

Board Workshop  
Monday, September 9, 2024 5:00 PM

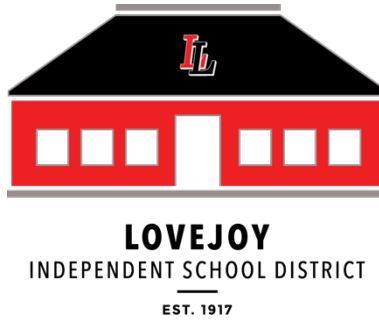
Carrie L. Lovejoy Child Development Center:  
Library  
256 Country Club Road  
Allen, TX 75002

## Agenda

1. Call to Order  
**Presenter:** Barrett Owens, President
2. Roll Call and Announcement by President that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner as required by law  
**Presenter:** Barrett Owens, President
3. Closed Session, Gov't. Code 551.071-551.084. The Board May Retire into Closed Session in Accordance with the Texas Open Meetings Act  
**Presenter:** Barrett Owens, President
  - 3.A. 551-071 For the purpose of a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the Board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings.
    - 3.A.1. Consultation with Attorney on Resolution Agreement.
    - 3.A.2. Consultation with Attorney on Review of Continuum of Services.
    - 3.A.3. Consultation with Attorney on HB 1605 and EFA (LOCAL).
    - 3.A.4. Consultation with Attorney on Texas Education Code § 28.00062 and HB 1605.
  - 3.B. 551-072 For the purpose of deliberating the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the District in negotiations with a third person.
  - 3.C. 551-073 For the purpose of deliberating a negotiated contract for a prospective gift donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
  - 3.D. 551-074 For the purpose of deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.
    - 3.D.1. Evaluation of employees.
    - 3.D.2. Application of Board Operating Procedures.
  - 3.E. 551-076 For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.
  - 3.F. 551-082 For the purpose of deliberating in a case involving discipline of a public school child, or in which a complaint or charge is brought against a District employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this

purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.

- 3.G. 551-0821 For the purpose of deliberating a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.
- 3.H. 551-083 For the purpose of discussing or deliberating the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 3.I. 551-084 For the purpose of excluding a witness from a hearing during the examination of another witness.
4. Return to Open Meeting for Action, If Necessary, On Matters Discussed In Closed Session  
**Presenter:** Barrett Owens, President
5. Pledges and Recognition of Patriots' Day for September 11, 2024  
**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction
6. Public Comments Related to September 9, 2024 Agenda Items  
**Presenter:** Rodricka Taylor, Coordinator for the Superintendent and Board Services



# Public Comment Procedures

## Workshops and Special Meetings

### Submitting for Public Comment

Any individual seeking to speak during the public comment session of a workshop or special meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice.

Public comment cards must be completed in their entirety with accurate and truthful information and must designate the specific agenda item.

The Board will provide speakers that submit a public comment card on an agenda item the opportunity to speak prior to the Board's consideration of the item in the order in which they were received.

Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual gets one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items.

If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting.

The comments made by speakers at public comment reflect the opinions solely of the speaker and not the Board of Trustees as a governing body or the District.

### Order of Agenda and Limitations

The Board reserves the right to change the order of the agenda items on the notice of meeting and / or defer agenda items until a later date.

Each speaker will be provided up to three minutes to address the Board of Trustees unless more than 10 speakers sign up to speak, in which case, the presiding officer reserves the right to reduce the time allotted to each speaker to no less than one minute per speaker. (Board Policy BED (LOCAL)).

If at any time, in the opinion of the presiding officer, the individual speaker is attempting to address a non-agenda item in the agenda item public comment period, the presiding officer or designee may stop the speaker.

### **Disruptive Behavior**

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement.

It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

Conduct defined by Texas Penal Code §42.01 and Board Policies BED (LEGAL) and BED (LOCAL).

Failure to yield the podium at the conclusion of the time allotted to a speaker at public comment constitutes a disruption and will be addressed accordingly.

Comments made to the Board of Trustees by meeting attendees and/or speakers outside of the designated public comment periods during a meeting constitute a disruption.

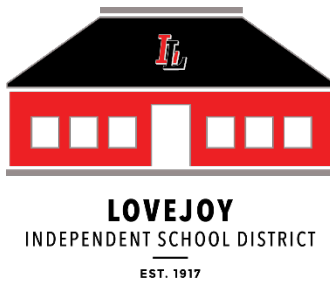
### **Board's Response to Public Comment**

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting. The Board may also refer a speaker to a staff member in authority over the issue.

For specific complaints or concerns, speakers are encouraged to utilize the District's appropriate grievance procedures and policies set forth in Board Policies FNG (LOCAL), DGBA (LOCAL), and GF (LOCAL).

### **Statement of Non-Discrimination**

The Board does not discriminate against speech on the basis of viewpoint.



## **School Board Public Comments Sign In September 9, 2024**

The Board of Trustees encourages public comment. All public comment at a meeting other than a regularly scheduled meeting should be limited to agenda items posted for the meeting. By signing up to provide public comment at a Board meeting, you are acknowledging and accepting the procedures for public comment available online at [lovejoyisd.net](http://lovejoyisd.net).

Any individual seeking to speak during the public comment session of a regular board meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice. Public comment cards must be completed in their entirety with accurate and truthful information and must designate whether the speaker is speaking on a specific agenda item. Failure to designate an agenda item relevant to the speaker's comments will result in the classification of the public comment as a non-agenda item comment, to be heard at a later time in the meeting. Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual will have one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items. If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting. All speakers will be limited to no more than three minutes. The presiding officer reserves the right to reduce the number of minutes per speaker to no less than one minute per speaker in order to maintain effective meeting management. The speakers will be recognized in the order in which each person signs up. If there are more speakers than time allotted for public comment, the amount of time per speaker may be reduced, as determined appropriate by the Board of Trustees. If time does not allow for you to speak at public comment, the Board of Trustees may allot additional time for public comment or defer specific agenda items for review at a subsequent meeting in an effort to allow more public comment, as determined necessary by the Board. This public comment card will not be maintained from one meeting to the next and is only applicable to the meeting on the date in which it was submitted.

If you have a specific concern related to an employee of the District or a specific student issue, you are encouraged to utilize the District's grievance procedures provided in Board Policies DGBA (LOCAL), FNG (LOCAL), and GF (LOCAL) or applicable grievance process. Each grievance procedure allows for an individual to redress grievances with the Board of Trustees. All relevant policies are available online at [lovejoyisd.net](http://lovejoyisd.net).

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The Board of Trustees appreciates your active participation in the school district.

**\*I wish to address the Board about an agenda item on the September 9, 2024 agenda.**

**I wish to speak about agenda item #\_\_\_\_\_ which is titled:**

---

**\*I wish to participate in the open forum by speaking about the following topic:**

---

**First and Last Name:**

---

**Address:**

---

**Phone:**

---

**Organization and Campus(es) your student(s) attend (if applicable):**

---

**Printed Name & Signature (Acknowledging you have read the procedures above)**

**Print:**

**Signature:**

**Date:**

---

7. Presentation: Leadership Lovejoy and Board Academy  
**Presenter:** Katie Kordel, Superintendent

# Leadership Lovejoy and Board Academy

---

**KATIE KORDEL**  
SUPERINTENDENT

**September 9, 2024**  
Board Workshop



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  

---

**EST. 1917**



# Leadership Lovejoy

## *Leadership of Class '25*

Leadership Lovejoy is designed to provide community participants with a comprehensive overview of the school district by department and district leadership. One of the many reasons Lovejoy ISD is uniquely special is the level of parent and community engagement. Connection and community matter in Lovejoy ISD. Leadership Lovejoy is a strategic investment in the relationship we have with our stakeholders. Additionally, it serves as comprehensive initial training for those interested in serving as a school board trustee. The objective is to provide information as well as an opportunity to ask questions in an interactive format. The structure of Leadership Lovejoy is in-person, full-day, workshops.

---

# Leadership Lovejoy

[Apply Now!](#)

*Leadership of Class '25*

## Learn about Lovejoy ISD

Mission and Goals  
Curriculum & Instruction  
Operations  
Finance  
Human Resources  
Student Services

## Tours

Campuses  
Child Development Center  
District Facilities  
Leopard Stadium  
Field House  
Fine Arts Gallery  
Transportation

---

# Leadership Lovejoy



## Schedule

- Tuesday, October 8, 2024 | 8:30am-2:00pm
- Thursday, November 7, 2024 | 8:30am-2:00pm
- Wednesday, December 4, 2024 | 8:30am-2:00pm
- Tuesday, February 11, 2025 | 8:30am-2:00pm
- Tuesday, April 1, 2025 | 8:30am-2:00pm
- Monday, April 28, 2025 | 7:00 p.m. Recognition at Board Meeting



# Leadership Lovejoy

# Application

There is a cost of \$90.00 to cover the cost of the program. As part of the Leadership Lovejoy program, you will receive a name tag, t-shirt, light breakfasts, and lunches.

Applications for Leadership Lovejoy '25 are now open. Please visit the following link to apply.

**Applications close at 9:00 a.m. on Tuesday, October 1st.**

**[LEADERSHIP LOVEJOY APPLICATION](#)**

# Lovejoy ISD Board Academy



**Wednesday, December 4, 2024 from 1:00 p.m. to 3:00 p.m.**  
**Lovejoy Child Development Center Library**

The Lovejoy ISD Board Academy is designed for anyone considering public service on the Board of Trustees as well as those that would like to learn more about local school district governance. School Board members will explain the roles and responsibilities of serving on the Board, review the state-required training requirements, and discuss the difference between Board oversight and day-to-day operations of the district. Information will also be shared on the guidelines, logistics, and timelines to run for a Board seat. The School Board Academy will be offered as a separate event. You do not need to be part of Leadership Lovejoy to participate. We ask that you pre-register so that our preparations support a meaningful experience for all that attend. Pre-registration is available at this link [HERE](#).



Thank You

8. Presentation: Student Academic Achievement

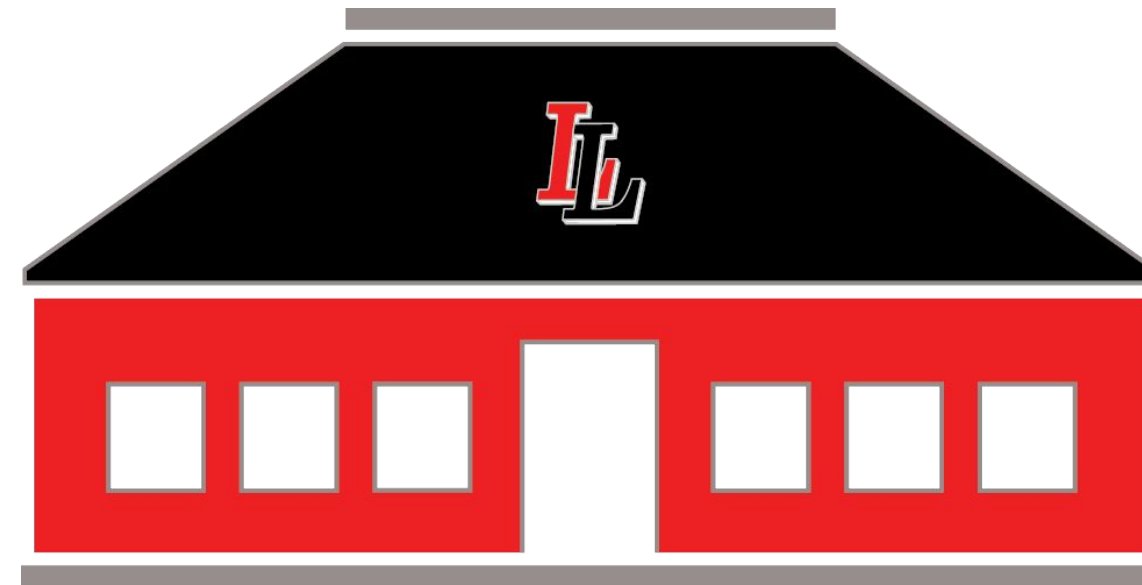
**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction

# Student Academic Achievement

---

**DR. LAURIE TINSLEY**  
ASSISTANT SUPERINTENDENT OF  
CURRICULUM AND INSTRUCTION

**September 9, 2024**  
Board Workshop



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  

---

**EST. 1917**





# UPDATE

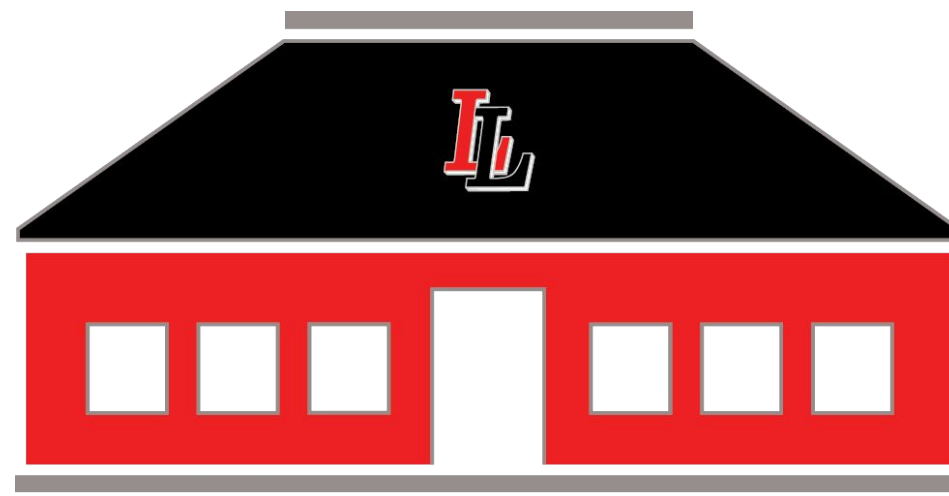
## 2024 A-F State Accountability Report

Travis County District Court Judge issued a Temporary Restraining order (TRO) barring TEA from issuing 2024 A-F Accountability Ratings. Specifically, the TRO states:

*the Commissioner of Education and his officers, agents, servants, employees, and attorneys are restrained from assigning and/or issuing and/or distributing A-F performance ratings for the 2023-24 school year until a hearing can be held on Plaintiffs' request for a temporary injunction....*

**Bottom line:** TEA is prohibited from issuing 2024 A-F Accountability ratings until the court issues a follow up Order after the hearing scheduled for September 16, 2024. The TRO remains in place for the time being.





