



Instructional Support Services

Tyler Independent School District

Office of the Executive Director

1319 New Sunnybrook Drive, Tyler, TX 75701 • Telephone (903) 262 -1048 • Fax (903) 262- 1173

Final Draft Copy Operating Guidelines for Select Areas 2009-2010 Academic Year (Revised 2/1/2010)

The following information is to serve as a guide as we work, together. In order to ensure that we are lock-step in moving forward, certain standards for communication as well as selected procedures are cited below. Occasion will exist for revision of these operating guidelines; however, until a revision is published, these are the guidelines with which we will begin the 2009-10 academic year.

Page | 1



Instructional Support Services

Tyler Independent School District

Office of the Executive Director

1319 New Sunnybrook Drive, Tyler, TX 75701 • Telephone (903) 262 -1048 • Fax (903) 262- 1173

Table of Contents

I. Budgeting Processes

A. Budget Setting & Amendments

II. Leadership Functions

A. Executive Director Expectations

B. Requests for Administrative Privileges

III. Communication

A. Communication with Campuses

B. Communication with Other Divisions

C. Intradepartmental Communication

D. Intra-divisional Communication

E. External Communication for Public Consumption

IV. Human Resource Functions

A. Replacement of Existing Employees

B. Request for New Positions and Posting of Such

C. Transmittals of Existing Employees

V. Leave from Work

A. Professional Development & Travel

B. Personal Business & School Business Days

C. Sick or Family Illness Days

VI. Program Monitoring and Reporting

A. Department/Program Policy Manuals for Campuses

B. Documenting Teacher Performance (Within Your Program)

C. Goal Setting & Timelines (Short-Term and Long-Term)

D. PEIMS Coding

E. Program & Legal Updates

F. Program Monitoring & Data Analysis (Including CIP)

G. Superintendent's Instructional Cabinet Presentation

H. Training/Supporting Staff within Your Program

VII. Tyler ISD Board of Trustees

A. Board Meetings

B. Board Presentations & Agenda Items

Page | 2



Instructional Support Services

Tyler Independent School District

Office of the Executive Director

1319 New Sunnybrook Drive, Tyler, TX 75701 • Telephone (903) 262 -1048 • Fax (903) 262- 1173

Leadership Functions

Executive Director Expectations

In order to ensure that the Executive Director of Instructional Support has a full understanding of occurrences within the Instructional Support Division's departments, certain standards have been designated to promote common understanding. Without a common understanding of programmatic changes, adjustments, or recommendations or requests of persons within or outside of the Instructional Support Division, the Executive Director cannot and should not be expected to support initiatives of which he has little or no information. A common understanding must precede any planning or action.

Page | 3

1. Programmatic changes, adjustments, or recommendations, including but not limited to human resources or material resources, should proceed forward only when the Executive Director has a full understanding of and provides approval for said programmatic changes, adjustments, or recommendations.
2. Plans with administrators from campuses or central administrative personnel should be made once the Executive Director has full knowledge of such and provides approval to move forward is such an endeavor.
3. Communication to campus administrative staff regarding matters of programmatic changes, adjustments, or recommendations, after being discussed with the Executive Director and approval for the initiative to move forward is granted, should be copied to the executive director when submitted to the campus principal in writing or memorandum.
4. Once a plan of action is selected for any programmatic change, adjustment, or recommendation, all parties must reach a point of consensus (*if involving more than one professional educator*), obtain approval from the Executive Director, and move forward with a common message, and no overt or covert dissent when communicating on the matter after the consensus is reached should be stated.
5. Any matter of formal or informal documentation that may be used for the purpose of performance review, annual evaluation, or possible recommendation for contract non-renewal or termination relative to professional and paraprofessional employees that report, directly, to an Instructional Support Director/Coordinator must be reviewed by the Executive Director of Instructional Support. Once the Executive Director has had an opportunity to view and approve the document may it be given to the professional or paraprofessional employee in accordance with district-protocol. Should such protocol be unclear, the Executive Director must be consulted before further action is taken.

