

# **Comanche ISD**

## **Board Operating Procedures**



# **Board Operating Procedures Comanche Independent School District**

In effective school systems, the Superintendent and the Board function as a "TEAM OF EIGHT." A structured approach to developing a vision for the district and setting goals is enhanced by first developing a system of standard operating procedures. The School Board is the corporate policy making body for the district and the Superintendent and staff provide the leadership to cause Board policies to be implemented. Therefore, the Comanche ISD Board of Trustees and Superintendent function as a "TEAM OF EIGHT" to provide open communication to the staff and patrons of the district.

The Comanche ISD Board of Trustees adopts these guidelines as Standard Operating Procedures to set the expectations of the Board of Trustees and to effectively communicate with staff and patrons of the district.

## **I. CODE OF ETHICS BOARD POLICIES BBF(LOCAL)**

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

1. Fair, just and impartial decisions and actions.
2. Accord others the respect I wish for myself.
3. Encourage expressions of different opinions and listen with an open mind to others' ideas.
4. Accountability to the public by representing District policies, programs, priorities and progress accurately.
5. Responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
6. Ensure prudent and accountable use of District resources.
7. Recognize that decisions must be made by the Board as a whole and make no personal promise or take private action that may compromise performance or responsibilities.
8. Tell the truth.
9. Express opinions and views during the discussion of motions, but following the vote shall respect the majority decision as the decision of the Board and publicly discuss only the decision of the whole Board.
10. Shall not discuss any information or express opinions in public when the district is involved with third party negotiations.
11. Make decisions in terms of the educational welfare of all children in the District and on fact rather than supposition, opinion or public favor.
12. Refuse to surrender judgment to any individual or group at the expense of the District as a whole.
13. Consistently uphold all applicable laws, rules, policies and governance procedures.

14. Hold confidential all matters and information that is privileged under applicable laws or will needlessly harm employees, individuals or the District if disclosed.
15. Focus attention on fulfilling the Board's responsibilities of goal setting, policymaking and evaluation.
16. Diligently prepare for and attend Board meetings by studying the material in the Board packet and when possible presenting or resolving questions beforehand by contacting the Superintendent or administrative staff.
17. Refrain from individual involvement in activities the Board has delegated to the Superintendent.
18. Seek continuing education that will meet legal requirements and enhance my ability to fulfill my duties effectively.

## **II. ROLE AND AUTHORITY OF BOARD MEMBER AND/OR BOARD OFFICERS (BDAA (LOCAL))**

### **A. Board Officers:**

The Board shall elect a President, a Vice President and a Secretary who shall be members of the Board. The Board may assign a District employee to provide clerical assistance to the Board. Officers shall be elected by majority vote of the members present and voting.

### **B. Vacancy:**

A vacancy among officers of the Board shall be filled by majority action of the Board.

### **C. Terms and Duties:**

Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office without limits. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.

### **D. President: In addition to the duties required by law, the President of the Board shall:**

1. Preside at all meetings of the Board unless unable to attend.
2. Have the right to discuss, make motions and resolutions and vote on all matters coming before the Board.
3. Call special meetings of the Board. [See BE]
4. Sign all legal documents, warrants, vouchers and reports, as required by statute, state or federal regulations or Board policy.
5. Decide all questions of order in accordance with Robert's Rules of Order, Newly Revised, as modified by Board policy.
6. Receive official correspondence addressed to the Board.
7. Assist in the development of the agenda for each meeting.

8. Represent the Board and the District at certain ceremonial occasions and events.
9. Lay before the Board from time to time whatever matters and suggestions he or she may consider to be within the best interest of the public schools.
10. Perform all other duties which may be prescribed by law, authorized by the Board or mandated by a court of competent jurisdiction for the chief officer of the Board.

E. **Vice President**: The Vice President of the Board shall:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Become President only upon being elected to the position.

F. **Secretary**: The Secretary of the Board shall:

1. Ensure that an accurate record is kept of the proceedings of each Board meeting.
2. Ensure that notices of Board meetings are posted and sent as required by law.
3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
4. Sign or countersign documents as directed by action of the Board.

### **III. GOVERNANCE BE (LEGAL) BOARD MEETINGS:**

The Board may act only by majority vote of the members present at a meeting held in compliance with Chapter 551, Government Code, at which a quorum of the board is present and voting. Education Code 11.051(a-1)

A. **Definition**:

“Meeting” means a deliberation among a quorum of the Board, or between a quorum of the Board and another person, during which public business or public policy over which the Board has supervision or control is discussed or considered, or during which the Board takes formal action. “Meeting” also means a gathering:

1. That is conducted by the Board or for which the Board is responsible;
2. At which a quorum (e.g., four members of a seven-member board) of members of the Board is present;
3. That has been called by the Board; and
4. At which Board members receive information from, give information to, ask questions of or receive questions from any third person, including an employee of the District, about the public business or public policy over which the Board has supervision or control.

**B. Open to Public:**

Every meeting of the Board shall be open to the public. The Board may, however, exclude a witness from a hearing during the examination of another witness in a matter being investigated and may enter into a closed meeting, as provided by law. Gov't Code 551.002, 551.084, Ch. 551, Subch. D, Subch. E [See BDB and BEC]

**C. Social Function or Convention:**

The term "meeting" does not include the gathering of a quorum of the Board at a social function unrelated to the public business that is conducted by the Board, or the attendance by a quorum of the Board at a regional, state or national convention or workshop, ceremonial event or press conference, if formal action is not taken and any discussion of public business is incidental to the social function, convention, workshop, ceremonial event, or press conference. Gov't Code 551.001(4)

**D. Meeting Place:**

Unless otherwise provided in the notice for a meeting, Board meetings shall be held at the District administrative building.

**E. Meeting Time:**

Regular meetings of the Board shall be held on the second Monday of each month at 6:30 p.m. When determined necessary and for the convenience of Trustees, the Board President may change the date or time of a regular meeting. The notice for that meeting shall reflect the changed date or time.

**F. Special or Emergency Meetings:**

1. The time and place of special and emergency meetings shall be as set out in the notice for the meeting.
2. The President of the Board shall call special meetings at the President's discretion or on request by three members of the Board.
3. The President shall call an emergency meeting when it is determined by the President or three members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.

**G. Agenda:**

**1. Deadline:**

The deadline for submitting items for inclusion on the agenda is noon of the third calendar day before regular meetings and noon of the third calendar day before special meetings.

## **2. Preparation:**

- a) In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Trustee may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all Trustee-requested topics that have been timely submitted.
- b) Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the President's approval. In reviewing the preliminary agenda, the President shall ensure that any topics the Board or individual Trustees have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Trustee without that Trustee's specific authorization.
- c) Prior to each meeting, the Superintendent shall provide each member written notice of the meeting, an agenda listing, appropriate reports, information, documents and recommendations via the school website, e-mail, and weekly Board updates.. Members of the Board shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the meeting and at least two hours prior to the time of an emergency meeting.

