

New Board Member Training Meeting

Wednesday, December 10, 2014 5:30 PM



Agenda of New Board Member Training Meeting

The Board of Trustees Garner ISD

A New Board Member Training Meeting of the Board of Trustees of Garner ISD will be held December 10, 2014, beginning at 5:30 PM in the District Conference Room.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order
2. Establish Quorum
3. Prayer and Pledge
4. New Board Member Training 3
Presenter: Rebecca Hallmark
5. Consider Adjourn

Overview of Continuing Education Requirements for School Board Members

Continuing Education Required of Local School Board Members	Tier	First Year Board Member	Experienced Board Member	Provider
Local District Orientation	1	Required within 60 days of election or appointment (no specified length of time)	Not required	Local district
Orientation to the Texas Education Code	1	3 hours	Not required	Education Service Center
Update to the Texas Education Code	1	Not required	<i>After legislative session:</i> length determined by issues addressed in legislation	Any registered provider
Team-building Session/Assessment of Continuing Education Needs of the Board-Superintendent Team	2	At least 3 hours	At least 3 hours each year	Any registered provider
Additional Continuing Education, based on assessed needs and the Framework for Governance Leadership	3	At least 10 hours	At least 5 hours each year	Any registered provider
Continuing Education Required of All Elected Public Officials— Effective 1/1/2006		First Year Board Member	Experienced Board Member	Provider
Open Meetings Training		1 hour Required within 90 days of election or appointment		Attorney General's Office or other approved provider
Public Information Act Training (Boards may delegate this training to the district's public information coordinator)		Check local district policy for any board requirement (BBD Local)		Attorney General's Office or other approved provider

If you have questions about continuing education requirements for school board members, please call 800-580-8272, extension 2219 or visit LTS.tasb.org. For information about Leadership Team Services (LTS) and its programs and services, go to LTS.tasb.org, or call 800-580-8272, extension 6161.

Updated 12/2008

**GARNER
INDEPENDENT SCHOOL
DISTRICT**



**BOARD OF TRUSTEES
OPERATING PROCEDURES**

“BEST IN THE WEST”

GARNER INDEPENDENT SCHOOL DISTRICT BOARD OPERATING PROCEDURES

PREFACE

It is the responsibility of the Board of Trustees, as a body corporate, to create policy for the school district, and it is the responsibility of the Superintendent and staff to manage and lead the district, and ensure that the policies adopted by the Board are implemented. In effective school systems, the Superintendent and the Board function as a “Team of Eight.” The Garner Independent School District Board Operating Procedures provide guidance to the Board and the Superintendent in the operation of this “Team of Eight” so it may function as a cohesive and effective unit in its mission to accomplish the goals and priorities of the school district. The Board Operating Procedures serve as standard operating procedures that supplement the local policies of the school district. Specifically, the following policies apply directly to the Board of Trustees and are incorporated herein by reference:

BA (Legal) BOARD LEGAL STATUS
BAA (Legal) BOARD LEGAL STATUS - POWERS AND DUTIES
BBA (Legal) BOARD MEMBERS - ELIGIBILITY/QUALIFICATIONS
BBC (Legal) BOARD MEMBERS - VACANCIES AND REMOVAL FROM OFFICE
BBD (Local) BOARD MEMBERS - TRAINING AND ORIENTATION
BBD (Exhibit) BOARD MEMBERS- TRAINING AND ORIENTATION
BBD (Legal) BOARD MEMBERS - TRAINING AND ORIENTATION
BBE (Legal) BOARD MEMBERS- AUTHORITY
BBE (Local) BOARD MEMBERS- AUTHORITY
BBF (Local) BOARD MEMBERS- ETHICS
BBFA (Local) BOARD MEMBERS- ETHICS, CONFLICT OF INTEREST DISCLOSURE
BBFA (Legal) BOARD MEMBERS- ETHICS, CONFLICT OF INTEREST DISCLOSURE
BBFA (Exhibit) BOARD MEMBERS- ETHICS, CONFLICT OF INTEREST DISCLOSURE
BBFB (Legal) BOARD MEMBERS- ETHICS, PROHIBITED PRACTICES
BBG (Legal) BOARD MEMBERS - COMPENSATION AND EXPENSES
BBG (Local) BOARD MEMBERS - COMPENSATION AND EXPENSES
BBI (Local) BOARD MEMBERS - TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS
BDAA (Local) OFFICERS AND OFFICIALS - DUTIES AND REQUIREMENTS OF BOARD OFFICERS
BDAA (Legal) OFFICERS AND OFFICIALS - DUTIES AND REQUIREMENTS OF BOARD OFFICERS
BDB (Legal) BOARD INTERNAL ORGANIZATION- INTERNAL COMMITTEES
BDB (Local) BOARD INTERNAL ORGANIZATION- INTERNAL COMMITTEES
BE (Legal) BOARD MEETINGS
BEC (Legal) BOARD MEETINGS- CLOSED MEETINGS
BED (Legal) BOARD MEETINGS- PUBLIC PARTICIPATION
BED (Local) BOARD MEETINGS- PUBLIC PARTICIPATION
BJCD (Local) SUPERINTENDENT - EVALUATION
BJCD (Legal) SUPERINTENDENT – EVALUATION
BQ (Local) PLANNING AND DECISION-MAKING PROCESS
BQ (Legal) PLANNING AND DECISION-MAKING PROCESS

GARNER INDEPENDENT SCHOOL DISTRICT BOARD OPERATING PROCEDURES

STANDARDS OF CONDUCT

PORTRAIT OF A GISD BOARD MEMBER

The Garner ISD School Board member provides direction and promotes student success by supporting and celebrating the characteristics cited in the portraits of the administrator, the teacher, and the graduate. The Board member is a:

- Logical Visionary who provides guidance and direction for accomplishing the vision of the District and who strives to address the District's future growth and diversity while mindful of its past and present goals and decisions;
- Reflective Investigator who understands the limits of personal knowledge, who seeks to expand that knowledge through all available resources, and who commits to continuous improvement by thoroughly, critically, and creatively examining those resources;
- Thoughtful Decision Maker who solves problems by carefully considering the information and recommendations of the District's resources, who embraces differences of opinion in the decision-making process, and who accepts and supports the resulting decisions of the Board;
- Dedicated Team Player who is trustworthy and collaborative while working with other board members, professional educators, and members of the community to arrive at consensus; and
- Knowledgeable Advocate who promotes excellence in education by seeking to understand programs and processes, who respects student differences and developmental levels, and who supports a challenging curriculum for all students.

BOARD MEMBER'S CREED AND ETHICS

The Board Member's Creed

"I am a citizen elected to represent the people of the entire school district, not just a specific group of people, geographic area, or political party.

I realize that my authority as a member of the Board of Education only exists during a legally-announced meeting, and that at all times I am a private citizen.

I do not need to know all the facts of the educational process or of general school administration. I am not expected to do this work, but I am responsible for seeing that the work is done.

My work as a member of the Board of Education consists of assisting in choosing a competent superintendent to guide the District, deciding within the provisions of the applicable laws what is to be done, setting educational priorities, and appraising the work to see that it is done competently and economically.

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The administration of the educational program and the conduct of school business shall be left to the superintendent and his staff. I deal directly with the superintendent or through the board president and do not attempt to handle school business matters with other District employees.

I listen impartially to all persons who come to me with questions, problems, and/or comments on the capabilities or personalities of school employees, direct them to the appropriate employees of the school district, and apprise them of the administrative procedure for all grievances.

I must make my own decisions.”

The Board Member’s Code of Ethics

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:

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others’ ideas.
- I will be accountable to the public by accurately communicating District policies, programs, priorities, and progress.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.
- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.
- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.
- I will focus my attention on fulfilling the Board’s responsibilities of goal setting.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.
- I will be continuously guided by what is best for all students of the District.

BOARD MEMBER’S STANDARD OF BEHAVIOR

- Board members should be knowledgeable of the Board’s Creed and Code of Ethics.
- Board members will review the Board Operating Procedures annually during the Team of Eight training.

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- During Board meetings, Board members, working in concert with the Superintendent, should strive to create and maintain a meeting atmosphere that allows the District’s “Team of Eight” to work in harmony and serve as an example to students and employees.
- Board members should maintain the confidentiality of documents and discussions from closed session items and meetings.
- Board members are responsible for policing each other. When a Board member fails to adhere to the standards of behavior or the Board operating procedures, the Board president should address the concern.
- Repeated failure to adhere to the standards of behavior or Board operating procedures will result in the Board president meeting with the Board member to address the concerns.
- When appropriate, the Board may also issue a private warning to the offending Board member and, in the case of repeated violations or violations of a sufficiently egregious nature, publicly reprimand or censure the Board member by formal action of the Board.

SUMMARY OF KEY ROLES AND RESPONSIBILITIES OF THE BOARD

- Recognize the respective roles of the Texas Legislature, State Board of Education, the Texas Education Agency and the local Boards of Trustees in the governance of the public schools;
- Fulfill the statutory duties of the local Board of Trustees and uphold all laws, rules, ethical procedures and court orders pertaining to schools and school employees;
- Focus its actions on policy making, planning and evaluation of the District’s vision, mission and goals;
- Adopt a planning and decision-making process consistent with state statutes that uses participation, information, research and evaluation to help achieve the District’s vision;
- Ensure that the District planning and decision-making process enables all segments of the community, parents and professional staff to contribute meaningfully to achieving the District’s vision;
- Develop and adopt policies that provide guidance for accomplishing the District’s vision, mission and goals;
- Adopt a budget that incorporates sound business and fiscal practices and provides resources to achieve the District’s vision, mission and goals;
- Adopt goals, approve student performance objectives and establish policies that provide a well-balanced curriculum resulting in improved student learning;

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- Approve goals, policies and programs that ensure a safe and disciplined environment conducive to learning;
- Oversee the management of the district by employing a superintendent and evaluating the Superintendent's performance in providing educational leadership, managing daily operations and performing all duties assigned by law;
- Adopt policies and standards for hiring, assigning, appraising and compensating school district personnel in compliance with state laws and rules; and
- Attending district activities (such as graduations, spotlight awards, and school dedications) whenever possible.

GOVERNANCE

Board members, as individuals, may not exercise authority over the school district, its property, or its employees. Except for appropriate duties and functions of the Board President, an individual member may not act on behalf of the Board without the express authorization of the Board. [BBE (local)] When Board members get into the day-to-day details of administering the district, they are not fulfilling the Board's responsibility to look to the future. The Board should let the superintendent run the district (as specified by the Board President before every board meeting).

- Board Meetings
 - The Board will observe the modified parliamentary procedures in Roberts Rules of Order, Newly Revised for Small Assemblies. [See attached *Practical Parliamentary Procedures* by the Texas Association of School Boards.]
 - In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings.
 - Board member requests for agenda items should be submitted to the Board President one week before the regular monthly Thursday committee of the whole work session, and the Board President will review and approve the agenda item before it is presented to the Superintendent for inclusion on the agenda.
 - The Superintendent, in consultation with the Board President, may call a special-called meeting with at least 72 hours notice.
 - To make meetings more efficient, reports to the Board will be written unless they are either required by law, compelled by importance, or politically significant. Additionally, the Board will develop a consent agenda, which may contain those items that are recurring or routine in nature, or for which there are no further questions after discussion of the Board during a committee of the whole work session.
 - Board members should make every effort to have requests for additional information or clarification of an agenda item submitted to the Superintendent no later than 48 hours prior to the committee of the whole work session.

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- Board members should notify the Superintendent in advance of any interest in removing an item from the consent agenda.

- Board member visits to campuses as a Board member. Board members are encouraged to visit the campuses in the school district. Such visits shall be regarded as informal expressions of interest in and support of school affairs, and are not “inspections” or visits for supervisory or administrative purposes. When visiting a campus, Board members should adhere to the following:
 - Board members wishing to visit a campus should inform the Superintendent’s office and the campus Principal at least 24 hours in advance of the visit.
 - Board members must check in at the Principal’s office and follow campus visitor guidelines.

These guidelines do not pertain to visits as a parent or as a spectator to school events. Board members with children enrolled in the school district are entitled to the same rights, privileges and courtesies as all other parents or guardians. However, when engaging in conferences or interactions with school personnel as a parent, a Board member shall not let his/her official position interfere or dictate decisions that should be fair and impartial.

- Board Access to and Requests for Information. Board members, acting in their official capacity, have access to information that may be withheld from members of the general public. For instance, Board members have access to student and employee information that is otherwise confidential under the law to the general public. Board members who receive access to confidential records in their official capacities have a responsibility to maintain that confidentiality. Board members may also request existing information and/or reports regarding the district through the Superintendent. Before requesting information, Board members should consider whether the information is a “need to know” or a “nice to know.”
 - When an individual Board member submits a request for information outside a Board meeting, the response will be shared with all Board members.
 - If a Board member requests information outside of a Board meeting that does not exist and information or a report must be generated that will require more than one hour by staff, the Superintendent shall refer the request to the Board president. The Board president will confer with the Board member and determine if the request should be fulfilled. If it is determined that the information or report will be generated, the amount of personnel time required will be noted by the Superintendent and shared with all Board members.

COMMUNICATION

- Communications with the Superintendent:

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- The Superintendent will communicate with all Board members at least weekly via Board Notes in order to update the Board regarding District events and/or information or reports requested by the Board.
- The Board shall promptly communicate any questions or concerns to the Superintendent and should not wait until the Superintendent's formal evaluation to address concerns.
- The Board shall evaluate the Superintendent at least annually in accordance with local policy. [BJCD (local)]
- Communications with the Community:
 - The Board will communicate with the community through Board meetings, public hearings of the Board, Board-authorized presentations to the community, and District publications.
 - Board members shall listen to District patrons that address the Board during the public participation portion of regular Board meetings, but may not take action related to the comments made. The Board President, as the spokesperson for the Board, may respond with specific factual information or recitation of existing policy in response to an inquiry, but the Board shall not deliberate or take action regarding any subject that is not on the agenda notice of the meeting. [BED (local)]
 - In response to citizen requests or complaints to an individual on the Board, the Board member should never use the words, "I'll look into it." Rather, citizens should be reminded of due process and that the Board member must remain impartial in case the situation comes before the Board. The citizen should then be directed to contact the appropriate campus principal, District administrator, or the Superintendent. Board members should contact the Superintendent and advise him/her of the referral.
 - Board members should always refer the individual back to the lowest possible level to resolve the problem, and if the citizen indicates that he/she has already addressed the concern with the campus-level administrator, then the citizen should be referred to the Superintendent's Office.
 - In response to employee requests or complaints, the same procedures for citizen complaints should be followed.
 - The Board of Trustees encourages employee and community input, however, anonymous phone calls or letters will not receive discussion or response. Anonymous calls or letters that allege employee misconduct should be referred to the Superintendent. Signed letters of concern should be forwarded to the Superintendent for response. When appropriate the Board will be provided a copy of the response.
 - Media requests: The District works with the local media to provide information to the community regarding the goals, achievements, and needs of the District. All written

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requests for information should be forwarded to the Legal Services Office, which serves as the Superintendent's designee for public information.

- If a Board member receives a telephone call from the media, the call should be directed to the Board's spokesperson, the Board president, if it involves particular Board action, or the Superintendent's Office if it relates to district operations, personnel, students, or other issues separate from specific Board action.