Request for Administrative Privileges

Any request for administrative privileges must be made through the Executive Director. The Executive Director shall contact the appropriate administrator or personnel should the Executive Director agree with the rationale underlying the request. A clear rationale for the requested administrative privilege should be submitted to the Executive Director for consideration.

1. An understanding of existing circumstances
2. The nature of the privilege
3. The need/benefit of the privilege
4. The monitoring/restriction of the privilege

Budgeting Processes

Budget Setting & Amendments

Program Directors or Coordinators must review performance measures relative to the programs they guide/lead. In reviewing performance measures, priorities must be identified, and the program budget must directly reflect expenditures related to performance measures, total students served, and legal implications. Prioritization must be given on the basis of a matrix that includes, but is not limited to, performance area, student numbers, and legal implications (see Table 1).

Table 1: Problem-Resolution Prioritization Matrix

	Performance Area Closest to or Furthest Above the Passing Standard	Performance Area Reflective of the Mean of All Student Performance	Performance Area Furthest Below Passing Standard
Smallest Sub-Population or Student Category	No Legal Implications (A)	No Legal Implications (C)	No Legal Implications (E)
	Founded Legal Implications (B)*	Founded Legal Implications (D)*	Founded Legal Implications (F)*
Median Sub-Population or Student Category	No Legal Implications (G)	No Legal Implications (I)	No Legal Implications (K)
	Founded Legal Implications (H)*	Founded Legal Implications (J)*	Founded Legal Implications (L)*
Largest Sub-Population or Student Category	No Legal Implications (M)	No Legal Implications (O)	No Legal Implications (Q)
	Founded Legal Implications (N)*	Founded Legal Implications (P)*	Founded Legal Implications (R)*

*(Note: *Red categories are to be addressed; however, such should receive priority in accordance with Population Size and Performance Standard.)*

Once the budget accurately reflects areas of greatest needs, be them multiple areas, it is to be reviewed with the Executive Director of Instructional Support. Once the review is complete, and both parties are in agreement with the budget, it is to be entered into the district financial system in accordance with the guidelines established by the Finance Division.



Instructional Support Services

Tyler Independent School District

Office of the Executive Director

1319 New Sunnybrook Drive, Tyler, TX 75701 • Telephone (903) 262 -1048 • Fax (903) 262- 1173

Amendments. Should occasion for minor budgetary amendments that total no more than \$5,000.00 be necessary, such should be executed following approved Tyler Independent School District (known herein and henceforth as “the district”) procedures. Once budgetary adjustments exceed \$5,000.00, the matrix must be reviewed by the program Director or Coordinator and the Executive Director to ensure that said adjustments fall within the boundaries of the program’s area of greatest need. This allows for the adjustment of program budgets should priorities change.

Page | 5

\$25,000.00 Threshold. Purchases for programs, materials, items, contracts, or services that exceed \$25,000.00 or have the potential to aggregate to \$25,000.00 must be addressed in the budget planning process and brought to the attention of the Executive Director, so such can be shared with the Superintendent of Schools for the district. In instances that a singular purchase meet or exceed \$25,000.00, the program Director or Coordinator will submit a Board Agenda Item for review by the Executive Director and Superintendent of the District.

eGrants. For departments that manage federal grants and state compensatory funding, the eGrant should be planned in line with law, the instructional support budgeting matrix, and the granting entity’s stipulations (should such detail the law in more depth). Once the eGrant is uploaded into the TEASE system, the Executive Director is to be notified. The Executive Director will review the eGrant and forward notice to the Superintendent of Schools to certify the eGrant.

Communication

Communication with Campuses

Standard Communication. Standard communication between the campuses that house the myriad of Instructional Support Division programs and the various Directors and Coordinators and their designees is necessary. Continuous support is accomplished in large part via written and spoken discourse with the campuses. When addressing campuses, certain individuals must always be privy to important programmatic information. In order to ensure the necessary level of attention is placed on program needs, changes, or adjustments, the campus principal, the program designee (should the campus principal have appointed such), and professional employees should maintain certain channels of communication.

