 - 2. Participation of these children to help proficiency of other children
 - B. Bilingual children will participate with other children in art, music, and physical education in regular classes
 - C. Children are to be placed in classes of appropriate age and level of educational attainment

- V. Application requirements for program of bilingual education
 - A. Developed in consultation with advisory council with parents and other representatives of children of limited English proficiency
 - 1. In case of programs in secondary schools, representatives of secondary students shall also be included
 - B. Documentation of such consultation
 - C. Contain assurances that after application is approved, consultation with above parties will continue in carrying out the program

- VI. Commissioner establishes suggested models for
 - A. Pupil-teacher ratios
 - B. Teacher qualifications
 - 1. Will take into account recommendations from state and local educational agencies

- VII. Funds for grants shall be used for
 - A. Establishment, operation, and improvement of programs of bilingual education
 - B. Auxiliary and supplementary community and educational activities
 - 1. Adult education - particularly parents of children in the bilingual program
 - 2. Preschool preparatory and supplemental programs
 - C. Establishment, operation and improvement of training programs for personnel

- VIII. Grants awarded to
 - A. Educational agencies showing adequate progress in meeting goals of title and showing clear fiscal inability to carry on a program without such assistance
 - 1. Must have continuing substantial number of students of limited English proficiency
 - 2. Program will use most qualified available personnel - one who speaks the language of instruction to be used as well as English
 - B. In designing the program, the applicant must take into account the needs of children in nonprofit private schools
 - 1. Must consult with representatives from these schools
 - 2. Provide for their participation on basis comparable to that for public school students
 - C. Provide for plan of evaluation of program
 - D. State education agency notified and allowed to make recommendations
 - E. Applicant has resources and commitment to continue program if funds are reduced or no longer available

F. Assistance may cover a period of from 1-3 years. New applications required for any extension of program time

1. Length of time program approved based on
 - a. Severity of problems program hopes to assist
 - b. Nature of activities proposed
 - c. Likely duration of problems

IX. Grants for training

- A. To prepare personnel participating in or conducting programs of bilingual education
- B. Train teachers, administrators, counselors, paraprofessionals, teacher aides, and parents

According to Jane Atwell of CCISD, the State of Texas defines bilingual education only for Spanish speaking children. The state requires 20 children in one grade per school in order to qualify for funds. A recent federal court decision indicates that school districts with this number of Spanish speaking students will be required to provide bilingual classes for them in grades K-12, rather than K-3 as is now the case. CCISD does not have sufficient students to meet these standards at this time. A 1978-79 survey did identify that 24 languages are spoken at home by CCISD students.

The CCISD did receive a small grant last year under the Indochina Refugee section of ESEA, Title XIII in the amount of \$5,000-\$6,000. The money was used to buy materials such as easy readers to be used by the teachers of these children. This money was sent to the district based on their identification of these students with no funding proposal required.

Presently reading and speech teachers are working with "English as a Second Language" (ESL) children. Some schools are using high school volunteers as tutors. Parents are also being used to help tutor at Whitcomb, League City, and Webster Elementary schools.

Other nearby school districts with bilingual programs are Alvin, LaPorte and Pasadena.

COMMUNITY SCHOOLS

ESEA, Title VIII

I. Definition

A community education program is one in which a public building is used as a community center operated by a local educational agency in conjunction with other governmental agencies to provide educational, recreational, health care, cultural, and other related community and human services for the community that the center serves in accordance with the needs of that community.

II. Application Requirements

Grants can be made to state educational agencies to pay the federal share of the cost of planning, establishing and maintaining community educa-

tion programs. The following is authorized at the federal level for allocation to state agencies for community education programs:

\$40,000,000	fiscal year	1979
50,000,000	"	1980
60,000,000	"	1981
50,000,000	"	1982
40,000,000	"	1983

States receive funds on the basis of population. No state shall receive less than \$50,000 in any fiscal year.

Any state desiring to participate in the program authorized by this title shall submit through its state educational agency to the Commissioner a plan which satisfies the following conditions:

- 1) payments be used only for community education programs
- 2) development of a ten-year plan for coordination of educational programs with community services
- 3) 80% of funds received by the state be distributed among local educational agencies according to population
- 4) the community education program will serve all age groups as well as groups with special needs
- 5) the community education program will include a method for identification and documentation of community needs
- 6) the community education program will make maximum use of community resources including volunteers
- 7) the community education program will provide for involvement of institutions, groups and individuals in program planning
- 8) the state educational agency will establish guidelines for local education agencies in making applications under this title
- 9) the state will pay the remaining cost of carrying out the state plan
- 10) the state education agency shall not exceed 15% of such funds for administration of the state plan
- 11) procedures will be adopted to evaluate the state plan

Grants are awarded to local education agencies with application requirements being much the same as those above. These grants are considered very competitive.

III. Type of programs funded

Payments made under this title may be used by state and local educational agencies for the federal share of the cost of planning and maintaining programs such as the following:

- 1) educational, cultural, recreational, health care, and other related community and human services
- 2) programs which make public facilities available to the public
- 3) preventative health, dental care, and nutrition
- 4) special programs for target groups such as older persons
- 5) programs designed to alleviate disciplinary problems in schools
- 6) services for students who have withdrawn from school
- 7) services for physically or mentally handicapped individuals
- 8) rehabilitation services for public offenders
- 9) education for parents caring for handicapped children
- 10) training programs in institutions of higher education for training

- 11) of personnel involved in community education programs
- 12) specialized schools within schools, flexible scheduling and summer learning programs to cater to special needs and interests of students
- 13) development of means to use technology to improve relationship between school, home and community
- 14) establishment of pre-school and adult programs in child development
- 15) leisure education

IV. Programs for CCISD

At present there is no program existing in CCISD which receives federal funds under Title VIII, and district administrators reveal that there are no immediate plans to develop a community education program.

James Larrabee, Deputy Superintendent for Instruction for CCISD, believes that community education programs for Clear Lake City are desirable; however, other factors combine to place a lower priority on the development of such a program. For example-

- 1) The initial legwork, recruitment of volunteers, and extensive paperwork and other administrative costs would outweigh the actual benefit of money received under Title VIII.
- 2) CCISD presently has a "swap out" arrangement with San Jacinto College. The college offers evening adult classes at Clear Creek High School and vocational technical programs are offered to CCHS students at the college.
- 3) The Clear Lake Recreation Center provides many programs, classes and recreation activities throughout the year for members of the Clear Lake community.
- 4) Once a program is established, a community is locked into maintaining it. It must be determined if the program would be worth continuing if federal funds were withdrawn.

V.

Texas Education Agency's Director of Adult and Community Education, Bob Allen, revealed that there are 148 existing community education programs in Texas that are funded strictly with state and local funds. CCISD is not a participant in this program. Mr. Allen cited only two school districts, Austin ISD and Comal ISD in New Braunfels that have received federal grants to the local level for community education programs; these grants fall under Title IV, Section 405 of the Education Amendments of 1974 (PL 93-380) "Community Schools Act." So, according to Mr. Allen, there are no Title VIII monies allocated to the State of Texas

* * *

GIFTED AND TALENTED PROGRAMS

ESEA, Title IX, Part A "Gifted and Talented Children's Act of 1978"

Description The purpose of this title is to provide financial assistance to state and local education agencies, institutions of higher education, and other public and private agencies and organizations for planning, development

operation and improvement of programs meeting the special needs of gifted children. Programs funded may include training of personnel, operation of model programs and dissemination of information regarding programs and related research.

The term "gifted and talented children" refers to children and youth who are identified as possessing abilities that give evidence of high performance capabilities in intellectual, creative or specific academic areas, leadership, or in performing or visual arts and who therefore require require services not ordinarily provided in the school.

Specific funds are authorized for appropriation under this section:

\$25,000,000	fiscal year	1979
30,000,000	" "	1980
35,000,000	" "	1981
40,000,000	" "	1982
50,000,000	" "	1983

Requirements Applications must include assurances that funds will only be used to serve the educational needs of gifted and talented students and for projects to identify the needs of such students. Projects must be of sufficient size, scope and quality to hold reasonable promise of meeting these needs and they must give consideration to the particular educational needs of disadvantaged gifted and talented children. Through consultation and other appropriate measures applicants must consider the needs of children in nonprofit private schools.

States must reserve no more than ten percent of funds allotted to them for administrative costs; the remaining ninety percent must be distributed on a competitive basis to local agencies that make application. Funds received by the states will be allotted according to the number of children in the state aged 5-17 years, with no state receiving less than \$50,000 in any fiscal year. No local education agency will receive funds for longer than five years.

CCISD's Gifted and Talented Program - "Alternative Learning Experiences"

CCISD first implemented its gifted and talented program in the 1979-80 school year. It provides special educational opportunities for identified students in grades 4-6. Students are transported to classes by bus. Actual class time was three hours per week during the first year.

Criteria for selection of students are achievement scores, group intelligence scores, Renzulli rating scores, peer nomination, parent inventories and teacher recommendation.

Alternative experiences offered include aesthetic awareness, archaeology, art, astronomy, brain science, creative dramatics, computers, creative expression, creative problem solving, environmental science, logic, marine biology, and scientific methodology.

Teachers from the gifted program staff presented classes at the elementary schools in creative art and creative/productive thinking during the first year. These classes were comprised of students in the top fifth per-

centile of the third grade and others selected by teachers.

At the K-2 levels no special classes are offered. Teachers are provided with materials and suggestions for individualization upon request.

A Junior Great Books Program is conducted for some students in grades 4-6 in the elementary schools.

Selected special education students participate in an art class taught in conjunction with UH/CLC.

Staff development activities such as in-service training and regular meetings of elementary building representatives and gifted program personnel are conducted.

The long range goals for the CCISD gifted and talented program include the identification, through multiple criteria, of all qualified students in grades K-12, development of a program for students in grades K-12, yearly evaluation of the program, and provision of ongoing professional staff support to parents, community, administrators and teachers.

CCISD received funding for the gifted and talented program from the state - \$58,000 in 1979 and \$71,550 in 1980. No application was made for federal funds. Neither Dr. Button (Gifted Program Coordinator) or Mr. Larrabee (Deputy Superintendent for Instruction) anticipates any change in the funding process.

* * *

EDUCATIONAL PROFICIENCY STANDARDS

ESEA, Title IX, Part B

Description: Title IX-B provides grants to state education agencies (or to local districts in a state that has not applied for such a grant) to assist students to achieve proficiency levels established by the state or local district applying.

Types of Programs Funded: Funds are available for disseminating information on the availability and uses of achievement tests; for training personnel in how to use test results; for research and evaluation for improving assessment of achievement in basic skills and diagnosis of instructional needs. The act emphasizes that the federal Department of Education is not requiring any specific tests or test questions, nor is it imposing tests on a state or requiring states to apply for these funds. It says also that any state education agency or local district may refuse to use any test or test question developed under this section.

Application requirements: Applicants must submit an educational proficiency plan describing the proficiency standards set; the programs designed to assist students to achieve these levels of proficiency; and assurances that students who fail to meet the standards shall be offered supplementary instruction. The plan may provide for administering tests to measure proficiency in reading, writing or math as well as any other subjects the applicant considers appropriate.

Funding: Appropriations are authorized without a limit on the funding for five fiscal years starting in FY '79 in sums necessary to carry out the title's provisions.

Status in CCISD: The state of Texas instituted minimum competency testing in 1979-80 as a result of action by the 66th Legislature. In addition, CCISD is developing yearly tests in reading and math to pinpoint students needing remedial help. At the time of printing, it has not been determined if the Texas Education Agency is using Title IX-B funds. If they are not, the local district would be able to apply for such funds.

* * *

WOMEN'S EDUCATIONAL EQUITY

ESEA, Title IX, Part C

Description: Title IX-C, popularly known as Title IX, proposes to provide educational equity for women in the United States because Congress declares that present educational programs are frequently inequitable to women and limit the full participation of all individuals in American society. Men and boys are not meant to be excluded from any activities funded in Title IX-C. Levels of education include pre-school through university, and also adult education.

Application Requirements: Applicants may include public agencies; private nonprofit agencies, organizations, and institutions, including student and community groups; and individuals. Applicants must administer or supervise the administration of any programs funded. They must ensure adequate evaluation of any programs funded, and proposed programs must substantially contribute to women's educational equity.

Types of Programs Funded: The title first establishes a National Advisory Council on Women's Educational Programs. Programs that may be funded include those that demonstrate, develop, or disseminate information on this subject such as development of educational materials; pre-service and in-service training programs; research and development; guidance and counseling activities, including development of nondiscriminatory tests; activities to increase opportunities for adult women, including continuing education activities and programs for unemployed and underemployed women; and expansion and improvement of activities for women in vocational education, career education, physical education, and educational administration. A small grants section is designed to support innovative approaches to achieving educational equity.

Funding: Funds authorized to be appropriated are \$80,000,000 for FY '80 and each of the three succeeding fiscal years. Small grants for innovation cannot exceed \$25,000 each.

Status in CCISD: CCISD has not applied for any funds in this section. No program has been formulated which would meet the goals of Title IX-C. A Sex Desegregation Assistance Center for the Southwest is located in Nacogdoches, but no area schools have yet asked for their help, though school districts in other southwest states have.

* * *

ADULT EDUCATION PROGRAM FOR IMMIGRANTS

ESEA, Title XIII, Part A, Section 1313

Description: Under this title grants may be awarded to states and local education agencies, and other public or private nonprofit agencies, organizations or institutions to provide educational programs for adult immigrants.

Such programs may consist of instruction in basic reading and mathematics, development and enhancement of skills. Funds may also be used for the administrative costs of these programs. Educational support services such as educational and vocational guidance and counseling are included in this section. Also included are projects which operate in conjunction with existing programs (such as CETA) to develop occupational skills for individual adult immigrants.

Requirements: Applications for grants and contracts must first be submitted to the state which, in turn, makes recommendations to the Commissioner.

Not less than fifty percent of the funds appropriated under this section must be used for contracts with private nonprofit agencies, organizations and institutions.

Funding for this section is authorized to be appropriated for fiscal year 1979 and for each of the four succeeding years.

* * *

SPECIAL EDUCATION

What is special education?

As defined by PL 95-561 special education is the education of children with physical and psychological handicaps. "They are children with certain impairments that require special education and related services." It can refer to educable mentally retarded, educable mentally handicapped, trainable mentally retarded, trainable mentally handicapped, physically handicapped, emotionally disturbed, emotionally handicapped, learning disabilities, hard of hearing, deaf, blind, visually impaired, and speech impaired.

According to Jackson D. Wilson, II. in an article entitled "The Learning Handicapped in Texas" in the PTA Communicator, May, 1980, special education students are defined as physically handicapped, visually handicapped, hearing handicapped, mentally retarded, emotionally disturbed, speech handicapped, autistic, learning disabled, and multi-handicapped. To qualify a student for the special services and assistance provided under law, the handicap must exist to such a degree that a student cannot adequately "be served in the regular classes of the public schools without the provision of special services."

A program is mandatory for all schools in the state which are wholly or partially funded by state funds.

Special services provided by law are special teaching in a resource

room, classroom, hospital or community class, speech or hearing therapy class or home class. Support services required are an evaluation of the student, transportation needs, health and medical services, family counseling, and occupational or physical therapy. (Funding for special services is in addition to regular school funding.)

I. A brief look at the relevant laws applying to states and local school districts - Education of the Handicapped Act, Part B, 1974; Education of All Handicapped Children Act of 1975, PL 94-142; and PL 95-561, 1978

- 1) Must provide all handicapped "full education opportunities" (encompasses building facilities as well as instructional aids)
- 2) Establish due process safeguards for identification, evaluation, and placement
- 3) Design local and state procedures for "mainstreaming" as much as possible
- 4) Provide nondiscriminatory tests and procedures for special education evaluation - (must be in primary language of the child)
- 5) Provide written individualized education plans (IEP) for each child - must be annually reviewed by parent, teacher, and designee of the school district
- 6) Prior notice of any change in a child's program and an explanation of the procedure to be given to the parents in written form in their primary language
- 7) Provide access to relevant school records and an independent evaluation of the child's special needs
- 8) The right of the child to remain in his or her placement while due process proceedings are taking place
- 9) Must be provided to all handicapped between the ages of 3 and 21
- 10) Funds can only be used to pay "excess costs of special education" (the rest is the responsibility of the states and local school districts)
- 11) ELIGIBILITY A state agency which is directly responsible for providing free public education for handicapped children shall be eligible to receive the grant. (Sect. 146, PL 95-561) The amount is ascertained by a formula multiplied by the number of such handicapped children in average daily attendance, as determined by the Commissioner, at schools for handicapped operated or supported by the state agency, including schools providing special education for handicapped children under contract in the most recent fiscal year.
- 12) PROGRAM REQUIREMENTS The state shall use payments for programs and projects (including acquisition of equipment and construction of school facilities where necessary) which are designed to meet the special educational needs of handicapped children. The state agency shall provide assurance that each child in average daily attendance will be provided with such a program commensurate with his or her needs. (Sect. 147, PL 95-561)
 - a) Education agency (school district) must file with the state education agency, describing the programs and projects to be conducted with assistance provided under PL 95-561 for three fiscal years, maximum. Application may be amended at any time as needed and must be approved by the state agency.
 - b) Assessment of educational needs - The school district must

make an assessment of the educational needs each year to identify special education children, identify general instructional areas and determine the special educational needs of participating children.

- c) Planning - may use funds for planning only if it is related directly to programs or projects to be assisted by this title (1% of the cost or \$2000, whichever is greater)
 - d) Sufficient size, scope, and quality must be ensured to give reasonable promise of substantial progress toward meeting special needs of the children being served.
 - e) Program must demonstrate that benefits and services available through other organizations and agencies have been considered
 - f) Evaluations - During each 3-year period, data must be collected and analyzed relating to the degree to which programs have achieved their goals, also must include objective measurements of educational achievement in basic skills over at least a 12-month period in order to determine whether regular school year programs have sustained effects over the summer. Evaluation will be used in planning for the coming year.
 - g) Must have effective procedures for acquiring and disseminating to teachers and administrators information derived from research, demonstration, and similar projects, and for adopting promising practices developed through such projects
 - h) Teachers and school board must be involved in planning and evaluation of programs
 - i) Parents must be permitted to participate in establishment of programs, informed of and permitted to make recommendations regarding instructional goals and progress of their children, and afforded opportunity to assist their children in achieving such goals.
 - j) Programs must sustain achievements of children beyond school year through summer programs and intermediate and secondary level programs.
 - k) Funds for aides, including volunteers, are provided only if well developed plans for training are included.
 - l) Funds may be used for construction only if it is in addition to overall school facilities
 - m) Two or more local educational agencies may agree to carry out jointly operated programs.
- 13) Accountability provisions require record keeping, annual reporting to the state, access to information, and a system to resolve grievances.

II. What are we currently doing in Clear Creek Independent School District? (Source - Mary Sheehan, Director of Special Education)

- A. What services and programs does CCISD provide the handicapped at present? How is this affected by current laws?

By law, a district must provide a free appropriate education to every identified handicapped child. It must be an individualized program developed by the professional team and parents. It is called the IEP Committee. CCISD follows the guidelines developed by the Texas Educational Agency. CCISD is putting together a

comprehensive booklet of these guidelines for each building in the district. CCISD must submit a 3-year plan with a 2-year projection and update this annually. State requirements are more extensive than federal. Some of the professional services provided in our school district are a pediatric psychiatrist (limited basis), occupational therapist, adaptive physical education therapist, physical therapist, associate school psychologist, diagnostician, social worker, clinical social worker, self-contained teachers, and resource teachers. On each campus there is a counselor and special education specialist and a speech therapist, except for two small elementary schools which share one of each and the two high schools which share one of each.

CCISD serves all handicapping conditions as identified by state law. (This requires a physical therapy and motor room) Through the Association for Retarded Citizens CCISD has a pre-vocational unit.

- B. What percentage of our school population is handicapped? What percentage is mainstreamed?

9.9-10% of the school population is handicapped by a yearly count. The actual count varies from week to week as there is continual evaluation. Mainstreaming also varies. 9.9% equals approximately 1,710 students.

- C. What percentage of school population requires special schools and services? What is the school district responsible for?

At the present, there is one student at the Bay Area Rehabilitation Center and one student at a residential center that provides 24 hour therapeutics. This is federally funded via TEA in addition to local funding.

- D. How is special education at CCISD funded? (in-school as well as special services and schools)

A formula is used as prescribed in PL95-561 and Education of Handicapped Act, Part B, 1974. A December count is taken each year of those identified as handicapped at that time. The number varies throughout the year, but funding is based on the December count. Mary Sheehan stressed that it is very important to understand that the number in the program varies all of the time because of the constant evaluation. At the present time CCISD is receiving more severely handicapped, especially motor and emotionally disturbed children, than ever before.

Mary Sheehan believes that CCISD is using the federal funding to its fullest extent. To her knowledge there is no school district that is not in compliance with the law. The only state that did not comply when the law was first passed was New Mexico. When they realized what was involved in order to comply, they wrote up their application and program and submitted it after only one year.

- E. What is involved in obtaining this funding as you understand it now?

The local policies have to adapt to the state policies and procedures, even to using much the same language. This program must be filed with TEA and must describe the programs and projection to be conducted for three fiscal years with a two year projection. Must be updated annually. Then separate guidelines are drawn up for use by the school district itself.

- F. Is the community aware of the rights of handicapped children? If so, how is this done?

Notices are posted in local newspapers. Routine screening is done at every "Kindergarten Round-up." Extensive advertisement is done for the early childhood (ages 3-5) screening program. This is the major effort to reach the public. A brochure is placed in local physicians' offices that describes the handicapped programs available. In conjunction with the "Child Find/Child Serve" program, a toll free number through TEA, referrals are funneled to CCISD. The goal is to have a folder with a description of the CCISD program in every physician's office and other appropriate places.

- G. How does our school identify and locate children with special needs?

Through the kindergarten round-up, the Early Childhood Screening Program, physicians' referrals and mainly through teacher detection (CCISD provides in-service training on this.) Testing, interviewing, and contact with parents take place before actual placement is made.

- H. Do we provide regular assessment of placements and a mechanism for changing or modifying placements as necessary? How?

Assessment is an on-going process. Teachers, counselors, and other staff must submit a progress report every three months for each child as required by the state. IEP's are rewritten every year and, in so doing, the case file and all developments are reviewed. State and federal agencies require assessment every three years with full testing and evaluation of each child.

- I. How are we involving the parents in the program and the expenditure decisions?

Parents help write the individualized plan. The Liaison Committee, consisting of the Director of Special Education, Coordinators of Psychology, Coordinator of Curriculum and Instruction, and Coordinator of Program Development, meet with the officers of the Association for Retarded Citizens every six weeks. Counselors know the parents. In general, parents go to counselors for the routine contact, then, if necessary, to the central office.

III. What do you foresee for the future?

Mary Sheehan foresees a growing number of more severely handicapped children needing a lot more service and one-on-one relationships. Federal and state funding will not cover the extra costs at this rate; we'll need more local funding. Related services alone will require more funding - e.g. transportation costs increased 50% this year for additional buses, an aide and a bus driver on each bus, two-way radio, special seating. We've already exceeded the allotment just to reach state guidelines.

Plans are being made to set up an advisory committee with handicapped individuals from the community on the committee.

* * *



In concluding our study, we ask you to determine whether you believe that the use of federal aid is advisable in CCISD, examining both what is currently used as well as what other programs may be of value. CCISD was once a rich district. It is now a fast-growth suburban district whose oil and gas tax base is eroding as fields become depleted. It is a district of primarily homes and small businesses, not industries whose taxes substantially support the school system. As costs rise, and as taxpayers nationwide grow increasingly resistant to higher property taxes, CCISD, like many other districts, has choices to make to determine how to fund its educational programs. Will patrons continue to accept increasing ad valorem taxes? Should the state be encouraged to provide more funding? Should additional federal funds be sought? Or, will programs and personnel be cut. Will we learn to live with less because we don't want to pay more? If the educational program is to be maintained, the status of today's economy dictates that costs will be greater. Should federal aid be seriously considered as a means of meeting these costs?

* * *



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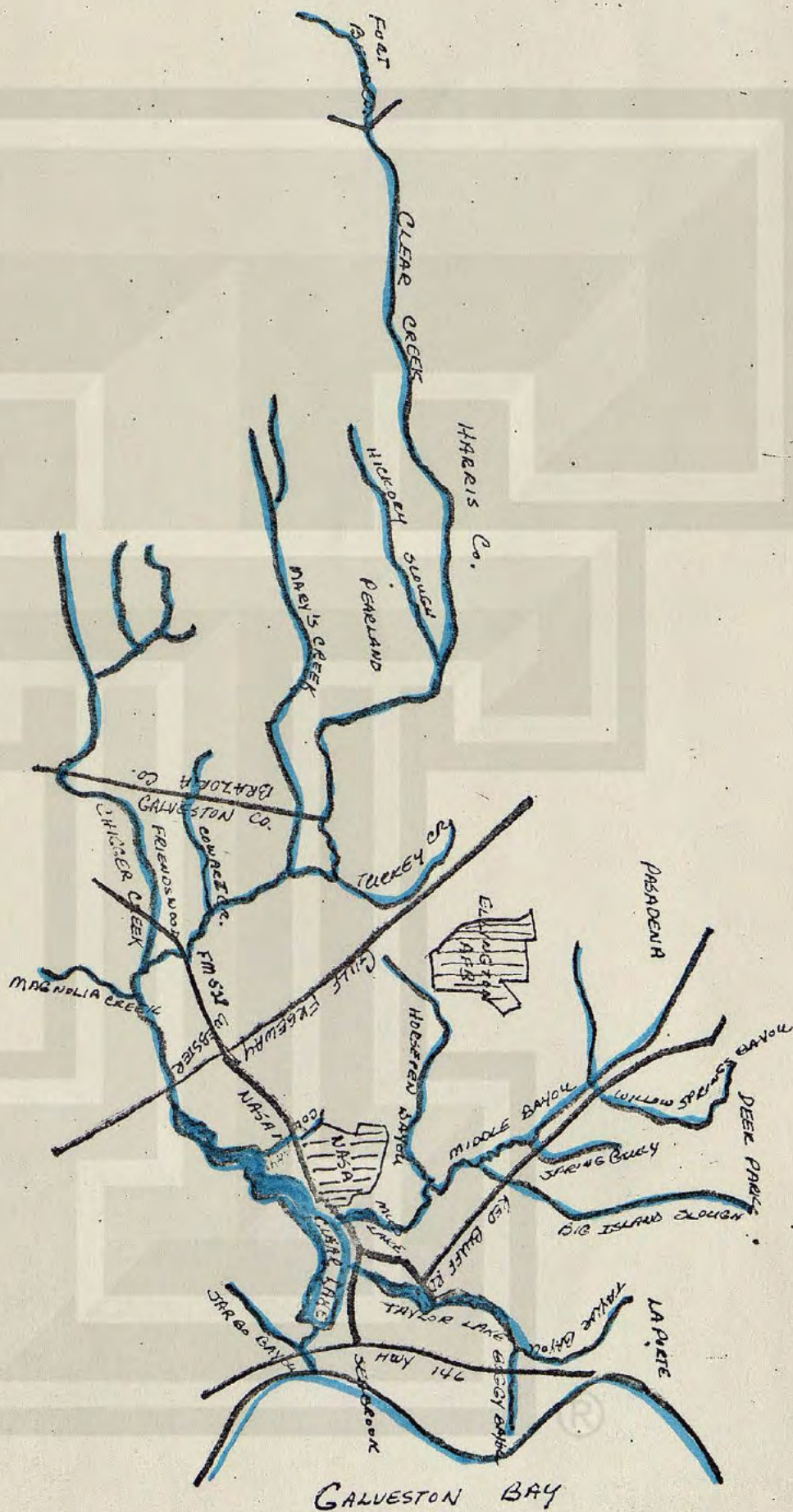
CLEAR LAKE

A WATER QUALITY STUDY

APRIL, 1980

League of Women Voters of the Bay Area

CLEAR LAKE BASIN



INTRODUCTION

In 1979, the League of Women Voters of the Bay Area voted as one of its local program items an update of its ten year old support position on the water quality of Clear Lake. A LWV Natural Resources Committee had begun meeting during 1979 and members wished to study how the water quality of Clear Lake and the bodies of water that affect the lake had changed in the intervening years. The 1970 study had shown that unless drastic measures were taken, the lake would no longer be suitable for recreational use. Since 1970, the League has supported measures to clean up pollution to a level suitable for recreational use in Clear Lake, including Galveston Bay as it affects Clear Lake.

The report that follows includes the findings of the nine-member committee that has worked on the water quality update this past year. It covers the agencies and laws that govern water quality, the pollution problems, and an evaluation of Clear Lake's water quality.

The LWV-BA wishes to thank the many people and agencies that have supplied us with information.

LWV-BA Natural Resources Committee

Jill Hays, President, LWV-BA
Diane Sheridan, Program Vice-President
Georgina Gregory, Natural Resources Director
Terry Holmberg
Sandra Linton
Barbara Neal
Ellyn Roof
Mary Starr
Ida Varon

April, 1980



CLEAR LAKE IN THE EARLY 1970'S

In April, 1970, the League of Women Voters of the Bay Area published a Fact Folio entitled Clear Lake Is Dying. They reported at that time that

- . . . Clear Lake receives sewage flow from 27 water districts
- . . . Some doctors recommend typhoid shots for all would-be water skiers in Clear Lake
- . . . as of January 20, 1970, the lake had its first algae bloom (an indicator of advanced decay)

The Texas Water Quality Board, in order 69-9 of 1969, stated, "... some form of remedial action ... must be undertaken at this point in time... If this is not done, Clear Lake, or more specifically, the beneficial water uses of the lake, will in all likelihood, be excessively impaired or completely obliterated." The average coliform index for all of Clear Lake and its tributaries was over 1,000 and 1971 newspaper reports show that many municipal sewage plants were not in compliance with 1971 standards. With more stringent standards required in 1972, the majority of the plants opted to go to advance treatment of sewage. One of the options the Texas Water Quality Board hoped the plants would choose was not a popular option, that of joining a regional sewage system.

As a result of its 1970 report, the LWV-BA began an effort repeated through the years to improve the water quality of Clear Lake to a level suitable for recreational use.

AGENCIES CONCERNED WITH WATER QUALITY

A multitude of governmental agencies with local, state, and national jurisdictions are concerned with water quality. To list all agencies here and describe their works would be an exhaustive effort and make for more technical reading than we intend in this report. For these reasons, we have chosen what we see as the dominant agencies and will describe their powers and duties primarily. In addition, other agencies will be mentioned in subsequent parts of this report. Finally, those who want a complete list of all agencies who have any powers over water can probably best obtain that from Houston-Galveston Area Council. A significant aspect of this multitude of water-related agencies is the fact that little formal exchange of information is required among these entities.

Agencies with Federal Jurisdiction

Environmental Protection Agency (EPA)

Created in 1970, the EPA works in cooperation with state and local governments to research, monitor, set standards, and enforce regulations designed to restore the nation's waters.

EPA has authority under the Clean Air Act, the Safe Drinking Water Act, the Federal Environmental Pesticide Control Act, the Marine Protection Research and Sanctuaries Act, and the Clean Water Act.

Specifically, the EPA

- establishes effluent standards for point sources and for new sources
- issues permits for source discharges
- administers planning programs under sections 106, 201, 208, 301 which includes providing national policy direction to the states for development of plans for areawide waste treatment management under Section 208
- reviews receiving stream standards
- administers construction grants
- pursues enforcement activities
- coordinates water quality planning

U. S. Army Corps of Engineers

Dating back to 1824, the Corps of Engineers is primarily a federal construction agency concerned with providing flood protection, navigational improvements, and water supply projects. The Corps regulates rivers of many purposes, including enhancement of fish and wildlife. It protects the shores of all oceans and lakes. It issues dredge and fill permits. The Corps may also provide planning assistance for the comprehensive management of water resources, including pollution abatement works.

U. S. Fish and Wildlife Service of Department of Interior

Established in 1871, Fish and Wildlife serves to protect and improve the land and water environment, preserve habitats, and benefit living natural resources.

Other Federal Agencies

- U. S. Department of Commerce, Office of Coastal Zone Management
- U. S. Department of Agriculture, Soil and Conservation Service
- U. S. Department of Housing and Urban Development,
- Federal Emergency Management Agency,
- Flood Insurance Agency
- Department of Transportation, Geological Survey
- Council of Environmental Quality, an executive office that publishes and is the repository of environmental impact statements.

Agencies with Statewide Jurisdiction

Governor

Besides setting the philosophical tone of state government, the governor makes board appointments, designates planning agencies, and must be consulted relative to administration of statute, Section 208.

Texas Department of Water Resources (TDWR)

Created in 1977 in order to consolidate agencies and efforts, TDWR's authority is derived from the Texas Water Code. TDWR consists of three branches: The Texas Water Development Board, the Texas Water Commission, and The TDWR Executive Director.

Texas Water Development Board

Legislative in nature, the TWDB works out procedural rules based on the Texas Water Code. It establishes and approves general policy, approves the state water plan, establishes criteria governing discharge of waste water permits, issues waste control orders, makes inspections necessary to enforce rules and regulations, conducts research and planning for development of water quality programs in the state. Specifically TWDB

- administers grants under Federal WPCA and funds from legislature for planning and construction of sewage treatment facilities
- employs staff to review technical procedures for industrial and municipal treatment
- inspects the quality and quantity of waste water discharge
- inspects water quality of states streams, lakes, and bays
- conducts pollution complaint investigations
- administers provisions of Solid Waste Disposal Act, in cooperation with Department of Health Board

Texas Water Commission

Quasi-judicial in nature, the TWC holds hearings for permits. Public hearing procedures include the presence of a public interest advocate. Rulings of the commission may be appealed directly to the District Court of Travis County.

Specifically TWC

- issues water rights permits, water quality permits, municipal and industrial permits, water modification permits, and reclamation engineer permits
- holds hearings on local sponsors of federal projects, water district bond issues of ground water reservoirs and dam supply
- handles all water rights, utility water districts, and fixes water rates
- rulings of the Commission may be appealed directly to the District Court of Travis County

Texas Energy and Natural Resources Council (TENRAC)

Created in 1979, TENRAC combines the Natural Resources Council with the Texas Energy Advisory Council. Its purposes are to

- adopt and continually reassess an energy policy
- adopt and continually reassess a natural resources policy
- recommend action and programs to the legislature
- review existing or proposed policy and action of federal agencies to determine impact on Texas
- recommend to the Governor and the legislature alternative action and policies consistent with state policies
- adopt plans and award contracts for projects to develop alternative energy technologies under The Energy Development Fund

Texas Parks and Wildlife Department

Texas Parks and Wildlife inspects wildlife habitats and recommends improvements to landowners, enforcing statutes pertaining to game, fish, salt water and commercial fishing, water safety, pollution, endangered species, and dredge and fill materials such as sand, gravel, and shell.

