



LACKLAND

Independent School District

Ignite – Empower- Excel



BOARD OF TRUSTEES OPERATING PROCEDURES

Adopted: April 26, 2016

Revised: January 9, 2023; April 23, 2019

Approved: January 24, 2023

Contents

Overview.....	4
Vision	4
Mission.....	4
Shared Beliefs	4
Meeting/Briefing Preparation and Participation.....	5
Rules of Order for Board Meetings.....	6
Board Members Placing Items on the Board Agenda	7
Requests/ Complaints to Individual Board Members.....	7
Board Member Campus Visits	8
Communicating with the Media & the Community	8
Evaluation of Superintendent.....	9
Board Members Ethics BBF (Local).....	10
Responsibilities of the Board According to State Law.....	11
Self-Evaluation of Board	14
Compliance with Operating Procedures.....	14
School Board Member Training Requirements	16
New Board Member Local Orientation	17
Board Member Continuing Education Report.....	18
Open Government Laws Training	18
Board Members’ Continuing Education	19
Other Trainings/Updates – Business Office.....	20
Board Members’ Expenses	20
Board Member Request for Information	21
Communicating with Board Members	22
Concerns about the Performance of Employees Other Than the Superintendent of Schools.....	23
Public Participation in Meetings.....	23
Closed/Executive Session	24
Public Information Program – Access to Public Information	25
Texas Association of School Administrators Required Internet Postings.....	26

Framework for School Board Development - BBD (Exhibit).....	30
Board Meeting Dates for 2022-2023 School Year	33
Superintendent Evaluation Process.....	34
Superintendent Evaluation Document	35
Lackland School District Superintendent Evaluation Instrument.....	35
General Information.....	35
Preferred Practices for Common Tasks	43
Time Demands and Commitments	44
Acronyms/Abbreviations	45

Overview

The LISD Board Operating Procedures are intended to guide and assist Board Members in the conduct of its business. They are not intended to confer legal rights on any other person. The Board Operating Procedures are not intended to take precedence over Board Policy. If there is a conflict or inconsistency between these Procedures and Board Policy, Board Policy will take precedence. At no time are these Procedures intended to override School Board Policy (Local or Legal), state or federal law.

The Board Operating Procedures will be reviewed annually in January by the Board and updated as needed as a part of Board training and orientation. The Board will adopt the Board Procedures and Board Code of Conduct annually at a regular monthly meeting.

Lackland ISD empowers students to construct successful futures.

Vision

Lackland ISD ignites a passion for life-long learning and empowers excellence.

Mission

Lackland ISD provides a safe and nurturing environment where we recognize the value of individuals and collaborate to develop their unique abilities. We encourage students through innovative experiences to spark creativity and empower students to learn, grow, and excel.

Shared Beliefs

We Believe:

- In providing equitable educational opportunities to meet the unique needs of our students.
- In engaging students, staff, families, and the community in a collaborative environment of mutual respect.
- In maintaining a safe and nurturing environment.

Meeting/Briefing Preparation and Participation

- A. Board Meetings are scheduled on the fourth Tuesday of each month unless circumstances make that day unavailable.
- B. Agendas are created by the Superintendent of Schools and Board President prior to being presented to the Board Members.
- C. No item can be placed on the Agenda less than 72 hours in advance of the meeting, unless an emergency or urgent public necessity exists.
- D. Any Agenda item added to the agenda after the original posting shall be done so in accordance with state laws.
- E. Agenda packets and supporting materials will be electronically posted and e-mailed no less than 72 hours in advance of the meeting.
- F. The Superintendent of Schools will ensure that all necessary information is supplied to each Board Member to allow for informed discussion.
- G. Supporting information not available when the agenda is electronically posted and delivered will be included in the Superintendent's weekly letter for the week immediately prior to any meeting.
- H. Board Members will read and study all materials made available in advance of the meeting.
- I. Board Members will ask agenda-related questions of the Superintendent of Schools or the staff member authorized by the Superintendent of Schools to respond to such questions.
- J. Discussion is not allowed on consent agenda items at the Board Meeting. Each Board Member shall be responsible for communicating his or her concerns to the Board President regarding items on the consent agenda.
- K. An item may be pulled for a separate vote up until 5:00 p.m. the Thursday preceding the regular Board meeting if two Board Members ask that the item be pulled.

Rules of Order for Board Meetings

Board Members:

- A. Shall ensure that their behavior contributes to the effective operation of the Board in governing the district;
- B. Shall conduct themselves as public servants;
- C. Shall act and dress professionally;
- D. Shall treat each other, the Superintendent of Schools, the staff, and person in the audience respectfully;
- E. Shall ensure that all deliberations directly relate to items listed on the agenda for the meeting;
- F. Shall notify the Board President immediately if they believe that a topic is not on the posted agenda;
- G. Shall first seek recognition from the Board President if they wish to comment on a topic being discussed;
- H. Shall not dominate discussions;
- I. Shall reserve comments relating to another topic on the agenda until the Board President places that topic before the Board;
- J. Shall ensure that all Board Members may hear their comments;
- K. Shall not conduct private discussions during meetings;
- L. Shall refrain from directing derogatory remarks at other persons;
- M. Shall address to the Board President, not to the other Board Members, all remarks in disagreement with another Board Member; and
- N. Shall listen to comments and may ask clarifying questions during the Open Forum
- O. The president may limit time of debate by individual members to allow each member an opportunity to speak. If time is limited, the president will ensure that each individual receives equal time to speak. The Board President in consultation with the Superintendent of Schools may set time parameters for any topic on the agenda.

Policy References: BDB (Local); BDB (Legal); BE (Local); BE (Legal); BEC (Local); BEC (Legal); BED (Local); BED (Legal)

Board Members Placing Items on the Board Agenda

- A. Board Members must request that an item be placed on the Agenda more than 10 calendar days in advance of the meeting unless delay in acting or discussing an added agenda item could seriously affect the operations of the District.
- B. Board Members may request that a subject be included on the agenda for a meeting. That request shall be forwarded to the Superintendent of Schools or the Board President 10 calendar days before the Board Meeting.
 - 1. The Board President will consult with the Superintendent of Schools to determine whether it is appropriate, depending on the nature and urgency of the item or issue, to move it forward for a vote at the next regular Board meeting or to have the item turned over to the administration to review and bring recommendations back to the Board for consideration at a subsequent meeting.
 - 2. In any event, the item will be placed on the agenda for deliberation no later than 60 days after initial presentation.
- C. No item can be placed on the Agenda less than 72 hours in advance of the meeting, unless an emergency or urgent public necessity exists.
- D. Any Agenda item added to the agenda after the original posting shall be done so in accordance with state laws.
- E. Items submitted for Closed/Executive Session must be in compliance with the Texas Open Meetings requirements.
- F. Items may be removed from the agenda once published upon the recommendation of the Board President or the Superintendent of Schools. However, neither the Superintendent of Schools nor the Board President shall have the authority to remove from the agenda any item that has been requested by a Board Member if 60 calendar days would have elapsed since the initial request was made.

Policy References: BAA (Legal); BE (Local); BE (Legal)

Requests/ Complaints to Individual Board Members

- A. To the extent the complaint appears to require administrative action, Board Members are encouraged to ask the individual to follow the steps described in policy GF(Local) for complaints by the general public, DGBA (Local) for employee complaints and FNG (Local) for student/parent complaints.
- B. In the event a Board Member is involved in a complaint prior to a Board appeal, the Board Member should recuse him/herself from the Board panel hearing the issue.

- C. To the extent that the complaint is general in nature, Board Members shall respond as they deem appropriate, but shall attempt to ensure that the complainant understands the limited role of a trustee in acting on behalf of the district – that is, that trustees are a body corporate, and that much responsibility has been legally delegated to the Superintendent of Schools. See BAA(Local) and BAA(Legal).