1. The Director, Coordinator, or designee should notify the campus principal regarding any program need, change, or adjustment, first. Such can be accomplished in person, via phone, email, or memorandum.
2. The Director, Coordinator, or designee should notify the campus principal administrative designee, next. More detail should be provided to this individual if a direct need for supervision is required, i.e. in the case of a teacher who is not following law or who is not meeting the needs of the students under his/her charge.

3. The Director, Coordinator, or designee should notify or train professional employees responsible for program needs, changes, or adjustments.
4. Should issue arise at the professional employee level, the campus principal and his/her designee should be notified.
5. Should issue arise at the campus administrative level, the Director or Coordinator should be notified if a designee is managing the program need, change, or adjustment in question. The Executive Director should also be notified by the program Director or Coordinator.

Documenting Legal Non-Compliance or Actions Outside of Policy. Should occasion arise that a Director or Coordinator of a department reach step 4 and 5 as cited above, certain steps should be taken to ensure the incident is documented for review by the professional employee directly responsible for the campus principal, administrator, designee, or professional employee in question.

1. An informal conversation shall be scheduled and attended by the Director or Coordinator and the campus principal or assistant principal should such serve as the principal designee.
2. The second violation of the same policy, in like or kind, through misfeasance or malfeasance, shall result in a documented conversation with the campus principal or assistant principal should such serve as the principal designee. Should the campus principal not be present, the campus principal shall be informed, in writing, relative to the matter of concern and the recommended corrective action to be taken.
3. The third violation of policy and thereafter shall result in said violation being documented and sent to the Executive Director of Elementary Education for elementary campuses or the Executive Director of Secondary Education for secondary campuses. All vested parties shall also receive a copy of the documented violation of policy. The third violation of policy should list previous measures taken to correct the matter at hand, should such be in like or kind of the prior two violations of policy.

Communication with Other Divisions

Standard Communication or Information Requests. Communication between and among divisions within the district is necessary for the collective success of the students it serves. Such includes but is not limited to questions of existing policy, clarification of timelines, questions regarding language of documents, and shared communication regarding students.

Furthermore, the dissemination of information or requests for information should occur on an as needed basis. The internal protocol for disseminating or requesting information from other divisions within the district is at the discretion of each department Director or Coordinator. Should no undue complication with such information dissemination or requests be anticipated, the Director or Coordinator can update the Executive Director

during the weekly meeting in order to facilitate communication within the Instructional Support Division.

Problem Resolution. Problem resolution is also an integral function of departments within the instructional support division. The process for resolving problems that are external to individual departments and the Instructional Support Division is similar to the collaborative process for intra-divisional communication. The difference centers upon three steps prior to entering into the intra-divisional 10 steps.

Page | 7

1. The Director or Coordinator of a given department must be in full agreement with the actors within the department that a problem exists that is, in part or in whole, external to the department or Instructional Support Division.
2. The Director or Coordinator should discuss the problem with the Executive Director with possible solutions centered upon matters or functions controlled within the Instructional Support Division as well as the identification of departments within other divisions within the district that potentially have a role in resolving the problem.
3. The Director or Coordinator should set an agenda with the Executive Director, so the problem can be resolved in collaboration with actors within other divisions in the district. The Executive Director shall set a time and place that meets the needs of all vested parties and communicate such to all vested parties.

Intradepartmental Communication (Within Individual Departments/ Programs, i.e. Tasks to Address)

Within each department, clear communication is essential to the success of its charge. A standard means for communicating weekly tasks that relate to departmental or programmatic short-term and long-term goals must be established and consistently maintained. Without such, the areas in need of improvement as identified and reflected via the budgetary planning process will see, in the best case, minimal gains, and in the worst case, no gains.

Weekly communication should begin with a set departmental meeting date and occasions for departmental staff to debrief with their program Director or Coordinator. No week should pass during which all actors within the direct line of report to a department Director or Coordinator do not have an opportunity to ascertain the week's expectations, and before the week's conclusion, share the level of success or areas not addressed via verbal or written communication.