Commissioner of the General Land Office

The commissioner manages publically owned Texas lands not controlled by other state agencies including about four million acres of submerged land off the Texas coast. The commissioner supervises leasing of all lands for which the state retains mineral rights.

Department of Health

The Bureau of Environmental Health is concerned with the safety of drinking water and maintains records on water samples. The health aspects of wastewater disposal practices are managed by the Wastewater and Surveillance Division which gives particular consideration to conditions which would jeopardize the public health through contamination of drinking water and natural waters used for contact recreation.

Railroad Commission of Texas

Supervises not only railroads, but also oil and gas in Texas.

Agencies with Local Jurisdiction

Houston-Galveston Area Council

The Houston-Galveston Area Council is a council of governments, a voluntary association of local governments and local elected officials in a 13 county area of the Texas Gulf Coast. It promotes cooperation among local governments in this area primarily by providing comprehensive planning.

H-GAC was designated by the governor as the areawide agency charged with developing a comprehensive water quality management plan for the greater Houston area.

Gulf Coast Waste Disposal Authority (GCWDA)

The Gulf Coast Waste Disposal Authority was established by Act of the 61st Legislature in 1969. The purpose was to "establish an instrumentality for developing and effectuating for Chambers, Galveston, and Harris Counties, a regional water quality management program including provision of waste disposal systems and regulation of disposal of wastes."

The Authority can make contracts with governmental units and private industry for the purpose of building and running waste disposal systems.

The Authority presently serves 18 municipal entities serving 39 utilities. The Authority also supervises construction of wastewater treatment systems, and may own and operate the facilities. Also, the authority may and does contract to operate facilities for municipalities within the boundaries of the Authority.

There are four major industrial facilities operated by the Authority. The first was the Champion Paper Plant, which the authority took over in 1973 and has expanded to include Air Products & Chemicals, Inc.; Atlantic Richfield Company; Champion International Corporation; Crown Central Petroleum Corporation; Petrotex Chemical Corporation; General American Transportation Corporation; and Denka Chemical. This facility is known as the Washburn Tunnel facility. It has a capacity of 52.6 million gallons a day (MGD) and a flow of 50 MGD.

The American Texas City plant serves three industries there, and the Union Carbide site serves two.

The Bayport Central facility treats aqueous waste from 27 plants in the Bayport Industrial Complex. The industries are primarily of a petrochemical nature. The treatment capability of this plant is 33,000 pounds per day of biochemical oxygen demand.

The Authority purchased 200 acres in 1978 to establish a Class 1 landfill to be used to dispose of hazardous waste from plants in the Texas City area. The site has a 100 foot base of impermeable

clay to prevent seepage. The facility meets all Resource Conservation and Recovery Act regulations as issued in 1978.

The authority develops plans for the future needs of the area in an effort to aid in planning and development of waste disposal for municipal and industrial waste.

Clear Creek Basin Authority

Created in 1965, the CCBA functions as a watchdog after its early efforts to persuade municipalities around Clear Lake to choose a method and follow a timetable to clean up Clear Creek and Clear Lake by providing adequate sewage systems. CCBA's jurisdiction is limited to the Harris County side of Clear Creek and Clear Lake.

Other Local Agencies

Harris County Pollution Control Department
Galveston County Health District
City of Houston

As stated in the introduction to this section, there are many agencies at local, state, and federal levels concerned in a myriad of ways with water quality.

SOME ASPECTS OF TEXAS WATER LAW

Under the U. S. Federal Water Pollution Control Act of 1972 (now amended as the Clean Water Act 1977), Section 402, the Federal Government (Environmental Protection Agency) has the authority to issue (require) permits, called National Pollutant Discharge Elimination System Permits, to control discharges by major polluters into navigable waters within the states. Requirements for the permits include more stringent self-monitoring and reporting regulations than originally required by most state laws.

A state may be authorized by the EPA to issue the NPDES permits (Sec. 402, FWPCA) if its permitting program contains adequate authority to apply and insure compliance with the appropriate provisions of the U. S. Federal Water Pollution Control Act as amended. Texas has not received the authority to issue NPDES permits, primarily because not one but two agencies have permitting authority for pollution discharges within the state. The principal authority is the Texas Water Commission but at this time the Railroad Commission of Texas is still "solely responsible for the control and disposition of waste and the abatement and prevention of pollution of surface and subsurface water resulting from activities associated with the exploration, development, and production of oil or gas or geothermal resources" (Sec. 26.131, Water Quality Control, Texas Water Code).

Even though the permits issued by the Railroad Commission must meet the water quality standards set by the Texas Water Quality Board, the split authority disqualifies the state NPDES program.

As a consequence, the state water law (Chapter 26, Water Quality Control) has been written in two phases. Many of the appropriate sections of the Acts 1977, 65th Legislative, P 2207, Ch. 870 which revised the Water Code, contain two sets of provisions, the first "effective until delegation of NPDES permit authority" and the second "effective upon delegation of NPDES authority". The second phase incorporates the more stringent requirements of the FWPCA of 1972 as amended by the Clean Water Act of 1977.

At the present time, the Texas Department of Water Resources is gradually converting to the second phase of the Water Code in anticipation of receiving NPDES authority. This means that they are increasing the state requirements (such as self-monitoring, record keeping, and inspection) for sources receiving discharge permits to bring the state requirements in line with EPA requirements. At present, EPA issues the NPDES permits after the industry/polluter has received state permit approval and generally the EPA goes along with the Texas Water Commission decision.

Water Quality Standards

The Texas Water Development Board has the sole and exclusive authority to set water quality standards for all waters in the state (Sec. 26.023, Texas Water Code). Before standards are set or amended, public hearings must be held. (Sec. 26.024) Notice of such hearings must be given to specified entities (i.e. Local governments affected, holders of water rights in the designated area, and holders of permits from the commission to discharge waste into or adjacent to the water body in question (Sec. 26.025)). Water quality standards and amendments shall be published and copies made available to the public on request. (Sec. 26.026).

Permit to Discharge Wastes or Pollutants

Permits are issued by the Texas Water Commission (Sec. 26.027). Notice of application for waste discharge permits are given to the persons who in the judgement of the commission may be affected by the application for a permit, permit amendment, or renewal of a permit. A public Hearing may be held on the motion of a commissioner, or on the request of the executive director or any affected person (Sec. 26.028 (a)).

However, there are several conditions under which a renewal, amendment or even original application may be acted upon in a regular meeting without holding a public hearing (Sec. 26.028 (b) (c) (d)). Permits may also be suspended or revoked by the Texas Water Commission (Sec. 26.029).

Effect on Recreational Water

In considering a permit to discharge effluent into any body of water having a recreational standard, the commission may consider odor and its effect on the receiving water as one of the elements of the water quality of the effluent. (Sec. 26.030).

Private Sewage Facilities

When it appears that the use of private sewage facilities in an area is causing or may cause pollution or is injuring or may injure the public health the commission may hold a public hearing and subsequently may enter an order regulating and/or limiting the number of private sewage facilities (Sec. 26.031). A county commissioners court may also do this with the TWC's written approval (Sec. 26.032).

Enforcement:

Sec. 26.121 prohibits unauthorized discharges. A person who violates any provision of Chap. 26 or any rule, permit or order of the department is subject to a civil penalty of not less than \$50 or more than \$1,000 for each act of violation and for each day of violation (Sec. 26.122). The Texas Department of Water Resources may seek injunctive relief to restrain the person from continuing the violation or threat of violation, or may seek the assessment and recovery of the civil penalty just listed (Sec. 26.123) either in the county in which the defendant resides or in the county in which the violation or threat of violation occurs (Sec. 26.125). The suit may also be brought by the local government in which the violation or threat of violation has occurred or by the Parks and Wildlife Department if the violation or threat of violation affects aquatic life or wildlife (Sec. 26.124).

SECTION 208 - CLEAN WATER ACT

In talking about water quality, reference is often made to Section 208. Clear Lake is part of a 208 planning area. This section explains the significance of Section 208.

208 is a section of the Water Pollution Control Act Amendments of 1972. It provides for the development and implementation of area-wide and statewide plans to control and prevent pollution.

Each plan varies because problems vary in different geographic areas but must include:

1. Population, household and economic projections for a 20-year period.
2. Summary of existing land use (residential, commercial, and industrial) within the planning area.

3. Classification of all streams and other navigable waters in two types of segments: those that now meet state water quality standards or will meet them after limiting the amount of pollutants discharged, or segments that will not meet applicable state water quality standards even with discharge limitations. (For the latter, the state agency, will establish more stringent discharge limitations.)
4. A pollution inventory from all point sources and from non-point sources.
5. Identification of new and expanded municipal sewage treatment systems necessary to handle the area's waste for the next 20 years.
6. Identification of new and improved storm water systems.
7. Identification of all regulatory programs and land use measures to control nonpoint pollution.
8. Identification of methods to control sludge pollution of surface and ground water.
9. Identification of planning and management agencies with the administrative, legal and financial capability to construct, operate and maintain treatment facilities and/or implement the regulatory programs on nonpoint sources.
10. Assessment of the social, environmental and economic impact of the plan.

The Houston-Galveston Area Council (H-GAC) was designated in April 1975, as the 208 planning agency for the greater Houston area. This includes all of Harris County and portions of Brazoria, Fort Bend, Galveston, Montgomery, and Waller Counties. H-GAC's 208 plan was approved locally in April, 1978, certified by the Governor in January, 1979, and conditionally approved by EPA in January, 1980. A copy is available at the Freeman Memorial Library.

In 1979, H-GAC took steps to initiate a continuing planning process for an areawide water quality management plan. 75-100% funding is provided by EPA who implements the law. Recent changes in EPA policy and funding priorities have eliminated funding for several items on H-GAC's five-year work plan. Funding was provided only for a nonpoint source management study in the Clear Lake watershed. While we see a definite need for such a study, we regret to see some other needs in the greater Houston 208 area no longer eligible for EPA funding. These include such items as completion of the non-point source monitoring program for Clear Creek as well as updating of wasteload projections for the Clear Lake watershed. Also eliminated was a monitoring of unclassified bayous and development of alternative nonpoint source control strategies for Lake Houston focusing on construction runoff nonpoint sources.

The Letter of the Law

THE CLEAN WATER ACT OF 1977 Public Law 95-217

In December 1977, after many months of evaluation, debate and compromise, Congress amended the Federal Water Pollution Control Act of 1972. The new law--now known as the Clean Water Act--retains the major objective of the 1972 act: "to restore and maintain the chemical, physical and biological integrity of the nation's waters." While the basic structure of the 1972 law remains intact, the 1977 amendments make several significant changes. They:

- emphasize the control of toxic pollutants,
- extend the authorizations for grants for municipal sewage treatment plants,
- institute incentives for innovative methods for treating sewage,
- postpone municipal and industrial deadlines for compliance with federal regulations,
- strengthen state control over implementation of municipal waste treatment control efforts,
- provide for a state role in protection of wetlands from dredge and fill disposal.

Industrial Pollutant Control The Clean Water Act sets up separate provisions for controlling three different categories of industrial pollutants: toxic, conventional, and nonconventional. *Toxic* pollutants are those that directly or indirectly cause death, disease, cancer, genetic mutations, etc. *Conventional* pollutants include those affecting biological oxygen demand and acidity (pH) as well as suspended solids and fecal coliform. *Nonconventional* pollutants are those that are neither conventional nor toxic (e.g., some toxic metals); they are usually more harmful than conventional pollutants.

Under the 1972 act, all dischargers of industrial pollutants were required by 1983 to install the best available technology (BAT), the best control and treatment measures capable of being technologically and economically achieved. The law now requires that by July 1984 pollutants appearing on a specified list of toxic chemicals will have to be controlled by BAT. No waivers from these Environmental Protection Agency (EPA) discharge standards are permitted, though EPA may add or delete from the list of toxic substances. For those chemicals added later to the toxics list, BAT is required within three years after EPA establishes applicable effluent limitations (the maximum amount of specific pollutants that can be discharged into waterways).

By 1984, dischargers of conventional pollutants must achieve best conventional pollutant control technology (BCT). BCT, less stringent than BAT,

is to be set after EPA considers such factors as the reasonableness of the benefit/cost relationship for attaining a reduction in effluents.

For nonconventional pollutants, BAT must be achieved by 1987. A waiver allowing a less stringent level of technology may be granted if the discharger can show no significant adverse impact on the achievement of water quality goals.

As under the 1972 act, industrial facilities must have an EPA or state permit specifying allowable pollutant discharge levels. The 1977 amendments enable EPA also to require industries to install best management practices (BMPs) to control plant site runoff, leaks, waste disposal, spillage and drainage of raw material storage associated with industrial manufacturing or treatment processes involving toxic or hazardous pollutants.

Extension of 1977 Compliance Deadlines EPA may now extend until 1983 the 1972 act's deadline for municipal sewage plants to achieve secondary treatment IF authorized federal funding was not available in time or IF necessary construction was not finished in time to meet the 1977 deadline. (Only about one-third of all municipal dischargers met the 1977 deadline.)

EPA may grant industrial dischargers an 18-month extension of the 1977 deadline for achieving best practicable technology (BPT), the average of the best existing performance by well-operated plants within each industrial category, IF: the industry has "acted in good faith," has the facilities under construction, and is committed to achieve compliance by April 1979; and IF the extension will not necessitate additional controls on any other discharger.

Municipal Wastewater Treatment The 1977 amendments extend the funding authorization for municipal waste treatment plant construction grants for five years and give the states greater authority to administer the grant program. For the 1978 fiscal year (FY) the authorization is for \$4.5 billion; in each of the following four years, it is for \$5 billion. Appropriations will be necessary before each year's money is actually made available. Two per cent of the funds--or \$400,000, whichever is greater--may be used by the state to administer the program.

Each state has the sole authority to determine the priority of each category of projects for construction of publicly owned treatment works (facilities for secondary or more stringent treatment) and

league of women voters education fund

construction or rehabilitation of various types of sewers. However, EPA is empowered to remove a specific project from the priority list if it determines, after public hearing, that the project will not result in compliance with water quality requirements.

At least 25% of a state's allocation of funds must be spent for major rehabilitation of sewer systems, new collector sewers, new interceptors and correction of combined sewer overflows, IF such projects are on the state's priority list and are eligible for funding.

The 1977 act permits one significant change in how municipalities may pay for operation and maintenance of sewer systems built with federal aid. Before, all revenues for "O&M" had to come entirely from user charges determined by metering. Now, operators may use local property taxes to pay O&M costs for services to residential and small nonresidential users, provided that such a financing system was in use before December 1977. Large nonresidential users must continue to pay user costs based on the quality and quantity of their wastewater. Financing based on systems other than metering will have to assure that adequate funds are available for proper O&M and that each user class pays its proportionate share of total costs.

Innovative or Alternative Processes The 1977 act encourages municipalities to use innovative techniques (newly developed) and alternative wastewater treatment processes (such as land application or reclamation and reuse of water) in several ways:

- requires all grant applicants to fully study and evaluate innovative and alternative processes, including more efficient use of energy and resources;
- offers an 85%-15% matching formula for an approved alternative treatment project, instead of the 75%-25% formula for traditional treatment. Each state must use from $\frac{1}{2}$ to 3% of its total allotment of federal funds to cover this increased share;
- allows funding for alternative treatment even if its life-cycle costs are 15% greater than for the most cost effective conventional treatment.

There is also a new inducement to industry to devise techniques that would reduce pollution significantly or cost significantly less than current BAT. If these techniques have industry-wide application, the industry could get its time for compliance with permit requirements extended until 1987.

Special Cases for Municipalities The 1977 amendments allow federal funds to be used for construction of small, privately owned sewage treatment facilities such as septic tanks, waterless fixtures and wastewater recycling systems, if the project meets two tests:

- the facilities must be at existing, primary residences in rural areas where central collection and treatment is not economical, and
- a public agency must certify that public ownership is not feasible and that the treatment works will be properly maintained.

The new act also eases one stricture in the old law. Publicly owned sewage treatment works may now discharge into deep marine waters without secondary treatment IF: their effluent does not

interfere with the maintenance of water quality and the maintenance of fish, shellfish and wildlife and recreational activities; IF controls are enforced on industries discharging into the municipal system; IF there is an adequate system of monitoring; and IF the discharge does not result in any additional requirements on other dischargers.

Water Quality Management Planning The Clean Water Act authorizes \$150 million a year for FYs 1977 through 1980 for grants to develop continuing area-wide waste treatment management plans to prevent and control pollution as required by Section 208. Agencies that began planning by October 1977 are to receive 100 percent federal funds for the first two of the three years allowed for plan completion.

The 208 plans must now contain "an identification of open space and recreation opportunities that can be expected to result from improved water quality, including consideration of potential use of lands associated with treatment works and increased access to water based recreation." While permits for return flows from irrigated agriculture are no longer required under the discharge permit control program, 208 plans must now consider methods to control these flows. States may develop a state-wide program to regulate the discharge of dredged or fill materials through requirements for BMPs.

For the first time, funding is authorized for partial 208 plan implementation: \$200 million for FY 1979 and \$400 million for FY 1980 for a new Department of Agriculture program that would pay up to half of farmers' and other rural landowners' costs of installing and maintaining measures incorporating BMPs to control agricultural nonpoint source pollution that damages water quality.

Wetlands Protection The 1977 amendments clarify provisions for the Army Corps of Engineers; (COE) issuance of permits regulating dredge and fill discharge for protection of water quality, especially in wetlands.

- a permit is not required for normal farming, ranching and silviculture activities such as plowing, harvesting of timber, irrigation ditch digging, stock pond construction, farm or forest road construction, or other activities with minor impact.
- also exempt are federal projects specifically authorized by Congress on which an environmental impact statement, submitted in advance of project approval, included information on the effects on wetlands.
- the COE can issue general permits for categories of activities having a minimal adverse effect on the environment.
- EPA may delegate permit authority to the states, except for navigable waters and their adjacent wetlands.
- states may exempt activities for which they have an approved BMP program under Section 208 of the act.
- EPA has the authority to oversee state programs, to disapprove individual permits, and--after a public hearing--to withdraw a state's permit authority for improper administration.

Researched and written by Arliss Ungar, LWVEF Environmental Quality Committee member.

POLLUTION

What is Water Pollution?

According to the Texas Water Pollution Control Board's Rules and Regulations, "pollution means any discharge or deposit of waste into or adjacent to the waters of the State--that by itself--causes or continues to cause or will cause such waters to be unclean, noxious, odorous, impure, contaminated, altered, or otherwise affected to such an extent that they are rendered harmful, detrimental or injurious to public health, safety or welfare or to terrestrial or aquatic life or the growth and propagation thereof or to the use of such water for domestic, commercial, industrial, agricultural, recreation or other lawful reasonable use."

A simpler definition defines water pollution as foreign substances in water. We can categorize pollutants into four general groups:

1. Chemical - organic and inorganic compounds such as phosphates, nitrates, and chlorides
2. Physical - characterized by color, foaming, cloudiness, and temperature
3. Biological - characterized by the presence of bacteria and viruses
4. Physiological - characterized by extensive growth of algae

Water quality standards are set for the various foreign substances to determine how much of a given pollutant might cause a problem for any of several uses the water may have. Possible uses of water include domestic raw drinking water supply, contact recreation, industrial usage, fishing, etc. The obvious purpose of setting water quality standards is to protect the health, safety, and general well-being of people and their environment.

POLLUTION SOURCES

For the purpose of developing control programs, the Clean Water Act classifies pollutants according to the way they enter the water. Point source pollutants are those that enter the water from a specific point such as a sewer pipe, culvert, tunnel or other channel or conduit. Pollutants which wash off, run off or seep from broad areas of land are called nonpoint source pollutants.

The 208 water study identifies oil field runoff, sewage treatment plant discharge, waste discharge from pleasure boats, septic tanks and overland runoff as the primary contributors to water pollution in the Clear Lake Basin.

Point Source Pollutants

The most easily identified point sources are those that come from factories and municipal sewage systems.

EPA has categorized industrial point sources by type of manufacturing operation. Typical categories include chemical plants, oil refineries, and steel mills. EPA has established limits on the amount and kind of pollutants that can be discharged in wastewater from industries in each category.

No point source can discharge waste into a body of water unless the discharger first obtains a permit from EPA or the state. These permits specify maximum permissible levels of each pollutant that can be discharged, a compliance schedule for reaching these limits, and requirements for monitoring and reporting discharges to the state and EPA. A discharger that fails to obtain a permit or violates its conditions can be fined up to \$10,000. Willful, negligent or repeated violations can bring higher fines or prison term.

The Federal Water Pollution Control Act requires communities to treat their sewage adequately before releasing it. The first step in waste water treatment is called "primary treatment". In this stage, floating or settleable solids are mechanically removed by screening and sedimentation.

The Clean Water Act requires all publicly owned sewage plants to further purify the wastewater by a series of processes called "secondary treatment" in which bacteria consumes the organic parts of the waste. Levels of treatment higher than secondary, called "advanced secondary" may be mandated by states where needed to meet water quality standards. About two-thirds of the 12,800 treatment plants in the U. S. did not meet the 1977 deadline set by EPA for providing secondary treatment. The deadline has been extended to 1984.

Section 201 of the FWPCA, provides federal funds to build and expand municipal sewage treatment facilities. Over \$18 billion in federal grants was made available by Congress to assist communities in this construction with the federal government paying 75% of the cost.

Because of the rapid growth in the Houston area, some sewage treatment facilities are having difficulty meeting the demands made by the increased population.

The Clear Creek Basin Authority filed suit against the City of Houston seeking an injunction to keep Houston from discharging improperly treated wastewater from its plants upstream. CCBA complained about numerous violations by the city of wastewater discharge at 31 points. The Attorney General's office entered the case on behalf of the state and reached an agreement with the city requiring the building of additional waste treatment facilities. The state waived all civil penalties, saying the payment of fines by Houston

would reduce the money available for building new plants. CCBA declined to agree to the judgement, and went to court on the single issue of whether it had the authority to sue Houston for pollution of Clear Creek caused by treatment plants outside the basin authority's boundaries. The case went all the way to the Supreme Court of Texas, which ruled against the CCBA, saying that "a local government may not bring a statutory action for civil penalties and injunctive relief pursuant to ... the Texas Water Code for discharges that occur outside its geographical boundaries".

League City is presently under injunction prohibiting it from making any new sewer connections to its treatment plant located on Wisconsin Street. The order was imposed by the Texas Department of Water Resources because the plant can not handle the demands of the present population and is particularly a problem during times of heavy flow and rainfall. Voters of League City, after twice defeating bond issues for sewage plant improvements, approved a general obligation bond issue in the election held on April 5, 1980, to finance a new sewage treatment plant.

The 208 Water Management Plan concludes that in times of dry weather, Clear Lake will meet the goal of fishable, swimmable quality water if existing and future municipal wastewater treatment facilities are operated at current permit levels with proper operation and maintenance.

People Living on Boats

A possible source of pollution in Clear Lake is improper disposal of sewage by those who live permanently on boats. EPA regulations as of January, 1980, are described below. A list of boatyards where people reside on their boats is provided to indicate that this is not a rare occurrence. The significance of any raw sewage dumped into the lake lies in whether the levels of pollutants are adversely affecting the water quality of the lake. The problem is still a small one; but, if additional numbers of people choose to live on their boats, regulations concerning dumping of raw sewage will have to be strictly enforced or the quality of the lake water will suffer.

As of January 30, 1980, EPA regulations forbid the dumping of raw sewage overboard into U. S. navigable waters. Discharge beyond the three mile limit, however, is still permitted. This law applies to all vessels on which there are presently toilet facilities as well as all new vessels. Boat owners are required to install Marine Sanitation Devices (MSD). Two types include one that treats waste and then discharges it into the water and one that consists of holding tanks or other storage systems. All MSD's must be certified by the Coast Guard to meet area requirements which range from permitting no discharge at all to those areas where treated sewage may be discharged. One problem in a no-discharge area occurs when

there are not adequate facilities to pump out the sewage. While failure to comply may penalize an owner up to \$2,000, Coast Guard enforcement is difficult due to the large number of boats.

The following list describes our findings on boats where people reside permanently. It was not possible to determine which boats are adequately equipped to prevent polluting the lake with raw sewage.

1. Lakewood Yacht Club

Eleven families as permanent residents on boats.

The person to whom we spoke did not know if the boats in question had holding tanks or flow-thru heads. The families do use the bathhouse facilities at Lakewood. Lakewood Yacht Club has no pump out facilities.

2. Watergate

Fifty families as permanent residents on boats.

These boats do have holding tanks but Watergate does not have pump out facilities. Watergate is presently trying to negotiate with the City of Kemah for pump out facilities.

3. Seabrook Shipyard

Twenty-five families as permanent residents on boats.

The person to whom we spoke did not know if the boats in question were equipped with holding tanks or not. Seabrook has no pump out facilities.

4. Oddo's

Ten boats (14 people as permanent residents on boats)

The boats in question have holding tanks, but there are no pump out facilities at Oddo's. The permanent residents do use the bathhouse facilities there.

5. Bal. Harbour

Three Boats (3 people as permanent residents on boats)

The boats in question are equipped with holding tanks and Bal Harbour does have pump out facilities.

Nonpoint Source Pollutants

To help meet the goal of swimmable, fishable water, the Federal Water Pollution Control Act requires the development of management plans to control and abate pollution from nonpoint sources as well as point sources.

Nonpoint sources are diffuse pollution sources such as urban runoff or runoff from farms, feedlots, oil fields or forests. The water pollution from nonpoint sources is enormous. Several billion tons of sediment alone wash into streams and rivers annually from nonpoint sources. After a rainfall streets are clean, smog is washed out of the air, but our rivers are more polluted as the trash in the streets and dust in the air are washed into them. Precipitation carries oil burned or leaked by our cars into streams. Thousands of pounds of toxic metals, lead, zinc, cadmium, left in the streets by cars eventually are carried to rivers. Similar amounts of phosphates and nitrates from wasteful application of fertilizer to lawns and gardens find their way into rivers. Dogs and cats deposit their tons of waste in our urban environment as well. The effect of urban runoff, storm water with its pollutant load, is often equivalent to, if not worse than, raw sewage.

The traditional method of handling urban runoff has been to treat it in a sewage treatment facility, or to release it directly into urban waterways. Stormwater enters either a combined sewer system which carries both municipal sewage and stormwater runoff in the same pipes to the treatment plant, or a separate stormwater sewer which takes stormwater runoff directly to the nearest river or stream. In times of heavy rains stormwater in separate systems often seeps into the sewage system causing it to overflow, while combined systems often become overloaded allowing sewage and stormwater to flow directly to streams via a bypass.

Some planners and developers have begun to search for alternative methods based on a new, preventive approach to urban runoff in addition to innovative ways of controlling runoff. These include:

1. Maintaining the natural contours of the land.
2. Avoiding displacing and radically changing vegetation and soil cover.
3. Using "porous pavement" which allows water to seep through it.

Some urban runoff prevention measures useful in already developed urban areas include the following measures:

1. Protecting stream banks with vegetation and structures to hold soil and prevent erosion.
2. Building of sediment basins to catch sediment.
3. Periodic sweeping or vacuuming of streets and sidewalks.

No matter how prudent developers and city managers are, a certain amount of urban runoff cannot be avoided. Therefore, in addition to preventive measures, steps need to be taken to control urban runoff. For instance:

1. Underground storm drains and tunnels can be installed to store and eventually carry runoff from the area to treatment facilities at a controlled rate.
2. Rooftop and yard storage systems can be built to collect and gradually release urban runoff.
3. Residential property owners can route downspouts and other drains into disconnected septic tanks or permeable trenches so that stormwater may seep into the ground instead of rushing into the street.

Because of rapid urbanization in the Clear Creek water shed, the problem of nonpoint pollution will steadily worsen as natural drainage patterns are disrupted and there is an increase in the amount of impervious surface (driveways, roofs, parking lots, etc.) which prevent rainwater from soaking into the ground.

H-GAC's section 208 Management plan for this area assigns a high priority to solving "nonpoint" source problems making full use of existing authorities. It encourages enforcement of existing ordinances such as erosion control, anti-litter ordinances, leash laws and building permits. Other recommendations include proper maintenance of ditches as well as local government acquisition of linear greenbelt buffer zones.

The Clear Creek Basin Authority developed a comprehensive Stormwater Runoff Regulation that provides methods of controlling some pollution problems by controlling runoff. However, effective enforcement of this regulation will be a difficult task for this particular agency since its jurisdiction is limited.

UNITS OF MEASUREMENT

Several units of measurement are commonly used when sampling water for pollutants.

mg/l - milligrams per liter

PPM - Part per million; in water, one mg/l is equal to one PPM

ug/l - micrograms per liter; a microgram equals 1/1,000 of a milligram

MPN/100 ml - Most Probable Number per 100 milliliters; the most probable number of bacteria likely to found in 100 ml of water.

DISSOLVED OXYGEN

Date	1978 4/3	6/5	7/31	9/25	10/23	1979 1/9	2/12	3/12	4/30	6/11	7/9	7/23	10/15	11/19
Clear Creek Galveston Co. Park	4.8	4.2	5.9	6.0	5.8	8.8	6.6	5.8	3.0	4.0	3.2	2.4	6.2	6.6
Mud Lake at NASA #1	5.0	5.9	3.9	5.2	4.9	8.6	7.7	9.2	5.4	6.8	5.2	5.2	5.6	6.6
Clear Lake at Harris Co. Park Pier	5.8	6.1	4.0	4.8	4.7	9.3	7.9	8.6	5.6	6.7	5.0	5.1	5.8	6.2
Taylor Lake at NASA #1	6.0	5.9	3.7	5.0	4.0	10.3	7.0	8.0	5.4	5.4	3.6	3.1	4.8	6.2
Clear Lake Exit off Kemah Pier	5.4	5.4	4.0	4.8	4.5	8.6	7.2	8.0	6.2	5.8	4.2	4.6	4.2	6.2
Clear Lake at East End by Regatta Inn	5.8	5.4	3.7	6.6	5.0	9.4	7.8	7.4	6.0	5.4	3.8	4.3	5.8	6.6

The EPA recommends that the minimum concentration of dissolved oxygen to maintain a healthy, varied fish population be 5.0 mg/l.. During a 24 hour period the concentration of dissolved oxygen should not remain below 3.0 mg/l.

Source: Harris County Pollution Control Dept.

FECAL COLIFORM/ 100 ml.

Date	1978				1979									
	4/3	7/31	9/25	10/23	1/9	3/12	4/30	6/11	7/9	7/23	8/27	10/15	11/19	12/17
Clear Creek, Galveston Co. Park	200	200	< 200	< 200	4,900	< 200	1,700	200	13,000	800	1,200	1,100	200	< 200
Mud Lake at NASA #1	< 200	200	200	< 200	4,900	< 200	200	< 200	200	200	200	< 200	< 200	< 200
Clear Lake at Harris Co. Park Pier	200	< 200	< 200	< 200	35,000	500	800	< 200	1,700	54,000	< 200	700	800	< 200
Taylor Lake at NASA #1	500	500	< 200	500	3,300	500	800	700	800	500	< 200	900	200	< 200
Clear Lake, Exit off Kemah Pier	200	500	< 200	200	17,000	4,900	500	200	200	< 200	200	3,300	500	200
Clear Lake at East End by Regatta Inn	< 200	1,100	200	200	24,000	200	200	< 200	< 200	< 200	< 200	400	200	< 200

Surface water designated suitable for contact recreation should not exceed 200MPN/100 ml.
fecal coliform content.

Source: Harris County Pollution Control Dept.

TESTING FOR POLLUTION

To ensure good quality water, tests are performed on many possible causes of water pollution. Some of the most common are described here.

Bacteria

Bacteria are necessary for the health of streams because they are the basis of the food chain for higher organisms. They may also help decompose waste. Because of the difficulty analyzing specific disease-causing bacteria and viruses, a simple method was devised to detect when an unsafe level of such pathogenic organisms may be present in water. The most common indicator of the presence of pathogenic organisms is coliform bacteria. Fecal coliform, found in the intestinal tract of all warm-blooded animals, is usually 20% of the total coliform count. Fecal coliforms themselves are not harmful, but they serve as an indicator of pathogens that accompany fecal coliform with sewage entering water. In other words, when there are fecal coliform in the water, there are usually pathogens with it. The fewer fecal coliforms there are, the fewer disease-causing organisms there are. Water suitable for contact recreation (where there is significant risk of ingesting water) should not exceed 200 MPN/100ml fecal coliform count. (If a problem occurs, this standard must not be exceeded in not less than five samples collected in over not more than 30 days.) Water suitable for non-contact recreation should not exceed 2000 fecal coliform MPN/100ml. Water that is the raw water supply for drinking water should not exceed 100MPN/100ml total coliform and 20MPN/100ml fecal coliform ideally. However, domestic water supply is not considered unacceptable if the total coliform count is less than 10,000 MPN/100ml and the fecal count 2000 MPN/100ml.

Dissolved Oxygen and BOD

Oxygen dissolved in the water is necessary for respiration of both plants and animals. Temperature, salinity, and turbulence can all affect the amount of oxygen that can be dissolved in the water. The lack of Dissolved Oxygen (DO) is a water quality concern because it is necessary to maintain a certain oxygen concentration to ensure a varied fish population. Excessive levels of organic material use up the DO faster than it can be replaced from the atmosphere. This organic material may come from a natural source such as decomposing leaves or it may result from domestic sewage and industrial waste. The minimum concentration of DO needed to maintain a healthy, varied fish population is 5.0 mg/l. The amount of organic material in water is measured in terms of the amount of oxygen used up in the decomposition of that material. The biological oxygen demand (BOD) is expressed as the concentration of oxygen removed in milligrams per liter. During a 24-hour period, oxygen concentration should never fall below 3.0 mg/l.

