

Clear Creek Independent School District



**Board of Trustees and Superintendent
Core Values
Team Operating Procedures
2026-2027**

Mission Statement

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes, and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.

Vision

Empowering every student with a world-class education that ignites passions and fuels endeavors.

Core Values

Caring, Citizenship, Fairness, Respect, Responsibility, Trustworthiness

Value Statement

People, Purpose, Promise

Board of Trustees

2026-2027

Jonathan Cottrell, President
Jessica Cejka, Vice President
Jamieson Mackay, Secretary
Jay Cunningham, Member
Jeff Larson, Member
Rebecca Lilley, Member
Arturo Sanchez, Member

Superintendent of Schools

Karen Engle, Ed.D.

Clear Creek Independent School District Board of Trustees' and Superintendent's Core Values

Executive Summary

The Clear Creek Independent School District Board of Trustees governs in service to students and the community, ensuring that every decision advances the District's Mission, Vision, and Strategic Priorities. As stewards of the public trust, we are committed to providing visionary leadership, responsible stewardship, and strategic oversight that support student achievement, organizational excellence, and the long-term success of Clear Creek ISD. Guided by the principles of People, Purpose & Promise, we place students at the center of our work and remain steadfast in our commitment to providing safe, supportive, and world-class learning experiences for every student.

Through a strong partnership with the Superintendent, informed decision-making, and meaningful engagement with students, families, employees, and community stakeholders, we will foster a culture of trust, innovation, accountability, and continuous improvement. We are dedicated to governing with integrity, transparency, and respect while ensuring that district resources, policies, and priorities align with the aspirations of Vision 2030. Our governance will support learning environments where students thrive academically, socially, and emotionally, and where they develop as creators and critical thinkers, collaborators and contributors, communicators and connectors, and compassionate and confident individuals prepared to lead and succeed with integrity.

Student Success First

Students are the center of every decision we make. We will remain focused in our commitment to ensuring all students have access to safe, supportive, and world-class learning experiences that prepare them to thrive in an ever-changing world. When faced with difficult choices, we will ask, "What is best for students?" and allow that answer to guide our actions.

Governance Through Vision 2030

We are committed to governing with a clear focus on the District's strategic goals. We will support efforts that strengthen student achievement and staff well-being, foster meaningful connections and resilience, expand opportunities for world-class learning, and cultivate innovation through responsible stewardship and strategic partnerships. Our role is to establish direction, monitor progress, and ensure accountability for results.

People, Purpose & Promise

We recognize that our greatest strength is our people. We are committed to fostering a culture where every student, family, employee, and community member is valued and respected. Guided by a common purpose and a shared promise to students, we will make thoughtful, data-informed decisions that reflect our core values, uphold the public trust, and advance the mission and vision of Clear Creek ISD.

Trust Through Leadership

Effective governance depends on trust. We will conduct ourselves with professionalism, honesty, and civility. We will listen respectfully to different perspectives, engage in thoughtful dialogue, and support collective decisions once they are made. We recognize our behaviors set the tone for the entire organization, and we will model the leadership we expect throughout Clear Creek ISD.

Facts, Data & Accountability

We are committed to making informed decisions based on facts, evidence, and student outcomes. We will monitor progress toward strategic goals, evaluate district performance, and continuously seek opportunities to improve governance effectiveness. We will compromise neither excellence nor integrity in fulfilling our responsibilities to students and taxpayers.

A Commitment to the CCISD Learner

We support a learning environment that develops students who are creators and critical thinkers, collaborators and contributors, communicators and connectors, and compassionate and confident individuals. We will consider these learner attributes when evaluating priorities, programs, and investments to ensure that every student is prepared for future success.

Partnership with the Superintendent

The Board and Superintendent share responsibility for achieving the District's vision. We are committed to maintaining a relationship grounded in trust, mutual respect, open communication, clearly defined roles, and a shared focus on student success. Together, we will work to advance the priorities of the community and the aspirations of every learner.

Our Pledge

As Trustees of Clear Creek Independent School District, we pledge to govern with integrity, lead with purpose, serve with humility, and evaluate our strength as a Board. We affirm our commitment to Vision 2030 and to empowering every student with a world-class education that ignites passions and fuels endeavors. Through our actions, we will honor the trust placed in us by the community and uphold the values that define Clear Creek ISD.