**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  

---

EST. 1917

We are committed to the  
academic growth of each  
Lovejoy ISD student.

# **ACADEMIC GROWTH**

Shows the amount of growth students make from year to year.



# STAAR PERFORMANCE

STAAR performance standards relate levels of test performance to the expectations defined in the Texas Essential Knowledge and Skills.

QUESTIONS	
1-	A B C D
2-	A
3-	A
4-	A
5-	A
6-	A



# LISD 2024 STAAR READING PERFORMANCE

## District Results

	Approaches		Meets		Masters	
	2024	2023	2024	2023	2024	2023
<b>Grade 3</b>	98%	96%	85%	82%	51%	49%
<b>Grade 4</b>	97%	95%	84%	80%	59%	50%
<b>Grade 5</b>	94%	97%	79%	85%	54%	54%
<b>Grade 6</b>	95%	99%	89%	92%	61%	63%
<b>Grade 7</b>	95%	99%	90%	92%	69%	69%
<b>Grade 8</b>	99%	98%	91%	94%	66%	70%
<b>English I</b>	97%	97%	91%	94%	44%	50%
<b>English II</b>	96%	98%	91%	92%	23%	28%

# LISD READING PERFORMANCE

- Student achievement gains were made on STAAR Reading in grades 3-6 comparing the 2023 and 2024 STAAR assessment results.
- Lovejoy ISD ranks 3rd in Texas for 2024 3rd Grade Reading STAAR performance. (Among districts with 50 or more students in the tested area.)
- 3rd, 4th and 6th grade STAAR reading results increased in “approaches” “meets” and “masters” from 2023 to 2024.
- 5th grade STAAR reading increased in “masters” from 2023-2024.
- Grade 5 STAAR reading decreased in “meets” from 2023-2024.
- Secondary STAAR and EOC performance remained consistent from 2023-2024 within five percentage points, with the exception of English I EOC.

# LISD 2024 STAAR MATH PERFORMANCE



## District Results

	Approaches		Meets		Masters	
	2024	2023	2024	2023	2024	2023
<b>Grade 3</b>	97%	95%	86%	86%	50%	58%
<b>Grade 4</b>	98%	96%	90%	89%	59%	68%
<b>Grade 5</b>	93%	97%	74%	86%	37%	56%
<b>Grade 6</b>	95%	98%	81%	87%	45%	61%
<b>Grade 7</b>	86%	74%	69%	44%	19%	3%
<b>Grade 8</b>	94%	99%	86%	92%	62%	59%
<b>Algebra I</b>	99%	100%	90%	94%	67%	81%



# LISD MATH PERFORMANCE



- Grades 3 and 4 maintained consistent performance or increased in both the “approaches” and “meets” performance levels.
  - Significant increases in all performance levels, “approaches” and above, for Grade 7 mathematics.
  - Grade 8 mathematics increase in “masters”. Slight decline in the “approaches” and “meets” performance levels.
  - Grades 3-6 and Algebra I had a decrease in “masters” performance level.
- 
- 

# LISD 2024 STAAR SOCIAL STUDIES PERFORMANCE

## District Results

	Approaches		Meets		Masters	
	2024	2023	2024	2023	2024	2023
<b>Grade 8</b>	94%	94%	68%	69%	45%	49%
<b>US History</b>	100%	99%	93%	97%	69%	71%



# LISD SOCIAL STUDIES PERFORMANCE



- Secondary STAAR and EOC performance results remain consistent from 2023-2024, within five percentage points.
- All students received an “approaches” performance level or higher on the US History EOC exam.
- Slight decrease in “masters” performance level on 8th grade SS and US History EOC.



# LISD 2024 STAAR SCIENCE PERFORMANCE



## District Results

	Approaches		Meets		Masters	
	2024	2023	2024	2023	2024	2023
<b>Grade 5</b>	80%	94%	47%	75%	23%	47%
<b>Grade 8</b>	97%	98%	81%	85%	38%	46%
<b>Biology</b>	99%	100%	92%	94%	46%	56%



# LISD SCIENCE PERFORMANCE



- Grade 5 decreased in “masters”, meets, and approaches level (both state and district)
  - Secondary STAAR and EOC performance remained consistent from 2023-2024, within five percentage points, with the exception of Grade 8 and Biology “masters” performance.
  - Grade 8 Science “masters” performance dropped eight percentage points.
  - Biology “masters” performance dropped 10 percentage points.
  - Overall performance for 5th grade Science is an area of needed improvement and focus.
- 
- 

# LOVEJOY ISD 2024 SAT SUMMARY

## SAT COMPOSITE SCORES

	Total	ERW	Math
<b>Class of 2024</b>			
LHS	1142	575	567
National*			
<b>Class of 2023</b>			
LHS	1148	577	571
National	1028	520	508
<b>Class of 2022</b>			
LHS	1182	595	587
National	1050	529	521
<b>Class of 2021</b>			
LHS	1168	585	584
National	1060	533	528

\* 2024 National score are released on October.

# LOVEJOY ISD 2024 AP SCHOLAR SUMMARY

	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	AP Capstone Diploma	AP Seminar and Research Certificate	All Awards
<b>Class of 2024</b>						
Number of Scholars	150	73	176	18	2	420
Average Score	3.15	3.68	4.16	3.94	2.15	3.80
<b>Class of 2023</b>						
Number of Scholars	156	36	120	7	5	324
Average Score	3.01	3.61	4.14	4.01	2.76	3.60
<b>Class of 2022</b>						
Number of Scholars	129	36	107	16	2	290
Average Score	2.92	3.64	4.12	4.07	2.82	3.62
<b>Class of 2021</b>						
Number of Scholars	110	49	113	25	13	310
Average Score	2.94	3.55	4.07	3.64	2.97	3.59

# LOVEJOY ISD 2024 ACT SUMMARY

## ACT COMPOSITE SCORES

	English	Math	Reading	Science Reasoning	Composite Score
<b>Class of 2024</b>					
LHS	25.0	24.6	26.1	24.9	25.3
National*					
<b>Class of 2023</b>					
LHS	22.9	23.7	24.5	24.0	23.8
National	18.6	19.0	20.1	19.6	19.3
<b>Class of 2022</b>					
LHS	20.9	22.2	23.2	22.6	22.3
National	20.2	20.5	21.3	20.8	20.7
<b>Class of 2021</b>					
LHS	25.6	25.4	26.2	25.0	25.6
National	18.9	20.0	20.6	20.3	20.0

\*2024 National score are released on October.


# LOVEJOY ISD

## 2024 MAP GROWTH SUMMARY MATH

District Profile

### Achievement Overview

Lovejoy ISD | Math K-12

Grade	Achievement Spring 2023-2024 Median and Distribution	Number of Students												
All Grades	 <table border="1"><caption>Achievement Distribution Data</caption><thead><tr><th>Percentile Range</th><th>Percentage</th></tr></thead><tbody><tr><td>1st - 20th</td><td>4%</td></tr><tr><td>21st - 40th</td><td>6%</td></tr><tr><td>41st - 60th</td><td>12%</td></tr><tr><td>61st - 80th</td><td>30%</td></tr><tr><td>&gt;80th</td><td>48%</td></tr></tbody></table>	Percentile Range	Percentage	1st - 20th	4%	21st - 40th	6%	41st - 60th	12%	61st - 80th	30%	>80th	48%	2259
Percentile Range	Percentage													
1st - 20th	4%													
21st - 40th	6%													
41st - 60th	12%													
61st - 80th	30%													
>80th	48%													

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Spring 2023-2024  
Tested Spring 2023-2024

[More information about this chart](#) ▼


# LOVEJOY ISD

## 2024 MAP GROWTH SUMMARY READING

District Profile

### Achievement Overview

Lovejoy ISD | Reading

Grade	Achievement Spring 2023-2024 Median and Distribution	Number of Students												
All Grades	 <table border="1"><caption>Achievement Distribution Data</caption><thead><tr><th>Percentile Range</th><th>Percentage</th></tr></thead><tbody><tr><td>1st - 20th</td><td>9%</td></tr><tr><td>21st - 40th</td><td>11%</td></tr><tr><td>41st - 60th</td><td>20%</td></tr><tr><td>61st - 80th</td><td>30%</td></tr><tr><td>&gt;80th</td><td>30%</td></tr></tbody></table>	Percentile Range	Percentage	1st - 20th	9%	21st - 40th	11%	41st - 60th	20%	61st - 80th	30%	>80th	30%	3644
Percentile Range	Percentage													
1st - 20th	9%													
21st - 40th	11%													
41st - 60th	20%													
61st - 80th	30%													
>80th	30%													

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Spring 2023-2024  
Tested Spring 2023-2024

[More information about this chart](#) ▾


# LOVEJOY ISD

## 2024 MAP GROWTH SUMMARY SCIENCE

District Profile

### Achievement Overview

Lovejoy ISD | Science K-12

Grade	Achievement Spring 2023-2024 Median and Distribution	Number of Students												
All Grades	 <table border="1"><caption>Achievement Distribution Data</caption><thead><tr><th>Percentile Range</th><th>Percentage</th></tr></thead><tbody><tr><td>1st - 20th</td><td>4%</td></tr><tr><td>21st - 40th</td><td>5%</td></tr><tr><td>41st - 60th</td><td>9%</td></tr><tr><td>61st - 80th</td><td>24%</td></tr><tr><td>&gt;80th</td><td>58%</td></tr></tbody></table>	Percentile Range	Percentage	1st - 20th	4%	21st - 40th	5%	41st - 60th	9%	61st - 80th	24%	>80th	58%	1323
Percentile Range	Percentage													
1st - 20th	4%													
21st - 40th	5%													
41st - 60th	9%													
61st - 80th	24%													
>80th	58%													

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Spring 2023-2024  
Tested Spring 2023-2024

[More information about this chart](#) ▾

# Utilization of MAP Growth Information

- Establish student growth goals, helping students take ownership of their learning
- Analyze data trends to set performance goals for the district and/or campus
- Monitor whether students are making expected progress
- Adjust teaching strategies to respond to students' needs
- Make informed decisions about curriculum and instruction based on data trends
- Provide detailed reports for parents that explain how students are performing relative to national norms

# HOW?



Every LISD Student is  
Expected to Achieve at  
High Levels

# Professional Learning Communities



**LOVEJOY 2030**

**Strategy 1.1.1** - Implement Professional Learning Communities (PLCs) systematically.

As a professional learning community, Lovejoy ISD embraces the continuous improvement process where schools and teams are responsible for working interdependently in order to achieve high levels of learning for all students. The priorities of our work are grounded in **Learning, Collaboration and Results.**

# **LISD PLC FUNDAMENTALS AND BELIEFS**

**As a professional learning community, Lovejoy ISD embraces the continuous improvement process where schools and teams are responsible for working interdependently in order to achieve high levels of learning for all students.**

**The priorities of our work are grounded in Learning, Collaboration and Results.**

# Balanced Assessment Plan



**LOVEJOY 2030**

**Strategy 1.2.1** Provide opportunities for student goal setting and reflection on progress

**Strategy 1.3.1** Systematic implementation of essential standards and common formative assessments

The **LISD Balanced Assessment Plan** is an assessment framework that recognizes no single assessment yields the comprehensive results necessary to inform practice and foster school accountability. The balanced assessment framework utilizes multiple measures of student achievement, including formative assessments for learning and summative assessments of learning. Balanced assessments also refers to using different types of assessments based on the knowledge or skills students are expected to demonstrate. Rather than relying exclusively on one type of assessment, schools and teams develop multiple ways for students to demonstrate proficiency.

# Lovejoy ISD Balanced Assessment System

## Summative Assessments

(STAAR, AP, PSAT, SAT, ACT, TSIA, Certification Exams, EOC Exams)

## Interim Assessments

(MAP, District Benchmarks, Semester Exams, mClass, DRA)

## Formative Assessments

(Checks for Understanding, Common Formative Assessments (CFA), Unit Assessments)

More

Low

# of standards assessed

Direct impact on student learning

Less

High

# LISD Curriculum Resource System



**LOVEJOY 2030**

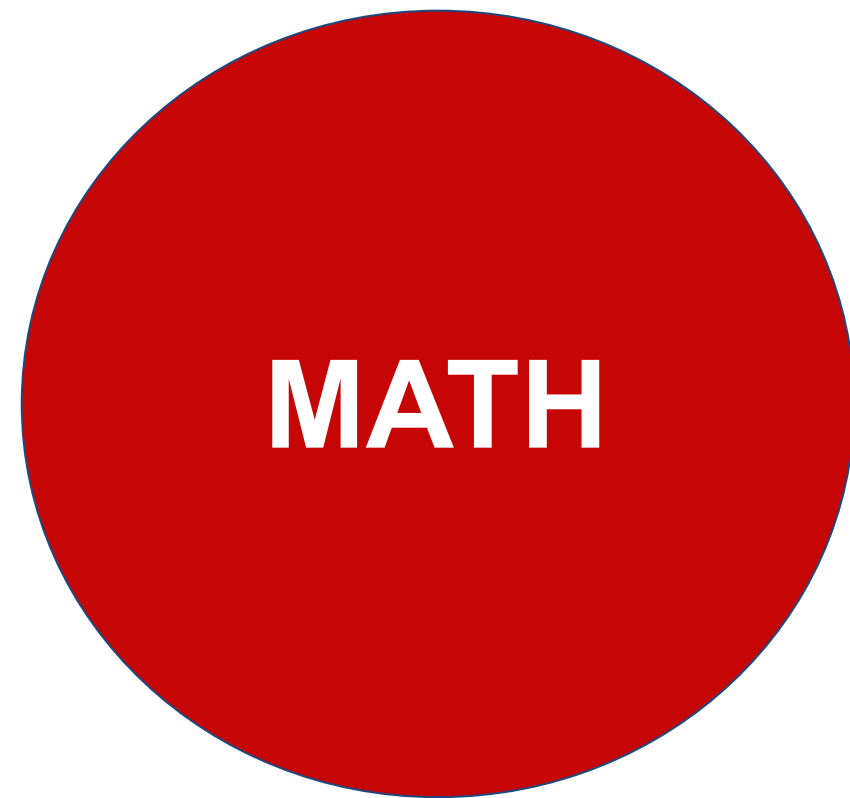
**Strategy 1.2.2** - Increase learning opportunities that are authentic, hands-on, and inquiry-based.

