

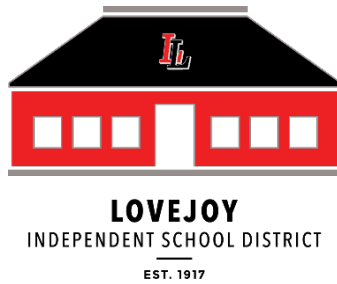
Board Workshop
Monday, August 11, 2025 8:30 AM

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

Agenda

1. Call to Order
Presenter: Julie McLaughlin, 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: Julie McLaughlin, 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: Julie McLaughlin, 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 legal counsel regarding SB 12, SB 13, and HB 6.
 - 3.A.2. Board Consultation with legal counsel regarding FFAC (LOCAL), HB 163.
 - 3.A.3. Consultation with legal counsel regarding BDB (LOCAL), BDF (LOCAL), and BDAA (LOCAL).
 - 3.A.4. Consultation with legal counsel regarding Board Operating Procedures.
 - 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. Board Priorities.
 - 3.D.3. Superintendent's Annual Goals.
 - 3.E. 551-076 For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.
 - 3.E.1. Security Devices.
 - 3.E.2. SPAT Security Update.

- 3.E.3. Security Audits.
- 3.E.4. Safety and Security Equipment.
- 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: Julie McLaughlin, President
- 5. Public Comments Related to August 11, 2025 Agenda Items
Presenter: Julie McLaughlin, President



School Board Public Comments Sign In

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.

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.

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 the 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.

****Failure to Complete the Form in Its Entirety will result in you not being able to speak****

First and Last Name:

Relationship to Lovejoy ISD (Choose one):

Resident Parent/Guardian Non-resident

Designate the Item as an agenda or non-agenda item, and if non-agenda, provide a brief description of the topic in 3 – 5 words.

agenda item #: _____
 non-agenda item topic: _____

Email Address:

Phone:

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

- I acknowledge I read, understand, and agree to the public comment procedures and regulations, particularly as it relates to disruptive behavior.
- I understand non-agenda items may be moved to the end of the meeting, , if necessary for effective meeting management, and are only permitted at regular meetings
- I reviewed the form in its entirety and understand that a failure to complete this form will result in my inability to speak at today's meeting.

Print:

Signature:

Date:

6. Presentation: 2025-2026 Board of Trustees Priorities and Superintendent Goals
Presenter: Julie McLaughlin, President and Katie Kordel, Superintendent



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

Lovejoy Independent School District Board of Trustees

Date of Meeting	August 11, 2025
Document Title	2025-2026 Board of Trustees Priorities and Superintendent Goals
Presented For	Board Action X Report/Review Only
Supporting Documents	None X Attached Provided Later
Administrator Responsible	Julie McLaughlin, President



Executive Summary

The Board of Trustees will discuss a draft of the 2025-2026 Board of Trustees Priorities and Superintendent Goals.

Fiscal Implications

No fiscal implications.

Administrator Recommendation

No Administrator Recommendation. Discussion only.

District 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.





Plan on a Page

DISTRICT MISSION

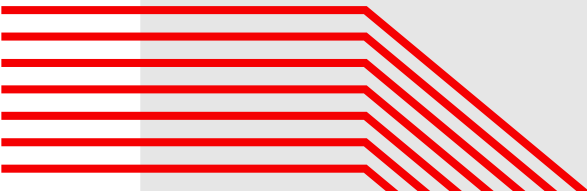
TO PROPEL EVERY PERSON TO PERSONAL EXCELLENCE.

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 PRIORITIES

01: Safety

The Lovejoy ISD Board of Trustees will support a safe and secure environment for all students and staff by ensuring appropriate policies, resources, and oversight are in place.

02: People

The Lovejoy ISD Board of Trustees will support and equip the Superintendent to lead the district effectively, and will foster an environment and culture that attracts and retains top talent.

03: Learning

The Lovejoy ISD Board of Trustees will champion academic excellence by prioritizing rigorous instruction, monitoring student outcomes, and supporting continuous improvement.

04: Culture of Progress

The Lovejoy ISD Board of Trustees will foster a culture of progress by supporting our educators' pursuit of new and effective ways to enhance student opportunity and meet the evolving needs of students and staff.

05: Governance

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

CULTURE COMMITMENTS

Relationships
Learning
Collaboration

Results
Fun

Superintendent Goals

2025-2026

DRAFT 07/17/25

Goal	Measures of Success
Safety	
<p>01 Support a safe and secure environment for all students and staff by implementing updated and enhanced silent panic alert technology at 100% of Lovejoy ISD schools.</p> <p>LOVEJOY 2030 Strategic Plan Strategic Target 8.1, Strategy 8.1.2, and Strategy 8.1.3</p>	<p>1.1 Installation of Updated Silent Panic Alert Technology System Hardware.</p>
	<p>Key Performance Indicators</p> <ul style="list-style-type: none"> Silent alert technology hardware including alert strobes, locating beacons, and gateways will be installed at all Lovejoy ISD school facilities. All staff will be issued silent panic alert technology devices.
	<p>1.2 Implementation of Updated Silent Panic Alert Training.</p>
	<p>Key Performance Indicators</p> <ul style="list-style-type: none"> All staff will be trained in the activation and response protocols associated with the updated Silent Panic Alert System Technology.
	<p>1.3 Integration of silent panic alert systems with electronic communication systems.</p>
	<p>Key Performance Indicators</p> <ul style="list-style-type: none"> The updated Silent Panic Alert System will be integrated with existing electronic communication platforms at all Lovejoy ISD schools.
People	
<p>02 Recruit, retain, support, and develop effective personnel.</p> <p>LOVEJOY 2030 Strategic Plan Strategic Target 6.1, Strategy 6.1.1, and Strategic Target 6.3</p>	<p>2.1 Develop and implement a leadership development program to support teacher retention.</p>
	<p>Key Performance Indicators</p> <ul style="list-style-type: none"> Develop and implement a leadership development program in which 100% of campus principals complete at least 6 hours of targeted training on teacher retention strategies.
	<p>2.2 Administration of staff survey.</p>
<p>Key Performance Indicators</p> <ul style="list-style-type: none"> The District will administer two staff surveys during the 2025-2026 school year. 	

Learning

03 Promote Lovejoy ISD's continued commitment to academic excellence.

LOVEJOY 2030 Strategic Plan
Strategic Target 1.1 Strategy 1.1.1
Strategic Target 1.2 Strategy 1.2.2 and 1.2.3
Strategic Target 1.3 Strategy 1.3.3 and 1.3.2
Strategic Target 2.1 Strategy 2.1.2 and 2.1.3

3.1 Operationalize the STEM Program Guide.

Key Performance Indicators

- During the 2025-2026 school year and in alignment with the district STEM Program Guide, the District will create and implement model lessons for grades K-6.

3.2 Prioritize Student Academic Growth.

Key Performance Indicators

- The District will increase the percentage of students meeting the expected growth measure for NWEA MAP testing for grades 3-8 Reading, English I, and English II by 5% and grades 3-8 Math and Algebra I by 5%.

3.3 Prioritize 3rd grade STAAR Reading Performance.

Key Performance Indicators

- Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 78% in 2025 to 83% in 2026.

3.4 Prioritize 3rd grade STAAR Mathematics Performance.

Key Performance Indicators

- Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Mathematics from 70% in 2025 to 75% in 2026.

3.5 Develop and Implementation Plan for the Teacher Incentive Allotment (TIA) Program.

Key Performance Indicators

- The District will develop an implementation plan for the Teacher Incentive Allotment (TIA) Program that meets Texas Education Agency (TEA) requirements. The plan will include a timeline and committee formation.

3.6 Analyze and Refine the K-12 Gifted and Talented Program Services

Key Performance Indicators

- The District will complete a K-12 Gifted and Talented (GT) Program review.
- The District will develop a Gifted and Talented Learner Profile.
- The District will enhance targeted Professional Development for Gifted and Talented Teachers.

Culture of Progress

04 Foster a culture of progress.

LOVEJOY 2030 Strategic Plan
Strategic Target 1.1 Strategy 1.1.2
Strategic Target 2.1 Strategy 2.1.3
Strategic Target 3.1 Strategy 3.1.1
Strategic Target 4.1 Strategy 4.1.3
Strategic Target 5.1 Strategy 5.1.3
Strategic Target 5.2 Strategy 5.2.2

4.1 Complete an Update to the LOVEJOY 2030 Strategic Plan.

Key Performance Indicators

- The District will complete a Year 4 update of our LOVEJOY 2030 Strategic Plan by engaging stakeholders through:
 - Hosting listening circles to gather input from students, parents, educators, staff, and the community.
 - Reconvening the LOVEJOY 2030 Strategic Planning Committee and expanding membership to new participants.
 - Synthesizing stakeholder feedback into updates to the strategic plan.

4.2 Initiate a Technology Assessment.

Key Performance Indicators

- The District will implement a technology assessment focused on infrastructure, devices, instructional technology usage, and cybersecurity.

4.3 Implement Unified Stakeholder Communication Tool.

Key Performance Indicators

- The District will implement a new unified communication tool supporting streamlined communication for teachers, parents and students.

4.4 Provide Ongoing Communication for Utilization of Bond Funds.

Key Performance Indicators

- The District will provide opportunities for stakeholder input in the design process for Hart Elementary School and Lovejoy High School renovations.
- The District will publish a bond project web-page to provide updates to stakeholders.

7. Presentation: 2025-2026 Board of Trustees Activity Calendar and Updated 2025-2026 Board of Trustees Meeting Calendar
Presenter: Julie McLaughlin, President



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

Lovejoy Independent School District Board of Trustees

Date of Meeting	August 11, 2025
Document Title	2025-2026 Board of Trustees Activity Calendar and Updated 2025-2026 Board of Trustees Meeting Calendar
Presented For	Board Action X Report/Review Only
Supporting Documents	None X Attached Provided Later
Administrator Responsible	Julie McLaughlin, President



Executive Summary

The Board of Trustees will discuss a draft of the 2025-2026 Board of Trustees Activity Calendar and an Updated 2025-2026 Board of Trustees Meeting Calendar resulting from legislative changes.

Fiscal Implications

No fiscal implications.

Administrator Recommendation

No Administrator Recommendation. Discussion only. A recommendation will be brought forward for Board consideration at a future meeting.

District 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
25-26 Board Activity Calendar**

Discussion Draft Aug 11, 2025

	Board Notifications and Recurring Items	Presentations and Recognitions	Board Business	Board Organization
August 2026	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report Quarterly Investment Report Annual Vendor Contract Renewals and MOU's	Student Recognitions Celebration of Learning	Adoption of Final Tax Rate 26-27 Student Health Advisory Council Resolution and Membership Enrollment Update Consider Class Size Waivers Any necessary policy updates	Adopt 25-26 Board Operating Procedures Adopt 25-26 Board Activity Calendar Adopt 25-26 Superintendent Goals Adopt 25-26 District and Board Priorities Annual Board Member Ethics Certification
September 2025	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report Investment Policy and Officer	Student Recognitions District Programmatic Review Foundation for Lovejoy Schools Annual Report	Lovejoy 2030 Update Presentation and Discussion of HB3 Academic Goals (STAAR Results) Capital Project and Bond Funds Update Any necessary policy updates	Appoint Board Members to Legislative Committee
October 2025	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report Certified Tax Roll	Student Recognitions Celebration of Learning Principal Appreciation Month	Adopt HB3 Academic Goals and Progress Measures Review and Adopt District Improvement Plans Review and Adopt Campus Improvement Plans Any necessary policy updates Annual Financial Audit Report	Adopt Board Legislative Committee Charter
November 2025	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report Quarterly Investment Report	Student Recognitions District Programmatic Review Lovejoy Letter Campaign	Discussion of Budget Priorities for 26-27 26-27 School Calendar Discussion Public Hearing on Financial Accountability Rating (FIRST)	Discuss Board Legislative Advocacy Agenda
December 2025	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report	Student Recognitions Celebration of Learning	Budget Workshop #1 for 26-27 26-27 School Calendar Adoption Attendance Update	Approve Board Legislative Advocacy Agenda Board Academy Superintendent Formative Evaluation
January 2026	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report Public Information Non-Business Day Calendar	Student Recognitions District Programmatic Review	Budget Workshop #2 for 26-27 Progress Update on District and Campus Improvement Plans Demography Update Annual Review of Lovejoy Scholars Program 26-27 Lovejoy Scholar Program Continuation and Model	Order Trustee Election for May School Board Recognition Month
February 2026	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report Quarterly Investment Report	Student Recognitions Celebration of Learning	Budget Workshop #3 for 26-27 Any necessary policy updates Public Hearing on Texas Academic Performance Report (TAPR)	Joint Election Contract for Election Services in May
March 2026	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report Professional Development Waiver Days Calendar	Student Recognitions District Programmatic Review	Budget Workshop #4 for 26-27 External Audit Engagement Letter HB3 Goals and Academic Progress Monitoring Update Staff Contract Recommendations for 26-27, First Group	Board Self Assessment