Suspended and Dissolved Solids

Solids usually wash off into water from nearby land. They are important in relation to the use of which the water will be put, whether it's domestic or industrial. Different fish also tolerate solids of various concentrations, but solids that settle to the bottom may smother fish eggs and bottom dwelling organisms.

Nutrients

Nutrients such as nitrogen, phosphorus, and trace minerals are all necessary to aquatic plant growth and occur naturally. Adding to these are nutrients from man-made sources such as fertilizer runoff from urban and agricultural land, domestic and industrial wastewater treatment plant outfalls. Excessive nutrients in the water may over-fertilize aquatic plants and cause eutrophication. It appears that nitrogen in excess of .3 mg/l and phosphorus in excess of .01 mg/l may be major causes of excessive aquatic plant growth.

Salinity

Salt (chloride) occurs normally even in fresh water. Runoff from agricultural lands, oil fields, and from domestic and industrial waste treatment plants may increase chloride levels in water. Problems may occur if the water is to be used for domestic supply as well as industrial supply. Fish tolerate varying amounts of salinity but problems occur if they are introduced to a higher than usual concentration of chlorides.

Pesticides and Chlorine

Pesticides are usually introduced into water by washing off of agricultural and urban lands to which they've been applied to control insects, weeds, etc. Some pesticides degrade quickly in water; some persist for long periods; and some change into a more toxic form. Chlorine is the most widely used disinfectant in domestic water treatment. Humans can tolerate chlorine up to 50 mg/l, but it is highly toxic to fish and wildlife. The EPA limit for warm-water fish is .01 mg/l.

Oil and Grease

Oil and grease enter water from varied sources, from oil spills as well as restaurant grease. Most organisms are harmed by oil when it interferes with respiration and disrupts feeding and reproductive cycles. Toxic levels for marine crustaceans occur roughly at .1 mg/l.

Metals

Naturally occurring concentrations of metals are not of concern as pollutants. However, waste from industry and urban runoff can increase concentrations and harm freshwater and marine aquatic life as well as people. The toxic levels for lead are .03 mg/l for freshwater aquatic life, .5 mg/l for marine aquatic life, and .05 for human consumption.

This list of possible water pollutants is by no means comprehensive or exhaustive. It is meant to show the variety of possible contaminants that need to be monitored if we are to attain good water quality.

MONITORING OF CLEAR LAKE

There are various entities monitoring Clear Lake and surrounding waters for compliance with set water quality standards. The work of several entities is discussed in this section.

The Texas Department of Water Resources routinely monitors fifteen stations in all parts of Clear Lake for compliance with standards set for about 25 possible water quality problems. Standards have been set for several possible uses of the lake, including contact recreation and fishing. TDWR's testing is more comprehensive than that of the other entities who test the lake, and a list of what they test for is included to provide you with a picture of all the possible problems the lake could have.

Dissolved Oxygen (DO)	Chloride
Temperature (T ^o)	Sulfate
Conductivity	Total Organic Carbon (TOC)
Turbidity	Total Coliform
pH	Fecal Coliform
Total Suspended Solids (TSS)	Pheophytin
Volatile Suspended Solids (VSS)	Biological Oxygen Demand (BOD)
Total Phosphorus	Fecal Strep
Orthophosphorus	Chlorophyl A
P. Alkalinity	Chlorophyl B
Total Alkalinity	Chlorophyl C
Ammonia Nitrogen	
Nitrite Nitrogen	
Nitrate Nitrogen	

If tests reveal a problem, TDWR then traces the pollutant back to its source and requires the pollutor to resolve the problem. Since TDWR has permitting powers, it has the enforcement power necessary. It is said that most pollutors attempt to solve the problem once it is brought to their attention.

The Harris County Pollution Control Department monitors Clear Lake approximately monthly for several possible problems: DO, Temperature, and total and fecal coliform. The main purpose of the monitoring is to collect data and to determine if sewage treatment plants are complying with standards set by their permits. Sometime, unpermitted sources are detected as the cause of a problem. Charts obtained from data collected by HCPCD between April, 1978, and December, 1979, are included here to indicate the monitoring stations around the lake and the fluctuations in the data obtained.

The Galveston County Health District monitors Clear Creek and Clear Lake, with five sample stations on the lake and 8-9 others on the creek in an area extending from Friendswood to Jimmie Walker's Restaurant. Every other month samples are tested for BOD, TSS, VSS, Total Phosphorus as Phosphate, and fecal coliform. If a station reveals a problem, back sampling is done from that station toward the source of the water flow in an effort to pinpoint the pollutor. Once found, the pollutor is asked to correct the problem and advice offered, if needed.

In addition to these three entities' monitoring of the lake, there may also be other groups taking samples.

CRISES

One of our concerns was how water quality crises are handled by various entities with jurisdiction over Clear Lake. A sampling follows. It is obvious that oil spills are one of the agencies' prime concerns.

1. Pollution Control Department of Harris County

Source: Jim Taylor [REDACTED]

Role: Traffic cops or policemen; enforce Texas Water Code especially Chapter 26 which contains most of the prohibitions on waste discharge violations or on discharge without permits.

The HC-PCD cannot force a company to clean up a spill, but must work through legal channels. HC-PCD can get a court order or temporary restraining order but this takes time. The fastest they were ever able to get an injunction was four days.

Funds: The HC-PCD does have access to contingency oil funds but this is only for cleaning navigable waterways.

What they do: INDUSTRIAL DISCHARGE

On a routine basis HC-PCD takes samples every two weeks on all permitted industrial discharge.

MUNICIPAL DISCHARGE

Sewage plants are checked less frequently, primarily because of lack of staff. There are 350 sewage treatment plants in the area which vary in discharge capacity from 5,000 gallons to 50 gallons a day. These plants are sampled approximately 8-9 times a year.

2. Texas Department of Water Resources

Source: Burt Bates [REDACTED]

Role: TDWR's role depends primarily on the nature of the crisis, the material spilled, and the location of the spill.

TDWR assesses oil and chemical spills and works with the Coast Guard in an advisory capacity.

Funds: Senate Bill 17 - TDWR has funds to protect Texas shoreline areas.

What they do: In the event of a spill, the Coast Guard is usually alerted first. Then, the TDWR personnel are called. They are flown over the area to assess the problem. Then they meet with representatives from the Coast Guard, Texas Parks and Wildlife, Gulf Strike (an emergency clean-up team in Mississippi), the EPA, and the captain of the port. This group consults maps and devises a clean-up strategy. They then advise the Coast Guard.

Their primary goal is to contain the spill as quickly as possible. The longer the spill is allowed to move, the more expensive the clean up becomes.

The spiller usually pays the cost of the clean up. The Coast Guard does the actual clean up or a contractor is hired to clean the spill.

3. Public Health Engineering-City of Houston (Houston Pollution Control Bureau)

Source: Terry Fischer [REDACTED]

Role: A municipal regulatory agency and law enforcement agency. In the event of a crisis, they assess and possibly fine. They can take a company to criminal or civil court.

Funds: PHE does not have clean-up money.

What they do: When alerted to a spill, they have no set procedure, but work on a case by case basis. They assess and then decide what can be done to contain the spill.

Generally, large carriers employ a contractor to clean the spill.

PHE may have to call in the Fire Department or the Public Works Department to assist in cleaning when a contractor is not employed. Expenses are charged to the general revenue fund.

4. Houston-Galveston Area Council

Primarily a planning and study agency; they do not have a role in pollution control.

5. Clear Creek Drainage District

Primarily involved in drainage and flood control; they do not have a role in pollution control.

6. Clear Creek Basin Authority-State Agency (Jurisdiction: Clear Creek and Clear Lake watershed within Harris County)

Source: Ann Scott [REDACTED]

Role: A "watchdog" of the Clear Creek watershed, they have the legal authority to make and enforce law.

Funds: They are not funded by the state.

What they do: In the event of a crisis, they investigate spills, can give citations and sue.

HOW CLEAN IS CLEAR LAKE?

Having considered what possible pollutants there are, what source they might have, and what testing is being done to monitor the water quality of Clear Lake, we come to the ultimate question in all our minds: How clean is Clear Lake?

To answer this question, we must recall that ten years ago Clear Lake was dying. Relative to its problems then, the quality of lake water has improved. This is due primarily to better sewage treatment as the majority of sewage treatment facilities are able to treat sewage adequately in dry weather. Some sewage facilities are still unable to operate within permitted levels, however. H-GAC's Section 208 work made such observations but also indicated that point sources of pollutions do cause a serious problem during wet weather. When flooding occurs, sewage treatment plants may be underwater, overloaded, or plagued by subsequent mechanical breakdowns of equipment unable to withstand being under water.

Whereas ten years ago, point sources for pollution were obviously causing serious problems, it is now nonpoint sources that are an increasing threat to the quality of the lake. H-GAC plans to establish and implement plans to control this nonpoint source pollution for the Clear Lake watershed. Solving problems when you can't pinpoint the source is even more difficult than effecting change when the source can be found.

To summarize our findings, we can safely say that the lake is not as bad as it once was, but it still has varying degrees of water quality problems resulting from both point and nonpoint sources and aggravated by the wet weather this area is subject to. Making Clear Lake suitable for recreational use is not merely the duty of the many agencies concerned with water; but, also, the task of each citizen. We all need to be aware of the problems the lake may have and what we can do to attain and maintain high water quality.

BOARD OF TRUSTEES

3-year terms

Pos. 1 - Ruth Walraven	Exp. 11-81
Pos. 2 - Katie Youngblood, M.D.	Exp. 11-81
Pos. 3 - W.W. Kemmerer, M.D.	Exp. 1-83
Pos. 4 - Herbert Medsgar	Exp. 1-83
Pos. 5 - Dr. Clay Fulcher	Exp. 1-81
Pos. 6 - Floyd H. Meyers	Exp. 1-81
Pos. 7 - Dr. Dean Woodruff	Exp. 1-81

QUALIFICATIONS FOR VOTING

Citizen of the United States
18 years of age
Resident of County in which you register
Registered Voter (Voter registration application must be submitted at least 30 days prior to an election).

FACTS ON VOTER REGISTRATION

Voter Registration is handled by County Tax Assessor-Collector's Office. Voter registration applications may be obtained and all other aspects of voter registration may be handled in any one of the following ways:

HARRIS COUNTY

1. by telephone - 224-1919, ext. 310
2. by mail:
Voter Registration Department
Tax Assessor-Collector's Office
P.O. Box 3527
Houston, Tx 77001
3. in person:
Voter Registration Department
Branch Office
16603 Buccaneer Lane
Clear Lake City

GALVESTON COUNTY

1. by telephone - 762-8621, ext. 324 or 344
2. by mail:
Voter Registration Department
Tax Assessor-Collector's Office
Galveston County Courthouse
Galveston, Tx 77550
3. in person:
Voter Registration Department
Branch Office
North County Office Bldg.
FM Rd. 3002

Voter Registration is permanent as long as you notify the tax office of any change of address. Every 2 years a new voter registration certificate will be mailed to you.

If you have **lost your voter registration certificate**, you may obtain a replacement certificate from the tax office.

If you **move or change your name** the new information should be listed on the front of your voter certificate and signed. Mail or deliver to County Tax Assessor-Collector's Office. A change of address or name must be completed 30 days prior to voting in the new precinct. If you have not made this change, you may return to your former precinct to vote within 90 days of your move.

Any person who **within sixty days will be eighteen years of age**, is entitled to register. The registration will become effective 30 days after the date the application is received by the tax office, or on the day the applicant will become 18, whichever is later.

VOTING

Each voter must vote in the **precinct of residence** as described by the county, city, or school district calling the election. Information for precinct boundaries may be obtained from the County Tax Assessor-Collector's Office. Polling locations are printed in the newspapers immediately before an election.

A **student** may register and vote in the county in which she or he declares permanent residence.

Absentee voting begins 20 days before the election and ends 4 days before the election. If a qualified voter will be absent from the county on election day, that voter may vote absentee.

Registered voters **65 years of age or over** may vote absentee in person or by mail.

Any **permanently disabled voter** desiring to vote absentee by mail may file a certificate of permanent disability with the County Tax Assessor-Collector. Such a certificate is effective for absentee voting in all elections conducted 30 days after receipt of the certificate by the tax office. A ballot must then be requested for each election.

Before absentee voting begins for an election, call the government unit holding the election for the exact procedure and location, as they may vary.

NONPARTISAN POLICY

The **LEAGUE OF WOMEN VOTERS** of the **BAY AREA** is a nonpartisan organization, open for membership to everyone. The **LEAGUE** works to promote political responsibility through informed and active participation of all citizens in their government. The League of Women Voters does not support or oppose any political party or candidate. The League does take action on selected governmental issues which it has studied and on which its members have reached agreement. For information call 334-1334.

JUN 6 1980

BAY AREA VOTERS HANDBOOK 1980

Prepared by
**LEAGUE OF WOMEN VOTERS
OF THE BAY AREA**

Sponsored by
NASSAU BAY NATIONAL BANK

LEGISLATIVE GUIDE 1980

FEDERAL

PRESIDENT

Jimmy Carter (D)

4-year term
Exp. Jan. 1981

Address: The President
The White House
Washington, D.C. 20500

VICE PRESIDENT

Walter Mondale (D)

4-year term
Exp. Jan. 1981

Address: The Vice President
The Executive Office Bldg.
Washington, D. C. 20501

UNITED STATES SENATORS

Lloyd Bentsen (D)

6-year terms
Exp. Jan. 1983

Address: The Honorable Lloyd Bentsen
240 Russell Senate Office Bldg.
Washington, D. C. 20510

John Tower (R)

Exp. Jan. 1985

Address: The Honorable John Tower
142 Russell Senate Office Bldg.
Washington, D. C. 20510

UNITED STATES REPRESENTATIVES 2-year Terms

District 9 - Jack Brooks (D)

Exp. Jan. 1981

2449 Rayburn House Office Bldg.
Washington, D. C. 20515
Precincts in Galveston County

District 22 - Ron Paul (R)

1234 Longworth House Office Bldg.
Washington, D. C. 20515
Precincts in Harris County

Address: The Honorable _____ (full name)

To contact your representative locally call the:

FEDERAL INFORMATION CENTER 226-5711

or consult your local telephone directory.

STATE

GOVERNOR

Bill Clements (R)

4-year terms
Exp. Jan. 1983

LIEUTENANT GOVERNOR

Bill Hobby (D)

Address: State Capitol
Austin, Tx 78711

STATE SENATORS

District 7 - Gene Jones (D)

4-year terms
Exp. Jan. 1981

Harris Co. Pct. 378, 417, 474, 475

District 11 - Chet Brooks (D)

Exp. Jan. 1983

Harris Co. Pct. 92

District 13 - Walter Mengden, Jr. (R)

Exp. Jan. 1981

Harris Co. Pct. 377

District 17 - A.R. (Babe) Schwartz (D) Exp. Jan. 1981

Galveston Co. and Harris Co. Pct. 90, 91, 306
307, 333, 391, 415, 416, 473

Address: The Honorable _____ (full name)
Texas Senate
Capitol Bldg.
Austin, Tx 78711

STATE REPRESENTATIVES

District 17 - Ed R. Watson (D)

2-year terms
Exp. Jan. 1981

Galveston Co. Pct. 52, 53, 54, 59
Harris Co. Pct. 90, 92, 333, 377, 415

District 19B - Lloyd Criss (D)

Exp. Jan. 1981

Galveston Co. Pct. 55, 56, 57, 60

District 100 - Bill Caraway (D)

Exp. Jan. 1981

Harris Co. Pct. 91, 306, 307, 378, 391, 416,
417, 473, 474, 475

Address: The Honorable _____ (full name)
Texas House of Representatives
Capitol Bldg.
Austin, Tx 78767

HARRIS COUNTY

COUNTY JUDGE

John Lindsay (R)

4-year terms
Exp. Dec. 31, 1982
221-6666

COUNTY COMMISSIONER

Precinct 1 - Tom Bass (D)

Exp. Dec. 31, 1980
221-6111

TAX ASSESSOR-COLLECTOR

Carl S. Smith (D)

Exp. Dec. 31, 1980
224-1919

GALVESTON COUNTY

COUNTY JUDGE

Ray Holbrook (D)

4-year terms
Exp. Dec. 31, 1982
337-2575

COUNTY COMMISSIONERS

Precinct 3 - Paul Hopkins (D)

Exp. Dec. 31, 1980
337-2575

Voting Pct. 53, 54, 55, 56, 57, 60

Precinct 4 - Jack Lawrence (D)

337-2575

Voting Pct. 52, 59

TAX ASSESSOR-COLLECTOR

C. R. Johnson (D)

Exp. Dec. 31, 1980
762-8621
337-2575

LOCAL CITY GOVERNMENTS

CITY

PHONE NO.

Clear Lake Shores	538-1113
El Lago	334-1951
Houston*	222-3011
Kemah	334-1611
League City	332-3431
Nassau Bay	333-2108
Seabrook	474-3201
Shoreacres	471-2244
Taylor Lake Village	474-2843
Webster	332-1531

Elections are held on the first Saturday in April. The terms of office are for two years and are staggered.

*Houston City Elections are held the first Tuesday in November in odd-numbered years.

CLEAR CREEK INDEPENDENT SCHOOL DISTRICT

P.O. Box 799
League City, Tx 77573
332-4561

SUPERINTENDENT OF SCHOOLS

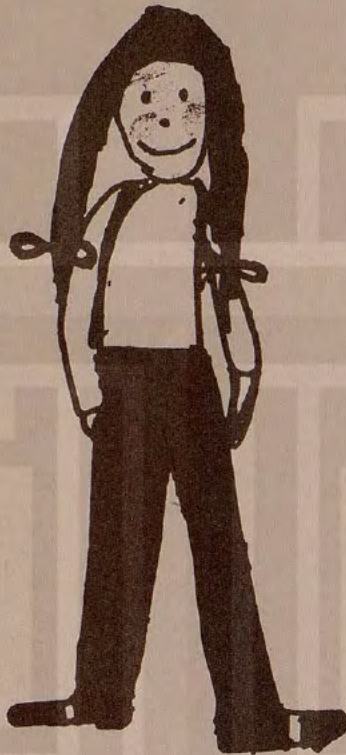
Dr. John F. Ward

*For the purpose of this guide, the Bay Area is defined as those parts of Harris and Galveston Counties which lie within the boundaries of the Clear Creek School District. Precincts 90, 91, 92, 306, 307, 333, 377, 378, 391, 415, 416, 417, 473, 474, 475 in Harris County and precincts 52, 53, 54, 55, 56, 57, 59, 60 in Galveston County.

Your precinct number appears on your voter registration certificate.

JUN 6 1980

KNOW YOUR SCHOOLS



A Survey Of The Clear Creek Independent School District

Prepared by The Bay Area League of Women Voters

A Survey Of The Clear Creek Independent School District

Prepared by The Bay Area League of Women Voters

INTRODUCTION

In the spring of 1973, the League of Women Voters of the Bay Area voted to study the Clear Creek Independent School District and to prepare a booklet of general information which would be of interest to the citizens of the district. This decision was made primarily because of the membership's interest and concern with the local schools. Five general membership meetings dealing with various aspects of the school system were held during the time this booklet was being prepared, and tours of all the schools were conducted. It was felt that better communication between the district and the citizens would occur as a result of the study.

The League chose to follow the School Survey Guide, published by the National League of Women Voters, which is divided into two main parts: School Operation and School Program. However, the guide was not strictly adhered to, as certain parts did not pertain to Clear Creek. Other material which was thought to be of local interest was included.

In the fall of 1979, it was determined that a thorough updating of the book was required due to the growth of the district in both population and physical plant and because of changes in public school financing legislation.

The League wishes to thank the administrative staff who gave freely of their time to help in the updating of this book. In particular, the League would like to thank Dr. John F. Ward, Mr. George B. Carlisle, Dr. Andrew Pupa, Mr. James Larrabee, Mr. Darwin Gilmore and Mr. Alan Weber.

It is hoped that all the material contained in the study is as factual and unbiased as possible. The information contained herein does not suggest changes or make conclusions and was not intended to do so.

CLEAR CREEK SCHOOLS

Administration Building
2301 East Main St.
League City, TX 77573

Superintendent of Schools
Dr. John F. Ward

332-4561

HIGH SCHOOLS Principals Telephone No.

Clear Creek High School
2305 East Main St.
League City, TX 77573

Mr. Henry Bauerschlag

332-5545

Clear Lake High School
2929 Bay Area Blvd.
Houston, TX 77062

Mr. Byrd Menard

488-6670

INTERMEDIATE SCHOOLS

Clear Lake Intermediate
1003 El Dorado Blvd.
Houston, TX 77062

Mr. Ross McGlothlin

488-1296

Seabrook Intermediate
2401 East Meyer St.
Seabrook, TX 77586

Mr. Jerry Somerford

474-2539

Webster Intermediate
18100 Walnut,
Drawer 1
Webster, TX 77598

Mr. Johnnie Puckett

332-2411

ELEMENTARY SCHOOLS

Armand Bayou Elementary
Hickory Knoll &
Running Spring
Houston, TX 77059

Mrs. Martha Daniel

488-4023

James F. Bay Elementary
1506 Anders St.
Seabrook, TX 77586

Mr. Peter Quattrini

474-5541

Clear Lake City Elem.
1707 Fairwind
Houston, TX 77062

Mr. Kenneth Royal

488-2160

P. H. Greene Elementary
2903 Friendswood-
Link Road
Friendswood, TX 77546

Miss Doris Schoening

482-0022

ELEMENTARY SCHOOLS (CONTINUED)

LaVace Stewart Elem.
Highway 2094
Kemah, TX 77565

Mr. Hoyt St. Ama

334-5595

League City Primary &
Elementary
400 South Kansas St.
League City, TX 77573

Mr. Ellis Wilburn

332-3851

Margaret S. McWhirter
Elementary
18101 Walnut
Webster, TX 77598

Mr. Joe Wiseman

332-1622

Webster Primary School
222 Austin
Webster, TX 77598

Mrs. Dona Ammons

332-6433

James Haydn Ross Elem.
2401 West Main St.
League City, TX 77573

Mr. John Myer

332-3951

G. H. Whitcomb Elem.
900 Reseda Dr.
Houston, TX 77062

Mrs. Mary Ella Richardson

488-1398

Edward H. White II Elem.
Lake Oak Drive
(El Lago)
Seabrook, TX 77586

Mr. Leslie Talley

334-3312

Arlene Weber Elementary
11510 Sagefield Rd.
Houston, TX 77089

Mr. Charles Winsor

481-4262

C. D. Landolt Elem.
2102 Pilgrims Point
Webster, TX 77598

Mrs. Marilyn Coker

482-5907

Walter G. Hall Elem.
5931 Meadowside
League City, TX 77573

Mrs. Jane Coomer

332-8538

TABLE OF CONTENTS

	Page
INTRODUCTION	
CLEAR CREEK SCHOOLS	1
HISTORICAL NOTES	4
LOCAL ORGANIZATION AND PERSONNEL	6
I. State Law	6
II. School Board	9
III. Administrative Staff	11
IV. Teaching Staff	16
V. Student Population	20
SCHOOL PROGRAM	23
I. General Program	23
II. Elementary Education	28
III. Secondary Education	33
IV. Special Programs	40
SCHOOL PLANT AND FACILITIES	45
SCHOOL FINANCE	54

MEMORANDUM FOR THE CHIEF OF BUREAU, BUREAU OF EDUCATION

The Board of Education, which is composed of the Board of Education and the Board of Education, has the honor to acknowledge the receipt of your letter of the 10th inst. regarding the proposed plan for the establishment of a new school in the city of New York.

The Board of Education, which is composed of the Board of Education and the Board of Education, has the honor to acknowledge the receipt of your letter of the 10th inst. regarding the proposed plan for the establishment of a new school in the city of New York.

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LOCAL ORGANIZATION AND PERSONNEL

I. STATE LAW

The Texas Constitution in Article VII, Section 1, Education, Public Free Schools, states that, "a general diffusion of knowledge being essential to the preservations of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools." The statutory provisions which relate to the operation and administration of public schools are found in the Handbook for Local School Officials, Texas Education Agency Bulletin #671.

State Board of Education

The State Board of Education is composed of 24 elected members, one from each U.S. congressional district of 1971. The State Board, which also serves as the State Board of Vocational Education, conducts at least six meetings per year in Austin which are open to the public. Some of the duties of the Board are:

1. Adopt policies, rules and regulations for carrying out the duties placed upon the Texas Education Agency (TEA) by the legislature.
2. Prepare and present the TEA budget for the governor.
3. Approve staff appointments made by the commissioner.
4. Make biennial reports to the legislature.

The Commissioner of Education, who at present is Dr. Alton O. Bowen, is appointed by the State Board of Education with the approval of the Texas Senate. The commissioner's duties are administrative in nature and include:

1. Executive officer and secretary for the State Board of Education.
2. Carrying out mandates, prohibitions, and regulations of the laws or of the State Board of Education.
3. Serving as contact between Agency and other state and federal agencies concerning public education.
4. Hearing disputes under provisions of the laws and rendering judgments.
5. Advising and counseling with local school officers.

Education measures are introduced in the legislature from the State Commissioner of Education through the State Board of Education to the legislative committee on education at which time a bill is written and introduced by one or more legislators on each floor of the House or Senate. The only agencies which work directly with the legislature in Texas are the TEA and the State Board of Education. The Texas State Teachers Association and sometimes the State Congress of Parents and Teachers are the only significant lobby groups whose purpose is the promotion of education legislation.

State Textbook Adoption

A state textbook committee of 15 members is appointed annually by the State Board of Education. The textbook committee receives books from various publishers and holds open hearings for the purpose of receiving public input. Each textbook is up for adoption at the state level every five years and may be extended for an additional two years. The committee then sends its recommended list and any suggested changes to the commissioner who can delete any book of which he or she does not approve. The commissioner sends this list which consists of no more than five texts per subject to the State Board for consideration. The list of texts approved by the State Board is then distributed to each school district. Texts selected from this list for use in the school district are paid for by the state. Local districts must pay for any supplemental texts

not on the state list.

At Clear Creek, textbook samples are received sometime after the first of the year and are reviewed by a committee of teachers and administrators. The textbooks are available to the public for study and comment at the Administration Building at this time. An announcement is made in local newspapers advising the public as to when they are available for review. The committee submits its recommendations to the School Board for adoption at the March School Board meeting.

School Accreditation

Accreditation of schools is organized through the TEA and the Southern Association of Colleges and Schools which make accreditation visits every five years. This was last completed in the spring of 1979. In addition, the Southern Association requires a comprehensive self-evaluation. Clear Creek secondary schools were first approved in 1948 and the elementary schools were approved in 1967 following establishment of accreditation standards for elementary schools. All Clear Creek schools are accredited by the TEA and the Southern Association of Colleges and Schools.

II. SCHOOL BOARD

School board members are elected on a non-partisan basis. Any qualified voter who has resided in the district six months or longer may file an application. No filing fee is required, but the application must be signed and notarized. State law requires the filing of a loyalty affidavit by the applicant.

Under the provisions of the Texas Education Code 2.01b as amended by the 65th Legislature in 1977, the permanent date for CCISD Board of Trustees elections is designated the first Tuesday after the first Monday in November. Under terms of the law, in order to avoid conflict with general elections in even-numbered years, this date is moved to the third Saturday in the January following. In practice, this means that elections are held in January and November of odd-numbered years with no election in even-numbered years.

A total of 3,164 votes were cast in the 1978 election, held in January, 1979. 881 votes were cast in the November, 1979, election, which was uncontested.

There are seven board members. The term of office is for three years with terms overlapping.

The members do not receive salaries although they are reimbursed for expenses incurred while on official school board business. Board members spend approximately six to ten hours a month on school board business.

At the first board meeting following an election, members select three officers. These officers are President, Vice-President, and Secretary.

Board meetings are held on the fourth Tuesday of each month in the board room of the central administration building at 7:30 p.m. The board can also meet in special session upon the request of four of the board members. The request is made to the board president. According to state law, closed sessions of the board may be held only for the purpose of discussing personnel

matters or real estate transactions.

The duties and powers of the school board are:

1. It shall be the function of the board to make policies which govern the schools. The authoritative action of the board shall be taken only at the regular or special meetings. The execution of the policies of the board is lodged with the Superintendent of Schools. Copies of board policy are available at each school building.
2. The board has the power to levy school taxes and set the tax rate. Property is appraised under the direction of the Galveston County Tax Appraisal Board. See page 56.

In addition, the board has the responsibility of adopting the annual budget, making contracts, adopting textbooks; and approving professional assignments.

The board has no standing citizen advisory committee although it does use professional consultants occasionally, usually in connection with school building plans or curriculum program.

The district has relied on ad hoc citizen committees for the planning of the school program and to help gain public understanding and support. Examples are committees to support bond issues, to survey the need for vocational and technical education, and committees composed of staff, parents and students for the establishment of student codes.

The school board's meeting agenda is posted in advance at all school buildings and the county courthouse. A written request by a person wishing to appear before the board must be made to the superintendent. The request must be received by noon on the Thursday before a board meeting. Any citizen who wishes to speak to an item on the agenda is given time to comment before a vote is taken at any board meeting. Minutes (not transcripts) of the school board meetings are available to any citizen at the administration building.

The board's relationship to the State Department of Education is a direct one in carrying out the rules, regulations, minimum standards for accreditation and any laws adopted by the State Board of Education and passed on to the local board for implementation.

III. ADMINISTRATIVE STAFF

Superintendent of Schools

The Superintendent of Schools is selected by the Clear Creek Board of Trustees. The Texas certification requirements for superintendents are: to hold a provisional teacher certificate, have a master's degree with completion of 60 hours beyond the bachelor's degree and have creditable classroom experience. There is no residency requirement. Clear Creek lists these further qualifications in its Board Policy Handbook: "must have five or more years teaching experience in an accredited school system, must be established as an educational leader in the profession and must have earned a graduate degree from a college or university with an approved program in public school administration".

The superintendent is appointed for a term up to five years. The present superintendent was appointed in August 1976. The superintendent's salary was \$50,000 in 1979-80. Although the superintendent is the chief executive officer of the school board, he or she is not a voting member. The superintendent acts as the chief administrator for the school district and is charged with the ultimate responsibility for implementing the policies of the board.

Assistant Superintendents and Directors

The assistant superintendents and directors must have credentials similar to those of the superintendent. There are five assistant superintendents for supervision of a major area; they are:

1. Business
2. Instruction
3. Elementary Education
4. Secondary Education
5. Personnel

There are six directors for supervision of a major area; they are:

1. Business
2. Facilities and Planning
3. Finance
4. Special Programs
5. Food Service
6. Transportation

Each assistant superintendent is directly responsible to the superintendent in the area assigned.

The Assistant Superintendent for Instruction's duties include coordination of elementary and secondary schools; approving changes in courses and offerings; directing district-wide research as requested or approved by the Superintendent; coordinating the work of district-wide supervisors and resource personnel; supervising and directing the system for textbook procurement and distribution; working with district-wide curriculum development; and organizing summer schools.

The Assistant Superintendents for Secondary and Elementary Education have similar duties and responsibilities in their respective areas. Their duties include directing the principals in developing and organizing curriculum and supervisory programs; checking the legality of teacher assignments; developing in-service education programs for teachers; receiving and reviewing all requisitions; hearing appeals and grievances of pupils and teachers; assisting in the evaluation of all programs and of teaching personnel; and approving transfer of teachers from school to school.

The Assistant Superintendent for Business and the Director of Finance are responsible for all duties involving budget, finance, maintenance, lunchroom and transportation. In addition, the Assistant Superintendent for Business is responsible for the employment of lunchroom, maintenance and transportation personnel. Board approval is not required.

The Assistant Superintendent of Personnel keeps an active file of employees and applicants for positions in the district.

Although final review rests with the superintendent for filling a teaching position, the personnel director and assistant superintendent and principal are consulted before a decision is made.

The salary range for assistant superintendents in 1979-1980 is \$34,368-\$38,597 for twelve months and the salary range for directors is \$28,913-\$34,056 for twelve months.

The district superintendent and the Assistant Superintendents for Business, Instruction, Secondary and Elementary Education are all furnished cars for school business. District-wide supervisors are reimbursed for mileage costs incurred while on school business.

Principals and Assistant Principals

The state certification requirements for school principals are:

1. Hold a Teacher's Certificate.
2. Hold a master's degree.
3. Have a minimum of two years classroom teaching experience.
4. Complete an approved administrative internship experience.
5. Complete a total of 45 semester hours of graduate credit.

In addition, Clear Creek requires five years teaching experience.

Principals are directly responsible for administration of the individual schools and the general welfare of all pupils, teachers, and other school personnel in their charge. Principals supervise the care of buildings, grounds and other school property.

There are fourteen elementary, three intermediate and two senior high principals. The salary range for elementary principals is \$20,713-\$27,343 for eleven months; intermediate \$21,358-\$28,198 for eleven months; and senior high \$24,006-\$31,693 for twelve months. All nineteen principals have had teaching experience; seventeen have taught in the Clear Creek district.

Assistant principals, who are considered administrative

personnel, are employed one per grade level at the high schools and one per intermediate school. They teach one period a day, are involved in counseling students, and perform administrative functions. The salary range for assistant principals is \$19,417-\$25,634 for eleven months.

Supervisors and Coordinators

The district-wide supervisors and coordinators have no administrative responsibility over teachers. They serve in a consultant, co-operative relationship to teachers and staff. The supervisors serve in the areas of athletics, science, vocational subjects, and resource. Their salary range is \$25,815-\$28,380 for twelve months. The coordinators serve in the secondary subject areas, elementary grade divisions and special education. Their salary range is \$19,417-\$25,634 for eleven months.

The district and the Southern Association of Colleges and Schools require administrators to acquire six hours of college credit every five years until thirty hours beyond the master's degree have been obtained.