**Strategy 1.2.3** - Develop classroom structures and processes that support instructional enhancement and enrichment.

**Strategy 1.3.1** - Systematic implementation of essential standards and common formative assessments

**Strategy 1.3.2** - Implementation of writing as a tool for learning in all content areas.

# Instructional Frameworks

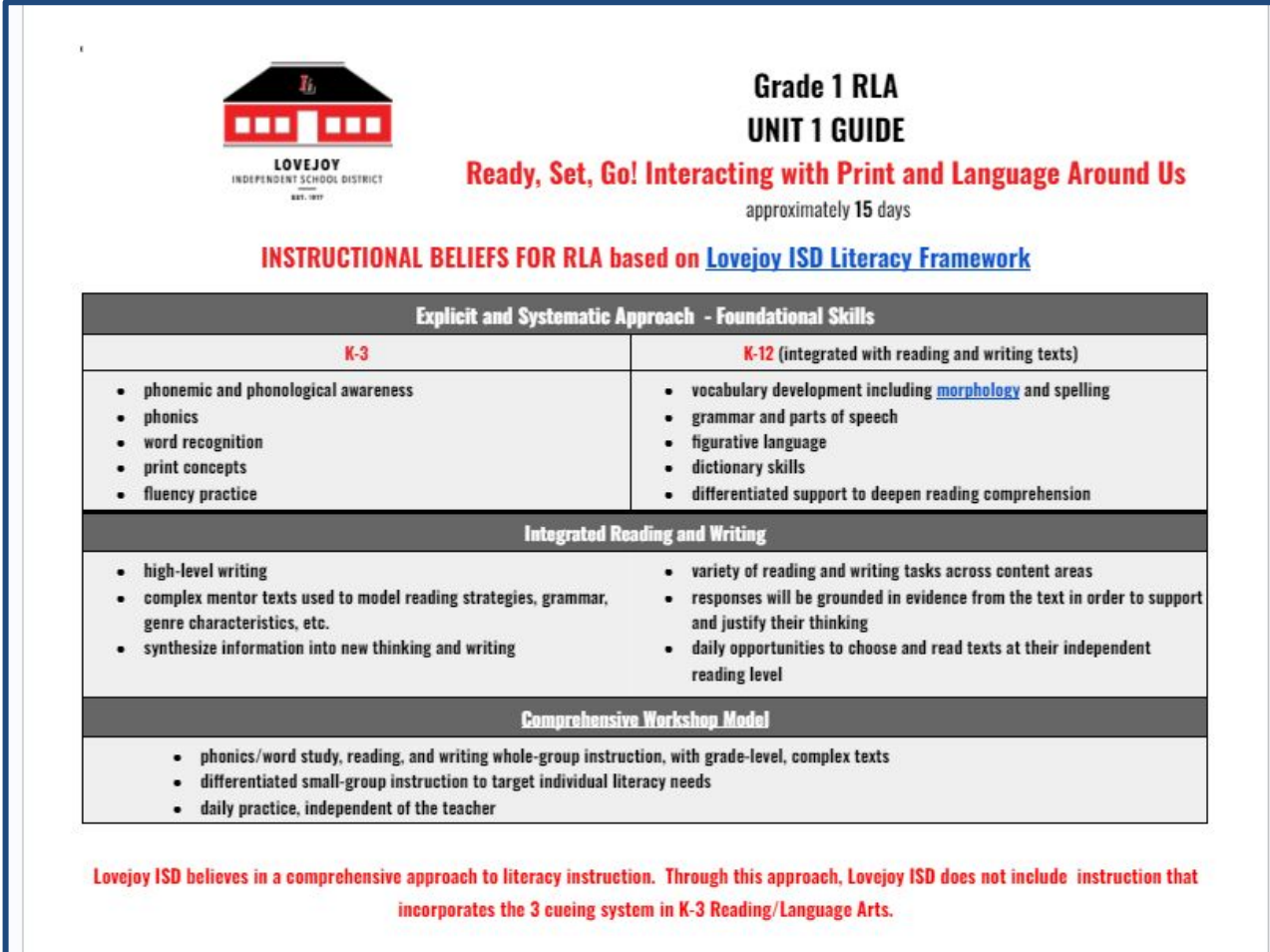



The instructional framework outlines the **VISION, COMMON BELIEFS, and COMMITMENT OF STAKEHOLDERS** for teaching and learning in each content area.

# LISD Unit Planning Guides K-12

(implemented August 2024)

- TEKS directly taught in unit with clarification
- Vertical Alignment of Priority Standards
- Assessment Ideas
- Primary and additional instructional resources to teach standards within the unit
- Ideas for intervention and extension for TEKS directly taught within the unit
- Suggest pacing of curriculum standards (TEKS)
- Ideas for Tech Apps Integration
- Resources for serving GT students



 **Grade 1 RLA  
UNIT 1 GUIDE**  
**Ready, Set, Go! Interacting with Print and Language Around Us**  
approximately 15 days

**INSTRUCTIONAL BELIEFS FOR RLA based on [Lovejoy ISD Literacy Framework](#)**

Explicit and Systematic Approach - Foundational Skills	
<b>K-3</b>	<b>K-12 (integrated with reading and writing texts)</b>
<ul style="list-style-type: none"><li>• phonemic and phonological awareness</li><li>• phonics</li><li>• word recognition</li><li>• print concepts</li><li>• fluency practice</li></ul>	<ul style="list-style-type: none"><li>• vocabulary development including <a href="#">morphology</a> and spelling</li><li>• grammar and parts of speech</li><li>• figurative language</li><li>• dictionary skills</li><li>• differentiated support to deepen reading comprehension</li></ul>
Integrated Reading and Writing	
<ul style="list-style-type: none"><li>• high-level writing</li><li>• complex mentor texts used to model reading strategies, grammar, genre characteristics, etc.</li><li>• synthesize information into new thinking and writing</li></ul>	<ul style="list-style-type: none"><li>• variety of reading and writing tasks across content areas</li><li>• responses will be grounded in evidence from the text in order to support and justify their thinking</li><li>• daily opportunities to choose and read texts at their independent reading level</li></ul>
Comprehensive Workshop Model	
<ul style="list-style-type: none"><li>• phonics/word study, reading, and writing whole-group instruction, with grade-level, complex texts</li><li>• differentiated small-group instruction to target individual literacy needs</li><li>• daily practice, independent of the teacher</li></ul>	

Lovejoy ISD believes in a comprehensive approach to literacy instruction. Through this approach, Lovejoy ISD does not include instruction that incorporates the 3 cueing system in K-3 Reading/Language Arts.

# STAFF

## Guidance, Feedback and Partnerships

- Implementation of Texas Teacher Evaluation and Support System (T-TESS)
- Addition of MTSS Leads (PES and HES)
- Repurposed responsibilities of Content Coordinators to provide instructional coaching (SCIS, WSMS, LHS)
- Learning Walks and Classrooms Visits
- Teacher input with development of Unit Planning Guides
- Teacher Vertical Teams



# Lovejoy High School

## Targeted intervention:

- Teachers have created intervention groups based on student growth measures and will target intervention.
- Intentional use of 50 minute Leopard Time to provide interventions to student groups.

## CCMR Readiness

- SAT prep integrated into current curriculum. Specifically, teacher professional goals on the Geometry team are focused on preparing students for the SAT using released SAT questions aligned with content.
- Counselors added CCMR checklist when meeting with seniors.

## Name and Need

- Biweekly meetings to review at risk factors and identify students that may need additional support and intervention.
- Meetings include counselors, administrators, nurse, and school marshals



# Willow Springs Middle School

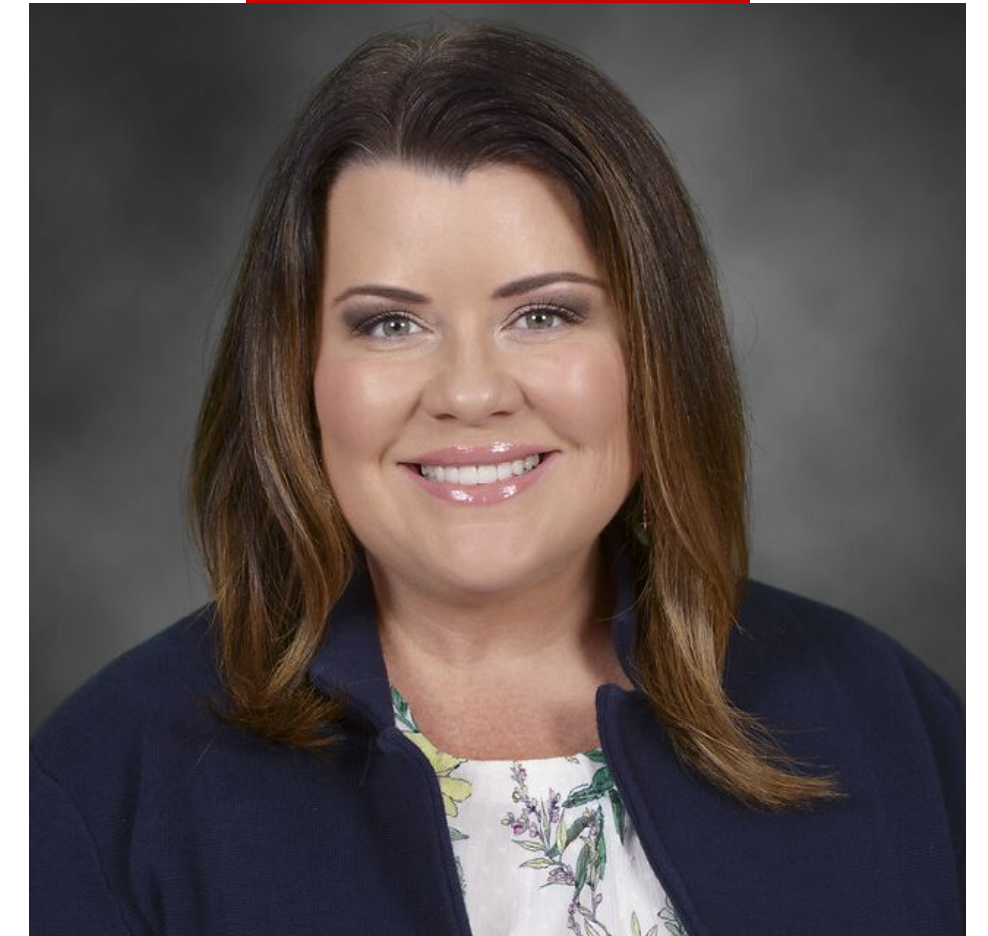
- Strategic Leopard Time scheduling to allow for 45 minutes of focused intervention and enrichment time in all 4 core subject areas during the instructional school day. Strategic scheduling of students for HB 1416.
- Implementation of teacher and student reflection and goal setting after beginning of year MAP Growth assessments with a goal for students to achieve one or more year's growth.
- Job-embedded professional learning to build capacity in teachers to effectively create, monitor, and analyze Common Formative Assessments.
- Utilization of Data Analysis and Kid Talk protocol to ensure high levels of learning for all students.
- Quarterly Name and Need meetings in each grade level with administrators, teachers, and counselors to ensure we are monitoring student progress and addressing areas of need.
- Protected Professional Learning Community time embedded during Leopard Time in order to prioritize teacher collaboration where teachers can plan engaging lessons for a wide variety of learners.
- Calibration of T TESS walkthroughs as an administrative team to celebrate instructional innovation and address areas of professional growth and instructional opportunities.



# Sloan Creek Intermediate School

## Enhanced Personalized Learning for Students and Staff

- Provide ongoing and targeted professional development in the areas of data analysis, creating common formative assessments and how to effectively use the data to drive whole group and small group instruction.
- Implement systems to collect and analyze student performance data regularly and use this data to identify trends, strengths, and areas for improvement for all students.
- Implement tailored interventions and extension opportunities that address individual student needs that support a year's growth for all students.
- Continue supporting staff through intentional protected planning time, utilizing instructional coaching and learning walks to celebrate teaching and learning in the classroom.



# Hart Elementary

- T-TESS teacher professional and student growth goals are aligned to campus focus on one year's growth for all students.
- Student goal setting will be implemented and progress monitored around one year's growth using BOY DRA and MAP data. Small group instruction, flexible grouping of students across the grade level, and utilization of district unit planning guides for grade level planning.
- Intentional planning of small groups for both intervention and extension within Leopard Time and workshop model.
- Collaborative learning time built in bi-weekly for each grade level to engage in the data analysis cycle to drive instruction.
- Weekly job embedded professional learning centered around campus goals to support implementation of best instructional practices for student growth and building teacher capacity.
- Utilization of the MTTs lead to support in modeling, coaching, and feedback with teachers to support the implementation of ongoing professional learning and best instructional practices.