April 2026	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report	Student Recognitions Leadership Lovejoy Recognition Celebration of Learning	Budget Workshop #5 for 26-27 Staff Contract Recommendations for 26-27, Second Group Public Hearing Accelerated Instruction Program for STAAR EOC	Superintendent Summative Evaluation Annual Board Member Training Declaration Recognition of Outgoing Board Members Discussion of 26-27 Board Meeting Calendar
May 2026	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report Quarterly Investment Report	Student Recognitions District Service Awards Celebration of Learning	Budget Workshop #6 for 26-27 Salary Proposal and Compensation Plan Draft for 26-27 Set Date for Public Hearing for Budget and Proposed Tax Rate	Canvass Election Results Issuance of Certificate of Elections Oath of Office to Newly Elected Trustees 26-27 Board Officer Selection Process
June 2026	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report		Budget Workshop #7 for 26-27 Public Hearing on 26-27 District Budget and Proposed Tax Rate Adopt 26-27 District Budget and Proposed Tax Rate Adopt 26-27 District Compensation Plan Final 25-26 Budget Amendment Student Achievement Update (Preliminary STAAR Scores)	Appoint Board Liaison to Foundation Appoint Board Members to Safety & Security Committee Appoint Delegate(s) to TASB Delegate Assembly Adopt 26-27 Board Meeting Calendar Discussion of 26-27 Superintendent and Board Goals
July 2026	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report Teacher Appraisal Calendar T-TESS and T-PESS Appraiser Approvals Annual Vendor Contract Renewals and MOU's	Back-to-School Presentation	Student Code of Conduct TASB Risk Management Fund Program Renewal Purchase of Attendance Credits for Excess Local Revenue Student Health Advisory Council Annual Report Annual School Marshal Resolution	Review Superintendent Contract Discussion of 26-27 Superintendent and Board Goals Annual Teambuilding Training
August 2026	New Hires / Resignations Public Information Requests Cabinet Reports Monthly Finance Report Quarterly Investment Report Annual Vendor Contract Renewals and MOU's	Student Recognitions Celebration of Learning	Adoption of Final Tax Rate 26-27 Student Health Advisory Council Resolution and Membership Enrollment Update Consider Class Size Waivers Any necessary policy updates	Adopt 26-27 Board Operating Procedures Adopt 26-27 Board Activity Calendar Adopt 26-27 Superintendent Goals Adopt 26-27 District and Board Priorities Annual Board Member Ethics Certification
Recurring Project Updates			Lovejoy 2030: 4 Year Plan Update and Committee Work 2025 Bond and Captial Projects Update Board Legislative Committee Updates Superintendent Goal Progress Updates	

**** Dates and Activities are subject to change. Official Agenda Items will be posted publicly in alignment with required timelines.**

DRAFT 08.11.2025: LOVEJOY INDEPENDENT SCHOOL DISTRICT

BOARD MEETING CALENDAR

2025-2026 School Year

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

August 2025						
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31						16

September 2025						
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28	29	30				

October 2025						
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November 2025						
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23	24	25	26	27	28	29

December 2025						
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21	22	23	24	25	26	27
28	29	30	31			

January 2026						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
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22	23	24	25	26	27	28

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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29	30	31				

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30		

May 2026						
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24	25	26	27	28	29	30

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

IMPORTANT CALENDAR DATES	
August 7	First Day of School
September 1	Labor Day
October 13-17	Fall Break
November 24-28	Thanksgiving Break
December 19 - January 6	Winter Break
January 19	Martin Luther King Holiday
February 16	President's Day
March 16-20	Spring Break
April 3	Good Friday
May 22	Last Day of School
May 23	Graduation

Calendar Key	
	Student Holiday
	Bad Weather Day
	Graduation
	LHS Early Dismissal
	Early Dismissal for All
	Board Meeting
	Board Workshop
	Team of Eight Training

*Board Meetings Start at 6:00 PM (Closed Session) 7:00 PM (Open Session)

*Board Workshops Start at 5:00 PM (Closed Session) 5:30 PM (Open Session)

*Please note: The August 11, 2025 Board Workshop is scheduled for an 8:30 AM (Closed Session) 10:00am (Open Session)

8. Presentation: 2025-2026 Board of Trustees Operating Procedures
Presenter: Julie McLaughlin, President



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

Lovejoy Independent School District Board of Trustees

Date of Meeting	August 11, 2025
Document Title	2025-2026 Board Operating Procedures
Presented For	Board Action X Report/Review Only
Supporting Documents	None Attached X Provided Later
Administrator Responsible	Julie McLaughlin, President
Executive Summary	
The Board of Trustees will discuss updates to Board Operating Procedures. The Board Special Subcommittee on the Board Operating Procedures will provide an update.	
Fiscal Implications	
No fiscal implications.	
Administrator Recommendation	
No Administrator Recommendation. Discussion only.	
District Priority	
<p>Priority 1: Lovejoy ISD students will live our Legacy of Excellence by learning at high levels and graduating life ready.</p> <p>Priority 2: Lovejoy ISD will value employees as our greatest asset in serving students.</p> <p>Priority 3: Lovejoy ISD will prioritize community, connection, and communication.</p> <p>Priority 4: Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.</p>	

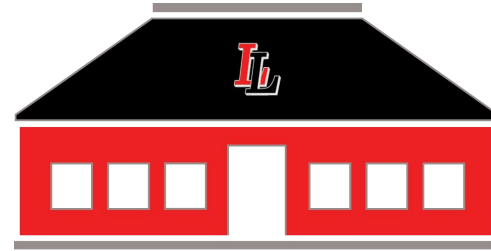
Special Purpose Committee on Board Operating Procedures

Julie McLaughlin

Board President

Aug 11, 2025

Board Workshop



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

EST. 1917

Board Operating Procedures

Review Process

- 1 Review existing BOP to identify opportunities for improvement.
- 2 Reflect on past Board Self-Assessment comments and discussion.
- 3 Attend training on best practices for Board Operating Procedures.
- 4 Review BOP Procedures for **11+** other districts.
- 5 Consider the usage and audiences for this document.
- 6 Consider changes needed as a result of new legislation.

Board Operating Procedures

Initial Recommendations

- 1 Reformat of Board Operating Procedure document into a visually-polished publication with numbered sections for easy reference.
- 2 Enhance information on the governance role of the Board and what it means to serve as a Trustee.
 - Section 3 - Texas Education Code: Authority and Duties of a Board
 - Section 3 - SBOE Framework: Best Practices for Effective Governance
 - Section 4 - Core Work and Decisions of the Board
 - Section 5 - Key planning and evaluation routines of the Board
 - Appendix 9.1 - SBOE Framework for School Board Development
- 3 Enhance information on the onboarding of newly elected trustees.
 - Section 5.5 - Explains Orientation Process and required training
 - Appendix 9.2 - New Trustee onboarding checklist
- 4 Incorporate changes driven by new legislation.
 - Section 6.6 - Public Comments prioritized near start of meetings (HB1522)
 - Section 6 - Agendas posted 3 business days before a meeting (SB12)
- 5 Implement best practice of an annual certification for Board Members on the Board Code of Ethics and Governance Norms.

BOARD OF TRUSTEES
OPERATING PROCEDURES

Adopted [Date]



DRAFT

[PHOTO]

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3.3. Board Member Ethics		7.6. Officer Roles	
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1 INTRODUCTION

What is the purpose of Board Operating Procedures?

The Lovejoy ISD Board of Trustees is committed to strong student-focused governance that ensures effective oversight of the district, improves outcomes for all students, and builds public trust.

The Board Operating Procedures serve as a foundational guide for how the Board carries out its responsibilities on behalf of the community, staff, and—most importantly—our students. This document outlines the protocols and expectations that govern Board operations, including how meetings are conducted, how Trustees interact with one another and with the Superintendent, and how the Board collectively fulfills its duties under Texas law and local district policy.

Clear operating procedures promote consistency, transparency, trust and accountability — both within the Board and across the broader district. Aligned with the Texas Education Code, the Texas Open Meetings Act, and the State Board of Education’s Framework for School Board Development, these practices help ensure that the Board remains united in its purpose, focused on governance and student outcomes, and aligned with district policies, strategic plans, and priorities. The Board reviews and adopts these procedures annually to affirm its dedication to collaborative, ethical, and mission-driven leadership.

In all matters, the Board is governed first by Texas law; second by district policy; and third by these Board Operating Procedures.

[PHOTO]

2

LOVEJOY ISD STRATEGIC FRAMEWORK

What guides the decision-making of the Board?



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

MISSION

To propel every person to personal excellence

CORE VALUES



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.



A Lovejoy ISD Graduate is...



Intellectually Equipped.

The Lovejoy graduate has faced a challenging curriculum that has prepared him or her for a successful college experience. The courses taken at Lovejoy matched the student's strengths and interests, as well as challenged his/her mind, imagination, feelings and social consciousness. The Lovejoy graduate is able to think critically and can express ideas clearly through oral and written expression. He or she has developed an academic skill set that allows for mastery of highly rigorous coursework. The graduate has learned to discern quality work from mediocre efforts and has chosen to pursue excellence by relying on self-discipline, initiative, creativity and integrity.



Open to the Challenges of Learning.

The Lovejoy graduate has a diverse background of formational experiences that have given him/her opportunities to learn and grow. The graduating senior has learned to be reflective and self-evaluative. Having experienced Lovejoy High School as a safe haven for the mistakes and false starts inherent in learning, the graduate understands that risk-taking and resiliency are necessary for growth. He or she values being viewed as an adult and feels prepared to manage more complex responsibilities. The Lovejoy graduate accepts the challenges of lifelong learning.



Well-Rounded.

The Lovejoy graduate has had a variety of experiences beyond the classroom. Opportunities to excel in art and music, on the stage and on the athletic fields have led the graduate to view aesthetic and physical development as essential to an education. The graduate has participated in extracurricular activities that promoted teamwork, leadership, responsibility, humility and physical and emotional fitness. In competitive arenas, the graduate has learned the value of fair play and respect for teammates and adversaries alike.



Engaged in a Healthy Lifestyle.

The Lovejoy graduate has demonstrated the self-discipline to pursue physical, cognitive and emotional health. She or he has developed the desire to engage in a healthy lifestyle, including a life-long commitment to physical activity. The Lovejoy student understands the physiological effects of lifestyle — including nutrition, exercise, and high-risk behaviors — on long-term health. He or she has developed the habits and self-discipline to achieve life-long wellness.



Fair and Respectful of Others.

The Lovejoy graduate has had the opportunity to interact with students, teachers, administrators and parents in a variety of settings. He or she has chosen to act in accordance with the principle - treat others as he or she would want to be treated. These experiences have led the student to go outside himself or herself to find happiness and joy in the love, friendship, and companionship of others.



Works for Justice in the Community.

The Lovejoy graduate has experienced the satisfaction of giving and service. She/He has learned through service projects to comprehend the abstract ideas of justice and community. The student has begun to appreciate the need to couple ethical thinking with ethical action. Ultimately, the Lovejoy graduate has learned to respond in love and service to those in need and now strives to move beyond self-interest in relationships with others.



What does it mean to serve as a school board Trustee?

Serving as a school board Trustee is both a profound responsibility and a public trust. Trustees are elected by the community to govern the district responsibly, in accordance with state law, local policy, and the best interests of all students. The role of a Trustee differs from that of legislators and other elected officials who represent specific constituencies because Trustees are charged with making decisions that serve the entire district. The term **Trustee** is fitting—we are entrusted with the stewardship of district funds, physical resources, and, most importantly, the community’s hope for the best possible education of its children.

Under **Texas Education Code** Chapter 11, and guided by the State Board of Education’s **Framework for School Board Development** and Board Policy BAA, the Board is responsible for setting the district’s vision and goals, adopting policies, overseeing financial stewardship, and holding the Superintendent accountable for results. These are among the Board’s most important duties, but they do not represent an exhaustive list. The full scope of school board powers and responsibilities is defined by state law and local policy, and Trustees are expected to operate within those legal parameters.

Among the Board’s most critical functions is selecting and evaluating the Superintendent, who serves as the district’s chief executive officer. Trustees empower the Superintendent to manage the district’s daily operations—including oversight of staff, campuses, and instructional programs—in alignment with Board-adopted goals and policies. This structure allows the Board to remain focused on strategic planning, governance, and accountability. While each Trustee is elected individually, the Board governs collectively as a *body corporate*. No individual Trustee holds authority outside of decisions made by the full Board in properly called meetings. Effective governance requires mutual respect, open communication, and a shared commitment to working together in service of students and the district’s mission.

Research consistently shows that effective school board governance is linked to improved student outcomes.

When Trustees govern with purpose, alignment, and a clear focus on students, the Board strengthens district performance and helps ensure that every student in Lovejoy ISD has the opportunity to learn, grow, and thrive.

3.1. Texas Education Code**Board Policy BAA**

The Texas Education Code outlines the authority and duties of a school board, including:

- **Overseeing the district’s vision, mission, and goals**
 - *Ensure goals are focused on improving student outcomes (§ 11.1511(b)(2))*
- **Hiring and evaluating the Superintendent**
 - *The board hires the Superintendent and must use a written evaluation instrument aligned with district goals (§ 11.1513, § 21.3541)*
- **Adopting policies to govern the district**
 - *These policies set expectations for staff, operations, curriculum, etc. (§ 11.151(b))*
- **Overseeing the budget and setting the tax rate**
 - *Trustees ensure that funds are spent in accordance with priorities and laws (§ 11.1511(b)(5), § 44.004)*
- **Calling for and overseeing bond elections**
 - *The board approves long-term capital investment proposals (§ 11.1511(b)(6))*
- **Ensuring compliance with all applicable laws and regulations**, including the Open Meetings Act, Public Information Act, and financial disclosure laws.