ADMINISTRATIVE STAFF 1979-80

POSITION	NAME	TOTAL EXP.	CLEAR CREEK EXPERIENCE	POSITION EXP.
<u>SUPERINTENDENT</u>	Dr. John F. Ward	20	2	2
<u>ASSISTANT SUPERINTENDENT</u>				
Business	George B. Carlisle	30	26	0
Instruction	Dr. Andrew Pupa	32	19	19
Elementary Education	James Larrabee	17	4	2
Personnel	Darwin L. Gilmore	30	30	15
Secondary Education	Alan G. Weber	41	40	15
<u>DIRECTOR</u>				
Business	Betty Blume	24	15	2
Facilities & Planning	Frank Barzella	11	1	1
Finance	Larry Kellersberger	32	32	29
Special Programs	Mary Sheehan	17	12	2
Food Service	Eleanor Beller	13	12	12
Transportation	Gene Mears	20	8	2
<u>SUPERVISOR</u>				
Athletics	Paul Gips	33	17	10
Resource Materials	Albert Kiecke	22	22	10
Science	Jess Dorrington	29	18	18
Vocational	J. C. Welborn	29	27	9
<u>CO-ORDINATORS</u>				
Elementary	Jane Atwell	11	4	2
Elementary	Kay Lee Benoit	11	11	2
Pupil Appraisal	Dr. Janelle Miller	5	3	2
Secondary	Joy Fowles	9	4	2
Secondary	Ellen Nance	9	8	2
Special Programs	Nancy Boddeker	10	7	1
Special Programs	Charlene McLamore	11	4	0

is allocated and supervised by the building principal. State law mandates forty-five minute breaktime from the pupils each day.

Each elementary school has one general aide and one playground aide. Each intermediate school has five departmental aides. Special education classes may also have aides. Aides assist teachers in clerical and general work and are employed on a full time basis at a starting salary of \$526 per month. There are a total of 65 aides employed within the district.

There is no district-wide volunteer program. However, volunteers are used in the libraries throughout the district, and in some schools each teacher has a volunteer that works one day a week helping with clerical work. Volunteers are also used in the Gross Motor program, in the health offices, in the art appreciation program and with the talent bank.

Teacher salaries are based on training and experience plus additional pay for certain additional duties and/or responsibilities. Extra months salary is given to specialized personnel such as coaches, music directors, drama coaches, etc. The salary schedule and contract provision are determined by the local school board and are not negotiable.

COMPARISON OF TEACHERS SALARIES IN HARRIS COUNTY 1979-1980

	Minimum B.A.	Maximum B.A.	Minimum M.A.	Maximum M.A.
Alief	10,600	18,120	11,406	19,950
Clear Creek	11,720	17,910	12,450	19,420
Deer Park	13,200	18,476	14,000	21,764
Houston	10,970	17,470	11,670	20,090
Pasadena	11,010	17,279	11,727	19,142
Spring Branch	11,060	18,200	11,680	19,810
Harris County Median	10,970	16,960	11,567	18,710
State Minimum	8,970	14,660	9,600	16,170

The two main organizations for teachers are the Clear Creek Educators Association (CCEA) and the Classroom Teachers Association (CTA). Membership in CCEA is open to all professional employees in the district whereas CTA restricts its membership to classroom teachers and concerns primarily curriculum. The CCEA holds at least four general membership meetings each year. The main function is to promote professionalism, and this is accomplished through meetings on benefits and salaries, higher education for teachers, etc. Both organizations are branches of the Texas State Teachers Association and the National Education Association. Membership is not required for employees. There are 910 members of CCEA and 313 members of CTA.

Professional Employees 1979-1980

Employed (Percent)	Male	Female
Elementary	6%	94%
Secondary	31%	69%
<u>Percent with Masters Degree</u>		
Elementary	43%	31%
Secondary	56%	39%

Professional Employees - Years of Experience 1979-1980

Years	<u>Elementary</u>		<u>Secondary</u>	
	Male	Female	Male	Female
0 - 5	24	280	104	239
6 - 10	1	99	30	84
11 - 15	3	54	24	42
16 - 20	0	9	7	8
21 - 25	2	5	3	4
26 - 30	1	5	2	4

* * *

Update: On April 22, 1980, the Board of Trustees approved pay raises for teachers ranging from 14.9 to 15.2 percent for the 1980-81 school year.

V. STUDENT POPULATION

Enrollment

As of October 1979, there were 18,470 children enrolled in grades kindergarten through twelve. According to the Clear Lake Chamber of Commerce the student population is approximately 21% of the total population in the Clear Creek District.

Ten years ago the student population was 10,070 and fifteen years ago it was 3,040. The district is expected to continue growing at the same rate.

School Attendance Laws

To enter kindergarten, a child in Texas must be five years old by September 1. To enter first grade, the child must be six years old by September 1. There is no age requirement for second grade. If a child does not meet the age requirements for public kindergarten and first grade, it is possible to send the child to private kindergarten and first grade and transfer to the public school starting in second grade. If the child is already attending kindergarten or first grade in another state but does not meet the Texas age requirement, he or she may continue in that grade upon moving here due to a reciprocity agreement among states. If the child has already completed kindergarten in another state but has not attended at least a week of first grade in another state and does not meet Texas age requirements, he or she must repeat kindergarten upon moving here or attend a private first grade. The state does not provide funds for kindergarten students who do not meet Texas age requirements because kindergarten attendance is not required by law. The district finds the local financial burden too great to accept the education of underage transfer students in an area that grows as fast as this. A birth certificate and immunization record are required by law when a

student enrolls in the district.

State law requires all children who are between seven and seventeen years of age to attend public school a minimum of 165 days of the regular school term of the district in which they reside or in some other district to which they may be transferred. The following are exempt from compulsory attendance:

1. Any child attending a private or parochial school which includes in its course a study of good citizenship.
2. Any child whose physical or mental condition is such that attendance in regular classrooms or in special educational facilities supported with tax funds is not feasible, and holds a certificate from a qualified physician specifying this condition and covering the period of absence.
3. Any child more than seventeen years of age who has satisfactorily completed the work of the ninth grade and who presents to the county superintendent satisfactory evidence showing that his or her services are needed in the support of a parent or guardian.

Absences

In the event of absence, parents are contacted by telephone or by home visits to determine the cause of absence. If the cause is determined to be other than illness, a staff member is assigned to determine the reasons for absence and to work with the family to attempt to resolve the problem. The chief causes of absences are:

1. Illness (about 70%)
2. Personal business authorized by parents (20%)
3. Hooky - absence without the knowledge and consent of parents.

Dropout Rate

The dropout rate for the 1979 senior class was 4.2. A dropout by definition is any student who quits school but continues to reside in the district.

Clear Creek Independent School District

Student Membership

1979-1980

<u>School</u>	<u>Grades</u>	<u>Kindergarten</u>	<u>Total Membership</u>
Clear Creek High School	9 - 12		2,690
Clear Lake High School	9 - 12		3,275
Clear Lake Intermediate	6 - 8		1,495
Seabrook Intermediate	6 - 8		1,032
Webster Intermediate	7 - 8		1,184
Armand Bayou Elementary	K - 5	96	837
James F. Bay Elementary	K - 5	57	501
Clear Lake City Elementary	K - 5	84	825
P. H. Greene Elementary	K - 6	124	903
C. D. Landolt Elementary	K - 6	80	565
League City Elementary	K - 6	69	591
McWhirter Elementary	4 - 6		389
James H. Ross Elementary	K - 6	143	1,133
LaVace Stewart Elementary	K - 5	75	590
Arlyne Weber Elementary	K - 6	42	389
Webster Primary	K - 3	118	525
G. H. Whitcomb Elementary	K - 5	132	919
Edward H. White II Elementary	K - 5	67	627
Total Membership on 10/5/79		1,087	18,470

SCHOOL PROGRAM

I. GENERAL

The Board of Trustees adopted a statement of Philosophy on January 28, 1969. The statement is incorporated in the policies, rules and regulations of the Board of Trustees. Copies are available in the Administrative Office Library and the offices of all school principals.

In 1977 the Clear Creek Schools developed goals as part of the state accreditation process. The procedure for developing these goals started in 1975 with a Southern Association of Schools and Colleges self-evaluation which was culminated in April, 1977, with a visiting committee of educators from the Texas Education Agency, various universities, and public schools who studied the self-evaluation reports and made their suggestions for further improvement.

From these reports the Assistant Superintendents for Elementary and Secondary Education set up tentative goals. These were reviewed by the Assistant Superintendent for Instruction, all the principals, faculty members, P.T.A. presidents or their representatives and the Board of Trustees for evaluation, additions or deletions. The final document was then submitted to the Texas Education Agency for its approval which was dated September 1977. The goals as finally adopted follow in a summarized form:

GOALS FOR THE CLEAR CREEK INDEPENDENT SCHOOL DISTRICT

1. To further the education of all students according to individual abilities by providing courses which will meet their needs.
2. To prepare adequately all students, so that they may succeed in a more challenging, competitive academic climate, or so that they may provide for themselves

while making a worthwhile contribution to society.

3. To provide a varied activity program of athletics, service, special interest organizations, cultural events and other programs.
4. To promote organizational efficiency.
5. To be accountable by continuous evaluation of the effectiveness of the school system.

The next step as prescribed by the accreditation division of the Texas Education Agency (TEA) was to select a few points of emphasis for the next five years and to develop specific plans for accomplishing these specific goals. The goals selected were as follows:

1. The district plans to reduce the number of students in grades first through seventh identified by tests as being below the 25th percentile in reading by 67%.
2. The district plans to reduce the number of students in grades first through seventh identified by tests as being below the 25th percentile in mathematics by 67%.
3. The district plans an extensive program of renovations, new buildings, and new equipment to take care of the needs of a growing school district. The district has voted a \$45,000,000 bond issue for this purpose.

Methods of meeting the reading and mathematics goals will include various techniques such as special grouping, individualized instruction, school wide emphasis, and any other technique suggested by teachers and approved by supervision and administration.

Curriculum

The Texas Education Agency Bulletin, "Principles and Standards for Accrediting Elementary and Secondary Schools," gives a description of approved programs for all grades. The minimum curriculum is determined by TEA. Clear Creek implements and supplements the State program. The superintendent proposes curriculum changes to the school board upon recommendations made by the Department of Instruction, based upon curriculum committee studies. Proposed changes are submitted to TEA for

approval.

Curriculum committees are composed of the area supervisor and department heads, the involved assistant superintendent, one or more principals and two or three teachers selected by the aforementioned personnel. Curriculum review usually occurs with the adoption of new texts every five years but review is done at any time deemed necessary by the committee.

Curriculum guides are provided along with the textbooks. In addition, complete guides are developed within the district. The Assistant Superintendents for Instruction, Elementary Education, and Secondary Education are responsible for curriculum coordination.

Enrichment Programs

Elementary

A variety of enrichment programs are offered to students in the elementary schools. These programs may be provided by either the district, classroom teachers, PTA or other parent volunteers, or volunteers from another local organization.

Field trips are offered at each grade level with each student having the opportunity to participate in at least one trip where bus transportation is provided.

An all-district string program is provided for 6th grade students chosen to participate. Choir is an extracurricular activity provided for chosen students from the 6th grade, or from the 5th grade where the 5th grade is the highest grade.

A number of schools have purchased small computers from the school activity fund. The computers are programmed with learning experiences approved by the district and are for the use of all teachers and students in the school on a rotating basis decided by the school.

Art appreciation and special art projects are provided by both classroom teachers and PTA volunteers in some schools. Social studies is enhanced by resource people in the community who are willing to speak to classes. These people are listed

in a book, Talent Bank, available to all teachers. A music appreciation program entitled "Paint to Music" is brought into the schools by the Bay Area League of the Houston Symphony League. Young Audience concerts and other drama and puppet groups are brought to the schools, usually under the sponsorship of the PTA. The upper grades in each school may be taken to a special performance of one of the high school plays.

Secondary

At the secondary level, there are field trips and intramural activities involving competition within the schools including the following: sports, drama and speech, mathematics, essay contests, spelling, safety and fire prevention posters, art including photography, industrial arts projects, and vocational club activities. There are also non-team activities, such as projects for science and social studies fairs. These programs are offered in all of the schools with variations.

University Interscholastic League

The University Interscholastic League provides a statewide program for school competition in the various sports and in such competitive activities as debate, music, drama, and literary events. The League publishes rules for the various events, helps in scheduling, and provides standards of eligibility for students. Participation at the elementary school level is possible; however, Clear Creek's participation is limited to the intermediate and high schools.

School Year

The school year is determined by the State and is 183 days for teachers and 175 days for students. Five of the additional days for teachers or the equivalent must be devoted to inservice

education. One of the five days or the equivalent must be devoted to instructing the teachers in special education.

School usually begins the day after Labor Day and closes at the end of May or early in June. The school day is 2 3/4 hours for kindergarten, six hours for grades first through third, and seven hours for grades fourth through twelfth. Class sessions are between 30 minutes and one hour in length, depending on the subject and grade level.

Time Allotments for Subjects

<u>Subject Areas</u>	<u>Grades 1-3</u> Minutes per Week	<u>Grades 4-6</u> Minutes per Week
Arithmetic	125	200
Art	100	100
English Language Arts	600	550
Health	40	40
Music	60	90
Physical Education	150	200
Science	60	130
Social Studies	100	150

II. ELEMENTARY EDUCATION

There are fourteen elementary schools in the Clear Creek District. Six of these schools include kindergarten through fifth grade; one has kindergarten through third grade only and one has grade four through sixth only (see page 22). Sixth grade is under the Assistant Superintendent for Elementary Education when it is in an elementary school. The following information is based on what generally exists in the district. Exceptions to any and all programs may be found because new programs are not initiated district-wide until they have been piloted in one or more schools.

Kindergarten

Each elementary school includes a tuition-free kindergarten which is available to all children who are five years old on or before September 1. Nearly all five year olds in the district attend kindergarten. There is no formal reading taught in the kindergarten but there is a strong reading readiness program provided.

Elementary Teachers

All teachers in the elementary schools at Clear Creek are certified in their areas of assignment. Supervisors are available to the teachers for consultation and resource in any area taught. Among the supervisory personnel there are people with expertise in language, mathematics, art and science.

Class Size

An attempt is made to keep the class size below 25. In the area where houses are being built, class size may approach

30 before an additional teacher is employed. The pupil-teacher ratio is approximately 20 to 1. Resource teachers and other instructional personnel are included in this ratio. Class size and pupil-teacher ratio vary little from school to school.

Class Structure

Clear Creek has chosen to adhere to the self-contained concept of classroom organization for instruction. The district believes that when a child spends the major part of the day with one teacher, the learning style of the child is more easily determined and accommodated. In the self-contained setting, the pupil's affective as well as cognitive needs are felt to be better served. There are specialized teachers in the areas of physical education, music, and library.

Students are grouped heterogeneously, which means that each class may have students on about three different levels in the core subjects: reading, language arts, and mathematics. Ancillary subjects are often taught as a class without grouping.

Elementary Curriculum

All elementary grades provide instruction in mathematics, art, health, music, physical education, science, social studies, ecology, drug education, and language arts.

The district attempts to gear its curriculum to the individual child. For the slow learner the curriculum is modified to provide instruction in essentials. The learning disabled child has access to resource teachers for remedial help in the area of his or her disability (see page 42). The "gifted" child or rapid learner may have his or her curriculum enriched or accelerated. The Elementary Gifted and Talented Program began in 1978-79. It is aimed at providing alternative learning experiences outside the classroom for students in grades fourth through sixth

who have been identified as possessing general intellectual giftedness and creative talents. Curriculum modification at both ends of the academic continuum is considered and approved by the local Admission, Review and Dismissal (ARD) Committee in each building. The ARD Committee is a multi-disciplinary team which includes the parent.

The district reading program is based on phonics but also includes work with sight reading and contextual clues. Each classroom is provided supplementary readers and reading kits. Reading groups are flexible but initial grouping is usually based on formal or informal pre-testing. Children who do not fit within any of the three or four reading groups may be referred to the counselor or resource teacher for additional testing. The referred child may be far above or below the groups. (Standardized test scores, as well as an explanation of the implications, are available to parents upon request.) During the 1978-79 school year, children who scored at or below the 24th percentile in reading were identified. It was felt that these students would require additional assistance in acquiring reading skills. This assistance would enhance work already being done by the regular classroom teacher. Four teachers were hired in the summer of 1979 to service as many of these youngsters as possible. They were placed in the elementary schools with the greatest number of students falling below the 24th percentile. If the plan is successful, additional remedial reading teachers will be hired in the future.

Social Studies, with emphasis on understanding peoples of the world is first taught in kindergarten; a formally adopted textbook is used in the first through the sixth grade. Citizenship training and education is incorporated in many areas of teaching in the elementary grades, and is not taught as an isolated subject.

Art is taught in grades kindergarten through sixth by the

regular classroom teacher and is often coordinated with other subjects. In the sixth grade additional instruction is received from an arts specialist teacher.

Music is taught on the primary level by the classroom teachers themselves, but in grades one and two, formal instruction by an elementary music teacher is provided once a week (30 minutes). In grade three, the students receive formal instruction twice a week (60 minutes) in addition to the activities provided by the classroom teacher. In grades fourth through sixth music is taught by the music teacher (90 minutes). A choir program is available for students in grades five and six. This group meets outside the regular school day. A band program is also available for sixth grade students and those participating students are transported to the intermediate level for formal instruction.

The elementary physical education program is an essential part of the elementary curriculum. It contributes to the total growth and development of all children. At the primary level, grades kindergarten through third, the regular classroom teacher is responsible for providing activities to develop basic motor, manipulative, and rhythmic skills. These are usually taught through the use of games. The teachers do call upon the regular P.E. teachers as consultants in working with their youngsters. The formal physical education program begins in the fourth grade where students receive 45 minutes of instruction each day from a full-time physical education instructor. The P.E. teacher builds upon the skills started at the primary level in developing the overall fitness of the youngster. Modified activities are provided for students who cannot participate in the regular school program. All fifth grade students participate in the President's Physical Fitness Program. In addition to the organized physical education program, pupils usually have a short recess daily.

Progress Reports

Pupil progress is reported to the parents every six weeks. Beginning with the 1980-81 school year this will be every nine weeks. In reporting individual pupil progress, letter grades (A, B, C) are not given until fourth grade. For grades first through third a report card has been designed stating specific skills to be evaluated through a check system. All elementary grades offer two or three parent conferences. Other conferences are held at the request of the parent or teacher. Three weeks before each reporting period, parents are notified if progress is unsatisfactory. Teachers confer with children on their progress and participation in evaluation increases with age. It is the accepted policy not to retain a child more than one time in the elementary grades. Double promotion is very seldom recommended. It is the function of the ARD Committee to consider the exceptional child and determine proper placement. Children are specially placed only with parent permission.

Disciplinary Policy

Corporal punishment is administered only as a last resort after other forms of remedial or corrective effort have proved unsuccessful. It is administered in the presence of the principal or someone designated by the principal, and must be reported in writing to the Assistant Superintendent for Elementary Education within one week. A parent request that corporal punishment not be administered to their child is honored.

Homework

The administration recommends that homework be assigned sparingly and that it serve a valid purpose. Suggested time limits per day are $\frac{1}{4}$ hour for Grades 1 and 2, $\frac{1}{2}$ hour for Grades 3 and 4, and 1 hour for Grades 5 and 6.

III. SECONDARY EDUCATION

There are five secondary schools in the district. Two intermediate schools include grades sixth through eighth and one includes grades seven and eight. The two high schools include grades ninth through twelfth (see page 22). Sixth grade is under the Assistant Superintendent for Secondary Education when it is in an intermediate school. The following material is based on what generally exists at most schools. New ideas are continuously being evaluated, but new programs are not initiated district-wide until they have been piloted in one or more schools.

Curriculum and Grading

Intermediate Schools

Requirements in grades sixth through eighth include English, language arts, mathematics, science, social studies, and physical education (including health).

Sixth grade students usually have one teacher for about 40% of their time and have no electives except for a choice of music - choral, band or strings. Grades seventh through twelfth are completely departmentalized. Seventh grade students have one elective selected from typing, arts and crafts, choral, band or strings, French I or Spanish I. Eighth grade students have two electives selected from Typing I, French I or II, Spanish I or II, arts and crafts, art, journalism (by recommendation only), speech, industrial arts, choral, band or strings, and Algebra I and/or Physical Science for students who qualify.

Class size is approximately 27, depending on the course and facilities. Band, music, typing, and physical education classes are usually larger.

Students are promoted from sixth to seventh grade if the quality of the total work done is such that the student can

probably experience success in the seventh grade. Parents are involved in any decision requiring that the student repeat the grade. Students are promoted from seventh to eighth or from eighth to high school if they have passed five of the seven subjects taken.

At the intermediate level, an attempt is made to meet individual needs using various techniques. There is some special help in skill areas. An effort is made to avoid tracking students in the same type of grouping.

Since rank in class has no significance for intermediate school records, no attempt is made to designate different values of grades.

High Schools

Required courses are English, mathematics, science, social studies, health, and physical education (see course requirements for graduation on page 35). Some electives are journalism, speech, drama, oceanography, aeronautics, psychology, sociology, foreign languages, sports, JROTC, orchestra, business and commercial courses, art, arts and crafts, industrial arts, various vocational courses (see Vocational Programs), and advanced courses in some required areas. A complete list of courses is developed each year.

Several types of courses are offered:

1. "Premium" courses or advanced sections are offered to anyone who shows probability of success.
2. "Regular" courses are the standard courses which may be used to meet college entrance requirements.
3. "Nonstandard" courses are designed to give help in skill areas and in certain academic subjects to students who need such help and are not ordinarily used for college entrance.
4. "Modified Curriculum" is a designation for different materials offered within a particular course. Such work is arranged by special contract between pupil and teacher with the consent of parents.

Rank in class is based on grade points earned from which a grade point average (GPA) is determined. Grade points earned

for various courses and grades are shown in the table below.

Grade	Numerical Value and Meaning	Grade Points for Level of Work			
		Premium	Regular	Nonstandard	Modified Curriculum
A	90-100 Superior	5	4	3	0
B	80-89 Good	4	3	2	0
C	70-79 Average	3	2	1	0
D	60-69 Low (conditional pass)	2	1	0	0
F	Below 60 (Failing)	0	0	0	0

Beginning in the fall of 1980 report cards will be sent out every nine weeks. Special conferences with parents may also be scheduled. Only semester grades are recorded on the permanent record.

New courses may be offered if there are enough students for a class and if teachers and facilities are available. Ordinarily fifteen is the minimum for offering a course. There may not be enough students for a certain course in a particular school every year, but an attempt is made to alternate such courses every other year.

Courses required for graduation in terms of year units beginning in 1980-81 are as follows:

- 4 units of English
- 3 units of Social Studies (1 of World History; 1 of American History; 1 of Government-Free Enterprise System)
- 2 units of Science
- 2 units of Mathematics - must continue until geometry is completed or until graduated
- 2 units of Physical Education
- $\frac{1}{2}$ unit of Health
- Enough units of electives to make a total of 22 (these electives comprise approximately 90% of the total courses offered)

Texas law requires a total of 18 units for graduation; Clear Creek requires 22 units. However, the overage student may

graduate with only 18 units if he or she meets the State requirements. The district also permits early admission to college.

Vocational Programs

The Vocational Program consists of departments in Agriculture, General Mechanical Repair, Coordinated Vocational Academic Education, Marketing and Distribution, Health Occupations, Home-making, Industrial, and Office. Industrial Arts at the intermediate school level and Coordinated Vocational Academic Part-Time Training at the high school level were added to the program in 1979-80.

High school students may elect to take a one or two hour course and remain in school for the remainder of the day or participate in a work-study program. Work-study programs permit students to attend school for approximately one-half day to complete courses required for graduation and then report to an approved work station to receive on-the-job training. Juniors and Seniors sixteen years of age or older may qualify for a work-study program. Bus service is provided between district schools when a vocational course is offered at only one high school.

Also, Juniors and Seniors are permitted to take a three hour laboratory course at San Jacinto College in the area of Cosmetology, Auto Mechanics, Radio and TV Repair, or Welding. These contract courses are paid for by the state including transportation to and from the college.

About 1,150 students were enrolled in vocational-technical courses in district schools (1979-80), and an additional sixty-nine students are taking courses at San Jacinto College. Also, Seniors with enough credits to be eligible for released time may take any college-level vocational course at San Jacinto College at Clear Creek School District expense except for transportation.

All courses are fully accredited. A student may earn from

three to nine quarter credits per school year by successfully completing one of the above courses, depending upon the number of periods or clock hours of instruction received.

Physical Education

The physical education program is well organized and focuses on student needs. A tremendous variety of activities are offered to every student. Activities mostly consist of recreational sports which have a lifetime value to each individual.

Intermediate Schools

Physical education is required in grades sixth through eighth. Competitive team sports are offered only in the seventh and eighth grades. Teams for both girls and boys are available in basketball, tennis, and track. There are also volleyball teams for girls and football teams for boys. Competition within a league of intermediate schools located closely to the Clear Creek District is mainly at the eighth grade level. Sports are scheduled so that part of the time spent is during the school day and is substituted for regular P.E.

Other activities which are included in the P.E. program are soccer; softball; aerobic dance; physical fitness; weight lifting; recreation activities including such games as ping-pong, horseshoes, badminton, jokari, quoits, and croquet; and crab soccer and dance units in rainy weather. Health is also a part of the physical education curriculum.

High Schools

Two years of physical education are required in the high school. Students may take their driver education classroom work as part of this two-year program. ROTC, drill team, cheerleading or a competitive team sport may be substituted for physical education. Also, because of the marching which is part of the band program, two semesters of band can be substituted for one semester of physical education.

Students may select the competitive sports team elective at the start of the school year. Depending upon the student's skill, he or she may or may not be retained in the competitive sports program. Team sports offered for both boys and girls are basketball, track, tennis, swimming, and golf, although girls' golf at CCHS has not yet been fielded. Boys may also select football and baseball, and girls may select volleyball. Because of the overlapping practice and competitive seasons for each sport, it is unusual for a student to participate on more than one team each year. Team practice is held during and outside school hours. One hour of the practice time is applied toward the physical education credit. When the two year units of physical education have been earned, the additional units gained through participation in a team sport are applied toward the total units needed for graduation.

Disciplinary Policy

The code for student behavior, including rules, regulations and penalties is in the student handbook, published for each school. The only automatic penalties provided are for drug and alcohol abuse. All discipline is handled on an individual basis. At the discretion of the school principal, parents are consulted. In the intermediate schools corporal punishment is administered only as a last resort after other forms of remedial or corrective effort have proved unsuccessful and is only administered in the presence of the principal or a witness designated by the principal. A parental request that corporal punishment not be administered to his or her child is honored. Corporal punishment in high school is administered only when a student requests this form as a substitute for other disciplinary action and when the teacher or administrator agrees that it is more desirable.

Some plan of in-school suspension (the student no longer is permitted to be a part of the regular school organization but

is still permitted to attend school in order to keep up with his or her work rather than be deprived of all educational opportunities) is part of the secondary program.

Grooming Codes

Students are expected to be "appropriately" dressed according to the school handbooks. Certain forms of dress are considered inappropriate and these are listed in the handbooks. Students may be sent home for modification of their appearance and must make up any time missed.

Extracurricular Activities

There is a wide range of extracurricular activities in the district which changes from year to year because of student interest. There is no listing of these activities for the students; however, incoming ninth grade students are informed about the various activities in their orientation and each activity or club is announced when it is begun.

Student Government

Student governing bodies are elected at the different secondary schools. Although not all have a student council as such, each school has some type of advisory group composed of class officers. They are not involved in any policy making for their respective schools. The various clubs and organizations have constitutions or by-laws through which they govern themselves.

IV. SPECIAL PROGRAMS

Counseling and Guidance

The counseling and guidance program extends from kindergarten through grade twelve. There is a total of thirty counselors in the district. Seven counselors work with elementary schools, eight at the intermediate level, and fifteen at the high school level. In addition there are four psychological associates who provide counseling. A counselor in each school has responsibility for the special education program including instructing the teachers in their duties toward special education students. All counselors must meet Texas certification requirements: master's degree with thirty hours or more of counseling courses and three years' teaching experience. In addition, other personnel such as assistant principals at the secondary schools, heads of departments, nurses, and teachers do counseling.

At the elementary level, interviews are scheduled with the counselor when a need arises. Elementary counselors conduct and evaluate tests, observe classrooms, confer with medical personnel, and aid in the placement of children for special education.

At the secondary level, a formal meeting between pupils and counselors is scheduled at the beginning of school. After that, meetings are held as needed. In the senior high schools, pupils are assigned a counselor who works with them at least through their junior year. Senior students may be assigned to senior counselors. A vocational counselor is included in the fifteen high school counselors and is shared between the two schools. The vocational counselor is involved in the work-release program.

Testing

Achievement tests are administered yearly through the eighth

grade and once in tenth grade by the classroom teachers. The California Achievement Test was adopted for use in 1979. Achievement test results are briefly summarized by grade level and subject and published in the local newspapers. National norms are used in reporting results. Intelligence quotient tests are administered routinely in seventh and tenth grades but in elementary school only when specifically recommended, although aptitude tests are administered to all students in grades nine and eleven.

The use of achievement tests as part of the five year plan of improvement has been explained in the goals section (see page 24).

The Texas Assessment of Basic Skills will be implemented in the Spring of the 1979-80 school year under the direction of the Texas Education Agency for the stated purpose of providing data for evaluating current educational programs. Although the program may be a precursor of testing to determine promotion and graduation standards, it is not to be used in that way at this time. Beginning 1979-80, all fifth and ninth grade students will be tested annually in the areas of basic reading, writing, and mathematics skills. Beginning 1980-81, all third grade students will also be tested annually in these areas. The results will be reported two ways: individual student results will be made available only to the student, the parent or guardian, and the school personnel directly involved with the instruction of the student, and school district officials will receive summaries of the results by school.

Cumulative Records

Cumulative records are kept for the purpose of recording attendance, grades, and achievement test results. Test interpretation data is also included. They are available to parents upon request but may not be removed from the school. Copies may

be made at the school if a fee for use of the copying machine is paid.

Special Education

Through the Department of Special Programs, handicapped students between the ages of 3 and 21, inclusive, are provided educational and supportive services. These students include the physically handicapped, mentally retarded, emotionally disturbed, learning disabled, speech handicapped, autistic, or multiply handicapped and students leaving and not attending public school for a time because of pregnancy. A student's eligibility and need for special services, and placement in the least restrictive environment are determined by an Admission, Review, and Dismissal (ARD) Committee. An individual educational plan for each student is developed by the ARD Committee. This multi-disciplinary team includes the parent. Program placements include regular classroom, resource, self-contained, itinerant, Early Childhood, or other Committee approved options. The district is a part of the Mainland Co-op for the Hearing Impaired.

Related services which are provided include audiological, counseling, medical diagnostic, occupational therapy, physical therapy, psychological, school health, social work, special transportation, adapted physical education, and speech therapy. Adaptive equipment is provided as necessary.

The pre-vocational training program is designed to assist severely handicapped older students in determining vocational aptitude and developing skills, leading to job or sheltered workshop placement.

School health services and health education are provided by the nursing staff of fourteen nurses.

Summer School Programs

Elementary (four weeks)

Summer school is offered every year for students who wish to take various enrichment courses such as art and crafts, guitar, literature, pottery, drama, gun safety, etc. All special education students may attend summer school and there is also a remedial mathematics and language arts program for elementary students.

All programs mentioned above charge tuition. The only program which does not charge tuition is the Language Development Class which is available to Spanish-speaking students who need to develop skills in the English language. Bus service is provided for these students.

Secondary (four 10 day sessions)

Summer school classes are available for repeat work at the high schools provided at least seventeen students are in attendance. Make-up work for intermediate students who need help may be arranged through the school.

Courses in English, band, government, health, driver education, homemaking and vocational agriculture are offered to students who will be in the ninth through twelfth grades. It is possible for a student to attend summer school each year and complete requirements for graduation in less than four years. Tuition is charged for everything except vocational agriculture and homemaking which are state funded. Courses in sewing, typing, mathematics, string orchestra and swimming are offered to students who will be in the sixth through eighth grades.

Adult Education

The district offers no adult education program. Adult home-making, vocational agriculture and typing, however, are offered

during the summer and classroom facilities are available to San Jacinto College for evening classes. Under this program, accredited college courses are offered in business, music, speech mathematics, English, Spanish, history, government, psychology, sociology, economics, real estate, bowling and canoeing. There were 364 students enrolled in the 1980 spring semester. The average fee paid by a student is \$35 which includes tuition, registration and security. Books required for the courses are an additional cost. All out of district fees are waved by the college for residents of Clear Creek Independent School District.

Drugs

Drug education from the elementary level through the high school is mandatory in Texas. At Clear Creek schools, it is supervised by the Assistant Superintendent for Instruction but there is no organized drug education course. The administration believes drug abuse to be a problem in the district but has not established its extent. Drug problems are first handled by the building principal who determines the action to be taken.

SCHOOL PLANT AND FACILITIES

Safety Provisions

The school building codes and safety requirements governing school construction are the responsibility of the city or municipality in which the building exists. The only state building requirement is concerned with the convenience and safety of the handicapped and it is enforced by the State Building Commission. City building permits are issued only after inspectors examine plans and specifications to determine that all codes are met. Buildings are inspected again at the completion of construction. If a school is outside of city jurisdiction, the architects assume the area will be annexed eventually by the nearest municipality and design the building to meet all requirements. No buildings or classrooms are substandard by either state or local standards.

The building principal, district safety director, and fire marshals are required to make regular inspections to check alarm systems and fire hazards. The buildings are inspected by the State Board of Insurance after completion and a published fire rate and classification is furnished the school insurance agent. The school buildings are constructed so as to qualify for the highest experience credit allowed by the State Board of Insurance. Clear Lake Intermediate and Clear Lake Annex are the only two-story school buildings; an elevator is available for those handicapped students who are unable to use the stairs.

The buildings are inspected regularly by the district safety director, safety engineers, and by the county and city health officials.

Building Facilities

All schools have assembly rooms, resource or special

instruction rooms, lunch rooms, music rooms, teachers' rooms, health clinics, libraries, and multi-purpose rooms. All secondary schools have science labs, gymnasiums, domestic science rooms, and art rooms. League City, Stewart, Bay, and McWhirter Elementary Schools have a gym. Covered play areas have been constructed at Ross, Greene, Whitcomb, Clear Lake City, Armand Bayou, and White Elementary Schools. Clear Lake Intermediate has a lecture-theatre room and both high schools contain vocational shop rooms and swimming pools. There are approximately thirty temporary classrooms used throughout the district. School facilities are inspected regularly by representatives of TEA and the Southern Association of Schools.

School facilities are available for use by community groups. A rental fee is charged to cover the cost of utilities and custodial services. Fees range from \$35 to \$100 for three hours use. Those wishing to rent facilities contact the building principal. The lighted baseball field and the stadium must be rented through the office of the Assistant Superintendent of Business.