### **H. Notice to Members:**

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, as provided by law. [See BEC]

### **I. Closed Meetings:**

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

### **J. Order of Business:**

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.

### **K. Rules of Order:**

The Board shall observe the parliamentary procedures as found in

Robert's Rules of Order, Newly Revised, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

L. **Voting:**

Voting shall be by voice vote or show of hands, as directed by the President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request. [See BDAA (LOCAL) for the Board President's voting rights]

M. **Consent Agenda:**

When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

N. **Items for Executive Session:**

1. All personnel issues must be conducted in an executive session, unless specifically required by Texas Open Meeting Law.
2. The Board may discuss in executive session any and all subjects, for any and all purposes permitted by Sections 551.071-551.084.
  - a) Attorney consultations
  - b) Real property purchases or economic development negotiations
  - c) Prospective gifts or donations to the District Personnel matters, including employee complaints
  - d) Personally identifiable student information
  - e) Medical or Psychiatric records
  - f) Student discipline
  - g) Security devices
  - h) Assessment instruments
  - i) Emergency Management

O. **Board Meetings and Public Participation:**

1. **Limit on Participation:**

Audience participation at a Board meeting is limited to the public comment portion of the meeting designated for that purpose. At all other times during a Board meeting, the

audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

**2. *Public Comment:***

At regular meetings the Board shall allot 30 minutes to hear persons who desire to make comments to the Board. Persons who wish to participate in this portion of the meeting shall sign up with the presiding officer or designee before the meeting begins and shall indicate the topic about which they wish to speak.

**3. *Board Response:***

No presentation shall exceed five minutes. Delegations of more than five persons shall appoint one person to present their views before the Board. Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

**4. *Complaints and Concerns:***

The presiding officer or designee shall determine whether a person addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the person shall be referred to the appropriate policy (see list below) to seek resolution:

- a) Employee complaints: DGBA
- b) Student or parent complaints: FNG
- c) Public complaints: GF

**II. BOARD MEMBERS AUTHORITY BEE (LOCAL)**

***A. Board Members Authority:***

The Board has final authority to determine and interpret the policies that govern the schools and, subject to the mandates and limits imposed by state and federal authorities, has complete and full control of the District. Board action shall be taken only in meetings that comply with the Open Meetings Act. [See BE(LEGAL)]

***B. Transacting Business:***

When a proposal is presented to the Board, a discussion shall be held and a decision reached. Although there may be dissenting votes, which are a matter of public record, each Board decision shall be an action by the whole Board binding upon each member.

***C. Individual Authority for Committing the Board:***

Board members as individuals shall not exercise authority over the District, its property or its employees. Except for appropriate duties and functions of the Board President, an individual member may act on behalf of the Board only with the express authorization of the Board. Without such authorization, no individual member may commit the Board on any issue. [See BDAA]

***D. Individual Access to Information:***

An individual Board member, acting in his or her official capacity, shall have the right to seek information pertaining to District fiscal affairs, business transactions, governance and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code. [See GBA]

***E. Limitations:***

Individual members shall not have access to confidential student records unless the member is acting in his or her official capacity and has a legitimate educational interest in the records in accordance with policies FL(LEGAL) and (LOCAL).

***F. Requests for Reports:***

Individual members shall seek access to records or request copies of records from the Superintendent or other designated custodian of records. When a custodian of records other than the Superintendent provides access to records or copies of records to individual Trustees, the provider shall inform the Superintendent of the records provided.

***G. Request for Reports:***

Individual members shall not direct or require District employees to prepare reports derived from an analysis of information in existing District records or to create a new record compiled from information in existing District records. Directives to the Superintendent or custodian of records regarding the preparation of reports shall be by Board action.

***H. Confidentiality:***

At the time Board members are provided access to confidential records or to reports compiled from such records, the Superintendent or other District employee shall advise them of their responsibility to comply with confidentiality requirements.

### **III. BOARD MEMBERS TRAINING AND ORIENTATION BBD (LEGAL)**

#### **A. Required Training:**

1. Each Trustee must complete any training required by the State Board of Education. The minutes of the last regular meeting of the Board held during a calendar year must reflect whether each Trustee has met or is delinquent in meeting the training required to be completed as of the date of the meeting. Education Code 11.159
2. Continuing education for Board members includes orientation sessions, an annual team building session with the Board and the Superintendent and specified hours of continuing education based on identified needs.

#### **B. Local Orientation:**

All Board members shall receive a local District orientation and an orientation to the Texas Education Code.

#### **C. New Members:**

1. New Board members shall participate in a local orientation session within 60 days before or after their election or appointment. The purpose of this orientation is to familiarize new Board members with local Board policies and procedures and District goals and priorities.
2. All newly elected Board members shall receive the Orientation to The Texas Education Code within the first year of service. The orientation shall be delivered by regional education services centers and shall be three hours in length.

#### **D. Sitting Board Members:**

All sitting Board members shall receive a basic orientation to the Texas Education Code and relevant legal obligations. The orientation will have special but not exclusive emphasis on statutory provisions related to Texas school district governance. The orientation shall be delivered by regional education services centers and shall be three hours in length. Topics shall include, but not be limited to, Texas Education Code, Chapter 26 (Parental Rights and Responsibilities), and Texas Education Code, Section 28.004 (Local School Health Education Advisory Council and Health Education Instruction). [See BDF, EHAA, and FNG]

#### **E. Legislative Updates:**

After each session of the Texas Legislature, each Board member shall receive an updated session from a regional education service center or any registered provider to the basic orientation to the Texas Education Code. The update session shall be of sufficient length to familiarize Board members with major changes in the Education Code and other relevant legal developments related to school governance. A Board member who has attended a basic orientation session given by a service center that incorporates the most recent legislative changes is not required to attend an additional legislative update.

***F. Team Building:***

The entire Board, including all Board members, shall annually participate with the Superintendent in a team building session facilitated by the regional education service center or any registered provider. The team building session shall be of a length deemed appropriate by the Board, but generally at least three hours. The purpose of the team building session is to enhance the effectiveness of the Board-Superintendent team and to assess the continuing education needs of the Board-Superintendent team. The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the governance leadership team for the upcoming year.

***G. Continuing Education:***

In addition to the orientation and team building training, all Board members shall receive additional continuing education on an annual basis, in fulfillment of assessed needs and based on the framework for governance leadership. [See BBD(EXHIBIT)] The continuing education sessions may be provided by the regional education service centers or other registered providers. To the extent possible, the entire Board shall participate in continuing education programs together.

