

LONGVIEW INDEPENDENT SCHOOL DISTRICT



BOARD OF TRUSTEES

MAY 2021

BOARD OPERATING PROCEDURES / CODE OF CONDUCT

**Table
of
Contents**

**Board Operating Procedures
Revised – November 26, 2001**

**Code of Conduct
(May 1, 2000)**

**Evaluation of the Superintendent
Attachment A
(May 1, 2000)**

**Evaluation of the Board
Attachment B
(May 1, 2000)**

**Criteria & Process for Selecting
Board Officers
Attachment C
(May 1, 2000)**

LONGVIEW INDEPENDENT SCHOOL DISTRICT



Revisions in boldface (dates included)

BOARD OF EDUCATION STANDARD OPERATING PROCEDURES

1. NEW BOARD MEMBER ORIENTATION

- A. The Superintendent or his/her designee will conduct a pre-election information meeting with all school board candidates to inform them of training regulations, TASB Candidate Forum workshop dates, TASB materials for candidates, form filings, Board Code of Conduct, Board major activities calendar, first few meetings and retreat dates, and a likely agenda for the first Board meeting after the election.
- B. The Superintendent or his/her designee will conduct the District Orientation for the new Board members and will supply training materials from the Texas Association of School Boards. A copy of the Board agenda and supporting materials, excluding confidential information, will be given to Board candidates.
- C. The Board President will coordinate a meeting for the new Board members.
- D. Superintendent will coordinate a meeting for the new Board members with members of the Superintendent's Cabinet.
- E. The new Board members will attend the Board/Superintendent Teambuilding Retreat scheduled following the election.
- F. The Board President will assign a Board mentor for all new Board members.

2. DEVELOPING BOARD MEETING AGENDA

- A. Who can place items on agenda
 - 1. Agendas are created by the Superintendent and Board President and presented to the Board on Wednesday prior to the Monday meeting.
 - 2. Board members will submit to the Board President, no less than five working days before, any item they wish to have

considered for placement on the regular business, workshop or retreat agendas.

3. The Board President can place an item on the agenda, acting alone. If two or more Board members request an item for the agenda, the Board President will place it on the agenda.
4. In accordance with the Texas Open Meetings Act, no member can place an item on the agenda less than 72 hours in advance of the posted meeting, except in an emergency, as per the Act.

B. Placement of certain items on agenda

1. Personnel matters shall be posted for discussion in closed session unless discussion in open session is specifically required by law.
2. Agenda items shall be worded in accordance with law, with due regard for any privacy rights that may be involved.

C. Use of Consent Agenda

1. The Board should call the Administration with questions regarding consent agenda items prior to the meeting. If more discussion is warranted, that item would be pulled and considered as an action item.

- Routine items
- Annual renewals of Region VII and TEA items
- Budget amendments
- Tax refunds over \$500
- Gifts, donations and bequests
- Financial information
- Minutes of regular and called Board meetings
- Updates of Board Policy
- Routine personnel items
- Routine bid considerations

3. MEMBER CONDUCT DURING BOARD MEETINGS (Board Policy BED Local)

Any time four or more Board members are gathered, it is considered a meeting.

A. Patrons Addressing the Board

Audience participation at a Board meeting is limited to the portion of the meeting (Open Forum) designated for that purpose. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless recognized by the presiding officer. No presentation shall exceed five minutes. Delegations of more than two persons shall appoint one person to present their views before the Board.

At regular meetings, the Board shall allot 30 minutes to hear persons who desire to make comments to the Board. Persons who wish to participate in this portion of the meeting shall sign up with the presiding officer or designee before the meeting begins and shall indicate the topic about which they wish to speak.

B. Board's Response

Board members will be attentive and respectful of patrons during Open Forum. Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

C. Complaints and Concerns

Complaints and concerns for which other resolution channels are provided shall be directed through those channels. The presiding officer or designee shall determine whether a person who wishes to address the Board has attempted to solve a matter administratively. If not, the person shall be directed to the appropriate policy to seek resolution before bringing the matter to the Board at a subsequent

meeting. The Board shall not entertain complaints regarding individual personnel or students in open session unless requested to do so by such personnel or the parent or guardian of the student.

D. Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any person continues to disrupt the meeting by his or her words or actions, the presiding officer shall request assistance from law enforcement officials to have the person removed from the meeting.

E. Discussion of Motions

1. All discussion shall be directed solely to the business currently under deliberation.
2. The Board President has the responsibility to keep the discussion to the motion at hand and shall halt discussion that does not apply to the business before the Board. Board members should always use the microphone when speaking.

- F. The Board President will recognize a Board member prior to giving their comments.

4. VOTING

- A. The Board President will vote on all action items.
- B. Board members will vote on every item on the agenda unless there is a conflict of interest.
- C. In case of a split vote, the Board will support the Board's decision on the matter and go forth in harmony.

