



Board of Trustees  
Operating Procedures

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# Tyler Independent School District

## Board Operating Procedures

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## Overview

The Board Operating Procedures are intended to guide and assist the Board Members in the conduct of its business. They are not intended to confer legal rights on any other person.

The Board Operating Procedures are not intended to take precedence over Board Policy. If there is a conflict or inconsistency between these Procedures and Board Policy, Board Policy will take precedence. At no time are these Procedures intended to override Local or Legal Policy or state or federal law.

The Board Operating Procedures will be reviewed annually by the Board and updated as needed as part of Board training and orientation.

## Board Member 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:

### 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.

### HONOR IN CONDUCT

- 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.

### 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.

### COMMITMENT TO SERVICE

- 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, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.

### STUDENT-CENTERED FOCUS

- 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.

# **Educational Philosophy**

## **Vision Statement**

We focus on successful student outcomes.

## **Core Beliefs**

The Tyler ISD Board of Trustees believes:

- All children can learn.  
It is the District's responsibility to ensure each student will reach his or her highest academic potential, graduate high school prepared for higher education and/or workforce in the global market while closing the achievement gap.
- All students deserve a safe and healthy learning environment.  
It is the District's responsibility to provide a safe, healthy learning environment designed to attract, engage and retain the students' attention.
- Quality teachers and staff are the key to academic excellence.  
It is the District's responsibility to establish academic excellence by hiring, training and retaining quality teachers and staff.
- Schools and communities have an enormous impact on students' lives.  
It is the District's responsibility to collaborate with the community to achieve and sustain excellence in the education of District students.
- Effective and responsible utilization of the community's resources is fundamental in educating children.  
It is the District's responsibility to allocate District resources to meet the needs of all students while maintaining the highest level of fiscal responsibility, efficacy and integrity.

## **Continuous Improvement**

The Board of Trustees is committed to a continuous improvement model for governing teams (Boards in collaboration with their Superintendents) that choose to intensively focus on one primary object: Improving Student Outcomes.

This intense focus is accomplished through tailored execution of the five points of the Texas Framework for School Board Development: Vision, Accountability, Structure, Unity, and Advocacy.

In addition to Continuous Improvement's singular focus on improving student outcomes, it provides a system for governing the secondary, but vital, legal and fiscal responsibilities of the board. Continuous Improvement Governance Goals and Constraints as adopted by the Board are located in Board Operating Procedures.

Related Policies: AE (LOCAL)

## Board Member Powers and Duties

### Primary functions:

- Set the direction for the district, primarily focusing on the education and well-being of students.
- Translate the needs of students into policies, plans and goals that will be supported by the community.
- Represent the public interest.

### Responsibilities:

- Hire and evaluate the superintendent as its chief administrator and executive officer
- Approve the district's budget
- Establish goals and evaluate outcomes
- Adopt and evaluate policies
- Levy and collect taxes, and issue bonds
- Order elections, canvass returns, declare results, and issue certificates of election as required by law
- Adhere to guidelines and policies mandated by the Texas Education Agency and the U.S. Department of Education

The Board shall be responsible for developing the policies to support the purpose of the District and ensuring that District employees and others engaged in business with the District follow all relevant laws, regulations, and procedures. The Board shall provide oversight of the District's major management systems: not limited to finance, human resources, safety and security, construction management, facilities, custodial services, transportation, food service, purchasing, and technology.

While holding the Superintendent accountable for performance of these systems, the Board shall not interfere with the Superintendent's management of the District.

### Related Policies: BAA (LEGAL and LOCAL)

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## Role and Authority of Board Officers

No Board Member or Officer has authority outside the Board meeting.

No Board Member can direct employees in regard to performance of their duties.

### **President**

In addition to the duties required by law, the Board President shall:

1. Preside at all Board meetings unless unable to attend.
2. Follow the parliamentary guidelines in Robert's Rules of Order.
3. Appoint all Board committees, unless otherwise provided by policy, this procedure book, or Board consensus.
4. Serve as the Board's spokesperson with the media, at community events and at district events such as Convocation.

### **Vice-President**

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

### **Secretary**

1. The Board shall assign a District employee to provide assistance to the Board and perform the duties of the Board Secretary.
2. Ensure that an accurate record is kept of the proceedings of each Board meeting.
3. Ensure that notices of Board meetings are posted and sent as required by law.
4. Sign or countersign documents as directed by action of the Board.

