



# **AGENDA**

**for the**

**Board Workshop Meeting**

**of the**

**Board of Trustees**

**TISD Administration Building, Conference Room B, 1319 Earl  
Campbell Parkway, Tyler, TX**

**September 7, 2017  
11:00 AM**

## **NOTICE OF BOARD WORKSHOP MEETING OF THE TYLER INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES**

Notice is hereby given that on Thursday, September 7, 2017, the Board of Trustees of the Tyler Independent School District will hold a Board Workshop meeting at 11:00 AM at the TISD Administration Building, Conference Room B, 1319 Earl Campbell Parkway, Tyler, TX. The subjects to be discussed are listed on the agenda which is attached to and made a part of this Notice.

Individuals with disabilities are entitled to have access to and participate in public meetings. An individual requiring an accommodation for access to the meeting must notify the Tyler Independent School District by informing the district's ADA coordinator, in writing 24 hours prior to the scheduled meeting of the necessity of an accommodation. Upon receipt of this request, the district will furnish appropriate auxiliary aides and services when necessary to afford an individual with a disability an equal opportunity to participate in and enjoy the benefits of the board meeting as nonhandicapped individuals enjoy.

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act.

### Texas Government Code Section:

551.071	Private consultation with the board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.
551.084	Excluding witnesses from a hearing.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting, then the final action, final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

**TYLER INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES BOARD WORKSHOP MEETING**

**Thursday, September 7, 2017 11:00 AM**

**TISD Administration Building, Conference Room B, 1319 Earl Campbell Parkway,  
Tyler, TX**

**AGENDA**

- I. Call to Order
- II. First Order of Business -- Announcement by the Chairman as to the presence of a quorum, that the meeting has been duly called and that notice of the meeting has been posted in the time and manner required.
- III. Action Items
  - A. Consider approval of Memorandum of Understanding between Tyler ISD and Head Start 5
- IV. Discussion Items
  - A. Audit Committee Charter (First Reading) 12
- V. Lone Star Governance/Continuous Improvement
  - A. Goal 2.1 - Advanced Placement Scores 18
  - B. Curriculum and Instruction Update 20
- VI. Executive Session will be held for the purposes authorized by the Texas Open Meetings Act, Texas Government Code Section 551.071 et seq. concerning any and all purposes permitted by the Act.
  - A. Texas Government Code Section 551.071 For the purpose of a private consultation with the board's attorney on all subjects or matter authorized by law.
    - I. When the governmental body seeks the advice of its attorney about pending or contemplated litigation or a settlement offer or
    - II. On a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.
  - III. Consider legal advice regarding personnel and related action items.
  - B. Texas Government Code Section 551.072 For the purpose of discussing purchase, exchange, lease, or value of real property.
    - I. Discussing purchase, exchange, lease, or value of real property.
  - C. Texas Government Code Section 551.074 For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
    - I. Consider hiring and accepting resignations of professional personnel.
    - II. Consider renewals, non-renewals and terminations of contracts for professional personnel. (To deliberate the appointment, employment, evaluation, reassignment, duties, and contracts of employees.)
- VII. Reconvene from Executive Session

VIII. Consider action on items discussed in Executive Session

- A. Consider board approval of hiring, accepting resignations and/or terminations of professional personnel.
- B. Consider renewals, non-renewals and terminations of contracts for professional personnel.

IX. Adjournment

Subject: Memorandum of Understanding between Tyler ISD and Head Start

#### BACKGROUND INFORMATION

According to the Head Start Reauthorization Act of 2007 Head Start programs must enter into agreement with the local education agency. This agreement is for the 2017-2018 school year and becomes effective at the time all parties have signed.

#### ADMINISTRATIVE CONSIDERATION

The agreement provides documentation of governance of the Head Start program by Tyler ISD and must be reviewed and renewed in August of each school year.

#### ADMINISTRATIVE RECOMMENDATION

The administration recommends the board approve the Memorandum of Understanding with Head Start for the 2017-2018 school year.