5. INDIVIDUAL BOARD MEMBER REQUEST FOR INFORMATION OR REPORT

- A. Board members will request information through the Superintendent or **his designee. (8/21/01)**
- B. If possible, requests for non-existent reports should be given to the President at least five days before the agenda is developed in order to be listed on the agenda.
- C. A request for a detailed report from staff must be discussed and voted on during a regular Board meeting. The President may request a special **detailed** report in case of an emergency. **(8/21/01)**
- D. Written information/reports will be disseminated through the Superintendent's Office and shared with all Board members.

6. CITIZEN REQUEST/COMPLAINT TO INDIVIDUAL BOARD MEMBER

- A. The Board member should hear the citizen problem for full understanding of persons involved, date, and place.
- B. The Board member will remind the citizen of the appropriate process and that the Board member must remain impartial in case the situation goes before the Board.
- C. The Board member will refer the citizen to the appropriate person/chain of command. The citizen **MUST GO THROUGH THE CHAIN OF COMMAND.**
- D. All requests/complaints received by Board members will be reported to the Superintendent.
- E. Board members will not conduct investigations on their own of complaints by citizens. If a Board member is dissatisfied with the response of the Administration to a complaint, he/she should raise the matter with the Superintendent and, if still dissatisfied, he/she may then raise the matter with the Board, as a whole.

Any decision to conduct an investigation and the manner in which the investigation is conducted shall rest with the Superintendent or the Board.

7. EMPLOYEE REQUEST/COMPLAINT TO INDIVIDUAL BOARD MEMBER

- A. The Board member will remain impartial.
- B. The Board member will refer the employee to the appropriate person/chain of command. The employee **MUST GO THROUGH THE CHAIN OF COMMAND as described in the Employee Handbook. (8/21/01)**
- C. Written requests/complaints will be reported to the Superintendent for appropriate follow-up.
- D. **Board members will not conduct investigations of complaints by employees. (8/21/01)**

8. BOARD MEMBER VISIT TO SCHOOL CAMPUS

- A. All Board members are encouraged to visit all schools and school events. Board members must check in with the principal's office upon arrival to the building.
- B. A Board member will not meet with personnel during their hours of work without first notifying the Board, the Superintendent, and the building Principal (or supervisor of the facility where the employee is employed) in advance. This does not apply to parent/teacher conferences dealing with a child of the Board member.
- C. Board members will not undertake to observe the performance of employees, including classroom teachers, for the purposes of "evaluating" their performance. **(11/26/01)**
- D. When invited to a school function, Board members will RSVP to **the appropriate person. (11/26/01)**

9. COMMUNICATIONS

- A. The Board will keep the Superintendent informed through telephone, fax, and email. If a Board member has a concern, he/she should go to the Superintendent and discuss that problem.
- B. Board members will not circumvent the Superintendent and communicate with the staff about any matter within the purview of the Superintendent without first informing and obtaining the approval of the Board. This does not mean that Board members are not free to communicate directly with staff members. However, Board members will apprise the Superintendent and the Board of any such communication any time they are requested to do so, and any time such communication concerns a problem or complaint regarding the administration of the District on the individual campuses.
- C. Board members will not reprimand staff or provide direction to staff, including the Superintendent, outside the confines of a Board meeting.
- D. Board members will not attempt to exert pressure or influence on the staff in order to coerce them into making particular recommendations or decisions.
- E. The Board will communicate with the community through public hearings, presentations to PTA's and Civic Clubs, regular Board meetings, and regular publications.
- F. Individual Board members shall not directly communicate with vendors or bidders to the District regarding any school business without the express prior authorization of the Board.
- G. Board members will not conduct individual interviews with prospective employees.
- H. Individual Board members cannot speak in an official capacity for the Board outside the Boardroom.

- I. Board members will share with each other the legal opinions received from training sessions and conferences.

10. **BOARD MEMBERS' STANDARD OF BEHAVIOR**

- A. The President will present a copy of the "Code of Conduct" to each Board member annually.
- B. Board members will be knowledgeable of the Board of Trustees' Code of Conduct and the code's implications of their day-to-day actions.
- C. Each Board member will sign an annual "Statement of Disclosure" according to Board Policy.
- D. The Board President will communicate with the Board's attorney for legal matters concerning the Board. **Individual Board members may submit a written request for legal information/interpretations through the Board President or Superintendent. If the Board president or Superintendent fail to obtain and disseminate the information in a timely manner, then the Board member may contact the District's attorney directly, after notifying the Superintendent or Board President. (11/26/01)**
- E. Board members will endeavor to inform themselves about the requirements of the Texas Open Meetings Act and will seek to comply with this law at all times. Questions regarding compliance, including questions regarding the postings of matters on Board agendas, will be addressed to the Superintendent or Board President as early as possible.
- F. Under normal circumstances, violations of the guidelines contained herein regarding Board member behavior, or the "Code of Conduct," will be addressed informally by fellow members, or the Board as a whole. For repeated violations, or for violations which the Board determines to be sufficiently egregious to warrant more severe action, the Board may initiate a complaint with the Texas

Education Agency or appropriate law enforcement, and in extreme situations may pursue legal action against the individual Board member in order to protect the District and the Board from unnecessary exposure to legal liability.

