JUDSON INDEPENDENT SCHOOL DISTRICT

BOARD GOVERNANCE & OPERATING PROCEDURES MANUAL

Leading with Purpose • Governing with Integrity • Focused on Student Success

A Guide for Effective Governance, Board Operations, and Trustee Leadership
Aligned with the Texas Framework for School Board Development

MISSION

Judson ISD partners with families and the community to educate, empower, and support every student to become lifelong learners, preparing them for a future as confident contributors to their communities.

VISION

Driven by Purpose; Focused on the Future

2026–2027 EDITION

Adopted August 3, 2026
Revised October 15, 2026

BOARD OF TRUSTEES

Monica Ryan, President	Amanda Poteet, Vice-President
Lesley Lee, Secretary	Stephanie Jones, Trustee
Suzanne Kenoyer, Trustee	José A. Macias, Jr., Trustee
Laura Stanford, Trustee	

TABLE OF CONTENTS

Part I – Foundations of Governance 4

- 1-1 Purpose of the Manual 4
- 1-2 Purpose of School Board Governance 5
- 1-3 Legal Authority of the Board 5
- 1-4 Governance Philosophy 6
- 1-5 Six Core Responsibilities of the Board 6
- 1-6 Mission, Vision, and Guiding Governance Principles 8

Part II – Student-Centered Governance 10

- 2-1 Student-Centered Governance 10
- 2-2 Portrait of a Judson ISD Graduate 10
- 2-3 Student Outcome Goals 12

Part III – The Governance Team 14

- 3-1 The Governance Team 14
- 3-2 Distinct Roles and Responsibilities 14
- 3-3 Individual Trustee Responsibilities 15
- 3-4 Board Officers 16

Part IV – Board Operating Procedures 18

- 4-1 Purpose of Board Operating Procedures 18
- 4-2 Board Meeting Agendas 18
- 4-3 Preparing for Board Meetings 19
- 4-4 Public Comment Procedures 20
- 4-5 Board Discussion and Deliberations 22
- 4-6 Executive/Closed Session 24
- 4-7 Information Requests and Board Communications 26
- 4-8 Trustee Visits to District Campuses 28
- 4-9 Complaints and Community Communications 30
- 4-10 Communications and Social Media 33
- 4-11 Trustee Training and New Trustee Orientation 38

Part V – Accountability & Leadership 39

- 5-1 Accountability as a Governance Responsibility 39
- 5-2 Monitoring Student Outcomes 40
- 5-3 Financial Stewardship 40
- 5-4 Superintendent Evaluation 40
- 5-5 Board Self-Assessment 40
- 5-6 Ethical Leadership 40
- 5-6A Trustee Accountability and Compliance with Board Directives 40
- 5-7 Continuous Governance Improvement 42

Appendices..... 43

- Appendix A: Board Decision-Making Framework..... 43
- Appendix B: Agenda Item Request Form..... 44
- Appendix C: Board Ethics Commitment..... 45
- Appendix D: Board Meeting Norms..... 46
- Appendix E: Board Meeting Exit Ticket..... 47

PART 1

Foundations of Governance

Leading with Purpose. Governing with Integrity. Focused on Student Success.

Texas Framework for School Board Development

Primary Domains: Visionary Leadership • Unity of Purpose

Supporting Domains: Systems Thinking • Progress & Accountability

Board Standard: Effective school boards establish a clear vision for student success, govern strategically, exercise responsible stewardship of public resources, and maintain a productive governance partnership with the Superintendent.

Section 1-1: Purpose of the Manual

The **Judson Independent School District Board Governance & Operating Procedures Manual** establishes the governance philosophy, operating procedures, and leadership expectations of the Board of Trustees. It serves as the Board's official governance reference and provides a common framework for how trustees govern, conduct Board business, and fulfill their responsibilities under Texas law.

Effective governance requires more than compliance with statutes and Board policy. It requires a shared commitment to ethical leadership, strategic thinking, accountability, collaboration, and continuous improvement. This Manual reflects the Board's commitment to governing with integrity while maintaining a relentless focus on improving opportunities and outcomes for every student.

The purposes of this Manual are to:

- Establish a common governance philosophy for the Board of Trustees.
- Align Board practices with the **Texas Framework for School Board Development**.
- Clarify the respective roles of the Board and Superintendent.
- Promote student-centered governance and accountability.
- Establish consistent Board operating procedures.
- Support trustee orientation and ongoing governance development.
- Strengthen transparency, professionalism, and public trust.

This Manual supplements, but does not replace:

- The Texas Constitution
- The Texas Education Code
- The Texas Open Meetings Act (Texas Government Code, Chapter 551)
- The Texas Public Information Act (Texas Government Code, Chapter 552)
- Judson ISD Board Policy
- Other applicable federal and state law

If any provision of this Manual conflicts with state or federal law or Board policy, the applicable law or policy shall govern.

Section 1-2: Purpose of School Board Governance

Public education is one of Texas' greatest public responsibilities. The citizens of Judson Independent School District have entrusted the Board of Trustees with governing a public institution that prepares students for successful futures while serving as responsible stewards of public resources.

The Board of Trustees exists to **govern**, not to manage.

Governance is the process through which the Board establishes the District's vision, adopts policies, sets priorities, allocates resources, monitors results, and holds the organization accountable for achieving the outcomes expected by the community.

The Board's work extends beyond conducting meetings or approving agenda items. Effective governance requires trustees to think strategically, exercise sound judgment, ask meaningful questions, and maintain a relentless focus on improving student outcomes.

The Board fulfills its responsibilities on behalf of every student, family, employee, taxpayer, and community member served by Judson ISD.

Section 1-3: Legal Authority of the Board

The Board of Trustees derives its authority from the **Texas Constitution**, the **Texas Education Code**, and other applicable federal and state laws. Trustees are elected by the citizens of Judson Independent School District to govern the District on behalf of the public and in the best interests of every student.

Effective governance requires every trustee to understand three fundamental principles:

1. **The Board governs as a body corporate.**

2. **Individual trustees have no independent authority except as provided by law.**

3. **The Superintendent is the Board's only employee and is responsible for administering the District.**

Understanding these principles is essential to maintaining effective governance, preserving public trust, and ensuring compliance with Texas law.

The Board fulfills its responsibilities by:

- Establishing the District's vision and strategic direction.
- Adopting Board policy.
- Employing and evaluating the Superintendent.
- Exercising fiduciary oversight of public resources.
- Monitoring student outcomes and organizational performance.
- Ensuring legal and ethical governance.
- Representing the interests of the entire community.

The Superintendent serves as the Board's chief executive officer and is responsible for administering the District in accordance with Board policy and direction.

Section 1-4: Governance Philosophy

The Board of Trustees believes that effective governance is essential to student success.
Governance is the process through which the Board establishes the District's vision, mission, and goals, adopts policy, exercises fiduciary oversight, evaluates the Superintendent, and monitors organizational performance on behalf of the community.

The Board governs strategically rather than operationally.

The Board recognizes that improving student outcomes requires:

- A clear vision
- Strong leadership
- Fiscal responsibility
- Public trust
- Continuous improvement
- Accountability
- Respectful collaboration

The Board is committed to governing in a manner that reflects the highest standards of professionalism, ethics, transparency, and service.

Section 1-5: Six Core Responsibilities of the Board

Consistent with the **Texas Framework for School Board Development**, the Board fulfills its governance responsibilities through six interconnected leadership functions.

1. Visionary Leadership

The Board establishes and continually communicates a clear vision for the future of Judson ISD.
The Board:

- Adopts the District's mission, vision, and core values.
- Establishes long-term strategic priorities.
- Defines the desired outcomes for students.
- Ensures all major decisions support the District's vision.

Key Question: *Where are we leading the District?*

2. Student-Centered Governance

The Board maintains an unwavering focus on improving student outcomes.

The Board:

- Adopts measurable student outcome goals.
- Monitors academic performance.
- Reviews progress toward strategic priorities.
- Uses data to guide governance decisions.
- Removes barriers to student success.

Key Question: *How are students better because of this decision?*

3. Strategic Leadership and Accountability

The Board establishes clear expectations and holds the organization accountable for results.

The Board:

- Employs and evaluates the Superintendent.
- Establishes annual goals and performance expectations.
- Monitors implementation of the Strategic Plan.
- Reviews organizational performance through regular reporting.
- Evaluates progress toward Board-adopted goals.

Key Question: *Are we achieving the results we promised our community?*

4. Policy Governance

The Board adopts policies that establish the governance framework for the District while respecting the Superintendent's responsibility for administration.

The Board:

- Adopts and reviews Board policy.
- Ensures policies reflect applicable law and Board priorities.
- Delegates operational authority to the Superintendent.
- Periodically reviews policies to support continuous improvement.