#### ACTION REQUIRED

Board Approval

#### CONTACT PERSONS

Christy Hanson, Ed. D.  
Stacy Miles

09-07-17

# Memorandum of Understanding

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## **Tyler Independent School District and Tyler Independent School District Head Start 2017 - 2018**

### **I. Parties to the Agreement**

- A. Tyler Independent School District (Tyler ISD) and
- B. Tyler Independent School District Head Start (Tyler ISD Head Start)

### **II. Purpose of the Agreement**

- A. To improve availability and the quality of services in Smith County, Texas for the Tyler ISD Head Start program's children, ages three through five, and their families.
- B. To support children's optimal development and readiness for school entry and success.
- C. To address the unique strengths and needs of the local population, to include homeless and/or non-English speaking families.
- D. To promote collaboration regarding shared use of transportation, facilities, and other resources, as appropriate.
- E. To promote further collaboration to reduce duplication and enhance efficiency of services.
- F. To define the roles and responsibilities of the named parties toward coordination and greater collaboration; enhance linkages and relationships; and exchange information on the provision of educational and non-educational services.
- G. Coordinate a comprehensive system of activities, policies, and procedures among the named parties which guide and support their delivery of services to children and their families.

### **III. Program Descriptions**

- A. Head Start is a nation-wide Federal grant program funded by the United States Department of Health and Human Services (USDHS). It is a comprehensive child development program for families with young children in the areas of education, social services, health, and family involvement. Head Start preschool programs are designed for children from age three to five years of age and their families. Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start program must have a written agreement with the local school system (LSS) or local education agency (LEA) to coordinate and collaborate to best meet the needs of children and their families.
- B. Tyler ISD (LEA) is a Texas public school district that is fully accredited by the Texas Education Agency. The Board of Trustees and its administration focuses on meeting the needs of all students; providing the best educational opportunities available; and involving the community, businesses, industries, and parents.

## Memorandum of Understanding

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C. The Tyler ISD Head Start program is a Federal grant program operated by Tyler ISD in the Smith County, Texas. It is a comprehensive child development, school readiness program for children ages three to five years old. The program targets low-income children and families and those children identified with disabling conditions.

#### **IV. Authority**

As mandated by Federal Law, Head Start has responsibility for coordination and collaboration with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start agency as outlined in the Head Start Act: Public Law 110-1134 "Improving Head Start for School Readiness Act of 2007."

#### **V. Guiding Principles**

- Create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start programs, or who are preschool age, may receive comprehensive services to prepare them for elementary school and to address any potential "achievement gap".
- Plan and implement strategies based on practice and research that have proven to support children's success.
- Respect the uniqueness of each locality's needs and resources.
- Promote the involvement of members of the early care and education communities.

#### **VI. Joint Roles in System Review, Coordination, Collaboration, Alignment, and Implementation**

Tyler ISD and the Head Start will work together for the review, coordination, collaboration, alignment, and implementation of each of the following ten activities as mandated by the Head Start Act.

##### **A. Educational activities, curricular objectives, and instruction**

1. 643(f) Implement a research-based early childhood curriculum that – (E) aligned with the Head Start Early Learning Outcomes Framework developed by the Secretary and, as appropriate, State early learning standards (Texas Prekindergarten Guidelines).
2. 642A(3) Establish ongoing communications for developing continuity of developmentally appropriate curricular objectives (which for the purpose of the Head Start program shall be aligned with the Head Start Learning Outcomes Framework and, as appropriate, Texas Prekindergarten Guidelines) and for shared expectations for children's learning and development as the children transition to school.

##### **B. Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs**

1. 642(e)(1) Generate support and leverage the resources of the entire local community in order to improve school readiness.
2. 642A(2) Establish ongoing channels of communication between Head Start staff and their counterparts in the schools (including teachers, social workers, local educational agency liaisons

## Memorandum of Understanding

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designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii), and health staff) to facilitate coordination of programs.