Texas Law also places limitations on Trustees, including:

- Directing or supervising staff other than the Superintendent (*Trustees may not interfere with daily operations or personnel decisions (§ 11.1512(a))*)
- Making unilateral decisions or promises (*The board only acts through a majority vote in posted meetings (§ 11.151(b))*)
- Acting outside the scope of board policy (*Trustees must govern through policy, not personal preference*)
- Using the position for personal or political gain (*Trustees must avoid conflicts of interest and maintain public trust*)

3.2. Framework for School Board Development**Board Policy BBD and BBD (EXHIBIT)**

The Texas State Board of Education created the *Framework for School Board Development* to guide school boards in fulfilling their responsibilities as public school governing bodies. Organized around five key areas—**Vision and Goals, Systems and Processes, Progress and Accountability, Advocacy and Engagement, and Synergy and Teamwork**—the framework outlines best practices for effective governance, including collaboration with the Superintendent to improve student outcomes. It emphasizes equity, ethical leadership, and continuous improvement. *The full framework is included at Appendix 9.1.*

3.3. Board Member Ethics

Board Policy BBF

All Lovejoy ISD board members will commit to upholding the Board of Trustees Code of Ethics as found in board policy.

These key tenants guide our ethical commitment:

- **Equity in Attitude**
- **Trustworthiness in Stewardship**
- **Honor in Conduct**
- **Integrity of Character**
- **Commitment to Service**
- **Student-Centered Focus**

At the beginning of each school year, all Trustees will renew their commitment to ethical governance by signing the Board Member Code of Ethics and Governance Norms (see Section 7.1).

As a Lovejoy ISD School Board Trustee:

Equity in Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in Stewardship

- I will be accountable to the public by representing District policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of District resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor in Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of Character

- I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the District if disclosed.

Commitment to Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Superintendent.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

Student-Centered Focus

- I will be continuously guided by what is best for all students of the District.

[PHOTO]

4 WORK OF THE BOARD

What does the Board do to lead the district and support student success?

The work of the Board is focused on **aligning vision, resources, and results** to ensure that all students in Lovejoy ISD have access to a high-quality education.

While Section 3 outlines the responsibilities of the Board under the Texas Education Code and the Framework for School Board Development, this section takes a closer look at how that work is carried out in practice. It provides a deeper understanding of some of the most significant decisions the Board makes to govern effectively and support strong student outcomes.

From adopting the district's mission and strategic priorities to approving the annual budget and evaluating the Superintendent, the Board's work is strategic, ongoing, and designed to drive long-term success for the district.

4.1. District Mission and Core Values

[Board Policy AE and BAA](#)

The Board of Trustees is responsible for adopting and upholding the district's **mission** and **core values**, which serve as the foundation for all strategic decisions and long-term planning. The district mission articulates the district's purpose, while the core values reflect the beliefs and principles that guide the district's culture. The Superintendent develops these statements with input from a broad set of key stakeholder groups. Once published, they provide clarity and direction for the Board, as well as for students, staff, families, and the broader community.

- The Board ensures its goals, priorities, and decisions align with these guiding statements.
- The Board periodically reviews the mission and core values to ensure they remain relevant and aligned with the community's vision for student and district success.

[PHOTO]

4.2. Strategic Planning and Priorities

[Board Policy AE and BQ](#)

The Board ensures that long-range planning is grounded in the district's mission and core values. This includes District Priorities and the district's long range Strategic Plan.

District Priorities express the district's enduring areas of emphasis—such as academic excellence and safety—and serve as a lens for evaluating programs, initiatives, and investments. District Priorities may be revised by the Board at any time, but are typically reviewed following major updates to the Strategic Plan.

The long range **Strategic Plan**, currently known as *Lovejoy 2030*, provides a roadmap for continuous improvement by outlining specific focus areas and anticipated measurable outcomes over time. The Superintendent leads development of long-range strategic planning with input from key stakeholder groups including students, parents, staff and community members. The Strategic Plan is refreshed at least every five years to ensure responsiveness to evolving student and community needs. The Board utilizes *Lovejoy 2030* to allocate resources, monitor progress toward strategic targets, and guide the development of annual Superintendent goals. The Superintendent provides regular updates to the Board on progress.

4.3. District Academic Goals

[Board Policy AIB, BQ and EA](#)

The Board of Trustees adopts district-level academic goals in accordance with state law (House Bill 3) that reflect priorities for student achievement, growth, and college and career readiness. The Board also reviews and approves annual District and Campus Improvement Plans to ensure alignment with district academic goals.

The Board works closely with the Superintendent to monitor progress toward these goals and promotes accountability for meaningful student growth and success.

[DISTRICT IMPROVEMENT PLANS](#)

[BOARD POLICY MANUAL ONLINE](#)

4.4. District Policy Manual

Board Policy BF and BP

The Board of Trustees adopts local district policies that align with state and federal law while reflecting the district's mission, values, and priorities. The Board Policy Manual includes both LEGAL policies, which summarize state law, and LOCAL policies, which are developed by the district and adopted by the Board and prescribe how Lovejoy ISD will comply with state law requirements.

To initiate policy updates, the Superintendent works with legal counsel and other advisors to bring recommendations forward for Board consideration. Policies are approved through formal Board action and are reviewed regularly to ensure they remain current, compliant, and aligned with district priorities.

Once adopted, policies are publicly available and serve as the foundation for decision-making, operations, and accountability across the district. The Board also monitors and ensures policy compliance.

4.5. District Budget and Tax Rate

Board Policy BAA, CCG and CE

Annual Budget and Tax Rate Adoption

The Board of Trustees is responsible for adopting an annual budget and setting a tax rate that responsibly supports the district's goals, operations, and long-term financial health.

The Superintendent or designee presents a proposed budget process calendar to the Board and facilitates a discussion of budget priorities. The Superintendent or designee then develops a proposed budget aligned to board priorities and informed by enrollment projections, staffing needs, fund balance targets, and projected revenues.

Trustees review the proposed budget in public meetings, ask clarifying questions, and may request revisions before final adoption. Throughout a series of 6 to 8 budget workshops, typically held from November through June, the Superintendent or designee presents information on key budget drivers, including enrollment, attendance, staff compensation, insurance estimates, programmatic changes, and financial forecasts. The Board may request additional information as needed to support decision-making.

The Board adopts the annual budget and proposed tax rate during a public hearing in June, in compliance with state law. It is not uncommon for the Board to adopt a revised tax rate in August, once certified property values and the state-compressed M&O tax rate are finalized.

On-going Financial Oversight

Board Policy CFA, CFC, CFD and CDA

Once the annual budget is adopted, the Superintendent is empowered to manage district operations within the parameters of the Board-approved budget.

To ensure continued oversight, the Board receives monthly financial reports that include comparisons of revenue and expenses vs. budget by major fund. The Board also reviews and approves budget amendments when funds are reallocated between functions or funds, in accordance with state requirements and local policy.

The Board of Trustees is responsible for selecting an external auditor and ensuring the district undergoes an annual independent financial audit in accordance with state requirements.

This ongoing monitoring reinforces the Board's fiduciary responsibility and ensures alignment with strategic and operational priorities throughout the year.

4.6. Bond and Facility Planning Oversight

Board Policy CCA, CDA and CV

The Board of Trustees plays a critical role in long-term facility planning and may call for bond elections to fund major capital improvements, such as school renovations or safety and technology upgrades. Bond planning is conducted in close collaboration with the Superintendent and district leadership, often with input from a citizen advisory committee. The Board reviews demographic projections, facility assessments, and advisory committee recommendations to ensure proposed bond packages are aligned with student needs and community priorities. Before calling a bond election, the Board must adopt an official order in compliance with state law and election timelines.

If voters approve a bond measure, the Board is responsible for ensuring that bond proceeds are spent as authorized and that projects are completed on time and within budget. The Superintendent provides regular updates to the Board on bond progress and expenditures as part of ongoing financial oversight.

In addition to authorizing bond elections and overseeing the use of bond funds, the Board also seeks opportunities to defease or call bonds early when doing so results in meaningful interest savings and aligns with the district's long-term financial strategy.

4.7. Superintendent Selection and Hiring

Board Policy BJA and DC

- The Superintendent is the educational leader and chief executive officer of the district and is the only district employee directly hired by the Board.
- The Board will conduct a thorough, transparent search process, which may include input from staff and community members. The Board may elect to employ a professional search firm to support the process.
- All legal requirements outlined in the Texas Education Code and Board Policy BJA will be followed throughout the hiring process.
- Candidates will be evaluated based on demonstrated leadership experience, vision for the district, alignment with district goals, and commitment to student success.
- All information reviewed by the Board in connection with interviewing and hiring a new Superintendent is confidential.
- The Board will vote in open session to officially name a lone finalist for Superintendent and will execute a written employment contract outlining duties, compensation, and performance expectations.

4.8. Superintendent Annual Goals

Board Policy AE and BJCD

- Each May, the Board begins discussion of the Superintendent's annual goals by reflecting on the prior year's progress and identifying priorities for the next school year.
- Trustees collaborate with the Superintendent to establish clear, measurable goals that align with district priorities, support continuous improvement in student outcomes, and address operational needs.
- Final goals are formally adopted by the Board and used to guide the Superintendent's performance expectations for the coming year.
- The annual goal-setting process with the Superintendent is one of the Board's most important tools to set direction, measure progress, and support continuous improvement across the district. Trustees should approach this process with intention and care, recognizing its impact on leadership focus and student outcomes.
- The Superintendent will provide regular updates, and the Board will monitor progress against these goals at public board meetings throughout the year.

4.9. Superintendent Annual Evaluation

Board Policy BJCD and BJC

Evaluation

- In conjunction with Board Policy BJCD, the Board will conduct a formal evaluation of the Superintendent on an annual basis, with a formative review no later than January and a summative evaluation no later than April. In addition, the Board may provide informal, oral feedback throughout the year to supplement the formal evaluation process.
- The evaluation instrument will be developed collaboratively between the Board and the Superintendent, adopted in advance, and will measure progress against goals, educational leadership, administrative management of the district, board and Superintendent relations, and school and community relations.
- The Superintendent will provide written documentation of progress toward Board-adopted goals to inform the evaluation.
- Board Members will complete all evaluation documents within the requested timelines.
- The Board will meet in executive session to review the evaluation, discuss performance, and reach consensus before delivering feedback to the Superintendent, ensuring the Board speaks with one voice.
- The Superintendent's evaluation is confidential by law and is conducted in closed session.

Contract

- The Superintendent's contract terms and salary will be reviewed as part of the annual evaluation process, no later than July of each year.
- Based on Board consensus, the Board President will work with legal counsel to negotiate contract changes with the Superintendent. All Board members will be informed promptly of proposed amendments.
- When contract changes are under consideration, the Board President will facilitate individual Trustee access to the district's legal counsel for questions related to contract terms and execution.
- The Board's legal counsel will review the Superintendent's contract and any proposed amendments with the Board in closed session.
- The Board will vote in open session to approve changes to the Superintendent's contract prior to execution by the Board President.

5

BOARD PLANNING AND DEVELOPMENT

How does the Board ensure it is prepared and aligned to lead as a team?

Effective governance is rooted in thoughtful planning, ongoing learning, and a shared commitment to continuous improvement. This section outlines how the Lovejoy ISD Board of Trustees sets annual priorities, organizes its work through a structured calendar, and holds itself accountable to high standards. By regularly reviewing its operating procedures, assessing its own performance, effectively orienting new members, and engaging in purposeful continuing education and development, the Board ensures it remains aligned, prepared, and focused on student success.

5.1. Board Priorities

Board Policy BAA

Each year, the Board of Trustees adopts a focused set of **Board Priorities** to define its areas of emphasis and align its governance work with the district’s mission, priorities, and strategic plan. These priorities are typically developed in collaboration with the Superintendent during Teambuilding Training held over the summer months, and are adopted in a public meeting prior to the finalization of Superintendent goals.

Board Priorities serve as a foundation for the Board’s governance efforts, helping to guide meeting agendas, long-range planning, and the Superintendent’s evaluation. Progress is monitored through regular updates during Board meetings and assessed as part of the Board’s annual self-evaluation.

The Board’s adopted priorities are reflected in the district’s annual “**Plan on a Page**,” which outlines the mission, core values, district priorities, and culture commitments that guide the work of the Board and district leadership. This one-page framework helps ensure clarity, alignment, and shared focus across the organization. It serves as a communication tool for the community and a strategic anchor for Board decision-making throughout the year.

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	Results
Learning	Fun
Collaboration	

5.2. Board Activity Calendar

Board Policy BAA and BBD(EXHIBIT)

The Board of Trustees utilizes a **Board Activity Calendar** to structure its work across the year and ensure a thoughtful, organized approach to governance and the Board’s major responsibilities.