# Puster Elementary

- Campus and individual goals aligned around Domain 1 of T-TESS  
Appraisal Tool: Planning
  - Small group instruction - increasing time and intensity within the workshop model as needed
  - WIN time
  - Quality criteria created for priority standards
  - Data informed student goal setting and conferring w/students
- Structures in place to allow teachers time to analyze data and plan instruction based on that data (Puster Power Hour)
- Structures in place to support access to intervention and/or enrichment for all learners
- Ongoing professional development and training opportunities for staff





# QUESTIONS

9. Presentation: Early Literacy Learning

**Presenter:** Dr. Laurie Tinsley, Assistant Superintendent of Curriculum and Instruction

# Early Literacy Learning

---

**Dr. Laurie Tinsley**  
Assistant Superintendent of Curriculum and Instruction

**September 9, 2024**  
Board Workshop



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  

---

EST. 1917

# Timeline - Literacy in Texas

## 1996 - Texas Reading Initiative

- Goal to have every student at the end of 3 grade reading on grade level
- Published the Red Book Series that focused on:
  - Beginning Reading Instruction
  - Comprehension Instruction
  - Guidelines for Examining Phonics and Word Recognition
  - Researched Based Content Area Reading Instruction
  - Promoting Vocabulary Development
- Reading Academies (optional - teachers and administrators were paid to participate)
- State provided a list of recommended reading assessments grades K-2nd

# Timeline - Literacy in Texas

## 2019 - HB 3

- Aim to improve reading outcomes by prioritizing early literacy.
- K-3 teachers and principals must train on the **Science of Teaching Reading** including the Science of Teacher Reading exam
- Science of Teaching Reading Components
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
- Required districts adopt and implement K-3 systematic explicit direct instruction of phonics
- Integrated reading instruments to measure reading progress and report progress to parents
- Requires full day PreK program for eligible 4 year olds by 2025
- Requires LEAs to set specific, quantifiable, annual goals for five years at each campus for reading and math K-3

# Timeline - Literacy in Texas

## **HB 1605 (88th Legislative Session, 2023)**

- Defined high quality instructional materials.
- Requires SBOE adopt high quality instructional materials.
- Districts continue to have the authority to adopt instructional materials that meet their needs (TEC 31.0251).
- Prohibited the use of the 3 cueing system in K-3 reading instruction.
- Publisher parent portals established.

# Science of Teaching Reading Big Ideas

**Phonemic Awareness** - The ability to identify and play with individual sounds in spoken words.

**Phonics** - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.

**Fluency** - The ability to read words, phrases, sentences, and stories correctly, with enough speed and expression.

**Vocabulary** - Knowing what words mean and how to say and use them correctly.

**Comprehension** - The ability to understand what you are reading.

# What is the Science of Reading?

## Collection of Research

Research overtime from multiple fields of study using methods that confirm and discorm theories on how children learn to read.

## Teaching Based on the 5 Big Ideas

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

## Ever Evolving

There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.

# What is the Science of Reading is NOT?

**A program, an intervention, or program you can buy.**

The Science of Reading can be considered an approach to teaching reading that is based on decades of research and science. It is **NOT** a specific program.

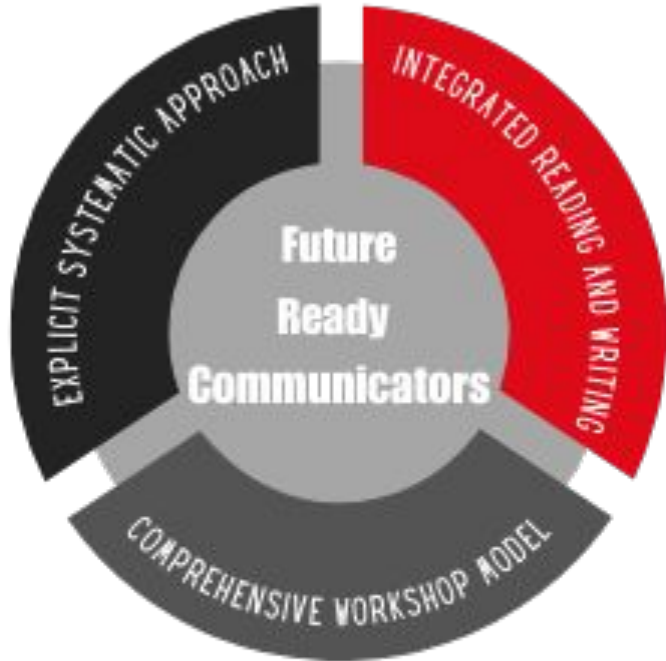
**Phonics based program that drill phonics skills.**

Phonics is an integral part of teaching reading based on science, but it is just one of the big ideas that should be taught so all children can learn to read.

**Complete and no more study needs to be done.**

As with any science, it is never complete. We can always know more. More study happens all the time and researchers, educators and families can work together to bring the best research into the classroom.

# LISD Literacy Instruction Beliefs



- We believe in the **Science of Reading** and an **explicit and systematic** approach to teaching foundational skills.
- We believe in using **writing as a tool for learning**, with informational, argumentative, and narrative writing integrated **across content areas**.
- We believe in a **comprehensive approach to literacy through the workshop model**.

# Lovejoy ISD Early Literacy

Lovejoy ISD teaches the five components of literacy as outlined in the **Science of Reading**.

The **Science of Reading** is a research-based approach to teaching reading, encompassing:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Lovejoy ISD is committed to effective literacy education aligned with the **Science of Reading**, which includes explicit, systematic phonics instruction in grades K-3.

- Additional phonics instructional resources and training have been implemented.
- Decodable books are an important instructional resource.

# CURRICULUM DEFINED

CURRICULUM STANDARDS	CURRICULUM DOCUMENTS	INSTRUCTIONAL RESOURCES
<ul style="list-style-type: none"><li>● Texas Essential Knowledge and Skills (TEKS)</li><li>● State standards for what students should know and be able to do.</li><li>● The scope of what is taught.</li><li>● Establishes timelines and important milestones (ie., grade levels).</li><li>● Testing requirements</li><li>● Mandated by the State Board of Education.</li><li>● Roadmap for Learning</li></ul>	<ul style="list-style-type: none"><li>● Outlines when and the depth in which standards are taught throughout the year.</li><li>● Customized to district needs.</li><li>● Includes pacing guide, scope and sequence, clarifications, priority standards (TEKS), assessment and learning plans.</li><li>● Designed and revised based on data and standards.</li><li>● Incorporates programs and instructional resources but not at the mercy of the program.</li></ul>	<ul style="list-style-type: none"><li>● Suggested resources such as textbooks, digital resources, etc., that are aligned to the standards (TEKS) for that content area.</li><li>● Provides tools, materials and resources to implement the curriculum.</li><li>● Can be changed and adjusted with minimal to no change to curriculum and practices.</li><li>● Must be changed if significant changes to curriculum standards (TEKS) occur.</li></ul>

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

Texas Essential Knowledge and Skills (TEKS) are the **curriculum standards** for Texas public schools from kindergarten through 12th grade. They outline what students should know and be able to do at the end of each course or grade level. The State Board of Education (SBOE) adopts the TEKS after receiving input from educators, parents, business representatives, and employers.

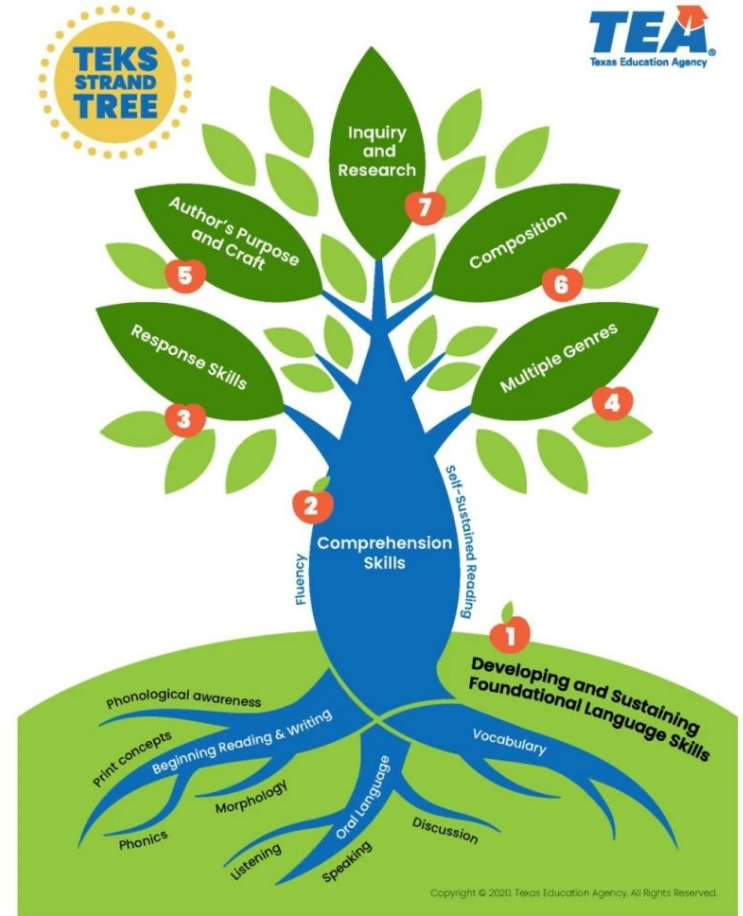
The TEKS are aligned with real-world performance tasks that help students develop future-ready skills. These tasks provide opportunities for students to: Engage in problem-based learning, Deepen their understanding, and Apply their knowledge in real-world scenarios.

At the end of the year, students take a standardized test called the State of Texas Assessments of Academic Readiness (STAAR) that measures their acquisition of the knowledge and skills outlined in the TEKS.

# LISD's Literacy Instruction

LISD's literacy instruction is aligned the Texas Essential Knowledge and Skills (TEKS) which provide clear expectations for Language Arts Curriculum at all grade levels.

The TEKS include all strands of reading addressed within the Science of Teaching Reading research.



# Example 1: English Language Arts TEKS Vertical Alignment

**Strand 1: Developing and sustaining foundational skills: This strand includes listening, speaking, reading, writing, and thinking.**

## English Language Arts and Reading K - 12 Vertical Alignment

Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7
(i) identifying and matching the common sounds that letters represent;	(i) decoding words in isolation and in context by applying common letter sound correspondences;	(i) decoding words with short, long, or variant vowels, trigraphs, and blends;	(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;	(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;

# Example 2: English Language Arts TEKS Vertical Alignment

**Strand 1: Developing and sustaining foundational skills: This strand includes listening, speaking, reading, writing, and thinking.**

English Language Arts and Reading K - 12 Vertical Alignment							Strand 1
Kindergarten 110.2	Grade 1 110.3	Grade 2 110.4	Grade 3 110.5	Grade 4 110.6	Grade 5 110.7	Grade 6 110.22	
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;	(B) use context such as definition, analogy, and examples to clarify the meaning of words; and	

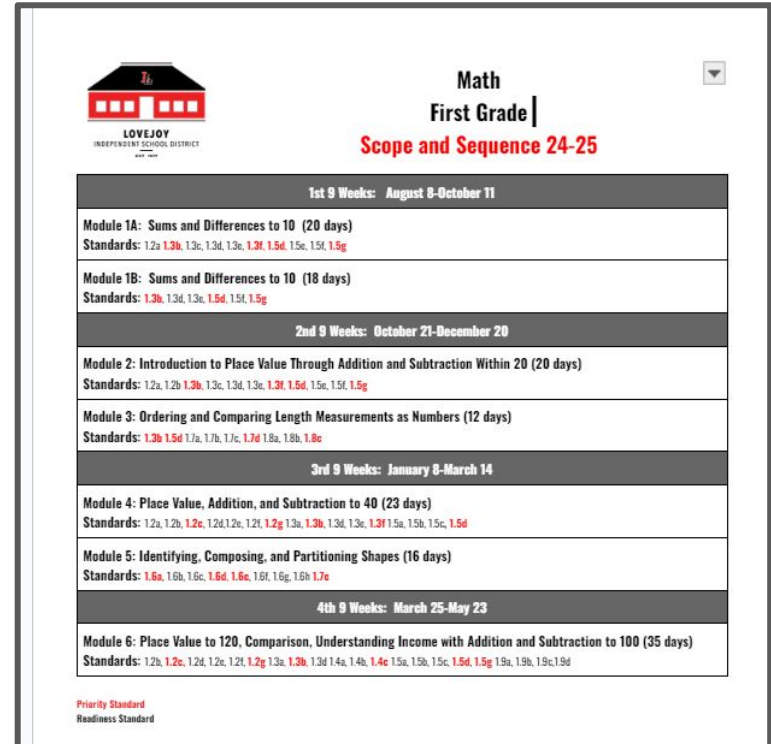
# Lovejoy ISD Curriculum Resource System

The LISD PreK-12 Curriculum Resource System provides clear guidelines for standards based teaching and learning. The system serves as a bridge between curriculum standards (TEKS), aligned resources and instructional planning. **Curriculum documents** within the Curriculum Resource System include:

- PreK-12 Scope and Sequences for Core and Elective Courses
- PreK-12 Unit Planning Guides
  - TEKS Texas Essential Knowledge and Skills
  - Research Based Instructional Strategies and Practices for PreK-12 Learning Standards (TEKS)
  - Use of Instructional Resources
  - Assessment Resources
  - Strategies and Resources for Intervention, Enrichment and Extension

# Scope and Sequence Components

- Units to be taught within each quarter
- Approximate number of days to spend on each unit
- TEKS to be directly taught in each unit
- Priority Standards indicated in red



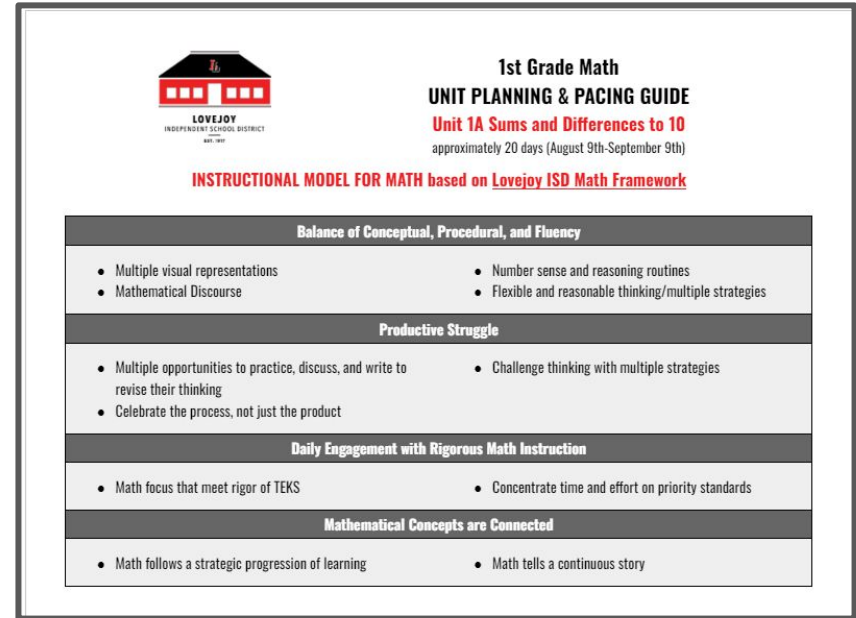
The image shows a document titled "Math First Grade | Scope and Sequence 24-25" from Lovejoy Independent School District. It contains a table of modules and standards. Priority standards are highlighted in red in the original image.