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**Clear Creek Independent School District
Board of Trustees and Superintendent
Team Operation Procedures**

These Team Operating Procedures are intended to create more efficient meetings, enhance teamwork, and make trustees more effective Board members. By approving the Team Operating Procedures, the trustees agree to abide by their governance standards. The Board will annually review its Team Operating Procedures, core values, and goals within 90 days following a trustee election. Proposed changes at other times of the year will require unanimous agreement of the Board. If any provision of these Team Operating Procedures conflicts with federal or state law, or local Board policy, then law and policy will take precedence.

I. Ethics and Conduct

A. Trustee Ethics: Trustees should adhere to the Board Code of Ethics, BBF (LOCAL) and behave in a professional, courteous manner that reflects positively on themselves and the district. While differences of opinion, if respectfully presented, are encouraged, and will not be construed as unprofessional or unethical behavior, uncivil behavior will not be considered germane to any motion and will not be tolerated. Examples of behavior that will not be tolerated include personal attacks, name-calling, rude remarks, interruptions, yelling and disrespectful verbal or body language. Trustees should also refrain from making statements designed to encourage audience participation at times other than the time dedicated to public comment.

B. Conflict Resolution: Trustees are encouraged to express concerns about another member's performance directly with that member. If a trustee is unsuccessful in resolving a concern with a fellow trustee, they should address the matter with the Board President. The Board President shall discuss the concern with the trustee in question and may moderate a discussion. If, in the Board President's judgment, resolution of the concern requires discussion amongst a quorum or more of trustees, a meeting must be posted and conducted in accordance with the Open Meetings Act. The Board President shall remind the trustee whose behavior is in question about the adopted Code of Ethics and Team Operating Procedures and discuss how the Board member's behavior does not comply. The discussion will also identify more appropriate alternatives to the behavior or refer the trustee to policies or procedures that provide approved ways to deal with any issue that prompted the behavior. If the trustee does not believe his or her behavior conflicts with the Board's Code of Ethics and/or Team Operating Procedures, an agenda item specifying "evaluation of individual Board member's performance" may be listed on the agenda for an upcoming Board meeting. The matter will be discussed by the Board in closed session to identify behavior that may be inappropriate and discuss possible solutions or alternative approaches that may have a more positive impact on team cohesion and effectiveness. If the concern involves the Board President, a trustee may discuss his or her concerns with the Board Vice President. Trustees will not take concerns about fellow trustees to the Superintendent.

Independent of the process for conflict resolution, if in the judgment of the Board President a trustee has violated a provision of these Team Operating Procedures or the Board's Code of Ethics, the Board President shall discuss the violation with the trustee whose behavior is in question to determine what, if any action might remedy the violation and to ensure future compliance. If, in the Board President's judgment such discussion does not effectively address the violation and any resulting harm or reasonably ensure a violation will not recur, the President shall place an agenda item specifying "evaluation of individual Board member's performance" may be listed on the agenda for an upcoming Board meeting. The violation will be discussed by the Board in closed session.

II. Board Training, Team-Building and Board Evaluation/Self-Assessment

A. Board Training: Each Board member must complete any training required by the State Board of Education (SBOE) and the State of Texas. New trustees will receive onboarding to orient them to the district, Board policies and procedures, district goals and priorities, local practices in instruction, financial operations, and district operations. The Board President will meet with new trustees to orient them to the superintendent evaluation process and to answer questions about Board member roles and responsibilities. Newly appointed parliamentarians are required to take training and to remain up to date on parliamentary procedure.

B. Team-Building: To effectively meet the challenges of public education, school boards and superintendents must function together as a governance leadership team. The entire Board shall participate with the Superintendent in an annual team-building or "Team of Eight" session provided by a Regional ESC or other registered provider. The Board President has the responsibility of working with the Superintendent to schedule the team-building, finalize the agenda, and select the facilitator. Team-building sessions shall include a review of the roles, rights, and responsibilities of the Board as outlined in the framework for governance leadership. The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the year for the governance leadership team.