- G. Board members will report violations of Board Operating Procedures or Board Code of Conduct to the Board President.

11. EVALUATION OF THE SUPERINTENDENT

(See attachment A) (11/26/01)

12. EVALUATION OF THE BOARD

The purpose of the Board self-appraisal is to give each Board member an opportunity to rate the Board's performance. The rating should be given for the performance of the whole Board as a unit and consideration should not be given to individual members. As the Board assesses itself in relation to the *Board Operating Procedures/Code of Conduct* and the District's goals and objectives, areas of success can be noted, as well as those areas in need of improvement.

Each Board member should complete the instrument and the Board President will tally the scores. The Board should then meet to discuss the results of the evaluation and plan strategies for future improvement.

(See attachment B) (11/26/01)

13. CRITERIA AND PROCESS FOR SELECTING BOARD OFFICERS

(See attachment C) (11/26/01)

14. ROLE AND AUTHORITY OF BOARD OFFICERS

A. PRESIDENT

- 1. Shall preside at all Board meetings.

2. Shall appoint committees.
3. Shall call special meetings.
4. Shall sign all legal documents required by law.
5. First time Board President must attend Board President training within 90 days of election.
6. Shall make the Board aware of any violations to the Board Operating Procedures.

B. VICE PRESIDENT

1. Shall act in capacity of President in absence of the President.

C. SECRETARY

1. Shall preside in absence of President and Vice President; shall call meeting and election for President Pro-Tem.
2. Shall sign all legal documents required by law.

D. ASSISTANT SECRETARY

1. Shall act in absence of Secretary.

15. ROLE OF BOARD IN CLOSED SESSION

- A. **The Board can only discuss those items listed on the closed session agenda as limited by law. (11/26/01)**
- B. **The Board must vote in open session. (11/26/01)**
- C. **Information received during closed session MUST REMAIN CONFIDENTIAL, as required by law. (11/26/01)**

16. MEDIA INQUIRIES TO THE BOARD

- A. The Board President shall be the official spokesperson for the Board to the media on issues of media attention.
 1. Board members should direct media calls to the Board President and District spokesperson. (11/26/01)
 2. Individual statements and responses by Board members are only individual statements and are not representative of the

entire Board and the member will emphasize such to the media.

17. PHONE CALLS/LETTERS

- A. The Longview ISD Board of Trustees encourages input; however, anonymous letters or calls will not receive Board attention, discussion or response, and will not result in directives to the Administration.

18. REVIEW OF BOARD OPERATING PROCEDURES

- A. Standard Board Operating Procedures will be reviewed and updated as needed.

19. BOARD TRAVEL GUIDELINES

- A. Board members should contact the Superintendent's Secretary to make arrangements to travel on Board business.
- B. Board members will use Per Diem for designated personal expenses, not for family members.
- C. Board members need not retain expense receipts. If expenditures exceed Per Diem amounts, Board members will request reimbursement with written explanation of extra expenses.
- D. Board members will return any Per Diem money that is not utilized. Board members should be prudent in spending taxpayer's money.

20. CAMPAIGNING FOR REELECTION

- A. School Board incumbents running for reelection should not request or accept support from District employees during work time.
- B. School Board candidates will not accept or solicit help from District employees during work time, or to be performed during work time.

21. GOAL SETTING

- A. Goal-setting workshops will be conducted annually **in April** to develop long and short-term goals. **The format and content will be developed prior to the workshop. (11/26/01)**
- B. Superintendent priorities will be based on goals each year.

Adherence to the Standard Board Operating Procedures is a duty each Board member must take seriously in order for the Board to operate efficiently and effectively.

LONGVIEW INDEPENDENT SCHOOL DISTRICT



BOARD OF TRUSTEES

CODE OF CONDUCT

LONGVIEW ISD
092903

BOARD MEMBERS
CODE OF CONDUCT

BBF
(LOCAL)

As members of the Longview Independent School District Board of Trustees, we realize that to be the most effective advocate for children, we, as a Board, must function as a team and at all times treat each other and the people we serve with the utmost courtesy, dignity, respect, and professionalism. Should we, for whatever reason, fail to follow these guidelines, we ask that our fellow Board members call it to our attention. When that happens, we pledge to accept the feedback without anger or finger pointing, and to renew our efforts to follow this code of conduct. We shall promote the best interests of the school district as a whole, and, to that end, we shall adhere to the following educational and ethical standards.