1st 9 Weeks: August 8-October 11
<b>Module 1A: Sums and Differences to 10 (20 days)</b> Standards: 1.2a, <b>1.3b</b> , 1.3c, 1.3d, 1.3e, <b>1.3f</b> , <b>1.5d</b> , 1.5e, 1.5f, <b>1.5g</b>
<b>Module 1B: Sums and Differences to 10 (18 days)</b> Standards: <b>1.3b</b> , 1.3d, 1.3e, <b>1.5d</b> , 1.5f, <b>1.5g</b>
2nd 9 Weeks: October 21-December 20
<b>Module 2: Introduction to Place Value Through Addition and Subtraction Within 20 (20 days)</b> Standards: 1.2a, 1.2b, <b>1.3b</b> , 1.3c, 1.3d, 1.3e, <b>1.3f</b> , <b>1.5d</b> , 1.5e, 1.5f, <b>1.5g</b>
<b>Module 3: Ordering and Comparing Length Measurements as Numbers (12 days)</b> Standards: <b>1.3b</b> , <b>1.5d</b> , 1.7a, 1.7b, 1.7c, <b>1.7d</b> , 1.8a, 1.8b, <b>1.8c</b>
3rd 9 Weeks: January 8-March 14
<b>Module 4: Place Value, Addition, and Subtraction to 40 (23 days)</b> Standards: 1.2a, 1.2b, <b>1.2c</b> , 1.2d, 1.2e, 1.2f, <b>1.2g</b> , 1.3a, <b>1.3b</b> , 1.3d, 1.3e, <b>1.3f</b> , 1.5a, 1.5b, 1.5c, <b>1.5d</b>
<b>Module 5: Identifying, Composing, and Partitioning Shapes (16 days)</b> Standards: <b>1.6a</b> , 1.6b, 1.6c, <b>1.6d</b> , <b>1.6e</b> , 1.6f, 1.6g, 1.6h, <b>1.7c</b>
4th 9 Weeks: March 25-May 23
<b>Module 6: Place Value to 120, Comparison, Understanding Income with Addition and Subtraction to 100 (35 days)</b> Standards: 1.2b, <b>1.2c</b> , 1.2d, 1.2e, 1.2f, <b>1.2g</b> , 1.3a, <b>1.3b</b> , 1.3d, 1.4a, 1.4b, 1.4c, 1.5a, 1.5b, 1.5c, <b>1.5d</b> , <b>1.5g</b> , 1.9a, 1.9b, 1.9c, 1.9d

Priority Standard  
Readiness Standard

# Unit Planning Guide Components

- TEKS directly taught in unit with clarification
- Vertical Alignment of Priority Standards
- Assessment Ideas
- Primary and additional resources to teach standards within the unit
- Ideas for intervention and extension for TEKS directly taught within the unit
- Suggest pacing of TEKS
- Ideas for Tech Apps integration
- Resources for GT students



**1st Grade Math**  
**UNIT PLANNING & PACING GUIDE**  
**Unit 1A Sums and Differences to 10**  
approximately 20 days (August 9th-September 9th)

**INSTRUCTIONAL MODEL FOR MATH** based on [Lovejoy ISD Math Framework](#)

Balance of Conceptual, Procedural, and Fluency	
<ul style="list-style-type: none"><li>• Multiple visual representations</li><li>• Mathematical Discourse</li></ul>	<ul style="list-style-type: none"><li>• Number sense and reasoning routines</li><li>• Flexible and reasonable thinking/multiple strategies</li></ul>
Productive Struggle	
<ul style="list-style-type: none"><li>• Multiple opportunities to practice, discuss, and write to revise their thinking</li><li>• Celebrate the process, not just the product</li></ul>	<ul style="list-style-type: none"><li>• Challenge thinking with multiple strategies</li></ul>
Daily Engagement with Rigorous Math Instruction	
<ul style="list-style-type: none"><li>• Math focus that meet rigor of TEKS</li></ul>	<ul style="list-style-type: none"><li>• Concentrate time and effort on priority standards</li></ul>
Mathematical Concepts are Connected	
<ul style="list-style-type: none"><li>• Math follows a strategic progression of learning</li></ul>	<ul style="list-style-type: none"><li>• Math tells a continuous story</li></ul>

# LISD Instructional Resources

## *(Specific to K-6 Literacy)*

**HMH Structured Literacy** - Supports Explicit Direct Phonic Instruction (*purchased for K-2 in 2024*)

**Units of Study** - Supports instruction of comprehension, vocabulary, fluency, phonics (*adopted in 2019, purchased updated version K-2 to reflect changes regarding 3 cueing system and explicit phonic instruction Fall 2024, Units of Study Classroom Libraries purchased for K-5 in 2019.*)

**Study Sync** Supports instruction of word study, vocabulary, comprehension, and composition (*adopted for 6th grade reading in 2019*)

**Fountas & Pinnell Word Study** - Supports Word Study (*purchased for K-1 in 2018 and for Gr 2-4 in 2019, adopted in 2019 for K-5*)

**Heggerty** - Supports phonological awareness (*purchased in 2022*)

**Books for Small Group Instruction** - Leveled books, Decodable books, authentic texts, chapter books (print and digital)

**Classroom Library Books-** (*new books that meet district selection criteria purchased summer 2024*)

# **LISD Instructional Resources**

*(Specific to K-6 Literacy)*

## **Additional and Supplemental Literacy Resources:**

**The Reading Strategies Book** *(purchased prior to 2021)*

**The Writing Strategies Book** *(purchased prior to 2021)*

**Patterns of Power** *(purchased for Gr 1-5 in 2019)*

**Comprehension Toolkit** *(purchased prior to 2021)*

**Scholastic Short Reads**- short authentic fiction and nonfiction texts to support students during small group instruction *(grant purchased for SCIS in 2022, purchased for Hart and Puster in 2023)*

**Fountas and Pinnell Guided Reading Collection***(purchased for Gr K-2 in 2020)*

# Professional Development

## LISD Curriculum Resource System and Unit Planning Guides

- **May 2024** Principals at each campus provided an overview of the newly developed LISD Curriculum Resource System to their staff.
- **May 2024** - Content Coordinators made campus visits to share a preview of the Scope and Sequence and a sample Unit Planning Guide with each grade level and content.
- **June 2024** -The 2024-25 Scope and Sequence and Unit 1 Planning Guides for each grade and content were made available to teachers.
- **August 2024** - All K-12 teachers participated in professional learning during Learning in Lovejoy on how to utilize the Unit Planning Guides and curriculum documents to support collaborative team planning.
- **Ongoing** - Every campus is currently supported by an MTSS Lead or Content Coordinator to guide teachers in utilizing the LISD Curriculum Resource System in collaborative team plannings.



# LISD Instructional Model for Literacy Instruction

**K-2 receive 175 minutes of daily literacy instruction**

(Social Studies is integrated into the literacy block)

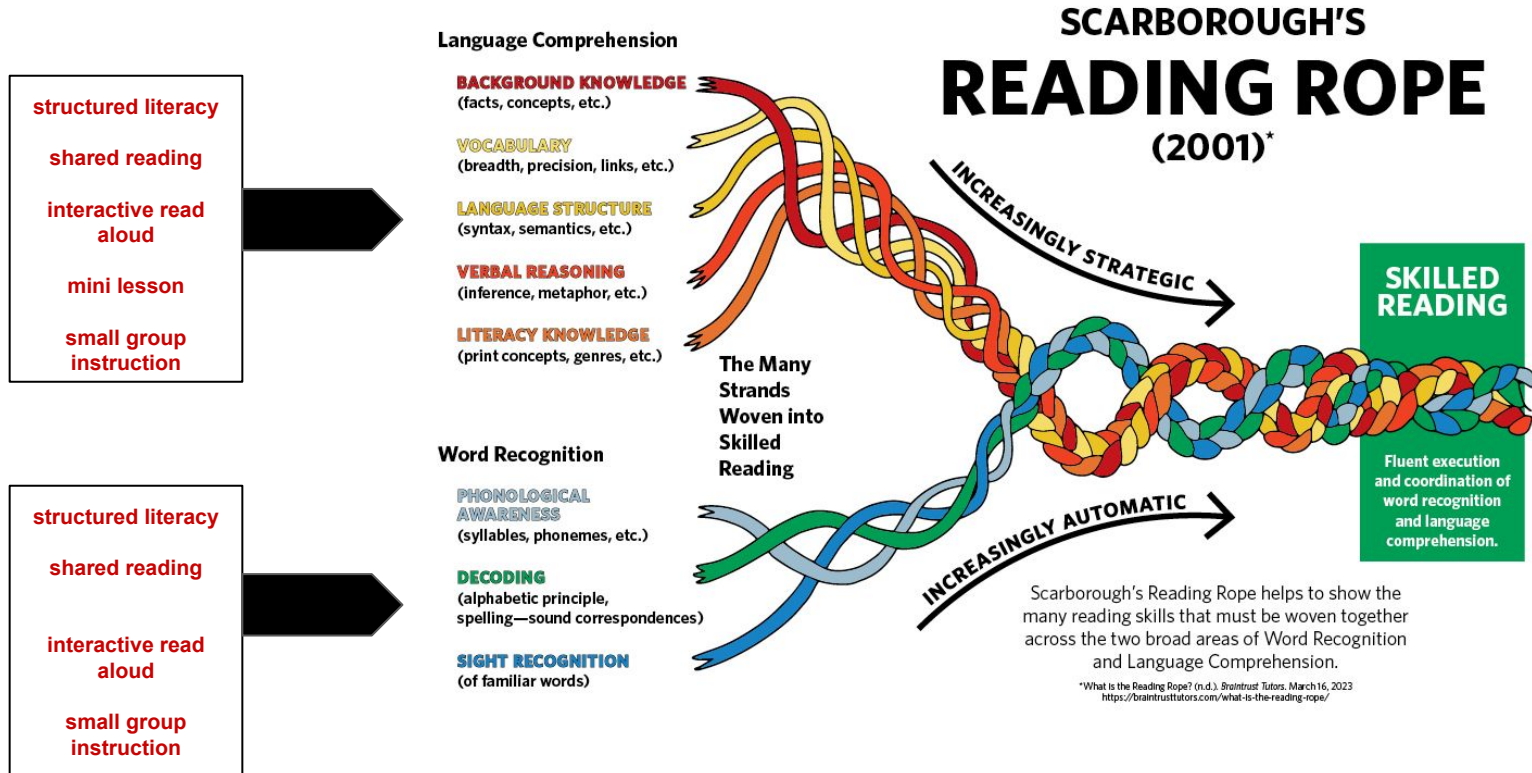
<b>Reading</b>	<b>Writing</b>	<b>Structured Literacy</b>
Shared Reading Interactive Read Aloud Mini Lesson Small Group/Independent & Partner Reading	Grammar Mini Lesson Small Group/ Independent Writing	Phonics Phonological Awareness Spelling Irregular Words Handwriting

# LISD Instructional Model for Literacy Instruction

**Grades 3-4 receive 145 minutes of daily literacy instruction**  
(Social Studies is integrated into the literacy block)

<b>Reading</b>	<b>Writing</b>	<b>Structured Literacy</b>
Interactive Read Aloud Mini Lesson Small Group/Independent & Partner Reading	Grammar Mini Lesson Small Group/ Independent Writing	Word Study Spelling Handwriting

# Science of Teaching Reading in Lovejoy ISD



# Classroom Experience - Early Literacy



**LISD Instructional Model Demonstrations**  
**Literacy Instruction**  
**Grades K-3**



We ask that you pre-register so that our preparations support a comfortable and meaningful experience for all that attend.

RSVP Here: <https://forms.gle/L8reeHBbYyhQN92v9>

## **EARLY LITERACY Parent Information Meetings**

**September 25, 2024**

**9:00-10:00 am  
6:15-7:15 pm**

**LCDC Library**



QUESTIONS

10. Presentation: Capital Planning Committee Update

**Presenter:** Kyle Pursifull, Executive Director District Support Services and Thomas Willman, Chief Financial Officer

# Lovejoy ISD Capital Planning Update

---

## **Kyle Pursifull**

Executive Director of District Support  
Services

## **Thomas Willman**

Chief Financial Officer

**September 09, 2024**

Board Workshop



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT

EST. 1917

# Capital Planning Process



Lovejoy ISD's Capital Planning Committee is an advisory stakeholder committee formed by the Board of Trustees and District leadership.

The purpose of the Capital Planning Committee is to:

- Develop a clear vision for Lovejoy ISD's physical learning environments and capital assets including capital planning priorities, timeline, and financial implications.
- The Capital Planning Committee will study District capital needs and recommend priorities for a possible future bond election. This could include items such as facilities, fleet, technology, furniture, fixtures, equipment, etc.
- Lovejoy ISD's Capital Planning Committee will provide input to the District in support of District strategic goals and those associated short and long-range capital needs.
- The Capital Planning Committee will strategically balance the District's identified capital needs and long-term financial decision making in order to achieve Lovejoy ISD's mission and commitment to the Lovejoy experience.

# Capital Planning Process



To help the district plan for the future, the **Capital Planning Committee** is charged with:

- Reviewing data in regard to the District's current and long-term capital needs
- Developing an understanding of public-school educational delivery models and what may be needed to best support instruction
- Understanding the district's current capital needs and funding methods available to develop recommendations that are fiscally sound
- Identifying opportunities for prioritization in the capital planning process
- Considering the educational needs of all students and aligning recommendations with the district's mission, vision and goals
- Representing the entire school district community's values, priorities, and perceptions

# Capital Planning Process



- All recommendations will align with Lovejoy ISD's
  - Mission
  - Core Values
  - Graduate Profile
  - District Priorities
    - 01 Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.
    - 02 Lovejoy ISD will value employees as our greatest asset in serving students.
    - 03 Lovejoy ISD will prioritize community, connection, and communication.
    - 04 Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.
- The Lovejoy ISD Capital Planning Committee will build support and investment in this initiative with staff, students, and the community by maintaining transparency
- The focus will be on providing student learning and student opportunity in a sustainable manner. We will be cautious not to be short-sighted in the long-term impact of our decisions
- The Capital Planning Committee serves in an advisory capacity
- In their role on the Capital Planning Committee, members will put district interests above personal and business interests.