## Board Member Compliance with Operating Procedures

- Individual Board Members and/or the Superintendent of Schools are encouraged to express their concerns about a Board Member's compliance with Board Operating Procedures directly with that member, verbally, followed by any written communication.
- If the issue is not resolved after personal discussions between the individuals involved, then discussion with the Board President is appropriate. The Board President shall discuss the concern with the Board Member in question on behalf of the individual concerned, or the President shall moderate a discussion between those involved. If the concern involves the Board President, the Board Vice President shall serve this role.
- If the issue still is not resolved, the Board President shall place an item on the next meeting agenda for a Closed/Executive Session posted as "Deliberation of Duties of a Public Officer." Alternatively, three Board Members can notify the Board President and request the item be placed on the next meeting agenda.
- In Closed/Executive Session, the individuals with the concern shall state their concern and provide specific examples to support that concern and the Board shall discuss the concern. Among other options to resolve the matter in Closed/Executive Session, Board Members may encourage the Board Member to attend specific training related to the Board Operating Procedures.
- If the Board Member in question does not believe his or her behavior is in conflict with Board Operating Procedures even in the Closed/Executive Session discussion, the matter will be addressed by majority vote of the Board in open session, with options including, but not limited to, the following:
  - a. Require the Board Member to attend specific training related to the Board operating Procedures.
  - b. Formally reprimanded in public meeting.
  - c. Removal from any Board-appointed office.
- Discussions about compliance concerns should be intended to resolve the concern while avoiding any punitive actions. Discussions could include reminding the Board Member whose behavior is in question about the adopted Board Operating Procedures how the questionable behavior does not comply with those procedures. The discussion could also identify more appropriate alternatives to the questionable behavior or refer the Board Member to policies or procedures that outline approved ways to deal with the issue that prompted the questionable behavior.
- While the Superintendent of Schools is encouraged by these procedures to report to the Board President or other members in the event a compliance concern is not addressed individually, Board Members will not take concerns about fellow Board Members to the Superintendent of Schools.

Related Policies: BAA (Legal and Local); BBC (Legal); BBE (Legal and Local); BBF (Local); BDAA (Local); BDAA (Legal); BF (Local)



## Preparing the Board Meeting Agenda

The normal deadline for submitting items for inclusion on the agenda is one week prior to the meeting. No agenda items shall be added after the agenda is officially posted 72 hours prior to the Board meeting.

In consultation with the Board President and Vice President, the Superintendent shall prepare the agenda for all Board meetings. Any Board Member may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Board member.

Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval, or Vice President, in absence of the Board President. In reviewing the preliminary agenda, the President shall ensure that any topics the Board or individual Trustees have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future, no later than the next regularly scheduled board meeting. The Board President shall not have authority to remove from the agenda a subject requested by a Trustee without that Trustee's specific authorization.

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, as provided by law. The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

The agenda shall be posted publicly in a timely fashion, as required by law. In addition, the administration shall strive to provide copies of the meeting agenda to guests at the meeting and/or prominently display the agenda throughout the meeting.

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

The order of the regular Board meeting shall generally follow the guidelines as outlined in TASB Board Book. The Board shall reserve the right to adjust the order of the agenda as deemed appropriate or necessary. [See BE (EXHIBIT) for sample agenda]

### Related Policies: BE (LEGAL and LOCAL)

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## Preparing for Board Meetings

1. The superintendent will ensure that supporting information required for informed decision-making is prepared in advance when possible and included in the board meeting agenda packet.
2. 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.
3. The superintendent will ensure that agenda packets are distributed to board members in a timely manner before the scheduled board meetings.
4. Board members prepare to address agenda items by doing the following:
  - a. Reading agenda packet materials before each board meeting.
  - b. Calling the superintendent with questions about agenda items or background information at least one business day before the scheduled board meeting.
5. Receiving answers to questions in advance does not preclude board members from asking relevant questions about agenda items during board meetings.

### *Related Policies: BE (LEGAL and Local)*

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## Participation at Board Meetings

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

The Board President shall make an opening statement to set the tone of the meeting and explain the guidelines.

Guidelines for Board Member Protocol shall be as follows:

1. Board members shall act and dress professionally.
2. Board members shall handle all interactions with each other, the Superintendent, staff and the public with respect.
3. Board members shall refrain from responding to speaker comments or addressing the audience.
4. Discussions shall be addressed to the Board President and then the entire membership.
5. Discussions shall be directed solely to the business currently under deliberation and the Board President shall reserve the right to close discussions that do not apply to the business before the Board.
6. The Board President shall preside with fairness and provide Board members with equal time. No Board member shall be permitted to procure substantial time extraordinary of other trustee's participation.
7. The Board President shall close discussions if the Board has agreed to a time limitation for discussion of an item and that time limit has expired.
8. An administrative designee shall serve as timekeeper.
9. The Board President shall not interfere with debate so long as members wish to address an item under consideration.
10. Board members shall, in every way, strive to make Board meetings effective, efficient, and professional.

Guidelines for Audience Protocol shall be as follows:

1. The audience shall be expected to remain quiet during the meeting.
2. All cell phones and other electronic devices shall be turned off or set to vibrate.
3. The audience shall be expected to refrain from cheering, clapping, or audibly commenting during the business portion of the meeting.
4. The audience shall be prohibited from displaying signs, posters, or placards inside the room where the Board meeting is being held.

5. If disruption occurs, the Board President shall have the authority to ensure order through verbal warnings and/or removal of the individual or individuals from the premises by law enforcement. Continued disruption may result in criminal charges. [See BED]

Guidelines for Speaker Protocol shall be as follows:

1. Public comment shall be limited to the designated open forum portion of a meeting, with the exception of public hearings.
2. Speakers shall be required to fill out a speaker participation form prior to speaking. The deadline for completing and submitting a speaker's form shall be ten minutes prior to the start of the regular Board meeting.
3. Speakers shall be acknowledged by the President before speaking and must state their first and last name and the intended topic of comments.
4. Public comments shall be limited to five minutes per speaker. The Board may have allotted time reduced if an unusually large number of persons wish to speak.
5. Speakers will refrain from direct questions to Board members, the Superintendent, District Staff or members of the audience while speaking.
6. Speakers may not accrue minutes from other speakers.
7. Speakers shall not use profane or vulgar language.
8. Speakers shall refrain from making personal attacks against any person.
9. Speakers shall remain in designated area for public comment.