### C. Selection priorities for eligible children to be served by programs

1. 642A(13) Develop and implement a system to increase program participation of underserved populations of eligible children.
2. 642(f)(10) Develop procedures for identifying children who are limited English proficient, and informing the parents of such children about the instructional services used to help children make progress towards acquiring the knowledge and skills described in section 641A(a)(1)(B) and acquisition of the English language.
3. 641A(E) Include information on the innovative and effective efforts of the Head Start agencies to collaborate with the entities providing early childhood and development services or programs in the community and any barriers to such collaboration that the agencies encounter.
4. 641(H) The plan of such applicant to coordinate and collaborate with other public or private entities providing early childhood education and development programs and services for young children in the community involved, including –
  - (i) Other preschool programs under Title I of that Act (20 U.S.C. 6301 et seq.)
  - (ii) Programs under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.)
  - (iii) State prekindergarten programs
  - (iv) The educational programs that the children in Head Start program involved will enter at the age of compulsory school attendance
  - (vi) Local entities, such as a public or school library for –
    - (I) Conducting reading readiness programs
    - (II) Developing innovative programs to excite children about the world of books, including providing fresh books in the Head Start classrooms.
    - (III) Assisting in literacy training for Head Start teachers
    - (IV) Supporting parents and other caregivers in literacy efforts

### D. Definition of service areas

Define areas where local entities and Head Start provide services to children

### E. Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development

## Memorandum of Understanding

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642A(4) Organize and participate in joint training, including transition-related training for school staff and Head Start staff.

### F. Program technical assistance

1. 642(10) Link the services provided in such Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by such local education agency.
2. 648(i)(e)(3) Encourage States to supplement the Training and Technical Assistance (T&TA) funds with Federal, State, or local funds other than funds made available, to expand training and technical assistance activities beyond Head Start agencies to include other provisions of other early childhood education and development programs within a state

### G. Communication and parent outreach for smooth transitions to kindergarten

1. 642A(1) Develop and implement a systematic procedure for transferring, with parental consent, Head Start program records for each participating child to the school in which such child will enroll
2. 642(5) Establish comprehensive transition policies and procedures that support children transitioning to school, including by engaging the local education agency in the establishment of such policies
3. 642(6) Conduct outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children
4. 642(7) Help parents of limited English proficient children understand—
  - (A) The instructional and other services provided by the school in which such child will enroll after participation in Head Start; and
  - (B) As appropriate, the information provided to parents of limited English proficient children under section 3302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7012)
5. 642(8) Develop and implement a family outreach and support program, in cooperation with entities carrying out parental involvement efforts under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) and family outreach and support efforts under subtitle B of the Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) taking into consideration the language needs of parents of limited English proficient children
6. 642(9) Assist families, administrators, and teachers in enhancing educational and developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes

## Memorandum of Understanding

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7. 642(11) Help parents to understand the importance of parental involvement in a child's academic success while teaching them strategies for maintaining parental involvement as their child moves from Head Start to elementary school

8. 642(12) Help parents understand the instructional and other services provided by the school in which their child will enroll after participation in the Head Start program

H. Provision and use of facilities, transportation, and other program elements

(A) 642(e)(4)(A) Collaborate on the shared use of transportation and facilities, in appropriate cases

(B) Collaborate to reduce the duplication and enhance the efficiency of services while increasing the program participation of underserved populations of eligible children

(C) Exchange information on the provision of non-educational services to such children

I. Other elements mutually agreed to by the parties

### VII. Confidentiality

All acknowledge confidentiality requirements that each agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. Each agency will protect the rights of young children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Family Educational Rights and Privacy Act (FEWRPA) will be followed (See 34CFR 303.460).

### VIII. Dispute Resolution

Parties will first attempt to resolve the dispute between or among themselves. All local agencies will ensure that a system is in place to resolve disputes and solve problems. The system should include:

a. Timelines for regular meetings to review local agreements, plan collaboration activities, and resolve issues; and

b. The identification of a liaison from each agency.