Key Question: *Does our policy provide clear direction while allowing effective administration?*

5. Stewardship of Public Resources

The Board serves as a responsible steward of the community's financial, human, and physical resources.

The Board:

- Adopts the annual budget.
- Ensures long-term financial sustainability.
- Monitors fiscal performance.
- Oversees risk management.
- Aligns resources with strategic priorities.
- Protects taxpayer investments.

Key Question: *Are we investing our resources in ways that maximize student success?*

6. Community Leadership and Public Trust

The Board governs on behalf of the entire community and seeks to strengthen confidence in public education through transparency, engagement, and ethical leadership.

The Board:

- Engages families and community stakeholders.
- Promotes transparency and accountability.
- Listens to diverse perspectives.
- Advocates for public education.

- Builds partnerships that support student success.
- Models integrity and ethical leadership.

Key Question: *How are we strengthening the community's trust in Judson ISD?*

Section 1-6: Mission, Vision, and Guiding Governance Principles

Mission:

Judson ISD partners with families and the community to educate, empower, and support every student to become lifelong learners, preparing them for a future as confident contributors to their communities.

The Mission explains why Judson ISD exists and serves as the foundation for every governance decision. It reflects the Board's commitment to providing a relevant, student-centered education through strong partnerships with families and the community.

Vision:

Driven by Purpose; Focused on the Future

The Vision expresses the Board's aspiration for the District.

Being **Driven by Purpose** means every governance decision is intentional, aligned with the District's Mission, and centered on improving student outcomes.

Being **Focused on the Future** means preparing students for success in college, careers, military service, and civic life while ensuring the long-term sustainability of the District.
Together, the Mission and Vision provide the framework for strategic planning, policy development, budgeting, and accountability.

Guiding Governance Principles

The Board conducts its work according to the following principles:

Focus on Student Outcomes
Student learning and success remain the Board's highest priority.

Govern, Don't Manage
The Board establishes direction and expectations. The Superintendent manages daily operations.

Think Long Term
The Board governs for future generations, not immediate convenience.

Use Evidence
Board decisions should be informed by reliable data, professional expertise, community input, and thoughtful deliberation.

Speak With One Voice
The Board acts collectively. Once a decision is made, trustees respect the authority of the Board's action while retaining the right to accurately explain their individual votes.

Respect Every Trustee
Effective governance depends upon thoughtful discussion, respectful disagreement, and professional conduct.

PART II

Student-Centered Governance

Keeping Every Decision Focused on Student Outcomes

Texas Framework for School Board Development

Primary Domain: Visionary Leadership

Supporting Domains: Systems Thinking • Progress & Accountability

Board Standard: Effective school boards establish a clear vision for student success, define measurable outcomes, align resources with priorities, and monitor progress to ensure continuous improvement.

Section 2-1: Student-Centered Governance

The central responsibility of the Judson Independent School District Board of Trustees is to improve outcomes for every student.

The Board fulfills this responsibility by establishing a clear vision for student success, adopting measurable Student Outcome Goals, allocating resources to support those goals, and monitoring progress through regular governance reports.

Student-centered governance shifts the Board's focus from programs and activities to measurable results. Rather than directing how schools operate, the Board determines **what outcomes the District should achieve** and holds the organization accountable for achieving them.

Every significant Board decision should answer one fundamental question:
How does this decision improve outcomes for students?

This commitment guides strategic planning, policy development, financial stewardship, Superintendent evaluation, and community engagement.

Section 2-2: Portrait of a Judson ISD Graduate

The **Portrait of a Judson ISD Graduate** represents the Board of Trustees' vision for the knowledge, skills, attributes, and dispositions every student should develop before graduating from Judson ISD and reflects the core values and beliefs of the district.

While the District's **Mission** explains why Judson ISD exists and the **Vision** defines where the District is going, the **Portrait of a Graduate** answers one of the Board's most important governance questions:
"What should every Judson ISD graduate know, be able to do, and become?"

The Portrait of a Graduate serves as the Board's framework for student success and provides strategic direction for curriculum, instruction, resource allocation, program evaluation, and continuous improvement.

Every major Board decision should ultimately support the development of these graduate outcomes.

The Board's Vision for Every Graduate

Academic Readiness

Judson ISD graduates build the knowledge, skills, and experiences necessary to succeed in their chosen postsecondary pathway.

The Board expects every graduate to leave Judson ISD with:

- A **strong academic foundation**
- The ability to apply learning to **real-world situations**
- Readiness for **college, career, military service, or other postsecondary opportunities**
- A clearly defined **pathway** aligned with future goals

The Board monitors student achievement, literacy, mathematics, graduation, and postsecondary readiness to ensure students are academically prepared.

Future-Ready Mindset

Judson ISD graduates think critically, adapt to change, and embrace opportunities to grow and lead.
The Board expects every graduate to demonstrate:

- Critical thinking
- Resilience and adaptability
- Goal-oriented decision making
- A commitment to lifelong learning

These attributes prepare students to succeed in an ever-changing world and reinforce the District's Vision of being **Driven by Purpose; Focused on the Future.**

The Four Cs of a Judson ISD Graduate

The Board recognizes four essential competencies that support success in school, the workplace, and the community.

Communication
Graduates communicate with purpose, listen actively, and express ideas clearly across a variety of settings.

Collaboration
Graduates work effectively with others, value diverse perspectives, and contribute positively to teams in pursuit of shared goals.

Character
Graduates demonstrate integrity, empathy, accountability, and ethical decision-making in their relationships and actions.

Citizenship
Graduates serve others, contribute to their communities, and understand the responsibilities of engaged and informed citizens.

Every Graduate Leaves Judson ISD With...

Belonging
Graduates know they are valued, supported, and will always have a place in the Judson ISD family.

Purpose
Graduates understand their strengths, recognize their potential, and are prepared to pursue meaningful goals.

Opportunities
Graduates leave with the knowledge, experiences, and support necessary to pursue multiple postsecondary pathways and future aspirations.

Possibilities
Graduates believe in their ability to shape their future with confidence, resilience, and determination.

Board Responsibilities

The Board of Trustees shall ensure that the Portrait of a Graduate serves as the foundation for:

- Student Outcome Goals
- Superintendent priorities and evaluation
- Budget development
- Curriculum and instructional priorities
- Career and Technical Education programming
- College, career, and military readiness initiatives
- Community partnerships
- Continuous improvement efforts

The Board should receive periodic reports demonstrating how District initiatives and student performance are advancing the outcomes described in the Portrait of a Graduate.

Section 2-3: Student Outcome Goals

Student Outcome Goals translate the Board's Mission, Vision, and Portrait of a Graduate into measurable expectations that guide the work of the District.

Unlike programs or activities, Student Outcome Goals describe the **student results** the Board expects to achieve. These goals become the foundation for strategic planning, budget priorities, Superintendent evaluation, and Board monitoring.

Required Student Outcome Goals Under Texas Law

Texas law (House Bill 3) requires every school district Board of Trustees to adopt goals and monitor progress in three critical areas of student achievement.
Grade 3 Reading (Literacy)

The Board shall establish goals for improving **Grade 3 reading achievement**, recognizing that early literacy is one of the strongest predictors of future academic success.

The Board should regularly monitor:

- Percentage of students reading at or above grade level.
- Student growth in literacy.
- Performance of student groups.
- Progress toward Board-adopted targets.

Grade 3 Mathematics

The Board shall establish goals for improving **Grade 3 mathematics achievement** to ensure students develop the foundational numeracy skills necessary for future success.

The Board should regularly monitor:

- Grade 3 mathematics proficiency.
- Student growth in foundational math.
- Performance by student groups.
- Progress toward annual targets.

College, Career, and Military Readiness (CCMR)

The Board shall establish goals for increasing the percentage of graduates who demonstrate **College, Career, and Military Readiness**.

Measures may include:

- Industry-Based Certifications.
- Dual Credit completion.
- Associate Degrees.
- Armed Services Vocational Aptitude Battery (ASVAB) or military readiness indicators, where applicable.
- SAT/ACT benchmarks.
- Other state-recognized CCMR indicators.

The Board should receive regular updates regarding progress toward its CCMR goals and the effectiveness of District strategies to prepare students for postsecondary success.

Building Beyond State Requirements

While Texas law establishes minimum required Student Outcome Goals, the Judson ISD Board believes that student success extends beyond state accountability measures.

Accordingly, the Board should adopt additional local goals that reflect the District's Mission, Vision, Strategic Plan, and Portrait of a Graduate.

Characteristics of Effective Student Outcome Goals

Effective Board goals should be:

- Student-centered.
- Measurable.
- Data-driven.
- Long-term.
- Focused on outcomes rather than activities.
- Aligned with the Mission, Vision, and Portrait of a Graduate.
- Supported by meaningful progress measures.