Maintenance

A supervisor of maintenance and a supervisor of audio-visual services and a supervisor of air conditioning and heating are responsible for building and maintenance. Each school has a head custodian who is responsible to both the principal and the maintenance supervisor. General cleaning is conducted during the academic year. During the summer special cleaning crews are employed for major cleaning, including refinishing all floors in every school. Major painting also is done in the summer when it is recommended by the staff and/or administration. Maintenance funds are budgeted each year and compose about 11.5% of the total budget.

Building Program

The school board and the superintendent of schools are responsible for the building program and future planning. Information is received from the highway department, architectural firms, developers and school district studies as to projected population growth in the district. The letting of contracts is a responsibility of the school board, and contracts are awarded on the basis of competitive bidding. New buildings are financed with bond funds. The district owns no undeveloped property for future expansion. The district voters approved a 45 million dollar bond issue in October of 1977. Phase I (18 million dollars) of the building program is almost completed. Phase I included three new elementary schools plus major renovating at many of the campuses. Phase II consisting of a transportation facility, a ninth grade building at CCHS and the purchase of land for a third high school will begin in March of 1980. Phase III consisting of a third high school will be initiated in late 1980.

School Grounds

There are no state requirements regarding school grounds. The school grounds in the district vary considerably in size (see School Plant and Facilities, page 52). Playground equipment also varies from school to school and is often purchased by P.T.A. Supervision is provided on the playgrounds by the teaching staff only during school hours.

Supplies

Although the teachers and principals have the responsibility for the selection of supplies, the business department is responsible for the purchase of all supplies. Basic textbooks are provided by the state and the district supplements these.

Textbooks for which funds are received from the state must be chosen from the approved state list. District supplemental texts are sometimes used when no state text fills the need.

School district 1979-80 budget allocation for teaching supplies is on a per student basis as follows. Fees are charged in certain electives for the use of materials and equipment. Some P.T.A. groups also provide supplies to the schools they serve.

	<u>Teaching Supplies</u>	<u>Library</u> (for purchase and replacement of books)
Elementary	9.00	5.00
Intermediate	12.00	7.50
High School	20.00	7.50

Libraries

Each elementary school has a self-contained fully equipped library. Pupils in all grades except kindergarten may check out books, do research and utilize the facilities for learning situations. At the kindergarten level, the children go frequently for story period. Kindergarten teachers also check out appropriate books from the library and bring them to the classroom where students may then check them out for use at home. Depending upon the grade level, pupils are taught the organization of the library, and have study units on authors and illustrators. Books are not moved from school to school, nor are they borrowed from the public libraries; neither Harris nor Galveston County is equipped to aid in library service to schools.

The secondary schools have self-contained libraries which are available to students before and after school, and during class periods at teachers' discretion. The high school libraries are open during the summer and from 8:00 a.m. until 4:30 p.m. during the school year.

Building funds for new schools include equipment for a library.

All libraries maintain a minimum of ten books per child.

In Texas a certified librarian must have a teaching certificate for the appropriate level (elementary or secondary) and at least 18 semester hours in library science. Each CCISD library is operated by a certified librarian. The librarian-student ratio, therefore, varies from elementary to secondary and from school to school according to the school's enrollment. The high school library staff is augmented by an assistant librarian and an aide.

Students and teachers may request that certain books be purchased. The librarian compiles the list of books selected for purchase which is checked by the principal, the department heads and the assistant superintendents. A publisher's book exhibit is held each year in Houston to acquaint the staff with newly published books.

Facilities meet the standards set by the American Library Association.

Audio-Visual Material

Audio-visual equipment available in all schools includes record players, slide projectors, dry mounting press, portable sound equipment, thermofax copiers, film and filmstrip projector, controlled readers tachistoscopes, language masters, tape recorder-players, listening centers, opaque projectors, overhead projectors and some TV sets. A representative list of equipment available district-wide from the administration office or teacher center includes video taping equipment, film loop projectors, high speed cassette duplicator and ektagraphic visual maker.

Audio-visual material is selected by the teachers, librarians, principals, and department heads. In addition to the audio-visual material purchased by the district, the Region IV Education Service Center provides weekly deliveries of various audio-visual material on a loan basis.

A supervisor of audio-visual services with a full time

assistant maintains and requisitions all audio-visual equipment.

Health and Safety

Health instruction is a part of the curriculum at all levels. State requirements for elementary and intermediate levels of forty minutes per week are met or exceeded.

Each secondary school has a full-time nurse and one nurse is employed for each two elementary schools. Visual and hearing tests are given yearly through the intermediate level and by referral at the high school level with a follow-up program for corrective treatment. The district contracts for the services of a psychologist one day per week and a psychiatrist one-half day per week.

All school employees are required to have a tuberculin test, and all lunchroom employees are required to have health cards.

Fire drills are held at least once a month, and several times each year, the local fire department inspects school facilities and observes a fire drill. Bus patrol and/or student safety patrol organizations function at each elementary school. Crossing guards are not usually supplied by the district but in some cases the school district has provided partial financial assistance for crossing guards. Cities, Homeowner's Associations or P.T.A.'s usually provide the guard.

Lunchrooms

All schools in the district have cafeterias which are financed by student revenue on a breakdown basis. The cafeterias are managed and supervised by a professional dietician who plans the meals. The district participates in the federal school lunch program. Hot lunches ranged in price during 1979-80 from \$.80 to \$1.00. Three schools - League City Elementary, Ross Elementary, and Stewart Elementary - provide a free breakfast program as part of the federal school lunch program. Those students eligible

for a reduced or free school lunch are also eligible for a reduced or free school breakfast at these three schools.

Transportation

Transportation of school children is regulated by the Texas Education Agency and supervised and operated by the local school district. All school buses meet the legal standards. The buses are inspected yearly by the state and at regular intervals by local maintenance personnel. All bus drivers must be licensed by the state and must pass a physical examination. The district provides training for bus drivers. A babysitting service was instituted in 1979 to encourage people with young children to work as drivers.

The state provides bus transportation for students who reside more than two miles from school. In addition, Clear Creek provides bus service in those areas which require crossing heavily trafficked streets or railroad crossings.

Free bus transportation is provided for student groups traveling to official school competitions, usually those sponsored by the University Interscholastic League. Groups must pay for their own bus for other activities and field trips. For example, the football team and marching band ride free to official games but would pay to use a bus to go to an Oilers game.

Building Sites

Administration Building - on CCHS campus - completed 1961
1970 Remodeled, additions

Clear Creek High School - 150 acres - completed 1956
1957 Additions
1961 Stadium, rest rooms, classrooms, barn, lighted baseball field
1963 Science, homemaking
1965 Classrooms
1966 Cafeteria, library, administration, P.E., science additions, P.A. system, air conditioning
1967 35 classrooms
1968 Parking lot, tennis courts, stadium
1970 Fieldhouse, pool, band hall, choir, library expansion, 18 classrooms
1980 Massive renovations, roof, band hall addition

Clear Lake High School - 50 acres - completed 1972
1979 Office renovation, athletic field lights

Clear Lake High School Annex - 20 acres - completed 1978

Seabrook Intermediate - 19.5 acres - completed 1966
1968 Classrooms, band hall, choir, shop, tennis courts
1978-79 Minor renovations

Webster Intermediate - 21.16 acres - completed 1939
1949 Gymnasium
1961, 1964 Additions
1965 Cafeteria
1967 Additions
1980 Main wings destroyed and rebuilt, extensive internal renovation and remodeling

Armand Bayou Elementary - 10.4 acres - completed 1976
1979 Covered play area

James F. Bay Elementary - 26.5 acres - completed 1949
1964 Additions
1973 Library
1980 Extensive remodeling of three wings and gym

Clear Lake City Elementary - 10 acres - completed 1966
1966-67-68 Additions
1979 Covered play area

P.H. Greene Elementary - 10 acres - completed 1976
1978 Additions
1979 Covered play area

W. G. Hall Elementary - 8 acres - completed 1980

C. D. Landolt Elementary - 10 acres - completed 1979

League City Elementary - 21.45 acres - completed 1938

1948 Additions
1949 Office wing
1955 Cafeteria
1961 Additions
1966 Library
1967 Additions
1978 Roof, air conditioning
1980 20 room addition, cafeteria, offices, library

Margaret McWhirter Elementary - 14 acres - completed 1955

1961-64-66-68 Additions
1980 Remodeling and renovation of 16 classrooms and office

James H. Ross Elementary - 10 acres - completed 1966

1967 Additions
1968 13 classrooms
1979 Covered play area

LaVace Stewart Elementary - 12 acres - completed 1950

1951 Cafeteria
1955 Additions, multi-purpose room, 4 classrooms
1961-66-67 Additions
1979-80 Extensive remodeling, roof

Arlyne Weber Elementary - 8 acres - completed 1979

Webster Primary - on McWhirter campus - completed 1969-70

G. H. Whitcomb Elementary - 10.17 acres - completed 1969
1979 Covered play area

Edward H. White Elementary - 10 acres - completed 1966

1966-67 Additions
1968 13 classrooms
1979 Covered play area

Maintenance and Transportation Building - on CCHS campus - completed 1967

SCHOOL FINANCE

Revenue Sources

Revenue for operating the schools comes from federal, state, and local sources. In the year 1979-80, 1.6% is from federal sources, 44.7% is from state sources, and 53.7% is from local sources.

The primary source of federal revenue in the district is Impact Aid or School Assistance in Federally Affected Areas funds. This is due to the presence of the Johnson Space Center and is compensation for the lack of tax income caused by a federal installation. Funding is based on the number of students whose parents are employed by the Center. It provides funds to be used by the district in any field that the school board decides. The amount varies from year to year; in 1978-79, it was \$465,062. Because it is variable, it is budgeted by the district in the fiscal year.

Other federal funds include monies from the Elementary and Secondary Education Act (ESEA) and Public Law 94-142, which concerns education of the handicapped. ESEA provides some school lunch program revenue, but most of the \$45,653 received for 1978-79 was used for library books. PL 94-142 provided revenue of \$186,410 for 1979-80. Approximately \$10,000 in federal funding is received for ROTC. All federal funds except Impact Aid are channeled through the Texas Education Agency.

State aid to local school districts is allocated through two basic programs.

The Available School Fund provides a flat rate per pupil, ages 6-17, in average daily attendance (ADA) throughout the state. This amount was \$284.50 for 1978-79 or a total of \$4,451,810 in CCISD. Textbooks are also provided through this fund.

The other type of state funding is the Foundation School Program, established by the Gilmer-Aiken Act of 1949. It con-

stitutes a state guarantee of an educational program spelled out in terms of certain minima for teachers' salaries, teacher-pupil ratios, etc. The state pays approximately 80% of the cost of this program for the Clear Creek District. The part paid by the local district into this fund is called the Local Fund Assignment. Clear Creek's 1978-79 Foundation School Program funds amounted to \$13,789,711, of which the district paid \$2,649,062.

State aid to the Clear Creek system, and to most Texas schools, is increasing. This is partly due to the continuing growth of this district; in addition, the amount per pupil coming from the Available School Fund is increasing, up \$45 per ADA this year.

The Foundation School Program provides minimum teacher salaries for many teachers, and also provides funds for vocational education, compensatory education, drivers education, special education, and transportation.

The 66th Legislature passed a comprehensive school finance bill in 1979, SB 350. Each legislature since 1975 has attempted school finance reform. The legislature also implemented a Property Tax Relief Amendment passed by voters in the 1978 election. One impact of the amendment was the granting of \$5000 homestead exemptions and additional exemptions for those 65 and over, including the freezing of their taxes at 1979 levels as of 1980. While the state provided partial reimbursement for these exemptions for the 1979-81 biennium, there is uncertainty as to whether reimbursements will be renewed in later legislative sessions.

In addition to the valuation lost at the local level due to this amendment, CCISD is concerned about the decreasing value of the Webster oil fields. Decreased valuation in combination with increasing growth of the student population and inflation may cause continued tax increases.

The ad valorem tax is the only local source of revenue and this amounted to \$14,092,298 for the year 1978-79. The

1978-79 assessment per pupil was \$54,509, and the property tax levied per pupil was \$844.48. The present level of assessment is set at 100%. The tax rate is 0.82 per \$100 valuation. The 1979-80 tax rate for bonded indebtedness is .185% and is not limited, provided outstanding bonds are not more than 7% of the total assessed valuation.

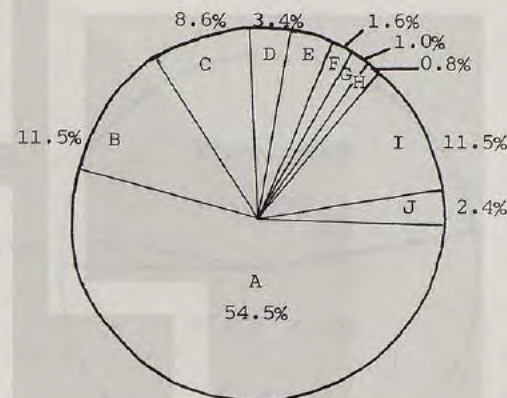
Property tax reform legislation in 1979 established single appraisal districts within each Texas county. CCISD has chosen to be part of the Galveston County Appraisal District and is large enough to be able to elect one member of the five member appraisal board. The board will arrange for periodic appraisals for all taxing bodies other than the county itself but is not itself a taxing entity.

Expenditures

Actual expenditures for the year 1978-79 came to \$22,236,590, which averaged \$1421 per pupil. Pupil expenditures in Harris County in 1978-79 ranged from a low of \$1210.69 to a high of \$2497.95. This did not include capital outlay or debt service expenditures which totalled \$3,769,615.

Estimated expenditures can best be exemplified by illustration of the 1979-80 budget, as shown in the chart on page 57.

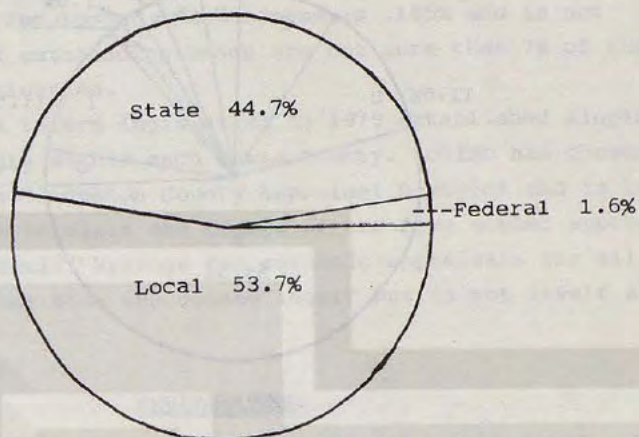
BUDGET ANALYSIS



EXPLANATION

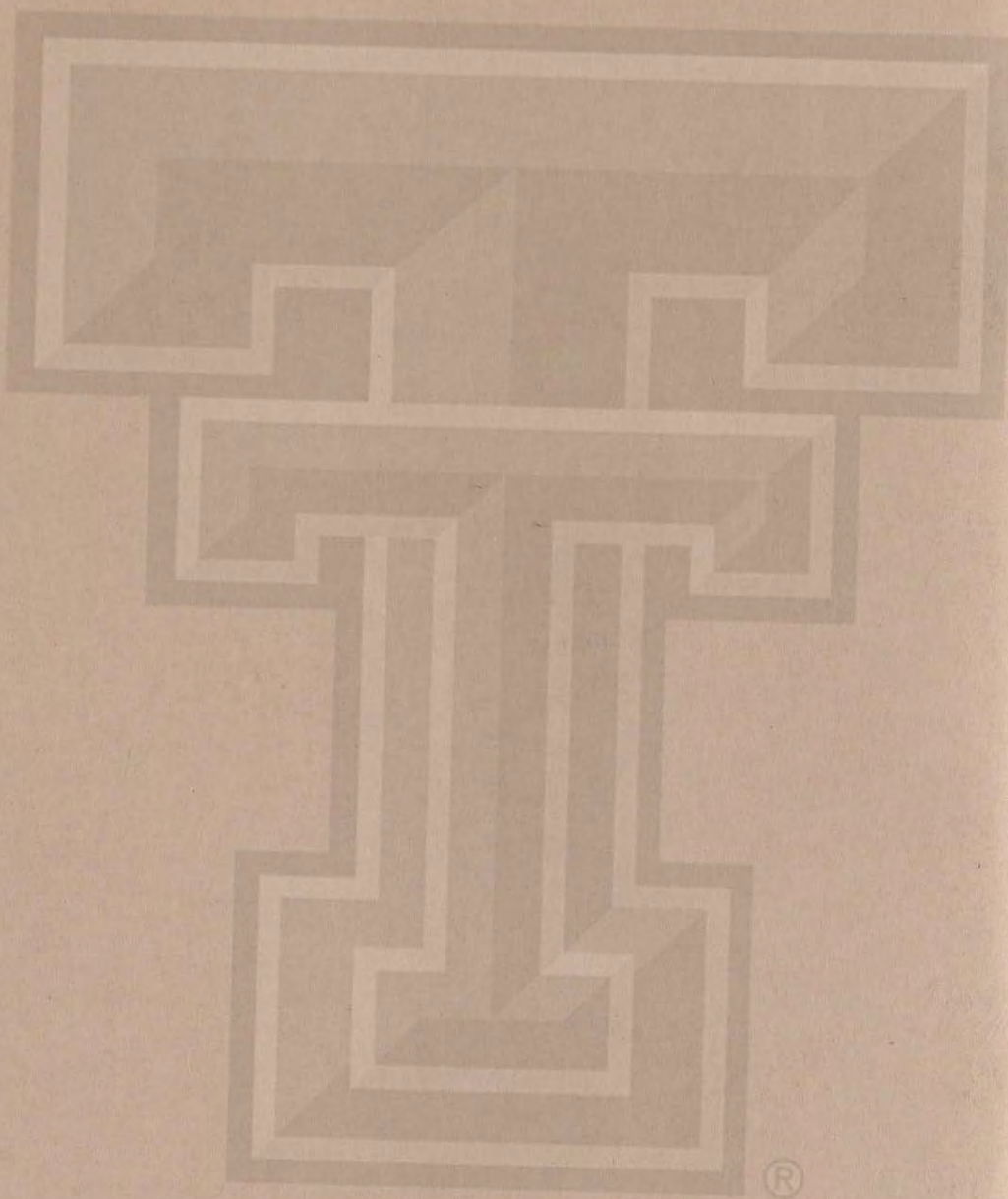
- A - Instruction - \$16,566,359 - includes teacher salaries, supplies, furniture, equipment, some contracted services, coaches' supplements
- B - Maintenance and Operation - \$3,507,745 - includes salaries, utilities, supplies, equipment for maintenance
- C - Administration - \$2,620,631 - includes building construction, supplies, expense allowances, equipment, contracted services, furniture, data processing, building insurance, school board expenses, vehicles, salaries for administrative staff including principals and assistant principals
- D - Guidance and Counseling - \$1,022,563 - includes salaries, testing materials, consultant and appraisal fees
- E - Transportation - \$1,412,132 - includes salaries, fuel, repairs, insurance
- F - Resources and Media - \$488,040 - includes librarians' salaries, audio-visual equipment, library books, periodicals, films
- G - Co-Curricular Activities - \$312,400 - includes transportation, supplies, awards, entry fees
- H - Other (Health, Food, and Community Services) - \$259,159 - includes salaries of nurses and cafeteria personnel, first aid and cafeteria equipment and furniture, community services
- I - Debt Service - \$3,500,000
- J - Capital Outlay - \$696,286
- TOTAL OPERATING COSTS - \$30,385,315

REVENUE SOURCES 1979-80



SOURCES OF LOCAL REVENUES

	1978-79	1979-80
Taxes on residences	41.5%	46.6%
Taxes on industries	15.0%	19.0%
Oil and gas	34.0%	25.0%
Miscellaneous	9.5%	9.4%



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BAY AREA VOTERS HANDBOOK

A Directory of Elected Officials
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Prepared by

**LEAGUE OF WOMEN VOTERS
OF THE BAY AREA**

488-5610

QUALIFICATIONS FOR VOTING

- Citizen of United States
- 18 years of age
- Registered in county in which you reside

Voter registration application must be submitted at least **30 days** prior to an election.

Any citizen who **within 60 days will be 18** years of age is entitled to register. The registration becomes effective 30 days after receipt or on the eighteenth birthday, whichever is later.

FACTS ON VOTER REGISTRATION

Voter registration is handled by the **County Tax Assessor Collector's office**. Applications can be requested by phone, mail, or in person and submitted by mail or at a county voter registration office.

Voter registration is permanent as long as you notify the Tax Assessor Collector's office of any change of address. Every even-numbered year you are mailed a new voter registration certificate.

Lost voter registration certificates can be replaced by notifying the Tax Assessor Collector's office.

Notify the office of **changes of name and address**. All corrections must be completed at least 30 days before an election. If you move and do not notify the office, you can vote in your old precinct within the first 90 days only.

HARRIS COUNTY VOTER REGISTRATION INFORMATION

- Phone **224-1919, Ext. 310**
- Mail
Voter Registration Department
Tax Assessor Collector's Office
P.O. Box 3527, Houston, TX 77001
- Visit
Voter Registration Department
Harris County Clear Lake Annex
16603 Buccaneer Lane
Clear Lake City

GALVESTON COUNTY VOTER REGISTRATION INFORMATION

- Phone **337-2575, Ext. 280**
- Mail
Voter Registration Department
Tax Assessor Collector's Office
P.O. Box 1169, Galveston, TX 77553
- Visit
Voter Registration Department
North County Branch Office
1301 FM 646 North
Dickinson

VOTING

Each voter must **vote in the precinct of residence** described by the city, county, school district, etc. which calls the election. A **student** may register and vote in the county in which she or he declares permanent residence.

Absentee voting begins 20 days before an election and ends 4 days before. A qualified voter expecting to be absent from the county on election day may vote absentee in person. If the voter will also be absent during the absentee voting period, the voter may vote absentee by mail. Registered voters who are **65 or over** may vote absentee in person or by mail as may those who are unable to vote in their precinct on election day due to sickness or disability.

Before absentee voting begins, call the government holding the election for the exact procedures as they may vary.

POLLING PLACES

Polling places may vary from election to election and year to year. Therefore, check the **newspapers** immediately before an election or call the **government responsible** to find out where to vote. If elections have been called by more than one entity, it is possible that you will need to go to more than one polling place.

- general election - County Clerk's office
- primary election - county political party offices
- school district - school district central office
- city - city hall
- water district - water district office

HARRIS COUNTY VOTING INFORMATION **221-6411**
(or **221-6965** the six weeks before a general election)

GALVESTON COUNTY VOTING INFORMATION **337-2575**

LWV NONPARTISAN POLICY

The **League of Women Voters of the Bay Area** is a nonpartisan political organization whose membership is open to all. The League works to promote political responsibility through informed and active participation of all citizens in their government. The League of Women Voters **does not support or oppose any political party or candidate**. For more information about the League, call the number on the cover.

DISTRICTS OF BAY AREA OFFICIALS

GALVESTON COUNTY

Voting Precinct	Congressional District	State Sen. District	State Rep. District	Co. Comm. Precinct	J.P./Constable
39	9	11	25	3	6
40	9	11	25	3	6
41	9	11	25	3	6
52	9	11	24	4	7
53	9	11	24	4	6
54	9	11	24	4	6
55	9	11	24	3	8
56	9	11	25	3	8
57	9	11	25	3	8
59	9	11	24	4	7
60	9	11	25	3	8
63	9	11	24	3	8

HARRIS COUNTY

76	9	17	130	1	2
88	25	11	129	2	8
90	25	11	130	2	8
91	9	17	130	2	8
92	25	11	130	2	8
290	25	11	129	2	8
306	25	17	130	2	8
307	9	17	130	2	8
333	25	11	129	2	8
346	25	11	129	2	8
352	25	11	129	2	8
353	25	11	129	2	8
377	25	11	129	2	8
378	9	17	130	1	2
391	9	17	130	2	8
415	25	17	130	2	8
416	9	17	130	2	8
417	9	17	130	1	2
418	9	17	130	1	2
471	25	11	129	2	8
473	25	17	130	2	8
474	9	17	130	1	2
475	9	17	130	1	2
476	9	17	130	1	2
534	25	11	130	2	8
535	25	11	130	2	8
537	9	17	130	1	2
545	9	17	130	1	2
568	25	11	130	2	8

Your voting precinct number is on your voter registration card.

FEDERAL OFFICIALS

(R) House DC 20500	4 yr. term Exp. 1-89	202/456-7639
(R) President House DC 20500	4 yr. term Exp. 1-89	202/456-2326
S SENATORS (D) Senate Office Bldg. DC 20510	6 yr. term Exp. 1-89	202/224-5922
g., Rm 4026, 515 Rusk 77002		713/229-2529
(D) DC 20510	6 yr. term Exp. 1-91	202/224-3121
g., Rm. 8632, 515 Rusk 77002		713/229-2766
S REPRESENTATIVES (D) District 25 House Office Bldg. DC 20515	2 yr. term Exp. 1-87	202/225-7508
g., Rm. 12102, 515 Rusk 77002		713/229-2244
uthmore, Ste. 810 TX 77502		713/473-4334
(D) District 9 House Office Bldg. DC 20515	2 yr. term Exp. 1-87	202/225-6565
Office Bldg. Street, Rm. 217 TX 77550		409/766-3608
FORMATION CENTER		713/229-2552

STATE OFFICIALS

(D) 428, Capitol Station 78711	4 yr. term Exp. 1-87	512/475-4101
GOVERNOR bby (D) 2068, Capitol Station 78711	4 yr. term Exp. 1-87	512/475-3535

STATE SENATORS

Chet Brooks (D) District 11 1706 Strawberry, Rm. 100, P.O. Box 1302 Pasadena, TX 77501	4 yr. term Exp. 1-87	713/477-3634
2301 Strand, Ste. 270 Galveston, TX 77550		409/763-1299
128C State Capitol		512/475-2901
James E. "Buster" Brown (R) District 17 P.O. Box 888 Lake Jackson, TX 77566	4 yr. term Exp. 1-89	409/297-5261
8303 Southwest Fwy., Ste. 110 Houston, TX 77074	(between sessions only)	713/776-1414
331 State Capitol		512/475-5881

Senate mailing address:

Texas Senate
P.O. Box 12068, Capitol Station
Austin, TX 78711-2068

STATE REPRESENTATIVES

Lloyd Criss (D) District 25 2802 Rosadele LaMarque, TX 77568	2 yr. term Exp. 1-87	409/938-7642
144B State Capitol		512/475-5749
James Hury (D) District 24 U.S. National Bank Bldg., Rm. 610 Galveston, TX 77550	2 yr. term Exp. 1-87	409/762-3569
150A State Capitol		512/475-4329
Randy Pennington (R) District 130 1110 Nasa Rd. One, Ste. 410 Houston, TX 77058	2 yr. term Exp. 1-87	713/333-1350
400D State Capitol		512/475-3202
Ed R. Watson (D) District 129 2318 Center St., Ste. 10909 Deer Park, TX 77536	2 yr. term Exp. 1-87	713/479-8408
G 56B State Capitol		512/475-2228

House mailing address:

Texas House of Representatives
P.O. Box 2910, Capitol Station
Austin, TX 78769

CAPITOL INFORMATION FOR ALL STATE OFFICES

512/475-2323

LEGISLATIVE INFORMATION HOTLINE

800/252-9693

HARRIS COUNTY

COUNTY JUDGE Jon Lindsay (R)	4 yr. term/Exp. 12-86 713/221-6666
COUNTY COMMISSIONERS El Franco Lee (D) Pct. 1	4 yr. term/Exp. 12-88 713/221-6111
Jim Fonteno (D) Pct. 2	4 yr. term/Exp. 12-86 713/221-6220 713/488-4678
TAX ASSESSOR COLLECTOR Carl Smith (D)	4 yr. term/Exp. 12-88 713/224-1919

GALVESTON COUNTY

COUNTY JUDGE Ray Holbrook (D)	4 yr. term/Exp. 12-86 713/337-2575 409/766-2244
COUNTY COMMISSIONERS Ron Crowder (D) Pct. 3	4 yr. term/Exp. 12-88 713/337-2575
Billy Pegues (D) Pct. 4	4 yr. term/Exp. 12-86 713/337-2575 409/948-2581
TAX ASSESSOR COLLECTOR Chuck Wilson (D)	4 yr. term/Exp. 12-88 713/337-2575 409/766-2481

SCHOOL DISTRICTS

CLEAR CREEK INDEPENDENT SCHOOL DISTRICT Dr. John Ward, Superintendent 2301 E. Main Street, P.O. Box 799 League City, TX 77573	332-9641
DICKINSON INDEPENDENT SCHOOL DISTRICT Dr. Jerome Bourgeois, Superintendent 4512 Hwy. 3, P.O. Drawer Z Dickinson, TX 77539	534-3581
FRIENDSWOOD INDEPENDENT SCHOOL DISTRICT Ted Thomas, Superintendent 302 Laurel Drive Friendswood, TX 77546	482-1267
LA PORTE INDEPENDENT SCHOOL DISTRICT Robert Williams, Jr., Superintendent 301 E. Fairmont Parkway La Porte, TX 77571	471-0950

CITY GOVERNMENTS

CLEAR LAKE SHORES 931 Cedar, P.O. Box 75 Clear Lake Shores, TX 77565	538-11
DICKINSON 2716 Main Street Dickinson, TX 77539	337-24
EL LAGO 3812 Nasa Road One Seabrook, TX 77586	326-19
FRIENDSWOOD 109 Willowick Ave. Friendswood, TX 77546	482-33
HOUSTON 901 Bagby Houston, TX 77251	222-30
KEMAH 602 Bradford, P.O. Box 817 Kemah, TX 77565	334-16
LA PORTE 604 W. Fairmont Pky., P.O. Box 1115 La Porte, TX 77571	471-50
LEAGUE CITY 300 W. Walker League City, TX 77573	332-34
NASSAU BAY 1800 Nasa Road One Houston, TX 77058	333-21
SEABROOK 1700 First St., P.O. Box 539 Seabrook, TX 77586	474-32
SHOREACRES 601 Shoreacres Blvd. La Porte, TX 77571	471-22
TAYLOR LAKE VILLAGE 1202 Kirby Seabrook, TX 77586	474-28
WEBSTER 311 Pennsylvania Ave. Webster, TX 77598	554-75

POLITICAL PARTIES

HARRIS CO. DEMOCRATIC PARTY	713/523-1
HARRIS CO. REPUBLICAN PARTY	713/522-
GALVESTON CO. DEMOCRATIC PARTY	409/744-
GALVESTON CO. REPUBLICAN PARTY	713/488- 713/534-

2003.12.27



**RAY/ARIA
VOTERS
HANDBOOK**

Author's address: Department of Mathematics, University of California at San Diego, La Jolla, CA 92037, USA.
E-mail: shashikanth@ucsd.edu

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FastCity

THE UNIVERSITY OF CHICAGO

4016-7172

FEDERAL OFFICIALS

PRESIDENT

Ronald Reagan (R) 4 yr. term
The President Exp. 1-89
The White House
Washington, DC 20500 202/456-7639

VICE PRESIDENT

George Bush (R) 4 yr. term
The Vice President Exp. 1-89
The White House
Washington, DC 20500 202/456-2326

UNITED STATES SENATORS

Lloyd Bentsen (D) 6 yr. term
703 Hart Senate Office Bldg. Exp. 1-89
Washington, DC 20510 202/224-5922

Federal Bldg., Rm 4026, 515 Rusk
Houston, TX 77002 713/229-2529

Phil Gramm (R) 6 yr. term
U.S. Senate Exp. 1-91
Washington, DC 20510 202/224-3121

Federal Bldg., Rm. 8632, 515 Rusk
Houston, TX 77002 713/229-2766

UNITED STATES REPRESENTATIVES

Mike Andrews (D) District 25 2 yr. term
1039 Longworth House Office Bldg. Exp. 1-87
Washington, DC 20515 202/225-7508

Federal Bldg., Rm. 12102, 515 Rusk
Houston, TX 77002 713/229-2244

1001 E. Southmore, Ste. 810
Pasadena, TX 77502 713/473-4334

Jack Brooks (D) District 9 2 yr. term
2449 Rayburn House Office Bldg. Exp. 1-87
Washington, DC 20515 202/225-6565

U.S. Post Office Bldg.
601 25th Street, Rm. 217
Galveston, TX 77550 409/766-3608

FEDERAL INFORMATION CENTER 713/229-2552

STATE OFFICIALS

GOVERNOR

Mark White (D) 4 yr. term
P.O. Box 12428, Capitol Station Exp. 1-87
Austin, TX 78711 512/475-4101

LIEUTENANT GOVERNOR

William P. Hobby (D) 4 yr. term
P.O. Box 12068, Capitol Station Exp. 1-87
Austin, TX 78711 512/475-3535

STATE SENATORS

Chet Brooks (D) District 11 4 yr. term
1706 Strawberry, Rm. 100, P.O. Box 1302 Exp. 1-87
Pasadena, TX 77501 713/477-3634

2301 Strand, Ste. 270
Galveston, TX 77550 409/763-1299

128C State Capitol 512/475-2901

James E. "Buster" Brown (R) District 17 4 yr. term
P.O. Box 888 Exp. 1-89
Lake Jackson, TX 77566 409/297-5261

8303 Southwest Fwy., Ste 110
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LaMarque, TX 77568 409/938-7642

144B State Capitol 512/475-5749

James Hury (D) District 24 2 yr. term
U.S. National Bank Bldg., Rm. 610 Exp. 1-87
Galveston, TX 77550 409/762-3569

150A State Capitol 512/475-4329

Randy Pennington (R) District 130 2 yr. term
1110 Nasa Rd. One, Ste. 410 Exp. 1-87
Houston, TX 77058 713/333-1350

400D State Capitol 512/475-3202

Ed R. Watson (D) District 129 2 yr. term
2318 Center St., Ste. 109 Exp. 1-87
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713/488-4678

TAX ASSESSOR COLLECTOR

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713/224-1919

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409/766-2244

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713/337-2575
409/948-2581

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Chuck Wilson (D) 4 yr. term/Exp. 12-88
713/337-2575
409/766-2481

SCHOOL DISTRICTS

CLEAR CREEK INDEPENDENT SCHOOL DISTRICT

Dr. John Ward, Superintendent
2301 E. Main Street, P.O. Box 799
League City, TX 77573 332-9641

DICKINSON INDEPENDENT SCHOOL DISTRICT

Dr. Jerome Bourgeois, Superintendent
4512 Hwy. 3, P.O. Drawer Z
Dickinson, TX 77539 534-3581

FRIENDSWOOD INDEPENDENT SCHOOL DISTRICT

Ted Thomas, Superintendent
302 Laurel Drive
Friendswood, TX 77546 482-1267

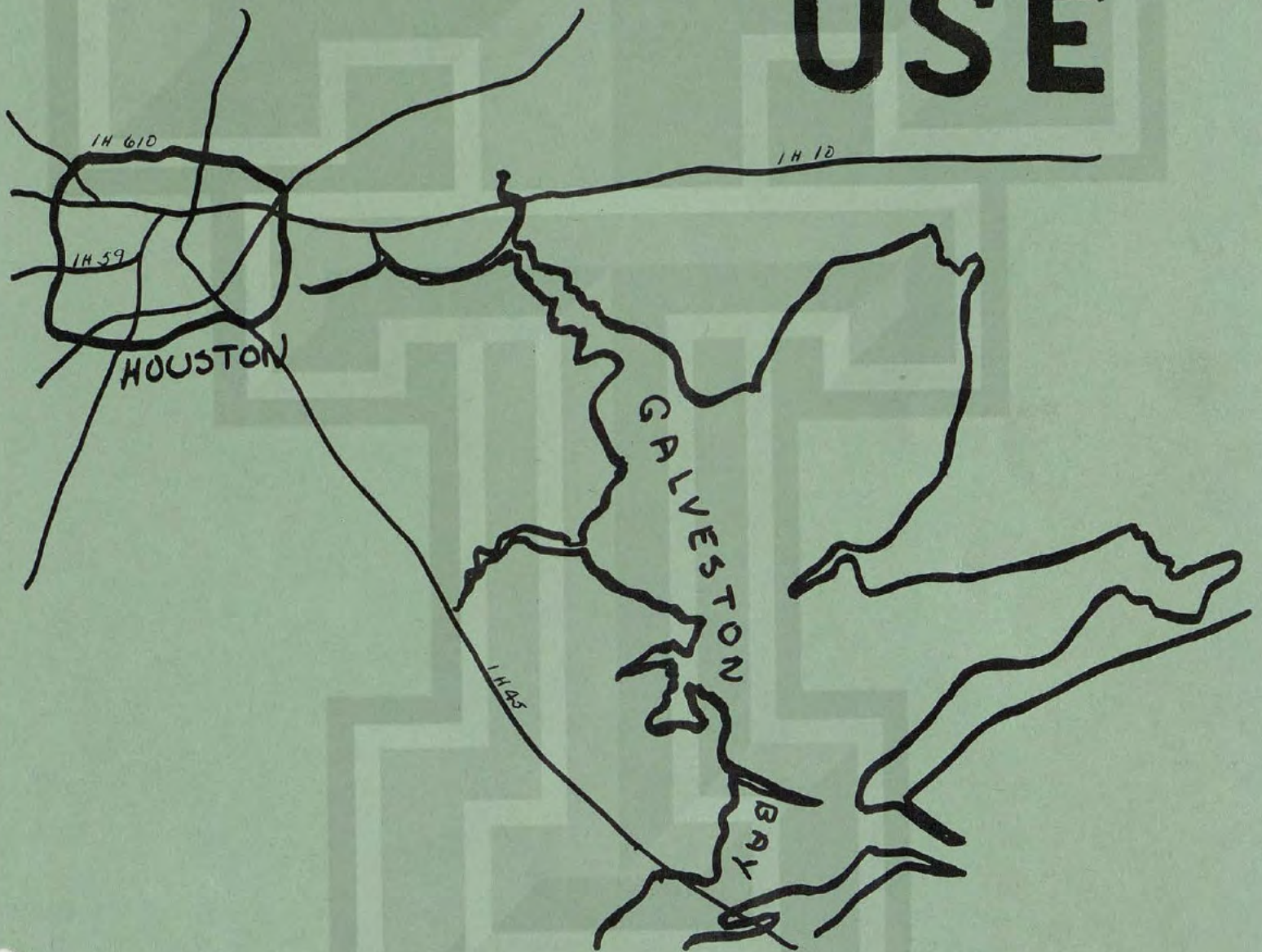
LA PORTE INDEPENDENT SCHOOL DISTRICT

Robert Williams, Jr., Superintendent
301 E. Fairmont Parkway
La Porte, TX 77571 471-0950

IV

LAND

USE



LEAGUE OF WOMEN VOTERS OF THE BAY AREA

The League of Women Voters of the Bay Area serves the communities of Clear Lake City, Clear Lake Forest, El Lago, La Porte, Nassau Bay, Seabrook, Taylor Lake Village, Webster, and Wedgewood Village.

