FREMONT UNION HIGH SCHOOL DISTRICT

GOVERNANCE PRINCIPLES

VISION
Our youth become life-long learners, informed and active citizens of the world, knowledgeable and self-directed members of the workplace, and discerning participants in the arts.

CORE VALUES

WE BELIEVE...

• the family and community are partners with the District in Fostering the skills students need to be lifelong learners and contributing members of society.
• in respecting and honoring the many Unique, personal, cultural, social, ethnic, and religious aspects of our community.
• each student in every school/program will experience the highest levels of learning to reach his or her fullest potential.
• a safe, supportive, respectful, and productive learning environment is essential to all Students and staff.
• a highly skilled, Dedicated, and caring staff has a direct and powerful influence on students’ lives and learning.
• being accountable is essential to promote continuous improvement and meet the needs of students in a changing economy and society.

ROLES AND RESPONSIBILITIES

Effective teams value and respect their essential functions, reach mutual agreement on the roles of the Board and Superintendent, and strive to operate within them. There are important distinctions to be made between the Board’s role and that of the Superintendent and staff.

• School Board “Trustees” are the representatives of the people, elected to ensure a community’s schools educate the community’s children in accordance with the wishes of the local community.
• The role of the School Board is not to run the schools, but to see that the schools are well run.
• Board members have collective, not individual authority. Authority to make decisions is only granted to the Board as a whole. The full Board gives direction to the Superintendent through decisions made at Board meetings.

When Trustees receive questions or requests via email:
• Thank them for the communication.
• Let them know you will forward the question to the Superintendent; the community respects the right of other Trustees to vote “no” or before casting the vote.
• Re-direct - direct them back into the system at the appropriate level. (Maybe add, “Let me know if that works out.”)
• Re-educate the individual - remind them that you have no strict confidence.
• Repeat the information - paraphrase to ensure understanding.
• Receive the information - listen to them and thank them.

Protocol for responding to email concerns from the community; Trustees have equitable access to information; Trustees may suggest the issue be agendized.

Trustees are encouraged to visit school sites. As a professional courtesy, Trustees will call the principal ahead of time to arrange the visit. The Trustee may suggest the issue be agendized.

Trustees are encouraged to be proactive in addressing the perception of violations of confidentiality.

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Board meeting guidelines:

MEETING GUIDELINES – We agree to the following:

• We will stay focused on our goals, with student achievement as our priority.
• Each member of the team will take responsibility for the work of the team and for the success of the meeting, participating actively and equally.
• We will listen to all ideas and paraphrase to promote understanding.
• We will respect the differences on our team and in our community; we never dismiss or devalue others.
• We will give helpful feedback directly and openly.
• We will build upon the ideas of others and look for common ground.
• We will work to make sure there are no hidden agendas and that all issues and concerns can be dealt with openly by all members.

GOVERNANCE NORMS – We agree to the following:

• We agree to the following:
• Keep from taking disagreements personally (individuality is embraced, respected).
• Show respect (never dismiss/devalue others).
• Make a commitment to effective deliberation, each listening openly while everyone is allowed to express his or her point of view.
• Make a commitment to open communication, honesty, no surprises.
• Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a Board member and being willing to take on all the responsibilities involved.
• Be collaborative (this is the way we operate).
• Maintain confidentiality (builds trust).
• Look upon history as lessons learned; focus on the present and the future.
• Focus on students’ best interests - what’s best for kids! This is what we do! And it is the touchstone that allows us to have our differences.

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### Robert’s Rules of Order Cheat Sheet

These motions and points are listed in established order of precedence. When any of them are pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

<table>
<thead>
<tr>
<th>To:</th>
<th>You Say:</th>
<th>Interrupt Speaker</th>
<th>Second Needed</th>
<th>Debatable</th>
<th>Amendable</th>
<th>Vote Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjourn</td>
<td>“I move that we adjourn”</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>Recess</td>
<td>“I move that we recess until . . .”</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>Complain about noise, room temp., etc.</td>
<td>“Point of privilege”</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Chair Decides</td>
</tr>
<tr>
<td>Suspend further consideration of something</td>
<td>“I move that we table it.”</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>End debate</td>
<td>“I move the previous question”</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>Postpone consideration of something</td>
<td>“I move we postpone this matter until . . .”</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>Amend a motion</td>
<td>“I move that this motion be amended by . . .”</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>Introduce business (a primary motion)</td>
<td>“I move that . . .”</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
</tbody>
</table>

<p>| | | | | | | |</p>
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<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Object to procedure or personal affront</td>
<td>“Point of order”</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Request Information</td>
<td>“Point of information”</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Ask for vote by actual count to verify voice vote</td>
<td>“I call for a division of the house”</td>
<td>Must be done before new motion</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Object to considering some undiplomatic or improper matter</td>
<td>“I object to consideration of this question”</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Take up matter previously tabled</td>
<td>“I move we take from the table...”</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Reconsider something already disposed of</td>
<td>“I move we now (or later) reconsider our action relative to...”</td>
<td>Yes</td>
<td>Yes</td>
<td>Only if original motion was debatable</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Consider something out of its scheduled order</td>
<td>“I move we suspend the rules and consider...”</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Vote on a ruling by the chair</td>
<td>“I appeal the Chair’s decision”</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

These motions and points have no established order of preference; any of them may be introduced at any time except when the Trustees are considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess, or Point of Privilege).