BOARD TRAVEL GUIDELINES

In addition to the requirements in BBG (legal) and (local), the Board shall adhere to the same meal reimbursement procedures and rates as employees as outlined in DEE (local) and (regulation). Additionally, the following expense-reimbursement guidelines are agreed upon by the Board members:

- All Board members may attend the annual state TASA/TASB Convention, and the Board's TASB representative(s) may attend appropriate TASB meetings in accordance with GISD's representation on the TASB board of directors.
- The Board's representative(s) may attend the North Texas Area Association of School Boards
- All Board members may attend the Region XI Education Service Center Board training sessions and/or meetings.
- The Board's representative(s) may attend the legislative sessions and/or meetings of the State Board of Education as appropriate.
- The Board's representative(s) may attend any bond rating presentations, with a maximum of three Board members at any one presentation. The representation at the bond rating presentations shall be determined on a rotating basis.
- Board members may attend local breakfast, lunch, or dinner meetings that are education-related or related to Board and/or District business.
- Exceptions to the above must be approved by a majority of the Board members.

***GARNER INDEPENDENT SCHOOL DISTRICT BOARD
OPERATING PROCEDURES***

ORGANIZATIONAL EVALUATION/TRAINING

- During the Team of Eight training, the Board shall establish a specific plan for Board training, which may include a self evaluation instrument.
- Quarterly meetings may be scheduled as needed to discuss team building and how we are doing business, as determined by the Board.
- The Board will identify a process for educating new Board members annually during the Team of Eight training. New Board members will be provided with a list of requirements for their review and implementation.
- The Board will evaluate the Board's processes annually during the Team of Eight training.
- The Board's officers will meet with new Board members in order to educate new members on the Board's Operating Procedures. This should ideally occur prior to the first regularly-scheduled Board meeting following the new member's election or appointment.

Garner Independent School District Board of Trustee Operating Procedures and Reference Manual

Purpose

This manual was assembled to provide trustees, or any concerned citizen with a reference manual on how the Garner ISD Board of Trustees operates. While every attempt was made to ensure accuracy, any dispute in policy is governed by the official policy manual maintained by the Superintendent, as adopted by the Board.

Review

To make sure that all trustees are in agreement with these operating procedures, board members will review them at the first regular meeting after the election to discuss any amendments that may be needed in procedure. At the next regular meeting an agenda item should be placed to consider any proposed amendments or changes to procedure.

Contents:

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Board/Superintendent Evaluations

District or Campus Visits

Training

Board Member Compensation and Expenses

Appendices

A Contact Information

B Board Operating Calendar

C Finance Overview

Board Organization, Duties, and Responsibilities

Organization

- At the first meeting following school board elections an agenda item will be placed to disband the present Board and select new officers.
- Nominations and voting must take place in open session. From BEC (legal)
- The Board shall elect a President, Vice President, and a Secretary, who shall be members of the Board. Officers shall be elected by plurality vote of the members present and voting. Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. A vacancy among officers of the Board shall be filled by majority action of the Board. [From BDA (local)]
- Typically the selection of officers will follow the outline below.

- Motion made, seconded, and passed to disband the current board and appoint the Superintendent as temporary chairperson.
- The temporary chairperson then asks the Board for nominations for the office of Board President.
- After nominations have ceased, the temporary chairperson then calls for the vote, with the selection being made by majority vote of those members present.
- The temporary chairperson then turns the chair to the newly elected President.
- The President then asks for nominations to the office of Vice President, (the President is allowed to make nominations) after nominations have ceased the President then calls for the vote with the selection being made by majority vote of those members present.
- Selection of Secretary shall follow the procedure described above, with the selection being made by majority vote of those members present.

Duties

President

- The Board Presidents' legal duties and powers are described in detail in the policy book. [From BDAB (legal)].
- In addition to the above stated duties the Board President shall:
 - Assist the Superintendent in the setting of the agenda, meeting dates, and sign legal documents. [From BDAB (legal)]
 - Preside at all board meetings unless unable to attend. [From BDAB (local)]
 - Have the right to discuss, make motions and resolutions, and vote on all matters coming before the Board. [From BDAB (local)]
 - Appoint all board committees, unless otherwise provided by policy or Board consensus. [From BDAB (local)]

Vice President [From BDAC (local)]

The Vice-President of the Board shall:

- Act in the capacity and perform the duties of the Board President in the event of the absence or incapacity of the President.
- Become President only upon being elected to the position.
- Perform other duties as prescribed by the Board.

Secretary [From BDAD (local)]

The Secretary of the Board shall:

- Keep or cause to be kept, an accurate record of the proceedings of each board meeting.
- Send, or cause to be sent, notices of board meetings.
- In the absence of the President and Vice-President of the Board, call the board meeting to order and conduct the election of a president pro tem.
- Perform other duties as directed by the Board.

Responsibilities

A detailed listing of Board responsibilities can be found at BAA (legal); however, the following is a brief overview of key responsibilities.

- Review and adoption of the District’s Vision/Mission Statement
 - Every three years beginning in the 2013-2014 school year the Board/Superintendent will have a workshop with members of the community and staff to review the district’s Vision/Mission Statement seeking input to ensure that the entire community supports the statement.
 - This workshop will be held in July.
 - Participants invited to attend the workshop should include, but not limited to; at least one parent member from the Campus Improvement Team, at least two campus teachers, and at least one business member of the district.
 - The Board shall review annually with the superintendent; the District’s Vision/Mission Statement and make any changes deemed necessary; this review is to be done in early January during the Board/Superintendent “Team of Eight” training.
 - This review should determine if the stated Vision represents a consensus of the basic ideas for the district.
 - At the regular meeting in January, the Board shall adopt or reaffirm the District’s Vision/Mission Statement.
- Review and adoption of District Goals
 - At the same community workshop a review of the District Goals shall be done.
 - At the same Board/Superintendent retreat a review of the District Goals shall be done.
 - The Board and Superintendent shall then meet with the business manager, and school principal for their input in finalizing District Goals.
 - At the regular meeting in January, the Board shall adopt the District Goals.
- Review and adoption of the District Budget
 - The Superintendent shall present the Board with a Budget Planning Calendar in February, stating the dates for budget workshops and topics to be covered.
 - The Board shall make final amendments to the current year budget and adopt the budget for the next year in July.

Board Meetings and Agenda

Meeting Place

- Unless otherwise provided in the notice for a meeting, board meetings shall be held at the campus library. [From BE (local)]

Meeting Time

- Regular meetings of the Board shall be held on the third Thursday of each month at 7:00 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. [From BE (local)]

Special or Emergency Meetings

- The time and place of special and emergency meetings shall be as set out in the notice for the meeting. [From BE (local)]

Agenda Preparation

- In consultation with the Board President, the Superintendent shall prepare the agenda for all board meetings. [From BE (local)]
 - Before the official agenda is posted for any meeting, the Superintendent shall consult with the Board President to ensure that the agenda and the topic included meet with the President's approval. [From BE (local)]
 - The Board 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. [From BE (local)]
 - Any trustee may request that a subject be included on the agenda for a meeting and the Superintendent shall include on the agenda of any meeting all trustee-related topics that have been timely submitted. [From BE (local)]
 - The Board President shall not have authority to remove from the agenda a subject requested by a trustee without that trustee's specific authorization. [From BE (local)]
 - The deadline for submitting items for inclusion on the agenda is noon of the fifth calendar day before regular meetings and noon of the third calendar day before special meetings. [From BE (local)]
 - The Superintendent shall provide a draft copy of the agenda for regular board meetings one week prior to the meeting to board members for review; however, items may be added or removed in accordance with above stated procedures. [From Regular Board Meeting - 8/20/2001]

Notice of Meetings

- 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.
- The district shall provide special notice of each meeting to any news media that has requested it and agreed to reimburse the district for the cost of providing the special notice. When an emergency meeting is called or an emergency item added to an agenda, the Board President should notify any news media that have previously requested special notice of all meetings. [From BE (Legal)]

Closed Meetings

- Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, as provided by law. [From BEC (Legal)]
- For each closed meeting, except for consultations with its attorney, the Board shall keep a certified agenda of the proceedings. The presiding officer and secretary shall certify that the agenda is a true and correct record of the proceedings. [From BEC (local)]
- Board members must limit discussion to those items specified in the closed session part of the agenda.
- No voting or polling of members is allowed in closed session, a final action, decision, or vote on a matter deliberated in a closed meeting must take place in an open meeting. [From BEC (Legal)]
- No board member or other participant in a closed meeting shall without lawful authority, disclose to a member of the public any deliberations made in a meeting that was lawfully closed to the public. [From BEC (Legal)]
- Board members should act in a professional manner while in a closed meeting.

Calling Special and Emergency Meetings

- The Board President shall call a special meeting at the President's discretion or on request by three or more members of the Board.
- The Board President shall call an emergency meeting when the President or three or members of the Board determine that an emergency or urgent public necessity as defined by the Open Meetings Act [see BE (Legal)], warrants the meeting.

Manner of Business

- The order of business for regular board meetings shall be as set out in the agenda accompanying the notice of the meeting. The order in which posted items are taken may be changed by consent of all board members present. [From BE (local)]
- 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. [From BE (local)]
- 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. [From BE (local)]
 - A board member may request that the reasoning behind their vote or abstention be recorded; the member should present the secretary with a written record to be included in the minutes for that meeting.
- Discussion shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board. The Board President shall also halt discussion if

the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the President shall not interfere with debate so long as members wish to address themselves to an item under consideration. [From BEC (local)]

Audience Participation

- Audience participation at a board meeting is limited to the 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 recognized by the presiding officer. No presentation shall exceed three minutes. Delegations of more than five persons shall appoint one person to present their views before the Board. [From BED (local)]
- At regular meetings the Board shall allot time 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. [From BED (local)]
- Board response is limited to specific factual information or recitation of existing policy 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. [From BED (local)]

Public Forums

- Notice of public forums should be posted at least 72 hours prior to the scheduled meeting stating the time, place, and topic of discussion.
- Trustee participation should be in the role of facilitator and clarification of facts.
- The Superintendent should make sure that the appropriate staff personnel are available to answer any questions relating to the topic of discussion.
- No deliberations or decisions can be made at public forums by the Board, all Board deliberations and decisions must be made at legally called meetings.

Communications

Between board members between meetings

- Members are encouraged to ask questions of other members but should be cautious of violating open meeting laws.
- Care should be taken in attending committee meetings or conferences with the Superintendent or other staff members, because attendance by more than three members constitutes a quorum and would require public notice.
- Attending social events such as an athletic contest, end-of-year banquets, theatre performances, and board training sessions do not require public notice.

Board member communication with the media

- To ensure that one common voice is heard concerning district matters, all requests from the media should be forwarded to either the Superintendent or Board President.
- Members who are approached by the media should be courteous and direct them to the appropriate person. Explain that to avoid any misunderstanding that it is Board procedure that the Superintendent or Board President should answer questions concerning the district.

Board member communication with the community

- When dealing with questions from members of the community, board members should be truthful and answer their questions when they know the answer, or point them to the person who should know.
- If the question is one that would involve a breach of closed session confidentiality or personal information concerning students or staff, explain that these are items that you cannot discuss with them and advise them why; such as it is against the law to discuss deliberations taken in closed session or release personal information of students or staff.
- If community members come to a board member with a complaint he/she should refer them to the closest person to the situation and explain the proper use of the “Chain of Command.” (See Complaints and Concerns)

Board member communication with staff

From the Superintendent

The Superintendent will communicate with the Board on a regular basis in order to keep the Board informed of district operations where appropriate. In particular, the Superintendent will update board members at regular board meetings, directly through telephone conversations or on an individual basis, and in writing. When possible a monthly board update (between regular meetings) shall be provided to board members reporting on district matters which may include personnel updates, pending issues, program reports, and scheduled activities.

For communication from a staff member to a board member:

- If the communication is a complaint, see Complaints and Concerns.
- If the conversation is not in the nature of a specific complaint, the board member will inform the Superintendent of the conversation as soon as practical.
- In the event the board member desires additional information regarding the conversation, he or she will negotiate an acceptable time frame with the Superintendent for the information to be collected and made available.

For communications from a board member to a staff member:

- The Superintendent receives all communication from board members intended for the staff. The exception is in situations regarding the board members’ request for

short answers to specific questions. (See Team Procedures for Requesting Additional Information) [From

Board Members' Request for Additional Information

- Requests for written/verbal information and/or reports (short answers or information that is readily available) will be provided by the Superintendent to all board members.
- Board members as individuals shall not exercise authority over the district, its property, or its employees; however, individual board members shall have the right to seek information from district records and employees in accordance with this policy. [From BBE (Local)]
- Individual members are encouraged to seek access to or copies of records from the Superintendent, but shall not be required to make request for records or copies through the Superintendent. Other district employees providing access to or copies of records to individual trustees shall inform the Superintendent of the records provided. [From BBE (Local)]
- 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 other district staff regarding the preparation of reports shall be by Board action or by request of an individual trustee made in a board meeting after discussion by the Board as a whole. {From BBE (Local)}
- Short answers to specific questions or clarification on previous communication.
 - Board members may contact the Assistant Superintendents, or the district's business manager to get an answer.
 - The person contacted will inform the Superintendent of the general nature of the inquiry as soon as practical.
- Additional information that is readily available with the district.
 - Board members will notify the Superintendent of their specific requirements.
 - An appropriate time frame for preparation and presentation of the information will be negotiated between the requesting board member and Superintendent.
 - If the requested information is deemed not to be readily available or a satisfactory time line cannot be negotiated, either the board member or Superintendent can place the issue on the next board meeting agenda to determine the Board's desires for the information.
- Additional information that does not currently exist and requires additional research.
 - These requests must be placed before the Board as an Action Item at its next scheduled meeting to determine the Board's desires in directing the Superintendent to develop the requested information.

- If the Board determines that the request is to be honored, it will determine an appropriate time line for presentation of the information at the same meeting that it directs the development of the requested information.

Complaints and Concerns

BED (local)]

When approached by staff members, students, parents, or other members of the community, board members should:

- Listen respectfully and then refer them back to the chain of command so that district policy can be applied in resolving the issue (i.e. teacher, principal, and then Superintendent).
- If, in the opinion of the board member, the chain of command has been followed or the complaint is regarding the chain of command, the board member will contact the Superintendent and ask clarifying questions regarding the situation.
- If the board member requests additional information about the specific complaint, he or she will negotiate an acceptable time frame with the Superintendent for that information to be collected and made available to all members.
- The board member will not direct the Superintendent to take any action on the complaint without Board approval.

The following policies apply to complaints or comments:

- By employees
 - Employee complaints in general: DGBA
 - Termination of employment:
 - Contractual: DF series
 - At-will: DCD
- By students or parents
 - Student/parent complaints in general: FNG
 - About sexual harassment: FNCJ
 - Student discipline: FO series
 - Instructional materials: EFA
 - Publications and prior review: FMA
- By other members of the community
 - Public complaints in general: GF
 - Instructional materials: EFA

Board/Superintendent Evaluations

Board Self-Evaluation

[From Regular Board Meeting – 6/16/2008]

The Board annually evaluates its performance in fulfilling the Board’s duties and responsibilities, and the Board’s ability to work with the Superintendent as a team. This evaluation consists of three phases:

- November - the Board will review the evaluation form and make necessary changes.
- December - the Board will receive the evaluation documents to individually assess the Board's performance; while this evaluation tool may change; the current document is the TASB "Framework for School Board Development" as an assessment tool. (See Appendix A)
- January - the Board will meet at a Special Called meeting to discuss and evaluate the individual assessments to achieve a consensus in the Board's performance.
- At the regularly scheduled meeting in January, the Board President will present a report of the evaluation for board approval and public record.

Superintendent Evaluation

[From BJCD (local)]

The Board shall prepare a written evaluation of the Superintendent at annual or more frequent intervals and may at any time conduct and communicate oral evaluations to augment its written evaluations. The written evaluation shall be based on the Superintendent's job description [see BJA] and other criteria identified by the Board.

The Board shall furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in a closed meeting.

The assessment tool used to evaluate the Superintendent is a mutually acceptable document that will strive to accomplish the following objectives:

- Clarify to the Superintendent his or her role, as seen by the Board.
- 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.
- Foster an early understanding among new board members of the evaluation process and the Superintendent's current performance objectives and priorities.
- Develop and sustain a harmonious working relationship between the Board and the Superintendent.
- Ensure administrative leadership for excellence in the district.