League of Women Voters of the Bay Area

Marilyn Mieszkuc, President

18326 Carriage Lane

Houston, Texas 77058

713- 333-4669

March, 1973



With the progression of our concern with Land Use, we in the Bay Area League of Women Voters have been startled to find this concern expanding to include air and water quality, water resources, transportation networks, protection of natural habitats, flood prevention, noise pollution, and population density, among others, as they affect and dictate wise use of land. The population projections for the Houston-Galveston area of over four million by the year 2000 lend urgency to the situation. The more we study the more we become committed to the need for LAND USE PLANNING--the need for all of the factors to be weighed before decisions are made determining land use--the need for some one, somewhere--some Body--to see the whole picture.

In an attempt to compile a handbook helpful to others as well as to ourselves in the examination of the whole picture of land use planning--we discovered that the entire area of study is constantly changing. Therefore, we have here an admittedly incomplete source book. However, it is a start, and as our interested members complete studies ranging from comprehensive transportation planning to the recovery of mineral and energy resources and other areas which affect the quality of life through land use, we shall publish addenda for this booklet.

Throughout our study our basic line of interest has been first our local situation--then regional, state, and national--basically as they affect us locally. However, it became abundantly clear quite early that it is impossible to divorce one area from another.

We began with a presentation to our members of a geologic history of the Texas Coastal zone. It was an excellent way to learn the natural strengths and weaknesses of our area. Knowing its physical properties helped us understand to what use the land could and should be put.

From there, we built up our knowledge of the needs of the people inhabiting the land, and the needs of the land we inhabit. Thus, we arrived at our first five consensus questions. Then we entered into the questions of who was to do what, when, where, and even why, and added our last three consensus questions. After a series of five meetings, our membership of close to 100 women from the Bay Area arrived at some agreement on how to approach planning for the use of our land. We reached consensus.

We have included in this handbook the fruits of our studies. (As noted above, others will be added as they are completed.) These first studies are Power Plant Siting, Current Land Use Legislation, Agencies (local, county, regional, state, and national) Exercising Control (in Varying Degree) Over Land Use, An Outline of the Houston-Galveston Area Council, a short glossary of related terms, and our reading list.

We recognize that we have a long way to go in our study; there will be constant up-dating to do in those areas we think we have finished; and we have much work ahead of us to finish studies we have just begun. But we hope our beginning will convince others that they themselves should begin and will be helpful to them in their efforts. Finally, our greatest hope is that this handbook will bring responses from those who can help us with their questions and comments, their own studies, their time, or their interest.

WHERE WE ARE

a report by

The League of Women Voters of the Bay Area

based on information from

Environmental Geologic Atlas of the Texas Coastal Zone Houston-Galveston Area
University of Texas at Austin

On June 16, 1858 Abraham Lincoln spoke these words: "If we could first know where we are and whither we are tending, we could then better judge what to do and how to do it." This has been good advice for 115 years, and it is our approach this morning. Our aim is to look first at where we are in land resources and their present use.

Fortunately for us the University of Texas department of economic geology has been taking a look too and has just published a comprehensive report, (phase 1 of the coastal zone survey) and we can get an overview on this business of "where we are and whither we are tending."

To help us get oriented we'll use a series of maps that take in the entire region. Our goal is to get an understanding of the natural systems before human impact irreversibly changes the character of our environment.

General Setting

This region covers 2,268 square miles of land with broad areas of relatively flat coastal plain inland from coastal marshes. There are frequent wooded belts along rivers and minor streams. Areas of pine and hardwood

forests occur north of Buffalo Bayou and on either side of the Trinity river. (See the Current Land Use Map in the Geologic Atlas.)

The coastal plain is gently inclined toward the bay at about 5 feet or less per mile. Extensive marsh covered areas less than 5 feet above sea level stretch along the landward side of West Bay and East Bay. The Trinity River delta and the lower Trinity River valley are also covered with extensive marsh and swamp. Marsh areas are commonly flooded by hurricane or storm tides.

There are several minor valleys of small streams that cut into the coastal plain: Cedar Bayou, Buffalo Bayou, Clear Creek, Dickinson Bayou, Chocolate Bayou, and a few more. The land is flat for miles and miles with the only relief being Hoskins Mound northwest of San Luis Pass, Barber's Hill northeast of Baytown, and the Blue Ridge State Prison Farm in Fort Bend County--where uplifted salt domes have elevated the land surface.

Bolivar Peninsula, Galveston Island, and Follets Island are one-to-three mile wide sandy beaches and grass covered barrier flats separating bay areas from the Gulf of Mexico.

Galveston Bay, Trinity Bay, East Bay, West Bay and a few smaller bays occupy 553 square miles in the area. They are less than 12 feet deep. Dredged channels are maintained by the Corps of Engineers. On the Gulf side of Bolivar Peninsula, Galveston Island, and Follets Island, the sea floor slopes gulfward from twenty to twenty-five feet per mile near shore to one foot per mile on the inner shelf. (The gray circular areas on the map show the oil and gas fields which are densely distributed through the region.)

Geologic History

We've been talking about our areas as you might point it out from an airplane window. But equally important is a feeling for its geologic past. Underlying what you can see are ancient sedimentary deposits that were part of the same natural processes that change land today--tidal currents, wind deflating, delta outbuilding, and other coastal processes.

In Pleistocene history there were at least four principal glacial episodes separated by warmer interglacial periods. It was during one of the last interglacial periods of the Pleistocene when large rivers transported vast areas of suspended mud and bottom load sand from remote areas of Texas to deltas along the ancient Gulf shoreline. The sediment formed point bars, meander loops, and levees. The geologic map shows sedimentary deposit from this time along the Trinity and San Jacinto rivers and in the Beaumont-Port Arthur area and all across the region where we live.

During the Holocene period as sea level rose between 18,000 and 4,500 years ago, unfilled parts of the Trinity and San Jacinto valleys were drowned by marine water, producing estuaries known as Trinity and Galveston Bays. Modern shoreline erosion has since enlarged the bays and the deeper parts of the submerged valleys have been filled slowly by bay sediment.

The modern period--from 4,500 years ago till the present--made still more natural changes. Compaction of the sediment and slow subsidence of the Gulf Coast basin have changed the sea level; wind and water erosion continue to restructure the waterfront areas. There are active fault areas crisscrossing the map as the ancient delta muds continue to compact.

The geologic background of our area is pursued not just because it is



of historic interest, or because it whets our curiosity. There are practical ways in which geology is vital to planning.

A Wider Frame of Reference

The present environment we all share is but one frame in a kaleidoscope of changing rivers, shifting beaches, and subsiding plains. Knowledge of past geologic events and current dynamics of natural change helps to predict the future changes we must learn to understand, predict, and manage. Looking at the long sweep of history helps us to see something like a hurricane in a different perspective. Instead of thinking of a hurricane as something to forget about until it forces itself upon our attention, think of it as a natural phenomenon. We don't like the life and property destruction, and we are wise to evacuate low-lying areas. But would it be equally wise to build storm tide artificial barriers like the Corps of Engineers is doing in the Texas City-La Marque area? Historically, hurricanes have been the principal mechanism by which bays are flushed of pollutants, and artificial barriers for miles and miles might present serious problems of contamination. In addition, hurricanes transport shelf sand onto the shoreface to nourish Texas beaches. They are in part a compensating factor for the problems arising from low tidal ranges and low river discharge.

Another part of our environment that the tunnel-visioned keep wanting to do something about are the shallow, marshy, seemingly useless flats---too shallow for good fishing, too near highways for ducks and geese, too waterlogged for building. But. . .they are the nurseries of myriad forms of marine creatures. And the effects of a wetland marsh's loss or gain will

ultimately be felt far out into the Gulf. These areas are rich in nutrients, and some states like Delaware and New Jersey are using this wider frame of reference to put new value on their wetlands, protecting this resource by law.

Impact of the Land on Human Projects

We need to know more about the underlying structure and the dynamics of natural change to make best use of the land. Especially where solid waste is disposed of on land, the permeability and solution holding capacity of the soils; the depth of the water table and its seasonal variations; and the topography of the terrain and its surface drainage are all basic to good planning.

Building housing developments on floodplain areas, denuding the trees and undergrowth, building foundations and pavement over active and potentially active fault zones are all practices which cause personal and financial grief each year. . . and are so preventable; all could be recognized and avoided.

Human Impact on the Land Environment

Human impact is devastating to the land--in some cases the change is irreversible. The speeding-up of land surface subsidence is primarily a consequence of ground-water pumping and withdrawal. This in turn leads to a decline in artesian pressure. The clay beds are compacted and dehydrated and a volume reduction makes the land sink. Beside the flooding and elevation problems, withdrawal of ground water has activated numerous faults in our area, some of them in residential and industrial corridors.

The rich and abundant mineral and energy resources have given rise to wealth and industrial might for our area. They also bring pollution and industrial waste dispersal problems. About 140 oil and gas fields are in

our area. Through 1970 cumulative production of crude oil in the Galveston-Houston area was about 2.1 billion barrels. Gas produced from 94 fields yielded in excess of 100 million cubic feet, and 4 fields have produced more than 5 MCF yearly. The major non-agricultural land use of our area is directly or indirectly related to oil and gas production. (See the Mineral and Energy Resources Map.)

Sulphur is found in the caprock of salt domes and is mined by the Frasch process and is also being recovered from sour gas. Salt domes provide an almost limitless resource of high grade sodium chloride. Shell dredging from the shallow bays and estuaries has been vigorous in past years, reaching peak production of 11 million cubic yards a year. Shell is used for construction material and in the manufacture of cement, lime and chemicals. All shell dredged from waters of Texas bays is the property of the State.

It is well known that the man-made industrial complex and residential development change the land and fails to replenish what is taken. Less well known is the problem presented by dredging and spoil bank building. Spoil is most extensive along the Intracoastal waterway and the ship channel. The dredging and sediment discharge greatly modify natural bay circulation patterns. These changes make waste discharge sluggish. But efforts to move water quickly bring their own problems, and straightening and lining of streams creates flash flooding. (See the Man-made Features Map.)

There is a complex web of pipelines for oil, gas, chemicals, and petroleum products criss-crossing our area. The combination of dense pipeline systems and subsidence with its activation of fault lines would indicate the need for careful monitoring to avoid pipeline ruptures.

Placement of oil field sludge pits and solid waste disposal sites on

sandy substates threatens water purity. And underground disposal of liquid wastes, especially radio-active or toxic chemicals, requires knowing the hydrology and geochemical character of the land.

The more we find out about our area's strengths and vulnerability, the more we prize judgements made on sound knowledge of environmental impact. Political boundaries do not match natural boundaries, and we cannot afford to have our environment impacted by political expedience. Land use management policies, if they are to be fair and prudent, must start as Abe Lincoln said with "where we are."

LAND USE PLANNING

Land use planning is PLANNING for the use of our land.

Land use Management is CONTROL of the use of our land.

As we think of any phase of land use management, we must keep the following questions in mind:

What controls are we willing to accept?

What freedoms are we willing to submit to control?

Are we willing, now to deprive ourselves of something we may want for the sake of an unborn generation?

Consider this; Are you willing to forego large lot private land ownership in order to preserve open space in large enough packets to be ecologically feasible in preserving the character of the land?

.....

CONSENSUS QUESTIONS ON LAND USE MANAGEMENT

At the COUNTY level:

- I. Should the county have increased regulatory power over development in unincorporated areas?
- II. Should there be legislation requiring developers to set aside open spaces on a population density ratio basis?
- III. Do you favor the development of a county parks department and director?
- IV. Do we need more park sites to be set aside now for future use at the county level?
at the state level?

At the STATE level:

- V. Should the state, at some level, have regulatory power over or planning responsibility for:
 - A. The development and use of fragile coastal zones?
 - B. The financing and development of parks and open spaces?
 - C. Water resources management and drainage and flood control?
 - D. Power plant siting?

E. Planning for and provision of transportation networks?

F. Population density in a specified area?

G. Industrial plant siting?

H. The development of a superport?

I. The recovery of mineral and energy resources?

J. Standards for--development on flood plains?

building codes?

zoning?

K. Location, method of treatment of, and quality of--liquid waste discharge?

solid waste disposal?

VI. At what governmental level should enforcement and implementation of
Land Use Management be administered--
An existing agency or a new agency?

At city, county, or state level?

Or by a self regulating board?

If a local agency or governmental body, should it be autonomous?

Or should it report to a higher governmental entity? Which one?

If a state agency, what should be the requisites for board members?

How should conflicts between autonomous agencies be resolved?

VII. Should there be Federal minimum standards for land use?

State minimum standards?

Should standards vary according to locality?

Should the Federal standards be subject to the State?

VIII. What recourse does the individual citizen need against the government
proposed use of the land?

LAND USE CONSENSUS

A consensus of our members attests the need for counties to have increased regulatory power over development in unincorporated areas.

We favor legislation requiring developers to set aside open spaces on a population density ratio basis--with the state setting minimum standards, and counties having the option to adopt more stringent standards.

We look forward to the development of a centralized Harris County Parks Department, and we feel an immediate concern that the county act now to acquire sites for future county parks, particularly in view of the burgeoning county population. We believe that the need is as great and as immediate at the state level, with particular emphasis on providing large scale open spaces which are uniquely suited to those types of recreational activities requiring greater areas and offering facilities to all the state residents.

We agree that the State should have planning responsibility for and regulatory power over:

- the development and use of fragile coastal zones.
- the financing and development of parks and open spaces.
- water resources management, drainage, and flood control.
- planning for and provision of transportation networks.
- the development of a super port.
- the recovery of mineral and energy resources.
- location, method of treatment, and quality of liquid waste discharge, and solid waste disposal.

We desire that the state assume the responsibility for setting minimum

standards for development on flood plains and for adopting a building code, with counties and municipalities having the option to adopt more stringent standards. In regard to zoning, we feel it should be enacted and enforced at the lowest possible level, but we are in favor of enabling legislation to permit the counties to pass zoning ordinances if they so desire. We agree that the state should have the planning responsibility for regulating population density in a specified area but feel that any control should be exercised at the local level.

We support the proposition that the state should have regulatory power over power plant siting with planning conducted at the regional council level. We also feel that industrial plant siting should be included in regional planning with the state exercising control only through the issuance of required permits.

We feel very strongly that the state should have power to regulate underground water withdrawals. We maintain that judicial land use will take into account the following:

- the physical characteristics of the land including drainage, elevation, make-up of the soil, and underground properties;
- the available water supply;
- the effect on air quality;
- the transportation network and housing facilities available;
- the possible contribution to noise pollution; and
- the need for open space planning.

We strongly support the proposition that regional planning continue to be done by the regional councils such as the Houston-Galveston Area Council, and that enforcement and implementation of LAND USE MANAGEMENT be administered at the lowest level possible, i.e. municipal and county.

If no action is taken locally the jurisdiction would then pass to the next higher level.

We urgently recommend that as the state constitution is rewritten a single state agency for Land Use Management be established, to absorb existing boards and agencies concerned with environmental quality.

We would hope that a single permit, granted by this agency, would incorporate all aspects of sound land use management.

We suggest the establishment of both Federal and state minimum standards for land use, with the more stringent taking precedence.

We submit the need for citizen review of all land use planning by a program providing for citizen input through well publicized public hearings prior to adoption of those plans.

And finally, we propose the establishment of an office at the local level to provide legal counsel to citizens who feel that their rights have been violated by the government's proposed use of their land.

Power Plant and Industrial Siting in Land Use Management

Concern for power plant siting has risen because of the environmental impact thermal power plants have on the region in which they are located. As larger and larger plants are built to meet our nation's increasing demand for electricity, these plants' impact on the ecology of the surrounding area can no longer be ignored. In the early 1960s utility companies thought the pollution problem caused by their power plants could be solved merely by locating them far away from population centers. But rural areas are not remaining isolated and placing a single source of pollution out in the country made it easier for concerned citizens to document the effects of the pollution, both air and water, as well as the visual pollution of mile after mile of transmission lines.

Thus, the need for power and the varied adverse effects that thermal power plants have on the environment have caused at least ten states to pass comprehensive power plant siting laws. This is like putting the cart before the horse from a land use management point of view but as is often the case, a critical problem must exist before any planning is done. If a master land use plan had been developed, the best industrial and power plant sites would have been selected and building delays caused by public objections to locating a plant at a particular site might have been avoided.

Planners are beginning to use a multipurpose approach to siting. They visualize new cities built around an energy center where a centralized power plant provides not only electricity but heat for homes and industrial processes such as desalting and/or renovating waste water for other central needs. In Texas, catfish farming in warm water effluent is being studied.

The Governor's Advisory Committee on Powerplant Siting has just presented its report to the Texas legislature. It identifies factors, other than economic, that should be considered in establishing criteria for power plant location. Most states have considered some or all of the following factors:

- air pollution
- appearance of plant
- location of transmission lines
- effect on air navigation
- effect on fish and wildlife
- effect on recreation
- effect on reliability of service
- water pollution and thermal effects
- safety

The report states that the need for large amounts of water for cooling purposes has led the power industry in Texas to look for off shore sites as well as concentrating plants along the eastern coastal regions. Is there any conflict here with coastal zone management? The use of sewage effluent for cooling may keep a few plants inland.

There are four boards that a utility company must deal with when building a power plant in Texas. Environmental standards

and emissions limits have been set for both air and water so construction permits must be obtained from the Texas Air Control Board and the Texas Water Quality Board. The TACB has the authority to deny a permit to any plant if the emissions from that plant will result in ambient air standards being exceeded. The Texas Water Rights Commission grant requests for water rights. The Atomic Energy Commission grants construction and operation permits to nuclear plants and an environmental impact statement must be made. Waste control orders are granted by the Texas Water Quality Board. However, there is no single board or agency that considers all aspects of building a power plant at a particular site. Such a body could coordinate all permits needed to build a power plant so that a company wishing to do so would not have to appear before so many boards.

Elsewhere in the nation a few states have established a power plant siting agency with final approval over power plant locations after studying conflicting interests and the views of other state agencies. Many more states require the licensing of new thermal power plants by the utilities commission. The state laws that have been enacted differ a great deal in pattern, but almost all provide for review and approval by a designated decisionmaking body in the state.

Power plants are a specific industry and ideally criteria for siting of all kinds of industry should be established. That there is a need has become apparent in the efforts of various states and regions to protect coastal zones and wetlands. Senator Schwartz' Coastal Program for Texas urges the legislature to adopt land use planning in the coastal zone. This would lead to a discussion of the industrial uses compatible with the coastal environment.

Both Rhode Island and Oregon have taken steps to regulate shoreline development. In Rhode Island, a Coastal Resources Management Council has the task of recommending actions the State should take on the location of industry on the Bay and along the coastline. Oregon's law requires a plan for zoning coastal areas. The Governor of Delaware in 1972 relied on the State's Coastal Zoning Law to deny a request by industrial and transportation interests to build a transshipment terminal in Delaware Bay. This law bars all heavy industry, such as petrochemical, steel and raw pulp, within two miles of the sea coast.

Only by determining the use of land in a given area, deciding what uses are best suited to that area and then adopting a course of action that will foster these uses can we hope to obtain the most beneficial use of that land.

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4. Considerations Affecting Steam Power Plant Site Selection, report by The Energy Policy Staff, Office of Science and Technology, December, 1968.

Current Land Use Legislation

Units on Land Use - December, 1972
LWV of the Bay Area

I. Pending Federal land use legislation

- A. These bills are called "national land use policy " bills but are really grants-in-aid to develop 50 state plans.
 - 1. Jackson bill (D-Wash.)
 - a. makes state plans subject to federal guidelines and review
 - b. provides optional interstate and river-basin plans
 - 2. Administration bill
 - a. calls for states to strengthen regulatory or control responsibilities over specific areas of environmental concern
 - b. initial funding and subsequent operating budget are 25-30% less than in the Jackson bill.
- B. Both bills leave much to localities and valid criticism has been that both plans are a framework for many separate plans. No concise national policy has been articulated.

II. Formulation of future policy and goals

- A. Federal level
 - 1. Aspinall (D-Colorado) bill best of four proposals submitted to Congress
 - a. contains for the first time a declaration of national policy for use of public land
 - b. defines fundamental governmental powers
 - c. assures certain public rights
 - 2. National open beaches bill -
Eckardt (D-Texas) hopes to have proposed Texas bill used as a federal prototype
 - a. Texas bill would protect the public easement
 - b. recommends that the excavation law be extended to cities and that it include a ban on any excavation of sand from any public beach in Texas
- B. State level
 - 1. Last legislature passed a measure authorizing loans to localities to upgrade the knowledge of employees of state agencies; increasing powers of these agencies. Cities with more than 10,000 population can now enforce land use restrictions contained in subdivision dedications. This authority used to be restricted to cities with more than 1,000,000 population.
 - 2. Senator Schwartz' recommendations to the Coastal Zone Commission
 - a. land use planning in the coastal zone be designated by the legislature to be coordinated through the Governor's office with the cooperation of existing agencies, regulations should be designed with

- the primary goal of protecting the coastal environment
- b. Texas Water Code should be amended to provide that sufficient water for bays and estuaries be given second priority after municipalities in determining how water will be appropriated from rivers and streams
- c. Legislature should enact a Wetlands Protection Act which would authorize the Parks and Wildlife Department to name vital wetlands areas. These areas should not be developed in a manner not approved by the Dept. as having no adverse affect on the coastal environment.
- d. the moratorium on land sales be extended to remain in force until land use management in the coastal zone becomes a reality
- 3. Joint report of the interim Committees on Pipeline study and Beaches to the 62nd legislature, "Pollution vs. the People"
 - a. recommends that state agencies with statutory responsibility regarding pollution and environmental protection adopt uniform procedures in the evaluation and reporting of violations and the violations be reported to the Attorney General when necessary
 - b. recommends adoption of uniform pipeline regulations to prevent leakage and spills

III. Superport

A. Texan Offshore Terminal Commission established by Rep. Lemmon (D-Texas)

- 1. purpose is to develop a plan for an offshore terminal to accommodate supertankers
- 2. initial study by University of Texas
 - a. mono-bouy construction for crude oil
 - b. 50 miles out a 100 ft. depth
 - c. located off Freeport
 - d. cost about \$216 million for 2 bouys, each additional bouy would cost \$50 million

B. Federal Study

- 1. superport would be federally financed
 - a. cost off Texas coast \$941 million
 - b. cost off Louisiana coast \$531 million
 - c. cost differential due mainly to dredging needed off Texas coast
- 2. would be complete terminal able to handle dry pipeline and container cargoes

Department of Housing and Urban Development

Some Agencies Exercising CONTROL (in varying degree)
over LAND USE

Federal Agencies :

National Environmental Protection Agency : requires each Federal agency to submit an environmental impact statement prior to any major action significantly affecting the quality of the human environment. Any such action requiring a permit from a Federal agency or Federally funded in any part would have to be delineated by an environmental impact statement. Permits can be challenged in the Federal courts on the basis of the interpretation of the impact statement. Has power to set water and air quality standards.

Department of the Interior :

Bureau of Reclamation : works as part of interagency team to develop water resources for irrigation and power in 17 western states.

Bureau of Indian Affairs : trustee of lands belonging to Indians

Bureau of Land Management : administers the public domain following the multiple use principle. Leases lands for grazing, timbering, and mining, including the outer continental shelf. (In Texas only from the 10 - 12 mile limit, in all other states from the 3 - 12 mile limit.)

Bureau of Mines

Bureau of Sport Fisheries and Wildlife

Bureau of Outdoor Recreation

U. S. Geological Survey

National Park Service

Department of Commerce : responsible for coastal zone management

National Marine Fisheries Service : concern with estuarine areas

Department of Defense

Army Corps of Engineers : have right of eminent domain, power under 1899 Refuse Act to prohibit dumping and industrial effluent discharge into navigable waterways. Issue permits for building, any type, at junction of land and water. Coordinate discharge permits with state water quality boards and the NEPA.

Department of Transportation

Highway Department

U. S. Coast Guard (bridges and navigation)

Department of Housing and Urban Development

Federal Flood Insurance Program

Department of Agriculture

Forest Service : Manages 150 National Forests

Soil Conservation Service : concerned with land use, erosion, and flood prevention, upstream watersheds. District conservationists work with state boards and local conservation districts.

Farmers' Home Administration : makes loans to individuals in rural areas, buildings must conform to minimum property standards and the Federal code.

State of TEXAS Agencies

General Land Office : administers the public lands, 4 $\frac{1}{2}$ million acres of submerged land, leases oil and gas rights, the Veterans Land Program. Cooperates with other agencies to regulate pollution control.

Department of Health : Division of Sanitary Engineering and Waste Water Surveillance. Approves all plans for water supply and disposal systems. Training programs for water and sewage plant operators. Certification program for oysters and other shellfish harvesting.

Parks and Wildlife Commission : acquires, develops, maintains, and operates state parks and recreational facilities. Enforces all water safety programs in state. Issues permits for dredging in bays and estuarine areas.

Highway Department : Plans, constructs, and administers state highway system in conjunction with Federal inter-state system. Right of eminent domain. Member of State Planning Agency Council PACT.

Soil and Water Conservation Board : coordinates activities of 184 soil and water conservation districts. Administers state responsibility in upstream watershed protection and flood prevention programs, including dams, drainage, levees, and agricultural water management.

Railroad Commission : with jurisdiction over oil and gas industry, makes and enforces regulations to protect surface and underground waters from escape of oil field waste and brine. Chairman of board is member of TWQB.

Air Control Board : establishes air quality criteria, levels, and emission limits for air content and pollution control; issues permits.

State Agencies continued

Industrial Commission : seeks to attract and locate industry in Texas through promotion of the state's natural resources as an economic development base.

Water Development Board : has right of eminent domain and authority to plan and manage water resources on long term for Texas. Authorized to purchase water conservation storage facilities and to finance any work necessary for the filtration, treatment, or transportation of water by federal or local governmental agencies. Undertakes various hydrographic studies in cooperation with the U. S. Geological Survey. Completed the comprehensive Texas Water Plan in 1968.

Water Rights Commission : exercises continual supervision over the public waters of the state. Supervises certain water districts. Administers water rights on streams. Reviews federal water development rights in Texas. Supervises most river authorities.

Water Quality Board : establishes water quality criteria and issues permits for discharge of treated waste into or adjacent to the waters of the state. Conducts studies and disseminates information as part of its program of prevention, abatement, and control of pollution.

Interagency Council on Natural Resources : a planning council chaired by the governor and composed of the administrative heads of the following agencies -- Air Control Board, Highway Department, Industrial Commission, Parks and Wildlife Department, Railroad Commission, Soil and Water Conservation Board, Water Development Board, Water Rights Commission, Water Quality Board.

Regional Agencies

Houston-Galveston Area Council : serves thirteen counties in the Houston Galveston Bay area. Studies the use of land, the population it supports, and projects both into the future as comprehensive regional plans are developed. Is developing EDAS (Environmental Decision Assistance System), the collective term for all H-GAC Data files, computer programs, and functional models.

Watershed Districts, i.e. Conservation and Reclamation Districts and River Authorities : plan for the control, storage, and preservation of storm and flood waters of river. Power to provide and maintain improvements for common benefit of district. Authority to build and administer regional sewage systems.

Port Authorities, Navigation Districts

Regional Agencies Continued

Gulf Coast Waste Disposal Authority : has authority to finance, construct, and operate regional waste disposal facilities; has authority also to regulate solid waste disposal, septic tanks, and disposal from watercraft. Can buy, build, or lease waste treatment facilities and charge cities, industries, and water districts for treatment services. Expects to assume role of administrator of regional waste treatment systems ultimately. Has taxing powers.

Coastal Industrial Water Authority : a state agency building the conveyance system that will bring water from the Trinity River to Houston area industries. CIWA's bonds are guaranteed by the city of Houston whose council must approve all the authority's projects.

Clear Creek Basin Authority : authorized to manage water quality control over Clear Creek -- only on Harris county side. Has neither state funding nor taxing powers. Currently investigating problems related to subsidence.

Counties : Texas counties perform direct service functions and also serve as agents of the state. Authorized to clear and improve streams for navigation and to make drainage and flood control improvements, except when these functions are handled by navigation and flood/drainage control districts not contiguous with county lines -- improvements such as construction and maintenance of levees, pools, lakes, reservoirs, dams, canals, and waterways for flood control, drainage, or irrigation purposes. Have authority to cooperate with federal government in navigation projects. Coastal counties are specially authorized to provide right-of-way and easements for the intra-coastal canal. County commissioners' courts are empowered to create all types of water districts located entirely within the county, and in some cases, those crossing county lines. The county also builds and maintains roads and bridges; establishes, operates, and maintains parks; provides agricultural extension service; inspects water and sewerage systems. The county can act to control air and water quality under the standards of the TACB and TWQB.

Municipalities : may construct municipal water supply systems. Also responsible for solid and liquid waste disposal. May undertake flood protection measures. May construct and administer navigation improvements such as wharves, railway terminals, dikes, spillways, seawalls, breakwaters, elevation and reclamation of low lands along the waterfront, channel dredging, boat basins, piers. May generate and distribute hydroelectric power. Can establish zoning ordinances, subdivision regulations, building codes.

Water Districts : can undertake all of the major types of water programs including flood control, drainage, navigation, sewage disposal, power supply, ground water control, mosquito control, soil conservation, recreation, irrigation, domestic and industrial water supply. Can construct levees, dams, lakes and power facilities, and channelize, clear, and maintain streams and rivers. Can issue permits for drilling of wells, carry out surveys and research relative to ground water.