Although the Board may ask clarifying questions, Board members may not respond to any comments.

The President of the Board has the authority to request that the appropriate member or administrator follow up with the individual regarding the information or concern presented to the Board.

The Board President shall reserve the right to conclude a speaker's privileges to address the School Board if any of these provisions are violated.

Related Policies: BED and BE (LEGAL and LOCAL), FNG (LOCAL)

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## Voting by Board Members

Voting shall be by voice vote or show of hands, as directed by the Board President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request.

Related Policies: BE (LEGAL and LOCAL),

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## Board Workshops

1. Workshops conducted by the School Board shall begin at times designated by the Board, the Board President, and Superintendent.
2. Workshop topics are determined by the board and aligned with priorities that are established annually in accordance with district goals and will be scheduled monthly or more frequently, as needed.

The workshop meeting location and time will be listed in the meeting notice. The public and the media are encouraged to attend workshops.

3. Board Workshops will focus on the areas as listed on the calendar for Continuous Improvement / Constraint Monitoring / Compliance Reporting.

### Related Policies: BAA (Local); BE (Legal and Local)

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## Board Monitoring Calendar

Board Workshop		Regular Meeting
January	Texas Performance Report System and Results Driven Accountability Competitive Academics	Annual Audit Athletics Update Visual & Performing Arts Update
February	Class Size Update T-TESS/Walkthrough Evaluation Update	Goal 1 & 2- mClass & iReady Update (K-2) Goal 3 - Advanced Placement, Dual Credit, and Certifications Update
March	Trustee Election Related Action	Goal 1 & 2 – CLI Engage Update (Pre-K)
April	Safety and Security Update Cyber Security Update	Curriculum Update Board Continuing Education Report
May	Clearinghouse Professional Development Plan District of Innovation Teacher Update Head Start	Goal 1 & 2 – CLI Engage, mClass and iReady Update
June	Budget Gifted & Talented Update School Health Advisory Council Report TASB SLI	T-TESS/Walk-throughs Evaluation Update TOP Teacher Program (Teacher Incentive) Athletics Update
July		STAAR/EOC Summary Competitive Academics Update
August	Budget Safety and Security Update	Budget Accountability Results/STAAR Data District/Campus Improvement Plans Visual & Performing Arts Update
September	Internal Audit Plan Head Start Early Enrollment Update	Goal 3 – Advanced Placement, Dual Credit, and Certifications Update TOP Teacher Program (Teacher Incentive)
October	Class Size Update District of Innovation Teacher Update Bilingual/ESL Evaluation TASA/TASB Convention	Goal 1 & 2 – mClass & iReady Update The Mentoring Alliance Update
November	Team of Eight/Governance/Board Operating Procedures	Goal 1 & 2 – CLI Engage Update (Pre-K) Safety and Security Update
December		FIRST Rating Report

\*The calendar will be reviewed annually and the reporting schedule is subject to change based on available data.

## Board Member's Request for Additional Information

1. Members should request information not related to a meeting agenda item directly from the superintendent and/or board secretary.
2. The superintendent will determine if the information requested is available from existing sources or records or if it requires a special, one-time-only report.
3. If the requested information can be provided from readily available data with no diversion of staff time, it will be provided as soon as is reasonable.
4. In the event the request requires a special report that will divert staff time from established priorities, the superintendent will notify the requester and the board president.
5. The board president will place the request for information on the next meeting agenda to determine if a majority of the board agrees that the requested information is important for its future decision-making.
6. If the board agrees that the information is important for future decision-making, the superintendent will direct that a report be developed and provided as requested by the board.
7. All team members will receive a copy of any report generated by a board member's request in accordance with this procedure.

### **Reporting Requirement Concerning Board Member Requests for District Information**      Section 11.1512, Texas Education Code:

- (e) The district shall report annually to the Texas Education Agency not later than September 1 of each year:
- (1) the number of requests submitted by a member of the board of trustees of the district under Subsection (c) during the preceding school year; and
  - (2) the total cost to the district for that school year of responding to requests under Subsection (c).
- (f) In this section, "official capacity" means all duties of office and includes administrative decisions or actions.

#### Related Policies: BBE (LOCAL)

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## Communicating with Team Members between Meetings

### Board Members

1. Board Members may use mail, email, voice mail, text messaging, fax, phone, special committee meetings or personal contact to communicate with each other; however, Board Members shall never meet, talk, text or e-mail in a group large enough to constitute an official meeting, typically four (4) or more, unless notice has been posted. In email or text messaging, "Reply to All" should be avoided.
2. Board Members who participate in social media such as, but not limited to, Facebook, Google+, LinkedIn or Twitter, should be careful to avoid online conversations that could be construed as speaking for the Board or constituting an online Board meeting, continuing board business from a past or future meeting, or portraying the Board/District in a negative connotation.