The evaluation of the Superintendent typically follows the timeline set below; however, as stated above may be done any time the Board feels it is necessary.

- July – The Board will meet with the Superintendent to review the Board's goals for the district and what will be expected of the Superintendent along with his/her own stated goals and make necessary changes to the evaluation document.
- December/January – in a closed meeting the Board will conduct an oral evaluation of the Superintendent.
- June (at least one week before the scheduled evaluation)- each board member will be given the evaluation document to individually assess the Superintendent's performance along with a copy of the document completed by the Superintendent along with necessary supporting documentation. (See Appendix B)

- At a Special Called meeting in June, the Board will assemble in closed session to discuss the individual assessments and achieve a consensus of the Superintendent's performance. It shall be board discretion if the superintendent shall attend the assessment session; however, after consensus has been achieved, the Board will furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in a closed meeting. The board and superintendent may also choose to negotiate possible contract revisions during this same meeting. The Board will then assemble in open meeting to accept the evaluation and take action on contract revisions.

District and Campus Visits

In exercising the power to manage and govern the free public schools of the district, trustees are encouraged to exercise their right to visit the district and campuses. These rights do not extend to board members acting as individuals. When not in properly convened meetings, board members act as individuals and have only the right of district or campus access generally accorded to parents, taxpayers, and other stakeholders in public education.

Notwithstanding, board members have a special relationship with school personnel by the nature of the office and are encouraged to be informed about public education activity within the district. Since such information may be best obtainable by direct observation, a district or campus visitation procedure is established for individual board members.

Individual board members are welcome and encouraged to visit the district or campuses at anytime during school hours according to the following protocols:

- As a general rule, district or campus visits by individual board members should be planned in advance. Since the district and school campus is a place of business, appointments to meet with specific teachers or administrators should be pre-arranged so as not to interfere with planned or on-going district or campus activities.
- In all cases, visiting board members will check in with the district or campus receptionist immediately upon arrival on district property.
- All meetings with a group of teachers, custodians, and/or cafeteria workers will be set up by the Superintendent's office. The Superintendent's office will only schedule such meetings when it is within the school day and in a school facility. The Superintendent's office will notify the principal as to the purpose of the meeting.

Training

To ensure a smooth transition for newly elected members an orientation process shall be established. This orientation shall be conducted by the Board President and Superintendent and held if possible before the new member's first board meeting but no more than 60 days after the election so that it will be counted as Tier I training. This orientation session should include a review/introduction to the following:

- Administrative Team
- Organizational Chart
- Current District Calendar
- Current School Board Meeting Calendar
- Sample Agendas
- Current Budget
- Testing Data
- Roles and Responsibilities of Board Members
- Programs Overview
- Policy Manual Review
- Board of Trustee Operating Procedures and Reference Manual

The following is the legally required training.

New Board Members

- Tier I
 - Local orientation session 60 days before or after their election or appointment. [From BBD (Legal)]
 - Orientation to the Texas Education Code delivered by the regional education service center and shall be three hours in length. [From BBD (Legal)]
- Tier II
 - All board members shall participate with the Superintendent in a team-building session. The length of the session shall be determined as appropriate by the Board, but at least three hours. [From BBD (Legal)]
- Tier III
 - Ten hours of approved continuing education. [From BBD (Legal)]
- Specific Open Meetings Training

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. [From BBD (Legal)]
- Specific Open Records Training

With 90 days after taking the oath of office, each Board member 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. [From BBD (Legal)]

Sitting Members

- Tier I
 - After each session of the Texas legislature, each board member shall receive an updated session to the basic orientation provided by the regional education service center. The update session shall be of sufficient length to familiarize board members with major changes in the Texas 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. [From BBD (Legal)]
- Tier II
 - All board members shall participate with the Superintendent in a team-building session. The length of the session shall be determined as appropriate by the Board, but at least three hours. [From BBD (Legal)]
- Tier III
 - Five hours of approved continuing education
 - The Board President shall receive continuing education related to leadership duties of a Board President as some portion of the annual requirement. [From BBD (Legal)]

Effective January 1, 2006, all elected and appointed public officials (including school board members) are required by state law to receive Texas Open Meetings and Open Records Training.

All Members

Each board member shall be provided with opportunities to develop a broad and comprehensive understanding of the district and other districts. In addition to required training activities, the following methods may be used:

- Membership in state and national school board associations.
- Attendance at conventions, conferences, and clinics sponsored by education institutions, industry, school board associations, colleges and universities, and any other appropriate sponsors.
- Subscriptions to school board newsletter services, journals, and bulletins of direct use to the Board.
- Visitation of districts where model or outstanding programs may be observed.
- Visitation of industrial or business installations where the program is related to the education program of the district.

[From BBD (Local)]

Board members wishing to participate in the activities listed above should contact the Superintendent and Board President. If either should have a question as to the appropriateness of the request, the matter shall be brought to the entire Board as an agenda item for consideration.

Board Member Compensation and Expenses

From BBG (Local)

Board members shall be reimbursed for reasonable expenses incurred in carrying out Board business at the Board's request and for reasonable expenses incurred while attending meetings and conventions as official representatives of the Board.

- Reimbursement for use of personal car at the mileage rate currently approved by the Board, or the actual cost of commercial transportation, parking, taxi fares, and lodging.
- A daily per diem allowance approved in advance by the Board for meals and other incidental expenses.
 - For expenses beyond the per diem allowance, board members shall file a statement and to the extent possible, attach receipts documenting actual expenses for which additional reimbursement is requested.
 - Departing and return dates shall count as one day.

Contact Numbers

Bob Griggs & Associates	Superintendent Search Firm	817-281-3800
BWA Architects	Building Addition Architects	405-329-0423
Gallagher Construction	Building Addition Contractors	972-633-0564
Government Capital	Bond Holders	817-722-0220
Members Building	Janitorial Services	972-241-8131
Parker County Appraisal	Tax Appraisal	817-596-0077
Parker County Co-op	Special Education Services	817-596-0024
Parker County Elections	Elections Office	817-598-6185
Powell & Leon L.L.P.*	District Lawyers	817-494-1177
Region 11	Education Service Center	817-740-7609
Snow Garrett Williams	Auditors	817-596-9301
TASB Legal Assistance	Legal Issues	800-580-5345
TASB Policy Services	Board Policy	512-467-0222

- May be billed cost involved. Use TASB Legal first.

Board Operating Calendar

August

Approve Attorney of Record for School Year
PDAS Calendar and Assessment Instrument
Adopt Next Year Budget and Tax Rate
Final Budget Amendments
Close Prior Year Budget
Select Delegate for TASA/TASB Convention

September

Parker County Appraisal District
TASA/TASB Fall Leadership Convention
Campus/District Site Based Committee
Elections
Approve the SHAC Committee

October

Accountability Ratings-Data Review
Superintendent Formative Appraisal
Public Hearing on First Report

November

Annual Audit of Garner ISD
New Board Member Orientation
Reorganize the Board
Public Reporting of HQ Status

December

Public Report of Trustee Annual Training
Hours

January

Approve District Insurance Provider for year
Superintendent Summative Appraisal
Superintendent Contract
Appoint textbook advisory committee

February

Determine District Auditors for year
Administrator Contracts-Principal

March

Approve Chapter 21 Contracts-Professional
Employees
Consider Garner-Millsap Transfer Request
Agreement
Approve District Calendar for next school year

April

Textbook Adoptions
Teacher Appreciation Week
Board Self-Evaluation
At Will Employee recommendations
Review federal programs

May

Assessors Preliminary Evaluation of Property
Values
District Site-Based to review
District/Campus Improvement Plan
Public Report of Federal Programs
Parent Involvement Policy

June

Employee Compensation/Salary Schedule
Public Hearing Federal Programs
TASB Summer Leadership Institute

July

Budget Workshop
Approve 4H Organization as Extra Curricular
Approve Adjunct Faculty Agreement- County
extension agents
Master Interlocal Agreement with ESC XI
Student Handbook
Student Code of Conduct
Student Dress Code
Employee Handbook
Review Certified Appraisal Roll
Approve Leaver and Attendance Handbook
Approve Parent Involvement Policy
Approve District/Campus Improvement Plan

FINANCE OVERVIEW

FUND

- 199 GENERAL FUND
- 211 TITLE I PART A IMPROVING BASIC PROGRAMS NCLB FEDERAL GRANT
- 240 FOOD SERVICE
- 255 TITLE II PART A PRINCIPAL/TEACHER TRAINING NCLB FEDERAL GRANT
- 270 TITLE VI PART B REAP RURAL EDUCATION ASSISTANCE PROGRAM FEDERAL GRANT
- 599 DEBT SERVICE
- 699 BONDS
- 865 ACTIVITY FUND-STUDENT GROUPS FUND RAISED MONEY NO BUDGET ACTION

FUNCTION

- 11 INSTRUCTION
- 12 LIBRARY SERVICES
- 13 STAFF DEVELOPMENT
- 21 INSTRUCTIONAL LEADERSHIP
- 23 SCHOOL LEADERSHIP (PRINCIPAL & SECRETARY)
- 31 GUIDENCE & COUNSELING SERVICES
- 33 HEALTH SERVICES
- 34 STUDENT TRANSPORTATION
- 35 FOOD SERVICE
- 36 CO-COCURRICULAR (ATHLETICS, BAND, CHEER, UIL)
- 41 GENERAL ADMINISTRATION (SUPERINTENDENT & BUSINESS OFFICE)
- 51 MAINTENANCE & OPERATIONS
- 53 DATA PROCESSING
- 71 DEBT SERVICE
- 81 FACILITIES CONSTRUCTION
- 92 INCREMENTAL COST WADA (CHAPTER 41)
- 93 SHARED SERVICES (CO-OP ARRANGEMENTS- SPECIAL ED)

OBJECT CODES

- 5700 LOCAL REVENUES
- 5800 STATE REVENUES
- 5900 FEDERAL REVENUES

EXPENDITURES

- 6100 PAYROLL COSTS
- 6200 PROFESSIONAL SERVICES
- 6300 SUPPLIES AND MATERIALS
- 6400 OTHER OPERATING COSTS
- 6500 DEBT SERVICE(BOND PAYMENTS)
- 6600 CAPITAL EXPENDITURES

EXAMPLE 199-11-6119-00-101-511000

199-GENERAL FUND, 11-INSTRUCTION, 6119-PROFESSIONAL SERVICES PAYROLL,
101-CAMPUS, 5-FUND YEAR, 11- REGULAR INSTRUCTION

***GARNER INDEPENDENT SCHOOL DISTRICT BOARD
OPERATING PROCEDURES***

ACKNOWLEDGMENT

I hereby acknowledge that it is my responsibility to review the Garner Independent School District Board Operating Procedures, and my signature indicates that I agree to do so and abide by the standard, policies and procedures contained therein.

Name

Date

Board Adopted: October 20, 2014

Orientation to the Texas Education Code for New School Board Members

**December 8, 2014 • 6:00 p.m.
ESC Region 11**

New school board members will become familiar with governance issues mandated in the Texas Education Code. This three-hour training meets the Texas Administrative Code §61.1 requirement for a new board member to receive basic orientation to the Texas Education Code and relevant legal obligations. A meal and dessert will be served to registration participants.

REGISTRATION

The fee for this session is \$12 for participants from School Board Training contract districts, \$15 per person from Region 11 districts, and \$20 per person from all other districts. Register online by visiting the ESC Region 11 Web site at www.esc11.net and clicking on "Registration."

For more information, contact:

Dale Latham

(817) 740-3692

dlatham@esc11.net

Jack Lewis

(817) 740-3624

jlewis@esc11.net



Acronyms and Abbreviations

TASB acronyms and abbreviations	
AED: associate executive director	top director of a TASB service area
CEC: continuing education credit	training hours required of board members by TEA
CECRS: Continuing Education Credit Reporting Service	online repository service for tracking of continuing education hours completed
CEO: chief executive officer	in school settings, the superintendent
CFO: chief financial officer	district's top financial executive
CIO: chief information officer	top executive responsible for information technology and computer systems
Co-op: Local Government Purchasing Cooperative	membership-based service for cooperative purchasing; also called Cooperative, but not LGPC
CSA: Texas Council of School Attorneys	provides statewide forum on practical legal problems faced by local public schools and their attorneys
DLP: Digital Learning Pavilion	interactive example of a 21 st century classroom with a digital environment
EOB: explanation of benefits	statement from an insurance company explaining what treatment and/or services were paid on enrollee's behalf
ESS: Executive Search Services	assists districts with recruiting and selecting a chief executive officer or key administrator
GR: Governmental Relations	division that monitors legislative developments and promotes advocacy on behalf of its members
HR: Human Resources	department responsible for internal personnel issues
LAC: Legislative Advisory Council	merges regional priorities identified by school board members into a statewide list of legislative priorities
LAF: Legal Assistance Fund	supports districts that are defending legal challenges with potential to affect public schools
LSIP: Lone Star Investment Pool	group investing for government entities
LTASB: Leadership TASB	trains experienced board members for greater leadership roles
LTS: Leadership Team Services	program area that focuses on improving the effectiveness of school board leadership teams through training, planning, consulting, facilitation services, publications, and other resources
OLC: Online Learning Center	self-paced online courses
PIO: public information office	communications department of a governing body
P/L: property and liability	general term for insurance that covers buildings and other property, and covers the risk of liability against lawsuits
RM: risk management	practice of assessing, quantifying, and minimizing risk
SBAN: School Board Advocacy Network	enhances school board members' presence and advocacy in the legislative process
SBRM: School Board Recognition Month	celebrated in January
SLI: Summer Leadership Institute	June training event that includes sessions created specifically for new board members and board presidents
SMART: Site-Based Medicaid Administration, Reimbursement, and Tracking service	program to assist districts with Medicaid billing
SOB: schedule of benefits	statement of benefits and amount of coverage provided in a health insurance policy
SOTY: Superintendent of the Year	award program honoring outstanding administrators

TAN: Tax Anticipation Notes	short-term, tax-exempt notes for meeting current demands in anticipation of future tax revenues, similar to a line of credit
TASB: Texas Association of School Boards	a voluntary, nonprofit, statewide educational association that serves and represents local Texas school districts; established in 1949
TASB ISD: TASB Institute for School Trustee Development	series of basics courses designed for new board members
TCER: Texas Center for Educational Research	independent, nonprofit educational research organization established to study the major issues affecting all levels and areas of Texas public education
TLS: <i>Texas Lone Star</i> magazine	published 10 times per year and distributed free to TASB members
WC: workers' compensation	insurance that provides medical care for employees injured in the course of employment
WGLS: Winter Governance and Legal Seminar	annual training for board members and school districts

Education-related acronyms and abbreviations

504: Section 504 of the Rehabilitation Act of 1973	national law that prohibits discrimination on the basis of disability in programs that receive federal financial assistance
AASA: American Association of School Administrators	professional organization for educational leaders
ABE: adult basic education	instruction in basic skills like reading, writing, and arithmetic designed to help adults function in society
ACM: asbestos containing material	material containing more than 1 percent asbestos
ACT: American College Test	widely used standardized test for college admissions
AD: academic decathlon	scholastic competition for teams of high school students
ADA: Americans with Disabilities Act	federal law that forbids discrimination based on disability and requires reasonable accommodations
ADA: average daily attendance	total number of days of attendance for all students divided by the total number of school days in a given period
AED: automated external defibrillator	small portable device for detecting an abnormal heart rhythm and applying electric shock
AEIS: Academic Excellence Indicator System	TEA's yearly report that aggregates wide range of information on performance of students in each school and district in Texas
AEP: alternative education program	alternative education setting for students temporarily removed from regular instructional setting for disciplinary purposes
AFT: American Federation of Teachers	education labor union
AG: attorney general	chief legal and law enforcement officer of Texas; charged by the state constitution to defend the laws and constitution of Texas, represent the state in litigation, and approve public bond issues
AHERA: Asbestos Hazard Emergency Response Act	requires local education agencies to inspect their schools for asbestos-containing building material and prepare management plans to prevent or reduce asbestos hazards
AP: advanced placement	program for high school students sponsored by the College Board that includes specific class curriculum followed by testing that can lead to college credit
ARD: admission, review, and dismissal committee	responsible for making educational decisions for a special-education student
ASF: Available School Fund	used to support public education and distributed on per-capita basis to school districts

