Texans’
Education Governance Provisions
Texas’ Education Code and District Policies
Brief Summary
Governance Opportunities and Responsibilities
July 11, 2016

Provide Texans’ Opportunity
Serving Students’ Needs, OTHER THAN Test Scores,
Equal Opportunity Action for Students’ Sake – Everyone’s Sake
Through Public Action in Public Education

Describe Texans’ Responsibilities
Local School Board’s Leadership and Oversight
Superintendent’s Management and Reporting
Commissioner of Education’s Oversight and Service

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Texas’ Local School Boards’ and Superintendents’ Opportunities and Responsibilities Overview

- Texas School Boards and School Board Members have the opportunity and responsibility, provided in Texas’ Education Code and School District Policies, to represent and serve the interests and rights of students, parents and Public through overseeing and ensuring the management of the school district by the superintendent, while under oath.

- Texas Superintendents are paid and have the opportunity and responsibility, provided in Texas’ Education Code and School District Policies, to work for and serve the interests and rights of students, parents and Public while under contract.

- Opportunities and responsibilities for School Board’s oversight and Superintendent’s management of PROCESSES & PROCEDURES for assessing, planning for, taking action and improving:
  - Serving students’ needs, OTHER THAN test scores
  - Parent and Public involvement in serving students’ needs
  - Effective use of Public resources, includes time, talent & money (taxes included)
  - Open government for
    - Public trust in Public Education
    - Effectively serving students’ needs and using Public resources

Serving Students’ Needs, OTHER THAN Test Scores

1. Specific examples of students’ needs, OTHER THAN test scores
   a. In Texas’ Education Code – TEC Secs. 11.252 and 11.253
      i. In 11.252 – Suicide prevention, conflict resolution, violence prevention, dyslexia treatment, dropout reduction, discipline management;
      ii. In 11.252 – Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
      iii. In 11.253 – Any other indicator recommended by the local school health advisory council.

   b. In Austin ISD’ Teen Success Summit Report – 2008
      i. Respect, encouragement, positive relationships, feel safe, voice in school to be heard,
      ii. Real learning, school not waste of time and boring, life skills, interactive teaching, life stories,
      iii. Work to earn both money and school credit, money to support family
2. **TEC Sec. 11.252. DISTRICT-LEVEL PLANNING & DECISION-MAKING**
   (a) Each school district shall have a district improvement plan... plan must include provisions for:
   (1) Needs assessment addressing district student performance on the achievement indicators, and **OTHER** appropriate measures of performance, .......
   (3) strategies for improvement of student performance that include:
      (B) Methods for addressing the needs of **students for special** programs, including:
         i. suicide prevention programs, .......
         ii. conflict resolution programs
         iii. violence prevention programs; and
         iv. dyslexia treatment programs;

3. **TEC Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING.**
   (c) Each school year...develop, review, and revise the campus improvement plan for the purpose of improving student performance for **all student populations**, including students in special education programs under Subchapter A, Chapter 29, with respect to the achievement indicators adopted under Sections 39.053(c)(1)-(4) and any **OTHER** appropriate performance measures for special needs populations.
   (d) Each campus improvement plan must:
      (2) set the campus performance objectives based on the achievement indicator system, **including objectives for special needs populations**, including students in special education programs under Subchapter A, Chapter 29;
         a. (10) if the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
            (F) **any OTHER** indicator recommended by the **local school health advisory council**.

4. **TEC Sec. 39.106. CAMPUS INTERVENTION TEAM DUTIES.**
   (a) If a campus performance is below any standard under Section 39.054(e), the commissioner shall assign a campus intervention team. A campus intervention team shall:
      a. (1) **conduct**, with the involvement and advice of the school community partnership team, if applicable:
         i. (A) a targeted on-site needs assessment relevant to an area of insufficient performance of the campus as provided by Subsection (b);
            or
         b. (B) if the commissioner determines necessary, a comprehensive on-site needs assessment, using the procedures provided by Subsection (b);
      (b) An on-site needs assessment of the campus under Subsection (a) must determine the contributing education-related and **OTHER** factors resulting in the campus's low performance and lack of progress.
Public Action and Parent and Public Involvement

1. TEC Sec. 11.1511. SPECIFIC POWERS AND DUTIES OF BOARD (b)(1)
   And ISD Policy BAA (LEGAL) BOARD LEGAL STATUS POWER AND DUTIES
   The board shall seek to establish working relationships with other public entities to
   make effective use of community resources and to serve the needs of public school
   students in the community.