***H. First Year:***

In their first year of service, Board members shall receive at least ten hours of continuing education in fulfillment of assessed needs. Board members may fulfill up to five of the required ten hours of continuing education through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

***I. Subsequent Years:***

Following the first year of service, Board members shall receive at least five hours of continuing education annually in fulfillment of assessed needs. Board members may fulfill the five hours of continuing education through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive

activities that assess learning and provide feedback to the learner and offers an opportunity for interaction with the instructor.

**J. Presidents:**

The Board President shall receive continuing education related to leadership duties of the Board President as some portion of the annual requirement.

**K. Local Training:**

At least 50 percent of the annual continuing education shall be designed and delivered by persons not employed or affiliated with the Board member's local school District. No more than one hour of the required continuing education that is delivered by the local District may use self-instructional materials. 19 TAC 61.1

**L. Specific Open Meetings Training:**

1. Within 90 days after taking the oath of office, each Board member shall complete a course of training regarding the responsibilities of the Board and its members under Chapter 551 of the Texas Government Code. The office of the attorney general may provide the training and may also approve other acceptable sources of training.
2. Board members sworn in before January 1, 2006, must complete the training required by Government Code 551.005 before January 1, 2007. Gov't Code 551.005

**M. Specific Open Records Training:**

1. Within 90 days after taking the oath of office or assuming duties as a public official, each Board member and public information coordinator shall complete a course of training regarding the responsibilities of the District and District officers and employees under Chapter 552 of the Texas Government Code. The office of the attorney general may provide the training and may also approve other acceptable sources of training.
2. A Board member may designate a public information coordinator to satisfy the training requirements of Government Code 552.012 for the Board member if the public information coordinator is primarily responsible for administering the responsibilities of the Board member or District under Government Code Chapter 552.
3. Board members and public information coordinators who have been sworn in or assumed duties before January 1, 2006, must complete the training

required by Government Code 552.012 before January 1, 2007. Gov't Code 552.012

**N. Annual Compliance Announcement:**

Annually, at the meeting at which the call for election of Board members is normally scheduled, the President shall announce the name of each Board member who has completed the required continuing education, who has exceeded the required hours of continuing education and who is deficient in the required continuing education. The President shall cause the minutes to reflect the information and shall make this information available to the local media.

**O. Training during Meetings:**

No continuing education shall take place during a Board meeting unless that meeting is called for the delivery of Board training. Continuing education may take place prior to or after a legally called Board meeting in accordance with the Government Code. 19 TAC 61.1

**P. Conventions and Workshops:**

Board members may attend regional, state or national conventions or workshops without such gatherings being construed as "meetings" under the Open Meetings Act. However, no formal action shall be taken at such conventions or workshops concerning District business, and any discussion of public business shall be merely incidental to the convention or workshop. Gov't Code 551.001(4)

**Commendation:**

Annually, the State Board shall commend those Board- Superintendent teams that receive at least eight hours of the continuing education in the local orientation and team-building sessions as an entire Board- Superintendent team. 19 TAC 61.1

#### **IV. PUBLIC COMPLAINTS GF (LOCAL)**

**A. Guiding Principles:**

The Board encourages the public to discuss concerns and complaints through informal conferences with the appropriate administrator.

**B. Formal Process:**

1. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. If an informal conference regarding a complaint fails to reach the outcome requested by an individual, he or she

may initiate the formal process described below by timely filing a written complaint form.

2. Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.
3. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

***C. Freedom from Retaliation:***

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

***D. Application:***

Except as addressed by SPECIFIC COMPLAINTS, below, this policy applies to all complaints or grievances from the public.

***E. Specific Complaints:***

For more information on how to proceed with complaints regarding:

1. Alleged discrimination, see GA.
2. Instructional materials see EFA.
3. On-campus distribution of non-school materials, see GKDA.
4. A commissioned peace officer who is an employee of the District, see CKE.

## **V. ANONYMOUS PHONE CALLS AND/OR LETTERS**

The Comanche ISD Board of Trustees encourages input; however, anonymous calls or letters will not receive Board attention, discussion or response and will not result in directives to the administration. Confidentiality is strictly maintained when possible.

## **VI. RESPONSE TO SIGNED LETTERS**

The Board of Trustees encourages input. A signed letter will be forwarded to the Superintendent. The Superintendent or a designee will respond to the letter and communicate their actions/response to the signed letter to the Board.

## **VII. BOARD MEMBER TO VISIT SCHOOL CAMPUS**

- A. Board members are encouraged to attend special events on campuses to represent the Board in support of activities.
- B. Board members are not to go into teachers' classrooms or campuses for the purpose of evaluation or investigation.
- C. Board members must sign in at the office when visiting campuses.
- D. Board members must wear identification badges when visiting schools.
- E. Except for routine activities or visits to see their children, as a courtesy, Board members should let the principal and Superintendent know of their visit.

## **VIII. COMMUNICATIONS WITH SUPERINTENDENT**

- A. Superintendent will meet with the Board President on a routine basis.
- B. Superintendent will communicate with all Board members via regular transmittals by telephone calls, texts, e-mail or personal visits.
- C. Superintendent and Board President will communicate information in a timely manner to all Board members.
- D. Board will keep Superintendent informed via telephone calls, texts, e-mail or personal visits.

## **IX. COMMUNICATIONS WITH PUBLIC**

- A. The Board is committed to, and encourages, community input through surveys, public forums, district website, district publications and on-going communications forums.
- B. The Board will communicate with its community through public hearings, regular Board meetings and regular publications.
- C. Unless otherwise approved or authorized by the Board, individual members cannot speak in an official capacity or otherwise represent the views of the Board.
- D. Community members may contact the Board and Administration through the District website. The Board is discouraged from responding to any website e-mail individually as the Administration will appropriately respond and the Board will be copied on their response when appropriate. Board members will forward patrons concerns on to the Superintendent. The Superintendent will determine the district

employee best to answer the concern and communicate back to the patron and board member the outcome of the investigation.

E. Media Inquiries to the Board:

1. The Board President shall be the official spokesperson for the Board to the media/press on issues of media attention.
2. All Board members who receive calls from the media should direct them to the Board President or designee.

## **X. SUPERINTENDENT EVALUATION BJCD (LOCAL)**

**A. Evaluation Instrument:**

The instrument used to evaluate the Superintendent shall be based on the Superintendent's job description [see BJA (LOCAL)] and performance goals and shall be adopted by the Board.

**B. Written Evaluation:**

1. The Board shall prepare a written evaluation of the Superintendent at annual or more frequent intervals.
2. The Board shall furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in closed meeting.

**C. Objectives:**

The Board shall strive to accomplish the following objectives in conducting the Superintendent's written evaluation:

1. Clarify to the Superintendent his or her role, as seen by the Board.
2. Clarify to Board members the Superintendent's role, according to the Board's written criteria, as expressed in the Superintendent's job description and the District's goals and objectives.
3. Foster an early understanding among new Board members of the evaluation process and the Superintendent's current performance objectives and priorities.