PART III

The Governance Team

Building an Effective Board–Superintendent Partnership

Texas Framework for School Board Development

Primary Domains: Unity of Purpose • Systems Thinking

Supporting Domains: Advocacy & Engagement • Progress & Accountability

Board Standard: Effective school boards and superintendents function as a unified governance team that establishes strategic direction, respects defined roles, communicates openly, and maintains a relentless focus on student success.

Section 3-1: The Governance Team

The Judson Independent School District is governed through a collaborative partnership between the Board of Trustees and the Superintendent. Together, they form the District's governance team, often referred to in Texas as the **Team of Eight**.

The Board and Superintendent share responsibility for improving student outcomes while maintaining distinct and complementary roles. Effective governance depends upon mutual trust, respect, communication, and a shared commitment to the District's Mission, Vision, Portrait of a Graduate, and Student Outcome Goals.

The governance team succeeds when:

- Roles and responsibilities are clearly understood.
- Decisions are guided by the best interests of students.
- Communication is open, timely, and respectful.
- Governance remains focused on strategy rather than operations.
- The Board and Superintendent work collaboratively to achieve shared goals.

Section 3-2: Distinct Roles and Responsibilities

The Board and Superintendent have different responsibilities that complement one another.

Board of Trustees

The Board governs by:

- Establishing the Mission and Vision.
- Adopting the Portrait of a Graduate.
- Establishing Student Outcome Goals.
- Adopting Board policy.
- Approving the budget and tax rate.
- Employing and evaluating the Superintendent.

- Monitoring organizational performance.
- Exercising fiduciary oversight.
- Representing the interests of the community.

The Board governs **what** the District will accomplish.

Superintendent

The Superintendent leads by:

- Implementing Board policy.
- Managing District operations.
- Supervising employees.
- Recommending strategic initiatives.
- Preparing the annual budget.
- Leading instructional programs.
- Advising the Board.
- Reporting progress toward Board goals.

The Superintendent determines **how** the District accomplishes the Board's goals.

Board Governs	**Superintendent Leads**
Mission & Vision	Daily Operations
Portrait of a Graduate	Personnel Management
Student Outcome Goals	Instructional Leadership
Strategic Priorities	Budget Administration
Policy	Administrative Procedures
Budget Approval	Resource Management
Superintendent Evaluation	Employee Supervision
Community Representation	District Communications & Operations

---

Section 3-3: Individual Trustee Responsibilities

Each trustee has a duty to govern in the best interests of all students and the entire Judson ISD community.

Trustees are expected to:

- Prepare for Board meetings.
- Study agenda materials in advance.
- Ask thoughtful governance questions.
- Participate respectfully in Board deliberations.
- Support lawful decisions of the Board once adopted.
- Maintain confidentiality when required by law.
- Complete required continuing education.

- Model ethical leadership.

Individual Trustees MAY

✓ Participate in board meetings.
✓ Vote on board matters.
✓ Receive information from the Superintendent necessary to carry out governance responsibilities

Individual Trustees MAY NOT

✗ Direct employees.
✗ Supervise staff.
✗ Promise Board action.
✗ Commit District resources.
✗ Speak for the Board without authorization.

Section 3-4: Board Officers

The Board shall elect a President, Vice President, and a Secretary. Officers shall be elected by a majority vote of the members present and voting.

Board officers shall serve for a term of one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties, as required by the Board. [See BDAA(LOCAL)]

The Board shall reorganize annually in May unless there are extenuating circumstances that prevent the election of new Board officers during a May Board meeting. The board may also take action to fill a vacancy among board officers during the year. Upon a majority vote, the Board may choose to reorganize at any other time during the year.

Board President

The President serves as the presiding officer of the Board and is responsible for facilitating effective governance.

The Board President shall:

- Preside over Board meetings.
- Appoint members to committees.
- Call special meetings.
- Sign all legal documents required by law.
- Develop and approve meeting agendas.
- Represent the Board when authorized.
- Retain the same rights and privileges as all other board members have, including the right to make motions, to speak in debate, and vote on all matters.

Vice President

The Vice President shall:

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

Secretary

The Secretary shall:

- Keep the certified agenda and minutes during executive session.
- Ensure that an accurate record is kept of the proceedings of each Board meeting.
- Ensure that notices of Board meetings are posted and sent as required by law.
- In the absence of the President and Vice President, call the meeting to order and act as presiding officer.
- Sign or countersign documents as directed by action of the Board.

PART IV

Board Operating Procedures

Conducting the Public's Business Effectively, Legally, and Transparently

Texas Framework for School Board Development

Primary Domain: Unity of Purpose

Supporting Domains: Systems Thinking • Advocacy & Engagement

Board Standard: Effective school boards establish operating procedures that promote transparency, informed decision-making, respectful deliberation, legal compliance, and public confidence while maintaining a strategic focus on student outcomes.

Section 4-1: Purpose of Board Operating Procedures

The Board of Trustees is committed to conducting the public's business in a manner that is transparent, efficient, respectful, and consistent with Texas law. Clearly defined operating procedures promote consistency in Board actions, support effective governance, and strengthen public confidence in the District.

These procedures supplement, but do not replace:

- Texas Education Code
- Texas Open Meetings Act (Texas Government Code Chapter 551)
- Texas Public Information Act (Texas Government Code Chapter 552)
- Judson ISD Board Policy
- Robert's Rules of Order Newly Revised (unless superseded by Board policy)

If a conflict exists between this Manual, Board policy, or state law, the applicable law and Board policy shall control.

Section 4-2: Board Meeting Agendas

The Board President, in consultation with the Superintendent and legal counsel (when applicable), and consistent with Board policy, develops and approves the agenda for Board meetings.

The Superintendent assists the Board by preparing and publishing the agenda and agenda materials, providing recommendations, and ensuring that items requiring Board action are presented with sufficient information for deliberation.

Agenda items should support one or more of the following:

- Student Outcome Goals
- Board policy
- Financial stewardship

- Legal compliance
- Governance responsibilities

Routine operational reports should be limited to information necessary for the Board to fulfill its governance responsibilities.

Trustee Agenda Requests

Trustees may request that an item be considered for a future Board agenda in accordance with Board policy.

Agenda requests should be submitted to the Board President on the agenda item request form (See Appendix B) and include:

- Topic or issue
- Purpose of the request
- Requested Board action
- Strategic alignment
- Supporting documentation, if applicable

Trustees shall submit requests to the Board President at least 8 working days prior to the meeting to provide sufficient advance notice for consideration of placement on the agenda and to allow staff to prepare accurate and complete information for Board consideration.

Each agenda item must be identified in sufficient detail so that it can be understood by the Board President, the Superintendent, and the public. If the Board member who made such a request is absent from the meeting for which the item is posted, the item will be postponed to a future meeting, unless there are circumstances that require that the posted item be considered and acted upon at the meeting for which it is posted.

In order to have an agenda item that seeks to rescind or modify an action previously taken by the Board placed on the agenda, a request for such an agenda item must be submitted by at least two Board members.

Section 4-3: Preparing for Board Meetings

Every trustee shares responsibility for ensuring that Board meetings are productive and focused on governance.

The Board packet with supporting documentation shall be provided electronically to the Board at the time the agenda is published. Changes and additions to the supporting documents in the Board packets are discouraged and should occur only when necessary due to unforeseen changes in the information or when operationally necessary.

Board members shall make every effort to submit questions or requests for clarification at least 24 hours before the meeting. Governance and procedural questions shall be directed to the Board President. Requests for administrative information shall be submitted to the Superintendent, copying the Board President, under Section 4-7. Trustees wishing to pull a Consent Agenda item should make every effort to notify the Board President and Superintendent at least 24 hours before the meeting.

Before each meeting, trustees should:

- Read the agenda and supporting materials.
- Review applicable Board policy.
- Examine financial reports.
- Identify questions 24 hours in advance when practical.
- Consider how each agenda item supports student outcomes and strategic priorities.

Prepared trustees make better decisions and allow meetings to focus on deliberation rather than information gathering.

Trustee Meeting Preparation Checklist

☐ Read Board packet
☐ Review financial information
☐ Review supporting policies
☐ Identify governance questions
☐ Consider student impact
☐ Consider financial impact
☐ Review strategic alignment

Section 4-4: Public Comment Procedures

Registration to Speak: Individuals wishing to address the Board during the designated Public Comment portion of a Board meeting must complete a Public Address Form before the beginning of the open meeting.

Time Limits: Each speaker shall be allotted three (3) minutes to address the Board. When twenty (20) or more individuals register to speak, the Board President may reduce the individual speaking time to ensure all registered speakers have an opportunity to address the Board. The Board President may also group speakers addressing the same topic when appropriate.

Subject Matter:

At **regular meetings**, citizens may address the Board regarding:

- Posted agenda items; and
- Other matters related to District business, as time permits.

At **special or called meetings**, public comment shall be limited to items included on the posted agenda. Speakers are encouraged to present comments that are relevant to the governance and operation of the District.

