

**ALAMO HEIGHTS
INDEPENDENT SCHOOL
DISTRICT**



**BOARD OF TRUSTEES
OPERATING PROCEDURES**

AHISD Strategic Framework

AHISD BELIEFS

- All individuals have inherent value.
- All individuals have immeasurable potential
- All individuals have a responsibility to themselves and others.
- All individuals have an inner desire to learn.
- Diversity enhances life.
- The home environment establishes the foundation for learning.
- Building supportive relationships impacts individual growth.
- Responsible choices are key to a healthy, balanced life.
- High expectations and challenge, combined with a strong work ethic, are essential to learning.



OUR MISSION

The Alamo Heights Independent School District, the heart of our community whose passion is excellence, will educate and empower every student to excel academically and as a confident, compassionate citizen with impeccable character and a global perspective through engaging, personally challenging and relevant experiences that inspire learning for life.

PROFILE OF A LEARNER

The AHISD Learner Profile articulates the knowledge, skills, and attributes our students will need to pursue individual dreams and positivity impact the world upon graduation. Alamo Heights Learners:

Develop A Healthy Sense of Self

- Engage in self-reflection to understand one's personal strengths and unique gifts
- Recognize and address personal needs and challenges
- Make thoughtful choices that cultivate fulfillment and a balanced life
- Take responsibility for personal choices, actions and mistakes
- Develop and nurture healthy, loving relationships
- Live a physically healthy life
- Openly express themselves with humility and vulnerability

Seek Knowledge and Understanding

- Exhibit intellectual curiosity
- Master a board, rich curriculum
- Activity construct and demonstrate knowledge and skills
- Inherently value their own learning
- Nurture lifelong enthusiasm for learning
- Maximize resources to expand their learning environment

Think Critically and Creatively

- Approach the world and others objectively
- Evaluate evidence and question assumptions
- Challenge existing mindsets and ways of thinking
- Identify, frame and solve multidimensional problems

Communicate and Collaborate

- Speak and write with clarity and purpose
- Graciously give and receive constructive feedback
- Listen compassionately to support others
- Listen to decipher meaning
- Assume shared responsibility in collaborative work
- Value the contributions of others
- Balance individual goals with group goals
- Work flexibly as leaders and contributors

Employ Skills for Life

- Develop strong work ethic and exhibit professionalism
- Take risks, accept challenges and value the learning that comes from failure
- Demonstrate adaptability and flexibility in an ever-changing world
- Apply learning to real-world situations
- Effectively manage time, assess progress and evaluate results
- Display grit and resilience in the face of challenge
- Exhibit exceptional character

Engage Socially and Globally

- Model a spirit of mutual respect for all
- Understand their relationship and responsibility to society
- Value diversity as a strength
- Understand and engage on local, national and global issues
- Exhibit responsible digital citizenship
- Communicate effectively in more than one language
- Add value to the world through service

COMMUNITY BASED ACCOUNTABILITY PILLARS

Profile of a Learner

- Academic Growth
- Culture of Academic Excellence
- Learner Outcomes

High Performing Faculty

- Highly Qualified Educators
- High Expectations
- Professional Development
- Effective Leadership

Opportunities and Supports

- Academic Support
- Social and Emotional Support
- Advanced Academics
- Extracurricular Activities

Community Engagement

- Relationships
- Fundraising
- Feedback

Facilities and Finances

- Bond
- Audit & Budget
- Safety
- Technology
- Updated Classrooms

As a member of the Board, I shall promote the best interests of the District as a whole and, to that end, shall adhere to the following ethical standards. I will:

**Equity
In Attitude**

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

**Trustworthiness
In Stewardship**

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

**Honor
In Conduct**

- Tell the truth.
- Share my views while working for consensus.
- Respect the majority decision as the decision of the Board.
- Base my decisions on fact rather than supposition, opinion, or public favor.

**Integrity
Of Character**

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

**Commitment
To Service**

- Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings.
- Communicate to Trustees and the Superintendent at appropriate times expressions of public reaction to Board policies and District programs.

**Student-Centered
Focus**

- Be continuously guided by what is best for all students of the District.

Introduction

Written Board operating procedures are intended to define clearly how to carry out regular Board tasks. Understanding the way to perform the Board's routine tasks promotes efficiency, consistency in Trustee actions, and ensures that the Board's important tasks are completed. Written operating procedures also assist new Trustees to understand the functions and operations of the Board team (Trustees and Superintendent). Trustees are not representatives, but are Trustees who are entrusted with the education of ALL Alamo Heights Independent School District students. With that in mind, the Board must work together collaboratively to serve the best interest of the District.