4. Develop and sustain a harmonious working relationship between the Board and the Superintendent.
5. Ensure administrative leadership for excellence in the District.
6. The Board may at any time conduct and communicate oral evaluations to augment its written evaluations.

## **XI. SUPERINTENDENT EVALUATION BLCD (EXHIBIT)**

- A. Procedures for Appraisal of Superintendent Recommended by the Commissioner:  
Note: The following procedures, which are recommended but not required by the Commissioner, may be used in whole or in part for the Superintendent's evaluation.
1. The Board shall establish an annual calendar providing for the following activities, in which both the Board and the Superintendent shall participate:
    - a) Procedures for setting goals that define expectations and set priorities for the Superintendent.
    - b) Formative conference.
    - c) Summative conference.
  2. The Superintendent shall be involved in developing, selecting or revising the appraisal instrument and process. 19 TAC 150.1022 Student performances shall be a part of locally developed appraisal instruments for Superintendents as specified in Education Code 39.054. 19 TAC 150.1022(e) A student performance domain shall be included in the appraisal of the Superintendent as follows: "The Superintendent promotes improvement of the performance of students in the District through activities such as comparing disaggregated student performance results to state accountability standards and to prior year performance."
  3. The domains and descriptors used to evaluate the Superintendent may also include:
    - a) Instructional management.
    - b) School or organization morale.
    - c) School or organization improvement.
    - d) Personnel management.
    - e) Management of administrative, fiscal and facilities functions.

- f) Student management.
- g) School or community relations.
- h) Professional growth and development.
- i) Academic excellence indicators and campus performance objectives.
- j) Board relations.

B. Additional Information Regarding Superintendent's Evaluation:

1. Board President obtains input from all members of the Board on the approved indicators on the Superintendent's evaluation.
2. Evaluation is conducted in executive session.
3. Summative evaluation of the Superintendent will be conducted during the first quarter of the calendar year.
4. Evaluation Schedule:

a) **August – Formative Six Month Review**

- (1) Superintendent delivers a final update on the Superintendent's strategic objectives that are aligned with the Board's goals.
- (2) Superintendent will present Superintendent's strategic objectives for the next school year for discussion and clarification.
- (3) Verbal feedback from the Board is offered to the Superintendent.

b) **November** - Superintendent reviews the planning framework and action plans and updates the Board on the progress toward each of the Board's goals, and Superintendent's objectives. Board may offer feedback and seek clarification.

c) **January Summative Six Month Review**

- (1) Superintendent shares an in-depth review on the progress of the action plans in place to accomplish the goals and objectives outlined.
- (2) Written evaluation is presented to Superintendent by the Board President in Executive Session.
- (3) Board may take action in Open Session to extend the Superintendent's contract and make salary adjustments.

- d) **April** - Superintendent reviews the planning framework and action plan and updates the Board on the progress toward each of the Board's goals and Superintendent's objectives. Board may offer feedback and seek clarification.

## **XII. EVALUATION OF THE BOARD**

- A. At least annually, the Board shall conduct a self-evaluation in the 4th Quarter of Board and Board member performance.
- B. The evaluation shall consider such items as role recognition, relationship with others, performance at Board meetings and self-improvement activities.

## **XIII. REVIEW BOARD OPERATING PROCEDURES**

Standard Board Operating Procedures will be reviewed and updated in the fourth quarter of the calendar year of each year and will be part of Board training.

## **XIV. CAMPAIGNING FOR ELECTION**

### ***A. Support from Employees:***

- 1. School district employees, during work hours, will not be solicited for endorsement by any Board Member campaigning for re-election. Use of district materials and systems (including district email communications) will not be used by any employee to discuss or solicit support of any candidate running for election or re-election. Texas Education Code Section 11.168, as amended by the 79th Legislature, 2005
- 2. Campaign materials may only be distributed on school property in accordance with Board Policy.

### ***B. Support of Board Members:***

The Board, as a whole, will not endorse any candidate running for public office.

### ***C. Board members as Private Citizens:***

Board Members may endorse any school board candidate of their choice and may put endorsement signs in their private yards; however, active campaigning for a school board candidate is discouraged as it could create a detrimental working environment on the Board after the election.

## **XV. BOARD MEMBERS COMPENSATION AND EXPENSES BBG (LEGAL/LOCAL)**

### ***A. Expense Reimbursement:***

1. An amount for Board member travel expenses shall be approved in the budget each year.
2. A Board member shall be reimbursed for reasonable, allowable expenses incurred in carrying out Board business only at the Board's request and for reasonable, allowable expenses incurred while attending meetings and conventions as an official representative of the Board.

### ***B. Travel Expenses:***

1. Payment for authorized and documented travel expenses shall be made in accordance with legal requirements by either of the following two methods:
  - a) Reimbursement, not to exceed the allowable rates, for use of a personal car or commercial transportation plus parking, taxi fares, lodging, meals and other incidental expenses.
  - b) Advancement of a set amount for use of a personal car or commercial transportation plus parking, taxi fares, lodging, meals and other incidental expenses. Any excess over actual allowable expenses shall be refunded to the District.
2. Accounting records shall accurately reflect that no state or federal funds were used to reimburse travel expenses beyond those authorized for state employees.

### ***C. Documentation Required:***

For any authorized expense incurred, the Board member shall submit a statement, with receipts to the extent feasible, documenting actual expenses and in accordance with procedures applicable to employee expense reimbursement.

### ***D. Members Expenses:***

Local funds and state funds not designated for a specific purpose may be used for purposes determined by the Board to be necessary in the conduct of the public schools.

Reimbursement of travel expenses for Board members is not illegal if the reimbursement is determined to be necessary in the conduct of the school and to serve a proper public purpose. Education Code 45.105(c); Atty. Gen. Op. H-133 (1973)

***E. Nonmembers Expenses:***

The Board may not pay the travel expenses of spouses and other persons who have no responsibilities or duties to perform for the Board when they accompany Board members to Board-related activities. Atty. Gen. Op. MW-93 (1979)12

**Frequently asked Questions.....**

***What are the parameters of a Board Members authority?***

Unless authorized by the Board, no Board Member or officer has the authority to take Board action outside of a properly convened and conducted Board meeting.

***As a Board Member, what do I do if I have a specific question about my own child's education?***

When communicating with staff, a Board Member that is a parent of a student in the District is expected to make it clear to staff that he/she is acting as a parent and not as a Board Member. Individual Board Members must not request, expect or require extraordinary consideration or preferential treatment for their children due to their position on the Board.

***As a new Board Member, when should I begin my training on Board Operating Procedures?***

Newly elected Board Members are required to review the Board Operating Procedures within the first six weeks of their term. (BBD (LEGAL) and BBD (EXHIBIT)).