Intradepartmental communication should be cited in writing with clear expectations for all actors within the direct line of report to the department Director or Coordinator. Such should convey weekly tasks with timelines for completion as well as requisite artifacts serving as evidence that weekly tasks were addressed in part or in whole. Should weekly tasks not be completed, the Director or Coordinator should expect from actors within the direct line of report to the Director or Coordinator no less than an accounting of pursuant action to address incomplete items. In the case of initiatives or projects that take more

than a week's time to complete, a reasonable expectation should be detailed weekly, that when viewed collectively, clearly delineates the execution of the initiative through its formative stages to the expected outcome(s), be them short-term or long-term.

In summary, the weekly communiqué should address the following areas with enough detail that a reasonable professional can understand and accomplish what is being requested by the Director or Coordinator:

1. Week's tasks to be completed
2. Reasonable timeline or sequence to be followed
3. Expected outcome
4. Stakeholders or other parties that may have a vested interest or a role in any of the week's tasks
5. Artifacts to be reviewed upon week's end
6. Funding source or materials available to complete week's tasks
7. Level of discretion to make decisions relative to week's tasks
8. Vehicle or mechanism to communicate impediments to the Director or Coordinator in a timely manner

Intra-divisional Communication (Within IS Division, i.e. Collaboration and Conflict Resolution)

Understanding that the Instructional Support Division is a newly created entity as of the 2009-10 academic year, its focus and purpose is the collaboration between and among program Directors and Coordinators that guide/lead programs that meet the needs of very specific and targeted student populations. Certain students fall within two or more Instructional Support programs or departments. To ensure that a lack of services or undue duplication of services does not occur, Directors and Coordinators must plan together to meet the needs of common student groups. This will be facilitated, in part, by the Executive Director through monthly meetings of the Instructional Support Division but also through weekly scheduled conversations with individual Directors and Coordinators.

This is not to say, however, that Directors and Coordinators within the Instructional Support Division should refrain from working to identify and meet the needs of common student groups. Rather, each program Director or Coordinator should work diligently to understand other programs/departments within the Instructional Support Division through asking questions, attending each other's training sessions/updates, and by taking an active part in monthly Division meetings.

When the occasion arises for collaboration between or among departments, clear expectations for the following areas should be committed to writing, signed by all parties involved, and a copy sent to the Executive Director:

1. Agreed upon student target group



Instructional Support Services

Tyler Independent School District

Office of the Executive Director

1319 New Sunnybrook Drive, Tyler, TX 75701 • Telephone (903) 262 -1048 • Fax (903) 262- 1173

2. Agreed upon action that needs to be taken by each department
3. Agreed upon action that needs to be executed in collaboration
4. Agreed upon desired outcomes and measures to review to gauge outcomes
5. Agreed upon list of vested parties in need of information and communication outside of the Instructional Support departments entering into said agreement
6. Agreed upon responsibilities for verbal and written communication and means for ascertaining that all vested parties maintain a common understanding of said action/agreement
7. Agreed upon funding source and amount committed by all Instructional Support departments partaking in said agreement/action
8. Agreed upon timelines for action
9. Agreed upon timelines for formative and summative review of data measures, qualitative and quantitative, to ascertain the initiative's level of success
10. Agreed upon means for communicating the success of said initiative

Page | 9

External Publications for Community Consumption

All external publications or communiqués for community consumption should be brought to the attention of the Executive Director prior to being sent to a print shop or sent to the district webmaster for publication. The Executive director, in turn, will provide a copy of such to the Director of Communications for the district and to the Superintendent of Schools. Should all parties agree with the content of the publication and see no cause for changes, the Executive Director shall notify the affected Director or Coordinator. Should occasion for a change be requested by the Superintendent of Schools or Director of Communication, such shall be conveyed to the Director or Coordinator by the Executive Director. The end in this process is to inform the Superintendent of Schools and to obtain his approval and to ensure that the Director of Communications for the district sees no legal or confidentiality issue as well as being informed should a media outlet request further information.