Policy References: GF (Local); GF (Legal); BAA(Local); BAA(Legal); DGBA (Local); FNG (Local); and FNG (Legal)

Board Member Campus Visits

- A. Board Members are encouraged to visit campuses.
- B. As a courtesy to the Administration, Board Members will make every effort to notify the Superintendent at least one school day in advance of visiting a campus, if the school is not already aware of your visit. The Superintendent will communicate with the campus administration and the Board Member to facilitate the visit being mutually convenient and productive.
- C. Board Members must check in at the principal’s office following campus guidelines.
- D. All Board Members visits are to be escorted or directed by a staff member designated by the principal.
- E. Board Members may communicate with any staff member without interrupting scheduled learning periods or interfering with the learning process.
- F. Board Members will not assume a supervisory role with staff or students.
- G. Board Members will not participate in staff activities unless specifically requested to do so by a campus administrator.

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

Policy References: BBE (Local); BBE (Legal); GKA (Local); GKA (Legal); GKC (Local); GKC (Regulations)

Communicating with the Media & the Community

- A. The Superintendent of Schools shall be the official spokesperson for the District on issues that relate to District operations.
- B. The Board President shall be the official spokesperson for the Board on issues that require a response from the Board. The Board President should make clear when he or she is speaking in the capacity as the Board President or as an individual trustee.
- C. Board Members are appointed representatives of the public and have every right to express their individual views to the community or the media.

- D. Board Members are encouraged to participate in community activities as liaisons between the public and the school district. When doing so, Board Members are expected to:
 - 1. Listen politely and respectfully.
 - 2. Refer questions about specific District activities to the appropriate staff person or spokesperson when they do not know the answers. Board Members encourage community input but will not respond to or act on the basis of anonymous calls or letters.
- E. Signed letters to a Board (s) Member will be forwarded to the President and/or the Superintendent of Schools for inclusion in the weekly Board information packet if not of a confidential or personal nature. The Superintendent of Schools may determine that providing the communication to the Board Members might compromise their ability to be impartial in a future Board proceeding, in which case the Board Members may only be notified that a communication has been received.
- F. A Board Member retains the right to speak to anyone as an individual but must understand that any comment will likely be interpreted by the listener as being an “official” statement of the Board.
- G. In speaking, the Board Member:
 - 1. Should clarify that he/she is speaking as an individual Board Member and not for the Board of Trustees.
 - 2. Should remind the media representative(s) of the position or action of the Board of Trustees related to the issue in question.

Policy References: BE (Legal); BR (Local); GB (Local); GBA (Legal); GBBA (Local); GBBA (Regulation)

Evaluation of Superintendent

- A. The instrument used to evaluate the Superintendent shall be based on the Superintendent’s job description found in BJA (Local) and performance goals and shall be adopted by the board.
- B. The Board shall prepare a written evaluation of the Superintendent at annual or more frequent intervals.
- C. The Board shall furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusion with the Superintendent in a closed meeting.
- D. The Board may at any time conduct and communicate oral evaluations to augment its written evaluations.

Policy References: BJCD (Local) and BJA (Local)

Board Members Ethics BBF (Local)

The Board President will present a copy of the Board Members' Ethics policy to each Board Member annually. Each Board Member shall be responsible for signing an agreement to abide by the Ethics policy.

As a Board Member:

- I will promote the best interests of the District as a whole
- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.
- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.
- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.
- I will bring about desired changes through legal and ethical means.
- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.
- I will focus my attention on fulfilling the Board's responsibilities of goal-setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent of Schools.

- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Responsibilities of the Board According to State Law

All powers and duties not specifically delegated by statute to TEA or the State Board are reserved for the Board. *Education Code 11.151(b)*

The Board shall:

- A. Govern and oversee the management of the public schools of the District. *Education Code 11.151(b)*
- B. Monitor progress toward the District's comprehensive goals. *Education Code 11.1511(b)(2)* [See AE]
- C. Establish performance goals for the District concerning:
 1. The academic and fiscal performance indicators under Subchapters C, D, and J, Chapter 39; and
 2. Any performance indicators adopted by the District. *Education Code 11.1511(b)(3)*
- D. Adopt a policy to establish a District- and campus-level planning and decision-making process. *Education Code 11.1511(b)(5), .251(b)* [See BQ series]
- E. Adopt and file a budget for the succeeding fiscal year. *Education Code 11.1511(b)(7), 44.004, .005* [See CE]
- F. Monitor District finances to ensure that the Superintendent of Schools is properly maintaining the District's financial procedures and records. *Education Code 11.1511(b)(9)*
- G. Have District fiscal accounts audited annually at District expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year. *Education Code 11.1511(b)(10), 44.008(a)* [See CFC]
- H. Publish an end-of-year financial report for distribution to the community. *Education Code 11.1511(b)(11)*
- I. Select the internal auditor if the District employs an internal auditor. The internal auditor shall report directly to the Board. *Education Code 11.170*
- J. Ensure that the Superintendent of Schools implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of District operations. *Education Code 11.051(a)*
- K. Ensure that the Superintendent of Schools:
 1. Is accountable for achieving performance results;

2. Recognizes performance accomplishments; and
 3. Takes action as necessary to meet performance goals. *Education Code 11.1511(b)(4)*
- L. Appraise the Superintendent of Schools annually using either the Commissioner's recommended appraisal process or a process and criteria developed by the District. *Education Code 21.354(c)* [See BJCD]
 - M. Publish an annual report describing the District's educational performance including campus performance objectives and the progress of each campus toward those objectives. *Education Code 11.1511(b)(6), 39.306* [See AIB, BQ series]
 - N. Select a depository for District funds. *Education Code Ch. 45, Subch. G* [See BDAE]
 - O. Acquire and hold real and personal property in the name of the District. *Education Code 11.151(a); Local Gov't Code 271.004* [See CHG]
 - P. Hold all rights and titles to the school property of the District, whether real or personal. *Education Code 11.151(c)* [See CI]
 - Q. Adopt a policy providing for the employment and duties of District personnel. *Education Code 11.1513* [See BJ series, DC series, DEA series]
 - R. Limit redundant requests for information and the number and length of written reports that a classroom teacher is required to prepare. *Education Code 11.164(a)* [See DLB]
 - S. Review paperwork requirements imposed on classroom teachers and transfer to existing non-instructional staff a reporting task that can reasonably be accomplished by that staff. *Education Code 11.164(b)* [See also DLB]
 - T. Make decisions relating to terminating the employment of District employees employed under a contract to which Education Code Chapter 21 applies, including terminating or not renewing an employment contract to which that chapter applies. *Education Code 11.1511(b)(14)*
 - U. 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. *Education Code 11.1511(b)(1)*
 - V. By rule, adopt a process through which District personnel, students or the parents or guardians of students, and members of the public may obtain a hearing from the District administrators and the Board regarding a complaint. *Education Code 11.1511(b)(13)*

The Board may:

- A. Adopt rules and bylaws. *Education Code 11.151(d)* [See BF]
- B. Enter into contracts as authorized under the Education Code or other law and delegate contractual authority to the Superintendent of Schools as appropriate. *Education Code 11.1511(c)*

- C. Receive bequests and donations or other moneys or funds coming legally into its hands in the name of the District. *Education Code 11.151(a)* [See CDC]
- D. Exercise the right of eminent domain to acquire property. *Education Code 11.155*
- E. Execute, perform, and make payments under contracts, which may include leases, leases with option(s) to purchase, or installment purchases, with any person for the use, acquisition, or purchase of any personal property, or the financing thereof. The contracts shall be on terms and conditions that are deemed appropriate by the Board in accordance with state law. Local Gov't Code 271.005
- F. Authorize the sale of any property, other than minerals, held in trust for free school purposes. *Education Code 11.154(a)* [See CDB]
- G. Employ, retain, contract with, or compensate a licensed real estate broker or salesperson for assistance in the acquisition or sale of real property. *Education Code 11.154(c)*
- H. Request the assistance of the attorney general on any legal matter. The District must pay any costs associated with the assistance. *Education Code 11.151(e)*
- I. Sue and be sued in the name of the District. *Education Code 11.151(a)*

The Board and the Superintendent of Schools shall work together to:

- A. Advocate for the high achievement of all District students;
- B. Create and support connections with community organizations to provide community-wide support for the high achievement of all District students;
- C. Provide educational leadership for the District, including leadership in developing the District vision statement and long-range educational plan;
- D. Establish Districtwide policies and annual goals that are tied directly to the District's vision statement and long-range educational plan;
- E. Support the professional development of principals, teachers, and other staff; and
- F. Periodically evaluate Board and Superintendent of Schools leadership, governance, and teamwork.