ATPE: Association of Texas Professional Educators	nonunion, member-owned, member-governed association
AYP: Adequate Yearly Progress	annual academic performance targets on standardized tests defined by No Child Left Behind
BE: bilingual education	teaching academic content in native and secondary languages
BRAVO: Building Resources and Vocational Opportunities	project in El Paso County that provides services to low-income residents
C&I: curriculum and instruction	a field within education that seeks to research, develop, and implement curriculum changes that increase student achievement within and outside of schools; focuses on how students learn and the best ways to educate them
CAD: county appraisal district	appraisal districts within each county that appraise property within the district
CAI: computer-assisted instruction	computer-based instruction
CEC: continuing education credit	credit hours earned by local school board members for completing accredited professional training required by Texas Education Code
CEC: Council for Exceptional Children	international professional organization that serves students with disabilities and students with gifts and talents
CEI: cost-of-education index	index that accounts for geographic or other cost differences beyond local school district control
CFR: Code of Federal Regulations	compilation of all U.S. federal regulations
CISD: consolidated independent school district	formed by the merging of two or more districts; also Cons ISD
CLEP: College-Level Examination Program	enables students to take exams to earn college credit for introductory-level courses
CNPIMS: Child Nutrition Programs Information Management System	data-collection system used to meet reimbursement requirements of the National School Lunch, School Breakfast, and After School Snack programs
COBRA: Consolidated Omnibus Budget Reconciliation Act	allows employees who lose health benefits the right to choose to continue group health benefits provided by the plan under certain circumstances
COLA: cost of living adjustment	annual adjustment in wages to offset a change—usually a loss—in purchasing power, as measured by the consumer price index
CPI: consumer price index	program that produces monthly data on changes in the prices paid by urban consumers for a representative basket of goods and services
CPI: Crisis Prevention Institute	training organization focusing on safe management of disruptive and assaultive behavior
CSA: Texas Council of School Attorneys	membership organization that provides statewide forum on practical legal problems faced by local public schools and their attorneys
CTE: career and technical education	programs dedicated to preparing students to manage the dual roles of family member and wage earner, enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education
DAEP: disciplinary alternative education program	alternative education setting for students temporarily removed from regular instructional setting for disciplinary purposes
DAP: Distinguished Achievement Program	Texas high school graduation plan that requires completion of four advanced measures in addition to standard course requirements
DATE: District Awards for Teacher Excellence	noncompetitive state grant used to create or continue an award system for educators who are successful in improving student achievement
DE: distributive education	students receive classroom instruction and on-the-job training
DSHS: Texas Department of State Health Services	state agency charged with improving public health and well-being in Texas through planning, services, and regulation

EAP: employee assistance program	plan offered by an employer that helps employees identify and resolve issues through counseling and other services
EC: early childhood	period from birth to the start of school
ED: Department of Education	U.S. agency that governs education
EDA: Existing Debt Allotment	state program that provides assistance to school districts in making debt service payments on qualifying debt
EEOC: Equal Employment Opportunity Commission	federal agency that enforces employment discrimination laws
ELA: English language arts	content area focused on developing students' English language skills through reading, writing, spelling, and oral communication
ELL: English language learner(s)	students with a first language other than English in the process of learning English
ELPS: English Language Proficiency Standards	state curriculum standards for English language learners
EMAT: Educational Materials and Textbook system	used by TEA to facilitate textbook ordering
EPA: Environmental Protection Agency	federal agency that oversees programs aimed at reducing pollution and protecting the environment
ERS: Employees Retirement System of Texas	administers retirement, health, and other insurance benefits for some state agency employees and others
ESC: education service center	20 regional centers that provide services and support to school districts
ESL: English as a second language	courses designed for students whose native language is not English
ESOL: English for speakers of other languages	courses designed for students whose native language is not English
ESY: extended school year; also called extended school year services	an individualized instructional program for eligible students with disabilities that are provided beyond the regular school year
ExCET: Examination for the Certification of Educators in Texas	teacher certification test; replaced by Texas Examinations of Educator Standards through phase out beginning in 2002
FAPE: free appropriate public education	an educational right of children with disabilities in the U.S. that is guaranteed by the Rehabilitation Act of 1973 and IDEA
FERPA: Family Educational Rights and Privacy Act	federal statute that protects the privacy of personally identifiable information; allows adult students and parents to view student education records and request amendments
FIRST: Financial Integrity Rating System of Texas	requires each school district to submit an annual school management report that is reviewed by TEA, which then assigns financial management ratings
FLSA: Fair Labor Standards Act	federal statute that sets standards for minimum wage and overtime pay
FMLA: Family and Medical Leave Act	federal statute that allows employees extended leave from employment for specified family and medical reasons
FSP: Foundation School Program	state program that establishes the amount of funding provided to school districts under the Texas school finance system; meant to ensure that all school districts, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort"
FTE: full-time equivalent	set number of working hours that represent one full-time employee during a fixed time period
FWTSBA: Far West Texas School Boards Association	represents 12 school districts in all of El Paso County and part of Hudspeth County, Region 19 ESC
GCAASB: Gulf Coast Area Association of School Boards	represents the Texas Gulf Coast area, Region 4 ESC

GED: General Educational Development test	exam that determines high-school-level academic proficiency and awards a high-school-equivalency diploma
GPC: grade placement committee	determines whether a student without satisfactory achievement on a standard assessment may be promoted
G/T: gifted/talented	students identified as needing a higher level of academic challenge; Texas mandates that districts provide services for these students
HB: homebound	instructional arrangement for special-education students served at home or in a hospital
HB: House Bill	a bill first introduced in the House of Representatives
HCR: House Concurrent Resolution	legislative proposal introduced in the House that requires the approval of both houses but doesn't have the force of law; also H.Con.Res.
HIPAA: Health Insurance Portability and Accountability Act	federal standards that regulate the privacy of medical records
HJR: House Joint Resolution	legislative proposal passed by both houses and eligible to become law if signed by the chief executive; also H.J.Res.
HMO: health maintenance organization	health plan that contracts with providers to offer healthcare through a provider network headed by a patient's primary care physician who issues referrals for visits to specialists
HS: Head Start	federal education program for preschool children
HVAC: heating, ventilation, and air conditioning	system of indoor climate control
I&S tax rate: interest-and-sinking tax rate	also called the debt-service tax rate for its use to finance long-term debt associated with construction, renovation, and purchasing of property and equipment
IA: industrial arts	the study of manual and technical skills required to work with tools and machinery
IB: International Baccalaureate	an international educational foundation offering three educational programs for children ages 3–19; can refer to the organization itself, any of its three programs, or the diploma or certificates awarded at the end of the diploma program
IDEA: Individuals with Disabilities Education Act	federal law requiring services for children with disabilities
IEP: Individualized Education Program	mandated by IDEA's specific plan that includes student goals and objectives, and explains a school's commitment to provide services to an eligible special education student
IFA: Instructional Facilities Allotment	state aid providing assistance to school districts in making debt service payments on qualifying bonds or lease-purchase agreements
IMA: instructional materials allotment	an annual allotment from the state instructional materials fund given to each district to purchase instructional materials, technological equipment, and technology-related services
IMF: Instructional Materials Fund	formerly Textbook Fund
IPM: integrated pest management	pest management designed to minimize use of pesticides
IRA: International Reading Association	international association to promote worldwide literacy
ISC: instructional skills class	curriculum for students with moderate disabilities that includes academic and developmental skills
ISD: independent school district	district that's independent and separate from any municipality, county, or state, and generally has its own taxing authority
ITV: instructional television	programming used to achieve educational objectives

JJAEP: Juvenile Justice Alternative Education Program	county-operated alternative school setting for students expelled for dangerous or disruptive behavior; state mandated for counties with populations of at least 125,000
JROTC: Junior Reserve Officers' Training Corps	training program sponsored by the U.S. Armed Forces for students in high school
LBB: Legislative Budget Board	a permanent joint committee of the Texas Legislature that develops budget and policy recommendations for legislative appropriations for all agencies of state government and completes fiscal analyses for proposed legislation
LDA: Learning Disabilities Association of America	organization of individuals with learning disabilities, their families, and the professionals who work with them, whose mission is to create opportunities for success for all individuals affected by learning disabilities and to reduce the incidence of learning disabilities in future generations
LEP: limited English proficient	students without sufficient English comprehension to succeed in English-only classrooms; replaced LESA—limited-English speaking ability
LESA: limited English speaking ability	replaced by limited English proficient
LFA: Local Fund Assignment	operations money a school district is required to raise
LIFE: Literacy Is for Everyone	organization that supports reading efforts
LOA: leave of absence	employer-approved time off
LRE: Least Restrictive Environment	places students with a disability, to the extent possible, in an education environment with nondisabled peers
M&O tax rate: maintenance-and-operations tax rate	school district property-tax rate that raises revenue to operate and maintain the district's schools
MASBA: Mexican American School Board Members Association	organization that represents minority, primarily Hispanic, board members and students in Texas
MSD: municipal school district	district not operated by an independent school board; Stafford only one in Texas
NABE: National Association for Bilingual Education	organization that advocates for English-language learners and education professionals
NAEP: National Assessment of Educational Progress	periodic continuing assessments of what American students know and can do in various subject areas; conducted by the U.S. Department of Education
NCLB: No Child Left Behind	federal legislation that requires a series of accountability measures for U.S. public schools
NEA: National Education Association	nation's largest professional employee organization committed to advancing the cause of public education
NIFA: New Instructional Facilities Allotment	state aid for school district operational expenses related to building new facilities
NMSQT: National Merit Scholarship Qualifying Test	standardized test that's combined with the PSAT and determines eligibility for the National Merit Scholarship Program
NSBA: National School Boards Association	represents state school board associations and their member districts across the U.S.
NSPRA: National School Public Relations Association	provides training and resources regarding school public relations
NTAASB: North Texas Area Association of School Boards	represents school boards in North Texas, ESC Regions 10 and 11
NTSBA: Northeast Texas School Boards Association	represents school boards in Northeast Texas, Region 8 ESC

OCR: Office for Civil Rights	division of the U.S. Department of Education that investigates and enforces civil rights to ensure equal access to education and to promote educational excellence throughout the nation
OM: Odyssey of the Mind	worldwide student team competition; also known as OotM
OMA: Open Meetings Act	state statute requiring governmental decision-making meetings to be open to the public; also called Texas Open Meetings Act
OSHA: Occupational Safety and Health Administration	federal agency that enforces safety and health legislation
PAASB: Panhandle Area Association of School Boards	represents school boards in the Panhandle, Region 16 ESC
PBMAS: Performance-Based Monitoring Analysis System	automated data system that reports annually on the performance of Texas school districts in selected program areas
PBSBA: Permian Basin School Boards Association	represents school boards in the Permian Basin, Region 18 ESC
PDAS: Professional Development and Appraisal System	state system of appraising teachers and identifying areas that would benefit from staff development; formerly Texas Teacher Appraisal System
PEG: Professional Educators Group	introductory membership into the Texas branch of the American Federation of Teachers
PEG: Public Education Grant	state program that allows parents to request an out-of-district transfer from certain preidentified schools
PEIMS: Public Education Information Management System	state database of information gathered from Texas public schools required by state and federal law
PGP: personal graduation plan	identifies goals, strategies, expectations, and methods to encourage graduation in struggling students
PIA: Public Information Act	Texas statute that allows citizens to request government records
PIC: Private Industry Council	career development organization
PIO: public information office	department that oversees communication for an organization
PPO: preferred provider organization	health plan that contracts with providers to offer healthcare through a preferred provider network
PSAT: Preliminary Scholastic Assessment Test	standardized test that's combined with the National Merit Scholarship Qualifying Test and gives students practice before taking the SAT
PSAT/NMSQT: Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test	full name of the PSAT
PSF: Permanent School Fund	trust fund created by the Texas Constitution and made up of revenue from land sales and leases on offshore oil lands and other mineral holdings
PTA: Parent-Teacher Association	formal organization made up of parents, teachers, and staff that is intended to facilitate parental participation in students' education
PTO: Parent-Teacher Organization	see PTA
PTSA: Parent-Teacher-Student Association	see PTA
QSCB: Qualified School Construction Bond	allows schools to borrow for the construction, rehabilitation, or repair of a public school facility, or for the acquisition of land for a facility
R1SBA: Region 1 School Boards Association	represents school boards in far south Texas, Region 1 ESC
RACM: Regulated Asbestos-Containing Material	material that contains more than 1 percent asbestos and is friable
RADA: refined average daily attendance	total of all students' days of attendance, divided by number of days taught for all six-week periods in a school year, divided by six, and rounded to three decimal places

RFP: request for proposal	invitation for suppliers to bid for the opportunity to provide a good or service
RHSP: Recommended High School Program	standard curriculum for Texas public high school students
RIF: reduction in force	planned decrease in work force; also called a layoff
ROTC: Reserve Officers' Training Corps	college-based program that trains students for commissioned officer positions; sponsored by U.S. Armed Forces
SAC: special assignment classroom	classroom for students completing in-school suspension
SAS: Standard Application System	used by TEA for grant applications
SAT: standardized test for college admissions	originally stood for Scholastic Aptitude Test; changed to Scholastic Assessment Test in 1990; changed in 1993 to SAT I: Reasoning Test (with the letters not standing for anything) to distinguish it from the SAT II: Subject Tests; roman numerals on both tests were dropped in 2004, and SAT I was renamed the SAT Reasoning Test; and scoring categories are now critical reading (comparable to some of the verbal portions of the old SAT I), mathematics, and writing
SB: Senate Bill	piece of proposed legislation that either originated or was modified in the Senate
SBAN: School Board Advocacy Network	legislative liaisons representing every school district in Texas; created by TASB to enhance local school boards' presence in the legislative process
SBEC: State Board for Educator Certification	oversees all aspects of the preparation, certification, continuing education, and standards of conduct for public school educators in Texas
SBOE: State Board of Education	elected 15-member board overseeing public education in Texas
SCE: state compensatory education	program and/or services that supplement the regular education for students identified as drop-out risks
SCR: Senate Concurrent Resolution	legislative proposal introduced in the Senate that requires approval of both houses but doesn't have the force of law; also S.Con.Res.
SEDL: Southwest Educational Development Laboratory	education research organization that no longer uses its full name; formally changed its name to SEDL in 2007
SHAC: School Health Advisory Council	mandated by Texas law, a council is appointed by each district to give advice on school health programs and their effect on student health and learning
SHARS: School Health and Related Services	Medicaid financing program that allows school districts to obtain reimbursement for health-related services provided to students in special education
SJR: Senate Joint Resolution	legislative proposal passed by both houses and eligible to become law if signed by the chief executive; also S.J.Res.
SNASBMA: Sabine-Neches Administrators and School Board Members Association	represents school boards in Sabine-Neches, Region 5 ESC
SPED: special education	educational and social services provided to individuals with disabilities; also SpecEd or SpEd
SPSBA: South Plains School Boards Association	represents school boards in the South Plains, Region 17 ESC
SR: Senate Resolution	simple resolution initiated in the Senate that addresses matters within the Senate; also S.Res.
SREB: Southern Regional Education Board	nonprofit group founded by the governors and legislators of 16 southern states to improve teaching, learning, and student achievement
SSIG: Student Success Initiative Grant	state funding to assist districts with students identified as at risk for academic difficulties in reading and math