Human Resource Functions

Replacement of Existing Employees

As professional and paraprofessional employees are hired to address the needs of students within Instructional Support programs, the Directors and Coordinators must take an active role in the intervening process. Communication with the human resource department and campuses is essential as vacancies appear or resignations are tenured. No professional or paraprofessional employee will be approved by the Executive Director unless an Instructional Support Director/Coordinator has directly contacted and spoken with a candidate for employment. If a professional or paraprofessional employee is recommended by a campus and the individual has not yet interviewed with an Instructional Support Director/Coordinator, the Executive Director or his designee will contact the appropriate Instructional Support Director/Coordinator to ensure an interview occurs. A communiqué has been distributed by the Executive Director to the Human

Resource Division that each Instructional Support Director or Coordinator must agree on the value of any new employee added to meet the needs of students served under an Instructional Support Division program or department. This should be done by providing the Human Resource Division with a list of approved applicants for positions within each Instructional Support Division department or program.

Request for New Positions and Posting of Such

New positions must be in line with the Problem-Resolution Prioritization Matrix (See Table 1). No new position should be requested outside of a clear need or intent as based on law, data, student needs, and financial availability. Existing resources should always be considered before new positions are requested. Should the need arise for a new position to be created, certain steps should be taken.

1. Position is clearly needed as reflected by the Problem-Resolution Prioritization Matrix
2. Funding is available or new funding has been approved by the Superintendent or his designee
3. Job description (*which includes but is not limited to reporting structure, days, salary, title, qualifications, location of employment, start date*) is written and discussed with the Executive Director
4. The Executive Director and Director or Coordinator shall set a meeting with the Human Resource Division to ensure all communication and information is understood by all vested parties (*which includes but is not limited to agreement on the salary range, days, reporting structure, location of employment, date item will be posted, and who will make the final recommendation for the position*)
5. Appropriate follow up on various aspects of the position by the Director or Coordinator and communication with the Executive Director should issue arise.

Transmittals of Existing Employees

The Director or Coordinator seeking to transfer employees under his/her direct supervision or paid for through departmental funds (including grant funding) to another campus or facility must complete a transmittal. If the position is hired by the campus principal with campus allotted monies, the Director or Coordinator must be consulted, but the responsibility for completing the transmittal shall be that of the principal.

Leave from Work

Professional Development & Travel Requests

Overview. Professional development is necessary to the success of each department within the Instructional Support Division. However, travel and training must maintain a clear link to the Problem-Resolution Prioritization Matrix (See Table 1) and departmental budget. Such shall be determined by the Director or Coordinator of each program as travel requests and professional development requests are made by professionals within



Instructional Support Services

Tyler Independent School District

Office of the Executive Director

1319 New Sunnybrook Drive, Tyler, TX 75701 • Telephone (903) 262 -1048 • Fax (903) 262- 1173

direct report to the Director or Coordinator or any professional employee who is directly related to the success of any Instructional Support department.

Training Proximity. Professional development should be sought closest to the district as possible, i.e. should two identical training sessions or sessions that accomplish the same end be scheduled in San Antonio, Texas and in Kilgore, Texas, the training in Kilgore, Texas should be selected. Exceptions to this standard shall be decided by the Director or Coordinator and the Executive Director.

Page | 11

Out-of-State Travel. All out-of-state travel must be approved by the program Director or Coordinator, Executive Director, and Superintendent of Schools. Such shall be granted on rare occasion. Out-of-state travel and training must maintain a clear link to the Problem-Resolution Prioritization Matrix (See Table 1) and departmental budget.

Total Per Person Expenditure for Professional Development. No individual should receive more than \$300.00 per year for professional development for in-state training. The \$300.00 shall include reimbursement for travel, lodging, meals, and conference registration. The \$300.00 is not a guarantee for each professional employee that supports any given Instructional Support department; rather, it serves as a maximum amount.