Governance

- Bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, State Board of Education rules, court orders pertaining to schools, and district policies and procedures.
- Make decisions in terms of the educational welfare of all children in the District, regardless of ability, race, creed, sex, or social standing. These decisions will place the needs of children above the wants of adults.
- Work on behalf of all students in the District regardless of which single-member district we as Board members represent.
- Recognize that the Board must make decisions as a whole and make no personal promise or take private action that may compromise the Board.
- Focus Board action on policy-making, goal setting, planning, and evaluation, and insist on regular and impartial evaluation of all staff.
- Support and protect school personnel in the proper performance of their duties.
- Vote to appoint the best-qualified personnel available after consideration of recommendations of the Superintendent.
- Delegate authority for the administration of the school to the Superintendent. Board members will not engage in micromanagement.

Conduct

- Hold confidential all matters that, if disclosed, may have an impact on the district. Respect the confidentiality of information that is privileged under applicable law, including closed session agenda items.
- Attend all regularly scheduled Board meetings, arrive on time, and become informed concerning the issues to be considered at those meetings.
- Make policy decisions only after full discussion at publicly held Board meetings, render all decisions based on the available facts, and refuse to surrender that judgment to individuals or special groups.
- Refrain from using our Board position for personal or partisan gain.
- Support the entire Board's decisions on matters. Reserve the right to disagree but not be disagreeable. Do not harbor grudges from past issues or events.
- Be consistent. Uphold the practice of what we say in public is also what we say in private.
- Refrain from "playing to the audience" in board meetings and monopolizing the conversation.

Communication

- Encourage the free expression of opinion by all Board members. Make good faith effort to understand and to accommodate the views of others.
- Seek communication between the Board and students, staff, and all elements of the community.
- Communicate to fellow Board members and the Superintendent, at appropriate times, expressions of public concerns.

Board Preparation

- Become informed about current educational issues and seek continuing education opportunities such as those sponsored by state and national school board associations.
- Disseminate pertinent information gained at training workshops and conventions with Superintendent and fellow Board members.

Remember always that our first greatest concern must be the educational welfare of all the students attending the public schools.

LONGVIEW INDEPENDENT SCHOOL DISTRICT



SUPERINTENDENT EVALUATION REPORT

Longview Independent School District

PHILOSOPHY OF PERFORMANCE-BASED EVALUATION

1. The purpose of the Superintendent performance-based evaluation is for the Board to gather data that will be helpful in making the District better (i.e. more successful).
2. The Superintendent is the Board's Chief Executive Officer (C.E.O.) to manage the day-to-day operation and to provide leadership to the District in the quest for continuous improvement. The Superintendent has the ultimate responsibility for and the authority to supervise, to evaluate, and to make recommendations regarding all District programs, services, facilities, and for the annual performance-based appraisal of the District's staff (certified and support).
3. The Superintendent will assume administrative authority and responsibility for the assignment and evaluation of all District personnel (certified and support), including making recommendations regarding the selection, termination, or suspension of District personnel.
4. The performance-based appraisal of the building principal will include the school-site performance of the building staff and the performance of the students based on the District indicators of success.
5. Regardless of problems that may exist, the evaluation process should not be confrontational. It should be calm, unemotional, candid, clear, businesslike, and based on hard data.
6. The Superintendent evaluation system will measure District performance rather than individual actions of the Superintendent.
7. The performance appraisal will consist of an examination of data the Board has agreed on ahead of time (at the beginning of the evaluation year) to be the best indicators of District success.
8. Since it is difficult for a Board member to know or remember all of the activities of the Superintendent, it should be the responsibility of the Superintendent to provide the Board with performance data regarding each of the indicators of success listed on the evaluation instrument.
9. Since people being evaluated tend to be most concerned about pleasing their worst critic, even though a majority of the Board may be well satisfied with his/her performance, the Superintendent will be given a consensus score on each item and not a breakdown of individual scores.

10. District success is the Board's primary goal, and District success is the performance they should measure. Therefore, it should be the goal of the Board (through the use of the evaluation process) to help the Superintendent understand areas of low performance and then do everything in its power to help him/her get all "fives" (the top score) in the next evaluation.
11. A document evaluating the performance of a teacher or administrator is confidential.

Longview Independent School District

BOARD PROCEDURES FOR CONDUCTING THE EVALUATION

The annual Board meeting to evaluate the Superintendent should be designed so as to make the session the most productive it can be for both the Board and the Superintendent. To accomplish this objective, the following sequence of steps will be engaged.