The calendar includes required reports and updates—such as strategic plan progress, district and campus improvement plan monitoring, academic progress reviews, the annual financial audit, bond and facility planning, and Superintendent goal updates—and aligns key decisions with annual planning cycles such as budget adoption and performance evaluations. It also anticipates recurring responsibilities such as policy reviews, annual vendor and insurance program renewals, and school calendar adoption.

By mapping out strategic discussions across the year, the calendar promotes transparency, reinforces accountability, and ensures a timely and predictable decision-making process. The calendar is reviewed and refined annually to remain responsive to evolving district needs and governance priorities and then is formally adopted by the Board at the start of each school year. It then serves as the foundation for Board meeting agenda development.

5.3. Board Operating Procedures

Board Policy BF

The **Board Operating Procedures** define how the Board functions as a governance team and provide a consistent framework for carrying out its responsibilities. While Board policy establishes the legal framework for governance, the Board Operating Procedures provide the practical structure to support effective and efficient Board operations.

These procedures clarify expectations for Trustee conduct, communication, and collaboration; outline processes for conducting meetings, including agenda setting and community participation; and reinforce alignment with legal requirements, Board policy, and district priorities. They also help ensure continuity and stability, particularly during times of Board transition.

The Board reviews and updates its operating procedures annually—typically during Teambuilding Training—to reflect current practice, respond to evolving needs, and reaffirm its shared commitment to student-focused governance and ethical leadership. Exceptions to these procedures requires consensus of the full Board.

[PHOTO]

5.4. Board Self-Assessment

Board Policy BBD and BG

The Board of Trustees conducts an annual **Board Self-Assessment** to evaluate its effectiveness and promote continuous improvement in governance. Rooted in the State Board of Education's *Framework for School Board Development*, this process encourages honest reflection, identifies areas for growth, and supports the Board in functioning as a cohesive and high-performing governance team. At its core, this process is about becoming the best governance body we can be—unified in purpose and driven by what is best for students.

The Board uses the consensus results of its self-assessment to inform future training, refine its operating procedures, and guide the development of Board priorities for the year ahead.

The Board Self-Assessment process will be carried out as follows:

- In accordance with Board Policy BBD(EXHIBIT), the Board will annually evaluate its performance as a team, with attention given to the district's vision and priorities; fulfilling the Board's duties, responsibilities, and commitments; and the Board's working relationship with the Superintendent.
- In accordance with Board Policy BG, the Board will select an evaluation tool to use for its self-assessment.
- The evaluation tool will be discussed in advance of the new school year to align with the development and adoption of Board Priorities, the Board Activity Calendar, and the Board Operating Procedures.
- Each year, typically in March, the Board President will place the Board self-assessment on the agenda, outline the timeline for completion, and facilitate Trustee participation.
- Trustees will receive sufficient time to complete the evaluation, allowing for thoughtful reflection.
- Submissions will be compiled anonymously and presented in aggregate to encourage candid and constructive feedback.
- The Board will discuss its self-assessment in closed session, in accordance with applicable laws. The discussion will be facilitated by the Board President, a designee, or an independent facilitator.

5.5. New Board Member Orientation

Board Policy BBD

The successful onboarding of new Trustees contributes to the Board of Trustees functioning effectively as a cohesive governance team. Lovejoy ISD is committed to equipping new Board members with the knowledge, context, and tools they need to contribute meaningfully and responsibly from the outset of their service.

Each newly elected or appointed Trustee will participate in a structured Local Orientation process designed to build foundational knowledge of district priorities, governance practices, meeting protocols, and Trustee responsibilities. Trustees will meet with key district leaders, review relevant policies and procedures, and receive guidance on legal requirements. The full onboarding process is outlined in *Appendix 9.2 – New Trustee Onboarding*.

In addition to Local Orientation, new Trustees must complete state-mandated training, including:

- Orientation to the Texas Education Code
- Evaluating and Improving Student Outcomes
- Open Meetings Act
- Child Abuse Prevention
- School Safety
- Cybersecurity
- Plus 10 additional hours of general Trustee training

5.6. Continuing Education Requirements

Board Policy BBD

The Board of Trustees values ongoing learning as essential to effective governance and strong student outcomes.

- In accordance with Board Policy BBD and 19 TAC §61.1(j), Trustees must complete annual continuing education requirements, with credit earned from April to April of the following year.
- The State sets the required courses, frequency, and training hours for experienced Trustees.
- The Board must annually participate in a Teambuilding Training with the Superintendent. This session must be at least three hours and is designed to strengthen Board-Superintendent collaboration and identify governance development needs. The Board President will collaborate with the Superintendent to set the date and agenda and to hire the facilitator.
- At the April Board meeting, the Board President will publicly announce the name of each Trustee who has met, exceeded, or fallen short of the continuing education requirements.
- Trustees are individually responsible for ensuring they complete their training requirements. The district is the official recordkeeper of board member training credit.

6 BOARD MEETINGS

How does the Board conduct its official business in public meetings?

Public Board meetings are the sole venue through which the Board of Trustees conducts official district business, exercises its oversight responsibilities, and makes formal decisions. These meetings are governed by state law, board policy, and established procedures to ensure transparency, public access, and effective governance. This section outlines the key components of Board meetings—including Open and Closed Sessions, voting procedures, agenda preparation, consent agenda practices, and public comment protocols.

The Board meets regularly on the fourth Monday of each month with open session beginning at approximately 7:00pm. Additional special or workshop meetings may be scheduled 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 of the Texas Government Code. A quorum of four Board members must be present for the Board to conduct official business. The Board President serves as the presiding officer. If the President is unavailable, the Vice President will preside, followed by the Secretary. If no officers are present, the Board may designate another Trustee to serve as presiding officer for that meeting. Meeting agendas are posted at least three business days in advance, per law.

The Board holds itself accountable for governing with excellence. This commitment includes regular attendance, arriving prepared, beginning meetings promptly, actively participating in monitoring and oversight, and staying focused on posted agenda items. Questions and open dialogue are encouraged during meetings, provided they remain within the scope of the agenda and follow the Board Operating Procedures. Trustees are expected to adhere to policymaking principles, respect defined roles, and foster a governance culture that is disciplined, collaborative, and future-focused.

6.1. Open Session

Board Policy BE

Open Session refers to the portion of a Board meeting that is open to the public, where discussions and decisions are made transparently in view of the community and in accordance with the Texas Open Meetings Act. All formal Board actions take place in Open Session unless the topic is legally permitted for Closed Session. The Board follows *Robert's Rules of Order, Newly Revised* to ensure orderly discussion, fair debate, and clear decision-making. The Presiding Officer is responsible for maintaining decorum, recognizing speakers, keeping discussion on topic, and guiding the Board through the agenda efficiently.

6.2. Closed Session

Board Policy BE and BEC

Closed Session refers to the portion of a Board meeting that is not open to the public, during which the Board may deliberate on specific matters permitted by law—such as personnel matters, Superintendent evaluation, real estate matters, consultation with the board's legal counsel, and student discipline. In accordance with the Texas Open Meetings Act, the Board must first convene in Open Session with proper posting before the Presiding Officer may announce a recess into Closed Session. Discussions during Closed Session must remain **strictly limited** to the legally authorized topics on the posted agenda. No final action is taken during Closed Session; all votes must occur in Open Session.

All discussions and information shared in Closed Session shall remain **confidential** unless and until officially made available to the public. A certified agenda is kept for each Closed Session, prepared by the Board Secretary and signed by the Board President or Presiding Officer. The certified agenda is sealed and stored securely per the applicable retention schedules and Board policy.

6.3. Voting Procedures

Board Policy BE

All formal actions of the Board of Trustees must be approved by a majority vote of the members present and voting during an official meeting, in accordance with the Texas Open Meetings Act and Board policy. No action may be taken by the Board unless the agenda item is posted in the public notice for the meeting. Each Trustee's vote holds equal weight, and Trustees are expected to vote based on informed judgment and the best interest of the district.

When an item for action on the agenda is reached, the following process will apply:

- The presiding officer announces the agenda item.
- The Superintendent or designee may offer a statement, recommendation, or presentation regarding the item.
- The Board may discuss the agenda item and ask clarifying questions.
- Action is taken by a formal motion and second, followed by any necessary discussion, and then a vote of the Board members present.
- The order in which posted agenda items are taken may be changed during the meeting by consensus of Board members. The Board may also choose not to take action on an item, either through a formal motion or at the direction of the presiding officer.

6.4. Preparation of the Agenda

Board Policy BE

In consultation with the Board President and guided by the Board Activity Calendar, the Superintendent shall prepare a draft agenda for each Board Meeting or Workshop. As a general practice and when feasible, the Board Officers (**President, Vice President, and Secretary**) may meet with the Superintendent as the “**Agenda Committee**” approximately two weeks before each regular meeting to discuss and develop upcoming agenda(s). Ultimately, the Board President retains final authority over meeting agenda content and order. While presentations and reports may still be in development, draft agendas will be shared promptly with the full Board to support each Trustee’s thoughtful meeting preparation.

Other procedures related to agenda preparation include:

- Board members must submit written requests for consideration of an agenda topic to the Board President **at least two weeks prior** to the meeting.
- Items may be placed on the agenda by the Board President, any Board member with the President’s approval, or any two Board members acting jointly.
- In accordance with the TOMA, no item may be added to the agenda less than three business days in advance, except in the case of an emergency as defined in Chapter 551 of the Texas Government Code.
- The Superintendent’s office is responsible for ensuring that meeting agendas are posted in compliance with state law. Note that supporting presentations are not required to be publicly posted with the agenda.

6.5. Consent Agenda

Board Policy BE

To promote efficiency in meetings and allow greater time for strategic discussions, the Board may use a Consent Agenda to group a subset of routine items together for collective approval with one motion and one vote. Consent Agenda items are typically discussed in detail during prior meetings or are standard operational matters that do not require separate deliberation. Any Board member may request to remove an item from the Consent Agenda for individual consideration, and that item will then be addressed as a separate action item later in the meeting in accordance with Board Policy BE.

The Consent Agenda may include, but is not limited to:

- Routine items and required reports to TEA
- Routine financial reports and budget amendments
- Gifts, donations, and bequests
- Minutes of Board meetings
- Personnel recommendations
- Contracts, renewals and bid recommendations
- Cabinet reports
- Minor policy updates

[LOVEJOY ISD WEBSITE: BOARD MEETINGS](#)

[BOARD BOOK: MEETING AGENDAS](#)

[PHOTO]

6.6. Public Comment

Board Policy BE and BED

The Board encourages citizens to make their comments, concerns, and ideas known to the Board during Public Comment segments of the meeting. Persons may address the Board on agenda or non-agenda items at regularly scheduled Board meetings, and on agenda items at special meetings or board workshops.

Public Comment During Board Meetings:

Timing & Sign-up

- Public comments are prioritized at the beginning of meetings, and are typically held immediately after the call to order, pledges, and student recognitions.
- Speakers must sign up in-person at the meeting location at least 15 minutes prior to the scheduled start of open session.

Participation Guidelines

- Comments are limited to three minutes per speaker.
- The presiding officer may adjust procedures—including speaking time—when necessary for meeting management or to accommodate a large number of speakers wishing to address the Board.
- Time may not be donated from one speaker to another.
- The use of video, slide, or other electronic presentations during public comment is not permitted.
- Written statements or support materials may be shared but should include enough copies for all seven Board members and the Superintendent.
- The Board President will read a brief reminder regarding public comment conduct before the comment period begins.
- Each speaker will state their name and whether they reside within the district.

Conduct & Compliance

- The Board strives to maintain a polite, professional environment, and would appreciate public comments shared in a similar fashion.
- Specific complaints about individual district employees must follow the District's grievance policies: DGBA (Employee); FNG (Parent/Student); and GF (Public)
- Signs or placards may not obstruct the view of other attendees.
- Disruption of a public meeting will not be tolerated, as it prevents the Board from conducting the official business of the district. After one warning, any person who continues to disrupt the meeting by words or actions may be removed by the presiding officer in accordance with law.

Board Response to Public Comments:

- The Board will not engage in dialogue with the speaker during the Board meeting. However, when appropriate the Board President or Superintendent may provide specific factual information or recite existing policy in response to inquiries by members of the public.
- The Board shall not deliberate or make decisions regarding any subject that is not on the posted agenda in accordance with the Texas Open Meetings Act.
- The Board President, when necessary, may direct the Superintendent to investigate item(s) and report back to the Board through a communication to the Board or at a designated meeting.



[PHOTO]

Public Comment During Public Hearings:

When the Board conducts a public hearing—such as for the annual budget and tax rate, accountability ratings, or other state-required topics—public comment opportunities will be provided in accordance with applicable law and Board policy.

General expectations for public comment still apply, including advance sign-up, participation guidelines, conduct standards, and the Board's ability to respond to comments. However, public comment during a public hearing differs in the following ways:

- The Board President or presiding officer will formally open and close the public hearing with a gavel prior to calling for public comments.
- Public comment takes place immediately before the related agenda item is discussed—not at the beginning of the meeting.
- Comments must be limited to the specific topic of the hearing, as posted in the agenda.

7 BOARD STRUCTURE, PROTOCOLS AND CULTURE

How does the Board govern effectively and collaboratively?