Board Response:

Public comment is an opportunity for the Board to listen to community members.

Except as authorized by law or Board Policy BED (LOCAL), trustees will not:

- Debate speakers;
- Answer questions;
- Deliberate on matters not posted for Board action;
- Make decisions regarding matters raised during public comment.

The Board may:

- Provide factual information;
- Refer to existing Board policy;
- Request that the Superintendent follow up when appropriate.

Complaint Procedures:

When a speaker raises an individual complaint or grievance, the Board President shall determine whether the individual has followed the applicable District complaint procedures. If administrative remedies have not been exhausted, the individual shall be referred to the appropriate Board policy before the Board considers the matter. This procedure helps ensure concerns are addressed at the appropriate administrative level before Board involvement.

Requests for Future Agenda Items

If a citizen raises a matter that is not included on the posted agenda, the Board shall not deliberate or take action on that matter during the meeting. The only permissible Board discussion is whether to place the matter on a future meeting agenda, as authorized by law. If additional information is needed, the Board President may request that the Superintendent research the matter and provide information to the Board following adjournment.

Maintaining Order:

The Board is committed to providing a respectful environment that allows all participants to be heard. Individuals addressing the Board shall:

- Conduct themselves respectfully;
- Address the Board as a whole;
- Avoid disruptive behavior;
- Follow directions from the Board President.

If a speaker becomes disruptive, the Board President shall:

1. Issue a verbal warning.
2. Inform the individual that continued disruption may result in removal from the meeting.
3. Direct security personnel to escort the individual from the meeting if the disruptive conduct continues.

A person removed for disruptive conduct shall not return during that meeting.

Trustee Participation During Public Comment:

Members of the Board of Trustees shall not register to speak during Public Comment.
Trustees wishing to discuss a matter shall:

- Request that an item be placed on a future Board agenda in accordance with Board policy; or
- Participate in Board discussion during the appropriate agenda item.

This practice reinforces the distinction between the Board's governance role and the public participation process.

Section 4-5: Board Discussion and Deliberation

Purpose

Board deliberations are intended to promote thoughtful, respectful, and informed decision-making. Trustees are encouraged to engage in open discussion, ask strategic questions, and consider differing viewpoints while maintaining a focus on the District's Mission, Vision, Portrait of a Graduate, Student Outcome Goals, and the best interests of all students.

Recognition by the Presiding Officer:

Trustees shall be recognized by the Board President before speaking and should direct their comments to the Board as a whole. The Board President shall facilitate discussion in a manner that encourages participation by all trustees while maintaining orderly and efficient meetings.

Initial Discussion:

Unless otherwise authorized by the Board, each trustee shall have **up to four (4) minutes** for initial comments on an agenda item. The Board President may extend or reduce speaking times, with the consent of the Board when appropriate, to facilitate efficient deliberation or address the complexity of an issue.

Follow-Up Discussion:

After each trustee has had an opportunity to speak, trustees may be recognized for additional comments or rebuttal. Follow-up comments should generally be limited to **two (2) minutes**, unless additional time is granted by the Board President or approved by the Board.

Trustee Requesting the Agenda Item

When an agenda item has been requested by a trustee in accordance with Board policy, that trustee shall be recognized first to:

- Explain the purpose of the item;
- Provide background information, if appropriate; and
- Describe the action requested of the Board.

Following the trustee's presentation, the Superintendent may provide any relevant administrative information or recommendations before Board deliberation begins.

Deliberation

Board discussions should:

- Focus on policy, governance, and strategic direction.
- Be respectful and professional.
- Encourage differing viewpoints.
- Be based on facts and evidence.
- Avoid repetitive comments.
- Remain relevant to the agenda item under consideration.

Trustees should avoid personal criticism and should address issues rather than individuals.

Motions and Voting

Board action shall occur only after a motion has been made, seconded when required, and discussion has been completed. Except as otherwise provided by law or Board policy, Board action is taken by the affirmative vote of a majority of the trustees present and voting. The Board may close debate and proceed to a vote at any time by a majority of the trustees present and voting.

Section 4-6: Executive/Closed Sessions

Purpose

The Board of Trustees recognizes that transparency is fundamental to public trust. Except as expressly authorized by law, Board deliberations shall occur in open session.

The Board may convene in Closed Session only for those purposes specifically authorized by the **Texas Open Meetings Act** and applicable law. Closed Sessions are intended to protect confidential matters while allowing the Board to fulfill its governance responsibilities.

Authority to Convene a Closed Session

The Board may meet in Closed Session only as authorized by the **Texas Open Meetings Act** and as reflected in **Board Policy BEC (LEGAL)**.

Common purposes include, but are not limited to:

- Consultation with legal counsel;
- Personnel matters authorized by law;
- Real property negotiations;
- Economic development negotiations;
- Security matters;
- Student disciplinary matters when authorized by law; and
- Other matters specifically permitted under Chapter 551 of the Texas Government Code.

The posted meeting agenda shall identify the statutory authority for each Closed Session item.

Conduct of Closed Sessions

Before convening a Closed Session, the Board President shall announce:

- The statutory authority authorizing the Closed Session; and
- The subjects to be discussed, as reflected on the posted agenda.

Discussion during Closed Session shall be limited to the posted subjects and the purposes authorized by law. Trustees, the Superintendent, legal counsel, and other individuals authorized by the Board President may attend Closed Session only when their presence is necessary for the matter under consideration. The same guiding principles for trustee conduct apply in closed sessions.

Board Action

No final action, decision, or vote shall be taken during Closed Session. Following the conclusion of Closed Session, the Board shall reconvene in Open Session before adjournment. Any action resulting from discussions held in Closed Session shall occur only in Open Session and shall be reflected in the official minutes of the meeting.

Certified Agenda or Recording

In accordance with the Texas Open Meetings Act, the District shall prepare and preserve **either a certified agenda or an audio recording** of each Closed Session, unless the meeting consists solely of consultation with legal counsel where a certified agenda is not required by law.

The certified agenda or recording shall:

- Be maintained in accordance with applicable law;
- Remain confidential;
- Be preserved for the period required by law.

The certified agenda or recording is **not** part of the public record and is not subject to public inspection except as authorized by law.

Confidentiality

Trustees occupy positions of public trust. Consistent with their fiduciary responsibilities to the District, trustees shall act with care, loyalty, and sound judgment in handling information entrusted to them through Board service. Access to information for governance purposes does not authorize its public disclosure or use for personal advantage.

Trustees are entrusted with sensitive information in carrying out their Board responsibilities and shall protect its confidentiality as required by law, applicable privileges, and lawful Board requirements. This includes, but is not limited to:

- Privileged attorney-client communications and legally protected attorney work product;
- Employee, medical, and personal information protected by law;
- Student records and information concerning individual students or their families, including information that directly or indirectly identifies a student;
- Information concerning real property negotiations protected by applicable law or a lawful Board confidentiality requirement;
- Privileged or otherwise legally protected litigation strategy;
- Certified agendas and recordings of closed sessions;
- Safety and security information protected by law, including protected security-system details, vulnerabilities, and emergency-planning information; and
- Other information protected by applicable law or subject to a lawful Board confidentiality requirement.

These obligations apply whether information is received in closed session, by email or text, in documents, or through conversations. Trustees shall not disclose protected information to unauthorized persons, including through the media, social media, screenshots, summaries, or confirmation of information provided by others.

Protecting confidential information safeguards students and employees, supports District safety, preserves legal privileges, and protects the District's ability to address sensitive matters responsibly. Unauthorized disclosure can compromise these interests and undermine the public trust placed in the Board.

Trustees shall exercise particular care with preliminary or unconfirmed information and shall not present it as established fact.

Questions about whether information may be disclosed shall be directed to the Board President for referral to Board legal counsel before disclosure. Trustees cannot and shall not independently waive the District's attorney-client privilege. Nothing in this Manual prevents disclosures required by law or lawful reports to oversight or law-enforcement authorities.

The obligation to maintain confidentiality continues after the meeting concludes and after a trustee leaves office.

Section 4-7: Information Requests and Board Communications

Purpose

Effective governance requires that trustees receive timely, accurate, and consistent information necessary to fulfill their responsibilities. Information requests should support the Board's governance role while respecting the Superintendent's responsibility for the administration of the District and the efficient use of District resources.

Information Requests

Requests for Existing Information

Trustees may request existing information, reports, or documents that are reasonably necessary to fulfill their governance responsibilities.

Unless otherwise directed by Board action, requests should be submitted to the **Superintendent and the Board President**. Requests shall be submitted through District email in accordance with the communication procedures in Section 4-10.

Submission and Tracking

Requests should identify the records or information sought, relevant dates or subjects, and any meeting-related need. A trustee need not use a public-information request or obtain the Board President's permission to exercise rights under Texas Education Code §11.1512. Copying the President supports coordination and is not an approval requirement.