STAAR™: State of Texas Assessments of Academic Readiness	replaced the Texas Assessment of Knowledge and Skills assessment beginning in the 2011–12 school year
STEM: Science, Technology, Engineering, and Mathematics initiative	focused education that integrates these four disciplines into one field of study
T-IIA: Title II, Part A	federal grant to increase student academic achievement through teacher and principal training and recruiting; also Title IIA
TAAS: Texas Assessment of Academic Skills	precursor to Texas Assessment of Knowledge and Skills; used 1991–2002
TABS: Texas Assessment of Basic Skills	first standardized assessment test for Texas students; used 1980–85
TAC: Texas Administrative Code	compilation of all state agency rules in Texas
TAC: Texas Association of Counties	association representing county government bodies
TACS: Texas Association of Community Schools	represents school districts with no more than one high school
TAFCS: Texas Association of Family and Consumer Sciences	state association of family and consumer science professionals
TAFT: Texas American Federation of Teachers	formerly known as Texas Federation of Teachers; represents all nonadministrative certified and classified public school employees in traditional public schools and some charter schools
TAGT: Texas Association for the Gifted and Talented	organization of educators and parents supporting gifted and talented students
TAIR: Texas Association for the Improvement of Reading	represents literacy educators
TAKS: Texas Assessment of Knowledge and Skills	standardized assessment test for Texas students; used 2003–11
TAPE: Texas Association of Partners in Education	network of volunteers, community members, and businesses aimed at increasing student success
TASA: Texas Association of School Administrators	represents school administrators and support personnel
TASBO: Texas Association of School Business Officials	represents professionals involved in the business operation of schools
TASN: Texas Association for School Nutrition	represents school food-service employees; formerly known as Texas School Food Service Association
TASP: Texas Academic Skills Program	designed to assess a student’s college readiness and provide developmental instruction if needed; replaced by the Texas Success Initiative in 2003
TASPA: Texas Association of School Personnel Administrators	represents school human resources administrators and support staff
TASSP: Texas Association of Secondary School Principals	represents high school and middle level principals
TBEC: Texas Business and Education Coalition	network of business and education leaders working together to improve education
TCBSBM: Texas Caucus of Black School Board Members	nonprofit organization that speaks on behalf of quality education for African Americans in the state of Texas
TCTA: Texas Classroom Teachers Association	nonunion association with strong lobbying activities that represents classroom teachers
TDSHS: Texas Department of State Health Services	see DSHS
TxDOT: Texas Department of Transportation	state agency responsible for planning, constructing, maintaining, inspecting, and regulating state transportation

TEA: Texas Education Agency	state agency responsible for public education
TEC: Texas Education Code	state laws governing education in Texas
TECAT: Texas Examination of Current Administrators and Teachers	teacher certification exam used 1986–2000
TEKS: Texas Essential Knowledge and Skills	state curriculum standards that outline expected knowledge in each subject area
TELPAS: Texas English Language Proficiency Assessment System	assessment program for English language learners in K–12
TEPSA: Texas Elementary Principals and Supervisors Association	represents elementary and middle school principals and supervisors
TExES: Texas Examinations of Educator Standards	criterion-referenced teacher certification test; replaced the Examinations for the Certification of Educators in Texas through a phase out that began in 2002
TFA: Texas Forensic Association	provides competition in speech, debate, and drama for high school students
TFT: Texas Federation of Teachers	former name of the Texas branch of the American Federation of Teachers union; called Texas AFT since 2007
THEA®: Texas Higher Education Assessment	assessment tool to determine college readiness
THECB: Texas Higher Education Coordinating Board	provides leadership and coordination for the Texas higher education system
TIAA: Texas Industrial Arts Association	provides competition for students in the industrial arts
TML: Texas Municipal League	provides services to meet the needs of and advocate for Texas cities
TOMA: Texas Open Meetings Act	state statute requiring governmental decision-making meetings to be open to the public; also called Open Meetings Act
TRS: Teacher Retirement System of Texas	established to serve the needs of Texas public education employees; created a statewide teacher retirement system; responsible for investing funds under its stewardship and for delivering benefits to members as authorized by the Texas Legislature
TRS-Care: Teacher Retirement System of Texas Care	group retiree health benefits program administered by TRS
TSA: Texas Society of Architects	state component of the American Institute of Architects; is the voice for Texas architecture, supporting the creation of safe, beautiful, sustainable environments
TSI: Texas Success Initiative	state-legislated program designed to assess a student's college readiness and provide developmental instruction if needed to improve success in college; replaced Texas Academic Skills Program in 2003
TSPRA: Texas School Public Relations Association	organization that offers professional development, resources, and networking; dedicated to promoting public schools through effective communication
TSTA: Texas State Teachers Association	teachers' organization affiliated with the National Education Association
T-STEM: Texas Science, Technology, Engineering, and Mathematics initiative	see STEM
TTAS: Texas Teacher Appraisal System	past system of appraising teachers; replaced by Professional Development and Appraisal System
TWC: Texas Workforce Commission	state agency responsible for work-force development services
UIL: University Interscholastic League	created by The University of Texas to provide academic, athletic, and music competitions for high school students
WADA: weighted average daily attendance	finance formula that takes into account the cost of educating students with additional needs

New Trustee Checklist

LEGAL REQUIREMENTS FOR THE FIRST YEAR

As soon as feasible after election

Receive certificate of election prepared by presiding officer in compliance with Texas Election Code section 67.016. See *TASB model policy BBB(LEGAL)*, (EXHIBIT).



Policies adopted by school boards are usually organized by topic into policy manuals maintained by the school district. Your local policy manual contains TASB's (LEGAL) reference policies and board-adopted (LOCAL) policies. Find out more about policies at tasb.org/services/policy-service/resources.aspx.

Read and sign Statement of Elected Officer and take oath of office. Tex. Const. art. XVI, section 1. See *TASB model policy BBB(LEGAL)*, (EXHIBIT).

First week

File financial disclosure forms as applicable. These requirements are ongoing and apply to all school officials as defined by state law and district policy.

- You need to file Form CIS (available on the Texas Ethics Commission Website at ethics.state.tx.us/forms/CIS.pdf) with the district records administrator (often the superintendent's secretary) if, within the last year, you or your first-degree family member have received taxable income of more than \$2,500, or gift(s) with a value of more than \$250, from a vendor in a contractual relationship with the district. See *TASB model policies BBFA(LEGAL)*, (LOCAL), (EXHIBIT).
- If you own, or are a representative of, an entity that does business with the district, you must also complete and file with the district records administrator the vendor's questionnaire form CIQ (available on the Texas Ethics Commission Website at ethics.state.tx.us/forms/CIQ.pdf). See *TASB model policy CHE(LEGAL)*.

- Other financial disclosures may be required of trustees in your district by state law or local policy. See TASB model policy BBFA(LOCAL). If you are not sure what laws apply to your district, contact an attorney.

First two weeks

If desired, complete the form to withhold personal information, such as your home address, phone number, emergency contact information, and family information, from the district's response to a request for public information. See *TASB model policy GBA(LEGAL)*.

Receive introduction to TASB resources and set up your myTASB password at my.tasb.org.



Access TASB guidance specific to new board members at Leadership Team Services' New Board Members web page (tasb.org/services/lts/resources/new_members/index.aspx). You can also find free online legal resources on TASB Legal Services' School Law eSource (schoollawsource.tasb.org).

First 60 days

Receive orientation to local district policies and procedures, including, but not limited to, an introduction to the following:

- Current school board policy manual and any operating procedures
- Section B, Local Governance, policies governing board meetings and trustee responsibilities
- Policies DGBA, FNG, and GF governing complaints by employees, students, and the public
- District's budget calendar and process for board adoption of budget and tax rate
- Superintendent evaluation instrument and process



First 90 days

Attend one to two hours of Open Meetings Act training. Tex. Gov't Code § 551.005. See *TASB model policy BBD (LEGAL)*.

Attend one to two hours of Public Information Act training if required by local policy. Board member training on the Public Information Act is recommended but not required if the district has delegated responsibility for the training to the superintendent or other administrator in policy BBD(LOCAL). Tex. Gov't Code § 552.012. See *TASB model policy BBD(LEGAL), (LOCAL)*.

> TASB Legal Services' Open Government Training Package offers two training DVDs, *An Introduction to the Open Meetings Act* and *An Introduction to the Public Information Act*, which have been approved by the attorney general to satisfy the statutory training requirements. These DVDs and supplementary materials are available for purchase through the TASB Store at store.tasb.org.

> TASB Leadership Team Services offers a wealth of useful information on superintendent evaluations, including a guide for new trustees, available at tasb.org/services/lts/resources/supt_eval/index.aspx.

First year

Attend three-hour orientation on the Texas Education Code delivered by regional education service center. See *TASB model policy BBD(LEGAL)*.

Participate in team-building session and assessment of continuing education needs with district board of trustees and superintendent. See *TASB model policy BBD (LEGAL)*.

Attend at least 10 hours of additional continuing education, based on assessed needs and state-adopted Framework for School Board Development. See *TASB model policy BBD(LEGAL), (EXHIBIT)*.

> You can find more information about school board trustee training requirements, including a list of approved training providers, on the Texas Education Agency Website at www.tea.state.tx.us/index4.aspx?id=4327.

Additional Resources

Board development, training, and events
TASB Leadership Team Services (LTS.tasb.org, 800.580.8272)

Legal issues and training
TASB Legal Services' Legal Line (800.580.5345), legal.tasb.org, and TASB School Law eSource (schoollawesource.tasb.org)

myTASB login
my.tasb.org, 800.580.8272

Policy
TASB Policy Service (policy.tasb.org, 800.580.7529)

Continuing education credit
TASB Leadership Team Services (cec.tasb.org, 800.580.8272)

TASB publications and videos
store.tasb.org

TASB Website
tasb.org



Texas Association of School Boards
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Austin, Texas 78767-0400

tasb.org

2014 New Board Member's Resource Handbook



A Publication of the Texas Association of School Boards
Leadership Team Services Division



Texas Association of School Boards

From All of Us

Welcome!

To All Newly Elected School Board Members:

Congratulations from the Texas Association of School Boards (TASB) on being elected to your local school board. There is no greater contribution than serving as a member of the leadership team that provides education opportunities for the children in your community.

Texas school board members formed TASB in 1949 to assist local trustees and their districts. TASB is YOUR organization and exists to serve you. We provide a wide variety of programs and information to assist you and your district, whatever your needs may be.

For information about TASB and about board service, visit our website at tasb.org. A customized web page for new board members filled with helpful information is located at tasb.org/welcome, and, of course, you may always call us at **800.580.8272**. If you are in Austin, call for directions and visit our offices.

We are here for you, so when you need help, think TASB first!

Sincerely,



James B. Crow
TASB Executive Director



Texas Association of School Boards
P.O. Box 400 • Austin, Texas 78767-0400
800.580.8272

Your Resource Guide

Using This Guide

tasb.org/welcome

This guide provides a ready reference to the most important resources and information you'll need in your first few months as a board member. Think of it as your "New Board Member Yellow Pages." Nevertheless, the information in this booklet just skims the surface of the vast resources TASB makes available to you. For more complete details about each of the topics listed, go to tasb.org/welcome.

Who Is TASB?

tasb.org/about

We are your association. TASB is a volunteer, not-for-profit, statewide education association that serves and represents local Texas school districts. For more information on TASB and our history, go to the URL listed above.

Understanding Board Service

tasb.org/board

Understanding the role of a school board member can take a considerable amount of time. This section of the TASB Website serves as a gateway to help you understand that role. You might find the "Who Serves" and "Why I Serve" sections to be of particular interest.

Services and Products

tasb.org/services

TASB is known for the exceptional quality of its services and its reputation for responding to district needs quickly, effectively, and thoroughly. Visit the link on the left side of the page to learn about all of TASB's services and products.

Online Learning Center

onlinelearning.tasb.org

TASB's Online Learning Center (OLC) contains a variety of resources and courses to help you gain a better understanding of your role and to function more effectively in your role as a school board member. You might like to start with the courses in the section entitled *Foundations Courses: For New and Experienced Board Members*.

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NEW! You can now download a free electronic copy of this handbook by going to tasb.org/welcome. Look for “Resource Handbook ePub.”



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LTS.tasb.org/tasbisd

Get up to speed fast with TASB’s new board member training courses.

It’s easy with TASB ISD’s no-guesswork, convenient curriculum, specially designed to provide you the training you need most in your first year and more. See page 13 for course information.

TASB ISD consists of four courses that are presented at several TASB conferences each year. For details about TASB ISD, go to the URL above or call Leadership Team Services at **800.580.8272, extension 2452.**

Common Questions from New Board Members

New board members usually start their service with a variety of questions. We'll address some of the frequently asked questions here. To get answers to other questions you might have, begin by asking your superintendent or board president and feel free to use any of the resources mentioned in this publication.

1. Where Can I Get Information about My Role?

There are a number of places where you can get information about your new role as a school board member. You should start by asking your superintendent and board president how the board functions in your district. They may mention your local orientation, team operating procedures, and a board activity calendar, among other things as places you'll learn about your role. You might also like to become familiar with your district's policy manual, especially the policies that outline the board's role.

Beyond your district, you can find more information about your role at your regional education service center, where you will attend a required Orientation to the Texas Education Code training session.

You can also find a variety of resources from TASB to help you understand your role. These include online courses and resources, publications, and live workshops. You can begin to learn about the role of the board from TASB at tasb.org/welcome.

2. What Can I Expect during My First Several Months of Service?

Your first several months of service on the board can be an exciting time full of learning. Not only will you be learning about the board's role, but you will also be learning how your local board operates, how your district's schools function, and a variety of educational terms and phrases, among other things.

The first few months of service can become overwhelming at times, so it is a good idea to ask an experienced school board member to help you navigate through the first year of board service. You can rely on this mentor to help you keep your focus on learning the most important things at the appropriate time.

3. How Might My Life Change Now That I'm a School Board Member?

It is very common for new school board members to experience some changes to their life when they begin their service. It is common for board members to be perceived and treated differently by many people in their community once they have been elected or appointed. You might also feel a bit busier because of the time it takes to prepare for and attend board meetings and the other commitments board members have in their role. A good way to prepare for these possible changes is by talking to experienced board members and attending training designed for new school board members, such as TASB ISD courses.

4. What Are Some of the Things That I Should Focus My Learning on during My First Several Months of Service?

During the first several months of service, it is a good idea to focus your attention on learning about the role of the board, understanding how your board and superintendent function together, listening to your fellow board members and asking lots of questions about how and why things are done in a certain way, understanding the board's role and how it is different from and complementary to the role of the superintendent, and learning how to listen to concerns and complaints from your community and staff and how to appropriately address different types of issues that may be brought to your attention.



Getting Started

The Framework for School Board Development

A good place to start understanding your role as a member of the school board is the Framework for School Board Development, one of the documents linked on the Suggested Resources page when you visit tasb.org/welcome. You will also find a copy of this document in your policy manual in BBD (EXHIBIT). This document, adopted by the State Board of Education, outlines tasks an effective board performs in its governing capacity. All of the tasks in the Framework contribute to the board's development and implementation of a vision that will move the district forward in its pursuit of education excellence for students. The tasks fall under and support the five basic ideas listed below:

Vision— The board ensures creation of a shared vision that promotes enhanced student achievement.

Structure— The board provides guidance and direction for accomplishing the vision.

Accountability— The board measures and communicates how well the vision is being accomplished.

Advocacy— The board promotes the vision.

Unity— The board works with the superintendent to lead the district toward the vision.