### Superintendent

1. Board Members will keep the Superintendent informed of concerns in a timely manner. It is the Superintendent's job to take action and resolve situations. Board Members should not violate the chain of command, causing disrespect and unclear expectations between Staff, Superintendent, and Board.
2. Superintendent will communicate information to all Board Members in a timely manner, including requests from the Board President.
3. The superintendent will meet with the board president as needed, or communicate by telephone, fax, and/or e-mail to inform him or her of district issues that may need to come before the board for information or action.
4. Questions submitted to the Superintendent via email or other electronic means should NOT be sent simultaneously to the entire Board. Doing so may constitute an online meeting.
5. Information shared by Superintendent to Board in executive session will be kept confidential until Superintendent notifies the Board that information is public.

### Related Policies: BE (LEGAL) and BJA (LOCAL)

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## Communicating with the Media

1. The board president or, in his or her absence or by appointment, the designee will serve as the board spokesperson to the media on issues regarding board actions or governance issues.
2. The superintendent or, in his or her absence, a specified designee shall be the official district spokesperson to the media on district issues.
3. A board member receiving a call from the media requesting information, comments, or an interview will inform the media representative that the superintendent is the board's designated contact for official information about district business and that the board president is the board's designated contact for official positions on the board's actions or decisions as a body.
4. Upon agreement, board president and superintendent may designate board members to speak on unique issues separate from district governance.
5. Board members who do speak with media representatives will clarify at the beginning of the interview that they are speaking as individuals rather than as authorized representatives of the board of trustees.
6. When speaking as an individual, the board member may remind media representatives of the official position or action already taken on the issue by the board of trustees and refer them to the board's designated spokesperson for further information about those actions.
7. When speaking to media representatives, board members will generally avoid stating opinions or speculating about possible board action on issues that are scheduled for discussion at a future board meeting and explain that decisions will be made after deliberation with members of the board at a meeting.

### Related Policies: BBF (LOCAL), and BJA (LOCAL)

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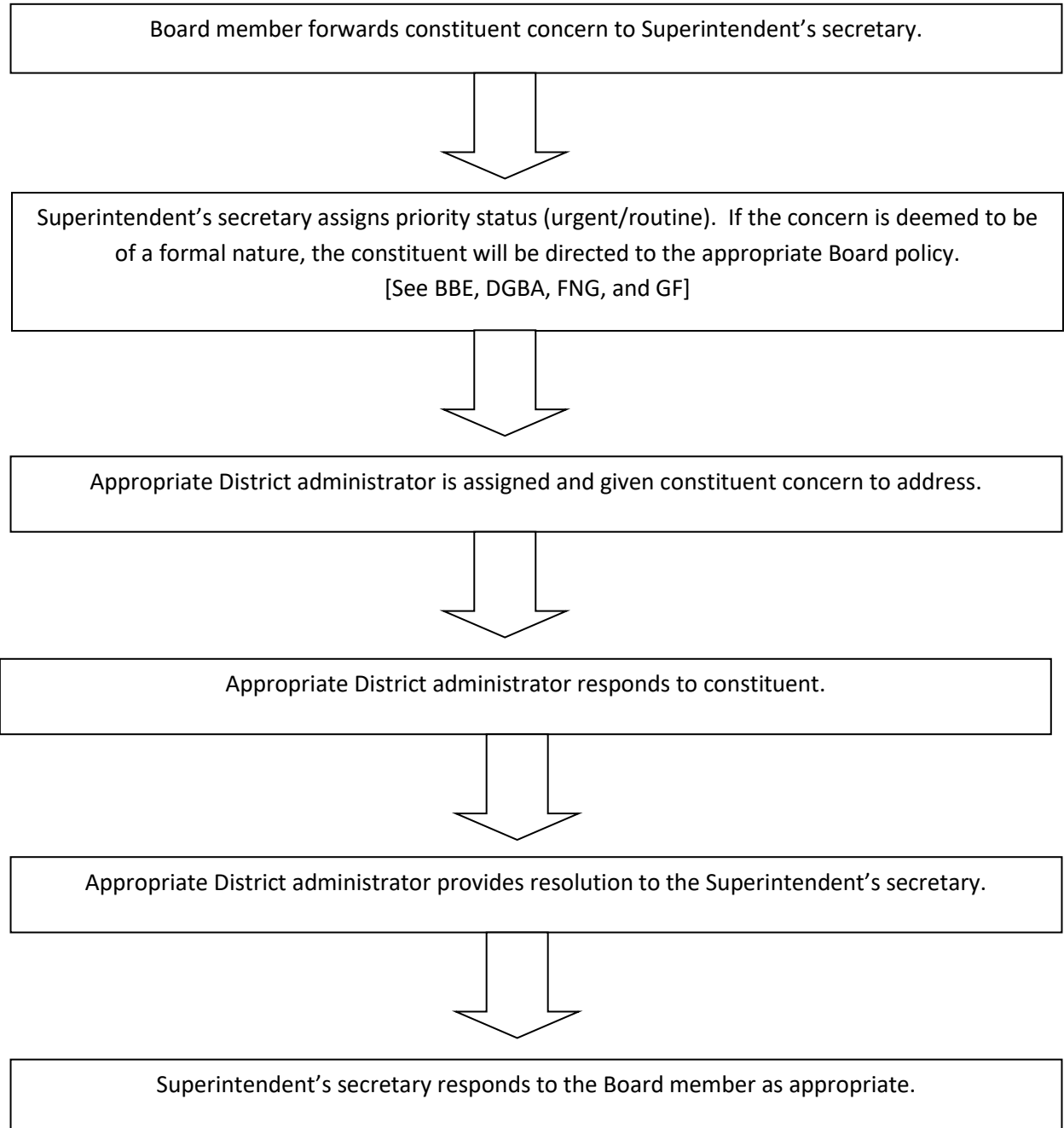
## Communicating With the Community