The District shall provide records requested under §11.1512 within the statutory period, generally no later than the twentieth business day after receipt. If the statutory undue-burden conditions apply, the response period may extend no later than the thirtieth business day after receipt. The trustee shall be informed of the reason for delay and the expected delivery date. Routine workload or an internal approval process does not independently extend these deadlines.

When information is withheld or redacted, the District shall explain the applicable legal basis. Protected records shall be delivered through an appropriate secure method. Trustees shall comply with applicable privacy laws when using information received in their official capacity.

The Superintendent's designee shall maintain a request log showing receipt, scope, clarification, applicable deadline, response status, and completion. The log shall support legally required cost tracking and reporting without unnecessarily reproducing confidential content.

Requests for New Reports or Research

Trustees may request a new report, research, or analysis by emailing the Superintendent and copying the Board President. The request should explain the governance purpose, the information needed, and any relevant deadline.

The Superintendent shall determine whether the work can be completed within available staff resources and operational priorities and advise the trustee of the anticipated timing. If the request would require substantial additional work or divert staff from District priorities, the Superintendent shall explain the concern and identify any available alternative. The trustee may ask the Board President to place the request on an agenda for Board consideration. The Board may authorize the work and establish its priority through action at a properly posted meeting.

These procedures apply to requests to create new work. Requests for existing information, documents, or records remain subject to applicable law and deadlines, even when staff must locate, retrieve, review, or redact them. If a request includes both existing records and new work, the existing records shall be processed separately without waiting for a decision on the new work.

Information for the Entire Board

Information provided in response to a trustee's request that has governance value for the full Board shall be shared with all trustees in a timely manner, subject to applicable law, authorized access, and confidentiality requirements. Confidential information shall be shared only with persons who are authorized to receive it and need the information to carry out their official duties, using methods that protect its confidentiality.

Scheduling and Meeting Availability

The Superintendent's Office or the Board President may periodically request trustee availability for meetings, workshops, conferences, training, legislative events, or other District activities. Trustees shall respond to the scheduling request and shall reply to calendar invites to assist with planning and scheduling. Notices of a trustee's absence or delay affecting a Board meeting shall be directed to the Board President.

Communication with District Legal Counsel

The Board's legal counsel represents the **District acting through the Board**, not individual trustees.
When a trustee has a legal question related to Board governance or District business, the trustee shall seek guidance through the Board President, who may coordinate with legal counsel as appropriate. Nothing in this section is intended to limit the Board's authority to request legal advice through lawful Board action or to prevent legal counsel from communicating directly with the Board when authorized or required. All Board members are encouraged to contact the TASB Legal Hotline for general questions, as that service is provided free of charge to all trustees as part of our TASB membership.
Attorney-client communications involving the Board and legal counsel may be privileged. Trustees should respect the confidentiality of legal advice received in Executive Session or otherwise protected by law.

Section 4-8: Trustee Visits to District Campuses

Purpose

The Board of Trustees values opportunities to observe District programs, attend school activities, and remain engaged with students, employees, and families. Campus visits help trustees celebrate the accomplishments of students and staff.

Campus visits are a privilege extended to board members, but are not the mechanism to receive official information needed to make governance decisions. Campus visits are n**ot** opportunities to supervise employees, evaluate performance, investigate complaints, or direct District operations.

School Activities and Community Events

Trustees are encouraged to attend:

- Campus celebrations
- Athletic events
- Fine arts performances
- Parent-Teacher Organization (PTO) meetings and activities
- Open houses
- Academic competitions
- Community events hosted by the District

Attendance at these events demonstrates Board support for students, employees, and the community.
While attending District or community events, trustees may listen to constituents and discuss public District matters in their individual capacities. Trustees shall not disclose confidential information, direct staff, interfere with District operations, or engage in deliberations that violate the Texas Open Meetings Act. Trustees shall refer operational concerns through the procedures in this Manual.

Classroom and Campus Visits

Trustees may visit District campuses to increase their understanding of educational programs and school operations and show their support for the work being done every day by our campus personnel.
During campus visits, trustees shall:

- Observe respectfully.
- Minimize disruption to instruction.
- Respect student privacy and confidentiality.
- Follow all visitor procedures established by the District.
- Avoid interfering with the educational environment.

Campus visits should not be conducted for the purpose of evaluating employees or investigating complaints.

Compliance with Visitor Procedures

Trustees (and any guests accompanying them) shall comply with all visitor requirements applicable to District campuses, including Board Policy **GKC (LOCAL)** and any district and campus safety and security procedures.

This includes, as applicable:

- Checking in through the designated visitor process.
- Wearing visitor identification when required.
- Complying with campus safety protocols.
- Respecting confidential student and employee information.

Trustees at no time should allow media on campuses without prior coordination and approval from the Board President and Superintendent.

Advance Notification

Board members shall notify the Superintendent prior to visiting a campus in an official capacity. The Superintendent or designee may accompany trustees during campus visits when appropriate. Trustees may, but are not required to, notify the Superintendent when attending publicly announced school events or activities that are open to the public.

Trustees Who Are Parents or Guardians

Trustees who are also parents or legal guardians of District students retain all rights afforded to parents under federal and state law. When acting in their capacity as a parent or guardian, trustees should clearly distinguish that role from their role as a member of the Board of Trustees. Trustees shall not use their elected position to obtain preferential treatment or to direct, influence, or supervise District employees regarding matters involving their own child or any other student.

Employee Interaction During Campus Visits

During campus visits, trustees should:

- Welcome opportunities to observe teaching and learning.
- Express appreciation for employees and volunteers.
- Direct operational questions to the Superintendent or appropriate administrator.
- Avoid giving directions to employees or requesting that staff alter normal operations.

Questions requiring research or administrative follow-up should ordinarily be submitted through the Superintendent.

Complaints Observed During Campus Visits

If a trustee observes a matter that raises concern during a campus visit, the trustee should communicate the concern to the Superintendent rather than attempting to investigate or resolve the matter independently. The Superintendent shall determine the appropriate administrative response and keep the Board appropriately informed, consistent with applicable law and confidentiality requirements.

Section 4-9: Complaints and Community Communications

Purpose

The Board of Trustees is committed to ensuring that concerns raised by students, parents, employees, and community members are addressed fairly, consistently, and in accordance with District policy and applicable law.

The Board recognizes that most concerns can and should be resolved at the administrative level through established District procedures. Trustees should encourage the use of these procedures while preserving their ability to remain impartial if a matter is later appealed to the Board.

Parent, Student, and Community Complaints

Trustee Responsibilities

When contacted by a parent, student, community member, or taxpayer regarding a complaint or concern, an individual trustee shall:

- Listen respectfully and professionally.
- Thank the individual for bringing the concern forward.
- Explain the District's established complaint procedures.
- Encourage resolution through the appropriate administrative channels.
- Avoid expressing opinions regarding the merits of the complaint.
- Avoid investigating or attempting to resolve the matter independently.
- Preserve impartiality in the event the matter is later appealed to the Board.

Trustees should explain that the Board serves as the final level of appeal for certain complaints under Board policy and must remain impartial in order to ensure a fair hearing.

Referral to Administration

The trustee should refer the individual to the appropriate administrator responsible for the matter. If the matter is of high concern, the trustee should also notify the Superintendent.

Whenever practical, the trustee should provide the Superintendent with:

- the name of the individual;
- contact information (if available);
- a brief description of the concern.

The Superintendent should acknowledge receipt of the referral and coordinate appropriate follow-up in accordance with District policy.

If the individual chooses not to provide contact information, the Superintendent may have limited ability to investigate or respond.

Superintendent Follow-Up

Upon receiving a referral, the Superintendent should:

- Contact the individual in a timely manner.
- Identify the applicable complaint policy.
- Explain the complaint process and available administrative remedies.
- Inform the referring trustee that appropriate follow-up has occurred, without disclosing confidential information.

Matters Involving the Superintendent or a Board Trustee

Complaints alleging misconduct by the Superintendent, unlawful discrimination, violations of law, or other matters within the Board's direct authority should be reported to the Board President and handled in accordance with applicable law and Board policy, in coordination with Board legal counsel.

Employee Complaints and Grievances

When contacted by an employee regarding a complaint or grievance, an individual trustee shall:

- Listen respectfully.
- Encourage the employee to follow the District's chain of command.
- Explain the applicable grievance procedures established by Board policy.
- Refrain from investigating or attempting to resolve the matter.
- Preserve impartiality should the grievance later be appealed to the Board.

Trustees should also explain that the District prohibits retaliation against individuals who file complaints or grievances in good faith, consistent with applicable law and Board policy.