Education Code 11.1512(b)

Policy References: AEA (Local); BAA (Legal); BAA (Local); BBD (Local); BBD (Exhibit); BBE (Legal); BBE (Local); BDAA (Local); BDAA (Legal); BF (Local)

Self-Evaluation of Board

- A. The Superintendent and the Board are committed to the concept of TEAM OF SIX as the driver for the District and recognize that the Superintendent and Board shall succeed or fail together.
- B. The Board Self-Evaluation instrument will be reviewed and approved in November of each year.
- C. A Self-Evaluation of the Board will be conducted in a workshop session by January of each year using the indicators in the Board Operational Procedures and the Framework for School Board Development set out in BBD (EXHIBIT).

Compliance with Operating Procedures

- A. Individual Board Members and/or the Superintendent of Schools are encouraged to express their concerns about a Board Member's compliance with Board Operating Procedures directly with that member, verbally, followed by any written communication.
- B. If the issue isn't resolved after personal discussions between the individuals involved, then discussion with the Board President is appropriate. The Board President shall discuss the concern with the Board Member in question on behalf of the individual concerned, or the President shall moderate a discussion between those involved. If the concern involves the Board President, the Board Secretary shall serve in this role.
- C. If the issue still isn't resolved, the Board President shall place an item on the next meeting agenda for a Closed/Executive Session posted as "Deliberation of Duties of a Public Officer." Alternatively, two Board Members can notify the Board President and request the item be placed on the next meeting agenda.
- D. In Closed/Executive Session, the individuals with the concern shall state their concern and provide specific examples to support that concern and the Board shall discuss the concern. Among other options to resolve the matter in Closed/Executive Session, Board Members may encourage the Board Member to attend specific training related to the Board Operating Procedures.
- E. If the Board Member in question does not believe his or her behavior is in conflict with Board Operating Procedures even in the Closed/Executive Session discussion, the matter will be addressed by majority vote of the Board in open session, with options including, but not limited to, the following required training:
 - 1. Board Operating Procedures.

2. Removal from any Board-appointed office.

3. Formal reprimand in public meetings.

- F. Discussions about compliance concerns should be intended to resolve the concern while avoiding any punitive actions. Discussions could include reminding the Board Member whose behavior is in question about the adopted Board Operating Procedures how the questionable behavior does not comply with those procedures. The discussion could also identify more appropriate alternatives to the questionable behavior or refer the Board Member to policies or procedures that outline approved ways to deal with the issue that prompted the questionable behavior.
- G. While the Superintendent of Schools is encouraged by these procedures to report to the Board President or other members in the event a compliance concern is not addressed individually, Board Members will not take concerns about fellow Board Members to the Superintendent of Schools.

Policy References: BAA (Local); BBC (Legal); BBE (Legal); BBE (Legal); BBF (Local); BDAA (Local); BDAA (Legal); BF (Local)

School Board Member Training Requirements

Continuing education requirements for independent school board trustees are established in [Texas Education Code, §11.159](#), [Texas Administrative Code §61.1](#) and Texas Government Code, §§ [551.005](#), [552.012](#), and [2054.5191](#). This table provides a summary of these requirements. Use the links in the *Eligible Provider(s)* column to find a provider.

Required Continuing Education	First Year in Office	Subsequent Years in Office	Eligible Provider(s)
Local District Orientation	Three hours within the first 120 days in office	N/A	Local District
Orientation to the Texas Education Code	Three hours within the first 120 days in office	N/A	Education Service Centers
Update to the Texas Education Code	Following each legislative session and of sufficient length to address major changes		<ul style="list-style-type: none"> • Registered Providers • Authorized Providers • LSG Coaches
Team-building (Team-of-eight)	Three hours	Three hours every year	<ul style="list-style-type: none"> • Registered Providers • Authorized Providers • LSG Coaches
Additional Education based on Framework for School Board Development	Ten hours	Five hours every year	<ul style="list-style-type: none"> • Registered Providers • Authorized Providers • LSG Coaches
Evaluating and Improving Student Outcomes	Three hours within the first 120 days in office	Three hours every two years	<ul style="list-style-type: none"> • Authorized Providers • LSG Coaches
Sexual Abuse, Human Trafficking, and Other Maltreatment of Children	One hour within the first 120 days in office	One hour every two years	<ul style="list-style-type: none"> • Registered Providers • Authorized Providers • LSG Coaches
Open Meetings Act (OMA)	One hour within the first 90 days in office	N/A	Attorney General of Texas
Public Information Act (PIA)	One hour within the first 90 days in office	N/A	Attorney General of Texas
Cybersecurity	Varies by provider	Every year	Department of Information Resources
School Safety	Two hours within the first 120 days in office	Every two years	<ul style="list-style-type: none"> • TEA Learn • Technical Support

New Board Member Local Orientation

Board Members must be properly and thoroughly informed about the school district they serve as well as the role and responsibilities of a Board Member. The Board Operating Procedures will provide an excellent starting point.

- A. As a supplement to the information provided in relation to his/her appointment, a District orientation for a new Board Member will be scheduled to begin within one month of the date of their appointment.
- B. In addition to the training required by State law [see BBD (Legal)], orientation shall be provided to new Board Members under the guidance of experienced Board Members and the Superintendent of Schools.
- C. Orientation and development shall be considered an ongoing process for all Board Members.
- D. The orientation will include, but not be limited to:
 - i.** Board of Trustee Operating Procedures
 - ii.** District Improvement Plan (DIP)
 - iii.** Any Board Adopted Annual Plan
 - iv.** Budget Information
 - v.** Auditor's Report
 - vi.** Training on Accessing District Electronic Communications
 - vii.** Important calendar dates for Board Briefings and Board Meetings
 - viii.** Ethics Policy Training
 - ix.** Internal /External Audit Training
 - x.** Board Code of Conduct
 - xi.** Board Structure Overview
 - xii.** Compliance Training per State Law
 - xiii.** Board Policy Training and Robert's Rules of Order
- E. Texas Open Meetings Act – 90 days after taking oath
- F. Public Information Act – 90 days after taking oath
- G. State Board of Education

Board agenda amendments and substitutions – Board Members should be adequately trained on the policy and process for substitutions or changes of the Board agenda during meetings, and how such substitutions should be communicated, presented, and resolved.

Policy References: BBD (Local); BBD (Legal); BBD (Exhibit); and BDAA (Local) BDAA (Legal)

Board Member Continuing Education Report

Annually, at the last regular meeting of the Board held during a calendar year, the President shall announce, and the minutes must reflect, the name of each Board member who has completed the required training, who has exceeded the required hours of training, and who is deficient in the required training as of the date of the meeting. The President shall cause the minutes to reflect the information and shall make this information available to the local media. *Education Code 11.159; 19 TAC 61.1(j)*

Open Government Laws Training

Elected and Appointed public officials are required by a state law to receive training in Texas open government laws. The Office of the Attorney General offers free Public Information Act and Open Meetings Act training videos (running time approx. 1 hour each video)

Go to: <https://www.texasattorneygeneral.gov/open-government/governmental-bodies/pia-and-oma-training-resources>

Under PIA and OMA Training Resources

1. Click Public Information Act Training Video & Completion Certificate

Once completed at the end of video write down the Access Code provided (access code is required in order to obtain required certificate of completion)

2. Click Open Meetings Act Training Video & Completion Certificate.

Once completed at the end of video write down the Access Code provided (access code is required in order to obtain required certificate of completion)

If you are unable to complete your certificate online, please call the Attorney General's Public Information and Assistance line at 1(800) 252-8011 to have a completion certificate mailed to you. Please be prepared to give the call agent the proper identification code.