Key Board Tasks

Within the broad list of tasks identified in the Framework, there are five ongoing key tasks the board uses to provide guidance and direction for the district. They include the following:

- Adopting goals and evaluating results
- Adopting policies
- Hiring and evaluating a superintendent
- Adopting a budget and tax rate
- Communicating with the community



To better understand how your board accomplishes each of these and what you as a new board member can do to prepare to participate constructively, we've created a list below of some things you can do right away.

New Board Member Preparation List

Setting Goals and Priorities and Monitoring Success

- Find out your district's process and calendar for setting goals and priorities and assessing success.
- Have your superintendent brief you on the state accountability system.
- Ask your superintendent for a copy of your district's most recent annual performance report.
- Get a copy of your current district vision and goals and review them.
- Find out how the success of your district's current goals is going to be measured.
- Keep a copy of your district goals with you at board meetings.

Adopting Policies

- Look at a copy of your district's policy manual. Most districts have their policy online.
- Have your board president or one of your colleagues give you a brief introduction on how to use the policy manual and the distinctions between and among legal policies, local policies, and administrative regulations.

- Read through and make sure you are familiar with key policies you will need every day, such as the following:
 - Policy DGBA (Local)—Employee Complaints
 - Policy FNG (Local)—Student Complaints
 - Policy GF (Local)—Public Complaints
- Read the legal and local policies that govern the conduct of board business, such as the following:
 - Policy BAA—Board Powers and Duties
 - Policy BBE—Board Member Authority
 - Policy BBF—Ethics
 - Policy BBFA—Conflict of Interest Disclosures
 - Policy BBFB—Prohibited Practices
 - Policy BE—Board Meetings
 - Policy BEC—Closed Meetings
 - Policies BJA, BJC, BJCD, BJCF—Superintendent Employment
- Ask about your district’s procedures for adopting and revising policy.

Hiring and Evaluating the Superintendent

- Find out your board’s evaluation cycle and what step is next.
- Get a copy of the evaluation instrument your board will use and review it.
- Find out what procedure, if any, your board has established for you to ask questions about performance between the evaluation conferences.

Adopting a Budget and Setting a Tax Rate

- Ask your superintendent to give you an overview of the current budget.
- Ask for a copy of your district’s budget calendar.
- Get copies of any materials your board may have developed or may have received from staff that are relevant to the budget that is being prepared.

Communicating with the Community

- Find out what your board and district routinely do to keep the public fully and accurately informed.
- Find out who serves as the designated spokesperson for your board.
- Talk with your colleagues about the best way to respond to patrons and to the press when you’re on the losing side of a vote.
- Find out how your board obtains community feedback.

Board Operations—Meetings

- Find out who prepares the agendas for your board meetings and how to get an item included.
- Find out when you can expect to get agenda materials from your superintendent and what to do if you need additional information.
- Ask your board president what rules of order are used at your meetings.
- Make sure you understand the basic provisions of the Texas Open Meetings Act.
- Understand the limitations placed on closed sessions of your board.
- Study policies BE, BEC, and BED pertaining to meetings.

Board Operations—Board Members and District Patrons

- Ask your colleagues how they respond to controversial situations.
- Learn your district's policies and procedures for handling patron complaints.
- Study Policy BED (Local).

Board Operations—Board Members and District Staff

- Ask your superintendent about the district hiring processes, especially how community-sensitive positions, such as principalships and head coaching jobs, are filled.
- Talk with your colleagues and your superintendent about when and how to raise concerns about district staff.
- Be sure you are familiar with board policies and procedures for asking information of staff.
- Study Policy BBE—Board Member Authority.
- Make sure you know your district's policy for hearing complaints from staff.
- Find out your board's policy and procedures for board member visits to campuses and be very careful to adhere to them.

A Code of Ethics

Most local boards have adopted a code of ethics for their members. The code below, which has been adopted by many school boards, represents good practices for all board members.

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:

Equity in Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in Stewardship

- I will be accountable to the public by representing district policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in district affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of district resources.
- I will make no personal promise or take private action that may compromise my performance of my responsibilities.

Honor in Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of Character

- I will refuse to surrender judgment to any individual or group at the expense of the district as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will keep confidential any information that is privileged by law or that will needlessly harm the district if disclosed.

Commitment to Service

- I will focus my attention on fulfilling the board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend board meetings.
- I will avoid personal involvement in activities the board has delegated to the superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-centered Focus

- I will be continuously guided by what is best for all students of the district.



Continuing Education

Required Training

cec.tasb.org

Texas school board members are required to pursue continuing education each year to enhance their effectiveness as trustees. First-year trustees are required to have more training than in any subsequent year of service. During their first year, new board members must do the following:

- Participate in a local orientation on local board policies and procedures and district goals and priorities within 60 days of election or appointment.
- Attend an orientation on the Texas Education Code (TEC) delivered by regional education service centers.
- Participate with the entire board and superintendent in a team-building session (generally at least three hours) to enhance the effectiveness of the team and to assess its continuing education needs.
- Receive at least 10 additional hours of continuing education in fulfillment of assessed needs and based on the Framework for School Board Development.

Requirements vary after a trustee's first year depending on whether the Legislature has met. In those years, even experienced trustees must receive an update on the TEC. See the chart on page 10 for an overview.

If you have additional questions about continuing education requirements for school board members, please visit the web page listed above or contact Leadership Team Services Continuing Education Credit Reporting Service at **800.580.8272, extension 2453**.

Open Meetings Act Training Requirement

In addition, each elected or appointed official who is a member of a governmental body (such as a school board) must attend a one-hour Open Meetings Act (OMA) training course approved by the Texas attorney general.

Members of a school board have **90 days** after taking the oath of office to complete the required training.

TASB Legal Services has an OMA course designed specifically for school officials that satisfies this requirement. Legal Services attorneys provide the training as part of TASB ISD at events such as the Summer Leadership Institute in June and the TASA/TASB Annual Convention, which normally occurs in late September or early October. This training course is also available on DVD and can be purchased from the TASB Store at store.tasb.org under the Legal category or by calling **800.580.8272, extension 2290**.

Continuing Education Required of School Board Members	Tier	First-Year Board Member	Experienced Board Member	Provider
Local District Orientation	1	Required within 60 days of election or appointment (no specific length of time)	Not required	Local district
Orientation to the Texas Education Code	1	3 hours	Not required	Education Service Center
Update to the Texas Education Code	1	Not required	After legislative sessions: length determined by issues addressed in legislation	Any registered provider
Team-Building Session/ Assessment of Continuing Education Needs of the Board-Superintendent Team	2	Generally 3 hours	Generally 3 hours each year	Any registered provider
Additional Continuing Education, based on assessed needs and the Framework for School Board Development	3	At least 10 hours	At least 5 hours each year	Any registered provider
Open Meetings Training		1 hour. Required within 90 days of election or appointment	Not required	Attorney General's Office or other approved provider
Public Information Act Training (boards may delegate this training to the district's public information coordinator)		Check local district policy for any board requirement (BBD Local)	Not required	Attorney General's Office or other approved provider

TASB offers training in many different forms to meet your needs and busy schedule. For additional information about specific kinds of training or conferences and information about dates, locations, and session topics offered at conferences, visit the TASB Website or call one of the conference contacts listed on pages 25 of this handbook.

Conferences

TASB offers a variety of training events each year for local school board members. These events are an opportunity to hear from experienced professionals, meet colleagues from around the state, and discuss common issues.

Some of the conferences that are especially useful for new trustees include the following:



- Summer Leadership Institute (June 11–13, 2015, San Antonio, and June 18–20, 2015, Fort Worth)
- TASA/TASB Annual Convention (September 26–28, 2014, Dallas)
- Legal Seminars (offered regionally in November and February)
- Winter Governance and Legal Seminar (March 5–7, 2015, Corpus Christi)
- Spring Workshops (offered regionally March–May)



Online Training

onlinelearning.tasb.org

TASB's Online Learning Center (OLC) offers courses for continuing education credit and podcasts from TASB's Leadership Team Services consultants and other TASB staff members. The self-paced courses offered through the OLC provide a rich learning experience by incorporating audio, video, and multimedia presentations. Courses cover a variety of topics of interest to new board members. Several courses were designed specifically for new board members. These courses are found in the *Foundations Courses: For New and Experienced Board Members*. Visit the URL above and explore the resources of the OLC.

New Board Member Training



LTS.tasb.org/tasbisd

TASB Institute for School Trustee Development (TASB ISD) is our comprehensive curriculum in the basics of boardsmanship, designed for new board members. The four in-depth sessions that comprise the curriculum are offered at major TASB conferences throughout the year. All sessions will be available at the Summer Leadership Institute, TASA/TASB Annual Convention, and Winter Governance and Legal Seminar.

Courses

- **Boardsmanship Basics:** An overview of a school board member's job. Covers personal and public demands, basic roles and responsibilities, and board authority versus superintendent authority.
- **Teamwork Basics:** A look at why teamwork is important, what makes a team effective, and how each member can contribute to that effectiveness. Suggests strategies to help new board members gain trust quickly.
- **School Law Basics:** A summary of school law fundamentals with particular attention to conflicts of interest and personnel issues. Includes a component on the Open Meetings Act that satisfies the requirement for attorney general-approved training.
- **District Planning and Budget Basics:** An overview of the board's role in district vision and goal setting, planning, and the budget process. Summarizes the planning and budgeting cycle and key decision points for board members.

In addition, first-year board members are strongly encouraged to take several of the *Foundations* courses available in the TASB [Online Learning Center](#).



Required Local Orientation

Completing Your Local Orientation

New board members are required to receive a local orientation within 60 days of taking office. This orientation will familiarize new members with local district policies, procedures, and goals. There are no specific guidelines dictating how the orientation should be conducted, who should conduct it, or how long it should last. Ask your superintendent when the local orientation is conducted in your district and let him or her know if there are additional things you would like to have included.

The following is a list of topics that new board members often find helpful. It can serve as a suggested outline for a local orientation that you may share with your superintendent and board president.

Useful Topics to Include in a Local Orientation

- Overview of district statistics such as enrollment, demographics, performance summaries, and recent trends
- Administrative structure and names of key personnel
- District vision, mission, goals, and plan summaries
- District planning and evaluation process and calendar
- District budget summary and recent trends in revenue, appropriations, tax rates, and property values
- Budget development process and calendar
- Copy of district policy manual or help in accessing an online policy manual
- Policy development and review process
- Overview of district curriculum objectives, standards, and instructional programs
- Superintendent evaluation process, calendar, and instrument and current performance goals
- Personnel hiring practices and salary schedule
- Preferred practices for common tasks, such as requesting information, bringing business before the board, preparing for and participating in board meetings, communicating with team members, communicating with the public and media, and visiting campuses or district offices

In addition, ask if your district provides additional resources for new members such as a board handbook, team operating procedures, or mentors for new board members.



More Resources



Online Learning Center

onlinelearning.tasb.org

Foundations Courses

The courses in the *Foundations Courses: For New and Experienced Board Members* section are designed to provide new trustees with essential information they will need to be effective in their service. This series of courses is a complement to the TASB ISD program and covers information not discussed in live workshops. These courses include Quick Tips for New School Board Members, Foundations of Board Policy, Foundations of the Texas Accountability System, Foundations of Public School Finance, and Introduction to Parliamentary Procedures.

Quick Tips for New School Board Members

This session gives newly elected board members tips about changes they might experience while serving on the school board, understanding their new role, the complexity of schools, the concept of a body corporate, and where to get answers to their questions. Long popular at TASB regional spring workshops, this session now comes directly to new board members via the web and provides an opportunity to have questions answered quickly after election.

Foundations of Board Policy

Are you clear on the difference between the types of policy? Do you understand the difference between a regulation and board policy? Especially designed for the new or less-experienced board member, this course helps build an understanding of the board's policymaking role that is so critical to good governance. Participants will develop a practical understanding of the district's policy manual and see how important it is to develop effective and usable policies as the foundation to guide district practice.

Foundations of the Texas Accountability System

Texas has had a student performance accountability system in place since 1994. It was the first state to implement such a system. Over the years, the system has changed in many ways—in response to changed circumstances, higher expectations of Texas students, and federal mandates. This course provides important historical and contextual information about the system to help board members understand the reasons behind recent changes. The course also provides important information for policymakers about the State of Texas Assessments of Academic Readiness (STAAR) system, the new accountability system, and the issues policymakers must face in local implementation of STAAR.

Foundations of Public School Finance

This course examines some general information about how different states fund public education and what the differences mean. The course looks briefly into the structure of the Texas public school finance system to understand the aims of and challenges within the system. It covers the basics of the current system of school finance in Texas and discusses what is likely to come in the future.

Introduction to Parliamentary Procedures

This course is designed to help board members understand *Robert's Rules of Order*, the common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of all business is controlled by the will of the whole membership. *Robert's Rules* provides for constructive and democratic meetings, to assist, not hinder, the business of the assembly.

Other Online Resources

Governance on the Go: Podcasts for School Board Service

This free podcast series addresses school board service and other leadership issues. You can listen to the podcasts online or download them for your MP3 media player. For instructions on listening to or downloading the programs, visit the URL on page 17.

TASB produces a variety of publications on board governance and operations. (Be sure to check out discount pricing for package orders.) The following are especially useful for new board members:

Publications from TASB Leadership Team Services

- *Getting Started as a New School Board Member*
- *A New Board Member's Guide to Superintendent Evaluation*
- *A New Board Member's Guide to Parliamentary Procedure*

Publications from TASB Legal Services

- *The School Official's Guide to the Texas Open Meetings Act*
- *New Board Member Legal Package*

To order resources listed here and view other publications available from TASB, visit the URL above or call **800.580.8272, extension 2290**.





More Information Online

Information for New Board Members

tasb.org/welcome

We've assembled a collection of recommended reading for new board members on the web page listed above. Several of these resources can be viewed or downloaded free. This list includes links to laws, rules, and tips you may find useful as a new trustee. Select Suggested Reading from the More Options box on the web page referenced above.

The screenshot shows the Texas Association of School Boards (TASB) website. At the top left is the TASB logo. To its right is a search bar with the text "Enter Keywords" and buttons for "Search", "Contact TASB", and "Help". Below the search bar is a navigation menu with the following items: Home, Board Service (Resources for all trustees), Legislative (GR efforts, school issues), Services (Products for every need), Training (Online or in-person), Store & More (Books, videos, online resources), and About TASB (Our members, our association). The main content area is titled "Welcome, New Board Members!" and includes a "Page Tools" button. Below the title is a congratulatory message: "Congratulations on being elected to your local school board. There is no greater contribution than serving as a member of the leadership team that provides educational opportunities for the children in your community!". To the right of this message is a "myTASB login" section with fields for "User ID:" and "Password:", a "Request Access" button, and a "Log On" button. Below the login section is a "Read more" section with links for "Code of Ethics" and "New Board Members". On the left side of the page is a "Leadership Team Services" sidebar with a list of links: Services, Training, Events, Resources, Resources Overview, Board Meetings, Effective Board Practices - Inventory, For Board Candidates, For Board Presidents, For New Board Members, From the TASB Store, Leadership Team Times, and Local Orientation Tips. Below the main content area is a "Quick Resources" section with a link to "Access the TASB Overview page to acquaint yourself with the association, its history, its services, and its officers and staff. Review the Training page to learn about continuing education requirements" and a link to "the variety of conferences and training opportunities available from TASB."

MyTASB Resources

tasb.org

TASB offers certain resources only through a password-protected area of its website called myTASB. Here you can update your personal profile information, track your continuing education credits, create your own session schedule for the TASA/TASB Annual Convention, and access additional services to which your district subscribes.

There is no charge for your myTASB password. When a superintendent sends TASB a new board member's information and e-mail address, we will send the new trustee his or her user ID and password. You may request a myTASB account by clicking on the green myTASB tab in the upper right corner of TASB's home page, then clicking the Request Access button.