Referral to the Superintendent

When appropriate or required by policy or law, employee complaints that cannot or should not be redirected to the appropriate administrator or process should be promptly referred to the Superintendent so that appropriate administrative actions may occur, unless the complaint involves allegations against the Superintendent or another

matter requiring different handling under Board policy or law. This notification should occur within **24 hours** and include sufficient information to permit appropriate action by administration.

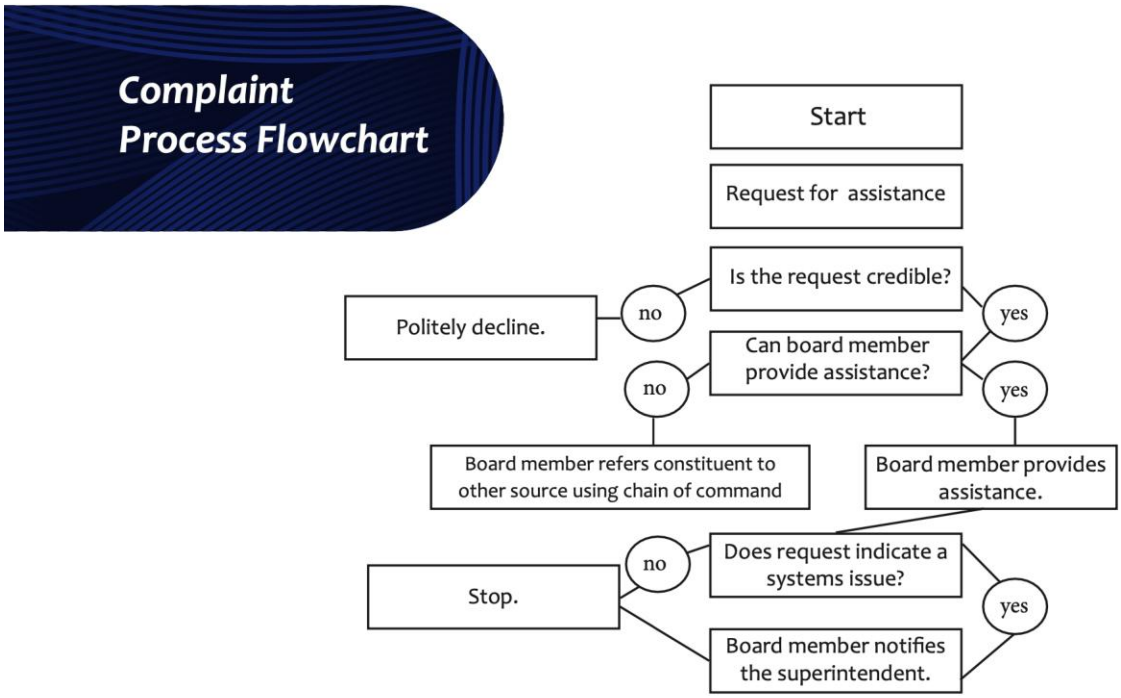
Community Feedback and Stakeholder Engagement

The Board encourages trustees to maintain open communication with students, parents, employees, taxpayers, business partners, and community organizations.
Trustees play an important role in listening to stakeholder perspectives and understanding community priorities. Community engagement helps the Board make informed governance decisions and strengthens public confidence in the District.

Trustees are encouraged to:

- Attend school and community events.
- Meet with constituents.
- Listen to suggestions and concerns.
- Encourage constructive dialogue.
- Share broad community themes with the Superintendent and Board.

Listening to stakeholders is a governance responsibility; directing District operations is not.



Section 4-10: Communications and Social Media

Purpose

Effective communication is essential to successful governance. The Board of Trustees is committed to maintaining open, timely, respectful, and lawful communication among trustees, the Superintendent, District employees, the media, and the community.

All communications should support the District's Mission, Vision, Portrait of a Graduate, Student Outcome Goals, and the Board's responsibility to govern by majority rule in the best interests of all students.

Communication Between the Board and the Superintendent

The Board and Superintendent function as a governance team. Regular communication promotes trust, informed decision-making, and effective governance. The Superintendent and Board President should communicate regularly, regarding matters affecting the District, Board operations, and upcoming governance activities. Trustees shall initiate communications with the Superintendent using the procedures below. The Superintendent shall keep the Board appropriately informed of significant District developments, with the timing, content, and method of updates taking into account operational needs, verification of facts, confidentiality requirements, and required notifications. Trustees shall protect confidential information received in these updates and shall not treat preliminary information as confirmed or an internal update as authorization for public disclosure. This provision does not limit access to information required by law.

The Superintendent should provide trustees with a regular written update summarizing significant District activities, upcoming events, operational developments, legislative matters, and other information that supports effective governance. The purpose of these updates is to keep all trustees equally informed between Board meetings.

Governance Communications with the Board President

Trustees shall direct questions and communications concerning Board governance, procedures, agendas, assignments, and coordination of Board activities to the Board President. The Superintendent shall not be used as an intermediary to relay questions, concerns, or messages that should be communicated directly to the Board President.

Requests for District information shall continue to follow Section 4-7, including its direction to submit requests to the Superintendent and Board President. Communications concerning District administration and operations shall follow the procedures below.

Trustee Communications with the Superintendent

The Board’s role is to govern and oversee the District through collective action, including establishing goals, adopting policy, approving the budget, and evaluating the Superintendent. The Superintendent is responsible for the District’s day-to-day administration and operations. Individual trustees shall respect that distinction and shall not use communications with the Superintendent to direct staff, manage operations, or commit the District to a course of action without Board authority.

These communication procedures support informed governance while allowing the Superintendent to focus on students, staff, safety, and District operations. Frequent interruptions, repeated requests, and demands for immediate responses to routine matters can divert attention and staff resources from those responsibilities.

Although the Superintendent is available around the clock for emergencies, trustees shall exercise discretion and respect that availability. It does not create an expectation of immediate responses to routine matters or unrestricted access to the Superintendent's time. Nonemergency communications outside regular business hours should be reserved for matters that reasonably require attention before the next business day.

Trustees shall match the communication method to the urgency of the matter, consolidate routine questions when practical, and submit them through District email. Governance questions shall be directed to the Board President. These procedures preserve trustees' lawful access to information while promoting clear communication, appropriate role boundaries, and responsible use of District time and resources.

Notifications and Direction to the Superintendent

Individual trustees may notify the Superintendent of concerns or information related to the District's day-to-day operations. Such communications are notifications, not directives or assignments. No individual trustee may independently task the Superintendent, direct staff, require a particular operational response, or establish priorities on behalf of the Board.

Responsibility for evaluating and handling operational matters rests with the Superintendent, who determines the appropriate response, staff involvement, and timing, consistent with applicable law, Board policy, and lawful Board direction. A trustee's notification does not transfer responsibility for managing the matter to that trustee. Requests for information shall follow the procedures in this Manual and applicable law.

Phone Calls for Emergencies

Call when a matter requires immediate attention because of an imminent threat to safety or a serious disruption to District operations. Examples include:

• A credible threat of immediate violence or harm involving a District campus, event, student, or employee.

• A fire, serious accident, or other emergency affecting District property or activities.

• An unfolding situation requiring immediate District coordination that the Superintendent may not yet know about.

When emergency assistance is needed, contact 911 or the appropriate emergency responders first. Trustees shall not delay emergency reporting or attempt to direct the response.

Text Messages for Urgent Matters

Text when a matter needs prompt attention but does not present an immediate emergency. Examples include:

• A time-sensitive concern about District operations that needs attention before the next business day, such as a reported transportation delay affecting students when normal administrative contacts are unavailable.

• A time-sensitive development affecting a District event occurring that day.

• A matter with an unavoidable same-day deadline that the Superintendent may not yet know about.

• A time-sensitive media inquiry concerning District operations or an unfolding incident. Include the outlet, topic, and deadline, and refer the reporter to the District's designated spokesperson. Inquiries concerning official Board actions shall be directed to the Board President.

Texts should briefly identify the issue and explain why prompt attention may be needed. Detailed information and supporting documents should be sent by District email.

Email for Routine Matters

Use the trustee's District email account for all other District or Board business directed to the Superintendent. Examples include:

• Requests for records, reports, data, or background information under Section 4-7.

• Questions seeking administrative information about agenda items, policies, budgets, programs, or District operations.

• Requests to schedule meetings with the Superintendent, campus visits, or other administrative activities.

• Constituent concerns that do not involve an immediate safety threat or an unavoidable same-day deadline, following the referral procedures in Section 4-9.

• Suggestions, proposals, and follow-up questions or documentation concerning District administration or operations.

A preference for a quick response does not, by itself, make a routine matter urgent. Governance questions shall be directed to the Board President as provided above.

Superintendent's Response

These requirements govern how trustees initiate communications. They do not restrict the Superintendent's choice of communication method or response time. The Superintendent may respond by phone, text, email, or another appropriate method at a time that best fits her schedule and operational responsibilities, subject to applicable legal deadlines.