The Lovejoy ISD Board of Trustees is committed to serving as a high-performing governance team that models professionalism, integrity, and ethical conduct. As the Board carries out its important work of policymaking, oversight, and accountability, its success is influenced by how its members purposefully engage, communicate, and make decisions together. This section outlines the internal structures, roles, and protocols that support the Board's effectiveness and guide how it functions as a cohesive leadership team. From meeting preparation and officer responsibilities to communication protocols and campus visits, these practices promote collaboration, consistency, and alignment, and they help to ensure that all Trustees have an equal voice in the Board's work. A strong Board culture strengthens trust among Board members, builds community confidence, supports district leadership, and keeps the focus on student success.

7.1. Norms

Board Policy BBF

These Board Norms reflect the shared values, behaviors, and expectations that guide how Trustees work together as a governance team. They function in tandem with the Board Member Code of Ethics, reinforcing a culture of mutual respect, collective responsibility, and principled leadership. Trustees will formally commit to these norms at the beginning of each school year as part of their shared responsibility to foster effective governance and a collaborative board culture.

We, as Board members, agree to employ the following norms in all of our interactions:

- We govern through established Board policy and collective Board action.
- We believe good governance is strengthened by thoughtful questions, diverse perspectives, and open dialogue. We commit to fostering a collaborative space where all Trustees are encouraged to contribute and be heard.
- We will speak candidly and courteously to one another, listen to differing viewpoints with an open mind, depersonalize disagreements, and work collaboratively toward consensus. Once a decision is made, we will each support the will of the Board in word and deed.
- We will ensure that information shared with one Board member is shared promptly with all members to promote transparency and collective understanding.

- We respect that no individual Trustee holds authority outside of the full Board acting together in a properly called meeting.
- We recognize the Board President (or designee) as the official voice of the Board. The Board President will ensure that any public communication reflects the collective decisions and direction of the full Board.
- We will clearly distinguish our personal views and opinions from the official position of the Board or District when communicating publicly.
- We will be mindful of the different roles we hold—as Trustees, parents, and community members—and will take care to distinguish between them when engaging in the community.
- We will be focused on our policy & governance work as a Board and will 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.
- We will address disagreements respectfully and resolve concerns through the appropriate steps of conflict resolution.
- We will respect the confidentiality of discussions held in closed session and will not disclose sensitive information obtained in the course of Board service.
- We will ground our work in the shared purpose of improving student learning and upholding Lovejoy's legacy of excellence.

7.2. Election of Board Members

Board Policy BBB and BBBA

The Lovejoy ISD Board of Trustees is composed of seven members, each elected by place. In accordance with the Texas Election Code and Board Policy BBB, Board elections are held in alignment with the May uniform election dates. Trustees are elected to three-year terms on a rotating basis.

All Trustees serve in an **at-large** capacity, meaning they are elected by all voters residing within the district and do not represent specific geographic zones or municipalities of the district. While the official boundaries of Lovejoy ISD include portions of Allen, McKinney, Wylie, Lucas, Fairview, and unincorporated Collin County, Trustees are duty-bound to represent **all** students of Lovejoy ISD equally.

7 BOARD STRUCTURE, PROTOCOLS AND CULTURE

7.3. Activities Related to Elections

Board Policy BBBB

Prohibited Campaign 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). 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.

Candidate 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 enhanced 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 their role as a Lovejoy ISD Board member. "Endorse" means the intentional act of giving one's public support or approval.

Board members must maintain high conduct standards throughout their service. During election season, this includes honoring the Code of Fair Campaign Practices' principles of fairness, respect, and separating personal politics from their official role.

7.4. Certification and Oath of Office

Board Policy BBBB

After the Trustee election, a meeting will be held not earlier than the 3rd day and not later than the 11th day after the election to formally canvass returns and to prepare a certificate of election for each candidate elected to office.

Newly elected or re-elected Board members will typically take the Oath of Office during the canvass meeting before assuming their duties. The canvass meeting also serves as the final meeting for outgoing Trustees. No closed or open sessions may occur between canvass of election results and swearing-in of the new Board members unless an emergency as per Texas Government Code. The Oath is administered in accordance with the Texas Constitution and may be given by any authorized official, such as a judge, notary public, or the Board President. Following the Oath, new Trustees are formally welcomed and immediately begin their service as members of the Board.

7.5. Officer Elections

Board Policy BDAA

The new Board shall elect its officers—President, Vice President, and Secretary—at the next regularly scheduled meeting following the canvassing of election results and the swearing-in of new members.

Facilitation:

- The Board President may lead the officer election process or appoint another Trustee or an outside facilitator to do so.
- If the Board President is not returning, the Board Secretary (if still serving) will conduct the election of a temporary chair. If neither the President nor Secretary returns, the Board will elect a temporary chair by majority vote. The temporary chair presides over the election of the new Board President, then relinquishes the chair to the newly elected President, who will either conduct the remaining officer elections or appoint a facilitator to assist.
- Outgoing Trustees do not attend or participate in officer deliberations or elections for the new Board.

Nomination and Discussion:

- The Board may enter closed session, as permitted by Texas Government Code §551.074, to deliberate the appointment of officers, provided that voting occurs in open session.
- Each Trustee will have the opportunity to individually express their interest in serving in an officer role. Trustees may also choose to remove themselves from consideration for one or more officer positions.
- The Board will engage in a collaborative, consensus-building process. Because officer roles carry specific responsibilities, Trustees may discuss each candidate's qualifications, experience, and willingness to serve.
- If multiple Trustees express interest in the same office, the Board may use a nominal group technique or similar approach to facilitate discussion and consensus.

Voting:

- Officer elections shall be conducted in open session and follow a nomination process; a second is not required.
- The presiding officer will call for nominations and allow as many as are offered.
- If multiple candidates are nominated, the Board will use Robert's Rules of Order to guide the vote.
- The candidate who receives a majority of votes cast by Trustees present shall be elected to that officer position.

In addition to the required post-election organization, the Board may also organize at other times.

7 BOARD STRUCTURE, PROTOCOLS AND CULTURE

7.6. Officer Roles

Board Policy BDAA

All Trustees serve equally in governing the district. Other than the duties prescribed by law, certain administrative responsibilities are delegated to Board Officers to support the Board's efficiency and organization.

Board President

- Serve as the Board's official spokesperson.
- Represent the Board to outside parties by communicating Board-adopted positions, decisions, and interpretations; may delegate this responsibility to other Trustees when appropriate, while remaining accountable for its use.
- Sign contracts, resolutions, and legal documents authorized by the Board.
- Chair Board meetings with all the commonly accepted powers of that position as described in *Robert's Rules of Order, Newly Revised*, with full voting rights.
- Ensure Board deliberations are focused on the agenda and within the scope of the Board's governance role.
- Facilitate discussions that are fair, open, and thorough, but also efficient, timely, orderly, and to the point.
- Call Special Meetings.
- Facilitate agenda planning, development, and ordering of agenda items for all Board meetings.
- Facilitate communication among Board members.
- Facilitate individual Trustee reasonable requests for access to Board legal counsel
- Recommend the formation of Board committees aligned with Board priorities and duties, and facilitate Board approval of committee membership and scope.
- Facilitate review and maintenance of the Board's Operating Procedures, Activity Calendar and Priorities.
- Coordinate the Superintendent's evaluation to gather input from all Trustees, schedule a closed session discussion to review Trustee input and reach consensus, and deliver a unified evaluation that reflects the collective perspective of the Board.
- Facilitate the Board's annual self-assessment by coordinating the Board's selection of an evaluation tool, ensuring time for Trustee input, and leading (or delegating) a discussion of the results. Capture board consensus and support implementation of agreed-upon actions.
- Support the Board's adherence to its own procedures and applicable policies and laws. Carry out the Board's agreed-upon conflict resolution process when concerns arise. Model and encourage conduct aligned with established standards.
- Strive to ensure all Board members have **equal** access to information, voice, and opportunity for involvement.

Board Vice President (VP)

- 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.
- Automatically become President of the Board if a vacancy in that office occurs.
- Responsible for conflict resolution steps related to the Board President.
- Support equal trustee voice and access to information.

Board Secretary

- Ensure that accurate records of Board meetings are kept, including closed session certified agendas.
- Sign contracts, resolutions, and legal documents authorized by the Board.
- 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 VP.
- Coordinate the Board's annual commitment to the Board Code of Ethics and Governance Norms.
- Coordinate Thank you Notes on behalf of the Board
- Together with the Board President, maintain the Board Operating Procedures, Priorities, and Activity Calendar.
- Support equal trustee voice and access to information.

In accordance with Board Policy BBD, the Board President will complete training related to leadership duties of a board president as a portion of the annual requirement.

[PHOTO]

7 BOARD STRUCTURE, PROTOCOLS AND CULTURE

7.7. Board Committees

Board Policy BDB

Board Committees may be created to support Board goals or to increase efficiency in addressing key topics.

- The Board President may recommend creation of board committees as needed.
- Committee membership and scope shall be determined by the full Board.
- Committees may be standing committees or special purpose (ad-hoc) committees. The Board recognizes the Agenda Committee and the Legislative Committee as standing internal board committees.
- Committees do not possess independent authority and may not take action or make decisions on behalf of the Board. They are established to assist with the work of the Board and bring forward recommendations or findings for full Board deliberation and action.
- All committee meetings must comply with applicable legal requirements, including the Open Meetings Act when a quorum is present.
- Committees will report back to the full Board timely, sharing scheduled events, third-party discussion topics, and any relevant findings or recommendations.

7.8. Board Liaisons

Board Policy BAA

Board Liaisons are individual Trustees designated by the Board to serve as points of connection between the Board and specific district or community bodies.

- The Board President may recommend liaison positions as needed, in alignment with Board Priorities. Liaisons may be standing or ad hoc for a specific purpose or event. Liaison appointments should be made in consultation with the receiving organization to ensure alignment with its bylaws and purpose.
- Standing liaison appointments and scope will be approved by the full board at least annually. The Board recognizes standing liaisons to the Foundation for Lovejoy Schools and Leadership Lovejoy.
- The Board President will have the authority to coordinate ad hoc liaisons.
- If a liaison cannot attend a required meeting, the Trustee should notify the Board President so that another Trustee may be designated to attend.
- Liaison roles are intended to strengthen communication and mutual understanding. Liaisons gather information, share district updates and Board-adopted priorities when appropriate, and bring relevant insights back to the full Board. Liaisons do not hold decision-making authority and may not speak on behalf of the Board.

7.9. Board Member Vacancy

Board Policy BBC

In the event of a vacancy on the Board, the remaining members shall determine, by majority vote, how to proceed with filling the position in accordance with state law and local policy.

- The Board may choose to appoint a qualified individual to serve the remainder of the unexpired term or call a special election, if required or deemed necessary.
- Any appointment process will include public notice and a transparent procedure to ensure qualified candidates are considered.
- All actions related to Board vacancies will comply with Texas Education Code and Board Policy BBC.

7.10. Meeting Preparation and Participation

Board Policy BE

Attendance

- All Board Members will strive for 100% attendance at School Board meetings and required trainings.
- Absences should be communicated in advance to the Superintendent or Board President whenever possible.

Preparation

- The Superintendent will circulate a draft meeting agenda promptly following the Agenda Committee meeting, and a final copy once posted.
- Trustees are expected to come prepared to meetings by reviewing the agenda and related materials in advance.
- Trustees should consult the Board Activity Calendar to anticipate upcoming topics and prepare accordingly.
- Trustees are encouraged to connect with the Superintendent, Board President, or designee prior to meetings to ask clarifying questions, express concerns, or seek additional context on agenda items. Submitting questions in advance supports transparency, thorough responses and efficient meeting flow.

Participation & Conduct

- Trustees are encouraged to ask thoughtful questions during open session. Open dialogue supports sound decision-making, models transparency, and helps engage the community.
- Discussions during meetings must remain focused on posted agenda items and conducted in alignment with Board norms, policies, and applicable law.
- Preparation and participation reflect the Board's commitment to strong governance.

7.11. Communication Between Board Members and with the Superintendent

Board Policy BBF, BJA and BBE

Shared Commitments to Communication

To build and maintain productive relationships, the Board and Superintendent will engage in communication grounded in mutual respect, trust, and the Board's adopted norms. Accordingly, the Board and the Superintendent will:

- Exercise courteous honesty in all written and verbal interactions and avoid misleading information.
- Share concerns and information openly, constructively, and in a timely manner to avoid surprises.
- Demonstrate respect for differing viewpoints and focus on common goals
- Maintain confidentiality and professionalism.
- Respond promptly to inquiries and requests from each other.
- Make every reasonable effort to protect the integrity and positive image of the district and one another.

Board Member Communication

- Board Members are encouraged to communicate via phone call or in-person when possible.
- Information provided to one Board Member will be promptly made available to all Board Members to ensure that all Trustees are equally informed.
- Only the Board President, or designee, will reply to letters or emails addressed to all Board members.
- Board Members who attend community functions or events of interest to the full Board will share relevant information with all Board Members and the Superintendent.

Communication with the Superintendent

- Trustees are encouraged to engage in regular communication with the Superintendent through phone calls or in-person meetings. If emailing the Superintendent, it is not required to copy the Board President.
- The Superintendent shall provide the full Board with sufficient information and counsel to ensure all Trustees are adequately informed.
- The Superintendent will communicate information in a timely fashion using the following methods:
 - Board meetings and executive sessions
 - Board correspondence
 - Telephone calls
 - Optional one-on-one meetings
- Correspondence related to formal complaints or grievances will not be forwarded to Board Members. This protects the Board's objectivity in case future action is required.