***What is my response to a parent who speaks about a student or district employee during the public comments part of a school Board Meeting?***

The Board will not entertain negative comments on individual employees in public session.

***What are the confidentiality requirements of what is said in closed session at Board Meeting?***

What is said by any Board Member or Administrator during closed session should never be repeated outside the closed session meeting.

***What is the procedure if a Board Member would like specific information on a topic?***

Board Members are entitled to information they require to make informed decisions on the matters before them. Board Members will ask the Superintendent for the requested

information. Board Members must balance their desire for information against the cost of producing such information.

***What does a Board Member do when contacted by a patron/employee with a concern about district personnel, procedures or policies?***

The Board member should listen to the concern and send on to the Superintendent any information that might be helpful in the resolution of the concern. The Board members will encourage the patron to contact the person whose job responsibility is in direct relationship with the concern. The Board member will pass on the concern to the Superintendent for resolution.

# Glossary of School Related Acronyms

## A

### **AAR (Academic Achievement Record)**

A transcript of academic achievement of students who have completed a minimum, recommended, advanced (distinguished) or foundation high school program. School districts are required to maintain these records.

### **ABE (Adult Basic Education)**

Education programs that provide English language proficiency, basic academic and literacy functional skills, and high school equivalency for out-of-school youth and adults. ABE is for individuals who are beyond the age of compulsory school attendance and who function at less than a high school completion level.

### **ACES (Adult and Community Education System)**

A historical data base used for federal reporting from 1999 to 2004. ACES is no longer active and has been replaced with TEAMS (Texas Educating Adults Management System). TEAMS is the current web-based management information system for adult education in Texas. The system is made up of data collected according to state and federal definitions, entered by local Adult Education providers who receive state and federal adult education funds. Adult education services are provided to persons beyond compulsory education (adults) who need adult basic education and do not have a high school diploma or need to learn to speak English. TEAMS produces adult education state and federal reports.

### **ACT**

A college entrance examination administered by ACT, Inc.

### **ADA (Average Daily Attendance)**

The number of students attending school on an average day. School districts receive funding based on ADA calculations.

### **AED (Automated External Defibrillators)**

A computerized medical device that can check a person's heart rhythm and determine if it requires a shock. The AED uses voice prompts, lights and text messages to tell the rescuer the steps to take. (American Heart Association website)

### **AEIS (Academic Excellence Indicator System)**

A system that pulls together a wide range of information on the performance of students in each school and district in Texas every year. This information is put into the annual AEIS reports, which are released each fall.

### **AMAO (Annual Measurable Achievement Objectives)**

Objectives are used in holding Title III-funded local education agencies accountable for their English language learners' development and attainment of English proficiency while meeting state academic content and achievement standards

### **AP (Advanced Placement)**

A program, administered by the College Board, that offers students the opportunity to take one or more advanced level courses and examinations from six academic areas: arts, English, history and social sciences, mathematics and computer science, sciences and world languages

**ARD (Admission, Review, and Dismissal)**

An ARD committee makes an initial assessment about a student's eligibility for special education services and continues to make most of the major decisions about that student's individualized educational program. If an ARD committee is formed for your child, you will be a member of that committee.

**ASF (Available School Fund)**

A fund primarily made up of revenue generated by the state's fuel tax and by the Permanent School Fund. Each Texas school district is entitled to receive payments from the ASF.

**ASKTED (Texas Education Directory)**

An interactive, web-based application that enables all Texas school districts to update district personnel contact data as well as district and campus organizational data. All of the data are publicly available for download, and a compilation of the information, known as the Texas School Directory, is published annually on the TEA website.

## B

**BTIM (Beginning Teacher Induction Mentoring program)**

Programs designed to increase retention of beginning teachers. Under the Texas Education Code, public school districts and open enrollment charter schools may assign a qualified mentor teacher to each classroom teacher who has less than two years of teaching experience in a subject area or grade level.

## C

**CCLC (21<sup>st</sup> Century Community Learning Centers)**

A federally funded out-of-school time initiative that serves as a supplementary program to complement regular academic programs. This program is designed to enhance local reform efforts by assisting students in meeting academic standards in the core subjects. Also known as Texas Afterschool Centers on Education, or Texas ACE, the program serves students and their families by offering an array of academic assistance, enrichment, family and parental support services, and college and workforce readiness activities.

**CCSSO (Council of Chief State School Officers)**

A nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions.

**CIRCLE (Center for Improving the Readiness of Children for Reading and Education)**

A center actively involved in numerous research, community programs and training activities designed to promote quality learning environments for young children. It is located at The University of Texas Health Science Center at Houston (UTHSC-H).

**CIS (Communities In Schools)**

A stay-in-school program sponsored by the Texas Legislature. CIS uses a case management model to prevent dropouts, help students stay in school, learn successfully, and prepare for life

**CLEP (College-Level Examination Program)**

A program, administered by the College Board, that gives students the opportunity to receive college credit for what they already know by earning qualifying scores on any of 34 examinations

**CRT (Criterion Referenced Test)**

Tests that determine whether examinees have achieved a predetermined level of mastery of a skill or knowledge of a specific content area

**CSH (Coordinated School Health)**

A systemic approach to advancing student academic performance by promoting, practicing and coordinating school health education and services. The approach is designed to help students establish healthy behaviors that will last their lifetime.

**CSTS (Charter Schools Tracking System)**

A computer application designed to collect and report information related to Charter Schools. TEA employees use the application to respond to inquiries, maintain and update information, generate accurate and up-to-date reports, and share information with other applications.

## D

**DAP (Distinguished Achievement Program)**

A program that requires that, in addition to specific course requirements, students successfully complete any combination of four advanced measures that focus on demonstrated student performance at the college level or work equivalent to that done by professionals in the arts, sciences, business, industry or in community service

**DGB (Data Governance Board)**

A board that controls data usage. It conducts a sunset review each even-numbered year of all campus and district data collections required by TEA to determine whether the collections are still needed and to eliminate those that are not (TEC §7.060). Made up of staff from across the agency, the committee also reviews requests for new campus or district data collections. DGB ensures that multiple requests for the same data are not made of campuses and districts and that data collected from campuses and districts are required by state or federal statute or mandate. In addition, DGB reviews any new or amended rules proposed by the commissioner of education, State Board of Education, or State Board for Educator Certification for data implications.

**DATE (District Awards for Teacher Excellence)**

A program that allows school districts to create or continue a system of awards for educators who demonstrate success in student achievement

## E

**EDA (Existing Debt Allotment)**

A program that provides funding to school districts for debt service payments on eligible bonded debt

**EDIT+**

A web-based software application that provides a resource for Texas school regions, districts and campuses to submit their [PEIMS](#) data via the Internet. EDIT+ offers an interface for users to transfer PEIMS data files to TEA, validate the data, then generate reports. TEA uses PEIMS data to determine funding and accountability for each campus, along with providing data to TEA's Pre-Kindergarten-16 Public Education Information Resource Data Warehouse.