Trustees shall respect the Superintendent's time outside regular business hours. When follow-up or supporting documentation is needed after a call or text, the trustee shall provide it by District email. These procedures do not prevent scheduled meetings or participation in Board meetings and workshops.

All communications remain subject to applicable confidentiality, records-retention, and public-information requirements. These procedures do not supersede specific communication restrictions imposed by an operative Board resolution or controlling court order.

District Email

Except for emergency calls, urgent texts, and meetings permitted by this section, trustees shall initiate official District business through their assigned Judson ISD email accounts. The use of District email supports transparency, records retention, and compliance with the Texas Public Information Act.

Media Communications

The Board values accurate, timely, and transparent communication with the public.

Official Spokespersons

Unless otherwise authorized by Board action:

- The **Board President** serves as the official spokesperson for the Board.
- The **Superintendent or designee** serves as the official spokesperson for District operations.

Media requests concerning official Board actions shall be referred to the Board President. Requests concerning District operations, students, employees, or incidents shall be referred to the Superintendent or designated District spokesperson.

Handling Media Inquiries

Trustees shall promptly forward the reporter's name, outlet, topic, contact information, and deadline to the appropriate spokesperson. Time-sensitive inquiries shall be communicated under the urgent-text procedures in this section, with supporting material sent by District email.

Requests to confirm a detail, review a reporter's account, provide background, or speak "off the record" are media inquiries. Those descriptions do not authorize disclosure of protected information. Trustees may direct reporters to public District statements and accurately identify information already released, without adding protected or unverified details.

These procedures govern official District responses and protection of information. They do not require approval of a trustee's lawful personal opinions, voting explanations, or statements based on publicly available information.

Individual Trustee Media Communications

Individual trustees retain the right to express their personal opinions.

When speaking with the media, trustees shall:

- Clearly state they are speaking as an individual trustee unless authorized to represent the Board.
- Distinguish personal opinions from official Board positions.
- Avoid speculation regarding future Board actions.
- Accurately represent actions already taken by the Board.
- Not disclose confidential information.

Once the Board has acted, trustees should accurately describe the Board's action while recognizing that individual trustees may explain the reasons for their own vote in a respectful manner.

Confidential and Preliminary Information

Trustees shall safeguard student information, privileged communications, personnel information, and safety or security information to the extent protected by applicable law. This obligation applies to oral statements, messages, attachments, screenshots, photographs, and summaries as well as original records.

A "confidential" marking alerts trustees to handling concerns; the marking alone does not establish a legal exemption from disclosure. Questions about whether information may be disclosed shall be directed to the Board President for referral to Board legal counsel before disclosure. Review shall not be used to obstruct legally required disclosure or lawful reports to oversight or law-enforcement authorities.

Information identified as preliminary or unconfirmed shall not be presented as an established fact. Trustees shall avoid circulating internal incident updates as official public accounts and shall refer requests for operational confirmation to the designated spokesperson. Where information is legally public, these procedures do not create a new legal confidentiality restriction.

Protected information shall be stored and transmitted using District-approved accounts and secure methods. Trustees shall not forward protected material to personal accounts, unauthorized recipients, or unapproved services. Access shall be limited to persons authorized to receive it.

Student and Emergency Incidents

The Superintendent or designee shall coordinate operational updates, public statements, and notifications to affected families in accordance with applicable law and emergency procedures. Trustees shall promptly pass along material safety information through the emergency or urgent communication procedures and shall avoid interfering with responders or independently directing staff.

Trustees shall refer incident inquiries to the designated spokesperson and avoid releasing protected information or additional unconfirmed details from internal updates. The District's communication sequence should prioritize legally required notifications and timely information to affected families while accounting for immediate public-safety needs. It does not delay emergency reporting, legally required disclosure, or lawful reports to authorities.

Requests for Board updates should be consolidated when practical. The Superintendent shall provide appropriate updates when operational conditions permit; trustees shall not repeatedly contact staff engaged in the response for information that can be provided through that process.

Communication with the Public

Trustees are encouraged to maintain open communication with the community while respecting applicable law and Board policy.

Trustees should:

- Listen respectfully.
- Encourage constructive dialogue.
- Explain District procedures.
- Refer complaints through established channels.
- Maintain professionalism in all public interactions.

Trustees shall not:

- Discuss confidential personnel matters.
- Disclose protected information received in their official capacity.
- Discuss confidential student information.
- Commit the Board or District to any action without Board authorization.

Vendor Communications

To promote fairness, consistency, and transparency, trustees should avoid conducting substantive District business with current or prospective vendors outside established procurement processes.
Requests for meetings with vendors regarding District business should ordinarily be coordinated through the Superintendent or the Superintendent's designee.

Anonymous Communications

The Board encourages open and transparent communication from members of the community.
Anonymous communications generally shall not serve as the basis for Board discussion or action.
However, anonymous communications containing credible allegations involving student safety, employee misconduct, financial impropriety, legal compliance, or other significant matters may be referred to the Superintendent, Board, or legal counsel for appropriate review.
This provision does not prevent the District from responding to anonymous reports through established reporting mechanisms or as otherwise required by law.

Social Media

Social media provides valuable opportunities for trustees to communicate with the community while presenting unique governance and legal considerations.

Trustees should exercise sound judgment and professionalism when communicating online.

Trustees Should:

- Clearly distinguish personal opinions from official Board positions.
- Remember that only the Board President is authorized to speak for the Board unless otherwise directed by the Board.
- Share only information that has already been publicly released or that is otherwise authorized for public disclosure.
- Encourage community members to use established District communication and complaint procedures.
- Maintain professionalism and civility.
- Respect confidential and protected information.

Trustees Should Not:

- Deliberate District business with a quorum of trustees through social media or electronic communications.
- Express conclusions on pending matters that may later come before the Board for consideration or appeal.
- Disclose confidential or protected information.
- Criticize fellow trustees, employees, students, or community members in a manner inconsistent with the Board's commitment to professionalism.
- Create the appearance that they are speaking on behalf of the Board without authorization.

Records Retention

Electronic communications related to District business, including social media posts when applicable, may constitute public records and shall be retained in accordance with the District's records retention schedule and applicable law.

Trustees shall immediately report suspected loss, compromise, or unauthorized disclosure of District information, including misdirected messages or lost devices, to the Superintendent or designated technology/security contact and notify the Board President.

Texas Law

Trustees should remember that:

- Electronic communications among a quorum of the Board regarding District business may violate the **Texas Open Meetings Act**.
- Communications relating to official District business may be subject to the **Texas Public Information Act**.
- Confidential information received through Board service may not be disclosed unless authorized by law.

Section 4-11: Trustee Training and New Trustee Orientation (To Be Published).

PART V

Accountability & Leadership

Measuring Results. Strengthening Governance. Building Public Trust.

Texas Framework for School Board Development

Primary Domains: Progress & Accountability • Advocacy & Engagement

Supporting Domains: Visionary Leadership • Unity of Purpose

Board Standard: Effective school boards monitor progress toward student outcomes, evaluate organizational performance, exercise responsible stewardship of public resources, foster ethical leadership, and continuously improve governance practices.

Section 5-1: Accountability as a Governance Responsibility

Governance is measured not by the number of meetings held or policies adopted, but by the results achieved for students and the confidence earned from the community.

The Board's responsibility extends beyond establishing goals. Trustees must regularly monitor progress, evaluate organizational performance, and ensure that District resources remain aligned with strategic priorities.

Effective accountability requires the Board to:

- Monitor Student Outcome Goals.
- Evaluate financial performance.
- Assess organizational health.
- Evaluate the Superintendent.
- Evaluate its own governance effectiveness.
- Maintain transparency with the community.

The Board focuses on **results rather than activities**, asking not only *what the District is doing*, but *whether those efforts are improving student outcomes.*

Section 5-2: Monitoring Student Outcomes (To Be Published, Board Performance Management Calendar)

Section 5-3: Financial Stewardship (To Be Published, Board Performance Management Calendar)

Section 5-4: Superintendent Evaluation (To Be Published)

Section 5-5: Board Self-Assessment (To Be Published)

Section 5-6: Ethical Leadership

Trustees are entrusted with significant public responsibility and are expected to demonstrate the highest standards of integrity and professionalism.

Trustees shall communicate honestly and accurately and shall not knowingly make false or materially misleading statements in conducting Board business.
Ethical leadership requires trustees to:

- Place students and the District above personal interests.
- Comply with all applicable laws and Board policy.
- Maintain confidentiality when required.
- Avoid conflicts of interest.
- Treat colleagues, employees, students, and community members with respect.
- Conduct themselves in a manner that strengthens public confidence.

Board members will sign the Board Code of Ethics annually (see Appendix C).

The Board's reputation is shaped not only by its decisions, but also by how those decisions are made.