C. Board Evaluation/Self-Assessment: The Board will annually evaluate its effectiveness as a governance team, with attention given to the following five critical areas of development for all public school boards established in the Framework for School Board Development approved by the State Board of Education: Vision and Goals, Systems and Processes, Progress and Accountability, Advocacy and Engagement, and Synergy and Teamwork. Results of the self-assessment shall be used to identify strengths, address opportunities for growth, and enhance the Board's capacity to govern effectively in support of student success.

D. Governance Improvement Commitments: To strengthen Board effectiveness and support continuous improvement, the Board shall annually identify opportunities to enhance its governance practices as informed by the Board Self-Evaluation, Team Building process, Strategic Plan, and student outcome goals. The Board recognizes effective governance requires ongoing attention to Board culture, community engagement, and continuous learning. The Board commits to the following practices:

1. Annual Governance Improvement Goal

Following the annual Board Self-Evaluation, the Board will reflect on its effectiveness as a governance team and shall identify at least one governance improvement goal for the upcoming year. The goal may address Board culture, community engagement, strategic governance, communication, or other areas identified through the evaluation process.

2. Governance Reflection and Continuous Improvement

The Board will reflect on its effectiveness as a governance team and review progress toward the governance improvement goals at least once per year. In addition to considering progress toward governance goals, reflection activities may include assessment of meeting effectiveness, adherence to Team Operating Procedures, quality of Board deliberations, use of data in decision-making, and Board-Superintendent relations. Reflection discussions should focus on continuous improvement and strengthening the Board's ability to improve student outcomes.

E. Community Engagement Expectations: The Board recognizes the importance of maintaining meaningful connections with students, families, staff, and the broader community. Absent extenuating circumstances, Board members are expected to attend all high school graduations and at least two community events per month. The Board shall review stakeholder engagement efforts and other relevant indicators related to community awareness, trust, and engagement as part of the Board Self-Evaluation process. The purpose of this review is to inform Board engagement with stakeholders, strengthen Board communications, and support the District's commitment to authentic relationships and community partnerships.

F. Student Voice and Engagement Expectations: The Board values student perspectives as an important component of effective governance. The Board and Superintendent shall provide a minimum of two structured opportunities annually for trustees to hear directly from students regarding their educational experiences, future aspirations, and perspectives related to district goals, programs, or initiatives. Feedback gathered through these opportunities may be considered during strategic planning and governance discussions.

III. Communications

A. President as Spokesperson: The Board President or the Board President's designee shall be the Board's spokesperson. Individual trustees are not authorized to speak on behalf of the Board without Board approval. The Board President will respond to communications addressed to all trustees as soon as practical and will forward copies of responses to the Superintendent to be included in the Friday report. If a trustee has reason to believe a communication sent to the trustee was separately sent to all trustees, the trustee should forward the communication to the Board President and confirm the Board President's receipt of the communication. Trustees will forward communications that suggest criminal conduct has occurred or is imminent, raise health or safety concerns, or threatens litigation, to the Superintendent and Board President. Trustees will not respond to anonymous communications but will forward such communications to the Superintendent and Board President. Whenever possible, trustees should submit requests for information to the Superintendent in writing. The Superintendent should timely respond to trustee requests for information, copying all trustees at the same time to ensure they have equal access to the information.

B. Social Media: Trustees should follow the guidelines suggested in the TASB document, "Social Media Guidelines for School Board Members" which is in the Board Portal. Trustees who post on social media or host internet sites regarding matters relevant to district business will include a disclaimer providing that such postings are not made on behalf of the Board or district.

C. Confidential Information: Trustees will not publicly disclose information that law requires be kept confidential, including student or personnel information and attorney-client privileged communications, as well as any information to which trustees have access by virtue of their positions as trustees that has not been made public if to do so would compromise the Board or the administration in the conduct of district business. Trustees should refrain from commenting on pending legal matters including lawsuits, administrative proceedings, and grievances.