# Capital Planning Committee Membership



Charles Abraham  
Trina Bailey  
Adam Bronson  
Aimee Cherry  
Christy Forte  
Henri Friloux  
Justin Goertz  
Bobbie Goins  
Kasey Havens  
Jill Lamping  
Michel Morales  
Pamela Sailor  
Eric Schnurr  
Camille Simpkins  
John Singel  
Andrea Stewart Smith  
Aubrey Stock  
Chad Stock  
Jonathan Webb  
Lester Wiger  
Michelle Wilde  
Lisa Wilkins



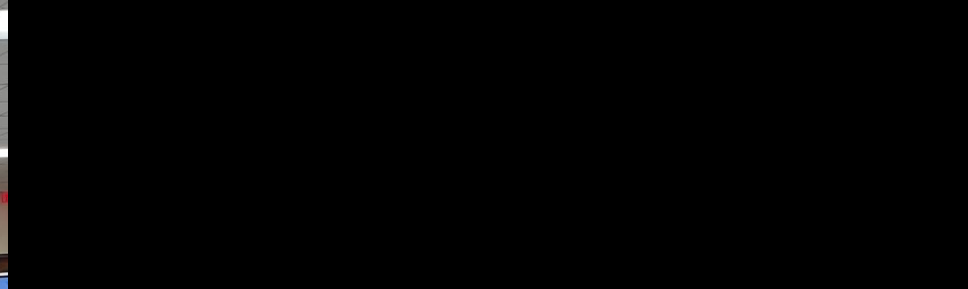
# Capital Planning Committee



August 27, 2024 Meeting:

1. Review of Process, Outline, and Schedule: We discussed the overall LRFP process, schedule, and goals for the committee.
2. Committee Charge: Clarified the committee's charge, emphasizing everyone's role in developing a comprehensive Long Range Facility Plan for the District.
3. Facility Assessment Findings: VLK provided an overview of the facility assessment findings for each location in the District, focusing on mechanical, electrical, plumbing, and traffic flow challenges.
4. Renovation Approaches: We reviewed the expected life cycles of major systems and discussed the logic behind a 20-year renovation strategy.





# Capital Planning Committee



## September 10, 2024 Meeting:

- VLK will present the curation findings, and we will dive deeper into how these findings align with our focus of enhancing Teaching & Learning in Lovejoy.

# Capital Planning Committee



- Long Range Facility Planning Meetings
  - 08.27.2024
  - 09.10.2024
  - 09.24.2024
  - 10.01.2024
  
- Board Consideration of Charter at September Board Meeting for Bond Planning Committee.
  - Draft Bond Committee Dates
    - 10.30.2024
    - 11.19.2024
    - 12.14.2024
    - 12.17.2024
    - 01.13.2024
    - 01.28.2024

# Committee Membership



**Should the Board of Trustees approve a Charter for Formation of a Bond Planning Committee on September 30th, there will be the opportunity for additional parents and community members to engage in the process.**

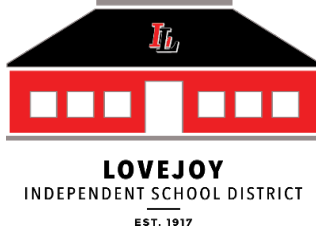
## **Draft Bond Committee Application Process Details and Timeline**

- All current Capital Planning Committee Members would have the opportunity to continue on to the Bond Planning Committee (reapplication not required)
- Open application to parents and community members
  - Application would open on the morning of October 1st
  - Application would close at 8:00 a.m. on October 14th
  - Communication of committee acceptance status to applicants by the end of day on October 16th



THANK YOU

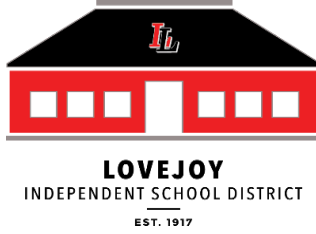
11. Consideration and Possible Action on the Board Legislative Subcommittee Membership  
**Presenter:** Barrett Owens, President



## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 9, 2024
<b>Document Title</b>	Board Legislative Subcommittee Membership
<b>Presented For</b>	X Board Action    Report/Review Only
<b>Supporting Documents</b>	X None Attached    Provided Later
<b>Administrator Responsible</b>	Barrett Owens, Board President
<b>Executive Summary</b>	
<b>Fiscal Implications</b>	
No fiscal implications.	
<b>Administrator Recommendation</b>	
Consideration of approval of the Board Legislative Subcommittee Membership.	
<b>Board Priority</b>	
<p><b>Priority 1:</b> Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.</p> <p><b>Priority 2:</b> Lovejoy ISD will value employees as our greatest asset in serving students.</p> <p><b>Priority 3:</b> Lovejoy ISD will prioritize community, connection, and communication.</p> <p><b>Priority 4:</b> Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.</p>	

12. Consideration and Possible Action on the 2024-2025 Board Goals and District Priorities  
**Presenter:** Barrett Owens, President



## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 9, 2024
<b>Document Title</b>	2024-2025 Board Goals and District Priorities
<b>Presented For</b>	X Board Action    Report/Review Only
<b>Supporting Documents</b>	None X Attached    Provided Later
<b>Administrator Responsible</b>	Barrett Owens, Board President



### Executive Summary

Annually, the Board of Trustees considers and adopts Board Goals and Priorities.

### Fiscal Implications

No fiscal implications.

### Administrator Recommendation

Consideration of adoption of the 2024-2025 Board Goals and District Priorities.

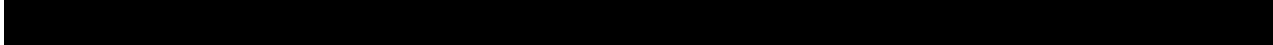
### Board Priority

**Priority 1:** Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.

**Priority 2:** Lovejoy ISD will value employees as our greatest asset in serving students.

**Priority 3:** Lovejoy ISD will prioritize community, connection, and communication.

**Priority 4:** Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.



# LOVEJOY ISD BOARD OF TRUSTEES 2024-2025



## Plan on a Page

### DISTRICT MISSION

TO PROPEL EVERY PERSON TO PERSONAL EXCELLENCE.

### CORE VALUES



### DISTRICT PRIORITIES

- 01** Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.
- 02** Lovejoy ISD will value employees as our greatest asset in serving students.
- 03** Lovejoy ISD will prioritize community, connection, and communication.
- 04** Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.



## BOARD GOALS

### **01 : Safety**

The Lovejoy ISD Board of Trustees will support a safe and secure environment for all students and staff.

### **02: People**

The Lovejoy ISD Board of Trustees will support employee satisfaction and morale.

### **03: Learning**

The Lovejoy ISD Board of Trustees will prioritize high levels of student learning by supporting our 5 Culture Commitments and Professional Learning Communities.

### **04: Innovation**

The Lovejoy ISD Board of Trustees will foster a culture of innovation.

### **05: Governance**

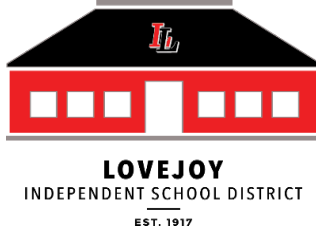
The Lovejoy ISD Board of Trustees will prioritize transparency and operate in a governance role.

## CULTURE COMMITMENTS

**Relationships**  
**Learning**  
**Collaboration**

**Results**  
**Fun**

13. Consideration and Possible Action on the 2024-2025 Board Norms, Protocols, and Operating Procedures  
**Presenter:** Barrett Owens, President



## Lovejoy Independent School District Board of Trustees

<b>Date of Meeting</b>	September 9, 2024
<b>Document Title</b>	2024-2025 Board Norms, Protocols, and Operating Procedures
<b>Presented For</b>	X Board Action    Report/Review Only
<b>Supporting Documents</b>	None X Attached    Provided Later
<b>Administrator Responsible</b>	Barrett Owens, Board President
<b>Executive Summary</b>	
Annually, the Board of Trustees considers and adopts Board Norms, Protocols, and Operating Procedures.	
<b>Fiscal Implications</b>	
No fiscal implications.	
<b>Administrator Recommendation</b>	
Consideration of adoption of the 2024-2025 Board Norms, Protocols, and Operating Procedures.	
<b>Board Priority</b>	
<p><b>Priority 1:</b> Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.</p> <p><b>Priority 2:</b> Lovejoy ISD will value employees as our greatest asset in serving students.</p> <p><b>Priority 3:</b> Lovejoy ISD will prioritize community, connection, and communication.</p> <p><b>Priority 4:</b> Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.</p>	



**LOVEJOY**  
INDEPENDENT SCHOOL DISTRICT  
EST. 1917

# **Lovejoy ISD Board of Trustees Governance Norms, Protocols and Operating Procedures 2024 - 2025**

# TABLE OF CONTENTS

Mission and Core Values.....	Page 3
Purpose.....	Page 4
Governance Norms.....	Page 5
Governance Protocols.....	Page 7
Board Operating Procedures.....	Page 11
Election of Board Members .....	Page 12
Activities Related to Elections.....	Page 13
Roles and Official Duties of Board Officers and Members.....	Page 14
Developing Board Meeting Agendas.....	Page 15
Board Meetings.....	Page 16
Closed Meetings.....	Page 17
Voting .....	Page 18
Board Priorities... ..	Page 18
Evaluation of The Superintendent .....	Page 18
Evaluation of The Board.....	Page 19
Board Member Ethics .....	Page 19
Communications .....	Page 20
Administration Response to Contacts/Correspondence.....	Page 22
Individual Board Member Requests for Information or Reports .....	Page 22
Citizen or Employee Request/Complaint to Individual Board Member... ..	Page 23
Media Inquiries to Board .....	Page 23
Board Member Visits to A School Campus .....	Page 24
Board Training Requirements .....	Page 24
Travel Reimbursement.....	Page 24
Conflicts of Interest.....	Page 25
Addressing Board Violations .....	Page 26
Reviewing the Board Operating Procedures.....	Page 26
Graduation Participation.....	Page 26
Violation of Governance Norms, Procedures and Operating Procedures.....	Page 27



## MISSION:

To propel every person to personal excellence.

## CORE VALUES:

Guide our actions.

We make decisions in the best interest of each student.

We educate beyond academics.

We add value to the lives of every kid in our district.

We seek to understand and invest in each child, preparing them for the future of their choosing.

We are a community of inclusion. We value & respect the thoughts, feelings and perspectives of every community member.

We commit to sharing information directly, honestly & with positive intent.

We value our rich traditions and work to embrace and protect them.

We have hearts of service. We seek ways to make a positive impact, then we act!

We celebrate all things Lovejoy!

We are in pursuit of our best, without limits in our mind, every day.

We are continually learning and growing in all areas of life.

We will hold ourselves accountable to living our values in all of our choices and actions.



## Governance Norms, Protocols and Operating Procedures PURPOSE

The Board Governance Norms, Protocols and Operating Procedures serve as standards which supplement the local policies of the school district and provide guidance to the Board of Trustees, as a body corporate, as they:

- ❖ Ensure alignment of Mission and Core Values to promote enhanced student achievement
- ❖ Provide guidance and direction for accomplishing the Mission
- ❖ Measure and communicate how well the Mission is being accomplished
- ❖ Promote the Mission and Core Values
- ❖ Work with the Superintendent to lead the District toward the Mission as specified and further detailed in Board Policy BBD(EXHIBIT)



# Lovejoy ISD Board of Trustees

## Governance Norms

2024 - 2025



## Board of Trustees Governance Norms

We agree to employ the following norms in all of our interactions.

- We will hear each opinion, but ultimately act as one.
  - ✓ We will speak candidly and courteously to each other and listen to dissenting or different viewpoints with an open mind.
  - ✓ We will help each other to depersonalize disagreements.
  - ✓ Once we reach a decision or compromise as a board, we will each support the will of the Board in word and deed.
- The President (or designee) will speak as the official voice of the Board.
  - ✓ A single Board Member will not represent the Board without the consent of the Board.
  - ✓ Board Members making personal statements (in any format, including speeches, articles, social media posts, etc.) should clearly state that these statements are their opinion and not the position of the Board.
- We will be mindful of the different roles and responsibilities throughout the school system and maintain a focus on policy and governance.
- We will be aware of the different roles that we play as individuals (Board Member, community member, parent, etc.).
- We will be focused on our work as a Board and not interfere with the day- to-day operations of the school district, which is the responsibility of the Superintendent.
- We will maintain open communication with each other, the administration, and the community-at-large.
  - ✓ Information shared with one Board Member will be shared with all members.



**Lovejoy ISD Board of Trustees**

**Governance Protocols**

**2024 - 2025**



## **Board of Trustees Governance Protocols**

**We agree to employ the following norms in all of our interactions.**

### **■ Developing the Board Agenda**

- ✓ In consultation with the Board President, the Superintendent shall prepare the agenda.

### **■ Placing Items on The Board Meeting Agenda**

- ✓ Board Members will request to the Board President, in writing, any item(s) they wish to have considered for placement on the agenda.

### **■ Obtaining Information About Board Meeting Agenda Items Before the Meeting**

- ✓ Board Members will contact the Superintendent with any questions regarding the agenda prior to the meeting.

### **■ Responding to Staff or Community Complaints at Board Meetings**

- ✓ Board Members will not engage in dialogue with a speaker during public comments, but may provide specific factual information or recite existing policy to clarify some inquiries or issues.

### **■ Responding to Staff or Community Complaints Outside of Board Meetings**

- ✓ Board Members will refer the staff or community member through the proper channel of communication (teacher, principal, etc.) and advise the Superintendent of the conversation.

## ■ Communications Between and Among Board Members

- ✓ Board Members are encouraged to communicate via phone call.

## ■ Communications Between Board Members and The Superintendent

- ✓ Board Members are encouraged to communicate with the Superintendent via phone calls and in-person meetings.
- ✓ Board Members will communicate all requests for information to the Superintendent.