7.12. Board Member Requests for Information Board Policy BBE

In accordance with Texas Education Code §11.051, individual Trustees, acting in their official capacity, have the inherent right to seek information related to the district's fiscal affairs, business transactions, governance, school operations, and personnel matters—including information that may otherwise be withheld from the general public under the Texas Public Information Act.

Request Process

- Board members shall communicate all requests for information directly to the Superintendent.
- Trustees will use the designated request form (BBE Exhibit) to support the district's required tracking and reporting to the Texas Education Agency.
- The Superintendent or designee will respond promptly, in accordance with applicable legal timeframes.
- If requested records are confidential or not subject to public disclosure, the Superintendent or designee will inform the Trustee and advise them of any applicable confidentiality requirements.
- All written responses to Board member information requests will be shared with the full Board in a timely manner.

Limits on Access to Student Records

- Individual Trustees may not access confidential student records unless they are acting in their official capacity and have a legitimate educational interest in the records, as defined by law.

Limitations on Requests for Reports

- Board members may not require district staff to compile new reports or conduct data analysis. Instead, directives are made to the Superintendent by Board action.
- If a Trustee wishes to propose the creation of a new report or directive during a Board meeting, the request must be made in the form of a motion, second, and approved by a majority of the Board.

7.13. Personnel Matters Involving Employees Other than the Superintendent

Board Policy DC

The Superintendent is the Board's only direct employee. All other personnel matters fall under the Superintendent's authority as the district's Chief Executive Officer. For positions above principal, the Superintendent has sole authority to recommend the selection of contractual personnel to the Board, unless otherwise delegated in Board policy. For positions of principal or below, the Superintendent holds final authority to employ personnel.

The Superintendent is responsible for selecting, supervising, evaluating, and addressing concerns regarding all district employees, in accordance with Board-adopted policies and administrative procedures.

- To preserve the Board's governance role, Trustees shall not participate in the hiring, interviewing, or selection of any district employee other than the Superintendent and may not lobby or advocate for specific candidates—including teaching or coaching positions.
- Trustees do not direct district employees in regard to performance of their duties.
- If a Trustee has a concern about a district employee, the matter must be shared directly with the Superintendent. Such concerns should be limited to potential legal violations, significant breaches of policy, or conduct that could seriously harm the district or the Board's reputation.

When communicating with district personnel regarding their children, Trustees should clearly indicate they are acting as a parent, not as a member of the Board.

7.14. Trustee Use of Social Media

The following are suggested guidelines for Board Members using social media in their role as public officials:

- Clearly indicate when they are speaking as individuals and not on behalf of the Board or district.
- Avoid deliberating or appearing to deliberate with a quorum of the Board through online discussion or exchanges.
- Direct complaints or concerns shared online to the appropriate district administrator rather than engaging in resolution via social media.
- Refrain from making public statements that could suggest a predetermined opinion in matters that may require a formal hearing or Board decision.
- Respect the confidentiality of district information and share only what has been officially made public when referencing Board meetings or information obtained through Board service.
- Model respectful, factual communication that reflects well on the district and avoids the spread of unverified information or rumors.
- Be mindful that personal accounts used for official school business may be considered a public forum under the First Amendment and the district's record retention protocols will apply.

Trustees are encouraged to discuss the responsibilities, sensitivities, and communication expectations of Board service with their family members, while also recognizing that spouses and other relatives are private individuals with their own rights of expression. The online activity, comments, or 'likes' of a Trustee's family member do not represent the Trustee, the Board, or the District, and their views should not be interpreted as official positions.

[PHOTO]

7 BOARD STRUCTURE, PROTOCOLS AND CULTURE

7.15. Conflicts of Interest

Board Policy BBFA, BBFB, DBD and DBE

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.

Disclosure and Voting

- 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.

Board Member Compensation and Employment

- 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.

Contracts with the District

- 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 through ownership, employment or otherwise.

Fiduciary Responsibility and Ethical Conduct

A Board member is expected to avoid conflicts of interest in the exercise of their 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 the 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.

Required Disclosures and Reporting

- A Board member must file all required disclosures in accordance with Board Policy BBFA.
- A Board member must provide information for the District financial management report.

Board Member Receipt of Gifts

- Board Members may not accept cash or gift cards.
- Non-cash items valued under \$50 may be accepted if not given in exchange for influence or preferential treatment.

Prohibited Practices

The following practices are prohibited:

- Bribery and Illegal Gifts
- Honoraria and Expenses
- Abuse of Official Capacity
- Instructional Materials Violation
- Misuse of Official Information
- Nepotism
- Former Board Member Employment within 1 year
- Incompatibility of Office
- Depository Conflict (Board Policy BDAE)

7.16. Other Roles of Service

Board Policy GE

Trustees are welcome to support students through volunteer involvement in district-affiliated parent organizations such as PTO or Booster Clubs. It is a tradition of the Board that sitting Trustees do not serve in the role of President of a district-affiliated parent organization. If they serve as a Vice President, Secretary or Treasurer, they will notify the full Board to promote transparency. Trustees may serve in other voting or non-voting positions within a parent organization, in alignment with the organization's bylaws.

District-affiliated parent organizations operate independently under their own bylaws and elected leadership. While they coordinate with the district and must remain in good standing, they do not administratively report to the Board or follow Trustee direction on matters such as leadership, membership, or internal policies.

If a matter related to a parent organization comes before the Board, any Trustee who is a member—particularly in a leadership capacity—should consider whether recusal from discussion or abstention from voting is warranted to avoid a conflict of interest or the appearance of bias.

7 BOARD STRUCTURE, PROTOCOLS AND CULTURE

7.17. Travel Reimbursement

Board Policy BBG

- 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.

7.18. Visiting a Campus

Board Policy BBE and GKC

- Board members are encouraged to attend public events, receptions, 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 and schedule the visit with the Superintendent. 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 their official position interfere or dictate decisions that should be fair and impartial.
- For community events where a Board Member may attend in their official capacity, such as Board Academy or a Community Coffee Talk, the district will post an “abundance of caution” public notice so that all Trustees have equal opportunity to participate.

7.19. Graduation

- All Board Members will attend Graduation.
- Outgoing board members from the current school year will be a special guest at graduation and may present diplomas alongside current Trustees.
- Former Board Members with a graduating student may be invited to participate in the graduation ceremony by presenting a diploma to their family member.
- **Only** Board Members, current or past, are permitted to present diplomas during the graduation ceremony.

7.20. Conflict Resolution

Board Policy BBF

The Board and each of its members are committed to faithful compliance with Board policy and these Operating Procedures. When a concern arises regarding a potential violation of the Board Operating Procedures, it is essential that the conflict resolution process be respectful, fair, and consistent with the collaborative spirit of the Board.

In the event of a member’s willful violation of policy or Board Operating Procedures, the Board will seek remedy by the following sequential process:

1. Private conversation between the offending member and the Board President. This conversation is intended to clarify the situation, seek additional context, and provide an opportunity for informal resolution.
2. If not resolved in Step 1, Executive Session discussion with the full Board. The Board may consider the appropriate sanction depending on the nature of the violation, such as restricting communication, access to schools, removal from committees, etc.
3. If not resolved in Step 2, Formal written communication to the Trustee from the Board President outlining the violation and the requested remedy to adhere to Board policy or procedure. All Trustees will be copied on the communication.
4. If not resolved in Step 3, Public Discussion and possible Public Censure. The Board may discuss the violation with the offending Trustee at a public Board Meeting in Open Session. The Board also has the option to issue a public censure of the offending member by simple majority vote.

All concerns—regardless of whether it is a first or repeated occurrence—must begin with a private conversation between the Board President and the Trustee in question.

If the potential violation involves the Board President, then the Vice President shall perform these steps. If not willing or not able, then the Secretary followed by the most experienced Board Member.

Should a Trustee have a serious, specific concern regarding another Trustee’s compliance with these Operating Procedures, the Trustee shall attempt to resolve the concern informally through a private conversation before contacting the Board President to initiate this procedure.

This process is intended to support accountability, uphold the integrity of the Board, and maintain a healthy governance culture.

8

COMMUNICATION AND ADVOCACY***How does the Board engage with the community and advocate for students?***

As elected officials, Trustees play an important role in building and maintaining strong ties between the district and the community it serves. Through outreach, advocacy, and stakeholder collaboration, the Board helps communicate the mission of both Lovejoy ISD and public education as a whole.

This section explains how Trustees engage parents, the media, and legislators in ways that reflect our values and strategic priorities—active listening, sharing accurate information, and fostering community participation in district initiatives.

8.1. Community Relations**Board Policy BBE and BBF**

When engaging with community members, Board members are expected to:

- Listen respectfully and with an open mind.
- Share accurate, fact-based information about the district.
- Refer operational or personnel-related questions to the appropriate district staff.
- Clarify their role and limitations as individual Trustees, including the distinction between personal views and official Board decisions.
- Communicate official actions and decisions of the Board accurately and without personal bias.

8.2. Media Policy**Board Policy BBE and GB**

- 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.
- Press releases about initiatives or programs that require Board approval will only be issued after the Board has voted in a public meeting.
- If the Board President provides a media statement or participates in an interview, the full Board will be notified promptly.

8.3. Response to Communications**Board Policy BBE and GBA**

The Board is committed to open communication and encourages community input through direct communication, surveys, public forums, and ongoing engagement efforts. While feedback is welcomed, the Board must also uphold appropriate channels, confidentiality, and professional boundaries in all communications:

- Stakeholders may contact the Board via phone, email, or the designated communication portal listed on the district website.
- The Board President, or designee, will respond to correspondence addressed to the full Board.
- The Board President or the Superintendent's office will ensure that all Board members receive a copy of any response issued on behalf of the full Board.
- Trustees may communicate with members of the community as they deem appropriate, and may respond directly to community members who reach out to them individually.
- If communications include a district complaint, Trustees will copy the Superintendent to ensure that the appropriate staff member(s) are engaged for any investigation and response.
- Trustees may not represent or commit the Board on any issue unless the full Board has taken formal action in a public meeting.
- Trustees strive to be responsive; however, due to the volume of correspondence received, it may not be possible to respond to every inquiry.
- Letters or faxes addressed to individual Trustees and received at the Superintendent's office will be delivered at the next Board meeting. Urgent or time-sensitive items will be forwarded sooner by email or phone.
- Anonymous calls or letters will not receive a response, will not result in any directives to the administration, and will generally not be acted upon.
- The confidentiality of individuals and their communications with the Board will be maintained when possible.

BOARD CONTACT INFORMATION

8.4. Response to Complaints

Board Policy BBE, FNG, GF, and DGBA

Trustees are dedicated to ensuring concerns are handled respectfully, promptly, and in accordance with Board policy. By guiding individuals to the correct person and process level—rather than addressing matters directly—Trustees help guarantee fairness, due process, and efficient resolution. Personnel issues, in particular, must follow the established chain of command and formal grievance procedures.

Complaints from Parents, Students, or Community Members

When a parent, student, or community member brings a concern to an individual Trustee:

- The Trustee should listen to the complaint to better understand the issue — unless the matter is already the subject of a formal grievance under Board Policies FNG (Parent/Student) or GF (Public), in which case the Trustee must remain impartial.

If a formal grievance is not underway:

- Refer the individual to the administrator best positioned to assist in addressing the concern or complaint.
- Make the person aware of District procedures, including Board policies FNG (Parent/Student) or GF(LOCAL), and explain that Trustees must remain impartial should the matter come before the Board.
- Notify the Superintendent of the concern.

Complaints from District Employees

When a District employee raises a concern to an individual Trustee,

- The Trustee should listen to the complaint to understand the issue—unless it is already part of a formal grievance under DGBA (Employee) and upon which the Board may be requested to take action in the future.

If a formal grievance process is not underway:

- Remind the employee of the due process procedures in DGBA(LOCAL) and the Trustee’s obligation to remain impartial in case the matter requires future Board action.
- Refer the employee to the appropriate administrator.
- Notify the Superintendent of the concern.

If the concern relates directly to the Board’s own actions or policy—and no administrative remedy exists—a Trustee may request that the issue be placed on a future Board agenda.

8.5. Grievances

Board Policy BBE, FNG, GF, DGBA

The Board encourages community members to address questions or concerns at the level closest to the issue—typically the teacher, coach, or campus administrator. Many concerns can be addressed constructively through open dialogue and informal problem-solving with the appropriate staff member.

If informal resolution is unsuccessful, individuals may file a formal grievance under Board Policies DGBA (Employee), FNG (Parent/Student), or GF (Public). These policies ensure due process and clearly outline the steps, timelines, and rights of all parties. Grievances are typically reviewed at three levels: Level One by campus administration, Level Two by district administration, and Level Three by the Board of Trustees.

At Level Three, the Board serves as the final review panel, making its determination based solely on the evidence and documentation presented through the formal grievance process. Trustees may not conduct independent investigations or consider information outside the official record. Because grievance outcomes may have broader implications, Board members are expected to uphold strict confidentiality, impartiality, and professionalism at all times.