Please turn in your certificate of completion to Mrs. Yolanda Jackson, Board Secretary as soon as possible but before the 90-day deadline.

Board Members' Continuing Education

- A. In addition to the orientation and team building training, a Board Member shall receive additional continuing education on an annual basis, in fulfillment of assessed needs and based on the framework for governance leadership. The continuing education may be provided by a regional education service center or other registered provider.
- B. A local school district may provide up to half of trustees' additional continuing education based on assessed needs credit. If local district officials provide training for their own board members, they are not required to register as providers with TEA. No more than one hour of the required continuing education that is delivered by the local district may use self-instructional materials.
- C. In the first year of service, a Board Member shall receive at least ten hours of continuing education. Up to five of the required ten hours may be fulfilled through online instruction, provided the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.
- D. After the first year of service, a Board Member shall receive at least five hours of continuing education annually. A Board Member may fulfill the five hours of continuing education through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.
- E. The Board President shall receive continuing education related to leadership duties of the Board President as some portion of the annual requirement.
- F. In addition to the training required by State law [see BBD (Legal)], orientation shall be provided to new Board Members under the guidance of experienced Board Members, the Office of Board Services, and the Superintendent of Schools.
- G. External Auditor recommended training:
 - Ethics and Tone at the Top – The Board President or designee shall conduct annual ethics training for Board Members. Such training should include what constitutes good ethical conduct, the Board's role in risk oversight at the District, what avenues exist for reporting known or suspected inappropriate conduct, who is responsible for receiving and responding to reports of inappropriate conduct, and how they can continue to promote the appropriate Tone at the Top.
 - Conflicts of Interest – Annually, the board shall receive training geared to enhance and communicate policies and procedures to guide Board Members in what to do if they identify a conflict of interest or if they suspect that an unreported conflict exists. Such procedures could help ensure a uniform

approach and understanding of what constitutes a conflict, the process for reporting such conflicts, and who within the District should handle receipts of any conflicts or suspected conflicts by Board Members.

- Role in Risk Oversight – The Chief Financial Officer (CFO) should annually conduct a training on Risk Oversight. Understanding the risks facing the District is an important role of the Board.

Resources: [New School Board Member Information \(tasb.org\)](http://tasb.org)

[School Board Trustee Training | Texas Education Agency](#)

Other Trainings/Updates – Business Office

The Board should receive regular updates from the Business Office and others as appropriate within the District on the results of risk assessments performed, including the risk of fraud and corruption. Board Members should be aware of not only the risks, but the programs and controls established across the District to mitigate and respond to such risks. Regular reporting to the Board will increase awareness and transparency of the activities in the District focused on reducing and mitigating the risk of fraud and corruption.

Policy Reference: BBD (Legal); BBD (Local); BBD (Exhibit)

Board Members' Expenses

- A. Annually, Board Members shall be allocated a budget for travel, professional development training, and reasonable expenses associated with attending functions of District-related organizations in the San Antonio area. Individual Board Members shall not authorize any other expenditure, including the use of District personnel.
- B. The following travel costs shall be budgeted for the board:
 1. Travel costs incurred on trips for state and federal legislative matters;
 2. Meetings with TEA; and
 3. Travel costs incurred in representing the District as the Board appointed delegate representative to the Texas Association of School Boards.
- C. Board Members shall reimburse the District for any expenses that are advanced by the District for anticipated expenses. The Business Department shall promptly notify the Board Member of the costs to be repaid to the District.
- D. Board Members shall complete the Travel Settlement Form with receipts, if required, within five days of travel.

- E. Board Members shall receive per diem according to the established GSA schedule. Board members will not be required to turn in receipts, however, it is expected that money not used be returned to the district.

Policy References: BBG (Legal); BBG (Local); BBG (Exhibit), Lackland ISD Travel Card Manual

Board Member Request for Information

Board Members will direct their individual requests for information through the Superintendent of Schools.

- A. An individual Board Member has an inherent right of access to records maintained by the District when the Board Member requests the records in his or her official capacity. *Atty. Gen. Op. No. JM-119 (1983)* When there are competing confidentiality or security concerns, it may be proper for the Board Members to establish reasonable procedures to preserve confidentiality, but the District may not absolutely prohibit an individual Board Member from viewing records involving District business that are otherwise properly available to the Board as a governmental body. *Atty. Gen. Op. No. GA-138 (2004)*
- B. Individual Board Members, acting in their official capacity, have access to any records pertaining to District fiscal affairs, business transactions, governance, and personnel, including existing reports and internal correspondence that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code. [See GBA]
- C. Individual members have access to personally identifiable student records that may be withheld from members of the general public only in accordance with policies FL(LEGAL) and (LOCAL).
- D. An individual Board Member is encouraged to seek access to or copies of existing records through the Superintendent of Schools. Other District employees providing access to or copies of records to individual Board Members shall inform the Superintendent of Schools or designee of the records provided, who shall then forward to all Board Members.
- E. Individual Board Members shall not direct or require District employees to prepare reports or any information in existing District records or to create a new record compiled from information in existing District records. Directives to staff regarding the preparation of reports shall be by Board action. If information is not readily available in any form, then it is the responsibility of the Superintendent of Schools to respond to the requesting trustee with an estimated timeline for preparing and delivering the report.
- F. The Superintendent of Schools may provide alternative methods for the requested information if the information is not readily available in the format requested, including copies of multiple reports of existing information. If after receiving the estimated timeline the Board Member wishes to proceed, the item will be placed on the next

Board agenda. The agenda item will be titled, "Board Requests for New Reports." This agenda item is intended to include only requests for information that have been previously submitted to the Superintendent of Schools and with respect to which the Superintendent of Schools has responded would require the preparation of a new report rather than the mere forwarding or copying of existing information.

- G. This agenda item does not include new requests for information that have not been previously submitted to the Superintendent of Schools since Board Members do not need to request that the Superintendent of Schools forward or provide the Board Members with copies of existing information at a Board Meeting.
- H. The Board Members may not consult with employees with respect to matters of educational policy and conditions of employment. The Superintendent of Schools or designee may adopt and make reasonable rules, regulations, and agreements to provide for such consultation, but they shall not limit or affect the power of the Board to govern and oversee the management of District schools.

BBE (Legal) When acting in the member's official capacity, a Board member has an inherent right of access to information, documents, and records maintained by the District.

BBE (Local) An individual Board member, acting in his or her official capacity, shall have the right to seek information pertaining to District fiscal affairs, business transactions, governance, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code. [See GBA]

- I. The Board Members may take action in the open portion of the same meeting to direct the Superintendent of Schools to respond to the request for information by providing it to all Board Members within an appropriate timeline.

Policy References: BAA (Legal); BBE (Local); BBE (Legal), BE (Local); DLB (Legal); GBAA (Legal)

Communicating with Board Members

- A. The Superintendent of Schools will formally communicate with all Board Members weekly.
- B. The Superintendent of Schools will communicate requested information to all Board Members in a reasonable time without unduly interfering with the regular conduct of District business. The Administration will respond within a week with an estimate of the time for completion of the request.
- C. The Superintendent of Schools will distribute to all Board Members any information requested by any Board Member.
- D. Board Members may communicate with other individual Board Members or the Superintendent of Schools for the purpose of asking clarifying questions, providing

clarifying information, or socializing under circumstances that do not conflict with or circumvent the Texas Open Meetings Act.