1. At the beginning of the contract year, the Board will work with the Superintendent to develop and/or revise the evaluation instrument to make it performance-based. It should have a criterion (indicator of success) for each area of performance. All revisions will be completed within 15 days of the presentation of the formal evaluation. Having the instrument available at the beginning of the contract year will allow the Superintendent the full year to accomplish and document completion of the Board's objectives.
2. Before the evaluation session, individual Board members should receive and review a copy of the evaluation criteria (indicators of success) spelled out in the evaluation instrument.
3. Since it is difficult for Board members to know or remember all of the Superintendent's performance throughout the year, they should ask the Superintendent to meet with them in December and provide data on each of the indicators of success before they score the evaluation instrument.
4. Individual Board members, when necessary to understand the data, will ask clarifying questions and then independently score each item on the evaluation instrument prior to attending the meeting designed to discuss the Superintendent's evaluation.
5. The Board will meet in executive session for the evaluation session.
6. At the appropriate time during executive session, the Board will excuse the Superintendent and discussion will be held on each item. The Board will review all scores on each individual item and then arrive at a consensus score to be assigned to each item.
7. The Board should arrive at consensus on any areas that need corrective action (see rating system) and discuss what action they collectively would like from the Superintendent.
8. The Board should invite the Superintendent back into executive session, give him/her a copy of the consensus scores, and allow him/her time to adequately review it.

9. The Board should go over each item with the Superintendent, discuss the Board's collective rating, and allow the Superintendent an opportunity to point out areas in which he/she thinks an error has been made.
10. If there are areas of performance the Board collectively thinks need corrective action, discuss them with the Superintendent and all agree on specific, measurable actions to be taken. Any individual items which require corrective actions – specifically those receiving an overall consensus score of either a 1 or a 2, will require written justification and must be delivered in writing to the Superintendent for purposes of being effectively communicated.
11. If the overall consensus score is rated unacceptable on a given function area, the written justification will also include an accompanying performance-based growth plan which specifically addresses what improvements are needed.
12. Rating scores will not be averaged and only a consensus score will be recorded on any item(s).

Example: If on one item four Board members assign a 4 and one Board member assigns a 1, the consensus score to be assigned by the Board as a whole – will be a 4 for that item.

LONGVIEW INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT PERFORMANCE APPRIASAL

EVALUATION REPORT

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PERFORMANCE RATING SCALE

Shown below is the rating scale the Board of Trustees will use to evaluate functions of the District for which the Superintendent is responsible. After reviewing the data showing the level of success in meeting the Board's expectations, each item on the evaluation instrument should be marked with a number that corresponds with the most accurate description of how well that function is performing.

- 5 This function of the District is fully meeting the Board's expectations. Invest no more time and/or effort than is required to maintain present status.**
- 4 The Board is satisfied with this function of the District. It could use a bit more attention, but not enough to worry about.**
- 3 The performance of this function of the District is minimally acceptable. Devote somewhat more time and effort to improving District performance in this area.**
- 2 The Board is not satisfied with how the District is performing in this area. Devote considerable more time and effort improve in the performance of this function.**
- 1 The District's performance in this function is clearly unacceptable. It must be improved.**

Performance Criteria

Rating		Comments
I. Instructional Management		
_____	1. Developed a procedure that ensures equal testing and identification of all potentially gifted/talented children.	
_____	2. Increased the enrollment in PreAP and AP classes by 2% in all minority and economically disadvantaged subgroups.	
_____	3. Provided for a minimum standard equity and equality of equipment and instruction for technology on all campuses (e.g. inventory number of computers per student per campus, update of technology plan, report for minimum standards at each campus).	
_____	4. Developed a plan and schedule to present to the Board for the evaluation and improvement, modification, or deletion of all academic and vocational programs by January 1, 2001.	
_____	5. Ensured that each campus reaches its projected performance goal in all student groups in reading, writing, and math.	
II. SCHOOL OR ORGANIZATION IMPROVEMENT		
_____	1. Presented a plan to the Board for increasing the recruiting and hiring of minorities.	
_____	2. Provided the Board with a review and recommendations of the organizational structure.	
III. PERSONNEL MANAGEMENT		
_____	1. Evaluated all employees using a performance-based evaluation signed by the employee's supervisor or his	

	designated official utilizing input from colleagues and other staff personnel during the past twelve months and received written and oral feedback on his/her performance.	
_____	2. Provided a current, written, and signed growth plan in the personnel file for each employee when required.	
_____	3. Insured that all employees received an up-to-date job description.	
_____	4. Met with each employee group at least once during the previous twelve months.	
IV. FINANCE		
_____	1. Developed a plan to correct previous year's audit deficiencies.	
_____	2. Developed budget recommendations to the Board which reflected the Board's goals.	
_____	3. Provided the Board initial budget projections by June 30.	
_____	4. Provided a report for all activity funds which were audited the previous year by December 31.	
V. FACILITIES MANAGEMENT		
_____	1. Ensured that the buildings and grounds of all buildings were clean at all times. GUIDELINES: No stained ceiling tiles No peeling paint Grass mowed No weeds in flower beds Restrooms clean All cafeterias receive an "A" rating from City	
_____	2. Presented to the Board a long-range plan for facility needs by October 15.	