As exceptions arise, such shall be addressed by the program Director or Coordinator and the Executive Director. In the case of required training that exceeds this amount, the Director or Coordinator and Executive Director shall review each request, i.e. an IB teacher required to attend training **only** offered out-of-state at a location that requires airfare, lodging, meals, and registration that amount to a total above the \$300.00.

No professional employee will be approved for professional development that is not in line with his/her existing assignment or assignment for the following academic year. This specifically means one year beyond the current academic year.

Reciprocation of Information. Any professional employee approved for professional development shall consult with the program Director or Coordinator prior to and after the professional development session to discuss how information obtained can be disseminated to professional employees with a similar charge or interest. Once such is established, a pay for knowledge or elective professional development session should be established and published in Eduphoria.

Timeframe for Request. No professional development request should be approved for any professional employee who does not provide at least 3 weeks notice for a professional development session published 3 weeks in advance. Regardless of the date the professional employee cites he/she was aware of the training, the 3 week publication/notice standard shall be maintained.

Required Functions. Professional employees required to attend events with students should not be considered professional development. These functions are to be approved



Instructional Support Services

Tyler Independent School District

Office of the Executive Director

1319 New Sunnybrook Drive, Tyler, TX 75701 • Telephone (903) 262 -1048 • Fax (903) 262- 1173

by each program Director or Coordinator in line with the requirements of the professional employee's position, i.e. an agriculture teacher taking students to a stock show is not considered professional development. Guidelines do need to be in place for such a function, but this responsibility is specific to the charge of each Director or Coordinator. This Instructional Support Division policy on this matter requires that a departmental/program policy must exist to address required functions as described herein.

Page | 12

Director or Coordinator Requests for Professional Development. Directors or Coordinators that report directly to the Executive Director shall submit professional development requests and reimbursement requests to the Executive Director. Requested professional development must maintain a clear link to the Problem-Resolution Prioritization Matrix (See Table 1) and departmental budget. Each Director or Coordinator shall budget a travel and training amount in their budget planning processes. This will be the standard for their travel for each academic year.

Personal Business & School Business Days

Personal Business Day. Personal days should be used in line with state law and district policy. The specific dictate of this policy is alert all Director and Coordinators, as well as professionals within the Instructional Support Division of Divisional requirements.

1. Each professional employee within the Instructional Support Division must notify his/her direct supervisor at least one week in advance if personal days are to be used.
2. The supervisor has full discretion to approve or deny the use of personal business days.

School Business Day. School business day approval can only be granted for approved professional development days out of the district. No school business day approval shall be granted for any matter outside of official school business. No school business day shall be granted for any occasion of which a professional employee shall benefit financially, i.e. the request of a school business day to conduct a professional development session for which the professional employee is financially compensated by a contracting entity. Each Instructional Support Director/Coordinator seeking to attend a conference or another appropriate venue for professional development or informational purposes outside of the district must submit a request via the TISD **Absence from Duty Report** form found on the TISD intranet under **Employee Forms**. This form must be received in accordance with the timeline cited in *Professional Development & Travel Requests: Timeframe for Request*. If these steps are not followed, reimbursement will not be approved by the Executive Director.

Conference Presentations. Conference presentations that do not result in financial benefit to the professional employee beyond room, board, and travel expense reimbursement can qualify as professional development. If a conference presentation is approved by the requesting agent's direct supervisor as professional development, such an occasion can be considered a school business day.

Sick or Family Illness Days

Sick or family illness days should be used in line with state law and district policy. The specific dictate of this policy is alert all Director and Coordinators, as well as professionals within the Instructional Support Division of Divisional requirements.

Page | 13

1. All sick or family illness days must be entered into the district absence reporting system no later than the day of or the day after the sick or family illness day concluded.
2. The reporting of the sick or family illness day into the district absence reporting system is the sole responsibility of the professional employee.
3. Notice should be given to the professional employee's direct supervisor that he/she will not be at work, so adjustments can be made and notice given should such be necessary.

Program Monitoring and Reporting

Department/Program Policy Manuals for Campuses (First Copy and Revisions)

Each department within the Instructional Support Division must have a policy manual that vested parties can easily access and reference. Such can be placed online or distributed in paper copy. In order to ensure a quality product, certain aspects should be addressed in the policy manual's design. Furthermore, certain aspects should continuously be revised as legal updates or programmatic changes and adjustments are made.