- E. Board Members who wish to share information relevant to District business or issues before the Board will relay the information to the Board President or Superintendent of Schools for placement on the Board agenda or, if appropriate, distribution to all Board Members in the weekly information packet.
- F. Board Members will direct their individual requests for information through the Superintendent of Schools.
- G. Information sent to any Board Member will be distributed to all Board Members.

Policy References: BBE (Local); BE (Local); BJA (Local)

Concerns about the Performance of Employees Other Than the Superintendent of Schools

- A. When a Board Member becomes concerned about the performance of District employees, he/she must bring his/her concerns directly to the Superintendent of Schools and inform the Board President. Such concerns may include but are not limited to:
 - 1. Actions which are illegal
 - 2. Violations of Board Policy
 - 3. Actions which are harmful to the District's or Board's reputation
 - 4. Issues of safety
- B. Board Members must remain cognizant that District personnel are the responsibility of the Superintendent of Schools, not the Board Members.
- C. The Superintendent of Schools is obligated to listen to such concerns, review the matter and notify the Board Members of the resolution of the matter to the extent allowed by policy and law.

Policy References: DGBA (Local); DH (Local); DH (Regulation); DI (Local); DI (Regulation); DN (Local)

Public Participation in Meetings

The Board Meeting is held in public to facilitate public understanding, not for the purpose of public participation.

- A. District patrons may address the Board at the designated time in accordance with board policy BED (Local) or if called on by the President to provide clarification of an issue on the agenda.

- B. The Board Members shall listen to the public comments but may not take action related to the comments made during the Public Forum portion of the agenda.
- C. The Board President will be the designated spokesperson for the Board should any response to the speaker be required. The President may:
 1. Make a statement of specific factual information in response to the speaker, including reference to board policy, if applicable.
 2. Ask the Superintendent of Schools to make a statement of specific factual information in response to the speaker, including a reference to policy, if applicable.
- D. The President will limit speakers to five (5) minutes each to remain with the one hour allotted for citizens participating in pursuant to BED (Local).

Policy References: BE (Local); BE (Legal); BED (Local); BED (Legal)

Closed/Executive Session

- A. Members will not disclose confidential information that is discussed in closed meetings regarding personnel, students, certain real estate issues, security devices, or other subjects protected by law.
- B. Board Members may confirm that the Board discussed a particular topic during closed session if that topic was listed on the agenda and the presiding officer announced the Board would discuss it in closed session as allowed by law.
- C. Board Members may state that the Board is restricted both by law and its Code of Ethics from disclosing any such information, including information about medical situations, student records, personal identification data, evaluations, investigations, and performance plans or sanctions.
- D. Board Members will not release the certified agenda or tape recording of a closed session.
- E. A school board may meet in closed session to deliberate the following topic, if the topic is listed on the meeting agenda in compliance with the Open Meetings Act (OMA):
 - **Attorney Consultation**
 - **Real Property Deliberations**
 - **Prospective Gift Negotiations**
 - **Personnel Matters**
 - **Employee v. Employee Complaints**
 - **Student Discipline**
 - **Personally Identifiable Student Information**
 - **Medical or Psychiatric Records**
 - **Security Personnel, Devices, Audits**

- **Information Resource Technology Security**
- **Economic Development Negotiations**

Policy References: BE (Local); BEC (Local); BEC (Legal); DGBA (Legal); GF (Local); GF (Legal)

Public Information Program – Access to Public Information

In accordance with Board Policy GBA (Local), the District shall operate a Web site at www.lacklandisd.net. The purpose of this policy is to provide transparency through an electronic central depository for the public to access frequently requested and available District Information and documentation. The information and documentation shall be maintained in accordance with the state records retention schedule.

The following categories of information, except as otherwise restricted by state and federal law, shall be posted in electronic format without the necessity of a public information request under the following heading:

1. LACKLAND ISD:

- a. Official adopted budget
- b. Vendor conflict of interest forms (relationships with employees and Board Members) when a conflict is disclosed by the vendor.

2. LISD BOARD OF TRUSTEES:

- a. Board Member conflict of Interest form.
- b. Meeting agendas.
- c. Meeting minutes.

Texas Association of School Administrators Required Internet Postings

Note: The statutory provisions listed below “require” posting *only if* a school district maintains a Website

Administrative

Notice of School Board Meeting (Government Code, §551.056(a)-(b))

Requires the posting of a meeting notice on the district’s website, if a website is maintained.

Agenda for School Board Meeting (Government Code, §551.056)

Requires the agenda to be concurrently posted with the meeting notice on the website if the school district maintains a website and contains all or part of the area within the corporate boundaries of a municipality with a population of 48,000 or more. Campus Report Card, Performance Report, District Rating (Education Code, §39.362), as amended by HB 3 (81st Legislature)

Campus Report Cards

Requires a school district that maintains a website to post the most recent campus report card for each campus in the district, the information in the most recent performance report, the most recent accreditation status and performance rating of the district, and a definition and explanation of each accreditation status and performance rating.

Targeted Improvement Plan (Education Code, §39.106(e-1)(2), as amended by HB 3 (81st Legislature)

Requires a school district to post on its website, prior to a hearing, the targeted improvement plan a Board of Trustees will consider.

School Board’s Employment Policies (Education Code, §21.204(d))

Requires the posting of the employment policies on the website, if a website is maintained.

Group Health Coverage Report and Plan (Education Code, §22.004(d), as amended by HB 2427 (80th Legislature))

Requires a school district that does not participate in the TRS uniform group insurance program to post on its website, if it maintains a website, the annual report submitted to TRS and a copy of the group health coverage plan.

Conflict Disclosure Statements and Questionnaires (Local Government Code, §176.009(a), as amended by HB 1491 (80th Legislature))

Requires access to statements and questionnaires on the website if a school district maintains a website; school districts are not required to maintain a website.

Vacancy Postings (Education Code, §11.1513(d)(1)(B), as amended by SB 300 (81st Legislature))

Allows at least ten-day notice of a vacant position requiring a certificate or license to be posted on the district's website, if the school district maintains a website.

Superintendent of School's Contract (FIRST, Title 19 Administrative Code, §109.1005(b)(2)(A))

Allows the publication of the Superintendent of School's contract on the district's Internet website in lieu of submitting it in the district's annual financial management report. Check Register (FIRST, Title 19 Administrative Code, §109.1002(e)(2)(D))

Allows the publication of the check register on the district's website to receive points in calculating the 65% expenditure requirement. Political Contributions and Expenditures Report (Election Code, §254.04011(b), as amended by HB 336 (82nd Legislature))

Requires a school district located wholly or partly in a municipality with a population of more than 500,000 and a student enrollment of more than 15,000 to post on the district's website the contributions and expenditures report of a member of the Board of Trustees, a candidate for a school trustee position, or a specific-purpose committee supporting, opposing, or assisting a candidate.

Finance

Electricity, Water, and Natural Gas Costs (Government Code, §2264.001(b), as amended by HB 3693 (80th Legislature))

Requires the posting of the metered amounts of electricity, water, and gas consumption for which the district is required to pay and the aggregate amounts of those services.

Summary of Proposed Budget (Education Code, §44.0041, as amended during the 79th Legislature, Third Called Session)

Requires a school district to post on the district's website a summary of the proposed budget if it maintains a website; summary must be concurrently posted with notice of the budget.

Adopted Budget (Education Code, §39.084, as amended by HB 3 (81st Legislature))

Requires a school district to prominently display on the district's website for three years an external link of the budget adopted by the Board of Trustees.

Proposal for Qualifying Project (Government Code, §2267.066(2)(A), as amended by SB 1048 (82nd Legislature))

Requires a school district to post a copy of the proposal on its website.