_____	3. Presented to the Board a long-range plan for maintenance, replacement of vehicles and/or other fixed assets by March 15, 2001.	
_____	4. Completed all construction projects within projected timeline and within budget (as much as was within the Superintendent's control).	
VI. STUDENT MANAGEMENT		
_____	1. Recommended to the Board, curriculum program(s) for character development of students.	
_____	2. Ensured that all student discipline policies were fairly and consistently applied and enforced.	
_____	3. Recommended discipline policies for extra-curricular activities.	
_____	4. Provided all returning students a copy of the Student Handbook and (if applicable) a copy of the Student Code of Conduct, within one week of the beginning of school. New students received their handbooks within one week of enrollment.	
_____	5. Provided all employees a copy of the Discipline Management Plan and training on how to fairly and equitably administer the plan.	
VII. SCHOOL/COMMUNITY RELATIONS		
_____	1. Met with major employers (Good Shepherd Medical Center, Longview Regional Hospital, Texas Eastman, etc.) to discuss District offerings and cooperative efforts. Represented the District throughout the community.	

_____	2. Made four presentations (speeches/talks) per quarter articulating Superintendent's vision for the District and the District's achievement.	
VIII. PROFESSIONAL GROWTH		
_____	1. Attended meetings of professional organizations/associations on a regular basis.	
IX. SCHOOL BOARD RELATIONS		
_____	1. Provided the Board with Board packets five days prior to each regular Board meeting.	
_____	2. Provided the Board weekly reports each Friday.	
_____	3. Kept the Board updated on important issues as they occurred. (e.g., emergencies, bus accidents, building fires, etc.)	
_____	4. Met with each Board member individually on a rotating basis every seven weeks.	
_____	5. Scheduled training sessions for the Board that met all state requirements.	

LONGVIEW INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT PERFORMANCE EVALUATION REPORT

GOALS

- I. Within three (3) years all elementary schools will be *Recognized*.
- | | |
|-------------------|--|
| September 1, 2000 | Three (3) elementary schools will be <i>Recognized</i> . |
| September 1, 2001 | Six (6) elementary schools will be <i>Recognized</i> . |
| September 1, 2002 | Ten (10) elementary schools will be <i>Recognized</i> . |
- II. In 2005 all elementary schools will be *Exemplary*.
- | | |
|-------------------|---|
| September 1, 2003 | Three (3) elementary schools will be <i>Exemplary</i> . |
| September 1, 2004 | Six (6) elementary schools will be <i>Exemplary</i> . |
| September 1, 2005 | Ten (10) elementary schools will be <i>Exemplary</i> . |
- III. Within five (5) years all middle schools will be *Recognized*.
- IV. September 1, 2006 One (1) middle school will be *Exemplary*.
- September 1, 2007 Two (2) middle schools will be *Exemplary*.
- September 1, 2008 Three (3) middle schools will be *Exemplary*.
- IV. Within five (5) years the Longview High School will be *Recognized*.
- V. By September 1, 2010 the Longview High School will be *Exemplary*.

Timeline will be reviewed annually based on the state accountability system.



BOARD SELF-APPRAISAL INSTRUMENT

The purpose of the Board self-appraisal is to give each Board member an opportunity to rate the Board's performance. The rating should be given for the performance of the whole Board as a unit and consideration should not be given to individual members. As the Board assesses itself in relation to the *Board Operating Procedures/Code of Conduct* and the District's goals and objectives, areas of success can be noted as well as those areas in need of improvement.

Listed below are the guidelines that TASB recommends school Boards follow in conducting a self-assessment:

1. **Clarify the purpose.** Make sure that everyone understands that the process is directed at the performance of the team and not the school district.
2. **Focus on the whole Board.** Focus the assessment on the Board as a whole, not on individual Board members.
3. **Involve the Superintendent.** Include the Superintendent as a partner or as a facilitator.
4. **Come with a positive attitude.** Communicate openly and honestly with other Board members. Be willing to discuss the issues. Focus on accomplishments and areas in need of improvement.
5. **Be flexible and willing to change.** Balance the patience necessary to listen to others with the courage to state your honest opinions.
6. **Be patient with yourself and others.** Understand that it takes time to change behaviors and beliefs. Set clear priorities for team action throughout the year.
7. **Commit your time and energy.** Even after you complete the self-assessment, it is wise to set aside time specifically for Board self-improvement throughout the year.
8. **Consider the timing.** A good time to conduct a self-assessment is before the Board's annual appraisal of the Superintendent. Boards that have set performance goals will be better equipped to help the Superintendent set his own performance goals.
9. **Utilize the results.** Results will be discussed and evaluated prior to the Superintendent's Evaluation each year and reviewed in teambuilding sessions.

BOARD SELF-APPRAISAL INSTRUMENT LONGVIEW INDEPENDENT SCHOOL DISTRICT

INTRODUCTION

The purpose of the self-appraisal is to give each Board member an opportunity to rate the Board's performance. The rating should be given for the performance of the whole Board as a unit and consideration should not be given to individual members. As the Board assesses itself in relation to the District's goals and objectives, areas of success can be noted as well as those areas in need of improvement.