1. Board members must provide service to constituents but should not involve themselves in problem management. It is the intention of the School Board to meet these standards and follow these processes.
2. The Board and individual Board Members shall follow all state laws and regulations regarding the prohibitions of Board involvement in management.
3. As elected officials and Trustees acting on behalf of the public, Board Members have a responsibility to be accessible to the public and assist citizens with suggestions, questions, or complaints regarding the schools in the District. The following definitions shall apply:
  - a. Constituents are residents of the community who are represented by an elected public school District Board member. Constituents are receivers of public services and/or provide public funds for those services directly or indirectly.
  - b. Governance is the primary role of the elected school District Board member. Governance involves ensuring the delivery of required educational and support services in the District by providing oversight and policy to the Superintendent regarding those services and desired results. Governance is strategically based guidance and policy focused on effecting system improvement.
  - c. Management is the responsibility of the District Superintendent who is an employee of the Board and operates within District policy established by the School Board and all applicable state and federal laws and regulations. Management includes directing staff, allocating resources, administering programs and providing support services to improve school system effectiveness and successfully achieve District academic objectives.
  - d. *Appropriate* constituent service is defined as each Board member ensuring that management takes responsibility for helping citizens receive the services that the Texas Education Agency intends the District to provide, using the systems and resources provided for those services.
  - e. *Inappropriate* constituent service is defined as Board member involvement in management or delivery of specific services or desired result, even if the problem is serious and/or the board member's involvement is minimal. This includes an obligation not to confer special advantage on employees, parents, students, vendors or any other person or entity outside regular management decision-making processes established by policy or management directive to guarantee fairness and equity.

4. Recognizing the need to provide quality service to constituents, the Board and Superintendent shall work together to put into place a system for tracking and responding to constituent inquiries.
5. The goal of the District shall be to respond promptly and professionally to any questions or concerns of the public. To this end, the public is encouraged to use published telephone numbers to contact the appropriate District personnel regarding issues or questions. Another valuable resource is the District website [www.tylerisd.org](http://www.tylerisd.org) which contains policy, procedures and the status of various ongoing programs which will often answer many questions. The website also provides access to those who want to send questions and comments directly to the Superintendent using electronic mail.
6. See Appendix A for Constituent Service Flow Chart regarding the protocol for constituent service requests. [BBE(EXHIBIT)]
7. The assigned District Administrative personnel shall respond to the constituent and forward the resolution to the Board Secretary. The Board Secretary shall be responsible for ensuring that the respective Board member is advised of action on the constituent requests.
8. Response to constituent requests shall be managed on a priority basis. The board Secretary and District staff shall establish priorities considering all requests. The priority in which requests are answered is based on the urgency of the specific issue and not the importance of each request. The Board considers all requests to be important and warranting an expedient response. In cases where extensive staff work is required to collect data or research information to respond, an interim response will be provided to the constituent by the assigned district administrative personnel.
9. Constituent request data shall be managed by the Superintendent's Office.
10. The constituent services response shall comply with other local policies and procedures to ensure that complaints by employees, parents, students, or other members of the public are addressed and are in concert with existing policies. [See DGBA, FL, FNG, and GF]

## Appendix A

### CONSTITUENT SERVICE FLOW CHART TYLER INDEPENDENT SCHOOL DISTRICT



## Board Member Visits to Campuses and District Facilities

- Board members are encouraged to attend as many campus events as their time permits.
- As a courtesy to the Administration, Board members will make every effort to notify the Superintendent's Office in advance of visiting a campus.
- Board members are required to check in with the principal's office and follow campus guidelines for visitors.
- Board members may interact with any staff member or student during conference periods, lunch, recess, and before or after school without interrupting scheduled learning periods or interfering with the learning process.
- Board members are not to go unannounced into teachers' classrooms or individual buildings for the purpose of evaluation.
- When visiting with teachers of their own children, board members will make it clear that they are acting as parents rather than as board members.
- Board members will not request or accept extraordinary consideration or favors from any district employee.

This does not pertain to visits as a parent, as a spectator to school events, or other events open to the general public or by invitation.

**Related Policies:** BBE (Legal); BBE (Local); GKA (Legal); GKA (Local)

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## Board Operating Procedures Annual Review

1. Board Members shall review annually and update as needed as a part of Board training and orientation.
2. A work session may be called to review or update the guidelines if necessary.

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## Board Training

School board members must complete continuing education training required by the State Board of Education (SBOE). Tex. Educ. Code §11.159(b); 19 Tex. Admin. Code §61.1. To the extent possible, entire boards are encouraged to participate in continuing education programs together. 19 Tex. Admin. Code § 61.1(i).