D. Communications Amongst Trustees: The Open Meetings Act prohibits trustees from knowingly deliberating district business with a quorum of trustees outside of a publicly noticed and publicly held Board meeting. Communications related to district business must not be sent from one trustee to more than two other trustees, even if no reply is requested, expected, or received. Trustees receiving messages should not forward them or "reply all" if a quorum of trustees will receive the message. Trustees should not use "blind carbon copy (bcc:)" when sending

e-mail to other trustees. **If a trustee wishes to share information with the entire Board, the information should be submitted to the Superintendent who may then provide the information to the entire Board, provided however that the Superintendent cannot serve as a conduit for trustee deliberation of district business.**

E. Communications/Meetings with the Superintendent and Staff: Trustees should direct all questions, requests for information, and requests for meetings with staff to the Superintendent. Trustees should not communicate with staff during work hours or about district business without the knowledge and consent of the Superintendent, except when communicating as a parent regarding their own children. Trustees should respect the role of the Superintendent and the need for following Board policy and the proper chain of command. Trustees should refrain from communications with staff that circumvent or undermine the Superintendent's authority, including, but not limited to, directing staff or soliciting information without the Superintendent's knowledge and consent. Trustee concerns or questions regarding a staff member's performance should be referred to the Superintendent. Staff wishing to discuss personal concerns/complaints with trustees should be directed to follow Board policy and the chain of command. A trustee may remind staff sharing personal concerns/complaints that the trustee wishes to remain impartial in the event the concern/complaint becomes a grievance that is subject to Board review.

F. Requests for Information: No trustee shall direct or require district employees to provide information without the Superintendent's knowledge and approval. Trustees should be respectful of staff's other duties and should not request creation or analysis of information unless approved by the Superintendent. If the Superintendent determines that responding to a trustee's request(s) for information is unduly burdensome the Superintendent shall provide the request to the Board President who shall discuss the request with the requesting trustee to determine if the request might be modified in a manner that reduces its scope while satisfying the trustee's desire for information. In no event, however, shall this provision be used to deny a trustee's request for information that the trustee is lawfully entitled to receive. *See Policy BBE(LEGAL)* Trustees should submit requests for information relating to agenda items as early as possible to allow the administration time to prepare a response. The Superintendent should inform the requesting trustee if the administration is unable to comply with the request prior to the meeting and the information should be prepared as soon after the meeting as practical.

G. Communication Regarding Citizen Concerns/Complaints: Trustees may listen to concerns/complaints to the extent needed to gain an understanding but will not independently investigate them. When discussing concerns/complaints with citizens, trustees should clarify that they are speaking as an individual trustee and not for the Board. Trustees will urge citizens to follow Board policy and the appropriate chain of command to resolve concerns/complaints and will refer concerns/complaints to the Superintendent in writing, and copy the Board President, to ensure they are addressed within the chain of command and in accordance with applicable Board policies and procedures. **A trustee may remind citizens sharing concerns/complaints that the trustee wishes to remain impartial in the event the concern/complaint becomes a grievance that is subject to Board review.**

H. Communications with Vendors: Trustees shall not directly or indirectly communicate with vendors or bidders to the district regarding any pending bid or contract proposal.

I. Communications with In-House Counsel: The Board shall employ an attorney or attorneys, as necessary, to serve as the district's in-house counsel and representative in matters requiring legal services. The district shall establish protocols for channeling staff requests for legal advice from the in-house counsel.

J. Communications with Outside Counsel: When seeking advice or information from the district's outside counsel, individual Board members shall channel legal inquiries through the district's in-house counsel, Superintendent, Board President, or Board's designee, as appropriate.

IV. Trustee Visits to Campuses and Facilities

Except for public events, invitations approved by the Superintendent, or visits to a campus or facility in the trustee's capacity as a parent, trustees wishing to visit campuses or facilities should provide the Superintendent or Superintendent's designee advance notice of the time and purpose of the visit. Trustees should not purport to act on behalf of the Board when making campus visits unless duly authorized by the Board. Trustees interested in volunteering on a campus must complete a volunteer criminal history check through the online process.

V. Officer Selection

The Board shall elect officers at the first meeting after each election and qualification of Board members. Trustees should work with one another to assure smooth transitions across officer assignments by transferring all written materials to their successor, meeting with them to discuss current issues, and assisting in other ways as needed.