The operating procedures adopted by the Board are the result of many years of operating under informal practices developed by consensus and adapted as necessary to remain relevant. The Board Team will review operating procedures on an annual basis, unless more frequent review is necessitated by unanticipated events, to ensure the operating procedures remain relevant and beneficial to the team. In years in which new Trustees join the Board, it is anticipated that the review of Board operating procedures shall occur shortly after the new Trustee(s) join the Board. It is the strong belief of the Board that the consensus process to reach total agreement increases the value of the procedures adopted and creates an environment in which the Board can continue to function at a high level.

Alamo Heights ISD Board of Trustees Operating Procedures

The Alamo Heights ISD Board of Trustees adopts these Operating Procedures to guide the organizational, logistical, and role-specific activities related to the work of the Board.

- I. [Role, Responsibility, and Authority of Trustees](#)
- II. [Election of Trustees to Officer Positions](#)
- III. [Committees](#)
- IV. [Standards of Behavior](#)
- V. [Developing Board Meeting Agendas](#)
- VI. [Conduct During Board Meetings](#)
- VII. [Board Meetings](#)
- VIII. [Role of Board in Executive Session](#)
- IX. [Evaluation of the Superintendent](#)
- X. [Evaluation of the Board](#)
- XI. [Communication: Board Response to Contacts/Correspondence](#)
- XII. [Communication: Board/Superintendent](#)
- XIII. [Communication: Citizens or Employee Request/Complaint to Individual
Trustee](#)
- XIV. [Communication: Media Inquiries to the Board](#)
- XV. [Individual Trustee Requests for Information or Reports](#)
- XVI. [Trustee Visits to a School Campus](#)
- XVII. [Travel Reimbursement](#)
- XVIII. [Role of the Superintendent's Administrative Assistant](#)

Operating Procedures

I. Role, Responsibility, and Authority of Trustees

- A. The Board President and Superintendent will prepare an annual school Board calendar before the start of the school year.
- B. Trustees are advocates for Alamo Heights ISD and for all public education. Trustees advocate to the legislature, the Texas Education Agency, and the State Board of Education to strengthen all public education.
- C. Trustees adhere to Board Ethics Policy [BBF](#).
- D. Commitment to continuous improvement: Trustees are encouraged to attend at least one TASB/TASA conference annually. Trustee is encouraged to attend TASB Summer Leadership Institute.
- E. An annual team building session will be held each year to review establishing topics, and/or target areas of focus:
 - 1. Board Operating Procedures. Revisions shall be adopted as a result of a total agreement reached through deliberation by the Trustees, rather than through a divided vote.
 - 2. Goals for the Board Team for the upcoming year.
 - 3. Board members will generate target areas of focus with the administration in May.
- F. Trustees will fulfill continuing education training as required by Board Policy [BBD](#).
- G. In April of each year, the Board will conduct a self-evaluation in executive session. Adherence to Board Operating Procedures and Board Ethics Policy must be part of the evaluation instrument.
- H. Trustees appreciate the positive impact of Board attendance at special programs and will make an effort to support the programs of the District through their attendance at special events throughout the year.

II. Election of Trustees to Officer Positions

- A. The AHISD Board is resolutely committed to promoting a culture of shared leadership. To support this culture of practice, Trustees rotate through the officer positions. We believe this tradition encourages respect and collegiality, which leads to a highly functioning Board. Moreover, rotating officer positions annually

distributes the workload more equally among all Trustees over time. Trustees rotate through the officer position in this order when possible—Assistant Secretary, Secretary, Vice President, and President.

- B. The Board President, as chair of the Nominating Committee, will propose the Board officer positions and committee assignments at the first Board meeting following the election (typically the May meeting) during the reorganization of the Board.
- C. In the event a Trustee is not re-elected, or a Trustee requests to not serve in an officer position, the President will convene the Nominating Committee and the Nominating Committee will propose Board officer positions.
- D. Where circumstances permit, no member shall serve as President before their fifth consecutive year on the Board. When normal officer rotations would result in a Trustee rotating into the Presidency prior to their fifth year, the Nominating Committee shall select a member who has previously served as President in order of seniority. The Trustees who have not served as President shall enter the officer rotation in an order that results in them rotating into the Presidency in their fifth year or later. However, where at all possible, no member shall serve as President in consecutive terms.