Academic

Testing for Home Schooled Students (Education Code, §29.916(c), as amended by HB 1844, (80th Legislature))

Requires a school district to post on its website, if it maintains one, the dates that PSAT/NMSQT or any college advanced placement test will be administered, the availability of the exams to home schooled students and the procedures to register for them.

College Credit Programs (Education Code, §28.010(b), as amended by SB 282, (80th Legislature))

Allows a school district to post on its website a notice regarding the availability of college credit programs in the district.

Bullying Reporting Procedure (Education Code, §37.0832(e), as amended by HB 1942 (82nd Legislature))

Requires a school district to post on its website, to the extent practicable, the procedure for reporting bullying.

Health

Physical Activity Policies (Education Code, §28.004(k))

Requires a school district to post on its website, if it maintains a website, a statement of its physical activity policies for elementary, middle school, and junior high school students and statement of the number of times during the preceding year the health advisory council met, whether the district has adopted and enforces policies to ensure that campuses are complying with vending machine and food service guidelines, and whether the district has adopted and enforces policies that penalizes the use of tobacco products by students.

Immunization Awareness (Education Code, §38.019, as amended by HB 1059 (80th Legislature))

Requires a school district that maintains a website to prominently post in English and Spanish the immunizations required for public school, any immunizations or vaccines recommended for public school students, any health clinics that offer the influenza vaccine, and a link to the Department of State Health Services website where a person can learn about the procedures to claim an exemption from the immunization requirements.

If you have any questions or know of other material that must be posted, please contact Dr.

Burnie Roper at 210-357-5002.

The Lackland ISD Board of Trustees have reviewed and agreed to the contents of the LISD Board of Trustees Operating Manual:

Signature on File

Mr. Brian Miller, Board President

Signature on File

Mrs. Jere Pace, Board Secretary

Signature on File

CMSgt Sandra Wellman, Board Trustee

Signature on File

Mr. John Jackson, Board Trustee

Signature on File

Mr. John Sheehan, Board Trustee

Framework for School Board Development - BBD (Exhibit)

Preamble: The Board is the educational policy-making body for the District. To effectively meet the challenges of public education, the Board and the Superintendent must function together as a leadership team. Each leadership team must annually assess its development needs as a corporate body and individually to gain an understanding of the vision, structure, accountability, advocacy, and unity needed to provide educational programs and services that ensure the equity and excellence in performance of all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

1. Vision — The Board ensures creation of a shared vision that promotes enhanced student achievement.
 - The Board keeps the District focus on the educational welfare of all children.
 - The Board adopts a shared vision based on community beliefs to guide local education.
 - The Board ensures that the vision supports the state's mission, objectives, and goals for education established by law and/or rule.
 - The Board ensures that the District's vision expresses the present and future needs of the children and community.
 - The Board uses the vision to assess the importance of individual issues that come before the Board and demonstrates its commitment to the vision by using the vision to guide all Board deliberations, decisions, and actions.
 - Individual Board members should not have individual agendas separate and apart from the shared vision.
2. Structure — The Board provides guidance and direction for accomplishing the vision.
 - The Board recognizes the respective roles of the legislature, the State Board of Education, the Texas Education Agency, and the local Board in the governance of the District.
 - The Board fulfills the statutory duties of the local Board and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees.
 - The Board focuses its actions on policy making, planning, and evaluation, and restricts its involvement in management to the responsibility of oversight.
 - The Board adopts a planning and decision-making process consistent with state law and/or rule that uses participation, information, research, and evaluation to help achieve the District's vision.
 - 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.
 - The Board develops and adopts policies that provide guidance for accomplishing the District's vision, mission, and goals.

- The Board adopts a budget that incorporates sound business and fiscal practices and provides resources to achieve the District's vision, mission, and goals.
 - The Board adopts goals, approves student performance objectives, and establishes policies that provide a well-balanced curriculum resulting in improved student learning.
 - The Board approves goals, policies, and programs that ensure a safe and disciplined environment conducive to learning.
 - The Board oversees the management of the District by employing the Superintendent and evaluating the Superintendent's performance in providing education leadership, managing daily operations, and performing all duties assigned by law and/or rule and in support of the District's vision.
 - The Board adopts policies and standards for hiring, assigning, appraising, terminating, and compensating District personnel in compliance with state laws and rules.
3. Accountability — The Board measures and communicates how well the vision is being accomplished.
- 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.
 - The Board monitors the effectiveness and efficiency of instructional programs by reviewing reports prepared by or at the direction of the Superintendent and directs the Superintendent to make modifications that promote maximum achievement for all students.
 - The Board ensures that appropriate assessments are used to measure achievement of all students.
 - The Board reports District progress to parents and community in compliance with state laws and regulations.
 - The Board reviews District policies for effective support of the District's vision, mission, and goals.
 - The Board reviews the efficiency and effectiveness of District operations and use of resources in supporting the District's vision, mission, and goals.
 - The Board evaluates the Superintendent's performance annually in compliance with state laws and regulations.
 - The Board annually evaluates its own performance in fulfilling the Board's duties and responsibilities, and the Board's ability to work with the Superintendent as a team.
4. Advocacy — The Board promotes the vision.
- The Board demonstrates its commitment to the shared vision, mission, and goals by clearly communicating them to the Superintendent, the staff, and community.

- The Board ensures an effective two-way communication system between the District and its students, parents, employees, media, and the community.
 - The Board builds partnerships with community, business, and governmental leaders to influence and expand educational opportunities and meet the needs of students.
 - The Board supports children by establishing partnerships between the District, parents, business leaders, and other community members as an integral part of the District's educational program.
 - The Board leads in recognizing the achievements of students, staff, and others in education.
 - The Board promotes school board service as a meaningful way to make long-term contributions to the local community and society.
 - The Board provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency regarding proposed changes to ensure maximum effectiveness and benefit to the schoolchildren in the District.
5. Unity — The Board works with the Superintendent to lead the District toward the vision.
- The Board ensures that its members understand and respect the need to function as a team in governing and overseeing the management of the District.
 - The Board develops skills in teamwork, problem solving, and decision making.
 - The Board establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the Board.
 - The Board understands and adheres to laws and local policies regarding the Board's responsibility to set policy and the Superintendent's responsibility to manage the District and to direct employees in District and campus matters.
 - The Board recognizes the leadership role of the Board President and adheres to law and local policies regarding the duties and responsibilities of the Board President and other officers.
 - The Board adopts and adheres to established policies and procedures for receiving and addressing ideas and concerns from students, parents, employees, and the community.
 - The Board makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or District and campus administrative matters.
 - The Board supports decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.

Adopted by the State Board of Education, January 1996, as authorized by 19 TAC 61.1; revised July 2012.

Board Meeting Dates for 2022-2023 School Year

Date	Day	Time	Notes
Aug. 23, 2022	Tue.	11:30 AM or 6 PM	
Sep. 27, 2022	Tue.	11:30 AM or 6 PM	NAFIS Sep 18-20
Oct. 25, 2022	Tue.	11:30 AM or 6 PM	
Nov. 15, 2022	Tue.	11:30 AM or 6 PM	Thanksgiving November 21-25
Dec. 13, 2022	Tue.	11:30 AM or 6 PM	Winter Holidays Dec 19-Dec 30
Jan. 9, 2023	Mon.	5:00 PM & 5:45 PM	Special Board Meetings
Jan. 24, 2023	Tue.	11:30 AM or 6 PM	
Feb. 28, 2023	Tue.	11:30 AM or 6 PM	
Mar. 28, 2023	Tue.	11:30 AM or 6 PM	
Apr 25, 2023	Tue.	11:30 AM or 6 PM	
May 23, 2023	Tue.	11:30 AM or 6 PM	
Jun. 20, 2023	Tue.	11:30 AM or 6 PM	MISA Conf: June 25-28, 2023
Jul. 18, 2023	Tue.	11:30 AM or 6 PM	MCEC Conf: July 24-26,2023

Please note that unless changed by the Board president in agreement with the board, all board meetings will occur at 11:30am.

