

# **Austin ISD**

# **Board Handbook**

Revised Dec. 14, 2023

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## 1. How to Use the Board Handbook

This is the official Board Handbook for Austin ISD Board of Trustees (the board). The purposes of this handbook (also referred to as “operating manual”) are to:

- Help the community understand the board’s approach to district governance
- Define the district’s mission, vision, and values
- Serve as a guide to key governing documents, such as the latest District Scorecard
- Identify conditions and expectations for effective governance that will allow the improvement of student outcomes for ALL students, while adhering to the community’s vision and values
- Help the community understand the board’s role, the board’s practices, and how to engage with the board in its governance role

It is expected that new trustees will review this handbook as part of the New Trustee Orientation.

In the event of any conflict between the Board Operating Procedure alues

Teacher & Employee Well-being/Equity  
Culture of Respect & Customer Service/Equity  
Fiscal Stewardship & Prioritization/Equity

#### B. District Scorecard

The board, in collaboration with the superintendent, creates a scorecard which the board adopts. The board uses this scorecard to monitor student outcome goals during board meetings and to evaluate the superintendent's performance in meeting those goals. The district's latest Scorecard can be found at





understand student outcome goals and progress, and providing clarity on governance work  
Students should be included in at least one two-



The Superintendent and/or their designee shall be the official spokesperson for the Administration to the media/press on issues of media attention.

#### D. (Not) Directing Staff

No individual board member (including officers) has the authority to direct district employees (including the superintendent) regarding the performance of their duties. As a parent/guardian within the District, a board member shall act solely in their role as a parent/guardian when discussing their own child with staff and shall not request, expect, or require extra consideration or preferential treatment for their children due to their position on the board.

#### E. Visiting Campuses

Trustees are encouraged to visit campuses but should plan them ahead of time and let the superintendent or designee know for a non-public event or if not acting in the role of a parent/guardian.

Trustees should wear their District ID badges or show ID and wear a temporary visitors' badge with their title written on the badge if their District ID is forgotten when visiting the campuses in an official capacity.

Trustees shall follow [general rules for visitors](#) when visiting a campus.

#### F. Travel and Training

Trustees shall attend professional development and conferences to assist them in their duties and responsibilities, as well as to acquire continuing education cred8 (i)-1fDC 0 g/2f 7 (ol)4.5 (e o

By state law, officer elections must be held at the first meeting following the election and seating of trustees.

In addition to the required post-election organization, a board may also organize at other times. [Atty. Gen. Op. MW-531 \(1982\)](#) Board officers shall serve for a term of two years or until a successor is elected.

Officers may succeed themselves in office.

Each officer shall perform any legal duties of the office and other duties as required by action of the board.

## B. Board Offices

### President.

In addition to the duties required by law, the President of the Board shall ensure the integrity of the board's processes and serve as the board's official spokesperson. To accomplish this, the Board President shall:

1. Monitor board conduct to ensure consistency with board policies and procedures and with law.
2. Conduct and monitor board meeting deliberations.
3. Preside at all Board meetings as provided by *Robert's Rules of Order, Newly Revised*, unless unable to attend.
4. Have the right to deliberate, make motions and vote on all matters coming before the Board.
5. Meet the same restrictions as all other board members regarding individual authority to supervise or direct the Superintendent.
6. Facilitate the evaluation of the Superintendent.
7. Facilitate Board self-assessment.
8. Represent the Board as the Board's official spokesperson by communicating board stated positions, decisions, or interpretations in accordance with the duties and functions of the position or delegate this duty to other Board members.
9. Sign all contracts and other legal documents authorized by the board.

### Vice President.

The Vice President of the Board shall:

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

### Secretary.

The Secretary of the Board shall, with the assistance of District staff:

1. Ensure that an accurate record is kept of the proceedings of each board meeting.
2. Ensure that notices of board meetings are posted and sent as required by law.
3. 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 and Vice President.
4. Sign or countersign documents as directed by action of the board.

## 7. Board Committees

Board committees will support the work of the board. [Policy BDB \(LOCAL\)](#)

committee meetings are open to the public and are posted weekly on the [Board Committee Meetings and Activities list](#).

recommendations for items that require board approval and identify items that shall be placed on the consent agenda. Any item not submitted at least 14 calendar days in advance of the upcoming board meeting shall be moved to the next board meeting

Hearings. items may be scheduled for action or for discussion with possible action during any voting meeting. Additional meetings will be posted on the district calendar.

The public may address agenda items scheduled for board action during public testimony. This includes consent agenda items, items for a separate vote and items scheduled for a public hearing.

The public may provide comments related to any agenda item titled "Student Achievement and Scorecard Goals" on the Board agenda.

Each speaker will have one minute to provide testimony.

In general, there will be a parenthetical notation written after agenda items defining the purpose of the item. Purpose options include, but are not limited to: (recognition), (information), (discussion with possible action) and (action).