III. Executive Committee and SubCommittees

When the Board sits as a whole for workshops that are not regular or special called board meetings, the Board sits as an Executive Committee of the whole board. Trustees also serve on School Board, District, and community subcommittees. The Board President, on behalf of and in accordance with the Nominations Subcommittee appointments, assigns subcommittee roles at the first meeting after the elections. The Board may approve new subcommittees to be formed at any time. The role of the subcommittees is to increase efficiency of Board functions by delegating research and analysis about particular items to Trustees on a subcommittee for the purpose of drafting recommendations and/or information to the Board as a whole. The process each subcommittee will follow regarding the items assigned to it consists of these elements: (1) disseminate the upcoming subcommittee agenda of items for discussion and recommendation; (2) determine the information, ancillary documentation and materials which will be under review and consideration by the subcommittee; (3) receive questions and considerations from the Board members who are not seated on the subcommittee; (4) make recommendations, if needed; (5) explain the rationale for those recommendations; and (6) submit a written report, along with any backup information requested, to the Superintendent and Trustees after each meeting. Subcommittees include, but are not limited to:

- A. **Executive Committee for Goals & Priorities:** All Trustees. Meets monthly to review the agenda for the upcoming Board meeting.

- B. **Executive Committee for Assessment and Long Range Planning:** All Trustees. Meets monthly to focus on the district’s vision and strategic goals.
- C. **Executive Committee for Communications:** All Trustees. Learning Walk of the campus through the year.
- D. **Budget Subcommittee:** Three Trustees. Meet as needed to address budget planning.
- E. **Audit Subcommittee:** Three Trustees. Meet with accountants once per year.
- F. **Investment Subcommittee:** Two Trustees. Meets as needed. Review investments made by the District. See Policy [CDA\(LEGAL\)](#) and Policy [CDA\(LOCAL\)](#).
- G. **District Design Team:** One Trustee (Vice President). Meet approximately six times per year. The work of this group guides the Campus Design Team.
- H. **District Education Advisory Council (state-mandated District SBDM Council, and School Health Advisory Council):** One Trustee. Meet quarterly. Participate in a community committee established to perform state-law-mandated duties (calendar, nutrition, etc.).
- I. **Legislative Subcommittee:** Two Trustees, and in election years, a community committee may be formed. Communicates District legislative priorities to the greater community.
- J. **Policy Review Subcommittee:** Two Trustees. Meets as needed to review policy updates prior to formal Board presentation.
- K. **Alamo Heights School Foundation:** One Trustee (Past President). Meets monthly as an advisory member of the AHSF Board alongside the Superintendent.
- L. **Safety/Security:** President and Vice President. Meet once per semester and once in summer. State-mandated School Safety and Security Committee.
- M. **Nominations Subcommittee:** Outgoing President and Incoming Vice President. Meets as needed. Naming of Committee Members.
- N. **Building (Bldg/Maint/Tech) Subcommittee:** Three Trustees. Meet as needed. Review District efforts to maintain facilities, update technology, and manage projects (e.g., bond construction).
- O. **District Technology Committee.** One Trustee. Meet quarterly. Participate in established community committee to discuss technology long range plan and other topics. Chaired by Director of Technology.

IV. Standards of Behavior

- A. Trustees recognize that their individual actions reflect on the Board as a whole.
- B. Trustees will commit to upholding the Board of Trustees' Code of Ethics.
- C. Trustees will disclose conflicts of interest per Policy [BBFA](#), submit annual Conflicts Disclosure Statements (State of Texas form CIS), as necessary, and abstain from discussing or voting on any item in which the member has a conflict of interest.
- D. Trustees will sign the AHISD Acceptable Use Policy.
- E. Trustees will not make personal attacks in the community against other Trustees, the Superintendent, faculty, staff, or community members.
- F. Trustees will not discuss their concerns about other Trustees' performance in public.

V. Developing Board Meeting Agendas

- A. The Board President will meet with the Superintendent to develop the draft Board Meeting Agenda prior to the monthly Goals & Priorities Meeting.
- B. The proposed Board meeting agenda will be reviewed at the Goals & Priorities Meetings the week before the Board meeting.
- C. The Board may ask questions about and remove/add items to the agenda at this meeting.
- D. Trustees may request that items be added to the agenda per Policy [BE \(Local\)](#).
- E. Any Trustee may notify the Board President and Superintendent that an item on the consent agenda should be considered as an independent action item.