## ■ Communications with The Media

- ✓ The Board President is the official spokesperson of the Board.
- ✓ A Board Member who is contacted by the media should refer them to the Superintendent or Board President as appropriate.

## ■ Use of Social Media

- ✓ Board Members are discouraged from using social media regarding school district business.

## ■ Notification of Official Visits to School Sites

- ✓ Board Members will notify the Superintendent prior to visits to school sites in their official capacity.

## ■ Notification of Official Visits to School Events

- ✓ Board Members are encouraged to attend public events, receptions, dedications, and other campus events. Notifying the Superintendent in such cases is not required; however, Board Members will be cognizant of Open Meeting Act requirements.

## ■ Professional Development

- ✓ All Board Members will meet or exceed the requirements for Professional Development as mandated by the State of Texas.

### ■ Participation in School Board Meetings and Trainings

- ✓ All Board Members will strive for 100% attendance at School Board meetings and required trainings.

### ■ Evaluation of the Superintendent

- ✓ The Board of Trustees evaluates the Superintendent on an annual basis.

### ■ Board Priorities

- ✓ The Board of Trustees monitors Board Priorities through updates at monthly Board Meetings and during the Superintendent's evaluations. School Board Priorities are established annually.

### ■ Board Self-Evaluation

- ✓ The Board of Trustees should evaluate itself on an annual basis.

### ■ Strategic Planning

- ✓ The Board of Trustees monitors and evaluates the strategic plan annually.



**Lovejoy ISD Board of Trustees**  
**Board Operating Procedures**  
**2024 - 2025**



## Board of Trustees Operating Procedures

### Election of Board Members

*Board Policy BBB*

- The Board is composed of seven members, all of whom are elected by place. Board elections are held in alignment with the May uniform election dates.
- A meeting will be held not earlier than the 3rd day and not later than the 11th day after the election to canvass returns and to prepare a certificate of election for each candidate elected to office. *Board Policy BBBB(LEGAL)*
- The new Board will meet at the next regularly scheduled meeting after the results are canvassed to elect the following Board Officers: President, Vice-President, and Secretary. *Board Policy BDAA(LEGAL)*
  - The Board President may appoint a Board Member to facilitate the discussions about Board Officer selection or arrange for an independent facilitator to assist the Board in the completion of the process. In the event that the Board President has not been re-elected, the Board Secretary conducts an election to select a temporary chair. When selected, the temporary chair conducts the election of the President then relinquishes the chair to the new President who either conducts elections for the remaining officers or appoints a facilitator.
  - Characteristics/responsibilities: Each year the Board will determine by consensus the leadership characteristics and responsibility of each officer position.
  - Statements: Each Board member shall individually express his or her desires regarding Board service.
  - Removal from consideration: An individual member may remove himself or herself from consideration for any or all offices of the Board,
  - Consensus: Board members shall make their desires for officer selection known in a consensus-building manner. Because boards require that their officers perform specific leadership duties, it may be advisable to discuss the qualifications, experience, or willingness to serve of the nominees for a given office before voting. Since there is an exception to the Open Meetings Act which allows the board to deliberate the appointment of a public officer in a closed meeting, the board may choose to go into closed session to discuss the merits of nominees for a given office before returning to open session to take the vote. (Texas Education Code Section 551.074)
  - Nominal Group Technique: If more than one trustee expresses interest in serving in a particular office the Board shall engage in discussion in an effort to reach consensus.
  - The facilitator may guide the Trustees through structured strategies such as a modified nominal group technique or other consensus-building activity to provide information to

the Board members that may guide them during the official nomination and election process in the public board meeting.

- Officer elections: Board members shall vote for Board officers during the public meeting. Elections for each office shall be commenced by nomination. A second is not required. The chair allows for as many nominations as are desired. If more than one person is nominated for an office, *Robert's Rules of Order, Newly Revised* will serve as a guide for voting. The candidate who receives a majority of the votes for a particular officer position cast by board members present when the vote occurs shall be elected to that officer position.
- If possible, the Board President and a currently seated Board member will visit with the new Board member prior to the first regularly scheduled meeting after election results are canvassed.
  - The Board will offer orientation and training to new members in the Board's governance process.

## Activities Related to Elections

### Board Policy BBB

- Election Activities
  - Board members will follow all applicable laws in all campaign activities.
  - Neither the Board, as a body corporate, nor any Board member individually, will use District funds or other resources to electioneer for or against any candidate, measure or political party (Texas Education Code 11.169).
- Endorsements
  - Seeking Endorsements
    - No Board member seeking re-election to the Board will solicit District employees for endorsement during such employee's work hours or at any time while on District property.
  - Providing Endorsements
    - The Board, as a body corporate, will not endorse any candidate running for any public office.
    - Recognizing that the Board operates as a non-partisan elected body that works with other elected officials in its duties, individual Board members should exercise heightened caution when providing a personal endorsement to any candidate.
    - If an individual Board member chooses to provide an endorsement to a candidate for elected office, the Board member shall clarify they are communicating in a personal capacity and make no reference to the Trustee's role as a Lovejoy ISD Board member.
- Definitions
  - Endorse means the intentional act of giving one's public support or approval.

## Roles and Official Duties of Board Officers and Members

### Board Policy BBE and BDAA

- The Board President ensures the integrity of the Board's processes and serves as the Board's official spokesperson. Accordingly, the President has the following authority and duties:
  - Monitor Board behavior to ensure that it is consistent with its own rules and policies and those legally imposed upon it from outside the organization.
    - Conduct and monitor Board meeting deliberations to ensure that only Board issues are discussed;
    - Appoint Committees;
    - Call Special Meetings;
    - Ensure that the Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly, and to the point;
    - Chair Board meetings with all the commonly accepted power of that position as described in Robert's Rules of Order, and with voting rights;
    - Conduct periodic self-assessments to ensure process improvement.
    - Facilitate communication between Board members;
    - Facilitate agenda planning (including consent agenda items), development, and ordering of agenda items during meetings;
    - Act as the Board's spokesperson to the media.
  - Compile and facilitate the summative evaluation of the Superintendent.
  - Represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations with the areas assigned to the President, delegating this authority to other Board members when appropriate, but remaining accountable for its use.
  - Sign contract, resolutions, and legal documents authorized by the Board.
- Board Vice President
  - Act in the capacity and perform the duties of the President of the Board in the event of the absence, disability, or resignation of the President.
  - Become President only upon being duly elected to the position by the Board.
- Board Secretary
  - Ensure that accurate records of Board meetings are kept.
  - Act in the capacity and perform the duties of the President of the Board in the event of the absence, disability, or resignation of the President and Vice-President.
  - Sign contracts, resolutions, and legal documents authorized by the Board.
- Board Members
  - Board members should aim to attend 100% of scheduled meetings.
  - Board members should communicate absences to Board meetings or district events, with as much notice as possible, to the Superintendent or Board President.
  - No Board member or officer has authority outside of the Board meeting.
  - No Board member or officer has the authority to represent the Board or commit the Board without consent or action from the Board during a Board meeting.
  - No Board member can direct employees in regard to performance of their duties.
  - Board members will, when acting in the role of a parent in communication with staff, make it clear that actions are as a parent and not as a Board member.

- Board members are expected to complete all continuing education requirements. *Board Policy BBD (LEGAL)*

## Developing Board Meeting Agendas

### *Board Policy BE*

- To accomplish its stated objectives, the Board develops and follows an annual Board Activity Calendar that includes a schedule for significant aspects of the Board's upcoming work, including monitoring of District performance, matters related to the District budget, bond and facility work, contracts, policies, personnel, evaluation of the Superintendent, and other items pertaining to major business of the Board.
- Placing Items on the Agenda
  - In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings.
  - Board members must request to the Board President, in writing, any item(s) they wish to have considered for placement on the agenda.
  - Items may be placed on the agenda by the Superintendent, the Board President, any Board Member with approval of the President, or through a request by any two Board Members.
  - In accordance with the Texas Open Meetings laws, no person can place an item on the agenda less than 72 hours in advance of the meeting, except in an emergency as per Texas Government Code.
  - The Superintendent's office is responsible for the posting of the agenda no later than 72 hours before the meeting in accordance with Chapter 551 (Open Meetings Act) of the Texas Government Code
  - The order in which posted agenda items are taken may be changed by a consensus of Board Members.
  - Should a member wish to remove an item from the consent agenda, it will be discussed as a separate action item. *Board Policy BE(LOCAL)*
  - The School Board may consider items as part of its consent agenda, including, but not limited to the following:
    - Routine items
    - Annual renewals and TEA items
    - Budget amendments
    - Gifts, donations, and bequests
    - Financial information
    - Minutes of Board meetings
    - Minutes of joint meetings
    - Updates of board policy
    - Routine personnel items
    - Routine bid recommendations
    - Contracts
  - Board members are encouraged to review Board meeting materials in advance of meetings and advise the Board President, Superintendent, or Superintendent's designee of questions or concerns on agenda items before the Board meeting.

## Board Meetings

### Board Policy BE

- The Lovejoy ISD Board of Trustees normally will meet on the fourth Monday of each month with meetings normally beginning at 7:00 p.m. Additional meetings on specific topics will be scheduled by the Board as needed. The Board President may call a special or emergency meeting at the request of three or more Board members as provided in Chapter 551 (Open Meetings Act) of the Texas Government Code.
- Four members present constitute a quorum for a meeting.
- The Board will hold itself accountable for governing with excellence. This self-discipline of excellence applies to attendance, beginning meetings on time, preparation for meetings, adherence to policymaking principles, respect of roles, active participation in the monitoring process, and ensuring effective governance capability into the future.
- The Board shall observe the parliamentary procedures as outlined in *Robert's Rules of Order Newly Revised*, except as otherwise provided in Board procedural rules or by law.
  - All discussion shall be directed solely to the business currently under deliberation.
  - The presiding officer has the responsibility to keep the discussion to the motion at hand and shall halt discussion that is not germane to the business before the Board.
  - The presiding officer shall recognize a Board member wishing to comment.
- For the most updated information on meetings, visit the [LISD Board of Trustees website](#) and click on the Public Meetings.
- Public Comments/Public Participation
  - The Board encourages citizens to make their comments, concerns and ideas known to the Board during the Public Comments segment of the meeting. Persons may address the Board on agenda or non-agenda items at regularly scheduled Board meetings.
  - At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with the notice of the meeting. Public Comments related to Board agenda items will normally be held after the call to order, Pledge of Allegiance, and recognitions. A person wishing to address the Board shall sign up fifteen minutes prior to the beginning of the meeting. On the day of the meeting, the sign-up sheets for Public Comments will be available at the meeting location. Each citizen should sign up personally. The LISD Board seeks to conduct its meetings in a polite, professional manner, and would appreciate Public Comments being shared in a similar fashion.
  - An individual's comments may not exceed five minutes per meeting. When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, included, but not limited to, adjusting the time allotted to each speaker. Speakers may not "donate" their time to other speakers.
  - The Board does not allow the use of video, slide, or other electronic presentations.
  - If citizens bring a written statement or support materials, they should provide enough copies for the seven Board members and the Superintendent.

- Specific complaints about individual district personnel shall be processed through the District's grievance policies DGBA (Employee), FNG (Parent/Student), and GF (Public) (LOCAL).
  - The Board will not engage in dialogue with the speaker during the Board meeting. However, the Board or Superintendent may provide specific factual information or recite existing policy to clarify some inquiries or issues.
  - The Board shall not deliberate or make decisions regarding any subject that is not on the posted agenda. The presiding officer shall recognize Board members prior to any member asking clarifying questions or making statements to the Board. Board members may direct the Superintendent to investigate item(s) and report back to the Board as appropriate.
  - The Board shall not tolerate disruption of the Board meeting by members of the public. If, after one warning from the presiding officer, any person continues to disrupt the meeting by words or actions, the person shall be removed from the meeting.
  - Signs or placards brought to a Board meeting shall not block the vision of those attending the meeting.
- Board Response to persons addressing the Board during Public Comments  
*Board Policy BE*
    - The Board President, when necessary, may direct the Superintendent to investigate item(s) and report back to the Board through transmittal or at a designated meeting.
    - The Board President shall recognize Board Members prior to any Member asking clarifying questions or making statements to the Board. There can be no deliberation among the board unless the item appears on the agenda.
    - When appropriate, the Superintendent or Board President will provide specific factual information in response to inquiries by members of the public.

## Closed Meetings

*Board Policy BEC(LEGAL)*

- The Board must convene in open session with proper posting prior to the presiding officer announcing a recess into closed meeting. During a closed meeting, the Board can deliberate properly posted items but may not take any actions related to those items. All Board actions, including voting, must occur in open session.
- The Board may only discuss those items listed on the closed session agenda as limited by law which includes:
  - Personnel issues
  - Items which violate the right to privacy as defined by the Texas Open Meetings Act and Texas Open Records Act
  - Legal discussion with counsel
  - Legal discussion regarding real estate
  - Evaluation of the Superintendent
- Discussions and information shared during executive session shall remain confidential until officially made available to the public.

- The Board shall keep a certified agenda of the proceedings of each closed session. Certified agendas are to be sealed, kept confidential, and stored in a locked place in accordance with retention schedules and Board policy.

## Voting

### *Board Policies BDAA and BE*

- No item shall be acted upon by the Board unless the item is posted in the public notice for the meeting.
- When an item for action on the agenda is reached, the following procedure will apply:
  - The Presiding officer shall announce the item for action.
  - The Superintendent or appropriate staff member may make a comment, statement, recommendation, or presentation regarding the item.
  - The Board may discuss the item and raise questions.
  - Action is taken by means of a motion and a second, followed by a vote of Board members present. The Board also has the option of not taking action on an item.

## Board Priorities

- The Board of Trustees monitors Board Priorities through updates at monthly Board meetings and during the Superintendent's evaluations.
- Board Priorities are established annually.

## Evaluation of The Superintendent

### *Board Policy BJCD*

- The Superintendent evaluation will be conducted on an annual basis.
- Board Members will complete all Superintendent evaluation documents within requested timelines.
- The Superintendent will supply the Board Members with written documentation of her progress towards the district goals.
- The Board will meet in closed session to discuss the evaluation and reach consensus.
- The Board will review the evaluation, contract and salary with the Superintendent.
- The summative evaluation will occur no later than the end of April.
- The formative evaluation will occur no later than the end of January.