### IX. Review of Agreement

## Memorandum of Understanding

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This agreement will be jointly reviewed by all parties annually and more frequently if laws and regulations are amended that will significantly impact this agreement, or when a party requests a formal change.

**X. Terms of Agreement**

The agreement will become effective immediately after being signed and dated by all parties will be in effect for the 2017 – 2018 school year.

**XI. Signatures**


For Tyler Independent School District (Tyler ISD)


\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Assistant Superintendent of Finance and Operations

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Director of Head Start

  
\_\_\_\_\_  
Date

Subject: Audit Committee Charter

#### BACKGROUND INFORMATION

The Audit Committee Charter's (charter) purpose is to assist the Board of Trustees in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, and the audit process.

The charter has been reviewed by the Audit Committee to make corrections as needed that reflect the practices and intentions of the board.

#### AUDIT COMMITTEE RECOMMENDATION

The Board of Trustees review this update.

#### ACTION REQUIRED

First Reading

#### CONTACT PERSON

Jan Coker

09-07-17



# Audit Committee Charter

**AUDIT COMMITTEE CHARTER**  
(~~Original September 2008—Revised May 2016~~ Revised September 2017)

**PURPOSE**

To assist the Board of Trustees (Board) in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, and the audit process.

**AUTHORITY**

The audit committee has authority to conduct or authorize special tasks or projects within its scope of responsibility subject to the approval of the Board. To ensure proper oversight and continuity of the audit committee's functions, all special tasks or projects should be approved by majority vote of the audit committee before taking action. It is empowered to:

- Appoint, compensate, and oversee the work of any certified public accounting firm employed by the District.
- Resolve any disagreements between District management and the auditor regarding findings.
- Pre-approve all audit and non-attest services required to fulfill the responsibilities of the committee.
- Utilize counsel of the Board, accountants, or others to advise the committee or assist in the conduct of an investigation or special project.
- In the event of an authorized investigation, may seek any information it requires from employees (all of whom are directed to cooperate with the committee's requests) or external parties engaged by the committee.
- Meet with District officers, external auditors, or outside counsel, as necessary in the conduct of their responsibilities.
- Call upon the Board to provide monetary and nonmonetary resources to enable the committee to contract for external auditors, outside advisors, and ordinary business expenses.

**COMPOSITION**

The audit committee will consist of two members of the Board. The President of the Board will appoint committee members and the committee chair.

Each committee member will be both independent and financially knowledgeable. Every committee member must be free from any relationship that, in the opinion of the Board, would interfere with the exercise of independent judgment as a committee member.

## **MEETINGS**

The committee will meet quarterly, with authority to convene additional meetings, as circumstances require. All committee members are expected to attend each meeting, in person or via tele- or video-conference. The committee will invite members of the District's management, auditors or others to attend meetings and provide pertinent information, as necessary.

Meeting agendas will be prepared (with the assistance of the internal audit services director) and provided in advance to members, along with appropriate briefing materials. Minutes will be prepared by the internal audit services director and approved at the next meeting. The committee must maintain records of meetings, including attendance.

## **RESPONSIBILITIES**

The committee will report only to the Board and carry out the following responsibilities:

### Financial Statements

- Review significant accounting and reporting issues, including complex or unusual transactions and highly judgmental areas, and recent professional and regulatory pronouncements, and understand their impact on the financial statements.
- Review with District management and the external auditors the results of the external audit, including any difficulties encountered.
- Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles.
- Review other sections of the annual report and related regulatory filings before release and consider the accuracy and completeness of the information.
- Review with management and the external auditors all matters required to be communicated to the committee under *generally accepted auditing standards*.

### Internal Control

- Assess potential risks and consider the effectiveness of the District's internal control system, including information technology security and control.
- Understand the scope of internal and external auditors' review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with District management's responses.

### Internal Audit Services

- Responsible, with the concurrence of the Board, for the appointment, compensation, retention, and oversight of the work of the director of internal audit services, who shall report functionally to the audit committee and administratively (items such as vacation, sick leave, expense reports, etc.) to the District Superintendent.