One of TASB's primary purposes is to represent school boards when lawmakers make decisions affecting Texas school districts. The Association's Governmental Relations Division (gr.tasb.org) monitors legislative developments, keeps members up-to-date on activities, and promotes TASB's advocacy agenda face to face with state and federal lawmakers, the State Board of Education, and other agencies.

TASB's School Board Advocacy Network (SBAN) is an effort to enhance local school boards' presence in the legislative process. Every school board in the state should be represented by at least one member on SBAN. This proactive strategy enables more TASB members to become well-informed and effective advocates for public education. To join, visit gr.tasb.org/sban. For information, call TASB Governmental Relations at **800.580.6845**.

The TASB Advocacy Agenda consists of proactive priorities and reactive positions adopted by the Delegate Assembly. TASB priorities are developed during Grassroots Meetings, at which school board members have the opportunity to discuss topics and issues of importance that should be considered during the upcoming legislative session. During Grassroots Meetings, trustees also elect representatives to TASB's Legislative Advisory Council (LAC). The LAC is the body that consolidates the list of proposed priorities from Grassroots Meetings and recommends a final list of Advocacy Priorities to the TASB Board. State legislators are invited to attend the meetings and visit with their constituents prior to discussions of the Association's future advocacy priorities. When legislators attend the meetings, trustees are eligible to receive training credit. Grassroots Meetings typically occur in January and February of even-numbered years—one year prior to the Texas regular legislative session.

Useful Links

tasb.org/about

TASB has provided links from its website to other useful websites for governmental agencies, legislative bodies, school districts, and other education associations. To locate these links, select Related Sites and Affiliated Entities from the left panel of the About TASB page.

Common Education Abbreviations

ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
ADM	Average Daily Membership
AEP.....	Alternative Education Program
AP	Advanced Placement
ARD.....	Admission, Review, and Dismissal Committee
AYP.....	Adequate Yearly Progress
EOC.....	End-of-Course (exam or assessment)
ESL.....	English as a Second Language
ExCET	Examination for the Certification of Educators in Texas
ESC	Education Service Center
FSP.....	Foundation School Program
FTE	Full-Time Equivalent
I&S.....	Interest and Sinking (Fund)
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LBB	Legislative Budget Board
LEP	Limited English Proficiency
LFA	Local Fund Assignment
M&O	Maintenance and Operations (Fund)
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind (Act)
PDAS.....	Professional Development and Appraisal System
PEIMS	Public Education Information Management System
RPTE	Reading Proficiency Test in English
SBOE	State Board of Education

TASB Key Contacts

Telephone Numbers

Texas Association of School Boards

Toll-free..... 800.580.8272
Austin..... 512.467.0222

Leadership Team Services extension 2452

Area School Boards Associations Debbie Farnum, extension 2463
Continuing Education Credit Marla Gilliland, extension 2453
TASB ISD Kay Douglas, extension 2456

Conferences

Spring Workshops Debbie Farnum, extension 2463
Summer Leadership Institute Kathy Dundee, extension 2462
TASA/TASB Annual Convention Jackie Spencer, extension 3549
Winter Governance and Legal Seminar Kathy Dundee, extension 2462

Publication Sales Christina Velasquez, extension 2290

Governmental Relations 800.580.4885

Grassroots Meetings..... Dax Gonzalez, extension 8330

Legal Services 800.580.5345

Legal Seminars Annette Moseley, extension 6331

Policy Service..... 800.580.7529

TASB On Line

General Website tasb.org

TASB Main E-mail tasb@tasb.org

New Board Member Page tasb.org/welcome

Conferences and Training..... tasb.org/training

Leadership Team Services LTS.tasb.org

Leadership Team Services E-mail..... LTS@tasb.org

Online Learning Center.....onlinelearning.tasb.org
 Online Learning Center E-mail..... onlinelearning@tasb.org
Continuing Education Credit E-mail..... cec@tasb.org
TASB ISDLTS.tasb.org/tasbisd
 TASB ISD E-mail..... tasbisd@tasb.org
TASB Store..... tasb.org/store



You can find an ePub version of this handbook by going to tasb.org/welcome.
 Look for “Resource Handbook ePub.”

Texas Association of School Boards
P.O. Box 400
Austin, Texas 78767-0400
512.467.0222 or 800.580.8272

tasb.org/board

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Texas Association of School Boards

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Effective Board Practices:

An Inventory for School Boards



Effective Board Practices:

An Inventory for School Boards



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Effective Board Practices: An Inventory for School Boards

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Introduction

Every school board wants first and foremost to ensure that students in the district succeed at the highest levels possible. Every decision the board makes and all the resources it marshals for the district are ultimately intended to promote this end.

To be successful over the long haul in promoting increased student achievement, the board must govern with vision, knowledge, and consistency.

Effective boards are marked by certain characteristics:

1. *They have embraced a vision and a set of clearly defined priorities for the district that structure both the board's decision making and the work of the district staff.* Vision and goals ensure both the district and the board have a clear focus for their efforts. When well considered, a vision and goals can also energize the staff, the students, and the entire community to work together for the common good of the community's and its citizens' future.
2. *They have a clear picture of what their work entails.* That is, the board understands its job relative to the work of others and knows the tools at the board's disposal for performing the job.
3. *They have formalized their work.* That is, the board has developed and follows clearly defined procedures and schedules for doing its work.
4. *They foster, through their own practices, the free flow of information within the community.* The free flow of information ensures the community is informed about and involved in the district's efforts to make its vision a reality.



All boards embody these characteristics in some measure. But truly effective boards—those that have positioned themselves to contribute consistently to increased student achievement—have institutionalized certain practices to make sure the tasks that promote improvement are performed regularly, consistently, and effectively.

Effective Board Practices: An Inventory for School Boards examines how fully the board currently embraces these characteristics of effectiveness. It lists practices in four areas that are the foundations for embodying the characteristics. If the board ignores the

practices listed here or performs them only perfunctorily, its capacity for leadership and the district's capacity for sustained improvement are left to chance and haphazard action. If it embraces them fully, the board will be positioned to make a consistent and sustained contribution to increased student achievement.

The Inventory is intended in large measure as a *planning* tool for boards that want to move to a higher level of effectiveness. *Very few boards are expected to be able to check off all the items on the Inventory in their initial review.* In fact, many boards will be able to check off only a handful. Inability to check off many items on the list does not mean the board is doing a poor job. It means only that the board may not be in a position to sustain its success over the long run. By incorporating more of the practices into its standard operations, the board will be providing both the district and the community with important vehicles for continued success.

Before checking your board's practices against the Inventory, be sure to read the pages that follow. These pages provide insight into why each of the activities is important. For more information about different activities contained in the Inventory, check the TASB Web Site at LTS.tasb.org/resources. This resources section contains information about the Inventory and other information about best practices in governance and oversight.

Working as a corporate board to secure the best education for the children of the community is a far more difficult task than it may seem to the average community member. The Inventory can help your board make sure its work is structured to promote both board and district success.

1. Planning and Governance

The primary way a school board governs a district is by setting direction for the district—articulating the culture it wants the district to embody, establishing the outcomes the board would like the district to achieve, and expressing and supporting the aspirations of the community for the future of its children. The most efficient vehicles for doing this are a clearly articulated vision and both annual and long-term goals. The goals give staff clear direction in achieving the district vision. Without a well-formed vision and goals there can be a lack of a clear sense of purpose and direction in the district. A clear district vision and goals coordinate the decisions and focus of the district staff.

It is important that the board and superintendent ensure that a vision and goals are in place for the district and that they use them to guide their own work and the decisions they make. In doing so, the board-superintendent team expresses its commitment to the vision and goals and ensures that they are used to coordinate the efforts within the district.

Vision

A vision statement outlines an ideal picture of what is desired for the district in the long term. It should be attainable and cause the district to reach beyond where it is currently. A well-formed vision statement is written and usually speaks to what is desired for the students, their learning environment, and the community.

A good vision statement should energize the board-superintendent team and the district staff. It should go beyond platitudes or generic statements and express the real aspirations of the community for the future of its children. Because the vision statement is really a statement of community aspirations, the board-superintendent team, which has been entrusted by the community to articulate and follow through on these aspirations, may want to solicit input from the staff and community when the vision is being developed. This will make the vision broader and will increase the support by the community and staff for its long-term attainment.

Even though a good vision statement may be useful for many years, it should be reviewed periodically and updated as needed. A good rule of thumb is to review the vision statement at least every five years. Some districts choose to review their vision statement more frequently.



Goals

District goals are more specific than a district vision. They can be short- or long-term and are focused on the results the district's leaders would like as part of the effort in achieving the vision. The goals address the issues the board would like the district's staff to spend special time, effort, and resources on in the coming year and in the long term. The board uses these goals to assess its decision making. The administration should use the goals to set work priorities for itself and the staff.



When setting goals, it is important that the board look comprehensively at the needs of the district and choose priorities carefully. To do this, the board needs the input of the superintendent and staff when setting district goals.

In addition to goals, the board must adopt student performance objectives each year. These objectives are related to the measures in the Academic Excellence Indicator System (AEIS). These objectives address specific and important student achievement measures. While these student performance objectives are required by law, they may not fully reflect the board's top priorities for the district. It is common for a district to have a set of district goals (three to eight is a common number) along with performance objectives related to the AEIS. Some of those goals may pinpoint aspects of the student performance objectives the board feels deserve special attention.

For each goal that is developed, there should be specific criteria included. These criteria help clarify what is expected by those charged in achieving them. Without clear criteria for achieving goals, staff may become confused about what specifically is expected.

District goals can be developed in a number of different ways. They can be developed by the board and the superintendent and possibly the inclusion of some other key administrators. In some districts, other staff members and/or parents may be involved in the development of the district goals. In others, district goals are developed by the administration and given to the board for its consideration and adoption.

Regardless of how the goals are developed, it is important that the board be fully committed to them. To ensure that the goals consistently represent the priorities of the district, it is important that the board take some action on them annually. This can include the board's reviewing, revising, and readopting the goals.

Achieving the Vision and Goals

The district's vision and goals should be consistently on the board's mind. The board should take no action on major items without first formally questioning what, if any, effect it will have on the district moving forward toward accomplishing its goals.

One of the ways the board can monitor the advancement of district goals is by focusing the superintendent's evaluation process on the attainment of the district goals. To do this the board will want to develop superintendent performance goals. These performance goals clearly articulate what the board wants to see the superintendent focusing his or her time on to achieve the district goals. If the board is clear in its expectations, it is more likely that the superintendent will devote significant time in ensuring the district's priorities are achieved.

As part of the process of developing superintendent performance goals, the board should request scheduled periodic reports from the superintendent. These reports are designed to give the board information on what the superintendent and staff are doing to ensure progress is being made on specific district goals. Another of the things the board must do to ensure the successful completion of district goals is to adopt a budget that adequately funds the district's priorities. The board needs to ask questions about the adequacy of funding for district goals of the superintendent when he or she presents the budget. If the goals are adequately funded, the likelihood of their being achieved is far greater than if they are underfunded.

The Planning and Governance items in the Inventory will assist the board in knowing if it has fully incorporated effective practices into its routine operations.

2. Oversight of Management

Clearly defining and respecting the differences between the board's and superintendent's roles are crucial to avoiding misunderstandings, inefficiency, and possible conflict between the board and superintendent. Texas statute assigns to the board the task of "overseeing the management of the district." The task of managing the district is assigned to the superintendent, who is the chief executive officer of the district. Understanding the difference between these two functions is absolutely essential.

A simple but effective way to characterize these two distinct activities is as follows:

Management consists of three activities:

- Putting plans, procedures, programs, and systems in place to achieve a clearly defined, desired result
- Monitoring those plans, procedures, programs, and systems against appropriate benchmarks or measures of effectiveness
- Changing the plans, procedures, etc., if they are not proving successful in achieving the desired result



Oversight of management consists of three related activities:

- Making sure there are clearly defined, desired results in place for the major areas under management
- Making sure the clearly defined, desired results are appropriate
- Making sure that plans, procedures, programs, or systems are in place, that they are monitored, and that they are changed if necessary

One sometimes hears about board efforts to "micromanage" the district. Micromanagement by boards, when it occurs, is usually a product of the failure of the board and superintendent to adequately and explicitly discuss and define the difference between management and oversight of management. Micromanagement by individual trustees usually occurs when the board has not fully established appropriate vehicles for the board to oversee management as a body corporate.

In essence, the superintendent is responsible for systematically managing the district by ensuring plans, systems, and procedures exist, are monitored, and adjusted as necessary. The board's oversight function is to ensure that the superintendent is systematically managing the district by doing these things.



As the manager of the district, the superintendent should ask and answer certain questions about the major areas of district operations. “What are we trying to accomplish in this area of district operations?” “How can we assess whether or not we are succeeding?” “What standard of performance are we aiming at?” Some of the areas of operations the superintendent should be asking these questions about include maintenance, transportation, food services, human resources, and curriculum development and assessment, among others. Another important part of the superintendent's job is determining how to measure and assess the effectiveness in each of these areas.

The board, in its oversight role, will want to ensure that the superintendent is clear on what the measures for success or standards are for all of the major areas of district operations. To do this, the board should to be systematically briefed by the superintendent about key operational areas. These periodic briefings should include what the measures of success are in the different operational areas and how well the district is doing in meeting these measures. By understanding the standards, the board can use this information to guide its deliberations on budgets, policy, and other issues related to operations that come before the board. The briefings about the operational areas will help the board understand what areas need improvement so it can make decisions to support those areas as needed.

Systematic management by superintendents will compel better decision making and should discourage second guessing by the board. Second guessing the superintendent's individual management decisions by the board is counterproductive and does not further the cause of good management or good oversight of management over the long term.

Oversight and Superintendent Evaluation

The board's annual evaluation of superintendent performance should focus foremost on the superintendent's success in meeting priority performance goals discussed in the Planning and Governance Section above. These goals should be tied to district goals, including those that address student achievement. The focus of priority performance goals should be how well the superintendent has done in moving the district forward in achieving the district's goals.

In addition, however, the board will want to evaluate the superintendent's success in systematically managing the district. Items on the evaluation document that target systematic management should focus on how well the superintendent has done in putting plans, programs, and procedures in place to achieve desired results in the major areas of district operations; whether the standards are appropriate; how effectively the plans are monitored; and whether data from the monitoring is used to plan improvements.

This approach offers a suitable avenue for assessing oversight of management. It discourages the common tendency among boards to focus on management style in the evaluation instead of on recognizing where the superintendent is effectively performing the basic tasks of systematic management.

The Oversight of Management items in the Inventory will assist the board in knowing if it has fully defined with its superintendent the respective roles of the board and superintendent in this crucial area of district operations.

3. Board–Superintendent Team Operations

Clarifying Assumptions and Expectations

Local school boards are expected to work as a body corporate in making decisions. To do this well, the board must set shared and clear assumptions and expectations for the group’s work to function in this unique way. Several tools and practices exist to help clarify the work and expectations of the board-superintendent team. These include team building, a code of ethics, written board operating procedures, and a board activity calendar. These practices and tools can help clarify the work of the board-superintendent team. Working as a body corporate demands that the members agree on procedures in advance, since no one member has the authority to dictate or decide for the entire team. Personal conflicts will decrease and the possibility of the board’s success will increase as each member gains familiarity with his or her colleague’s intentions, expectations, and assumptions.



Self-Assessment and Team Building

Any organization that expects to operate effectively will periodically engage in some form of self-assessment. Conducting a self-assessment is an opportunity for the board to evaluate how well it has done in functioning as a body corporate. Completing a self-assessment as part of the annual team-building requirement is an opportunity for the board and superintendent team to determine what needs to be improved to function more effectively in the future. It is important that expectations and standards on how to improve the team’s practices and behaviors are clearly articulated during this process.