VI. Agenda Preparation

The Superintendent and the Superintendent's designee(s) shall prepare Board agendas for consideration by the Board President, who has final approval authority. If two Board members timely submit a written request for an agenda item to the Board President and Superintendent, the Board President shall approve placing the requested item on the agenda. In accordance with the Open Meetings Act, an item cannot be placed on the agenda less than three (3) business days in advance of a posted meeting, except in an emergency as provided by law. A consent agenda should be used whenever possible for the Board's consideration of noncontroversial items. Agendas for regularly scheduled meetings and workshops will be posted the Tuesday before the regular meeting. Agendas for special meetings should be provided to the trustees at least three business days prior to the meeting.

VII. Board Meetings

A. Meetings Schedule: The Board meets monthly on the fourth Monday unless specified otherwise by the Board President. Workshops are scheduled by the Board President in consultation with the Superintendent to allow the Board to consider items requiring greater time for presentation and discussion. Special meetings are scheduled by the Board President in consultation with the Superintendent in accordance with Board Policy BE(LOCAL).

B. Meeting Preparation: The Board strives to conduct meetings efficiently. Trustees should prepare for meetings by reviewing the Board packet and other relevant information provided by the administration in advance of meetings and should submit questions to the Superintendent no later than 8:00 a.m. on the day of the regular monthly Board meeting to ensure the administration has adequate time to respond.

C. Parliamentary Procedure: Meetings will be governed by the parliamentary procedures provided in Robert's Rules of Order (the most current revised edition) except when superseded by law or local policy. Upon request of the chair, the parliamentarian advises on matters of

parliamentary procedure. The chair has the prerogative of accepting or rejecting the parliamentarian's advice.

D. Community Input: The Board welcomes community input when provided in a civil manner that complies with Board policy and does not interfere with the Board's work during meetings. The chair may call for removal of individuals who disrupt the meeting, suspend community input until order can be restored, or, if necessary, recess the meeting. A staff member will track and give notice when a presenter is approaching the end of their allotted time unless a timer is visible to the presenter. The chair shall ensure that trustees do not respond to presenters during community, except to respond to an inquiry by a member of the public or by a Board member with a statement of specific factual information, a recitation of existing policy, or to deliberate a proposal to place a subject on the agenda for a subsequent meeting. If a trustee seeks to deliberate an issue that arises during community input, the trustee should reserve comments and questions until such time that the Board considers the issue after it has been placed on a publicly noticed agenda in accordance with the Open Meetings Act. The chair may request that the Superintendent or his/her designee respond to presenters, as appropriate, within business 10 days.

E. Administration Presentations: The Board President should coordinate administrative presentation topics, time allocations, and presentation format with the Superintendent.

F. Expressing Opposing Viewpoints: Any trustee who disagrees with a recommendation should share their reason for disagreement when deliberating the item to ensure that other trustees have the benefit of hearing all viewpoints before voting. When making statements that disagree with the position of another trustee or the outcome of a vote, trustees should do so in a civil manner that maintains mutual trust and respect. Trustees can publicly state their disagreement with Board action but should not take actions to undermine it.

G. Respect for Process: When considering action on the Superintendent's recommendations, the Board should honor the integrity of the underlying decision-making process, including, but not limited to, the administration's compliance with established Board policies and operating procedures. For example, in the case of personnel recommendations, the Board should defer to the process leading to recommendations rather than weighing the attributes of candidates recommended for appointment.

H. Abstention: Trustees are encouraged to vote on all issues except when legally prohibited because of a conflict of interest.

VIII. Committees

A. Committee Assignments: The Board President annually selects committee members for all standing committees, as well as a parliamentarian by August 1, and all other committees (ad hoc, external, task forces) at such times that the Board President determines are necessary. The Board President may reassign committee members as necessary. No trustee will be able to serve on more than one standing committee until each trustee has a standing committee assignment. There are no limits to the number of trustees who can serve on external or ad hoc committees provided that the number of serving trustees is less than a quorum.

B. Committee Transitions: Trustees should work with one another to assure a smooth transition across committee assignment by transferring all written materials to their successors, meeting with them to discuss pending committee matters, and assisting in other ways as needed.

C. Committee Recommendations: The role of standing and special Board committees (ad hoc, task forces) shall be limited to the finding of facts and formulation of recommendations for action by the Board. Committees should coordinate the scheduling of committee meetings with the administration. The administration will develop agendas and will post minutes on the Board Portal.