2. TEC Sec. 11.1512. COLLABORATION BETWEEN BOARD AND SUPERINTENDENT (b) (2)
   And ISD Policy BAA (LEGAL) BOARD LEGAL STATUS POWER AND DUTIES
   And ISD Policy BJA (LEGAL) SUPERINTENDENT QUALIFICATIONS AND DUTIES
   The board of trustees and the superintendent shall work together to create and support
   connections with community organizations to provide community-wide support for
   the high achievement of all district students

3. TEC Sec. 11.251. PLANNING AND DECISION-MAKING PROCESS (See entire Section)

4. TEC Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING (See entire
   Section)
5. TEC Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING (See entire
   Section)

6. ISD Policy BBD (EXHIBIT) BOARD MEMBERS TRAINING AND ORIENTATION
   2.- Structure – The Board ensures that the District’s planning and decision-making
   process enables all segments of the community, parents, and professional staff to
   contribute meaningfully to achieving the District’s vision.
   3.- Accountability – The Board reports District progress to parents and community in
   compliance with state laws and regulations.
   4.- Advocacy – The Board ensures an effective two-way communication system
   between the District and its students, parents, employees, media, and the community.
   4.- Advocacy – The Board builds partnerships with community, business, and
   governmental leaders to influence and expand educational opportunities and meet the
   needs of students.

7. ISD Policy BQ (LOCAL) PLANNING AND DECISION-MAKING PROCESS
   The Board shall ensure that the District and campus improvement plans, as applicable,
   address all elements required by federal law for receipt of Title I, Part A funds,
   including elements pertaining to parental involvement.

   The District-level and campus-level committees shall involve parents in the
   development of such plans and in the process for campus review and improvement of
   student academic achievement and campus performance.
Process and Procedures
Public Planning, Action and Improvement

1. TEC Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING.
   (d) At least every two years, each district shall evaluate the effectiveness of the
district's decision-making and planning policies, procedures, and staff development
activities related to district- and campus-level decision-making and planning to ensure
that they are effectively structured to positively impact student performance.

2. ISD Policy BQ (LOCAL) PLANNING AND DECISION-MAKING PROCESS

   ADMINISTRATIVE PROCEDURES AND REPORTS
   The board shall ensure that administrative procedures meet legal requirements in the
areas of planning, budgeting, curriculum, staffing patterns, staff development...

   The superintendent shall report periodically to the board on the status of the planning
process, including a review of the related administrative procedures, any revisions to
improve the process.

   EVALUATION
   The Board shall ensure that data are gathered and criteria are developed to undertake
the required biennial evaluation to ensure that policies, procedures, and staff
development activities related to planning and decision-making are effectively
structured to positively impact student performance.

Effective Use of Community Resources, Inc. Time & Money
People’s Time, Talent and Money (Including Taxes)

1. TEC Sec. 11.1511. SPECIFIC POWERS AND DUTIES OF BOARD (b)(1)
   And ISD Policy BAA (LEGAL) BOARD LEGAL STATUS POWER AND DUTIES
   The board shall seek to establish working relationships with other public entities to
make effective use of community resources and to serve the needs of public school
students in the community.

2. TEC Sec. 11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING.
   (a) District...plan must include provisions for:
   (5) resources needed to implement identified strategies;
   (7) timelines for ongoing monitoring of implementation
3. **TEC Sec. 11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING**
   (d) Campus...plan MUST:
   (4) determine the resources needed to implement plan;
   (6) set timelines for reaching the goals;
   (7) measure progress

**School Boards to Oversee and Ensure Management**

*Not Just Hear Talk but See Reports*

1. **TEC Sec. 11.051 GOVERNANCE OF INDEPENDENT SCHOOL DISTRICT**
   And ISD Policy BAA (LEGAL) BOARD LEGAL STATUS POWER AND DUTIES
   (a) An independent school district is governed by a board of trustees who, as a body corporate, shall:
   (1) Oversee the management of the district; and
   (2) Ensure that the superintendent implements and monitors plans, procedures, programs, and systems

**School Boards to Oversee to See and Ensure, Not Just Hear, District Complies with Law**

2. **TEC Sec. 11.051 GOVERNANCE OF INDEPENDENT SCHOOL DISTRICT**
   And ISD Policy BBD (EXHIBIT) BOARD MEMBERS TRAINING AND ORIENTATION
   3.- Accountability – The Board ENSURES progress toward achievement of District goals THROUGH a systematic, timely, and comprehensive REVIEW OF REPORTS prepared by or at the direction of the Superintendent.