[PHOTO]

8.6 Legislative Advocacy

Board Policy BBD (EXHIBIT), BBBB and BBE

Trustees are encouraged to advocate for public school students both in Lovejoy and across the state of Texas. As locally elected officials, Board members play an important role in elevating the voice of the district and supporting policies that strengthen public education.

Trustees shall:

- Build positive, professional relationships with local, state, and federal representatives to effectively communicate the importance and benefits of public education.
- Avoid using District resources to advocate for or against any candidate, political party, or ballot measure, in accordance with state law.
- Refrain from indicating that the Board or District has taken a formal position on pending legislation unless such a position has been approved by Board action.
- When engaging in independent political advocacy (e.g., meeting with legislators, providing testimony, or submitting public comments), clarify that such communications reflect their personal opinions and do not necessarily represent the views of the District or Board.

To guide its advocacy efforts and engage the broader community in legislative priorities, the Board shall maintain a Legislative Committee, consistent with the structure outlined section 7.7: *Board Committees*. The Legislative committee will:

- Lead the development of the district's Legislative Priorities with input from staff, parents, taxpayers, students, and community members.
- Present the recommended priorities to the full Board for review and formal adoption in even-numbered years, in advance of each regular session of the Texas Legislature.
- Serve in an advisory capacity and recommend legislative talking points and advocacy plans to the full Board.

8.7 Potential Board Candidates

Board Policy BBA

Lovejoy ISD welcomes and encourages community members who are interested in serving on the Board of Trustees. Informed and engaged candidates strengthen the governance of our district and help ensure continuity in the Board's commitment to student-centered leadership.

Those considering a run for the Board are encouraged (but not required) to:

- Attend Board meetings to gain familiarity with Board operations and district priorities.
- Review these Board Operating Procedures and relevant Board policies to understand Trustee responsibilities.
- Participate in Leadership Lovejoy to develop a deeper understanding of district operations and strategic goals
- Attend Board Academy to learn from current Board Members about the governance role of a Trustee. The Lovejoy ISD Board of Trustees typically hosts Board Academy in December.
- Reach out to current Board members with questions or for insight into the time commitment, expectations, and service experience.

[PHOTO]

APPENDIX 9.1

I. Vision and Goals

The board ensures creation of a shared vision and locally developed, measurable goals that improve student outcomes and provide support for opportunities and experiences. The board:

- Keeps the district focus on the well-being of all children
- Adopts a shared vision that incorporates input from the community to reflect local aspirations as well as present and future needs for all children
- Ensures that the vision aligns with the state's mission, objectives, and goals for education established by law or rule
- Adopts a reasonable number of specific, quantifiable, research-based, and time-bound goals that align with state law, are developed with community input, and support the vision to improve student outcomes
- Embraces, supports, and fulfills the vision that all students receive what they need to learn, thrive, and grow, including resources, opportunities, and experiences
- Uses the vision and goals to drive all deliberations, decisions, and actions

II. Systems and Processes

The board ensures systems and processes are in place to accomplish the vision and goals. The board:

- Regularly develops, reviews, and adopts board policies for effective support of the district's vision and goals
- Approves a budget that aligns with and maximizes resources to fulfill the district's vision and goals
- Monitors multiple, measurable elements of student progress and achievement throughout the year
- Incorporates equity when making decisions and evaluating systems and processes
- Focuses its actions on following board operating procedures while providing oversight of the Superintendent, policymaking, planning and goal setting, progress monitoring, and evaluation, while avoiding involvement in daily operations and management
- Approves goals, policies, and programs that ensure a safe and secure learning environment
- Ensures the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools
- Adopts a planning calendar and engages in a decision-making process consistent with state law and rule to help achieve the district's vision

II. Systems and Processes (continued)

- Ensures that the district's planning and decision-making process enables all segments of the community, families, and staff to meaningfully contribute to achieving the district's vision
- Welcomes and values all people and cultures as important stakeholders in the process for student success
- Ensures the district has a system that monitors for sound business and fiscal practices
- Adopts policies regarding hiring, assigning, appraising, terminating, and compensating school district personnel in compliance with state laws and rules
- Ensures the district adopts a protocol regarding the recruitment, determination of professional development needs, building of leadership capacity, and retention rates for the district's teachers
- Fulfills the statutory duties of the local board of Trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees

III. Progress and Accountability

The board sets clear goals, provides resources and support, evaluates goal attainment, and engages in ongoing objective feedback on progress and commitments. The board:

- Holds itself accountable to its adopted vision, goals, commitments, and operating procedures
- Ensures progress toward achievement of district goals through systematic, timely, and comprehensive reviews of relevant reports and student data that illustrate progress toward locally developed student outcome goals
- Ensures equity throughout the system by regularly identifying inequities, updating policies, and appropriately distributing resources
- Differentiates among resources, intermediate measures, and outcomes, especially when focusing on student outcomes
- Monitors and evaluates the allocation of resources in support of the district's vision and goals and sustainability
- Reviews the efficiency and effectiveness of district operations and use of resources in supporting the district's vision and goals
- Employs and annually evaluates the Superintendent on the achievement of district goals, including locally developed academic goals, demonstration of educational leadership, and management of daily operations.

[PHOTO]

IV. Advocacy and Engagement

The board promotes the vision and engages the community in developing and fulfilling the vision. The board advocates on behalf of Texas public schoolchildren.

The board:

- Demonstrates its commitment to, and advocates on behalf of, the shared vision and goals by clearly communicating them to the Superintendent, staff, and community
- Regularly reports district progress to families and the community, which could include an online dashboard for the community
- Ensures multiple forms of two-way communication will be used to engage, empower, and connect students, families, staff, media, and community with the district
- Builds collaborative relationships and partnerships with families and community, business, nonprofit, higher-education, education support organizations, and governmental leaders to influence and expand educational opportunities and experiences to meet the needs of students
- Recognizes the respective roles of and provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency to ensure maximum effectiveness and benefit to Texas schoolchildren
- Promotes school board service by educating the community about the role of a school board and encouraging leadership opportunities within the community

V. Synergy and Teamwork

The board's duties are distinct, and the board works effectively as a collaborative unit and as a team with the Superintendent to lead the district in fulfilling the vision and goals. The board:

- Recognizes its distinct role in establishing the vision and the goals, adopting policies that guide the district, setting priorities, establishing governance protocols to oversee management of the district, adopting and overseeing the annual budget, and hiring and evaluating the Superintendent
- Recognizes each individual Trustee's duty as a Trustee and fiduciary for the entire district
- Remains focused on its goals and priorities, as opposed to individual agendas separate and apart from the shared vision
- Annually evaluates its performance as a team, with attention given to the district's vision and goals; fulfilling the board's duties, responsibilities, and commitments; and the board's working relationship with the Superintendent
- Makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters
- Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority
- Develops teamwork, problem-solving, and decision-making skills as a team with its Superintendent
- Understands and adheres to laws and local policies and respects the Superintendent's responsibility to manage the school district and to direct employees in district and campus matters
- Adopts and adheres to established policies and procedures for welcoming and addressing ideas and concerns from students, families, staff, and the community
- Establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board
- Understands the leadership role of the board president and adheres to local policies and procedures about the duties and responsibilities of the board officers



Post-Election Introductions

After Election Day, the Board President will reach out to newly elected Trustees to congratulate them on their election to the Board and to share information on:

- Meeting to Canvass Election Results
- Oath of Office prior to first meeting
- What to Expect at their first Board Meeting:
 - Receiving the Agenda and Meeting Documents
 - Election of Officers
 - Closed Session
 - Board Member Dinner
 - Board Photos
 - Attire for Meetings and Events
 - Parking and security protocols
- Board Member participation at Graduation

Board Orientation Agenda

The Board President, one additional board member, and the Superintendent will coordinate with the newly elected Trustee to schedule a Board Orientation. Agenda topics will include:

- Framework for School Board Development
- District and Board Priorities
- Board Activity Calendar
- Board Operating Procedures
- Board Member Ethics
- Board Self-Assessment Instrument
- Superintendent Goals
- Superintendent Evaluation Instrument
- Required Board Member and Team Trainings
- Summer Leadership Institute
- Board Policy Manual, including policy database access, structure and search options
- Overview of Board Meeting Types: Workshop, Regular, Special Called Meetings, etc.
- Overview of Board Agenda structure including closed, open, consent, public comments, board business, etc.
- Meeting Preparation and Participation
- Texas Open Meetings Act

Recommended Resources

- "The Governance Core", Book by Fullan/Campbell
- SBOE Framework for School Board Development ([Link](#))
- TASB New Board Member Checklist ([Link](#))
- "How to be Successful on the School Board" ([Link](#))
- "New School Board Member: What's Next?" ([Link](#))

Local Orientation Agenda

The Superintendent, or designee, will coordinate with the newly elected Trustee to schedule their Local Orientation, which is a required 3 Hour training for new Board Members.

Agenda topics will include:

- Key Events and Traditions of Lovejoy ISD
- District and Board Meeting Calendars
- Lovejoy 2030 Strategic Plan
- District and Campus Improvement Plans
- District Staff Organizational Chart
- Overview of Curriculum & Instruction
- Overview of Human Resources & Communications
- Overview of District Operations and Support Services
- Overview of Student Services
- Overview of the District Financial Office
- Overview of District Budget and Debt Schedule
- Superintendent / Board Member Communication
- Superintendent / Board Member 1:1 Meetings

Additionally, the Superintendent, Board administrative assistant, or designee will explain and assist with:

- District Email Address and Password
- Board Member Name Tags and Business Cards
- Online access (username/password) to TASB resources
- Lovejoy ISD Logo Apparel
- Board Member Silent Panic Alert Technology (SPAT)
- Event and Parking Protocols
- Overview of Board Member travel procedures
- Board Member participation in district events such as Convocation, Heart of a Teacher, etc.
- Using Board Book for meeting preparation
- Cybersecurity Training through district vendor

The new Board Member will participate in:

- Headshot and Group Photos
- Drafting a Board Member profile for district website
- Submitting required disclosure forms

Other Orientation Items

- Within the first month, the new Board Member will attend a security briefing with the full Board on security protocols for Trustees and board meetings.
- Within the first month, the Board President will facilitate a meeting between the new Trustee and the board's legal counsel to review key topics such as public records, the open meetings act, etc.
- New Trustees are encouraged to ask questions, and additional training can be scheduled as needed.



08.11.2025

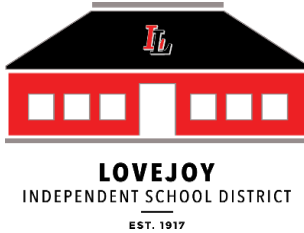


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DRAFT

9. Presentation: Recommendation for the District of Innovation (DOI) Plan Amendment due to Legislative Changes

Presenter: Anna Koenig, Executive Director of Human Resources and Communications and Dr. Travis Zambiasi, Executive Director of Student Services



Lovejoy Independent School District Board of Trustees

Date of Meeting	August 11, 2025
Document Title	Presentation: Recommendation for District of Innovation (DOI) Plan Amendment due to Legislative Changes
Presented For	Board Action X Report/Review Only
Supporting Documents	None X Attached Provided Later
Administrator Responsible	Anna Koenig, Executive Director of Human Resources and Communications



Executive Summary

H.B. 1842 (84th Session of the Texas Legislature) in part amended Chapter 12 of the Texas Education Code (TEC) to create Districts of Innovations (DOI). Districts are eligible for designation if certain performance requirements are met and the district follows certain procedures for adoption as outlined in Statute. The designation provides the district exemption from certain sections of the TEC that inhibit the goals of the district as outlined in the locally adopted Innovation Plan.

Lovejoy ISD's DOI plan was initially adopted by the Board on April 25, 2022 and will be in effect until April 25, 2027.

Recommendations:

The district is recommending updates to the Certification Exemption within the District of Innovation (DOI) Plan to ensure alignment with recent legislative changes, specifically those outlined in Senate Bill 2.

Additionally, due to updates introduced in House Bill 6, the district is recommending the amendment and removal of previously approved exemptions under the provisions of TEC Chapter 37. The exemptions recommended for removal include:

- DAEP Placement for E-Cigarettes
- Unauthorized Persons: Refusal of Entry, Ejection, and Identification

- Campus Behavior Coordinator Designation

These changes constitute clerical amendments required to maintain compliance with current legislation.

Fiscal Implications

N/A

Administrator Recommendation

This is a presentation. At a future Board Meeting, Administration will recommend the Board of Trustees consider and approve a District of Innovation (DOI) Plan Amendment.

District Priorities

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.

Recommendation for District of Innovation (DOI) Plan Amendment due to Legislative Changes

Anna Koenig

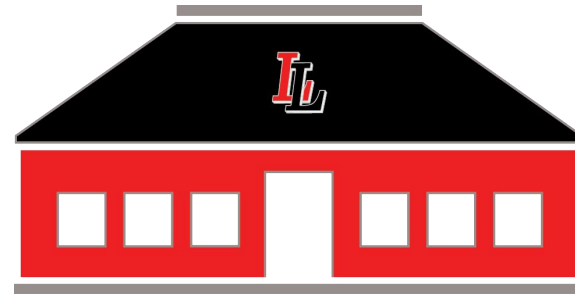
Executive Director of HR & Communications

Travis Zambiasi

Executive Director of Student Services

Board Workshop

August 11, 2025



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District of Innovation Plan (DOI)

The District of Innovation concept was passed into law by the 84th Legislature through House Bill 1842. The designation allows districts to access many of the same options that are currently available to charter schools.