- Review with management and the director of internal audit services the charter, plans, risk assessment, and activities.
- ~~Have final authority to review and approve the annual audit plan and all major changes to the plan.~~ Review and recommend to the Board approval of the internal audit services department charter, audit committee charter, annual internal audit plan and major changes to the plan.
- Ensure there are no unjustified restrictions or limitations.
- At least once per year, review the performance of the director of internal audit services and concur with the annual compensation and salary adjustment. The committee will consult with the superintendent regarding work performance and salary adjustments prior to the performance review.
- Review the effectiveness of the internal audit services function.
- At least quarterly, meet separately with the director of internal audit services to discuss any matters that the committee or internal audit services believes should be discussed privately.

#### External Audit

- Responsible, with the concurrence of the Board, for the appointment, compensation, retention, and oversight of the work of the external auditors, who shall report directly to the audit committee for the purpose of issuing an audit report.
- Review and confirm the independence of the external auditors by obtaining statements from the auditors on relationships between the auditors and the District, including non-audit services, and discussing the relationships with the auditors.
- Review the performance of the external auditors.

#### Reporting Responsibilities

- At least quarterly, report to the Board about committee activities, issues, and related recommendations.
- Provide an open avenue of communication between internal audit services, the external auditors, and the Board.

#### Other Responsibilities

- Institute and oversee special tasks or projects as needed.
- Review and assess the adequacy of the committee charter annually, requesting Board approval for proposed changes, and ensure appropriate disclosure as may be required by law or regulation.
- Confirm annually that all responsibilities outlined in this charter have been carried out.
- Evaluate the committee's and individual members' performance on an annual basis.

- Report to the Board President, excessive absences to committee meetings, conflicts of interest, or dereliction of duties by committee members.

Subject: Lone Star Governance Goal 2.1 - Advanced Placement (AP) Scores

### BACKGROUND INFORMATION

The Lone Star Governance Goal 2, established during the 2016-17 school year, focuses on College Readiness as defined by the Texas Higher Education Coordinating Board's 60x30TX initiative.

#### **Lone Star Governance Goal 2 – Progress Measure 1:**

The percentage of TISD students taking Advanced Placement exams who score 3 or higher will increase by an average of at least 2% annually over the next five years (from 44.5% in the Spring of 2016 to 54.5% in the Spring of 2021).

- Baseline (2016) – 44.5%
- **Year 1 Target (2017) – 46.5% (Actual 51.6%)**
- Year 2 Target (2018) – 48.5%
- Year 3 Target (2019) – 50.5%
- Year 4 Target (2020) – 52.5%
- Year 5 Target (2021) – 54.5%

### ADMINISTRATIVE CONSIDERATION

Advanced Placement exam administrations occur each school year during the month of May. With the board and district focus on successful student outcomes, both the participation and performance on these exams are critical progress monitoring and outcome measures. These figures, in conjunction with the student enrollment and completion numbers in the dual credit program, depict the overall level of progress in the secondary advanced academics program. The ultimate goal is to see participation and performance growth in both the AP and Dual Credit programs. The overall number of TISD students taking AP exams who scored a 3 or higher increased from 218 to 270, resulting in a percentage increase of 44.5% to 51.6%. This increase exceeded the year 1 target by approximately 3%.

### ACTION REQUIRED

Discussion only

### CONTACT PERSON

Christy Hanson, Ed. D.  
Gary Brown

09-07-17

### Tyler ISD AP Scores - 5 Year Data Trends (2013-2017)

#### Campus - John Tyler High School

	2013	2014	2015	2016	2017
# AP Students who took at least 1 AP Exam	41	82	221	128	100
# AP Exam Takers with at least one score of 3+	12	12	19	21	49
% AP Exam Takers with at least one score of 3+	29.3%	14.6%	8.6%	16.4%	49.0%