3.- Accountability – The board reports district progress to parents and community in compliance with state laws and regulations

**Superintendents Day-to-Day to Manage and Ensure Action with Results**

*Not Just Speak but Provides Reports*

1. **TEC Sec. 11.201. SUPERINTENDENTS**
   And ISD Policy BJA (LEGAL) SUPERINTENDENT QUALIFICATIONS AND DUTIES
   (d) The duties of the superintendent include:
   (5) managing the day-to-day operations

2. **TEC Sec. 11.1512. COLLABORATION BOARD SUPERINTENDENT**
   And ISD Policy BJA (LEGAL) SUPERINTENDENT QUALIFICATIONS AND DUTIES
(a)... The superintendent shall, on a **day-to-day basis**, ensure the implementation of the policies

**Superintendent Reports to Board and Public**

**On District’s Compliance with State Law**

3. **TEC Sec. 11.051 GOVERNANCE OF INDEPENDENT SCHOOL DISTRICT**
   And ISD Policy BBD (EXHIBIT) BOARD MEMBERS TRAINING AND ORIENTATION
   3.- Accountability – The board ensures progress toward achievement of district goals through a systematic, timely, and comprehensive review of **reports prepared by** or at the direction of the **superintendent**.
   3.- Accountability – The board **reports** district progress to **parents and community** in **compliance with state laws** and regulations.

**School Board Self-Evaluation**

**Responsibilities Fulfilled or Not?**

1. **TEC Sec. 11.1512. COLLABORATION BETWEEN BOARD AND SUPERINTENDENT.**
   (b) The board of trustees and the superintendent shall work together to:
      (6) periodically evaluate board and superintendent leadership, governance, and teamwork.

2. **ISD Policy BBD (EXHIBIT) BOARD MEMBERS TRAINING AND ORIENTATION**
   3.- Accountability — The Board annually evaluates its own performance in fulfilling the Board’s duties and responsibilities

Trust building opportunity for School Boards and the Public in using Open Government processes to request documentation from the Superintendent and District to see if, how and how well the Texas Education Code and District Policies are being fulfilled. Building the Public’s trust in the school district is essential for effectively serving students’ needs, other than test scores, and using the Public’s time, talent and money (including taxes.)
Texas’ Commissioner of Education’s Responsibilities

Oversee and Serve Public Serving
Students’ Needs, OTHER THAN Test Scores, and
Effective Use of Community Resources
People’s Time, Talent and Money (Including Taxes)

1. TEC Sec. 11.254. STATE RESPONSIBILITIES FOR THE PLANNING AND DECISION-MAKING PROCESS.
   (a) The commissioner shall oversee the provision of training and technical support to all districts and campuses in respect to planning and site-based decision-making through one or more sources, including regional education service centers, for school board trustees, superintendents, principals, teachers, parents, and other members of school committees.

   (b) The agency shall conduct an annual statewide survey of the types of district- and campus-level decision-making and planning structures that exist, the extent of involvement of various stakeholders in district- and campus-level planning and decision-making, and the perceptions of those persons of the quality and effectiveness of decisions related to their impact on student performance.

Texas’ Commissioner of Education’s Responsibilities
School Community Partnership Teams
To Serve Low Performing Schools

1. TEC Sec. 39.103. INTERVENTIONS AND SANCTIONS FOR CAMPUSES.
   (a) If a campus performance is below any standard under Section 39.054(e), the commissioner shall take actions, to the extent the commissioner determines necessary, as provided by this subchapter. the commissioner
   (b) For a campus described by Subsection (a), , to the extent the commissioner determines necessary, may:
      (2) establish a school community partnership team composed of members of the campus-level planning and decision-making committee established under Section 11.251 and additional community representatives as determined appropriate by the commissioner.
2. **TEC Sec. 39.106. CAMPUS INTERVENTION TEAM DUTIES.**

(a) If a campus performance is below any standard under Section 39.054(e), the commissioner shall assign a campus intervention team. A campus intervention team shall:

1. conduct, with the involvement and advice of the school community partnership team, if applicable:
   
   (A) a targeted on-site needs assessment relevant to an area of insufficient performance of the campus as provided by Subsection (b); or
   
   (B) if the commissioner determines necessary, a comprehensive on-site needs assessment, using the procedures provided by Subsection (b);

(c) On completing the on-site needs assessment under this section, the campus intervention team shall, with the involvement and advice of the school community partnership team, if applicable, recommend actions relating to any area of insufficient performance, including:

(d-1) The commissioner may authorize a school community partnership team established under this subchapter to supersede the authority of and satisfy the requirements of establishing and maintaining a campus-level planning and decision-making committee under Subchapter F, Chapter 11.

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**Texans Open Government**

1. **Texas Government Code 552.001. POLICY; CONSTRUCTION.**

(a) ... Government is the servant and not the master of the people...,

The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know

The people insist on remaining informed so that they may retain control over the instruments they have created.

Trust building opportunity for School Boards and the Public in using Open Government processes to request documentation from the Superintendent and District to see if, how and how well the Texas Education Code and District Policies are being fulfilled. Building the Public’s trust in the school district is essential for effectively serving students’ needs, other than test scores, and using the Public’s time, talent and money (including taxes.)