VI. Conduct During Board Meetings

- A. Trustees will respect all viewpoints and allow all to be heard.
- B. Trustees will allow one speaker at a time.
- C. Trustees will not engage in side conversations during meetings.
- D. Trustees will be brief and to the point.
- E. Trustees will limit discussion to items on the agenda.

- F. Deliberation shall be germane to the motion under consideration.
- G. Deliberation should continue until all Trustees have had adequate opportunity to deliberate and ask clarifying questions.
- H. Any Trustee who abstains from voting is encouraged to state their reason for abstaining.
- I. The presiding officer shall institute such procedures deemed necessary to maintain a productive and effective meeting, including tabling a topic and limiting each Trustee's time to address an agenda item.
- J. Trustees are encouraged to turn off or silence their phones, and to not use or check their phones, during meetings. Trustees are further encouraged not to use iPads or computers during meetings unless for purposes of viewing the Boardbook or other material germane to the meeting.

VII. Board Meetings

- A. Trustees will prepare for meetings by reading the Board Book and coming to meetings prepared to discuss and take action on items before them.
- B. When Trustees have questions about agenda items prior to the Board Meeting, they should communicate with the Superintendent or Board President about those questions and be prepared to address them during the monthly Goals & Priorities meeting.
- C. Trustees will participate in discussions and will support the decisions of the Board as a whole.
- D. Trustees will encourage community participation and attendance in open board meetings and will take no express or implied steps to discourage or dissuade participation.

VIII. Role of Board in Executive Session

- A. Only items on the agenda will be discussed in the executive session.
- B. Information and opinions shared during executive sessions MUST remain confidential.
- C. The Board may only deliberate matters in executive session as permitted by the Open Meetings Act.

- D. A vote on a matter deliberated in executive session must be made in open session.
- E. The Board President may communicate information from executive session to another Trustee who was absent from the session. The Board President will only disclose the outcome of the discussion.

IX. Evaluation of the Superintendent

- A. A summative evaluation of the Superintendent, based on the state mandated evaluation instrument, as well as the local AHISD instrument will be held in January of each year.
- B. The Board will review the Superintendent Evaluation instrument and process annually to determine whether any changes are needed.
- C. The Superintendent's contract and salary will be reviewed annually. If necessary, the Board's attorney will review any proposed amendments with the Board.
- D. All discussion and material reviewed as part of the Superintendent evaluation is confidential and all materials must be returned to the Superintendent after the review is complete. The District will maintain a confidential file containing any such materials.

X. Evaluation of the Board

- A. In April, the Board will engage in an annual Self-Evaluation Instrument that aligns with TEA Framework for School Board Development. Components of the evaluation may include but are not limited to Community Based Accountability, continuing education hours, participation in TASB/Go Public, Bexar County School Board Coalition.

XI. Communications: Board Response to Contacts/Correspondence

- A. The Superintendent and the Board President will be the official spokespersons for the Board team.
- B. Since authority rests with the Board as a whole, and not with individual members, it is important that citizens are encouraged to contact all Trustees by email at AHboard@ahisd.net (all Trustees) or letter, rather than less formal means of communication such as texting. The Board President acknowledges receipt of the correspondence, informs the sender that the message has been forwarded to the Superintendent's office, and responds on behalf of all the Trustees, copying all Trustees. If there is a large volume of emails, the Board President may appoint other Trustees to respond on the President's behalf. The Superintendent will follow up with the Board President to ensure that an appropriate response has been provided on behalf of the Board.