**EEO (Equal Educational Opportunity)**

An act that prohibits specific discriminatory conduct, including segregating students on the basis of race, color or national origin, and discrimination against faculty and staff. The Equal Educational

Opportunity Act of 1974 also requires school districts to take action to overcome students' language barriers that impede equal participation in educational programs.

### **EMAT (Educational Materials Online)**

A multipurpose web-based application that automates many of the processes involving the ordering, shipping, warehousing, redistribution and payment for state-adopted instructional materials requisitioned online by school districts and charter schools. Major users include textbook coordinators at school districts and charter schools, agency instructional materials and accounts payable staff, publisher depositories, freight carriers and express delivery companies, Braille and large type textbook producers, and publishing company sales staff.

### **ER (Expenditure Reporting)**

A web-based system for expenditure reporting. The Texas Education Agency (TEA) uses this system for recipients of both formula and discretionary grants to submit requests for reimbursement. Users are able to access "real-time" information on the status of their payments and have access to comments TEA makes with regard to particular payments requests.

### **ESEA (Elementary and Secondary Education Act)**

A federal law passed in 1965 that funded primary and secondary education. The act was reauthorized by Congress multiple times after its enactment and in 2001 was renamed the No Child Left Behind Act. This major education law is now being referred to as ESEA once again.

### **ESY (Extended School Year)**

Individualized instructional programs provided beyond the regular school year for eligible students with disabilities under IDEA.

### **ETAC (Education Technology Advisory Committee)**

A committee established by the Texas Legislature that works to increase the equity, efficiency and effectiveness of student learning, instructional management, staff development and administration. The committee is charged with recommending state and federal legislation as well as strategies for implementation of the Long-Range Plan for Technology 2006-2020.

### **EVI (Education Material for the Visually Impaired)**

This is part of the online instructional materials ordering system known as EMAT. Districts are able to order Braille, large type or audio copies of adopted instructional material through this system.

## **F**

### **FASRG (Financial Accountability System Resource Guide)**

An official Texas Education Publication that describes the rules for financial accounting for charter schools, education service centers, and school districts

### **FERPA (Family Educational Rights and Privacy Act)**

A federal law that protects the privacy of student education records. Parents have a right of access to their children's education records. When a student turns 18 or enters college, the rights under FERPA transfer to the student.

**FIRST (Financial Integrity Rating System of Texas)**

An accountability rating for a school district. It is based on the district's overall performance on certain financial measurements, ratios, and other indicators that are established by the commissioner of education.

**(FSP) Foundation School Program**

The state program that establishes the amount of state and local funding due to school districts under the Texas school finance law.

**Full-Time Equivalent (FTE)**

This term refers to a full-time employee. When calculating the number of staff members employed by a district, for example, two half-time employees would equal one full-time equivalent employee.

## G

**GED (General Educational Development)**

A high school equivalency program. Individuals who pass the exam earn a high school equivalency diploma. The GED tests cover five subjects: math, science, social studies, writing and reading.

**GEEG (Governor's Educator Excellence Grant)**

A grant program that was federally and state funded. It provided three-year grants to schools to design and implement teacher performance pay plans from the 2005-06 to 2007-08 school years. GEEG was implemented in 99 high-poverty, high-performing Texas public schools.

## I

**IB (International Baccalaureate)**

A nonprofit educational foundation that offers three programs for students aged 3 to 19 to help develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world

**IDEA (Individuals with Disabilities Education Act)**

A law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities.

**IFA (Instructional Facilities Allotment)**

An allotment that provides funding to school districts for payments on debt service for the purchase, construction, renovation and expansion of instructional facilities

**IHE (Institute of Higher Education)**

A college or university

**ISP (Intensive Summer Program)**

A program that provides intensive academic instruction during the summer semester to promote post-secondary success for middle school and high school students identified as being at risk of dropping out of school

## L

**LEA (Local Educational Agencies)**

A public school district, open-enrollment charter school or regional education service center

### **Limited English Proficient (LEP) Student Success Initiative**

An initiative that provides intensive programs of instruction for students with limited English proficiency. It also provides training materials and other resources to assist teachers in developing the expertise required to enable students of LEP to meet state performance standards.

### **LFA (Local Fund Assignment)**

A portion of school districts' Tier I entitlement under the Foundation School Program, which the districts are responsible for funding. Tier I is made up of several allotments, including those for basic education, special education, career and technical education and other programs.

## **M**

### **MIC (Mathematics Instructional Coaches Pilot Program)**

A program that provides assistance in developing the content knowledge and instructional expertise of secondary mathematics teachers. To be eligible for the program, districts must have a high percent of students who are economically disadvantaged or a low percentage of students who meet standards on the mathematics Texas Assessment of Knowledge and Skills.

### **MOE (Maintenance of Effort)**

A federal fiscal requirement applicable to grant programs funded according to the Individuals with Disabilities Education Act and the No Child Left Behind Act. These federal laws require local education agencies to maintain fiscal effort for general and special education.

### **MOU (Memorandum of Understanding)**

A document that expresses mutual accord on an issue between two or more parties

### **MRT (Master Reading Teacher)**

Reading teachers who mentor other teachers as they meet the diverse reading needs of their students

## **N**

### **NAEP (National Assessment of Educational Progress)**

A program of the U.S. Department of Education known as the "nation's report card." It provides information on state and national student achievement and achievement changes over time.

### **NACAC (National Association for College Admission Counseling)**

An organization of more than 10,000 secondary school counselors, independent counselors, college admission and financial aid officers, enrollment managers and organizations who guide students through the secondary-to- higher-education transition process. This organization was founded in 1937.

### **NBPTS (National Board of Professional Teaching Standards)**

A nonprofit, nongovernmental organization whose mission is to improve the quality of teaching and learning. NBPTS is designed for teachers seeking a national certification.

### **NCLB (No Child Left Behind)**

A program passed in 2001 that supports standards-based education reform. The act requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools. The act does not assert a national achievement standard; standards are set by each individual state.

**NHR (National Honor Roll)**

An organization that recognizes high school and middle school students for exceptional academic success. To be included, students must provide the National Honor Roll with detailed information about their accomplishments and extracurricular activities.

**NHS (National Honor Society), NJHS (National Junior Honor Society)**

National organizations established to recognize academic achievement, leadership, service and character in high school and middle level students

**NIFA (New Instructional Facility Allotment)**

An allotment that provides operational expenses associated with the opening of a new instructional facility

**NMSC (National Merit Scholarship Corporation)**

An independent, not-for-profit organization that conducts the National Merit® Scholarship Program and the National Achievement® Scholarship Program - annual competitions for recognition and college undergraduate scholarships. This organization was established in 1955.