## New Board Member Orientation

1. New Board Members should attend as much training as possible during their first year of service.
2. The Superintendent and administration will meet with each new member as soon as practical after joining the Board. The Superintendent will review the On-boarding process that has been developed.
  - a. The Superintendent will arrange for new Board Members to visit with key staff members to familiarize themselves with such issues as finance, budgets, curriculum and instruction, safety and discipline issues, school management issues, Internal Audit – Audit Committee Charter, and other issues of interest.
  - b. Every new Board Member should meet with the Superintendent regarding Continuous Improvement and specifically how the Board of Trustees utilizes this philosophy to conduct its business.
  - c. Topics for discussion could include the following:

### **Review of Operating Procedures**

- Superintendent and Board Member Relationship
- Understanding the Team of 8
- Meetings of the Board (Work Session, Regular, and Called)
- Board Officer Elections
- Standards of the Duties of a Board Member
- Board Member Ethics
- Role and Authority of Officers Travel and Training
  - Allowable expenses; credit card issuances Hotel/travel arranged by Superintendent's office
  - Review Calendar for Major Events and Dates (Summer Leadership Institute, Open Meetings and Public Information Act Training, State Convention, Graduation, Convocation, Team Building Session, Education Foundation Luncheon, PTA Luncheons)
- School Visit Guidelines
- Communications/Local Complaint Policy/Dealing with Media
- Continuing Education Requirements and Expectations
- Internal Audit – Audit Committee Charter

### **Review of Open and Closed Meetings**

### **Review of Board Meeting Process/Packets**

### **Review of TASB**

- Membership in TASB (benefits and uses)

### **Review of Policy** (Difference in Legal, Local, and Regulation, where to find)

### **Review of Personnel Structure of ISD**

### **Superintendent's contract**

### **Superintendent's Evaluation / Board of Trustees Evaluation**

### **Continuous Improvement**

# APPENDIX

## **BOARD'S CONSTRAINTS FOR THE BOARD**

CONSTRAINT 1: The Board will not allow the Board collectively or any Trustee individually to violate policy BAA (LEGAL) regarding the power and duties of the Board or BBE (LEGAL) or BBE (LOCAL) regarding the Board's authority.

CPM 1.1: The Board collectively and individual Trustees will satisfy Texas governance training requirements; participate in growth and improvement opportunities as reported at the last regular meeting of the board before an election of trustees.

CONSTRAINT 2: The Board will not allow the Board collectively or any Trustee individually to perform or appear to perform any of the roles delegated to the superintendent as articulated in policies BJA (LEGAL) or BJA (LOCAL).

## Continuous Improvement/Student Outcome Goals

### Goal 1:

<b>Early Childhood Literacy Goal:</b> The percent of 3rd grade students that pass STAAR Reading (at grade level - "Approaches College Readiness") will increase from 67.1% to 74.5% by June 2026.														
Early Literacy	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	67.1	54.1	65.1	65.5	-	-	-	73.6	39.0	61.0	64.1	-	67.2	67.0
2022	68.7	56.4	66.8	66.2	-	-	-	74.9	42.0	63.0	65.9	-	68.9	68.7
2023	70.3	58.6	68.5	66.9	-	-	-	76.1	44.9	64.8	67.6	-	70.4	70.2
2024	71.8	60.6	70.0	67.6	-	-	-	77.3	47.7	66.6	69.2	-	71.9	71.7
2025	73.2	62.6	71.5	68.2	-	-	-	78.5	50.3	68.2	70.7	-	73.3	73.1
2026	74.5	64.5	73.0	68.8	-	-	-	79.5	52.8	69.8	72.2	-	74.6	74.5

### Progress Measure 1:

<b>Progress Measure 1:</b> The percent of Kindergarten students projected to pass 3rd grade STAAR Reading (at grade level - "Approaches College Readiness") will increase from 63.2% to 71.5% by June 2026.														
Early Literacy	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	63.2	54.9	56.0	80.5	-	-	-	69.8	46.5	56.4	41.3	-	-	-
2022	65.0	57.2	58.2	81.5	-	-	-	71.3	49.2	58.5	44.2	-	-	-
2023	66.8	59.3	60.3	82.4	-	-	-	72.7	51.7	60.6	47.0	-	-	-
2024	68.4	61.4	62.3	83.3	-	-	-	74.1	54.2	62.6	49.7	-	-	-
2025	70.0	63.3	64.2	84.1	-	-	-	75.4	56.5	64.5	52.2	-	-	-
2026	71.5	65.1	66.0	84.9	-	-	-	76.6	58.6	66.2	54.6	-	-	-

### Progress Measure 2:

<b>Progress Measure 2:</b> The percent of 1st grade students projected to pass 3rd grade STAAR Reading (at grade level - "Approaches College Readiness") will increase from 58.3% to 67.8% by June 2026.														
Early Literacy	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	58.3	48.7	50.0	78.6	-	-	-	71.6	30.9	50.7	42.1	-	-	-
2022	60.4	51.3	52.5	79.7	-	-	-	73.0	34.3	53.2	45.0	-	-	-
2023	62.4	53.7	54.9	80.7	-	-	-	74.4	37.6	55.5	47.8	-	-	-
2024	64.3	56.0	57.2	81.7	-	-	-	75.7	40.7	57.8	50.4	-	-	-
2025	66.1	58.2	59.3	82.6	-	-	-	76.9	43.7	59.9	52.9	-	-	-
2026	67.8	60.3	61.3	83.5	-	-	-	78.0	46.5	61.9	55.2	-	-	-