LAND USE PLANNING--MANAGEMENT

REGIONAL--(H-GAC)

1. What is the H-GAC?

- A. Organized Sept. 1966 as council of governments--not an enforcing agency--no taxing power... It is a Suggestive Agency.
- B. Membership: Open to all counties, cities, independent school districts situated in the 13 county planning region.
- C. Purpose--To Solve Regional Problems.
 - 1. By Providing a Forum:
 - A. Voluntary Association of local governments & local officials.
 - 1. for consideration of regional problems.
 - 2. to offer ever-increasing communication between local govts.
 - B. Local govts. & officials can:
 - 1. Consider problems on regional basis
 - 2. Solve problems which all share
 - 3. Anticipate & prevent problems before they become unmanageable & require unwieldy & expensive remedial process.

2. Tools:

- A. Comprehensive Regional Planning
 - 1. Socio-economic studies.
 - 2. Population projection.
 - 3. Analysis of environment & ecology of the region.
 - 4. Evaluation of region's transportation system.
 - 5. Land use plans & projections.
 - 6. Open Space preservation & plans for major recreational areas.
 - 7. Functional Plans for:
 - a. Solid Waste Disposal
 - b. Water Supply
 - c. Collection, Treatment, & Disposal of Liquid Wastes.
- B. Technical Services:
 - 1. Regional Information Management System.
 - 2. Use of Census Information.
 - 3. Regional Records & Forecast System.
 - 4. Codes & Ordinances.
 - 5. Technical Assistance.
- C. Reviewal of Fed. & State Grants-in-Aid
 - 1. Required by Feds. & State
 - 2. Determines effect on regional plans already developed or in process.
 - 3. No Veto Power, but favorable comment does offer further support for project.

D. Projects in the Land Use Planning Area--1971-'72

1. Land Use Planning

A. Projections to 1990 for 8 counties

1. What the Region can become.
2. Establishes Goals.
3. Guidelines for efficacious & meaningful planning.

B. Regional Atlas (all 13 counties)

1. Depicted: water courses & reservoirs, topography, mineral resources, geology, groundcover, wildlife & livestock, population, uses of land, & location of governmental units.
2. Regional Data Book: statistical abstract of 13 counties will include data on: population, land use, housing, transportation, local government finance, lending institutions, welfare systems, intergovernmental revenue, etc.

2. Open Space & Recreation Program

A. Recommendation of a 13 county Regional Parks and Open Spaces Plan--including historical preservation.

1. Recommendations for its Implementation.
2. Provisions for continual updating & coordination w. Tex. Parks & Wildlife Dept.
3. Legislative Plan in Preparation to establish responsibility for Urban regional parks. And to establish responsibility for neighborhood parks w. developers.
4. Preliminary Study & Map available.

3. Housing & Environmental Analysis

A. Program to Better Forecast Housing Demand & Type of Housing needed (13 counties, next 10 yrs.)

B. Operational in '72

C. Prototype for a Regional System Simulation and Control Model:

1. Determine Trends:
 - a. Housing Availability
 - b. Construction
 - c. Demand

4. Transportation of People

A. City of Houston/U.S. Dept. of Transportation Feasibility Study for the Region as a whole.

B. Houston-Galveston Regional Transportation Study (8 contiguous counties)

1. By state, regional, & local agencies
2. Provide Plans for well-balanced highway & street trans. system
3. Found 7 Deficiencies in Capacity along 6 critical corridors radiating from downtown Houston.

4. Found Promising Solutions:

- a. Quick Completion of the region's highway & thoroughfare system.
- b. Augmentation & expansion of Public segment of regional trans. network.
 1. By early development of a grade-separated rapid-transit system.
 2. Expansion of express & local bus service coordinated w. rapid-trans. system.

5. Regional Airport/Airspace Systems

- A. Grant from FAA prepare Survey of Future needs of 13 cnty region.
- B. 2 yrs to complete.
- C. Will Project Information on:
 - 1. population
 - 2. air traffic
 - 3. airspace limitations
 - 4. aviation facilities
 - 5. air cargo demands
- D. Include Recommendation for commercial, private & public facilities.
- E. Analysis of Environmental Factors, e.g. noise & air pollution.
- F. Short range (1975) Mid-range (1980) Long-range (1990) forecasts.
- G. Upon its tentative completion subject to public hearings in each of the 13 counties.

6. Water

A. Regional Sewage System Plan

- 1. Collection, Treatment, Disposal 8 cnties. (2 more to be added)
- 2. Guide for development of system for next 20 yrs.
- 3. Overall quality control & waste disposal management plan.
- 4. Guidelines for Future Construction of Sewage Systems.
 - a. Informational Retrieval Program
 - 1. On:
 - subdivisions
 - building rates
 - electrical permits
 - an array of land uses
 - 2. To Relate all Relevant Factors of Total Pollution Loading
 - stream standards
 - stream quality
 - assimilative capacities of streams
 - appropriate Effluent Standards
 - b. Works with
 - EPA
 - TWQB

B. Water Supply Distribution Plan

Completed Conceptual Study for Regional Plan for supply and Distribution of Water for Industrial & Domestic purposes.

C. Water Quality Improvement

- 1. Reviews & comments on all applications for New or Modifications of existing Sewage collection & treatment facilities.
- 2. All drinking or Potable Water used in Region will meet Advanced Waste Treatment Standards.

7. Drainage & Flood Control w. Flood Plain Management

A. County-by-County Basis

Galveston will be completed in '72. Fort Bend '73. Others to be completed as local 7 Fed. funds become available.

8. Solid Waste Management

- A. Published Study in '69. Advisory Capacity Plan, to implement, operate, acceptable solid waste collection & disposal systems in non- metropolitan areas of 8 cnties.
- B. '72 explore Urban Solid Waste Management & inventory industrial solid waste.
- C. To Integrate a fully operational regional solid waste management service.

E. H-GAC Projects Used as Tools (with Significance in L. U. P.)

1. **Use of Census Information:** general analysis of the characteristics of population & housing in the region.
2. **Regional Information Management System:** award-winning sophisticated system of accumulation & retrieval of info concerning the region.
3. **Regional Records & Forecast System:** an intergration of census data coupled with locally generated data as to growth, change, land use, environmental quality, & natural resources.
4. **Codes & Ordinances:** need of standardization & improvements in existing regulations. Inventorying & examining: building, plumbing, electrical codes, subdivision regs. with a view towards suggesting a series of model codes & regs. to serve as guidelines for local govs. Will suggest subdivision regulations for county govs. & simplified zoning ordinances for small cities.
5. **Technical Assistance:** has completed base studies, surveys, & projections necessary to accomplish functional or action programs.
6. **Legislative Endeavors:** provision for a county environmental management enactment and a county building code endorsement in principle and concept. 62nd Legs. increased financial assistance to councils, created a Dept. of Community Affairs, & adopted an Urban Action Policy.
7. **Project Review:** (Made up of members of Exec. Com.) Yearly, the Council receives from Public & Private interests a large number of requests for State & Federal financial assistance in examining projects for community improvements. Sometimes such groups make plans & devise programs w. little or no attention to Comprehensive Regional Planning. Thru Area Council's Project Review & Notification System conflict, waste & duplication can be avoided by 1. proponents consulted, 2. affected citizens & community officials commenting, 3. & Area Council considering merits & making comments as to whether project is consistant w. regional plans.

F. Other H-GAC Projects

1. Planning for Criminal Justice
2. Regional Health Planning
3. Housing & project:home
4. Education Commission.

---from World magazine, February 27, 1973, p. 40

"The success of the environmental movement in achieving strong legislation in the fields of air and water pollution has not been matched in other areas. In particular we must note the striking contrast between the comprehensive, well-developed programs established by Congress in these two environmental areas and our almost total ineffectiveness at any level of government in dealing with the protection of our land.

Our shore lines are being gobbled up, our wetlands dredged and filled, our mountain valleys dammed and flooded, our streams drastically altered by channelization, our wilderness areas cut with highways and blotched with development. Within our metropolitan areas, where the vast majority of our population will be living for decades to come, every acre of open space is under enormous pressures for development, and we are permanently squeezing the opportunities to enjoy nature out of the areas where people live.

All of this damage to environmental values and the quality of life results from the lack of effective mechanisms to control development. The culprit is the total institutional structure of federal, state, and local government, as well as those who develop land for industrial, commercial, or residential use. The solution of land use and development problems now stands out, I believe, as the number one priority crisis confronting the environmental movement today."

---John R. Quarles, Jr., General Counsel, Environmental Protection Agency

GLOSSARY

Aquifer -- the water bearing stratum of rock, gravel, or sand which yields ground water.

Benchmark -- a marked point of known or assumed elevation from which other elevations may be established.

Biotic community -- the flora and fauna of an area which exist with interdependence and in harmony to produce a mutually supporting system.

Channelization -- the deepening and straightening of a watercourse so that water will move more swiftly through it.

Coastal wetland -- those flat areas subject to flooding.

Ecology -- the study of the mutual relationship between organisms and their environment.

Enabling legislation -- any statute enabling persons or corporations to do what before they could not. It is applied to statutes which confer new powers.

Estuary -- the part of the lower course of a river where its currents meet the ocean tide--an arm of the sea at the lower end of a river. This meeting provides a mixed fresh-salt system, serving as a nursery and breeding place for the marine life-food chain.

Flood plain -- that land mass adjacent to rivers, streams, or shorelines subject to flooding during storms or heavy rains.

Ground water -- the sub-surface water which is most abundant in the aquifer and is pumped to the surface for use.

Land Use Management -- the control of the use of land by ordinance, decree, or regulation generally issuing from governmental units.

Land Use Planning -- the planning for the use of land from a comprehensive viewpoint that weighs conflicting factors, desires, and needs.

Marshes -- those wet areas which allow water accumulation and serve as flooding zones, water storage, wildlife habitat, and fish spawning grounds.

Megalopolis -- a very large city; a thickly populated region centered around a metropolis.

Nuclear power plant -- a plant which produces electricity through nuclear reaction.

Parameters -- Units or variables in a problem which can be measured and interpreted.

Permissive legislation -- that legislation enacted by a higher body to be put into effect or not at the option of local authorities, i.e. Federal Flood Insurance.

Rectification -- the correction of a problem. Referring to a creek or watercourse, this term usually implies altering the channel in an attempt to relieve flooding.

Spoil bank -- a bank of excavated material or waste earth.

Subsidence -- the reduction in the elevation of the land. This causes the water level to rise over formerly dry land.

Surface water -- that water which is on the face of the land rather than beneath the rock and soil layers.

Thermal power plant -- those plants which produce electricity by converting heat to energy.

Water shed -- a stretch of high land dividing the areas drained by different rivers or river systems.

Water table -- that level below which the ground is saturated with water.

Zoning -- the act of partitioning land by ordinance into zones reserved for different purposes, as residential, commercial, etc.



LAND USE PLANNING AND MANAGEMENT -- Reading List

I. GENERAL

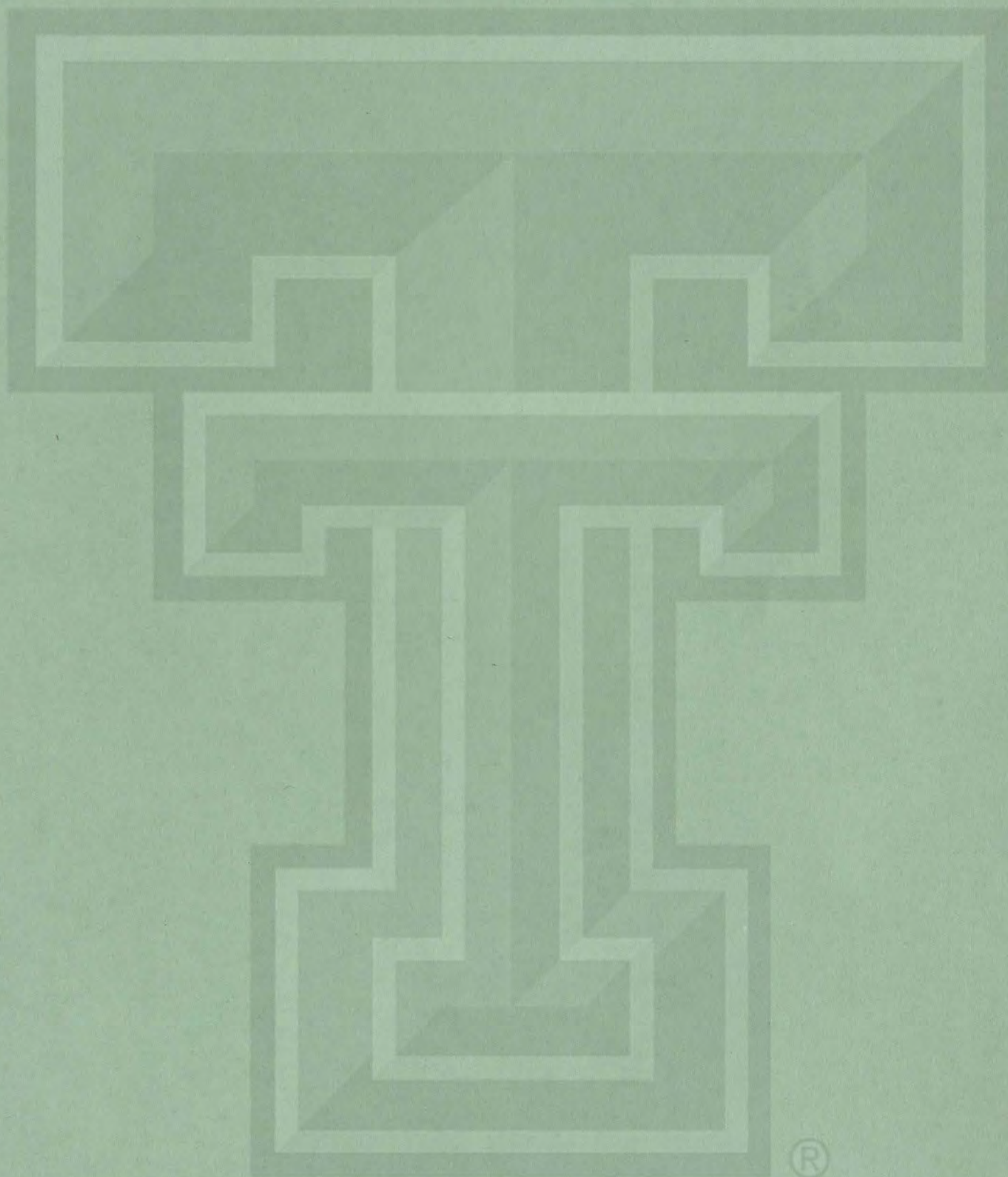
- America's Land and Its Uses, Marion Clawson. (The Johns Hopkins Press, Baltimore, Maryland, 1972).
- Design with Nature, Ian McHarg. (The Natural History Press, Garden City, New York, 1969.)
- Only One Earth, Barbara Ward and Rene DuBos. (W. W. Norton and Company, Inc., New York, New York, 1972.)
- A Sand County Almanac, Aldo Leopold. (Sierra Club, Ballantine Books, Inc., New York, N. Y., 1966.) Paperback.
- The Environment : Man on Trial. (United States National Commission for UNESCO, Washington, D. C., 1972.)
- Politics and the Environment, A Reader in Ecological Crisis, Walt Anderson, Editor. (Goodyear Publishing Company, Pacific Palisades, Cal., 1970.)

II. TEXAS

- Environmental Geologic Atlas of the Texas Coastal Zone. Bureau of Economic Geology, The University of Texas, Austin, Texas, 1972.
- A Coastal Program for Texas, Senator A. R. Schwartz, Chairman, Coastal Zone Study Committee of the Senate of the State of Texas, 1972.
- Urban Texas : Policies for the Future. Report of the Texas Urban Development Commission, November 1971.
- The Urban Region : America's Challenge. Proceedings of the Urban Region Conference; Houston-Galveston Area Council, Houston, Texas 1971.
- Population Projections, 1970 - 2000, for the Gulf Coast Planning Region. Houston-Galveston Area Council, April 1, 1972.
- Regional Atlas and Data Book, Houston-Galveston Area Council, 1972.

III. AVAILABLE FROM DAVIS CONSERVATION LIBRARY, Soil Conservation Districts Foundation, 408 East Main Street, League City, Texas.

- 1976 : Agenda for Tomorrow, Stewart Udall. (Harcourt, Brace, and World, Inc., New York, N. Y., 1968.)
- Challenge of the Land, Charles E. Little. Open Space Action Institute, New York, N. Y., 1968.
- Making Rural and Land Use Decisions, Soil Conservation Society of America, Ankeny, Iowa, 1968.
- Planning and Zoning for Better Resource Use, Soil Conservation Society of America, Ankeny, Iowa,
- Community Action for Environmental Quality, report of the Citizens Advisory Committee on Environmental Quality, Washington, D.C. Available from the Supt. of Documents, U.S. Govt. Printing Office, Wash., D.C.



1 copy rec'd. KN → SO JUL 14 1994

Bay Area



HANDBOOK FOR MEMBERS

1993 - 1994



HANDBOOK FOR MEMBERS

LEAGUE OF WOMEN VOTERS OF THE BAY AREA

1993-1994

TABLE OF CONTENTS

League References	1
Principles.....	2
Organization Chart	3
Past Presidents	3
League Dictionary	4
Publications.....	6
League Acronyms.....	8
Program	9
Budget	16
Bylaws	18
Policies.....	22

All League members receive copies of the *Handbook for Members*, a publication designed to inform members what the League is and what it does. More detailed information on League structure and operations is available in *In League*, *Impact on Issues*, and state League publications. You are welcome to borrow any of these from your president or program vice-president or you may order personal copies.



PRINCIPLES OF THE LEAGUE OF WOMEN VOTERS

League principles are concepts of government supported by the League as a whole. Authorization for adoption of local, state, and national program depends on them. These principles are adopted or amended at National Convention on the recommendation of state and local League boards.

- * The League of Women Voters believes in representative government and in the individual liberties established in the Constitution of the United States.
- * The League of Women Voters believes that democratic government depends upon the informed and active participation of its citizens and requires that governmental bodies protect the citizen's right to know by giving adequate notice of proposed actions, holding open meetings, and making public records accessible.
- * The League of Women Voters believes that every citizen should be protected in the right to vote; that every person should have access to free public education which provides equal opportunity for all; and that no person or group should suffer legal, economic or administrative discrimination.
- * The League of Women Voters believes that efficient and economical government requires competent personnel, the clear assignment of responsibility, adequate financing and coordination among the different agencies and levels of government.
- * The League of Women Voters believes that responsible government should be responsive to the will of the people; that government should maintain an equitable and flexible system of taxation, promote the conservation and development of natural resources in the public interest, share in the solution of economic and social problems which affect the general welfare, promote a sound economy and adopt domestic policies which facilitate the solution of international problems.
- * The League of Women Voters believes that cooperation with other nations is essential in the search for solutions to world problems and that the development of international organizations and international law is imperative in the promotion of world peace.

LEAGUE OF WOMEN VOTERS OF THE BAY AREA

ORGANIZATION CHART 1993-1994

PRESIDENT

PROGRAM VICE-PRESIDENT

Action Alerts Associate Director
Natural Resources Associate Director
Juvenile Violence/Juvenile Justice System

VOTERS SERVICE/CITIZEN INFORMATION VICE-PRESIDENT

Voter Registration
Voters Guides
Know Your Schools Associate Director

ORGANIZATION VICE-PRESIDENT

Membership Director
Finance Director
Telephone Tree Associate Director
Nominating Committee
Bylaws Committee

SECRETARY

TREASURER

(Directors: serve on board;
Associate Directors: serve
off board)

VOTER EDITOR

Other Committees:

State Council Committee
Budget Committee
Policy Review Committee

PAST PRESIDENTS

1991-92	Dawn Lindsey
1989-91	Barbara Murray
1987-89	Becky Dodson
1986-87	Elizabeth Glenn
	Barbara Murray
	Becky Dodson
1983-85	Melba Heselmeyer
1981-83	Diane Sheridan
1979-81	Jill Hayes
1978-79	Connie Nyquist
1977-78	Anita Harper
1975-77	Bunnie Mauldin
1973-75	Marilyn Mieszkuc
1971-73	Jane Cherry
1969-71	Sally Stewart
1967-69	Mary Jones



A BRIEF LEAGUE DICTIONARY

ACTION - Supporting or opposing legislation or method of operation of any governing body; local, state, or national. League action is always the outgrowth of previous study and consensus on issues reflected in the League's principles.

ANNUAL MEETING - The equivalent of a local convention at which local League members adopt a program, elect officers, adopt a budget, and revise bylaws. LWV-BA has one in May.

ASSOCIATE MEMBER - United States citizens under 18; citizens who reside outside the U.S., a territory, or an associated commonwealth; noncitizens.

CANDIDATES FORUM - Nonpartisan public meeting prior to an election where the League invites candidates to speak and answer questions on issues of community interest.

CONCURRENCE - The act of agreeing with a position reached by a League board or another League. Differs from consensus in that the position is formulated prior to concurrence.

CONSENSUS - Agreement among a substantial number of participating members, representative of the membership as a whole, reached after study and discussion on a program item. No action can be taken on an issue until League reaches consensus or concurrence. A position is the outcome of consensus. Consensus is taken on local, state, and national items.

CONVENTION - State and national League meetings held biennially. Delegates adopt program, elect officers, adopt a budget for the coming year, and act on proposed bylaws changes.

COUNCIL - State and national meetings held in the years between conventions. Limited delegate body adopts budget for the coming year; may discuss program. Only state Leagues send delegates to national Councils.

EDUCATION FUND - The tax-deductible arm of the League of Women Voters. Education funds may be established at all three levels of League but are discouraged at the local level because of the legal requirements involved. Education monies may not be used for position support activities.

FINANCE DRIVE - The method most local Leagues employ to support themselves. Usually held in the spring, the drive involves soliciting donations from community businesses.

IN LEAGUE - Comprehensive booklet which details League structure and operations.

LIFE MEMBER - There are two categories of life members: paid life members are those who have paid a life membership fee (currently \$1,000); honorary life members are those who have been members of the League for 50 years or more and are excused from the payment of dues.

MAL - Acronym for a member-at-large; a member who does not belong to a local League.

MONITORING - Stronger than observing, monitoring is a form of action. Monitors observe governmental bodies to ensure compliance with both the letter and the spirit of the law. If noncompliance is suspected, monitors gather evidence and formulate a proposal to overcome the problems. Proposals are made to the body in question or to others that might be able to promote compliance.

NONPARTISANSHIP - League policy of never supporting or opposing any candidate or political party.

OBSERVERS CORPS - League members who attend meetings of local government units, watching for action on League interests and gathering ideas on ways League can promote better government. Observers do not speak at these meetings. They report regularly to the Board and in the *VOTER*.

PER-MEMBER PAYMENT - Amount of each member's dues that supports the state and national levels of League. The local League benefits greatly from the work of the state and national Leagues.

PORTFOLIO - The particular area of responsibility assigned to a board member, such as finance, membership, Voter Service/Citizen Information.

POSITION - A statement prepared by the appropriate board expressing consensus on a program item. Any action a League takes on an issue must reflect this position. At times, during study and consensus, a particular local League may not have favored this position on a state or national item, but any lobbying that League does must reflect the stated League position and not its own, should a divergence occur.

PRINCIPLES - Governmental principles which provide League boundaries for choosing program at all levels. The League may take action on any of these principles which are listed in the front of this book.

PROGRAM - Issues adopted for study and action by League members. There are local, state, and national program items. The four major areas of program include Government, International Relations, Natural Resources, and Social Policy/Human Resources.

STUDY - The process by which League educates itself on program items it has chosen to study at annual meetings or state and national conventions. A resource committee researches and discusses and eventually presents a program to the general membership. Study culminates in consensus most often. Once consensus is reached and a position is formulated, Leagues may then take action on the issue.

UNIT - Division of the membership into groups of a size that will provide maximum participation by members in discussion of League program and activities. Units can be time oriented (day, evening, lunch hour), or geographically oriented (east, west, downtown), or both. Most larger Leagues have units.

VOTER - Newsletter for members and other subscribers, published by local, state, and national Leagues.

VOTERS GUIDE - Nonpartisan publications giving candidates' qualifications and positions on selected issues.

VOTER SERVICE/CITIZEN INFORMATION - This segment of League work provides nonpartisan, factual information on candidates and issues, as well as information on registering and voting, etc. Citizen information differs from League publications that promote action in that VS/CI is unbiased in viewpoint. Action seeks to sway people to the League position on an issue.

PUBLICATIONS

League publications are produced at local, state, and national levels. The president receives a copy of each publication. The program vice-president and the Voter Service/Citizen Information vice-president receive *Duplicate President's Mailings*. DPM's are distributed to appropriate board members and committee chairs. A few League publications are listed here. Contact the president for more information.

NATIONAL

League Action Service (LAS): Report from the Hill and Action Alerts -- Reports on Congressional action on a wide variety of national issues. LAS subscribers know when their letters or phone calls will have the greatest effect on their members of Congress.

Impact on Issues -- Detailed statement of League positions on all national program items, revised biennially.

The National VOTER -- LWVUS membership magazine, sent to every member.

Post-board Summary -- The results of National board meetings, sent quarterly to local Leagues.

LWV Prospectus -- Semi-annual national planning guide.

Facts and Issues -- Research done by national staff on a League program item, used by resource committees to inform themselves and members on the topic during a study. All LWV-BA members receive a F & I when it's on a consensus item.

Publications Catalog -- All current national materials are listed in this catalog or the catalog for LWV leaders, *Getting the League Job Done*.

STATE

Legislative Newsletter -- Reports sent weekly during sessions of the Texas Legislature on issues of League interest, the League's lobbying efforts, and what you personally can do to help.

League Leader Subscription Service (LLSS) -- Subscribers receive duplicates of material sent to local League presidents in regular mailings from the state office.

Program Perspectives -- Detailed statement of state League positions on issues, legislative history, and historical applications.

We Support -- Brochure contains an abbreviated form of LWV-Texas positions on issues.

Texas VOTER -- The state newsletter, sent to each member.

Facts and Issues and Leader's Guide -- Research done by state resource committees on a state program item and suggestions for carrying out the study, such as *A Study of the Political Campaign Process in Texas*.

Catalog of Publications -- Lists other state League publications and is available to members by calling local president.

LOCAL

The Bay Area VOTER -- The local newsletter.

Voters Guide -- Nonpartisan information on candidates; responses to questions on issues during an election, usually published in a local newspaper.

Know Your Schools -- An overview of the Clear Creek Independent School District, last revised in 1993.

Handbook for Members -- League information for every member on all League operations, revised annually in September.

Citizen Handbook -- A guide to voting information and elected officials in the Bay Area, revised in 1993.

Membership Directory -- Listing of officers, directors, and committee chairs; the year's calendar; and the membership roster; revised annually in early October.

Water Quality of Clear Lake -- A local study, updated in 1980.

Land Use -- A 1975 local study.

Federal Funding to Education: The Advisability and Availability of Its Use in CCISD -- A local study, printed in 1981.

Solid Waste: Today and Tomorrow -- A local study, printed in 1982.

Sponsoring Candidates Meetings -- A how-to guide written in League fashion.

Clear Lake City: A Case Study in Disputed Annexation -- A local study, printed in 1982.

Solving the Hazardous Waste Puzzle: A Survey of Hazardous Waste Management in the Bay Area -- A local study, printed in 1983.

The Right Choice: Selecting Quality Child Care -- By Pam Schiller; printed in 1984.

Licensed Child Care and Pre-Schools in the Bay Area--A Directory for Parents -- Printed in 1984.

Texas Government Handbook -- A concise handbook which details the structure, functions, and services of the Texas government. It is designed for use by school and community college districts, as well as League members. 1988 edition; available through local League.

Computer Literacy in Bay Area Elementary Schools -- A local study, printed in 1989.

Magnet Schools and Programs Facts and Issues -- A local study, printed in 1991.

CURRENT LEAGUE ACRONYMS

DPM	<i>Duplicate President's Mailing</i>
F & I	<i>Facts and Issues</i>
HR	Human Resources
KYS	<i>Know Your Schools</i>
LWV-T	League of Women Voters of Texas (also known as State)
LWV-TEF	LWV of Texas Education Fund
LWVUS	League of Women Voters of the United States (also known as National)
LWVUS-EF	LWVUS Education Fund
NR	Natural Resources
PMP	Per-Member Payment
VS/CI	Voters Service/Citizen Information

1993-1994 PROGRAM

League of Women Voters program is adopted at the local, state, and national levels. Local program is adopted by a quorum of members at the Annual Meeting. State program is adopted by delegates to biennial state conventions and national program by delegates to biennial national conventions.

Ideas for programs at all three levels come originally from individual members who express their preferences at program planning sessions. The local board compiles these ideas. For local program, the board publishes and proposes program for member approval at the Annual Meeting. At that time, members may also propose for adoption program ideas not recommended by the Board. This "grassroots" method of determining what Leagues study, support, and take action on in a given year is one of the strengths of the League.

All levels of League program most often fall into four general categories: Government, Social Policy/Human Resources, , Natural Resources, and International Relations. Whatever the level of category of program, the League believes that government policy, program, and performance must meet the criteria inherent in the League principles.

The outline of program for this year indicates briefly the League's position on each item. The wording indicates whether the item is to be studied, supported, or targeted for priority action. Starred items are those the Bay Area League is concentrating on this year. The other items receive our attention as various members keep informed on the subject and alert us for possible action.

Expanded statement of state program can be found in *We Support* and *Program Perspectives*. The national publication, *Impact on Issues*, provides detailed position statements on all national program items. It also includes historical perspective, summaries of significant action, relationships to other League positions, and a bibliography of pertinent national publications.

I. LOCAL PROGRAM

A. SOCIAL POLICY

1. Sex Equity in Education

Support sex equity in education in local school districts and higher education institutions in the Bay Area.

2. Federal Funding to Education

Support the use of federal funds available for school-related programs by the CCISD in the following areas:

- special education
- library and resource material
- impact aid
- the arts and other creative school-related projects
- community schools (especially after-school and summer school programs)

Support is also indicated for the following should additional funds become available:

- programs for the gifted and talented
- women's education equity

3. Childcare in the Bay Area

Support training for family day care providers and day care center personnel.

Support parent education programs to the community.

Provide information and services, including publication and dissemination of booklets, to parents of "latch-key" children.

Support publication and dissemination of booklets of information for parents of "latch-key" children.

Encourage corporations and businesses to provide childcare benefits to their employees.

Encourage school districts to provide services for "latch-key" children.

4. Magnet Schools and Programs

Support the creation and development of magnet schools and programs for students in the Bay Area that include curricula based on core requirements as well as, but not limited to, the following: pre-professional, vocational, science/technical, liberal arts, fine arts, classical studies, languages, and interdisciplinary studies.

Support the creation and development of magnet schools and programs as the product of:
input from students, parents, individuals, the academic community (e. g. teachers),
governmental entities and agencies (e. g. school districts), the business community, and
nonprofit organizations (e. g. PTA, LWV);

cooperation and coordination among school districts with each other and with
educational institutions;

financial support from a variety of sources including, but not limited to: federal grants and/or matching funds, state funds, county funds, local school districts, multiple school districts, the business community, private philanthropy, and tuition.

Support the goals of a magnet school or program to include the following:
creation of optional learning opportunities for students which encourage broad curriculum development and address different learning styles, and;

utilization of appropriate assessment measures to determine comprehension and mastery of core curriculum as required by state law, while also encouraging teachers to create innovative techniques for assessment of comprehension and mastery of the curriculum of the magnet school or program.

5. Computer Literacy

Support the funding of computer literacy programs in Clear Creek, Dickinson, Friendswood, and LaPorte Independent School Districts' elementary schools.

Support the regular use of computers in the elementary schools by students preferably on a daily basis with a weekly minimum.

Support as a school district's first priority to be student learning of computer skills and capabilities through problem solving and writing; second, use of computers for skill reinforcement; and minimizing the use of computers for standardized test preparation.

The following are listed in order of priority:

Support the development and administration of a computer literacy program by a district coordinator with guidance from classroom teachers and the community (parents, businesses, and volunteers).

Support teacher and volunteer training which is essential for carrying out an efficient and successful computer program.

Support the necessity of developing and maintaining a good software library.

Support having an adequate number of computers available to supply separate computer labs in each elementary school and eventually to supply additional computers to individual classrooms.

B. NATURAL RESOURCES

1. Water Quality of Clear Lake

Support measures that ensure water quality in Clear Lake, including Galveston Bay as it affects Clear Lake, at a level suitable for recreational use.

2. Transportation

Refer to state and national positions as a basis for action.

3. Municipal and Hazardous Waste Management

Refer to national position as a basis for action.

II. STATE PROGRAM 1993-95

A. WOMEN UNDER TEXAS LAW

1. Action to reduce the incidence of domestic violence, to alleviate its effects, and to enhance enforcement of the law.
2. Action to achieve equitable intestacy laws.
3. Action to enable courts to award appropriate post-divorce payments.
4. Action to redefine rape.
5. Action to achieve equitable and efficient means of enforcing court orders for child support.

B. GOVERNMENT

1. Action to achieve an effective method for congressional and state legislative redistricting.
2. Action to achieve a flexible, coordinated state financial structure with equitable taxation, and increased accountability.
3. Action to achieve an efficient, effective, and responsive state governmental system.
4. Action to achieve more flexible structures and adequate powers at the regional and local level.
5. Action to achieve revision of the Texas Constitution.
6. Action to protect the right of every citizen to vote.
7. Action to achieve a more competitive, less expensive, and fairer system of electing candidates to office.

C. ADMINISTRATION OF JUSTICE

1. Action to achieve an equitable system of criminal justice in Texas.
2. Study of juvenile violence and the juvenile justice system in Texas.

D. SOCIAL POLICY/HUMAN RESOURCES

1. Action to achieve a high quality education for all Texas public school children through an equitable school finance system.
2. Action to achieve equal rights for all, combat discrimination and poverty, and to provide equal access to housing, employment, and quality education in Texas.
3. Action to achieve a basic level of health care for the medically indigent.
4. Action to achieve for all persons who are seriously mentally ill the right to have access to services designed to help them reach and maintain an optimal level of functioning in the least restrictive environment.
5. Action to achieve policies, legislation, and programs that address the needs of all Texas children and families for accessible, affordable, and good quality child care.
6. Action to achieve the development and implementation of adequate programs for the prevention, investigation, and treatment of child abuse and neglect.

E. NATURAL RESOURCES

1. Action to achieve conservation, protection, and judicious development of surface and groundwater resources through a comprehensive state water plan.
2. Action to achieve improvement of air quality through effective standards and strict enforcement.
3. Action to achieve conservation and judicious development of land resources through a comprehensive land use policy that assures adequate protection of the environment, improvement of the quality of life, and wise use of our natural resources.