Section 5-6A: Trustee Accountability and Compliance with Board Directives

Standards of Conduct

Trustees shall comply with applicable law, Board policies, this Manual, and lawful Board resolutions and directives. Disagreement with a Board decision does not excuse noncompliance with an applicable requirement. This section shall not be used to penalize lawful dissent, voting positions, or the good-faith exercise of a trustee's rights and responsibilities.

Reporting and Review

Concerns regarding trustee misconduct shall be submitted in writing to the Board President and should identify the conduct, the requirement allegedly violated, and available supporting information. Concerns involving the Board President shall be submitted to the Vice President. If both are subjects of the concern, it shall be submitted to the Secretary. If all officers are subjects or unavailable, a trustee may submit the concern directly to Board legal counsel for guidance on placing the matter before the Board through a lawful agenda and meeting process.

The receiving officer shall consult with Board legal counsel regarding appropriate review and handling. Relevant records shall be preserved, and confidential or privileged information shall be protected throughout the process.

The receiving officer shall coordinate referral without deciding the merits. An officer who is the subject of a concern shall not screen or approve its referral. Any outside investigator, scope of work, and expenditure requiring Board authorization shall be approved through lawful Board action; existing delegated authority may be exercised within its limits. These routing provisions do not automatically disqualify a trustee from participation or voting where law permits participation.

An isolated, minor concern may be addressed through clarification or counseling. Serious misconduct, repeated violations, or alleged failure to comply with a prior Board directive may be presented directly to the Board without first completing informal steps.

Notice and Opportunity to Respond

Before the Board determines whether a violation occurred, the trustee shall receive written notice identifying the alleged conduct and applicable requirements and a reasonable opportunity to respond and provide relevant information.

Board consideration shall occur at a properly posted meeting. Closed-session deliberations shall occur only when authorized by law, and final action shall be taken in open session.

Board Action

After considering the available information and the trustee’s response, the Board may determine that no further action is warranted or may adopt findings and take action within its lawful authority.

Depending on the nature, severity, recurrence, and consequences of the conduct, action may include a written admonishment, public censure, corrective training, a written compliance plan, or other measures authorized by law and Board policy. Suspected violations of law may be referred to the appropriate authorities.

Any corrective resolution shall identify:

• The conduct and requirements supporting the Board’s findings;

• The corrective actions required;

• The effective date, deadlines, and duration of each measure;

• The documentation required to establish compliance;

• The person responsible for receiving documentation and reporting compliance to the Board; and

• The effect, if any, on previously adopted resolutions or measures.

Compliance with Prior Board Action

Trustees subject to corrective measures shall complete each requirement by its stated deadline and provide the required documentation. Any claimed inability to comply shall be promptly explained in writing to the Board President, with supporting information and any requested modification. A request for modification does not itself change or suspend the requirement.

Alleged noncompliance may be presented to the Board for further review under this section. Upon finding noncompliance, the Board may adopt a new resolution of censure, amend an existing resolution, or impose additional lawful corrective measures.

An extension or renewal must be expressly approved by Board action and state its effective date and duration. Previously adopted measures remain in effect according to their terms unless expressly modified, superseded, or affected by applicable law or a controlling court order.

Limits on Enforcement

Nothing in this section authorizes removal from elected office, restriction of statutory trustee rights, or interference with legally required duties. Any proposed restriction on access, participation, assignments, or District-funded activities shall receive legal review before adoption.

Section 5-7: Continuous Governance Improvement

The Board is committed to continuously improving its governance practices. Board Governance Calendar to be published.

Appendix A: Board Decision-Making Framework

Before taking Board action, every trustee should ask:

Legal

☐ Is the action authorized by law?
☐ Is it consistent with Board policy?

Strategic

☐ Does it support our Mission?
☐ Does it advance our Vision?
☐ Does it strengthen our Portrait of a Graduate?
☐ Will it improve Student Outcome Goals?

Financial

☐ Is it fiscally responsible?
☐ Is it sustainable?
☐ Does it align with Board priorities?

Governance

☐ Is this a Board responsibility?
☐ Does it respect the Superintendent's role?
☐ Will it strengthen public trust?

Appendix B: Agenda Request Form

Trustee Agenda Item Request Form

Requesting Trustee	Date	Requested Meeting
_____	_____	_____

Agenda Request

_____

_____

Purpose of Request

_____

_____

Requested Board Action

☐ Information Only ☐ Discussion ☐ Action

Strategic Alignment

☐ Mission ☐ Vision ☐ Student Outcome Goals ☐ Portrait of a Graduate
☐ Budget ☐ Policy ☐ Legal Requirement

Background / Rationale

_____

_____

Supporting Documents Needed

☐ None ☐ Attached ☐ Staff Report Requested _____

Requested Presenter(s). _____

Superintendent Review	Board President Review
Comments: _____ _____	Disposition: ☐ Agenda ☐ Deferred ☐ More Information

Governance Check

☐ Is this a governance matter?
☐ Does it align with Board priorities?
☐ Does Board action or direction appear necessary?

Appendix C: Board Ethics Commitment

By signing below, I affirm that I have read, understand, and voluntarily commit to uphold the ethical standards contained in this Board Ethics Commitment. I recognize that service as a Trustee of the Judson Independent School District is a public trust. I therefore pledge to conduct myself in a manner that reflects honesty, integrity, professionalism, transparency, accountability, and respect for the law.

	As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards:
Equity In Attitude	• 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.
Trustworthiness In Stewardship	• 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.
Honor In Conduct	• 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.
Integrity Of Character	• 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.
Commitment To Service	• 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. • I will seek continuing education that will enhance my ability to fulfill my duties effectively.
Student-Centered Focus	• I will be continuously guided by what is best for all students of the District.

Trustee Affirmation

I voluntarily affirm this commitment and pledge to faithfully uphold these ethical principles throughout my service as a Trustee of the Judson Independent School District.

Printed Name: _____ **Signature:** _____

Office/Place: _____ **Date:** _____

Appendix D: Board Meeting Norms

Student-Centered

- Keep students at the center of every decision.
- Align decisions with the Mission, Vision, Portrait of a Graduate, and Student Outcome Goals.
- Focus on long-term student success.

Professional

- Treat one another with dignity and respect.
- Listen actively and assume positive intent.
- Address issues—not individuals.

Prepared

- Read agenda materials in advance.
- Review supporting information.
- Come prepared with governance questions.

Governance Focused

- Focus on governance—not administration.
- Respect the Superintendent's operational authority.
- Evaluate results rather than direct implementation.

Collaborative

- Encourage participation by every trustee.
- Communicate honestly and respectfully.
- Share information that benefits the full Board.

Responsible Before Voting

- ☐ Aligned with our Mission and Vision?
- ☐ Improves student outcomes?
- ☐ Fiscally responsible?
- ☐ Within the Board's governance role?
- ☐ In the best interests of all students?

Unified

- Respect the Board's decision.
- Support lawful Board action.
- Maintain professionalism in public.

Trustworthy

- Protect confidential information.
- Follow Board policy and Texas law.
- Strengthen public confidence through ethical leadership.

Appendix E: Board Meeting Exit Ticket

JUDSON ISD
Board Meeting Exit Ticket

Continuous Improvement Through Reflection

Meeting Date	Meeting Type	Trustee (Optional)	Overall Meeting (1–5)
_____	_____	_____	_____

Instructions: Check one rating for yourself and one for the Board. 1 = Needs Improvement • 5 = Excellent

Reflection	Self	Board
Focused on student outcomes	☐1 ☐2 ☐3 ☐4 ☐5	☐1 ☐2 ☐3 ☐4 ☐5
Prepared for the meeting	☐1 ☐2 ☐3 ☐4 ☐5	☐1 ☐2 ☐3 ☐4 ☐5
Respected colleagues	☐1 ☐2 ☐3 ☐4 ☐5	☐1 ☐2 ☐3 ☐4 ☐5
Asked strategic questions	☐1 ☐2 ☐3 ☐4 ☐5	☐1 ☐2 ☐3 ☐4 ☐5
Avoided operational management	☐1 ☐2 ☐3 ☐4 ☐5	☐1 ☐2 ☐3 ☐4 ☐5
Demonstrated responsible stewardship	☐1 ☐2 ☐3 ☐4 ☐5	☐1 ☐2 ☐3 ☐4 ☐5
Aligned with Mission, Vision & Portrait	☐1 ☐2 ☐3 ☐4 ☐5	☐1 ☐2 ☐3 ☐4 ☐5
Strengthened public confidence	☐1 ☐2 ☐3 ☐4 ☐5	☐1 ☐2 ☐3 ☐4 ☐5

⭐ **One thing we did well:**

_____

🎯 **One thing we should improve:**

_____

📌 **Future agenda topic or governance training:**

_____

Leading with Purpose • Governing with Integrity • Focused on Student Success