### Progress Measure 3:

<b>Progress Measure 3:</b> The percent of 2nd grade students projected to pass 3rd grade STAAR Reading (at grade level - "Approaches College Readiness") will increase from 61.3% to 70.1% by June 2026.														
Early Literacy	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	61.3	54.2	54.8	81.0	-	-	-	74.1	33.2	54.7	51.0	-	51.8	66.0
2022	63.2	56.5	57.1	81.9	-	-	-	75.4	36.5	57.0	53.5	-	54.2	67.7
2023	65.1	58.7	59.2	82.8	-	-	-	76.6	39.7	59.1	55.8	-	56.5	69.3
2024	66.8	60.8	61.2	83.7	-	-	-	77.8	42.7	61.2	58.0	-	58.7	70.9
2025	68.5	62.7	63.2	84.5	-	-	-	78.9	45.6	63.1	60.1	-	60.7	72.3
2026	70.1	64.6	65.0	85.3	-	-	-	80.0	48.3	64.9	62.1	-	62.7	73.7

#### Progress Measure 4:

Progress Measure 4: The percent of 3rd grade students that pass 3rd grade STAAR Reading (at grade level - "Meets or Masters College Readiness") will increase from 35.7% to 45.8% by June 2026.														
Early Literacy	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	35.7	20.3	31.1	61.1	-	-	-	50.8	12.1	28.5	29.4	-	35.3	38.1
2022	37.9	23.0	33.4	62.4	-	-	-	52.4	15.0	30.9	31.7	-	37.5	40.2
2023	39.9	25.6	35.6	63.7	-	-	-	54.0	17.9	33.2	34.0	-	39.5	42.2
2024	41.9	28.0	37.8	64.9	-	-	-	55.6	20.6	35.4	36.2	-	41.6	44.1
2025	43.9	30.4	39.9	66.0	-	-	-	57.0	23.2	37.5	38.3	-	43.5	45.9
2026	45.8	32.8	41.9	67.2	-	-	-	58.5	25.8	39.6	40.4	-	45.4	47.8

## Goal 2:

**Early Childhood Numeracy Goal:** The percent of 3rd grade students that pass STAAR Math (at grade level - "Approaches College Readiness") will increase from 72.7% to 78.9% by June 2026.

Early Numeracy	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	72.7	55.7	75.5	86.4	-	-	-	78.9	44.2	68.3	77.1	-	73.3	70.8
2022	74.1	57.9	76.7	87.0	-	-	-	80.0	47.0	69.9	78.2	-	74.6	72.2
2023	75.4	60.0	77.9	87.7	-	-	-	81.0	49.6	71.4	79.3	-	75.9	73.6
2024	76.6	62.0	79.0	88.3	-	-	-	81.9	52.1	72.8	80.3	-	77.1	74.9
2025	77.8	63.9	80.0	88.9	-	-	-	82.8	54.5	74.2	81.3	-	78.3	76.2
2026	78.9	65.7	81.0	89.5	-	-	-	83.7	56.8	75.5	82.3	-	79.3	77.4

## Progress Measure 1:

**Progress Measure 1:** The percent of Kindergarten students projected to pass 3rd grade STAAR Math (at grade level - "Approaches College Readiness") will increase from 61.9% to 70.5% by June 2026.

Early Numeracy	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	61.9	47.9	58.8	80.5	-	-	-	70.9	42.8	55.2	54.7	-	-	-
2022	63.8	50.5	60.9	81.5	-	-	-	72.3	45.6	57.4	57.0	-	-	-
2023	65.4	53.0	62.8	82.4	-	-	-	73.7	48.3	59.6	59.1	-	-	-
2024	67.3	55.4	64.7	83.3	-	-	-	75.0	50.9	61.6	61.2	-	-	-
2025	69.0	57.6	66.4	84.1	-	-	-	76.3	53.4	63.5	63.1	-	-	-
2026	70.5	59.7	68.1	84.9	-	-	-	77.5	55.7	65.3	64.9	-	-	-

## Progress Measure 2:

**Progress Measure 2:** The percent of 1st grade students projected to pass 3rd grade STAAR Math (at grade level - "Approaches College Readiness") will increase from 61.6% to 70.3% by June 2026.

Early Numeracy	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	61.6	48.2	57.3	81.2	-	-	-	79.2	39.9	54.8	54.7	-	-	-
2022	63.5	50.8	59.5	82.1	-	-	-	80.2	42.9	57.1	56.9	-	-	-
2023	65.3	53.3	61.5	83.0	-	-	-	81.2	45.7	59.2	59.1	-	-	-
2024	67.1	55.6	63.4	83.9	-	-	-	82.1	48.4	61.2	61.1	-	-	-
2025	68.7	57.8	65.2	84.7	-	-	-	83.0	51.0	63.2	63.1	-	-	-
2026	70.3	59.9	67.0	85.5	-	-	-	83.9	53.5	65.0	64.9	-	-	-

## Progress Measure 3:

**Progress Measure 3:** The percent of 2nd grade students projected to pass 3rd grade STAAR Math (at grade level - "Approaches College Readiness") will increase from 61.2% to 70.0% by June 2026.