- C. Communications addressed to individual Trustees and received in the Superintendent's office are distributed to the Trustees in their Board meeting packet. If an item is urgent or time-sensitive, the Trustee is contacted by email or telephone before the Board meeting.
- D. Trustees shall respond to individual communications requiring a response by the Board by forwarding the communication to the Board President and notifying the individual of board policy that identifies the Board President as the spokesperson for the board.
- E. Trustees will support Board decisions in their communications with the community.
- F. Individual Trustees will not express their own opinions as those of the Board team in conversations with the community or staff.
- G. Trustee communication with faculty and staff should be directed through the Superintendent when requesting Board related information outside regular meetings, unless the Superintendent instructs otherwise, and then copy the Superintendent on all communications with faculty or staff.
- H. Trustees may communicate with each other individually between meetings, but no Trustee will act in a manner that is in violation of the Texas Open Meetings Act.
- I. Use of the Board Members' AHISD email accounts is limited to District business, and will not be used for campaign-related or personal matters. In the event a Trustee communicates with the public in their capacity as a Trustee, either electronically or in writing, regarding a matter of substantive District business, the Trustee is encouraged to remember that the Public Information Act may require disclosure of such communication.
- J. Trustees will keep all information, received outside of public session, received at any time regarding individual personnel or individual students confidential.
- K. Anonymous calls or letters will not receive a response and will not result in requests for action to the administration.
- L. Trustees will be intentional and explicit about differentiating their role as a parent when communicating with a teacher or staff member about their own children.
- M. Trustees who host internet sites or social media sites that include, sponsor or permit postings regarding matters relevant to the District, will include a disclaimer in a form approved by the Board's attorney providing that such postings are not made on behalf of the District.

XII. Communications: Board/Superintendent

- A. The Superintendent shall give the Board as much information as possible to be adequately informed. The Superintendent will communicate information in a timely fashion to all Trustees.
- B. Trustees shall give the Superintendent as much information as possible to be adequately informed.
- C. The Board's official communication to the operational organization is through the Superintendent.
- D. Trustees should remain aware that all communications are subject to Freedom of Information Requests.

XIII. Communications: Citizen or Employee Request/Complaint to Individual Trustee

- A. If parents, teachers, students, or other members of the public bring concerns or complaints to an individual Trustee, that are not part of a formal grievance already filed, the Trustee should listen to the complaint to better understand the critical issues. The Trustee should take the following steps:
 - 1. Refer the parent, student, or citizen to the appropriate employee, administrator, or office in the best position to assist in addressing the concern or complaint.
 - 2. The Trustee will remind the individual of the proper chain of command and should not receive information that could affect their ability to remain impartial if a grievance may be filed.
 - 3. Make them aware of the District policies and procedures in place to address citizen concerns or grievances. Notify the Board President and Superintendent of the situation as appropriate.
- B. If parents, teachers, students, or other members of the public bring concerns or complaints to an individual Trustee regarding a grievance already filed, Trustees should remind the individual of the grievance that requires the Trustees to remain impartial, and respectfully decline to discuss the matter outside of the grievance process.

XIV. Communications-Media Inquiries to the Board

- A. The Superintendent and the Board President will be the official spokespersons for the Board team.

XV. Individual Trustee Requests for Information or Reports

- A. Trustees shall direct all questions, requests for information, and requests for meetings with staff to the Superintendent. Responsive information shall be disseminated through the Superintendent's office to all Trustees.
- B. While Trustees are entitled to request information from the Superintendent and staff, the Trustee should recognize the burden placed on the staff to gather the requested information. To the extent that the information is available as part of the internal audit process addressed above, the Trustee should defer to the regularly-scheduled audit.

XVI. Trustee Visits to a School Campus

- A. Trustees who wish to visit a campus to view a program or activity in their official capacity shall coordinate their visit with the Superintendent's office.
- B. Trustees who wish to visit a campus in any capacity other than their official capacity shall do so in accordance with District Policy [GKC \(LOCAL\)](#) and [BBE \(Local\)](#).
- C. Trustees may be invited to attend public events, receptions, groundbreakings, dedications, ribbon cuttings, and other campus events.

XVII. Travel Reimbursement

- A. Trustees may be required to travel for training and conferences to advocate for the district and public education or for other reasons that serve the interest of the District. The District will underwrite the cost of travel for District business.

XVIII. Role of the Superintendent's Administrative Assistant

- A. The Administrative Assistant to the Superintendent shall take the official minutes of each Board meeting, work session, and public hearing and will provide minutes for Board review and approval in a timely manner, no later than two months after the meeting.
- B. The Administrative Assistant to the Superintendent provides clerical and organizational support to Trustees by:
 - 1. Forwarding all Board written correspondence and e-mail to Trustees when a response is appropriate.
 - 2. Maintaining the Board Calendar of Events.
 - 3. Contacting Trustees concerning possible meeting dates and time.

4. Assisting the Board with constituent contacts.
5. Making travel arrangements and reservations for Board trainings or travel to conferences.
6. Maintaining Board files.
7. Tracking completion of Trustee training credits; and
8. Assembling Board packets for Trustees and other duties as assigned by the Superintendent.