The policy manual should:

1. Reflect all aspects of current federal and state laws
2. Reflect all aspects of local Board Policy
3. Provide local departmental processes and procedures designed to meet federal and state law and local policy.
4. Either provide all requisite forms or detail how such can be accessed through other district-based data management programs or systems
5. Cite specific timelines or deadlines for legal or local policy to be acted upon
6. Cite data and/or artifacts that will be reviewed to ensure law and policy are being followed
7. Provide contact information for persons within the department that may address specific aspects of the department or programs therein
8. Provide other information as deemed appropriate by the department Director or Coordinator, i.e. departmental vision, mission, goals, objectives, assistive links, ESC contacts, etc . . .

The policy manual should be reviewed with all campus principals, administrative designees, and professional employees who directly support the charge of department within the Instructional Support Division. A sign-in sheet must be maintained to

document that vested parties have been made aware of local operating policies. Lastly, a process must exist to update the policy manual in a timely manner.

Documenting Teacher Performance (Within Your Program)

See Communication with Campuses: Standard Communication and Documenting Legal Non-Compliance or Actions Outside of Policy

Page | 14

Goal Setting & Timelines (Short-Term and Long-Term)

No Instructional Support Division department should operate without clear short-term and long-term goals. These must be established in concert with all actors within each department.

Long-term goals should be attainable within a one-to-two year timeframe. These should focus on performance measures, affective qualitative measures, and measures that gauge the organizational soundness of the department. These should be clear, concise, and align with the department's mission and vision.

Short-term goals should be attainable within a six week or semester timeframe. Short-term goals should have clear objectives that can be assessed with qualitative and quantitative data measures. Formative benchmarks should be in place to assess progress toward short-term goals. All short-term goals should, collectively, accomplish long-term goals.

PEIMS Coding

PEIMS coding is an area that affects each department within the Instructional Support Division. A clear system for accurate student coding must be in place. This system must take into consideration opportunities to work with campus staff or program staff that input data. The system must also have an auditing function established. Considerations for a system that ensures the greatest degree of accuracy relative to PEIMS coding is contingent upon many professional and paraprofessional staff executing individual and collective duties:

1. Director or Coordinator oversees PEIMS data entry or designates someone within their central administrative level department to accomplish such
2. Director or Coordinator obtains a campus list of all individuals who inputs PEIMS data at the campus level for information dissemination and training purposes
3. Director or Coordinator established timelines in line with law and administrative guidelines for PEIMS data to be inputted into the district PEIMS system
4. Director or Coordinator established a clear system for auditing PEIMS data
5. Director or Coordinator established a clear system to cross reference PEIMS data with information maintained in student cumulative files and official records

6. Director or Coordinator establishes a clear system to correct errors once found and disseminate information to others to ensure similar errors do not exist across the district

Program & Legal Updates

See Department/Program Policy Manuals for Campuses and Training/Supporting Staff within Your Program

Page | 15

Program Monitoring & Data Analysis (Including CIP)

Directors or Coordinators must work with campus principals and campus improvement planning teams to ensure that Instructional Support programs are included in the campus improvement plan (CIP). Each campus must, by law, reflect the manner in which it addresses the needs of special populations in the CIP. Should issue arise relative to non-compliance with proper campus planning, refer to Communication with Campuses Standard Communication and Documenting Legal Non-Compliance or Actions Outside of Policy.

It is also the expectation of the Superintendent of Schools that all central administrative staff, including Executive Directors, Directors, and Coordinators, be visible throughout the district. Each Director and Coordinator must have an internal means for monitoring programs and personnel that serve the students under their specific departmental charge. The internal means should include, in appropriate detail, how programs are monitored throughout the district, by whom, and how often. Again, should issue arise regarding non-compliance by professional staff at the campus level, refer to Communication with Campuses Standard Communication and Documenting Legal Non-Compliance or Actions Outside of Policy.