## O

**OCR (Office for Civil Rights)**

A USDE agency that works to ensure equal access to education and to promote educational excellence throughout the nation through enforcement of civil rights

**OEYP (Optional Extended Year Program)**

A program that provides extended-day, extended-week or extended-year grants for students at risk of not being promoted to the next grade or at risk of not graduating from high school. OEYP works to increase academic skills and reduce student grade level retention.

## P

**PBMAS (Performance Based Monitoring Analysis System)**

An automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain title programs under NCLB)

**PDF (Portable Document Format)**

A format for documents that lets users capture and view information from almost any application and on any computer system. This format was invented by Adobe Systems.

**PEIMS (Public Education Information Management System)**

An application that encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information

**PGA (Carl D. Perkins Career and Technical Education Grant Application)**

A federal grant administered by the Division of Formula Funding per the Perkins Act of 2006: PL 109-270. All districts are eligible to apply for these funds to support Career and Technical Education (CTE) programs.

**PEG (Public Education Grant)**

A program that permits parents whose children attend under-performing schools to request a transfer of their children to schools in other districts. A list of PEG-designated schools is provided to

districts annually. By February 1, districts must notify each parent of a student in the district assigned to attend a school on the PEG list. Based on the February list, parents may request a transfer for the following school year.

**PIA (Public Information Act)**

A Texas state law that gives the public access to government records. All government information, with certain exceptions, is presumed to be available to the public.

**PID (Person Identification Database)**

A system used by TEA to manage and store identifying information on students and teachers in the Public Education Information Management System (PEIMS). The purpose of the PID system is to ensure that each time data are collected for the same individual, certain pieces of basic identifying information match.

**PKES (Prekindergarten Early Start Grant)**

A grant that provides funds to school districts and open-enrollment charter schools to prepare students to enter kindergarten on or above grade level

**PKG (Texas Prekindergarten Guidelines)**

Guidelines developed to help educators provide all preschool children with the proper foundations for school success

**PSF (Permanent School Fund)**

A fund created with a \$2 million appropriation by the Texas Legislature in 1854 expressly for the benefit of the public schools of Texas. The Constitution of 1876 stipulated that certain lands and all proceeds from the sale of these lands should also constitute the PSF.

## R

**RFP (Request for Proposals)**

A competitive solicitation method used for highly technical or specialized services. It is generally used when there is no direct legal authority to acquire services exceeding \$25,000.

**RFQ (Request for Qualifications)**

A competitive solicitation document requesting submission of qualifications or specialized expertise in response to the scope of services required

**RFO (Request for Offer)**

A solicitation for computer-related products or services exceeding \$5,000 requesting the submission of an offer in response to the required scope of services, including a cost proposal

**RFI (Request for Information)**

A general invitation to contractors requesting information for a potential future agency solicitation. The RFI is typically used as a research and information-gathering tool for preparation of a solicitation.

**RFA (Request for Application)**

An application for a grant. It is used usually used for school districts or open-enrollment charter school grants.

**RTI (Response to Intervention)**

The practice of meeting the academic and behavioral needs of all students through high-quality

instruction and scientific research-based tiered interventions, frequent monitoring of student progress, and application of student response data.

## S

### **SAI (Special Accreditation Investigation)**

An accreditation investigation in response to conflict between members of the board of trustees or between the board and district administration that may be authorized by the commissioner of education if it appears the conflict involves a violation of the statutory duties of the board members or the administration. The investigation involves agency staff reviewing a district's or charter's accountability and performance measures. This investigation is authorized under Texas state law.

### **SAT**

A college entrance examination administered by the College Board

### **SBEC (State Board for Educator Certification)**

A state board that provides certification testing for educators, investigates allegations of educator misconduct, assists colleges, universities and alternative programs in developing and implementing teacher certification training programs, and ensures the quality of these programs

### **SBOE (State Board of Education)**

A state board comprising 15 elected members from districts throughout the state that establishes policy and provides leadership for the Texas public school system. The board sets curriculum standards, determines passing scores for state-mandated assessment tests, and oversees the investment of the Permanent School Fund.

### **SCE (State Compensatory Education)**

Programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school

### **SENS (Statewide Education Notification System)**

An information delivery system that provides critical and time-sensitive information from TEA to ESCs, school districts, charter schools and other organizations through email, phone, voice mail, and pagers.

### **SES (Supplemental Educational Services)**

Additional academic instruction designed to increase the academic achievement of students in campuses needing improvement. These services may include tutoring, remediation and other educational interventions.

### **SHARS (School Health & Related Services)**

A Medicaid financing program that is a joint effort of TEA and the Texas Health and Human Services Commission (HHSC). SHARS allows local school districts and shared services arrangements to obtain Medicaid reimbursement for certain health-related services provided to students in special education.

### **SIP (School Improvement Program)**

A program that provides supplemental funds to Title I campuses that fail to make adequate yearly progress (AYP) for two or more consecutive years. Funds are used to improve student achievement.

### **SRCS (School Readiness Certification System)**

A system used to determine the effectiveness of prekindergarten, Head Start, and community-based child care programs in preparing children for kindergarten

## **STAAR (State of Texas Assessments of Academic Readiness)**

A series of state-mandated standardized tests given to Texas public school students in grades 3-8 and those enrolled in five specific high school courses. First given in spring 2012, STAAR is based on the state's curriculum standards called the Texas Essential Knowledge and Skills (TEKS).

# T

## **TAAS (Texas Assessment of Academic Skills)**

The student assessment system from 1990-2002. It was replaced by the Texas Assessment of Knowledge and Skills (TAKS).

## **TAC (Texas Administrative Code)**

A compilation of all state agency rules in Texas. These rules are collected and published by the Office of the Secretary of State. There are 16 titles in the TAC. Each title represents a subject category, and related agencies are assigned to the appropriate title. State Board of Education and Commissioner of Education Rules are codified in the TAC under Title 19, Education, Part 2, Texas Education Agency. State Board for Educator Certification Rules are codified in the TAC under Title 19, Education, Part 7, State Board for Educator Certification.

## **TAKS (Texas Assessment of Knowledge and Skills)**

Criterion-referenced achievement tests designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. The TAKS program was launched in 2003 and was replaced by the STAAR (State of Texas Assessment of Academic Readiness) program beginning in 2012.

## **TANF (Temporary Assistance for Needy Families)**

A federal program that provides financial and medical assistance to needy dependent children and the parents or relatives with whom they are living

## **TAP (Teacher Advancement Program)**

A comprehensive strategy to attract, develop, motivate and retain high-quality teachers by providing multiple career options for classroom teachers. The program provides ongoing training, instructionally focused accountability, salary increases based on teacher's duties, and bonuses to teachers based on teacher and student performance.