Each Board member should complete the instrument and the Board President will tally the scores. The Board should then meet to discuss the results of the evaluation and plan strategies for future improvement.

Please check the box with the most appropriate rating using 1 equals Needs Improvement; 2 equals Satisfactory, and 3 equals Excellent.

1	2	3	ROLES AND RESPONSIBILITIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members recognize their role as representatives of the community and caretakers of the students in the District. They place student education above all personal, special group, or individual interests.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members rely on facts, not personal bias or prejudice, and after considering all components of an issue, vote for what is in the best interests of the students, community and District.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board considers the recommendations from the Superintendent in an unbiased and objective manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members recognize the Board's role as policymaker and do not attempt to directly manage the District.

1	2	3	OPERATIONS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board allocates budget resources to meet the goals and objectives of the District.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members understand they can act only as a body, not as individuals, when convened in a legally conducted meeting with a quorum present.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board is actively involved in state and federal education legislation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board grants authority in executive and administrative functions to the Superintendent and evaluates the results.

1	2	3	PERSONNEL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board recognizes that the Superintendent is the Chief Executive Officer and educational leader of the District and delegates all management activities to him/her.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board establishes clear performance goals and criteria for the Superintendent.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board annually conducts a candid performance review of the Superintendent and provides productive criticism of the District's management in a professional manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board objectively considers personnel recommendations brought by the Superintendent without regard to personal feelings towards the candidates.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board provides an avenue for employee and parent complaints to be heard and relies on appropriate administrative channels and administrator action for resolution.

1	2	3	STUDENT NEEDS/PERFORMANCE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board recognizes that providing for student learning is the focal point of the District's mission.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board's decisions are based on the impact those decisions will have on student achievement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board monitors student achievement and mandates the Superintendent to allocate resources necessary to promote students' opportunity to learn.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board supports the development of innovative curriculum to enhance student performance.

1	2	3	POLICY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board establishes policy consistent with the District's goals and objectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board regularly reviews its policies to ensure they support the District's goals and objectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The policies clearly reflect the Board's expectations for handling District business.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The policies are readily available for review by any member of the community or by any employee.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board establishes policies for the safety and security of students, staff, equipment, and facilities.

1	2	3	COMMUNITY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board seeks input from the community in establishing the District's goals and objectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board communicates its commitment to the education of the students in the District to the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board welcomes community partnerships to enhance student education.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board encourages community involvement and communication regarding the District's operations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board provides periodic reports to the community on the progress of the District in meeting its goals and objectives.

1	2	3	PLANNING
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board, after seeking input from the community, staff, and parents, develops goals and objectives for the District for present and future needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board has clearly communicated the goals and objectives to the community and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board meets the District's goals and objectives as planned.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Board regularly reviews reports on the District's progress towards achievement of the goals and objectives and identifies areas needing improvement.

1	2	3	TEAMWORK
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members work with each other in a respectful, honest, and open manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members explain their positions on issues clearly so that fellow members can understand.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members work to achieve consensus and handle interpersonal conflicts in a professional manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board members respect the group's decisions.

BoardSelfAssess



CRITERIA AND PROCESS FOR SELECTING LISD BOARD OFFICERS

Procedure for Nominations of Longview ISD Board Officers

1. The Recording Secretary will contact each Board Member to solicit nominations for each office (President, Vice President, Secretary, and Assistant Secretary) – after the May election and prior to the regular Board meeting in May.
2. After suggested nominees have been presented, the Recording Secretary will then send a listing of the suggested names of nominees for each office to Board Members. (No totals will be included.)
3. The Recording Secretary will contact each Board Member that has been nominated for a position to determine their willingness to serve as an officer.
4. The Recording Secretary will compile a slate of nominees. The slate will be presented to the Board President for approval of inclusion on the May Board agenda.

NOMINEES FOR LISD BOARD OFFICERS

Please take the time to submit nominees for the following offices of the LISD Board of Trustees:

President

Vice President

Secretary

Assistant Secretary

Name of Board Member submitting form:

SELECTING THE BOARD PRESIDENT

The role of the president is to bring focus to Board discussion and facilitate Board decision-making. To be effective, the president cannot use the office of president to foster his/her own agenda. To do so creates disharmony and mistrust. The president must believe that reasoned, thoughtful, data-driven discussion will bring about the best decisions, even if he/she may not personally agree with the decision.