Superintendent's Instructional Cabinet Presentation

On occasion, the Executive Director may request that a Director or Coordinator in the Instructional Support Division present a key issue or success to the Superintendent's Instructional Cabinet. The members of the cabinet are the Superintendent of Schools, Deputy Superintendent of Schools, Executive Director of Curriculum and Instruction, Executive Director of Secondary Education, Executive Director of Elementary Education, and Executive Director of Instructional Support. Be sure to bring enough copies of information for all members present. If you need technology for your presentation, please alert the Executive Director of Instructional Support. This is also an occasion to ask key questions of members of the Instructional Cabinet. Arrive prepared to present your information and answer any questions that may pertain to your presentation. If you do not know the answers to the questions, be sure to provide such at your earliest opportunity.

Training/Supporting Staff within Your Program

As data indicate a need in program adjustment or law dictate a required change, Directors and Coordinators within the Instructional Support Division should plan for training and policy updates. In order to ensure that all vested parties are adequately informed and trained, certain steps should be followed.

1. Set a morning or after school meeting date to meet with campus principals and administrative designees
2. Review the district training calendar and find a date that does not conflict with other departments who guide/lead similar staff, i.e. bilingual 3rd grade teacher required to attend a literacy update and a bilingual update on the same date
3. Set the date in Eduphoria and detail the type of training and credit earned (*follow the Staff Development guidelines regarding training and scheduling*)
4. Disseminate the date and required attendees with no less than 3 to 4 weeks notice, whichever is furthest from the actual training date
5. Detail who did not attend and plan a required make-up session, and document the professional employees and paraprofessional employees who were required to attend but had to attend the make-up session
6. Ensure that all legal or policy updates are placed online, sent to affected district professionals, and outdated policies are replaced within the departmental operating manual

Tyler ISD Board of Trustees

Board Meetings

The district Board of Trustees meets bi-monthly. The first meeting is a program/department study session. During these meetings, the board obtains reports or updates from district administrators. The second meeting is the regular board meeting, during which major topics under consideration for board action are levied. Directors and Coordinators within the Instructional Support Division are encouraged, but not required, to attend board meetings that do not involve a matter in direct relation to their department or program(s).

Board Presentations & Agenda Items

Board Presentation. Each Director and Coordinator who directly supervises a department or program within the Instructional Support Division will present a 30 to 45 minutes study session or update to the board. This study session or update will occur during the first of the two monthly board meetings. The focus of the study sessions or updates is to inform the board of program goals, areas of concern, progress in those areas, and future plans for continued growth. The format for the board update or study session should include qualitative and quantitative aspects.

1. An outline of program/departmental initiatives
2. Areas of past/present concern
3. Action taken to address areas of past/present concern



Instructional Support Services

Tyler Independent School District

Office of the Executive Director

1319 New Sunnybrook Drive, Tyler, TX 75701 • Telephone (903) 262 -1048 • Fax (903) 262- 1173

4. Data measures reflective of progress in targeted areas

All items to be presented to the board during the study session or update should be submitted to the Executive Director no later than two weeks before the scheduled board meeting. This allows for adjustment should cause arise for such. A Power Point presentation with the data or key points to be presented is recommended.

Page | 17

Board Agenda Items. Any single purchase that exceeds \$25,000.00 must obtain board approval. Any programmatic change to existing board policy must also receive board approval. For an item to be placed on the board agenda, said item must be brought to the attention of the Executive Director. Should the Director or Coordinator and Executive Director agree that an item should be purchased or that a board policy should be recommended for change, a board agenda item must be written. The board agenda item format is standard for all divisions in the district.

Subject: The subject should be written as a title, similar to a running head.

Background The background of the proposed purchase or requested policy change must be detailed as succinctly as possible. The benefit to the district and the students it serves must be detailed. The research-basis or legal basis should also be detailed.

Requested Action Requested action is “Board Approval” or “Information Only”

Contact(s) Director or Coordinator’s name and Executive Director’s name but no titles