Early Numeracy	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	61.2	46.4	59.5	80.0	-	-	-	78.6	34.4	54.6	58.7	-	51.7	66.0
2022	63.2	49.1	61.5	81.0	-	-	-	79.7	37.7	56.8	60.8	-	54.1	67.7
2023	65.0	51.7	63.4	81.9	-	-	-	80.7	40.8	59.0	62.7	-	56.4	69.3
2024	66.8	54.1	65.3	82.8	-	-	-	81.7	43.8	61.0	64.6	-	58.6	70.9
2025	68.4	56.4	67.0	83.7	-	-	-	82.6	46.6	63.0	66.4	-	60.7	72.3
2026	70.0	58.6	68.7	84.5	-	-	-	83.4	49.3	64.8	68.0	-	62.7	73.7

#### Progress Measure 4:

Progress Measure 4: The percent of 3rd grade students that pass 3rd grade STAAR Math (at grade level - "Meets or Masters College Readiness") will increase from 41.9% to 50.9% by June 2026.														
Early Numeracy	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	41.9	24.2	43.1	60.1	-	-	-	42.6	15.5	35.7	45.8	-	41.9	42.1
2022	43.8	26.8	45.0	61.4	-	-	-	44.5	18.3	37.8	47.6	-	43.8	44.0
2023	45.7	29.2	46.8	62.7	-	-	-	46.4	21.1	39.9	49.4	-	45.7	45.9
2024	47.5	31.6	48.6	64.0	-	-	-	48.2	23.7	41.9	51.1	-	47.5	47.7
2025	49.2	33.8	50.3	65.2	-	-	-	49.9	26.2	43.9	52.7	-	49.3	49.4
2026	50.9	36.0	52.0	66.3	-	-	-	51.6	28.7	45.7	54.3	-	51.0	51.1

### Goal 3:

**College, Career, and Military Readiness Goal:** The percent of graduates that are college, career, or military ready will increase from 63.4% to 71.7% by June 2026.

CCMR	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	63.4	55.3	61.3	76.5	-	-	-	-	57.6	59.4	45.2	-	65.9	46.7
2022	65.2	57.5	63.2	77.7	-	-	-	-	59.7	61.4	47.9	-	67.6	49.4
2023	67.0	59.7	65.1	78.8	-	-	-	-	61.7	63.4	50.5	-	69.2	51.9
2024	68.6	61.7	66.8	79.9	-	-	-	-	63.6	65.2	53.0	-	70.8	54.3
2025	70.2	63.6	68.5	80.9	-	-	-	-	65.5	66.9	55.4	-	72.2	56.6
2026	71.7	65.4	70.1	81.8	-	-	-	-	67.2	68.6	57.6	-	73.6	58.8

### Progress Measure 1:

**Progress Measure 1:** The percent of graduates that achieve a score of 3 or higher on at least one Advanced Placement exam OR complete three hours of Math/ELAR dual credit or nine hours of any other dual credit will increase from 21.6% to 30.9% by June 2026.

CCMR	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	21.6	10.4	17.5	42.2	-	-	-	-	0.0	15.8	6.5	-	22.9	13.0
2022	23.6	12.6	19.6	43.6	-	-	-	-	2.5	17.9	8.8	-	24.8	15.2
2023	25.5	14.8	21.6	45.1	-	-	-	-	4.9	20.0	11.1	-	26.7	17.3
2024	27.3	17.0	23.5	46.4	-	-	-	-	7.3	22.0	13.3	-	28.5	19.4
2025	29.2	19.0	25.4	47.8	-	-	-	-	9.6	23.9	15.5	-	30.3	21.4
2026	30.9	21.1	27.3	49.1	-	-	-	-	11.9	25.8	17.6	-	32.1	23.3

### Progress Measure 2:

**Progress Measure 2:** The percent of graduates that obtain at least one TEA-approved industry-based certification will increase from 19.9% to 29.4% by June 2026.

CCMR	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)	Former Sped	Continuously Enrolled	Non-Continuously Enrolled
2021	19.9	15.8	26.3	12.2	-	-	-	-	13.5	22.4	19.0	-	21.2	10.8
2022	21.9	17.9	28.1	14.4	-	-	-	-	15.7	24.3	21.0	-	23.2	13.0
2023	23.9	20.0	29.9	16.5	-	-	-	-	17.8	26.2	23.0	-	25.1	15.2
2024	25.8	22.0	31.7	18.6	-	-	-	-	19.8	28.1	24.9	-	27.0	17.3
2025	27.6	23.9	33.4	20.7	-	-	-	-	21.8	29.9	26.8	-	28.8	19.4
2026	29.4	25.8	35.1	22.6	-	-	-	-	23.8	31.6	28.6	-	30.6	21.4

Adopted by the Board of Trustees on June 22, 2020