III. NATIONAL PROGRAM 1992-94

A. GOVERNMENT

Promote an open governmental system that is representative, accountable and responsive; that has a fair and adequate fiscal basis; that protects individual liberties established by the Constitution; that assures opportunities for citizen participation in government decision making; that provides sound agricultural policy; and that preserves public health and safety through gun control measures.

1. Agricultural Policy

Promote adequate supplies of food and fiber at reasonable prices and support economically viable farms, environmentally sound farm practices and increased reliance on the free market.

2. Citizen Rights

Citizen's Right to Know/Citizen Participation. Protect the citizen's right to know and facilitate citizen participation in government decision making.

Individual Liberties. Oppose major threats to basic constitutional rights.

Public Policy on Reproductive Choices. Protect the constitutional right of privacy of the individual to make reproductive choices.

3. Congress and the Presidency

Congress. Support responsive legislative processes characterized by accountability, representativeness, decision-making capability and effective performance.

The Presidency. Promote a dynamic balance of power between the executive and legislative branches within the framework set by the Constitution.

4. D.C. Self-Government and Full Voting Representation

Secure for the citizens of the District of Columbia the rights of self-government and representation in both houses of Congress.

5. Election Process

Apportionment. Support apportionment of congressional districts and elected legislative bodies at all levels of government based substantially on population.

Campaign Finance. Improve methods of financing political campaigns in order to ensure the public's right to know, combat corruption and undue influence, enable candidates to compete more equitably for public office and promote citizen participation in the political process.

Election of the President. Promote the election of the President and Vice-President by direct popular vote and work to abolish the electoral college; support uniform national voting qualifications and procedures for presidential elections.

6. Fiscal Policy

Support adequate and flexible funding of federal government programs through an equitable tax system that is progressive overall and that relies primarily on a broad-based income tax; promote responsible deficit policies; support a federal role in providing mandatory, universal, old-age, survivors, disability and health insurance.

7. Gun Control

Protect the health and safety of citizens through limiting the accessibility and regulating the ownership of handguns and semi-automatic weapons.

8. Voting Rights

Protect the right of all citizens to vote; encourage all citizens to vote.

B. INTERNATIONAL RELATIONS

Promote peace in an interdependent world by cooperating with other nations, strengthening international organizations, fostering long-term development, negotiating arms control measures and encouraging the successful resolution of conflicts through nonmilitary means.

1. Arms Control

Reduce the risk of war through support of arms control measures.

2. Military Policy and Defense Spending

Work to limit reliance on military force; examine defense spending in the context of total national needs.

3. Trade

Support systematic reduction of tariff and nontariff trade barriers and support broad long-range presidential authority to negotiate trade agreements.

4. United Nations

Support measures to strengthen the United Nations, in recognition of the need for cooperation among nations in an interdependent world.

5. U.S. Relations With Developing Countries

Promote U.S. policies that meet long-term social and economic needs of developing countries.

C. NATURAL RESOURCES

Promote an environment beneficial to life through the protection and wise management of natural resources in the public interest by recognizing the interrelationships of air quality, energy, land use, waste management and water resources.

1. Resource Management

Promote resource conservation, stewardship and long-range planning, with the responsibility for managing natural resources shared by all levels of government.

2. Environmental Protection and Pollution Control

Preserve the physical, chemical and biological integrity of the ecosystem, with the maximum protection of the public health and environment.

3. Public Participation

Promote public understanding and participation in decision making as essential elements of responsible and responsive management of our natural resources.

D. SOCIAL POLICY

Promote social and economic justice, secure equal rights for all, and combat discrimination and poverty.

1. Child Care

Support programs, services and policies at all levels of government to expand the supply of affordable, quality child care for all who need it.

2. Health Care

Promote a health care system for the United States that provides access to a minimum basic level of care for all U.S. residents and controls health care costs.

3. Equality of Opportunity

Support equal access to education, employment and housing. Support ratification of the Equal Rights Amendment and efforts to bring laws into compliance with the goals of the ERA.

4. Meeting Basic Human Needs

Support programs and policies to prevent or reduce poverty and to promote self-sufficiency for individuals and families.

5. Urban Policy

Promote the economic health of cities and improve the quality of urban life.

Whatever the issue, the League believes that government policy, programs and performance must meet these criteria:

- *competent personnel with clear responsibilities,
- *coordination among agencies and levels of government,
- *adequate financing,
- *effective enforcement,
- *well defined channels for citizen input and review.

**LEAGUE OF WOMEN VOTERS - BAY AREA
BUDGET 1993-94**

DESCRIPTION	BUDGET 1993 - 1994		EXPLANATION:
	BA	TEF	
Income			
A. Dues	2,625		70 members @ \$35; 10 @ \$17.50-Add'l household member
B. Contributions			
1. Members (Cash)	500		
2. Members (In-kind)	200		
3. Nonmembers (Cash)	2,660	481	Finance Drive
4. Nonmembers (In-kind)	500		In-kind printing, gift certificates
C. Publication Sales			
1. Know Your Schools	500		Sale of 1993 edition
D. Interest	50		Checking Account
E. Other Sources			
1. Shell Foundation		500	For Citizen's Handbook
2. Membership Event	100		Special Guest Speaker
3. Special Event			
4. Annual Meeting	250		
5. State Council	500		Hosted by Bay Area League
F. From Reserves			
1. General Reserves			
2. Reserves with TEF			Refunds for projects
Subtotal	7,885	981	
Total Income		\$8,866	

DESCRIPTION	BUDGET 1993 - 1994		NOTES:
	BA	TEF	
Expenditures			
A. Operating Costs			
1. General Supplies	225		Stationery & supplies
2. Postage	125		Bulk permit fee; stamps
3. Room Rental	25		Use of meeting room
4. League Telephone	500		Public contact
B. Board & Administrative			
1. President	106		Phone; travel; stamps; copies
2. Board Tools	400		5 DPM (state & nat'l); publications; copies
3. Administrative Committees			
a. Finance	300		Stationery; postage; copies
b. Membership	500		Membership packets; handbooks; social; stamps
c. Hospitality	25		Phone tree; food
d. Nominating	25		
4. Public Relations			
a. Community Outreach	50		Membership; misc. PR
b. Film & Supplies	25		Film; copies; stamps
C. Conventions			
1. National	1,000		Chicago convention
2. State	250		State council registration (Clear Lake)
3. Local Annual Meeting	125		Workbook; invitations; stamps; food
4. State Council	500		Other expenses as host site
D. Financial Support			
1. National	1,069	356	70 @ \$19; 10 @ \$9.50
2. State	1,125		70 @ \$15; 10 @ \$7.50
E. Voter	725		Printing; postage
F. Educational Activities			
1. Publications			
a. National & State		200	Various
b. Local			Printed 'Know Your Schools' in 1992
c. Public Subscr. Service	110		Gift of LWV pubs to libraries
2. Program Committee	100		Research & programs
a. Special Event			Special Guest Speaker
3. Voters Service			
a. Voters Guides		200	School board; city; primary
b. Candidates Forums		100	School board; municipal; other
c. Voters Handbooks			Revisions
d. Citizens Information		50	Speaking engagements
4. Coalitions		25	Texas Environmental Coalition
5. Workshops		50	Attendance
G. Position Support			
1. Action on Positions	50		Letters; phone calls
2. Legislative Day			None scheduled
3. Coalitions	25		Advocacy coalition
H. Accrual	500		For printing of 'Know Your Schools' in 1994-95
Subtotal	7,885	981	
Total Expenditures		\$8,866	



BYLAWS
League of Women Voters of the Bay Area
Total Revision 1991
Amended 1993

ARTICLE I. NAME

The name of this organization shall be League of Women Voters of the Bay Area, hereinafter referred to in these bylaws as LWV-BA, or, as the League. This local League is an integral part of the League of Women Voters of the United States, hereinafter referred to in these bylaws as LWVUS, and of the League of Women Voters of Texas.

ARTICLE II. PURPOSES AND POLICY

Sec. 1. **Purposes.** The purposes of the LWV-BA are to promote political responsibility through informed and active participation of citizens in government and to act on selected governmental issues.

Sec. 2. **Political Policy.** The League shall not support or oppose any political party or any candidate.

ARTICLE III. MEMBERSHIP

Sec. 1. **Eligibility.** Any person who subscribes to the purposes and policy of the LWVUS shall be eligible for membership.

Sec. 2. **Types of Membership.**

a. *Voting Members.* Citizens at least 18 years of age who join the League shall be voting members of local Leagues, state Leagues, and of the LWVUS; (1) individuals who live within an area of a local League may join that League or any other local League; (2) those who reside outside the area of any local League may join a local League or shall be state members-at-large; (3) those who make a lump-sum life membership payment to the LWVUS shall be paid life members and those who have been members of the League for 50 years or more shall be honorary life members excused from the payment of dues.

b. *Associate Members.* All others who join the League shall be associate members.

ARTICLE IV. OFFICERS

Sec. 1. **Election, Qualifications, and Term.** The officers of the LWV-BA shall be a president(s), a first vice-president(s) of program, a second vice-president of Voters Service/Citizen Information, a third vice-president of organization, a secretary, and a treasurer. They shall be voting members of the LWV-BA and shall be elected by the annual meeting to hold office until the close of the next annual meeting.

Sec. 2. **The President(s).** The President(s) shall have such powers of supervision and management as customarily pertain to the office; shall preside at all meetings of the organization and the board, or designate another person to do so; shall be, *ex officio*, a member of all committees except the nominating committee; may sign or endorse checks, drafts and notes in the absence of the treasurer; and shall perform such other duties as the board may direct. In the event of the absence, disability, resignation, or death of the president, the vice-presidents, in order of their rank, shall assume the office. If no vice-president is able to serve as president, the board shall fill the vacancy from among the elected directors.

Sec. 3. **The Vice-Presidents.** The vice-presidents shall perform such duties as the president and board shall direct.

Sec. 4. **The Secretary.** The secretary shall keep minutes of the business conducted at the annual meeting of the League, at any general membership meeting at which votes are taken, and at all meetings of the Board of Directors. The secretary shall notify all officers and directors of their election and shall sign with the president all contracts and other instruments when so authorized by the board and shall perform such other duties as the president and board shall direct.

Sec. 5. **The Treasurer.** The treasurer shall perform such duties as customarily pertain to the office; arrange for an annual audit of the books; and, at the direction of the board, maintain deposits in authorized financial institutions.

ARTICLE V. BOARD OF DIRECTORS

Sec. 1. **Selection, Qualifications, and Term.** The board of directors shall consist of the officers of the LWV-BA, 4 directors elected by the annual meeting and not more than 4 directors appointed by the elected members of the board. All directors shall be voting members of the LWV-BA. They shall serve until the close of the next annual meeting. Any vacancy occurring in the board of directors by reason of the resignation, death, or disqualification of an officer or director may be filled by vote of the remaining members of the board.

Sec. 2. **Powers.** The board shall manage and supervise the business, affairs, and activities of the LWV-BA subject to the instructions of the annual meeting. It shall select delegates to state convention and council and to national convention. It shall accept responsibility for such other matters as the national or state board may from time to time delegate to it. It shall have the power to create such special committees as it deems necessary and shall perform such other duties as are specified in these bylaws.

Sec. 3. **Meetings.** At least 9 regular meetings of the board shall be held annually. The president may call special meetings and shall call a special meeting upon the written request of 5 members of the board.

Sec. 4. **Quorum.** A majority of the members of the board of the LWV-BA shall constitute a quorum.

ARTICLE VI. MEETINGS

Sec. 1. **Membership Meetings.** There shall be at least 4 general meetings of the membership each year. The time and place shall be determined by the board. The board may call a special general membership meeting and shall call such a meeting upon the written request of 25 percent of the voting members.

Sec. 2. **Annual Meeting.** An annual meeting shall be held between May 1st and May 31st, the exact date to be determined by the board. The annual meeting shall adopt a local program for the ensuing year; elect officers and directors, the chair and two members of the nominating committee; adopt a budget with a specified annual dues rate; and transact such other business as may properly come before it. Absentee or proxy voting shall not be permitted.

Sec. 3. **Quorum.** Twenty-five percent of the voting members shall constitute a quorum of the LWV-BA, provided written notice of the meeting is sent to the membership at least one month in advance for the annual meeting and two weeks in advance of general membership meetings at which votes are taken.

ARTICLE VII. NOMINATIONS AND ELECTIONS

Sec. 1. **Nominating Committee.** The nominating committee shall consist of five members. The chair and two members, who shall not be members of the board, shall be elected by the annual meeting. Immediately after the annual meeting, the board shall appoint two of its members to the committee. Vacancies shall be filled by appointment by the board. Suggestions for nominations may be submitted to this committee by any voting member.

Sec. 2. Report of Nominating Committee. The report of the nominating committee, containing its nominations for officers and directors and the chair and two members of the next nominating committee, shall be sent to the members one month before the annual meeting. The report of the nominating committee shall be presented to the annual meeting. Nominations may be made from the floor immediately thereafter provided the consent of the nominee has been obtained.

Sec. 3. Election. Election shall be by ballot except that if there is only one nominee for an office it shall be by voice vote. A majority vote shall constitute an election.

ARTICLE VIII. PRINCIPLES AND PROGRAM

Sec. 1. Principles. The principles are concepts of government adopted by the national convention and supported by the League as a whole. They are the authorization for the adoption of national, state, and local program.

Sec. 2. Program. The program of the LWV-BA shall consist of action to implement the Principles and those local governmental issues chosen by the annual meeting for concerted study and action as follows:

- a. Voting members may make recommendations to the board at least two months before the annual meeting.
- b. The board shall consider these recommendations and formulate a proposed program which shall be sent to the members at least one month before the annual meeting.
- c. The annual meeting shall adopt a program by a majority vote. Program recommendations submitted to the board during the program planning process but not proposed by the board or program recommendations submitted at the annual meeting may be considered by the annual meeting provided that the annual meeting shall order consideration by a majority vote and the annual meeting shall adopt the item by a two-thirds vote.

Sec. 3. Changes in Program. Changes in the program, in the case of altered conditions, may be made provided that information concerning the proposed change has been sent to all members at least two weeks before a general membership meeting at which the change is to be discussed and that final action by the membership is taken at a succeeding general membership meeting by two-thirds of those present and voting.

Sec. 4. Program Action. Members may act in the name of the LWV-BA only when authorized to do so by the appropriate board. When acting in the name of the League, they may act only in conformity with, and not contrary to a position taken by the LWV-BA, the LWV-Texas, and the LWVUS.

ARTICLE IX. FINANCIAL ADMINISTRATION

Sec. 1. Fiscal Year. The fiscal year of the LWV-BA shall be from June 1 to May 31 of each year.

Sec. 2. Dues. Annual dues shall be payable June 1. Any member who fails to pay dues within four months after they become payable shall be dropped from the membership rolls. Where two or more members reside at the same address in a common household, the first shall pay dues at the full rate and the others each at half rate.

Sec. 3. Budget Committee. The budget shall be prepared by a committee which shall be appointed for that purpose at least 2 months before the annual meeting. The treasurer shall be, *ex officio*, a member of

the budget committee but shall not be eligible to serve as chair. The proposed budget for the next fiscal year including recommended dues shall be sent to all members at least one month before the annual meeting.

Sec. 4. Distribution of Funds on Dissolution. In the event of the dissolution of the LWV-BA all moneys and securities which may at the time be owned by or under the control of the LWV-BA shall be paid to the LWV-Texas after the state and national per member payments and other obligations have been met. All other property of whatsoever nature, whether real, personal, or mixed which may at the time be owned or under the control of the LWV-BA shall be disposed of to such person, organization, or corporation for such public, charitable or educational use and purposes as the board in its absolute discretion may designate.

ARTICLE X. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the organization in all cases to which they are applicable and not inconsistent with these bylaws.

ARTICLE XI. AMENDMENTS

These bylaws may be amended by a two-thirds vote of the voting members at the annual meeting provided that the proposed amendments were submitted to the membership in writing at least one month in advance of the meeting.

LOCAL POLICY GUIDE

LEAGUE OF WOMEN VOTERS OF THE BAY AREA

Revised 1992

This policy guide shall be reviewed annually by the Board of Directors.

In addition to the principles of the LWVUS and local, state, and national bylaws, the Bay Area League adheres to the policies below.

Civic Participation

League members, as private citizens, are encouraged to attend and participate in meetings of governmental bodies. However, only those members named as representatives of the League or the Board or the president(s) may participate in the name of the League.

Members are encouraged to serve on governmental committees, commissions, or boards. However, before accepting such an appointment, a Board member should discuss the situation with the local Board to determine if there is any conflict.

Political Participation

All members of the League of Women Voters of the Bay Area are encouraged to participate in political activities.

The Board of the League of Women Voters of the Bay Area shall adhere to the nonpartisan policy of the League of Women Voters of the United States as set forth in *In League*.^{*} Board members, especially the president(s), program vice-president(s), and the Voters Service/Citizen Information vice-president, shall refrain from conspicuous partisan activities during their terms of office, including support of a particular candidate for local election. The Board shall be consulted when there is doubt as to the interpretation of the nonpartisan political policy.

A Board member should resign if running for partisan public office. Since municipal and school board elections in the Bay Area do not, as a general rule, involve partisan politics, a Board member who announces candidacy for such an office shall not be required to resign from the Board as a matter of course. However, a member shall notify the Board prior to announcing such a candidacy, and the Board shall determine whether conflict exists between any League position and the duties of the office. If the Board determines that a conflict does exist, the member may be requested to resign before announcing his or her candidacy. If at any time during the term of such an elected office, the Board determines that any conflict exists between being a Board member and being an elected official, the Board may request the member's resignation from the Board. If a Board member wishes to campaign for the election of any person to office, the Board shall determine whether a conflict exists.

After three consecutive absences from a Board meeting of any Board member, the president(s) or a representative of the Board shall ask the member his/her intentions regarding remaining on the Board.

Public Relations

The president(s) is the official spokesperson of the League. Official statements shall be made for the League only by the president(s) or by someone authorized by the president(s). All official League communications and publications should be cleared with the president(s).



The *Membership Directory* is not to be used for any commercial purposes. It is for the use and convenience of the members. Board approval is necessary for any other use.

In all testimonies, reports, publications, and letters produced by the League of Women Voters of the Bay Area, sex-neutral language shall be used insofar as possible.

Dues

The League of Women Voters of the Bay Area dues year is from June 1 to May 31. Members whose dues are not paid by October 1 shall be considered dropped. Persons joining the League for the first time after January 1 shall pay one-half of the annual dues and will have paid-up membership until May 31 of that year. Dues shall be determined at the annual meeting.

Finances

Board members and off-board committee chairs shall monitor expenditures for their portfolios to ensure that budget allocations are not exceeded. Any expenditure significantly in excess of a budget allocation and any revision of the budget must be approved by the Board.

Sufficient funds shall be placed in reserve to permit the League of Women Voters of the Bay Area to meet committed operating expenses for a two month period.

Expenditures shall be made on the basis of two or more cost estimates when feasible. Consideration shall be given to suppliers and printers who are contributors, and whose cost estimates are comparable to others received.

Within the limits set in the budget, delegates' expenses shall be reimbursed as determined by the Board, following the guide line set forth in the League of Women Voters of Texas policy sheet.

The treasurer shall report the fiscal year's revenues and expenditures to date at the Annual Meeting and shall make a fiscal year report after the audit is complete. The treasurer shall present a budget comparison to the Board quarterly.

Non-League Literature and Petitions

Petitions and non-League literature shall not be distributed at any League meeting or via the *VOTER* without Board approval.

**In League--published by LWVUS, 1730 M Street, N.W., Washington, D.C. 20036. 1989, Publication #275, \$6.00.*



NOV 27 1989

A Vote...



...and a Voice

1989 - 1990

BAY AREA CITIZENS HANDBOOK

League of Women Voters of the Bay Area
with assistance from

Meador Brady

TO ORDER BILLS:

HOUSE DOCUMENTS

P.O. Box 12128
Capitol Station
Austin, TX 78711
(or call)
512/ 463-1155

SENATE DOCUMENTS

P.O. Box 12068
Capitol Station
Austin, TX 78711
(or call)
512/ 463-0252

Know the bill number of the legislation of interest to you or call the Legislative Information Hotline to obtain this number, then call or write the legislative body considering this bill.

STATE BOARD OF EDUCATION

John Shields, District 5
9000 Tesoro Dr., Ste. 122
San Antonio, TX 78217

512/821-5007

Dr. Carolyn Honea Crawford, District 7
Beaumont Independent School District
3395 Harrison
Beaumont, TX 77706

409/899-9972

HARRIS COUNTY

COUNTY JUDGE

Jon Lindsay (R)

4 yr. term/Exp. 12-90
713/221-6666

COUNTY COMMISSIONERS

El Franco Lee (D) Pct. 1

4 yr. term/Exp. 12-92
713/221-6111

Jim Fonteno (D) Pct. 2

4 yr. term/Exp. 12-90
713/221-6220
713/488-4678

TAX ASSESSOR-COLLECTOR

Carl Smith (D)

4 yr. term/Exp. 12-92
713/224-1919

GALVESTON COUNTY

COUNTY JUDGE

Ray Holbrook (D)

4 yr. term/Exp. 12-90
713/337-2575
409/766-2244

COUNTY COMMISSIONERS

Wayne Johnson (D) Pct. 3

4 yr. term/Exp. 12-92
713/337-2575
409/762-8621 ext. 389

Billy Pegues (D) Pct. 4

4 yr. term/ Exp. 12-90
713/337-2575
409/948-2581

TAX ASSESSOR-COLLECTOR

Chuck Wilson (D)

4 yr. term/Exp. 12-92
713/337-2575
409/766-2481

INDEPENDENT SCHOOL DISTRICTS

CLEAR CREEK

Dr. Charles Thacker, Superintendent

P.O. Box 799

League City, TX 77574

(meets every 4th Tuesday at 7pm in Board room of the Administration Building at 17045 El Camino Real)

488-8801

DEER PARK

Ms. Lynn Hale, Superintendent

203 Ivy

Deer Park, TX 77536

(meets every 3rd Monday at 7pm in Board Room of Administration Building)

930-4600

DICKINSON

Dr. William Borgers, Superintendent

P.O. Drawer Z

Dickinson, TX 77539

(meets every 3rd Monday at 7pm in Board Room of the Administration Building at 4512 Highway 3)

534-3581

FRIENDSWOOD

Ted Thomas, Superintendent

302 Laurel Drive

Friendswood, TX 77546

(meets every 2nd Tuesday at 6:30 pm in Administration Building)

482-1267

LA PORTE

Robert Williams, Jr., Superintendent

301 E. Fairmont Parkway

La Porte, TX 77571

(meets every 2nd Tuesday at 7:30pm in Administration Building)

471-0950

CITY GOVERNMENTS

CLEAR LAKE SHORES

538-1113

DEER PARK

479-2394

DICKINSON

337-2489

EL LAGO

326-1951

FRIENDSWOOD

482-3323

HOUSTON

247-1000

KEMAH

334-1611

LA PORTE

471-5020

LEAGUE CITY

332-3431

NASSAU BAY

333-2108

SEABROOK

474-3201

SHOREACRES

471-2244

TAYLOR LAKE VILLAGE

474-2843

WEBSTER

554-7531

Elections are held on the first Saturday of May. The terms for Mayor and Council are two years and are staggered. Houston city elections are held on the first Tuesday after the first Monday in November in odd-numbered years.

POLITICAL PARTIES

DEMOCRATIC PARTY

State of Texas

512/478-8746

815 Brazos Ste. 200

Austin, TX 78701

Harris County

713/650-6005

Galveston County

409/744-7327

REPUBLICAN PARTY

State of Texas

512/477-9821

211 E. 7th St., Ste. 620

Austin, TX 78701

Harris County

713/522-1005

Galveston County

409/762-6627

FEDERAL OFFICIALS**PRESIDENT**

George Bush (R) 4 yr. term
The President Exp. 1-93
The White House
Washington, DC 20500 202/456-7639

VICE PRESIDENT

Dan Quayle (R) 4 yr. term
The Vice President Exp. 1-93
The White House
Washington, DC 20500 202/456-2326

UNITED STATES SENATORS

Lloyd Bentsen (D) 6 yr. term
703 Hart Senate Office Bldg. Exp. 1-95
Washington, DC 20510 202/224-5922

1919 Smith, Ste. 800
Houston, TX 77002 713/ 653-3456

Phil Gramm (R) 6 yr. term
U.S. Senate Exp. 1-91
Washington, DC 20510 202/224-2934

Texas Commerce Bank Bldg.
712 Main, Ste. 2400
Houston, TX 77002 713/229-2766

UNITED STATES REPRESENTATIVES

Mike Andrews (D) District 25 2 yr. term
1039 Longworth House Office Bldg. Exp. 1-91
Washington, DC 20515 202/225-7508

Federal Bldg., Rm. 12102, 515 Rusk
Houston, TX 77002 713/229-2244

1001 E. Southmore, Ste. 810
Pasadena, TX 77502 713/473-4334

Jack Brooks (D) District 9 2 yr. term
2449 Rayburn House Office Bldg. Exp. 1-91
Washington, DC 20515 202/225-6565

U.S. Post Office Bldg.
601 25th Street, Rm. 216
Galveston, TX 77550 409/766-3608

FEDERAL INFORMATION CENTER 653-3025

STATE OFFICIALS**GOVERNOR**

Bill Clements (R) 4 yr. term
P.O. Box 12428, State Capitol Exp. 1-91
Austin, TX 78711 512/463-2000

LIEUTENANT GOVERNOR

William P. Hobby (D) 4 yr. term
P.O. Box 12068, State Capitol Exp. 1-91
Austin, TX 78711 512/463-0001

STATE SENATORS

Chet Brooks (D) District 11 4 yr. term
1706 Strawberry, Ste. 100 Exp. 1-91
Pasadena, TX 77501 713/477-3634

2301 Strand, Ste. 200
Galveston, TX 77550 409/763-1299

129B State Capitol 512/463-0111

James E. "Buster" Brown District 17 4 yr. term
P.O. Box 888 Exp. 1-93
Lake Jackson, TX 77566 409/297-5261

8303 Southwest Frwy., Ste. 110 (between sessions only)
Houston, TX 77074 713/776-1414

128A State Capitol 512/463-0117

Senate mailing address:
Texas Senate
P.O. Box 12068, Capitol Station
Austin, TX 78711-2068
FAX 512-463-0326

STATE REPRESENTATIVES

Lloyd Criss (D) District 25 2 yr. term
2802 Rosadele Exp. 1-91
LaMarque, TX 77568 409/938-7642

144B State Capitol 512/463-0502

James Hury (D) District 24 2 yr. term
610 U.S. National Bank Bldg. Exp. 1-91
Galveston, TX 77550 409/762-3569

427A State Capitol 512/463-0588

Randy Pennington (R) District 130 2 yr. term
1350 Nasa Rd. One, Ste. 106 Exp. 1-91
Nassau Bay, TX 77058 713/333-1350

113B State Capitol 512/463-0652

Mike Jackson (R) District 129 2 yr. term
P.O. Box 315 Exp. 1-91
La Porte, TX 77572 713/471-8188

G 56B State Capitol 512/463-0734

House mailing address:
Texas House of Representatives
P.O. Box 2910, Capitol Station
Austin, TX 78769
FAX 512-463-0695

CAPITOL INFORMATION FOR ALL STATE OFFICES

512/463-4630

LEGISLATIVE INFORMATION HOTLINE

800/252-9693

TO ORDER BILLS:**HOUSE DOCUMENTS**

P.O. Box 12128
Capitol Station
Austin, TX 78711
(or call)
512/ 463-1155

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Beaumont, TX 77706

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409/762-8621 ext. 389

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4 yr. term/ Exp. 12-90
713/337-2575
409/948-2581

TAX ASSESSOR-COLLECTOR

Chuck Wilson (D) 4 yr. term/Exp. 12-92
713/337-2575
409/766-2481

LIBERTARIAN PARTY

State of Texas

2001 Parker Lane #134

Austin, TX 78741

800/422-1776

Harris County

713/772-8416

REGIONAL AGENCIES**Gulf Coast Waste Disposal Authority**

713/488-4115

910 Bay Area P.O. Box 58150

Houston, TX 77258-8150

(meets every 2nd Thursday at 5:30 pm)

Harris-Galveston Coastal Subsidence District

713/466-1105

1660 West Bay Area Blvd.

Friendswood, TX 77546

(meets every 2nd Wednesday at 10 am)

Harris-Galveston Area Council

713/627-3200

3555 Timmons Lane, P.O. Box 22777

Houston, TX 77027

(meets every 3rd Tuesday at 9 am)

APPRAISAL DISTRICTS**Galveston County Central Appraisal District**

409/935-1980

600 Gulf Frwy., P.O. Box 3647

Texas City, TX 77592

(meets every 2nd Tuesday at 2 pm)

Harris County Central Appraisal District

713/683-9200

P.O. Box 922004

Houston, TX 77292

(meets every 3rd Wednesday at 1:30 pm at 2800 N. Loop W.)

VOTING: THE FIRST STEPS**STEP 1: REGISTER****WHO?** • Any U.S. Citizen over 18 years

• Any citizen who will be 18 within 60 days

• A relative (spouse, parent or sibling) may register for you if the relative is a qualified voter and vice versa.

WHERE? Request application by:

	HARRIS COUNTY	GALVESTON COUNTY
PHONE	713-224-1919 X 310	713-337-2575 X 280
MAIL	Voter Registration Dept. Tax Assessor-Collector P.O. Box 3527 Houston, TX 77253-9942	Voter Registration Dept. Tax Assessor-Collector P.O. Box 1169 Galveston, TX 77553
VISIT	Harris County Tax Office Harris County Clear Lake Annex 16603 Buccaneer Lane Clear Lake City	Voter Registration Dept. North County Branch Office 1301 F.M. 646 North Dickinson

WHAT? Every even-numbered year you will receive a new Voter Registration Certificate that shows you are **permanently** registered, unless...

Change of Address or Name:

• A certificate will not be forwarded to a new address.

- List new information in the space provided on the certificate and sign. Mail or deliver it to the Voter Registration Office.
- Change must be completed 30 days prior to voting in a new precinct.
- You may vote in your former precinct up to 90 days after your move.

Lost Certificate:

- Do not reregister. Notify Voter Registration Office for a replacement or sign a lost registration certificate affidavit at your polling place on election day.

WHEN? Anytime, but submit application at least 30 days prior to an election in order to vote in that election.

STEP 2: VOTE**WHO?** • Any U.S. Citizen at least 18 years old.

• Any Texas Resident.

• Any citizen registered to vote.

WHERE? Voters must vote in the precinct where they reside as described by the governmental unit calling the election. Your precinct number is recorded on your Voter Registration Certificate.

WHEN? CALENDAR FOR COUNTY, STATE AND NATIONAL ELECTIONS*General Primary:* 2nd Tues. in March in even numbered years*General Primary Runoff:* 2nd Tues. in April in even numbered years.*Presidential-Preference Primary:* 2nd Tues. in March in Presidential- election years*General Elections:* 1st Tues. after 1st Mon. in Nov., in even numbered years**STEP 3: THE ABSENTEE VOTING ALTERNATIVE**

WHO? • Any qualified person may vote absentee in person without stating a reason.

• Mail ballots are available only for those -

- absent from the county for the entire period of absentee voting.

- 65 or older

- ill, disabled or expecting childbirth

- unable to vote in person for religious reasons

WHEN? Absentee voting by personal appearance is available from the 20th day through the 4th day prior to an election.

WHERE? IN PERSON - call Voting Information, which is handled by your County Clerk's office, to find the absentee voting substation closest to your precinct.

BY MAIL - call Voting Information and request an application for an absentee ballot not more than 60 days but not later than 7 days before an election.

Harris County Voting Information 221-6965**Galveston County Voting Information 337-2575 Ext. 200**

For additional questions call State of Texas, Secretary of State, Election Division, toll free 1-800-252-VOTE.

LWW NONPARTISAN POLICY

The League of Women Voters of the Bay Area is a nonpartisan political organization whose membership is open to all. The League works to promote political responsibility through informed and active participation of all citizens in their government. The League of Women Voters does not support or oppose any political party or candidate. For more information about the League:

call 713-474-3154

DISTRICTS OF BAY AREA OFFICIALS

	Voting Precinct	U.S. Congress	State Senator	State Representative	County Comm. Precinct	J.P./Constable Precinct	State Bd. of Education
GALVESTON COUNTY	39	9	11	25	3	6	7
	40	9	11	25	3	6	7
	41	9	11	25	3	6	7
	51	25	11	129	2	8	7
	52	9	11	24	4	7	7
	53	9	11	24	4	6	7
	54	9	11	24	4	6	7
	55	9	11	24	3	8	7
	56	9	11	25	3	8	7
	57	9	11	25	4	8	7
	59	9	11	24	3	8	7
	60	9	11	25	3	8	7
	61	9	11	25	3	8	7
	63	9	11	24	3	8	7
HARRIS COUNTY	76	9	17	130	1	2	5
	84	25	11	129	2	8	7
	88	25	11	129	2	8	7
	90	25	11	130	2	8	7
	91	9	17	130	2	8	5
	92	25	11	130	2	8	5
	290	25	11	129	2	8	7
	306	25	17	130	2	8	5
	307	9	17	130	2	8	5
	333	25	11	129	2	8	7
	346	25	11	129	2	8	7
	352	25	11	129	2	8	7
	377	25	11	129	2	8	7
	378	9	17	130	1	2	5
	391	9	17	130	2	8	5
	393	9	17	130	2	8	5
	415	25	17	130	2	8	7
	416	9	17	130	2	8	5
	417	9	17	130	1	2	5
	418	9	17	130	1	2	5
	420	25	11	129	2	8	7
	470	25	11	129	2	8	7
	471	25	11	129	2	8	7
	473	25	17	130	2	8	5
	474	9	17	130	1	2	5
	475	9	17	130	1	2	5
	476	9	17	130	1	2	5
	534	25	11	130	2	8	7
	535	25	11	130	2	8	5
	537	9	17	130	1	2	5
	545	9	17	130	1	2	5
	561	25	11	129	2	8	7
	568	25	11	130	2	8	7

Precincts 76, 417, 418, and 475 have been revised. Precinct 474 will be deleted to create 349. Changes are effective January 1, 1990.