#### Campus - Robert E Lee High School

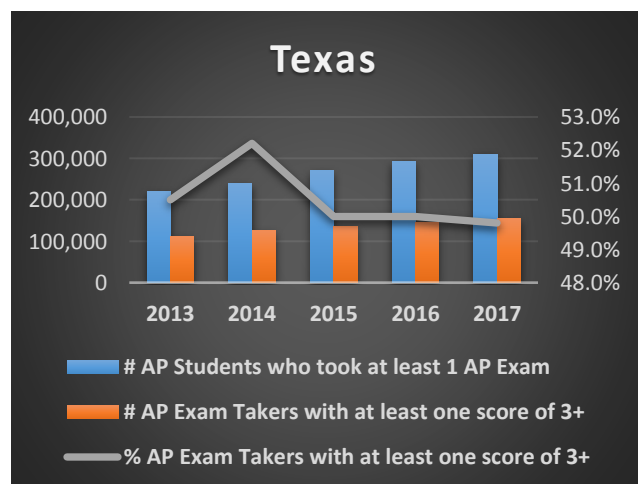
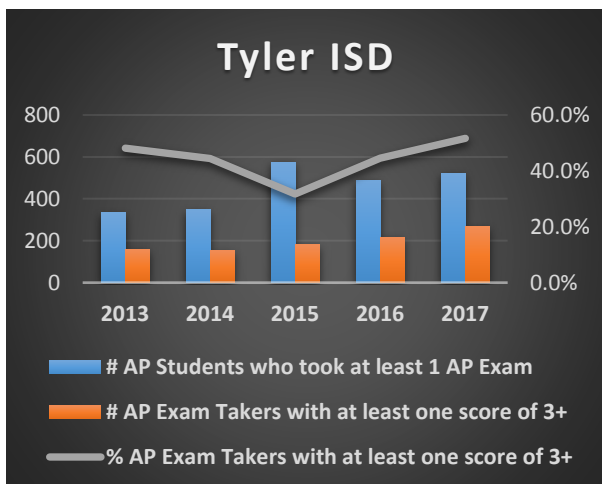
	2013	2014	2015	2016	2017
# AP Students who took at least 1 AP Exam	294	267	354	362	423
# AP Exam Takers with at least one score of 3+	149	143	163	197	221
% AP Exam Takers with at least one score of 3+	50.7%	53.6%	46.0%	54.4%	52.2%

#### District - Tyler

	2013	2014	2015	2016	2017
# AP Students who took at least 1 AP Exam	335	349	575	490	523
# AP Exam Takers with at least one score of 3+	161	155	182	218	270
% AP Exam Takers with at least one score of 3+	48.1%	44.4%	31.7%	44.5%	51.6%

#### State - Texas

	2013	2014	2015	2016	2017
# AP Students who took at least 1 AP Exam	219,517	239,705	270,364	291,737	310,973
# AP Exam Takers with at least one score of 3+	110,927	125,200	135,197	145,851	154,750
% AP Exam Takers with at least one score of 3+	50.5%	52.2%	50.0%	50.0%	49.8%



Subject: Curriculum and Instruction Update

### BACKGROUND INFORMATION

The Curriculum and Instruction Department has contracted with Dr. Denise Collier, consultant to the Texas Association of School Administrators, to conduct a curriculum and instruction program review.

This review was not requested or designed to be an “audit” of all programs, services, and systems. Rather, this facilitated internal curriculum review was sought to determine the state of the curriculum and academic programs provided for students and to ascertain the perceptions of the quality of curriculum toward meeting the district’s vision and goals from the perspective of teachers, school leaders, and central administration leaders.

### ADMINISTRATIVE CONSIDERATION

The review of the curricular and instructional programs and technical assistance addressed:

- Teaching and learning theory of action.
- Scope and quality of the district’s curriculum.
- Current state of curriculum implementation in schools and classrooms.
- Recommendations for new/revised curricular guidance documents and tools such as plans, policies, procedures, and protocols.

The review process occurred in April, May and June of 2017.

### ACTION REQUIRED

Discussion Only

### CONTACT PERSONS

Christy L. Hanson, Ed. D.

09-07-17