The district cannot make changes in areas related to curriculum, academic, financial accountability, etc.

The current District of Innovation Plan (DOI) expires April 24, 2027.



District of Innovation Plan (DOI)

Current Exemptions

First Day of Instruction - Allows school to start before the fourth Monday in August.

Out of District Transfers - Allows for the District to revoke an out of district student transfer prior to the end of the school year, at any time, in the best interest of the District.

Probationary Contracts - Authorizes the district to give a third-year probationary contract for teachers that meet the 5 of 8 rule.

Employment Agreements-This allows the District to make employment decisions without the cumbersome Chapter 21 procedures during the course of a school year for teachers that are on an intern certificate.



District of Innovation Plan (DOI)

Current Exemptions

Teacher Certification - Permits the district to locally certify teachers in “Hard to Fill” areas such as CTE courses, World Languages, etc.

Campus Behavior Coordinator - Designates more than one administrator to serve as the campus behavior coordinator.

DAEP for E-Cigarettes (and other vape devices)- Disciplinary actions from LISD for students using, possessing, or distributing vaping devices or similar.

Unauthorized Persons- District has the right to refuse entry or eject from persons from school property.



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District of Innovation Plan (DOI)

Current Exemption with Legislative Amendment

CERTIFICATION

TEC 21.003. CERTIFICATION

“A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued.”

Rationale:

Traditional certification requirements may not be aligned with the realities of the current educational environment, resulting in district's need to for teachers to teach outside of their certification or for the district to hire industry experts to teach many of the “hard to fill” course offerings such as career and technology, LOTE/world languages, and others. Lovejoy ISD believes school district leadership should decide what is best for its students in determining the candidate best suited for these positions when State Board of Educator Certification (SBEC) certified teachers are not available. This would also allow teachers to teach courses outside of their certification. The district shall establish local criteria for training and locally certifying individuals rather than adhere strictly to mandates outlined in Sec. 21.053. ~~In doing so, parental notification of “inappropriately certified or uncertified teachers” under Sec. 21.057 would no longer be necessary.~~ Regardless of whether any adjustments or changes are made to the certification laws, Lovejoy ISD believes this issue to be a local decision as opposed to a state mandate.

District of Innovation Plan (DOI)

Current Exemption (Related to Chapter 37)

Campus Behavior Coordinator

TEC 37.0012 STUDENT CODE OF CONDUCT

A person at each campus must be designated to serve as the campus behavior coordinator. The person designated may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline and the implementation of Chapter 37, Subchapter A.

Exemption from this requirement will provide campuses the opportunity to allow campus administrators to fully understand and get to know the students in their caseload rather than sourcing all discipline matters to one employee designated as a campus behavior coordinator. While it is imperative that all employees work together and be informed as to the discipline that is occurring on a campus, it is just as crucial for students to depend on an administrator they know and trust in all facets of their education, including their discipline. Each campus should have the freedom to designate more than one behavior coordinator to best meet the needs of their students and teacher.

District of Innovation Plan (DOI)

Current Exemption (Related to Chapter 37)

DAEP for E-Cigarettes (and other vape devices)

TEC 37.006(a)(2)(C-2) MANDATORY DISCIPLINARY ALTERNATIVE EDUCATION PLACEMENT (DAEP) FOR VAPES

“Students will be sent to an alternative education program if they sell, give, deliver, possess or use an e-cigarette (including any component, part or accessory) on or within 300 feet of a school property or a school-related activity

Rationale:

Under current code (TEC 37.006), districts are required to assign students to the district alternative school for a vaping related infraction on school property (HB 114 - DAEP Placement for Vaping). Lovejoy ISD will determine the best course of action for discipline of students using, possessing, or distributing e-cigarettes (vaping devices or similar). The district may assign ISS and/or OSS in these situations (particularly when this is a first offense). Lovejoy ISD has the option to assign consequences without having a mandatory requirement to remove the student from their home campus. This practice allows the district to customize the disciplinary assignment for students in order to meet their needs and promote growth.

District of Innovation Plan (DOI)

Current Exemption (Related to Chapter 37)

Unauthorized Persons

TEC 37.105 (a)(2)(A) UNAUTHORIZED PERSONS: REFUSAL OF ENTRY, EJECTION, IDENTIFICATION

“districts are required to provide individuals at the time of their removal, a written information explaining the district’s process for appealing the decision to remove the individual”

Rationale: Current code (TEC 37.105), requires that school districts keep records of every verbal warning issued to an individual behaving in a manner that is inappropriate for the school setting. Additionally, districts are required to provide individuals at the time of their removal, a written information explaining the district’s process for appealing the decision to remove the individual. Given the volatility of situations in which an individual is ejected from school property, it is rarely feasible to keep detailed records and to provide the individual with a written copy of the district’s appeals process. Exemption from this requirement will allow the district to continue with its current process relating to refusal of entry, ejection, and identification. In most instances, an ejection occurs, there is personal contact made with the person being removed, followed by a certified letter outlining the ejection. Upon request, the district will notify the person that was ejected of the process to appeal.

District of Innovation Plan (DOI)

Due to recent legislation and the requirements of HB 6, school districts no longer have the option to exempt any provisions of Chapter 37 through their DOI Plan.

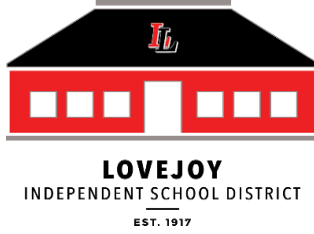
Lovejoy ISD Impacted Exemptions Include:

- Campus Behavior Coordinator [TEC 37.0012](#)
- UnAuthorized Persons: Refusal of Entry, Ejection, Identification [TEC 37.105 \(a\)\(2\)\(A\)](#)
- DAEP Placement for E-Cigarettes [TEC 37.006\(a\)\(2\)\(C-2\)](#)



THANK YOU

10. Consider and Act on Board Policy Updates Related to TASB Localized Numbered Update 125:
 - BDAA (LOCAL) - OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS
 - BDB (LOCAL) - BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES
 - BDF (LOCAL) - BOARD INTERNAL ORGANIZATION ADVISORY COMMITTEES
- Presenter:** Rodricka Taylor, Coordinator for the Superintendent and Board Services



Lovejoy Independent School District Board of Trustees

Date of Meeting	August 11, 2025
Document Title	Board Policy Updates Related to TASB Localized Numbered Update 125
Presented For	X Board Action Report/Review Only
Supporting Documents	None X Attached Provided Later
Administrator Responsible	Rodricka Taylor, Coordinator for the Superintendent and Board Services



Executive Summary

The following (LOCAL) policy update recommendations will be presented for Board consideration of action.

Impacted policy includes:

- BDAA (LOCAL) - OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS
- BDB (LOCAL) - BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES
- BDF (LOCAL) - BOARD INTERNAL ORGANIZATION ADVISORY COMMITTEES

Fiscal Implications

N/A

Administrator Recommendation

The Administration recommends approval of the Board Policy Updates as provided.

- BDAA (LOCAL) - OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS
- BDB (LOCAL) - BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES

● BDF (LOCAL) - BOARD INTERNAL ORGANIZATION ADVISORY COMMITTEES

District 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.

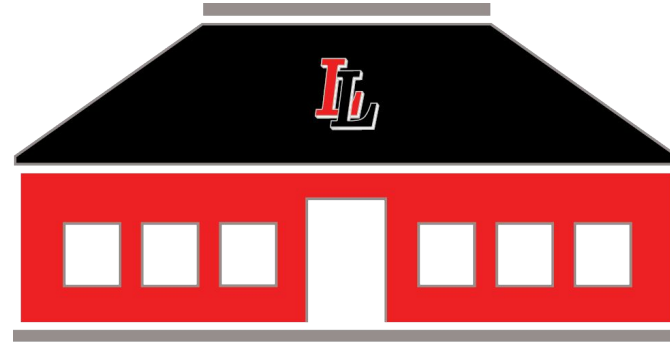
Priority 4: Lovejoy ISD will strategically plan for the safety and security of students and staff, financial sustainability, and effective operations.

Board Policy Updates Related to TASB Localized Numbered Update 125

RODRICKA TAYLOR

Coordinator for the Superintendent & Board
Services

August 11, 2025
Board Workshop



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

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Policy Update Process

(LEGAL) vs. (LOCAL) Policies

(LEGAL) policies: Reflect the ever-changing legal context for governance and management of the district

- Should inform local decision making
- Should NOT be adopted, but only reviewed

(LOCAL) policies:

- Require close attention by both the administration and the Board
- Must reflect the practices of the district and the intentions of the Board
- May only be changed by Board action (adopt, revise, or repeal)

Policy Update

(LOCAL) Policies for consideration:

- BDAA (LOCAL) - OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS
- BDB (LOCAL) - BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES
- BDF (LOCAL) - BOARD INTERNAL ORGANIZATION ADVISORY COMMITTEES



THANK YOU

OFFICERS AND OFFICIALS
DUTIES AND REQUIREMENTS OF BOARD OFFICERS

BDAA
(LOCAL)

Board Officers	The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. The Board may assign a District employee to provide clerical assistance to the Board. Officers shall be elected by majority vote of the members present and voting.
Vacancy	A vacancy among officers of the Board, other than the President, shall be filled by majority action of the Board.
Term and Duties	Board officers shall serve for a term of one year one year or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.
President	In addition to the duties required by law, the President of the Board shall: <ol style="list-style-type: none">1. Preside at all Board meetings unless unable to attend.2. Have the right to discuss, make motions and, propose resolutions, and vote on all matters coming before the Board.
Vice President	The Vice President of the Board shall: <ol style="list-style-type: none">1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.2. Automatically become President of the Board if a vacancy in that office occurs and serve in this role until the Board reorganizes.
Secretary	The Secretary of the Board shall: <ol style="list-style-type: none">1. Ensure that an accurate record is kept of the proceedings of each Board meeting.2. Ensure that notices of Board meetings are posted and sent as required by law.3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.4. Sign or countersign documents as directed by action of the Board.

Special Committees

~~The President shall appoint members to special~~**Note:** For advisory committees created by the Board to fulfill specific assignments, unless otherwise provided that include staff, parents, community members, or students, see BDF.

Board Committees

For purposes of this policy, a Board committee is a committee composed only of current Board members.

Formation of a Board committee shall be by Board action. ~~These committees may include District personnel~~When establishing a Board committee, the Board action shall, at a minimum, specify the:

- Number of Board members on the committee;
- ~~Process to~~ Appoint Board members to the committee;
- Term of committee membership; and ~~citizens. The function of committees~~
- Responsibilities of the committee and scope of the work product / recommendations expected from the committee.

A Board committee shall be fact-finding, deliberative, and advisory, ~~but not administrative. Special~~and shall make recommendations in the areas of their responsibility. Board committees shall report their findings and recommendations to the Board and shall ~~be dissolved upon completion of the assigned task or vote of the Board~~not assume administrative duties or responsibilities.

Transacting Business

The President of the Board and the Superintendent or the Superintendent's designee shall be ex officio members of all Board committees, unless otherwise provided by Board action.

~~Committees may transact business only within the specific authority granted~~Unless specified by the Board. ~~To be binding, all such business,~~ a Board committee shall not have final decision-making authority. Board committee recommendations must be reported to the Board at ~~the next~~a regular or special meeting ~~for approval and entry into the minutes as a public record.~~ The Board shall not accept a Board committee's recommendation without due consideration of the matter.

Dissolution

A Board committee shall be dissolved upon Board action.

Note: For committees composed only of current Board members, see BDB.

Nothing in this policy should be construed to limit the appointment or utilization of advisory committees involving stakeholders by the Superintendent for the purpose of developing administrative regulations, processes, or procedures.

**Advisory
Committees**

For purposes of this policy, an advisory committee is a committee composed primarily of District staff, parents, other community members, and/or students and is appointed or approved by the Board. An advisory committee may also include Board members in numbers less than a quorum of the Board.

Formation of an advisory committee shall be by Board action. When establishing an advisory committee, the Board action shall, at a minimum, specify the:

- Number of members on the committee;
- Process to appoint members to the committee, unless otherwise prescribed by law;
- Term of committee membership; and
- Responsibilities of the committee.

An advisory committee shall be factfinding, deliberative, and advisory and shall not assume administrative duties or responsibilities. Advisory committees shall report their findings and recommendations to the Board.

Transacting
Business

An advisory committee may transact business only within the specific authority granted by the Board. All advisory committees shall provide recommendations that must be reported to the Board at a regular or special meeting for approval and entry into the minutes as a public record for consideration. The Board is not bound to accept recommendations from an advisory committee.

Dissolution

An advisory committee shall be dissolved upon completion of the assigned task or Board action.

11. Superintendent's Report
Presenter: Katie Kordel, Superintendent
12. Announcements
Presenter: Julie McLaughlin, President
13. Adjournment
Presenter: Julie McLaughlin, President