Superintendent Evaluation Process

Under Texas statute, the results on the district's annual performance report must be a "primary consideration" of the board in its evaluation of the superintendent. The annual performance report is the document in which the district reports on educational performance as measured by the Academic Excellence Indicator System (AEIS).

The Texas commissioner of education provides a form to assist boards in reviewing the information from the annual performance report that is particularly relevant to the evaluation of the superintendent. The form is called the [Commissioner's Student Performance Domain Worksheet](#). Boards must use the data from this form in their appraisal of the superintendent or adopt an alternate method for considering student performance data, developed in consultation with site-based advisory teams.

History

The Texas commissioner of education developed the Student Performance Domain Worksheet In 1999. Originally, the form summarized two years of TAAS results for the district and indicated the trend in student performance based on the two years of data. With the state's shift from the TAAS test to the TAKS test in school year 2002-03, and the advent of Adequate Yearly Progress Measures under [NCLB](#), the form has been revised several times.

The [Office of Statewide Initiatives](#), which developed the form for the commissioner, most recently revised the form in December 2007.

Process for using the worksheet

The worksheet is to be filled out by the superintendent and provided to the board. Boards should use the worksheet in their appraisal of superintendent performance, unless they plan to develop, with their site-based committees, an alternate method for considering student performance in the appraisal. The board is free to supplement data in the worksheet with any other data it deems appropriate for the appraisal.

By reviewing the data provided in the form, boards can identify areas of student performance that appear to be improving or declining and use that information to focus discussions with the superintendent about needs for the future. In addition, the board should consider the data in setting performance goals with the superintendent for the subsequent appraisal year.

Superintendent Evaluation Document

Lackland School District Superintendent Evaluation Instrument

General Information

The Evaluation Instrument consists of two parts: Priority Performance Goals for the superintendent and items that assess performance on ongoing management responsibilities of the superintendent. In assessing performance on both the goals and the ongoing responsibilities, the board will consult data provided by the superintendent on the Commissioner's Recommended Student Performance Domain Worksheet, data referred to in the specific items, and other data the board as a whole deems relevant to the assessment.

Priority Performance Goals for the superintendent form the primary focus of the evaluation. They should be developed in relation to established district goals or other priorities established by the board for the superintendent.

The function of the assessment of ongoing responsibilities is both to assess general management performance and to assist the board and superintendent in identifying issues and areas they may wish to address with a Priority Performance Goal during the following evaluation year. This is a secondary aspect of the evaluation and should be used primarily to assess ongoing improvements in the district and plan for superintendent priorities in coming years.

In compliance with state law, the superintendent shall be evaluated at least once per year. The board and superintendent shall participate in the following activities regarding the superintendents' evaluation:

- Establish and define expectations and set priorities for the superintendent
- Conduct a formative conference, and
- Conduct a summative conference

The superintendent shall be involved in developing, selecting, or revising the appraisal instrument and processing accordance with *19 TAC 150.1022*.

Most items in the ongoing responsibility section include:

- A measure of effectiveness that the administration uses to drive decision-making in the particular function addressed by the item.
- Indicators that the measure is being monitored.
- Indicators that the district is continually improving.
- Provision of data the board can review to feel comfortable that the above is happening. The board should use this data assessing superintendent performance.

Superintendent Evaluation Rating Scale

Outstanding (5)

Superintendent demonstrated outstanding performance on this item by accomplishing predetermined indicators of success.

Exceeds Expectations (4)

Superintendent demonstrated excellent performance on this item and with minor improvement can achieve an “outstanding” rating.

Meets Expectations (3)

Superintendent performance on this item is satisfactory and has addressed, but has not accomplished all pre-determined indicators of success for this item.

Needs Improvement (2)

Superintendent performance did not address many of the indicators of success for this item and the Board is submitting specific suggestions for improvement.

Unacceptable (1)

Superintendent has demonstrated little or no effort in meeting indicators of success for this item. Significant improvement is expected and the Board is submitting specific suggestions for improvement.

Comments may be made on any item. Any rating of “Needs Improvement” or “Unacceptable” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Priority Performance Goals

The board, in discussion with the superintendent, established the following priority performance goals for the year:

District Goal or Board Priority: Improve TAKS performance in deficient areas.

Superintendent Priority Performance Goal: The superintendent will identify areas in the curriculum that need improvement and develop strategies and activities that will lead to improved performance on state assessments.

Rating:

Comments:

District Goal or Board Priority: Offer progressive educational opportunities to stimulate academic excellence.

Superintendent Priority Performance Goal: The superintendent will ensure that opportunities exist within the district that contributes to increased academic excellence.

Rating:

Comments:

District Goal or Board Priority: Maintain and emphasize a positive campus student body environment that values diversity.

Superintendent Priority Performance Goal: The superintendent will promote an atmosphere that encourages positive student behavior and recognizes the diversity of all students in the district.

Rating:

Comments:

District Goal or Board Priority: Encourage increased participation/growth and experimentation in extra-curricular and artistic talents.

Superintendent Priority Performance Goal: The superintendent will promote extra-curricular participation in academics, sports, and fine arts for all students.

Rating:

Comments:

Evaluation Domains and Indicators of Success

Instructional Management

Instructional Management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board shall see:

Indicators of Success

- Superintendent submitted Commissioner-Recommended Student Performance Worksheet as part of appraisal review
- All campuses and district met Annual Yearly Progress (AYP)
- Superintendent emphasized the importance of instruction and communicated district and campus data to Board
- Superintendent verified to the Board that AEIS student performance is improving, or is being maintained at a level of excellence, at all grade levels and in each subject area
- Campus and district improvement plans indicate student performance as a priority

Board Rating of Superintendent for “Instructional Management” _____

Organizational Morale and Improvement

Organizational Morale and Improvement: The superintendent applies principles of management and organizational behavior to identify strategies for evaluating and promoting positive organizational morale and improvement. The board shall see:

Indicators of Success

- Superintendent led by example and exhibited professionalism in working with all stakeholders
- Significant issues that affected staff, faculty, or leadership team morale was addressed by the Superintendent, culminating in an appropriate resolution
- The Superintendent initiated new programs, as appropriate, and facilitated strategies to improve school district performance and/or efficiencies

Board Rating of Superintendent for “Organizational Morale and Improvement” _____

Personnel Management

Human Resources Management: The superintendent oversees a comprehensive human resources program (recruitment, retention, staffing organization, compensation and benefits, staff recognition and support), tied to defined goals and targets developed by administration for board review. The board shall see:

Indicators of Success

- The Superintendent recommended district compensation and benefits that supported good personnel recruitment and retention
- The Superintendent provided oversight for the district’s personnel evaluation program, ensuring adherence to state law and district policy
- The Superintendent provided oversight for the district’s procedures for personnel criminal history checks, validation for individual teacher “highly qualified” status, and other personnel management reporting and documentation

Board Rating of Superintendent for “Personnel Management” _____

Fiscal and Facilities Operations

- A. Facilities and Operations Management:** The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations, and
- B. Fiscal Management:** The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board shall see:

Indicators of Success

- District buildings were clean and well maintained
- Transportation and food services were efficiently operated with the health and safety of students and staff emphasized
- The school district sought appropriate bids, as per state law and district policy, for qualifying items, construction, and renovation
- The Superintendent involved appropriate staff and the Board in developing the school district budget and approved safeguards to ensure its effective implementation
- The Superintendent worked effectively with the school district auditor and financial advisor to achieve district fiscal goals
- The district attained a “Standard” rating on the Financial Integrity Rating System of Texas
- The Superintendent maintained a working relationship with state and federal officials for the purpose of influencing funding support for Lackland ISD.
- The Superintendent provided an update for the district’s long-range facilities plan