Public testimony may be provided in person or recorded by phone between 7:45 a.m. 3.4 (ony)-16p3 0 T



## 14. Board Member Support & Concerns

Open communication and conflict resolution are hallmarks of an effective Board. Board members are expected to maintain effective working relationships with one another and to model mature and professional responses to conflicts and disagreements.

A trustee with a complaint or concern about a fellow trustee is encouraged to speak privately and directly with the other trustees involved to resolve the issue informally.

If, having done so, the complaint or concern persists, they should next communicate their concerns to the Board President (or Board Vice President if the concern relates to the Board President).

The Board President/Vice President will work with the trustee to attempt to resolve the

Appendix A: District Scorecard

# Austin ISD Lone Star Governance Goals, GPMs, Constraints, and CPMs

This document identifies language to serve as a starting point for the AISD Board of Education to refine and align their current priorities with effective governing priorities as outlined in the Lone Star Governance framework. The intention of this “retooling” of the board’s scorecard is to simply refine and align existing priorities, not to create new priorities or expectations. If the board chooses to realign its scorecard, then they will be able to demonstrate growth from “does not meet focus” to “meets focus” on Vision and Goals I, II, and IV on the LSG Integrity Instrument, and “approaches focus” on Vision and Goals III.

**VISION STATEMENT**

We are Austin's home for inclusive learning: high expectations for all children, high outcomes for every student.

**STUDENT OUTCOME GOALS**

**Goal 1:**  
 3rd grade students earning Meets Grade Level on the STAAR Reading Assessment in English or Spanish will increase from x% in June 2021 to y% by June 2026.

Group	2019-20	2020-21	2021-22	2022-23	2023-24 Current	2023-24	2024-25	2025-26
All Students								
Am. Indian								
Asian								
Black								
Hispanic								
Pac. Islander								
2 or More								
White								
Eco. Dis.								
Em. Bilingual								
SpEd								

**Goal Progress Measure 1.1**

Students identified on the reading MAP assessment for 3rd grade, at the On Grade Level or above, will increase from x% in June 2021 to 60% by August 2026.

Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	2023-24	2024-25	2025-26
All Students									



-Hispanic Eco. Dis. Em. Bilingual									

Em.  
Bilingual



Am. Indian



White									
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## AUSTIN ISD VALUES

In our interactions with students, families, community stakeholders and each other, we commit to:

- Caring for every child to be healthy, safe, engaged, supported, and challenged.
- Educational equity, to ensure every child receives what is needed to develop to their full potential.
- Innovation and academic excellence to inspire the next generation of leaders, civically engaged citizens, creative and critical thinkers, and lifelong learners.
- Valuing diversity, inclusion and meaningful engagement of all voices as we collaborate to improve the common good.
- A culture of respect, transparency, and data-informed decision making to build trusting relationships with each other and those we serve.
- Engaging our employees and inviting their collaboration to make AISD a great place to work.
- Aligning resources to student needs, to be strategic stewards of financial and human capacities to achieve our vision and mission.

## SUPERINTENDENT CONSTRAINTS

### Constraint #1: Well Rounded Options/Equity

The superintendent shall not prevent students from pursuing coherent pathways outside of core courses.

#### CPM 1.1:

The percentage of students in grade 11 or 12 on track to complete a third or fourth course in a non-core CTE coherent sequence will increase from x% in May 2021 to 80% in May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

#### CPM 1.2:

The percentage of students in grade 11 or 12 who successfully complete a third or fourth course in an athletic, fine arts or visual arts sequence will increase from x% in May 2021 to 80% in May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

### Constraint #2: Student Well-Being/Equity

The superintendent will not allow a disparity in student discipline actions based on race, ethnicity, socio-economic status, or ability.

#### CPM 2.1:

Disparity in African American student disciplinary actions as recorded in PEIMS will decrease from 15% in May 2022 to 7% by May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					
Actual					

#### CPM 2.2:

**Constraint #3: Special Education Compliance/Equity**

The superintendent will not allow the number of past due special education evaluations to increase or remain the same.

**CPM 3.1:**

The total number of initial and reevaluations conducted will meet set goals for summer, fall, and spring through December 2025.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					

The percentage of families' satisfaction measured by the School Climate survey section will increase from 71% in May 2022 to 80% by May 2026.

	2021-22	2022-23	2023-24	2024-25	2025-26
Target					





AGREED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_ 202X

Austin ISD Board of Trustees

District 1 \_\_\_\_\_

District 2 \_\_\_\_\_

District 3 \_\_\_\_\_

District 4 \_\_\_\_\_

District 5 \_\_\_\_\_

District 6 \_\_\_\_\_

District 7 \_\_\_\_\_

District 8 \_\_\_\_\_

District 9 \_\_\_\_\_

Superintendent \_\_\_\_\_