D. Standing Board Committees: The Board recognizes the following standing committees:

1. Policy Committee

Membership: Three (3) trustees and the Board President shall serve as the alternate.

Responsibilities:

- Reviews policy and administrative procedures that implement Board policy for policy and process improvements and compliance with law;
- Reviews policies and administrative procedures that are five or more years old; and
- Assists the administration in preparing policy recommendations.

2. Finance Committee

Membership: Three (3) trustees and the Board President shall serve as the alternate.

Responsibilities:

- Works with the administration to identify and examine fiscal issues;
- Collaborates with the administration in preparing budget and other financial recommendations; and
- Provides financial transparency and accountability by reviewing internal and external audits.

3. Legislative Affairs and External Affairs Committee

Membership: Three (3) trustees and the Board President shall serve as the alternate in active legislative school years.

Responsibilities:

- Meets with administration to monitor federal, state, and local legislative and external affairs issues;
- Assists the administration in preparing recommendations for addressing legislative and external affair issues; and
- Reviews legislative practices for process improvements.

E. Ad Hoc and Task Force Committees: Ad hoc and task force committees are established by a majority vote of the Board. The Board President may appoint trustees to serve on such committees at any time. Unless otherwise mandated by law or approved by a majority vote of the Board, trustees should refrain from serving on ad hoc and task force committees. Ad hoc and task force committees will provide draft recommendations to the Board for review during a Board workshop. Final proposals should then be submitted to the Board allowing sufficient time for review prior to Board action.

F. Ex Officio Membership: The Board President serves as an ex officio member to all ad hoc and task force committees.

G. External Committees: The Board President will collaborate with external community and non-profit organizations that support the district to seek to assign Board members to serve as liaisons to such organizations.

H. District Committees and Citizen Advisory Committees: The following district committees will operate in accordance with the corresponding Board Policies listed below:

- School Health Advisory Council – BDF(LEGAL) Board Internal Organization: Citizen Advisory Committees
- District Education Improvement Committee (DEIC) – Board Policy BQA(LOCAL) Planning and Decision-Making Process: District-Level
- Safety Committee – Board Policy CK(LEGAL) Safety Program/Risk Management
- School Boundary Advisory Committee – FC(LOCAL) School Attendance Areas

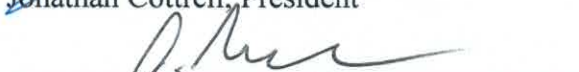
IX. Reimbursable Board Travel

The district will only pay for, or reimburse, trustees for travel associated with advocacy or training that is directly related to a trustee's service on the Board. Travel expenditures shall be approved by the Board President. Generally, the district will not pay for membership in special group organizations, excepting the Texas Association of School Boards (TASB) or groups whose advocacy aligns with Board-approved advocacy initiatives. The Board should budget for travel for all trustees to attend the annual TASB Conference. Other than attending the annual TASB Conference, a trustee will be eligible for reimbursement for a conference or training opportunity if the conference or training is located within the 48 contiguous United States, satisfies the statutory criteria for a trustee's continuing education hours, and is limited to the day(s) of travel that serve the Board purpose (i.e., expenses related to additional days added for personal use will not be reimbursed by the district). If preapproved by the Board President and funds permit, reimbursement for other Board-related governance or training opportunities, conventions, education-related conferences, or other purpose relevant to the work of the Board may be allowed. Following completion of travel, a trustee must submit receipts for allowable expenses to the Superintendent's office for reimbursement and provide a summary of the sessions attended. The procedures for processing of expenditures for authorized and documented travel expenses will be made in accordance with Board Policy BBG(LOCAL) Board Members: Compensation and Expenses and DEE(REUGLATION) Personnel: Employee Expense Reimbursement. Trustees should be frugal when making travel arrangements. While it is understood that unforeseen circumstances may require a trustee to change travel arrangements resulting in additional charges, reimbursement will occur only if funds are available in the budget.

Approved the 28th day of September 2026.

CLEAR CREEK INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

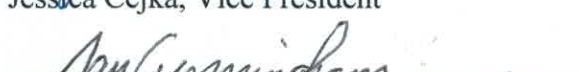

Jonathan Cottrell, President


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