In a sense, the Board president is not a Board member. The president must remove him/herself from the fray of the discussion and work constantly to bring the Board together as a team and seek a consensus position everyone can live with. To accomplish these objectives, a president must:

1. Be a consensus builder
 - Not take sides
 - Emphasize areas of agreement
 - Emphasize the benefits of working together and the corrosive effects of coalitions
 - Get people to compromise
 - Insist that decisions be "data driven" rather than "I think"
2. Be strong
 - Control meetings
 - Be able to live with criticism
 - Be willing to take unpopular stands
3. Listen (but not necessarily accept, believe, or act on everything he/she hears)
4. Be trustworthy
 - Do what he/she promises to do
 - No hidden agendas
 - Always ethical and truthful
 - Treat all Board members alike and give them all the same information
5. Work effectively with the Superintendent
6. Be secure (i.e., does not "need" to be president)
7. Be committed to service

Generally, it is best if the president serves at least two years in office. It takes time to become a consensus builder. It also takes time to build a comfortable, effective working relationship with the Superintendent. Changing presidents every year often keeps the Board from becoming the smooth, well functioning team it must be if the district is to excel.

In summary, a person should be selected to be president because he/she has the skills and values described above, not because it is his/her turn. Some people can be excellent Board members but are simply not cut out to be president.

Selecting the right person to be president may be second in importance only to the selection of the Superintendent in determining the success of the district. Therefore, it is imperative the Board take the time and effort to do it right. As a prerequisite, the president should have served at least one year on the Board. Without a skilled, trustworthy leader, the Board can never achieve the level of teamwork and trust necessary to become a well-functioning team. This will in turn inhibit their ability to work together to achieve their vision for the district.

BOARD MEMBERS
ETHICS

BBF
(LOCAL)

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the ETHICAL STANDARDS and CODE OF CONDUCT, below.

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.

Code of Conduct

As members of the District Board of Trustees, we realize that to be the most effective advocate for children, we, as a Board, must function as a team and at all times treat each other and the people we serve with the utmost courtesy, dignity, respect, and professionalism. Should we, for whatever reason, fail to follow these guidelines, we ask that our fellow Board members call it to our attention. When that happens we pledge to accept the feedback without anger or finger pointing, and to renew our efforts to follow this code of conduct. We shall promote the best interests of the District as a whole, and, to that end, we shall adhere to the following educational and ethical standards:

Governance

1. Bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, State Board of Education rules, and court orders pertaining to schools, and District policies and procedures.
2. Make decisions in terms of the educational welfare of all children in the District, regardless of ability, race, creed, sex, or social standing. These decisions will place the needs of children above the wants of adults.
3. Work on behalf of all students in the District regardless of which single-member district we, as Board members, represent.
4. Recognize that the Board must make decisions as a whole and make no personal promise or take private action that may compromise the Board.
5. Focus Board action on policy making, goal setting, planning, and evaluation, and insist on regular and impartial evaluation of all staff.
6. Support and protect school personnel in the proper performance of their duties.
7. Vote to appoint the best-qualified personnel available after consideration of recommendations of the Superintendent.
8. Delegate authority for the administration of the school to the Superintendent. Board members will not engage in micromanagement.

Conduct

9. Hold confidential all matters that, if disclosed, may have an impact on the District. Respect the confidentiality of information that is privileged under applicable law, including closed session agenda items.

**BOARD MEMBERS
ETHICS**

**BBF
(LOCAL)**

10. Attend all regularly scheduled Board meetings, arrive on time, and become informed concerning the issues to be considered at those meetings.
11. Make policy decisions only after full discussion at publicly held Board meetings, and render all decisions based on the available facts and refuse to surrender that judgment to individuals or special groups.
12. Refrain from using our Board position for personal or partisan gain.
13. Support the entire Board's decisions on matters. Reserve the right to disagree but not be disagreeable. Do not harbor grudges from past issues or events.
14. Be consistent. Uphold the practice that what we say in public is also what we say in private.
15. Refrain from "playing to the audience" in Board meetings and monopolizing the conversation.
16. Encourage the free expression of opinion by all Board members. Make good faith effort to understand and to accommodate the views of others.
17. Seek communications between the Board and students, staff, and all elements of the community.
18. Communicate to fellow Board members and the Superintendent at appropriate times expressions of public concerns.
19. Become informed about current educational issues and seek continuing education opportunities such as those sponsored by state and national school board associations.
20. Remember always that our first, greatest concern must be the educational welfare of all the students attending the public schools.

Communication

Board Preparation

BOARD MEETINGS
PUBLIC PARTICIPATION

BED
(LOCAL)

Limit on Participation	Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.
Public Comment	At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.
Regular Meetings	
Special Meetings	At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.
Procedures	<p>Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board.</p> <p>At the Board's discretion, public comment shall occur at the beginning of the meeting or prior to consideration of each agenda item. [See Meeting Management below]</p> <p>Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed five minutes per meeting.</p>
Meeting Management	When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.
Board's Response	Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.
Complaints and Concerns	<p>The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:</p> <ul style="list-style-type: none">• Employee complaints: DGBA

**BOARD MEETINGS
PUBLIC PARTICIPATION**

**BED
(LOCAL)**

- Student or parent complaints: FNG
- Public complaints: GF

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.