Ethics and Operating Procedures

Two good ways for a board to clarify assumptions and expectations are to adopt a code of conduct or statement of ethical principles and written board operating procedures. Statements of ethical principles help to articulate ideal behavior and are intended to guide board members’ actions. Discussion by board members about what to include in a code of conduct and in a set of operating procedures can help the members of the team further understand the expectations, priorities, and motivations among members of the board. These types of discussions can help identify possible sources of conflict in the future and reduce their likelihood.

Written board operating procedures are intended to define clearly how to carry out regular board tasks. Many people wrongly assume that the way to perform routine tasks is commonly known and understood by all members of the board. This is an incorrect assumption and often contributes to inefficiency, inconsistency in trustee actions, and failure to carry out important tasks.



New board members and new superintendents often find written operating procedures to be very helpful. They help new members of the team understand the operations of the team in an efficient and useful manner. Lack of operating procedures can cause new members to learn by trial and error.

Operating procedures should be reviewed at least once a year to make sure they are still benefiting the team. Of course, procedures can be reviewed and updated at any time the board believes it is necessary. The review needn't be extensive, but members should have an opportunity to comment on any procedures they think can be improved. Many board-superintendent teams like to review and discuss their procedures after board elections or when new board

members join the team. The discussion can form part of their required orientation to the local district. A more thorough review, including development of additional, needed procedures, is one option for the annual team-building session.

It is important that all members of the board reach consensus on the language for board operating procedures and a code of ethics when they are being developed and updated. The process in reaching consensus requires discussion that further clarifies expectations and assumptions. The consensus process increases the value of these types of documents and the level of commitment to them by members of the board-superintendent team.

Annual Board Activity Calendar

Another tool that is helpful to maintain smoother board-superintendent operations is a written board activity calendar. This calendar outlines the key tasks and commitments the board will be responsible for throughout the year. Ideally the calendar will also include details about the types of information and reports the board will receive and take action on during the year.

A written board activity calendar serves several purposes. Among them, it does the following:

- Helps the board, especially new board members, know what to expect at any given time of year
- Ensures the board does not overlook any major responsibilities
- Helps the board prepare in advance for the regular tasks an effective board performs

- Assists the board and administration in judiciously scheduling their work, including developing agendas
- Ensures the board receives the regular information on district progress and operations success

Board activity calendars can take many different forms. The bottom line is that the calendar be (1) comprehensive, (2) consulted regularly in planning the board's work, and (3) followed. The calendar should be reviewed and updated at least once a year, or whenever necessary, to ensure that it is accurate and up-to-date. One of the times to consider reviewing the calendar is after board elections or any time new members join the board-superintendent team.

The Board-Superintendent Team Operations items in the Inventory will assist the board in knowing if it has in place and appropriately used the tools that promote efficiency in its own operations.

4. Advocacy

The school board is entrusted with the education of the children of its community. One of the things that the board does to advance this aim is to advocate for the district within the community and beyond.

Within the community, the board should take an active role in generating support for the district. This can be done in a number of ways. First, board members need to listen to what is going on in the community. Next the board needs to ensure that the community is aware of what is happening in the district. They can do this by ensuring that the community and staff are aware of the district's vision and goals, among other things. Some boards go a step further by inviting a broad range of community and staff members to participate in the development and/or revision of the district's vision and goals.

The board makes sure that the superintendent and staff have a plan in place to keep the community and staff aware of what is happening in the district. The superintendent should keep the board informed regularly about how the community and staff are being kept aware of district issues.

Developing Partnerships

School board-superintendent teams that wish to build partnerships with their communities have to plan for it. Partnerships must be grown in a systematic way. Therefore, it is important that the board ensure that a plan is in place to develop partnerships. In addition to relying on the superintendent and staff to implement a plan, the board will want to decide what the board itself can do to build partnerships. Whether the goals of a partnership are to share resources between the schools and a municipality, find tutors for students, or raise funds, the board as a body corporate and board members individually can be very helpful in developing these relationships. To ensure that the board is engaged in the process of building partnerships with the community, it is important that the board has a plan in place to hold itself accountable. This plan should include what the board members will do to assist in the development of partnerships. Additionally, the board will want to note on its board activity calendar when it will review progress.



Advocacy for the District with Other Elected Officials

School boards have an important responsibility to advocate for the district with legislators and other elected officials. Since school board members are entrusted by the local community with the interests of students of their district, they need to remember that occasionally they need to promote those interests with other elected officials. The board should plan for how it will represent the district. The plan for advocating for the district should be written and should list the activities the board as whole, individual board members, and the superintendent will undertake to gain support for the district.

Since board members are elected, they often have more influence over legislators and other publically elected officials than individuals or special-interest groups. Therefore, it is important that the board is actively involved in the process of advocating for the district. Some things that board members can do to advocate effectively for their district include keeping in touch with their legislators, inviting legislators to visit their districts, and encouraging the communities to contact legislators before crucial votes.

To ensure that the board is actively involved in advocating for the district, it should consider making it a long-term commitment. It is helpful for the board to review its advocacy activity on a regular basis. The board should review this activity at least every two years and make adjustments where necessary.

The Advocacy items in the Inventory will assist the board in knowing if it is taking all the steps necessary to have an effective advocacy program for the district.

5. Effective Board Practices: An Inventory for School Boards

Note that in the Inventory checklist, to respond to each of the numbered and shaded statements, please review the lettered criteria first. Each criteria item should be marked “Yes,” “No,” or “Unsure.” After responding to the criteria statements, respond to the numbered main item. The “Yes” response should be marked for the main item only if all the criteria received a “Yes.” Otherwise, “No” or “Unsure” is the appropriate response.

After individual members have completed the inventory, it is important that the entire board-superintendent team discusses the results together, reaches consensus on the rating of each item, and determines the next steps the team will take in improving its performance.



Planning and Governance

1. A vision statement is in place for the district.

1.1 The vision statement meets the criteria for a well-developed vision statement listed in the supporting materials.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check “Yes” for the above item if you check “Yes” to all the criteria below:</i>			
a. Your vision statement is written.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b. It lists or describes desired qualities for at least each of the following: students of the district, the community, and the schools in the district.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
c. Staff and community input was solicited in some fashion and was considered.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
d. All current members of the board and the superintendent have agreed, in a formal adoption or readoption by the board, to be guided by the vision.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

1.2	The board reviews and readopts the vision through formal board action.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>				
a.	The board has formally adopted or readopted its vision statement within the last five years.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b.	The board's annual calendar of activities or another written document clearly specifies when the vision statement will next be considered for review.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

1.3	The vision is disseminated throughout the district.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>				
a.	The vision statement is clearly posted in the board meeting room or copies are available at each meeting.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b.	The vision statement is available on all campuses and all staff members have been informed about it.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

2. A comprehensive statement of goals for the district is in place.

2.1	The board adopts or reaffirms a comprehensive list of district goals each year through formal board action.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>				
a.	The board formally adopted or reaffirmed a list of goals within the past 12 months.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b.	Workshop documents from the goal-setting process indicate the board considered a broad range of district issues and student achievement measures before limiting the goals to those included in its list.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
c.	Each member of the board can state in general terms the substantive content of current goals.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
d.	The board can point to specific, written criteria that will be used to assess whether the district is succeeding in reaching its goals.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

2.2 Mechanisms for disseminating the goals for the district are clearly identified and in writing. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. Current goals are either posted in the board room or made available to the audience at board meetings. Yes No Unsure

b. The goals are available on all campuses and the district Web site, and all staff members have been informed about them. Yes No Unsure

2.3 The board is familiar with administration's written plans for accomplishing the goals. The plans include time lines for implementation, specific mechanisms for assessing the effectiveness of the plans, and specific times for reporting to the board on progress. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The board has looked at copies of, or been formally briefed about, the administration's plans for accomplishing the current district goals. Yes No Unsure

b. The written plans state what results the board will see after implementation and include time lines for implementation, procedures for assessing effectiveness, and a schedule for progress reports to the board. Yes No Unsure

3. Board actions reinforce the central importance of the goals to the work of the district.

3.1 Deliberation on major items before the board routinely includes a discussion of the recommended action's impact on meeting district goals. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. Board agenda materials routinely summarize the impact agenda items will have on the achievement of current goals. Yes No Unsure

b. Board deliberations routinely include an acknowledgement of whether the given agenda item directly or indirectly supports a district goal. Yes No Unsure

3.2 The board’s superintendent evaluation instrument and process focus first and foremost on the superintendent’s success in addressing the board-adopted goals. Yes No Unsure

You can check “Yes” for the above item if you check “Yes” to all the criteria below:

a. Board agenda materials or minutes indicate the board formally adopts written priority performance goals for the superintendent at the beginning of the evaluation cycle. Yes No Unsure

b. The majority of the priority performance goals for the superintendent are clearly derived from current or former district goals. Yes No Unsure

c. The board’s regularly scheduled formative and summative evaluation conferences begin with reports by the superintendent on actions taken in support of the priority performance goals or with summaries of reports provided earlier. Yes No Unsure

3.3 The board’s budget review process specifically identifies how goals are funded in the proposed budget, whether funding is adequate, and whether funding priorities are consistent with board-adopted goals. Yes No Unsure

You can check “Yes” for the above item if you check “Yes” to all the criteria below:

a. Board agenda materials or minutes indicate that the board annually discusses budget priorities with the superintendent in advance of the superintendent’s budget preparation. Yes No Unsure

b. Budget review materials used in adopting the current district budget clearly identify the funding associated with each district goal. Yes No Unsure

4. The board monitors plan implementation and district success in a formal, scheduled manner.

4.1 Time lines in the plans for reporting to the board are incorporated into the board’s annual activity calendar and included on appropriate monthly agendas. Yes No Unsure

You can check “Yes” for the above item if you check “Yes” to all the criteria below:

a. Board agendas or minutes from the past 12 months indicate the board received and formally discussed at least one report of progress on district goals. Yes No Unsure

b. The board’s calendar for the coming year lists the months in which reports on goal implementation will be provided. Yes No Unsure

Oversight of Management

5. Goals, performance standards, and/or benchmarks have been established for major aspects of district operations.

- 5.1 The board receives information annually from the superintendent on the goals, standards, or benchmarks the administration uses to assess effectiveness for the major areas of district operations.
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| | Yes | No | Unsure |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- a. Board agenda materials or minutes from the past 12 months indicate the board and superintendent formally discussed goals, standards, or benchmarks the superintendent uses in assessing operational effectiveness in major areas.
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| | Yes | No | Unsure |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- b. The board can point to a document or documents outlining the measures used by the administration to assess success in at least three major areas of district operations.
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| | Yes | No | Unsure |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 5.2 The board receives regular, scheduled updates on operations effectiveness as measured against standards or benchmarks.
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| | Yes | No | Unsure |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- a. Board agenda materials or minutes indicate that the board received a report on operations success relative to established standards or benchmarks within the last 12 months.
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| | Yes | No | Unsure |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. The board is familiar with the broad outlines of the systems the superintendent has put in place to manage district operations.

- 6.1 The board and superintendent have a schedule for periodic updates on major management systems in the district, including presentations on how benchmark data is used to plan improvements.
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| | Yes | No | Unsure |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- a. Board agenda materials or minutes indicate the board received a briefing on at least one major management system within the past 12 months.
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| | Yes | No | Unsure |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- b. The board can point to a document with a schedule for briefings on major management systems.
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| | Yes | No | Unsure |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6.2 The board’s evaluation of the superintendent’s performance in district operations focuses on the superintendent’s establishing appropriate measures and standards of performance for major district operations, monitoring success, and using data for improvement.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check “Yes” for the above item if you check “Yes” to all the criteria below:</i>			
a. Exclusive of priority performance goals, items on the board’s evaluation instrument focus on whether appropriate performance standards are in place for major areas of district operations, whether the standards are being monitored, and whether they are being met.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

Board–Superintendent Team Operations

7. The board and superintendent team regularly checks expectations and assesses board–superintendent operations.

7.1 The board and superintendent participate in an annual team-building activity.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check “Yes” for the above item if you check “Yes” to all the criteria below:</i>			
a. Board agenda materials or minutes indicate the board and superintendent participated together in a team-building session or self-assessment discussion during the past 12 months.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b. Written documents or reports from the team-building session indicate the session included review of actual board practices and behaviors and resulted in agreements about future operations.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
c. Board agenda materials, board minutes, or documents related to the most recent team-building session indicate the board formally discussed continuing education needs as a part of its team-building activity.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
d. The board can point to written plans for continuing education for its members that include, at a minimum, the topics to be addressed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

7.2 The board has adopted and annually reaffirms an ethics statement or code of conduct for board members. Yes No Unsure

You can check “Yes” for the above item if you check “Yes” to all the criteria below:

a. The board can point to a code of conduct or ethics statement that has been formally adopted by the board. Yes No Unsure

b. Board agenda materials or minutes indicate the statement has been affirmed by all current members of the board, or the board’s calendar of activities includes reaffirmation of the ethics statement or code of conduct as an agenda item within the next six months. Yes No Unsure

8. Written operating procedures for the board and superintendent are in place.

8.1 A written annual calendar of board events, outlining major board activities by month, is in place. Yes No Unsure

You can check “Yes” for the above item if you check “Yes” to all the criteria below:

a. All members of the board have copies of a written, 12-month calendar on which major board responsibilities have been scheduled. Yes No Unsure

b. At least 75 percent of the board tasks on the calendar for the past 12 months were performed in the months scheduled or were rescheduled on the calendar for another specific time. Yes No Unsure

8.2 Operating procedures are codified in a written board-superintendent procedures document; new board members are oriented to operating procedures within the first 60 days of service. Yes No Unsure

You can check “Yes” for the above item if you check “Yes” to all the criteria below:

a. The board can point to written board operating procedures. Yes No Unsure

b. The operating procedures are stated in terms of observable actions: what the board, trustee, or superintendent is actually expected to do or not do. Yes No Unsure

c. Any members who have joined the board-superintendent team within the last 12 months have copies of all written board operating procedures. Yes No Unsure

8.3 An annual review of operating procedures is included on the board activity calendar.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>			
a. Board agenda materials, minutes, or other documents indicate the board and superintendent have formally discussed operating procedures within the past 12 months.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b. The review of operating procedures usually occurs in the same month each year.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

Advocacy

9. The board is an active advocate for the district within the community.

9.1 The board has an active plan for its generating support for the district, its vision, and its goals with patrons, the business community, and other organizations in the area.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>			
a. The plan is written and reviewed each year.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b. The plan lists activities the board members themselves or the board as a whole will do to generate support and partnerships within the community.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
9.2 The board reviews board and board member success in generating support for the district annually.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>			
a. The board's activity calendar includes a month in which this review takes place.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b. Agenda materials, workshop materials, or minutes from the last 12 months indicate that board discussed the success of its plan and its efforts.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

10. The board is an active advocate for the district with other elected officials.

10.1 The board has an active plan for advocating for the district's interest with legislators and other elected public officials. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The plan is written and reviewed at least every two years. Yes No Unsure

b. The plan lists activities the board members themselves or the board as a whole will do to support the district's interest before legislators and other elected public officials. Yes No Unsure

10.2 Every two years, the board reviews board and board member success in advocating for the district with legislators and other elected officials. Yes No Unsure

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The board's activity calendar includes a month in which this review takes place. Yes No Unsure

b. Agenda materials, workshop materials, or minutes from the last 24 months indicate that board discussed the success of its plan and its efforts. Yes No Unsure

Notes:

Notes:

Notes:



Texas Association of School Boards

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:

EQUITY
IN ATTITUDE

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

TRUSTWORTHINESS
IN STEWARDSHIP

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

HONOR
IN CONDUCT

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

INTEGRITY
OF CHARACTER

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

COMMITMENT
TO SERVICE

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

STUDENT-CENTERED
FOCUS

- I will be continuously guided by what is best for all students of the District.