Board Rating of Superintendent for “Fiscal and Facilities Operations” _____

Student Management

Student Services Management: The superintendent oversees a program of student services, tied to defined goals and objectives. The board shall see:

Indicators of Success

- PEIMS data were accurately and timely submitted to the state
- Students had opportunities to acquire up to or exceeding 12 hours of college credit
- Students had access to quality extra and co-curricular activities and were encouraged to participate
- State guidelines for curriculum offerings and content, guidance and counseling availability, and pupil-teacher ratios were enforced in the school district or deviation justified
- Appropriate guidelines for student conduct were communicated to students and parents
- The Superintendent identified potential partnerships for vocational offerings and reported this information to the Board

Board Rating of Superintendent for “Student Management” _____

School-Community Relations

Community Relations: The superintendent maintains a positive and productive working relationship with the community. The board shall see:

Indicators of Success

- The Superintendent participated in community functions and activities
- The Superintendent encouraged parents and the greater community to attend and/or participate in school sponsored activities
- The Superintendent supported an active volunteer programs for the school district

Board Rating of Superintendent for “School-Community Relations” _____

Professional Growth and Development

Staff Development and Professional Growth: The superintendent oversees a program of staff development designed to improve district performance. The board shall see:

Indicators of Success

- The Superintendent supported appropriate professional development for faculty, staff, and administrators
- The Superintendent participated in professional growth experiences that increased his/her professional knowledge and skills
- The Superintendent provided professional development information to board members and encouraged/facilitated their participation

Board Rating of Superintendent for "Professional Growth and Development" _____

Superintendent/Board Relations

Board Relations: The superintendent maintains a positive and productive working relationship with the board of trustees. The board shall see:

Indicators of Success

- The Superintendent treated each Board member professionally and with appropriate respect
- The Superintendent communicated with Board members at least once each week during the school year
- The Superintendent acted as the contact person for Board requests for information
- The Superintendent distributed information to each member of the Board
- The Superintendent was accessible to Board members and returned phone calls and emails within one business day after notification

Board Rating of Superintendent for "Superintendent/Board Relations" _____

I have read this appraisal and I do _____, or I do not _____ agree to its validity.

Response attached: Yes _____ No _____

Response to follow within 5 work days: Yes _____ No _____

Superintendent's Signature

President, Board of Trustees

Date

Date

Preferred Practices for Common Tasks

Requesting Information

Board members should make every effort to obtain information concerning the district from the Superintendent. If the Superintendent cannot be reached, the Executive Director for Curriculum of Instruction or the Executive Director for Finance should be contacted.

Bringing business before the board

Board members wishing to bring business before the board can contact either the Superintendent or Board President. The agenda item will be placed on the next regularly scheduled board meeting agenda.

Preparing for and participating in board meetings

Each board member will be sent a Board Book (pdf) for review NLT the Friday before the scheduled board meeting. Board members may also access Board Book via a link that will be sent when the e-mail is sent informing them that Board Book is ready to be viewed. This e-mail will be sent by the Administrative Assistant to the Superintendent

Communication with team members

Board members are allowed to speak with other board members concerning school district business; however, it is important to note that official votes can only be taken during scheduled (regular or special) meeting. Making decisions concerning school district business outside of regularly or specially called meeting is strictly prohibited and illegal.

Communicating with the public and media

Board members are allowed to speak with the public concerning school issues. The Superintendent is the designated spokesperson for the district. Board members are asked to refrain from speaking to the media concerning school district issues.

Visiting campuses or district office

Board members are welcome to visit campuses anytime they like. However, board members are asked to contact the Superintendent ahead of time to make the proper arrangements with the campus administration. Board members visiting in the capacity of a parent need not contact the Superintendent each time they visit the school.

Time Demands and Commitments

What is expected from Board Members?

Board members are expected to attend every regularly and special called board meeting. Regularly scheduled board meetings typically take place on the fourth Tuesday of every month with a few exceptions. The board approves the board meeting schedule each year. The board is also required to participate in board-superintendent training each year, usually held in January.

How staff and community perceive the board member

Board members are perceived as leaders in the community. Therefore, it is critical that board members possess and display the highest ethical standards at all times. Please know and understand your role and responsibilities as a board member.

Challenges that can be present as a board member

Performing the duties of a public-school board member has both rewards and challenges. As a school board member, you and your colleagues along with the district and campus administration are responsible for the education of the students in the district. Parents who know you serve on the school board will try and communicate with you at the grocery store, at school functions, etc. Many times, the discussions will center around dissatisfaction about something that has happened at their child's school. As a board member, you will be tempted to tell them the problem will be solved, but please encourage parents to speak with the school administration and/or the district administration to help resolve the issue. Being consistent in this effort will help the school and district administration address problems appropriately.

Acronyms/Abbreviations

AEIS – Academic Excellence Indicator System

PEIMS – Public Education Information Management System

TASB – Texas Association of School Boards

STAAR – State of Texas Assessment of Academic Readiness

NAFIS – National Association of Federally Impacted Schools

TAFIS – Texas Association of Federally Impacted Schools

DEIC – District Education Improvement Council

SHAC - School Health Advisory Council

TEA – Texas Education Agency

SBOE = State Board of Education

UIL – University Interscholastic League

ESC-20 – Education Service Center

SFA – Success for All

PTSO – Parent-Teacher- Student Organization

CIP – Campus Improvement Plan

DIP – District Improvement Plan

DAEP – District Alternative Education Program

FIRST – Financial Integrity Rating System of Texas

Board Roster Information

TITLE	NAME/HOME INFORMATION
<p>President Term Expires: September 1, 2024</p> <p>Member Since – April 4, 2001</p>	<p>Mr. Brian S. Miller 15507 Grey Fox Terrace San Antonio, TX 78255 (210) 695-9369 (210) 573-2302- Cell brian.miller.10@us.af.mil bmiller753@aol.com</p>
<p>Board Secretary Term Expire June 25, 2023</p> <p>Member Since – June 14, 2019</p>	<p>Mrs. Jere Pace 7914 Milton Favor San Antonio, TX 78254 (210) 589-3566 Cell jere.pace.1@us.af.mil jerelazard@yahoo.com</p>
<p>Member Term Expires: June 25, 2023</p> <p>Member Since – June 25, 2021</p>	<p>Mr. John Sheehan 15131 Sirius Circle San Antonio, TX 78245 (210) 396-8148 Wrk (302) 222-7309 Cell johnjr2513@yahoo.com john.sheehan.6@us.af.mil</p>
<p>Member Term Expires: June 25, 2023</p> <p>Member Since – June 25, 2021</p>	<p>Mr. John K. Jackson 9511 Tioga Cove San Antonio, TX 78251 (210) 395-0074 Cell (210) 455-9462 john.jackson.1@us.af.mil grambling1980@yahoo.com</p>
<p>Member Term Expires: September 1, 2024</p> <p>Member Since – April 17, 2020</p>	<p>CMSgt Sandra Wellman 12439 Lake Whitney San Antonio, TX 78253 (210) 847-6470 sandra.wellman@us.af.mil netx@nswellman.com</p>
<p>Superintendent</p>	<p>Dr. Burnie Roper 6627 Ivy Mountain Schertz TX 78154 (210) 365-7271 Cell</p>
<p>Board Liaison</p>	<p>COL Travis Mills travis.w.mills.mil@army.mil 210-221-2632</p>

As of December 2, 2022

General Information

Name:
Address:
Home Phone:
Cell Phone:
Date of Birth:
Southwest Airlines Rapid Reward Number (if known):
 <u>Emergency Contact</u> Name: _____ Relation: _____ Phone Number: _____

Work Information

Employer:
Address:
Work Number:
Fax Number
Primary E-Mail Address:

Alternate E-mail Address:

Shirt Size: S M L XL XXL