## **TAPR (Texas Academic Performance Reports)**

An annual statistical report produced each fall that contains a wide range of information about student performance, school and district staffing, programs, and student demographics. TAPR replaced the Academic Excellence Indicator System (AEIS) report in the 2012-2013 school year.

## **TCDD (Texas Council for Developmental Disabilities)**

A 27-member board dedicated to ensuring that all Texans with developmental disabilities have the opportunity to be independent, productive and valued members of their communities. Using a variety of methods, the Council works to ensure that the service delivery system provides comprehensive services and supports that meet people's needs, are easy to access, and are cost effective.

## **TCER (Texas Center for Educational Research)**

A center that provides original, nonpartisan educational research and evaluation to policymakers, state agencies, nonprofit education organizations, and school districts

**TEA (Texas Education Agency)**

The Texas agency that provides leadership, guidance, and resources to help schools meet the educational needs of all students. Located in Austin, Texas, TEA is the administrative unit for primary and secondary public education. Under the leadership of the commissioner of education, the agency manages the textbook adoption process, oversees development of the statewide curriculum, administers the statewide assessment program, administers a data collection system on public school students, staff and finances, rates school districts under the statewide accountability system, operates research and information programs, monitors for compliance with federal guidelines and serves as a fiscal agent for the distribution of state and federal funds.

**TEAMS (Texas Educating Adults Management System)**

The current web-based management information system for adult education in Texas. The system is made up of data collected according state and federal definitions and is entered by local Adult Education providers who receive state and federal adult education funds. Adult education services are provided to persons beyond compulsory education (adults) who need adult basic education and do not have a high school diploma or need to learn to speak English. TEAMS produces adult education state and federal reports.

**TEC (Texas Education Code)**

A set of the state statutes (laws) governing public education in Texas. It applies to all educational institutions supported in whole or in part by state tax funds, unless specifically excluded by the code. The TEC directs the goals and framework of public education in Texas. It is established by the Texas Legislature.

**TED (Texas Education Directory)**

The online Texas Education Directory. TEA employees, school districts, and the general public use AskTED to find contact information and create mailing labels for Texas public schools, districts and education service centers.

**TEKS (Texas Essential Knowledge and Skills)**

State educational standards for what students should know and be able to do from prekindergarten through high school

**TELPAS (Texas English Language Proficiency Assessment System)**

An assessment for the progress limited English proficient (LEP) students make in learning the English language

**THEA (Texas Higher Education Assessment)**

A test that assesses the reading, mathematics, and writing skills that entering freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges or universities

**THECB (Texas Higher Education Coordinating Board)**

A board created by the Texas Legislature in 1965 to "provide leadership and coordination for the Texas higher education system to achieve excellence for the college education of Texas students." The Coordinating Board meets quarterly in Austin.

**TIP (Technology Immersion Pilot)**

A 1:1 computing initiative that built a model for using immersion technology that is replicable, encompasses all the tools needed in a 21st Century Learning environment, and promotes engagement and anytime, anywhere learning for both students and teachers. The Texas Education

Agency provides leadership and senior management of TIP in collaboration with school district, consulting, communications, research and evaluation, and vendor partners.

**TOY (Teacher of the Year)**

The highest honor that the state of Texas can bestow upon a teacher. Facilitated by the Texas Education Agency, the Texas Teacher of the Year Program annually recognizes and rewards teachers who have demonstrated outstanding leadership and excellence in teaching. Winners are chosen from representatives of each of the 20 Regional Education Service Centers.

**TPEIR (Texas PK-16 Public Education Information Resource)**

A resource that provides stakeholders in public education - including administrators, educators, state leadership, researchers, and professional organizations - with access to public primary, secondary, and higher education information for purposes of research, planning, policy development, and decision-making

**TPM (Texas Projection Measure)**

A measure for the Texas Assessment of Knowledge and Skills (TAKS) that estimates whether a student is likely to pass TAKS assessments at a future grade (grades 5, 7 [writing only], 8, or 11). This measure is based on three pieces of data: (1) the student's current performance on TAKS, (2) the student's previous-year performance in the subject of interest, and (3) the TAKS scores of all students on the campus that the student attends.

**TREx (Texas Record Exchange)**

A web-based software application designed for the exchange of electronic student records as mandated by the 79th Legislature, 3rd Called Session, 2006 (House Bill 1). By using the TREx application, school registrars can electronically request and receive student records for students who have attended or will be attending Texas public schools. High school registrars and counselors also can electronically create and send official student transcripts to Texas public colleges and universities, using TREx to access the University of Texas (UT) SPEEDE server.

**TSD (Texas School for the Deaf)**

A school for students who are deaf and hard of hearing. It serves as a resource center on deafness for students, parents, professionals and others.

**TSBVI (Texas School for the Visually Impaired)**

A special public school in the continuum of statewide placements for students who have a visual impairment. It is also a statewide resource for parents of these children and professionals who serve them. Students, ages 6 through 21, who are blind, deaf blind, or visually impaired, including those with additional disabilities, are eligible for consideration for services at TSBVI.

**TSII (Texas School Improvement Initiative)**

A state-wide educational leadership network of school district representatives trained in effective school practices: practitioners with expertise in analyzing student outcomes, planning, decision making, and program evaluation

**TSR! (Texas School Ready!)**

A program (formerly known as TEEM-Texas Early Education Model) that is a high-quality early childhood model, based on proven school readiness components

**T-STEM (Texas Science, Technology, Engineering and Mathematics Initiative)**

An initiative that includes academies, professional development centers and a network all designed to improve instruction and academic performance in science- and mathematics-related subjects at secondary schools

**TXPEP (Texas Principal Excellence Program)**

A self-paced professional development program for principals and aspiring principals in school districts and charter schools. The objective is to enhance individual leadership skills of participants by providing both business management and educational administration professional development.

**TxVSN (Texas Virtual School Network)**

A network that provides Texas public school students access to online courses that align with the Texas Essential Knowledge and Skills

## U

**UIL (University Interscholastic League)**

A league created by The University of Texas at Austin to provide educational extracurricular academic, athletic, and music contests. UIL organizes and supervises contests that assist in preparing students for citizenship.

## W

**WADA (Weighted Average Daily Attendance)**

The weighted average daily attendance figure used in several state funding formulas to calculate the amount of state and local funds to which a district is entitled

**WebER (Web Expenditure Reporting)**

A web-based system for expenditure reporting now referred to as Expenditure Reporting (ER). The Texas Education Agency (TEA) uses this system for recipients of both formula and discretionary grants to submit requests for reimbursement. Users are able to access "real-time" information on the status of their payments and have access to comments TEA makes with regard to particular payments requests.