- There will be periodic updates prior to the summative evaluation each year.

## Evaluation of the Board

### *Board Policy BG*

- The Board shall perform a self-review or evaluation in a closed meeting.
- The Board review shall take place annually.
- The Board Governance Norms, Protocols and Operating Procedures and Board Member Code of Ethics shall be included in the review or evaluation. *Board Policy BBF(LOCAL)*

## Board Member Ethics

### *Board Policy BBF(LOCAL)*

- Main Tenants of Board Member Ethics
  - Equity in Attitude
  - Trustworthiness in Stewardship
  - Honor in Conduct
  - Integrity of Character
  - Commitment to Service
  - Student-Centered Focus
- Board Member Ethics
  - I will be fair, just, and impartial in all my decisions and actions.
  - I will accord others the respect I wish for myself.
  - I will encourage expressions of different opinions and listen with an open mind to others' ideas.
  - I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
  - I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
  - I will work to ensure prudent and accountable use of District resources.
  - I will make no personal promise or take private action that may compromise my performance or my responsibilities.
  - I will tell the truth.
  - I will share my views while working for consensus.
  - I will respect the majority decision as the decision of the Board.
  - I will base my decisions on fact rather than supposition, opinion, or public favor.
  - I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
  - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
  - I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

- I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.
- I will be continuously guided by what is best for all students of the District.

## Communications

### *Board Policy BBE*

- In order to build and maintain productive and effective relationships between the Board and the Superintendent, both the Board and the Superintendent will maintain a system of communication and interaction that builds upon mutual respect and trust. Accordingly, the Board and the Superintendent will:
  - Exercise courteous honesty in all written and interpersonal interaction, avoid misleading information;
  - Demonstrate respect for the opinions and comments of each other;
  - Focus on issues rather than on personalities;
  - Maintain focus on common goals;
  - Communicate with each other in a timely manner to avoid surprises;
  - Criticize privately, praise publicly;
  - Maintain appropriate confidentiality;
  - Openly share concerns, information, knowledge, and agendas;
  - Make every reasonable effort to protect the integrity and promote the positive image of the district and each other;
  - Respond in a timely manner to requests and inquiries from each other.
- The Board as a whole is committed to and encourages community input through surveys, public forums and on-going communications activities.
- Board Members who attend functions of interests to the Board as a whole will communicate items of interest to all Board Members and the Superintendent.
- Individual Board Members cannot represent the Board or commit the Board outside of Board Meetings without consent from the Board on any issue that has not been acted on.
- Only the Board President, or designee of the Board President, will reply to letters or emails addressed to all Board members. The Superintendent’s office will ensure all Board members receive a copy of the response.
- With respect to providing information and counsel to the Board, the Superintendent shall not fail to give the Board as much information as necessary to allow Board members to be adequately informed.

- The Superintendent will communicate information in a timely fashion to all Board members through:
  - Board meetings and executive sessions;
  - Board correspondence;
  - Telephone calls;
  - One-on-one meetings.
- Board members are encouraged to communicate with the Superintendent via phone calls and in-person meetings.
- Correspondence related to formal complaints or grievances, as described in Board Policies DGBA, FNG, and GF (LEGAL and LOCAL) will not be forwarded to Board members in order that they may maintain their objectivity pertaining to matters that may require Board action in the future. The sender will be notified with an explanation of the decision not to forward the communication.
- Board Response to Contacts/Correspondence
  - Individual Board members may communicate with members of the community as they deem appropriate. While Board members strive to be responsive to stakeholders, it is not possible for them to respond to every inquiry due to the volume of correspondence.
  - Letters and faxes addressed to individual Board Members and received in the Superintendent's office are delivered to that Board Member at the next Board meeting. If an item is urgent or time sensitive, the Board Member is contacted by email or telephone before the meeting.
  - Citizens may contact the Board of Trustees by email.
  - If a Board member responds to an inquiry in writing, he or she will copy the Superintendent's office who will determine whether information needs to be added to the Superintendent's weekly memo to the Board.
  - The Board of Trustees encourages input, and the confidentiality of individuals will be maintained when possible and requested. Anonymous calls or letters will not receive a response and will not result in directives to the administration.
- Board Members should operate within appropriate guidelines when communicating on social media regarding school district business. The following are suggested guidelines for Board Members using social media in their role as public officials:
  - Clarify that you are communicating as an individual member of the Board, and not an official district spokesperson.
  - Avoid deliberating school district business with a quorum of the Board.
  - Direct complaints or concerns presented online to the appropriate administrator.
  - Avoid posting content indicating you have already formed an opinion before a due process hearing.
  - Ask for community input to be provided through appropriate channels, but do not allow your social network to direct your decisions as a trustee.
  - Post only content that the district has already released to the public.
  - When attempting to restate what happened at a previous Board Meeting, clarify that the posting is not an official record of the Board Meeting and share information only from the open portions of the meeting.

- Conduct yourself online in a manner that reflects well on the district; avoid posting information that has not been verified and made public by the district; and never post anonymously about school business or repeat rumors.
- Immediately report suspected illegal activities and harassing or defamatory communications that involve school officials, staff, students, or district business to the Superintendent.
- Realize that by using a personal account to conduct official school district business, your account may become a public forum under the First Amendment.
- Retain electronic records – including your own posts and content others post to your account – when required to do so by the district’s records retention schedule.
- Comply with the district’s acceptable use policy when using district-issued devices or technology resources and immediately report to the district any potential security breach if you lose control or possession of confidential district records

### Administration Response to Contacts/Correspondence

- All correspondence addressed to the Superintendent or administration will be routed to the appropriate staff members.
- The appropriate staff members will investigate the issues raised in the correspondence and will respond in a reasonable and appropriate manner. It is the goal of the administration to respond to correspondence within ten working days.
- The LISD administration encourages input. Anonymous calls or letters, however, will not receive a reply from the administration. If requested, confidentiality of the person writing the correspondence will be maintained when possible.

### Individual Board Member Requests for Information or Reports

*Board Policy BBE*

- An individual Board member, acting in his or her official capacity, has the right to seek information pertaining to District fiscal affairs, business transactions, governance, school operations, and personnel matters, including information that properly may be withheld from members of the general public in accordance with the Public Information Chapter of the Government Code. Written responses to information requests from the Board will be distributed to all Board members in a timely manner.
- Individual members shall not have access to confidential student records unless the member is acting in his or her official capacity and has a legitimate educational interest in the records. In such cases, individual members shall seek access to the records from the Superintendent. At the time access to the records is provided, the Board member shall be advised of his or her responsibility to comply with confidentiality requirements.

- Individual Board members shall not issue formal written or oral requests for information directly to campus principals or other administrators not designated as Board contacts. Board members may e-mail or call the Superintendent to ask questions or request information.
- No individual Board Member shall direct or require District employees to prepare reports derived from an analysis of information in existing District records or to create a new record compiled from information in existing District records. Directives to the Superintendent or other custodian of records regarding the preparation of reports shall be by Board action.

### Citizen or Employee Request/Complaint to Individual Board Member

- If parents, students, or other members of the public bring concerns or complaints to an individual Trustee, the Board member should listen to the complaint to better understand the critical issues, unless it relates to a formal complaint or grievance already filed under Board Policies DGBA, FNG, or GF and upon which the Board may be requested to take action. If a formal process is not underway, the Board member should take the following steps:
  - Refer the parent, student, citizen to the administrator who is in the best position to assist in addressing the concern or complaint.
  - Make the citizen aware of the District policies and procedures, including due process (GF(LOCAL)) in place to address citizen concerns or complaints and remind them that Board members must remain impartial in case the matter requires future Board action.
  - Notify the Superintendent.
- If employees bring concerns or complaints to an individual Trustee, the Board member should listen to the complaint to better understand the critical issues, unless it relates to a formal complaint or grievance already filed under Board Policies DGBA and upon which the Board may be requested to take action. If a formal process is not underway, the Board member should take the following steps:
  - Remind the employee of the due process procedure and remind them that Board members must remain impartial in case the matter requires future Board action.
  - Refer the employee to the administrator who is in the best position to assist in addressing the concern or complaint.
  - Notify the Superintendent.
- If a concern or complaint directly pertains to the Board's own actions or policy, for which there is no administrative remedy, a Board member may request that the issue be placed on a Board agenda.

### Media Inquiries to The Board

- The Board President serves as the official spokesperson for the Board. However, under special circumstances, the Board may elect to appoint a different spokesperson for the Board.
  - A Board member who receives calls from the media should refer them to the Superintendent or Board President, as appropriate.

- Individual Board members who are asked for individual comments or opinions by the media are to qualify those statements as being the opinion of the individual Board member and not representative of the Board as a whole or the school district.

## Board Member Visits to A School Campus

*Board Policies BBE and GKC*

- Board members are encouraged to attend public events, receptions, groundbreakings, dedications, ribbon cuttings, and other campus events. In such cases, notifying the Superintendent is not necessary; however, Board members must be cognizant of whether a quorum attends the event and Open Meeting Act requirements.
- Board members who wish to visit a campus to view a program or activity in their official capacity shall notify the Superintendent and coordinate the visit with the principal. At no time will Board members visit campuses or other school programs in an attempt to evaluate personnel.
- These guidelines do not pertain to visits as a parent or as a spectator to school events. Board members with children enrolled in the school district are entitled to the same rights, privileges, and courtesies as all other parents or guardians. However, when engaging in conferences or interactions with school personnel as a parent, a Board member shall not let his/her official position interfere or dictate decisions that should be fair and impartial.

## Board Training Requirements

*Board Policy BBD(LEGAL)*

- The Board must meet minimum annual requirements for training from April to April of the following year.
- At the last regular April Board Meeting, the current board president must announce the name of each board member who has completed/exceed/or is deficient in the required continuing education as required by 19 Tex. Admin Code 61.1 (j).
- The entire board shall participate with their superintendent in a team-building session which shall be held annually and be at least three hours in length. The purpose of the team-building is to enhance the effectiveness of the Board-Superintendent team and to assess the continuing education needs of the Board-Superintendent team.

## Travel Reimbursement

*Board Policy BBG(LEGAL)*

- Reimbursement to Board members for reasonable travel expenses for attendance at regional, state, or national conventions, conferences, and workshops shall be made by the District when attendance is authorized and deemed by the Board to be necessary to conducting the business of schools.

- The District may not pay the travel expenses of spouses and other persons who have no responsibilities or duties to perform for the Board when they accompany a Board member to Board-related activities.

## Conflicts of Interest

### Board Policy BBFA

- Board members are expected to avoid conflicts of interest involving any matter pending before the Board. A conflict of interest is deemed to exist when a member is confronted with an issue in which the member has a personal or pecuniary interest or an issue or circumstances that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. Accordingly:
  - If a Board member has a substantial personal or private interest in any matter pending before the Board, the member shall disclose such interest to the Board and shall not vote on the matter.
  - A member of the Board shall not also be an employee of the district, nor shall a member receive any compensation for services rendered to the district. This provision shall not prohibit members from receiving reimbursement for authorized expenses incurred during the performance of Board duties.
  - The Board shall not enter into any contract with any of its members or with a firm in which a member has a financial interest unless one or more of the following conditions apply:
    - The contract is awarded to the lowest responsible bidder based upon established competitive bidding procedures; or
    - The Board member is the highest bidder for merchandise sold at a public auction.
- A Board member is expected to avoid conflict of interest in the exercise of the member's fiduciary responsibility. Accordingly, a Board member may not:
  - Disclose or use confidential information acquired during the performance of official duties as a means to further the Board member's own personal financial interests or the interests of a member of the Board member's immediate family;
  - Accept a gift of substantial value or economic benefit which would tend to improperly influence a reasonable person, or which the Board member knows or should know is primarily for the purpose of a reward for official action;
  - Engage in a substantial financial transaction for private business purposes with a person whom the Board member directly or indirectly supervises;
  - Perform an official act, which directly confers an economic benefit on a business in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.
- A Board member must file all required disclosures in accordance with Board Policies BBFA(LEGAL) and BBFA(LOCAL).
- A Board member must provide information for the District financial management report.
- Prohibited Practices
  - Bribery
  - Illegal Gifts

- Honoraria and Expenses
- Abuse of Office
- Nepotism
- Former Board Member Employment
- Incompatibility of Office
- Depository Conflict
- Instructional Materials Violation

## Addressing Board Member Violations

*Board Policy BBC(LEGAL)*

- The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies. In the event of a member's willful violation of policy, the Board will seek remedy by the following sequential process:
  - Private conversation between the offending member and the Board president or other Trustee;
  - Discussion in executive session between the offending member and the full Board; and
  - Upon an affirmative vote of a simple majority, public censure of the offending member of the Board.

## Reviewing the Board Operating Procedures

- Board of Trustees Governance Policies and Operating Procedures will be reviewed and updated each year and will be part of Board training.

## Graduation Participation

- Board Members shall make every effort to attend graduation.
- Former Board Members will be invited to participate in graduation if they have a student or relative graduating.
- Outgoing board members from the current year will be a special guest at graduation.
- Only Board Members, current or past, are permitted to present diplomas during the graduation ceremony.



**Lovejoy ISD Board of Trustees**

**Violations of**

**Governance Norms, Procedures**

**and Operating Procedures**

**2024 - 2025**



## **Violations of Governance Norms, Protocols and Board Operating Procedures**

Violations of governance norms, protocols and operating procedures will result in the following actions.

### ■ **Violation One**

- ✓ The President of the Board will have a verbal discussion with the violating Board Member(s).

### ■ **Violation Two**

- ✓ A written communication will be sent to the Board Member(s) from the President of the Board. All Board Members will be copied on the communication.

### ■ **Violation Three**

- ✓ The Board of Trustees may determine the appropriate sanction depending on the violations, with examples including restricting communication, access to schools, etc.

### ■ **Violation Four**

- ✓ The Board of Trustees may discuss the violation with the School Board Member at a public Board Meeting.

14. Announcements

**Presenter:** Barrett Owens, President

15. Adjournment

**Presenter:** Barrett Owens, President