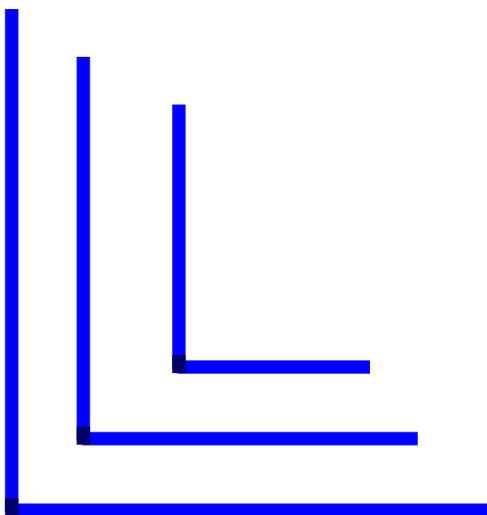


**ALUM ROCK UNION ELEMENTARY
SCHOOL DISTRICT**

BOARD OF TRUSTEES



**Special Board Meeting
and Workshop
May 21, 2020**



**Thursday, May 21, 2020
AGENDA - BOARD WORKSHOP**

Type: AGENDA - SPECIAL BOARD MEETING AND WORKSHOP

Time: 5:30 PM - 7:30 PM

Code: SPECIAL #17-19/20

PURSUANT TO GOVERNOR GAVIN NEWSOM'S EXECUTIVE ORDERS NOS. N-29-20 AND N-33-20, AND IN ORDER TO NOT PREVENT, HINDER, OR DELAY APPROPRIATE ACTIONS TO PREVENT AND MITIGATE THE EFFECTS OF THE COVID-19 PANDEMIC, THE May 21, 2020, SPECIAL BOARD MEETING AND WORKSHOP WILL BE CONDUCTED EXCLUSIVELY VIA CONFERENCE TELEPHONE AND THROUGH "ZOOM" VIDEO CONFERENCING. THE DISTRICT OFFICE AND BOARD ROOM WILL NOT BE OPEN AND AVAILABLE FOR THE PUBLIC TO ATTEND AND PARTICIPATE IN THE BOARD MEETING AT THE DISTRICT OFFICE. MEMBERS OF THE PUBLIC MAY PARTICIPATE AND COMMENT IN OPEN SESSION THROUGH THE FOLLOWING MEANS:

- 1. Send Email to- publiccomment@arUSD.org**
- 2. Text message to phone number-408-963-0058 (No Voicemail or No Call).**
- 3. Zoom - Live Board Meeting and use "Raise Hand" function to request opportunity to make a comments.**

4. THE ZOOM MEETING CAN BE ACCESSED AS FOLLOWS:

Join Zoom Meeting <https://zoom.us/j/8126013085>

Meeting ID: 812-601-3085

One tap mobile

+14086380968, Meeting ID: 8126013085# US (San Jose)

+16699006833, Meeting ID: 8126013085# US (San Jose)

THE MEETING MAY ALSO BE VIEWED THROUGH LIVE STREAM AS FOLLOWS:

- 1. Live stream Youtube English Channel "AlumRock TV"**
- 2. Live stream- Youtube Spanish Channel**

<https://youtube.com/channel/UChrGPK9SDiMrejGVglvgTVg>

In compliance with the Americans with Disabilities Act and Executive Order N-29-20, if you need Special Assistance, Disability-Related modifications or accommodation, including auxiliary aids or services, in order to participate in the Special Board Meeting and Workshop of the Board of Trustees, please contact the office of the District Superintendent at (408) 928-6822 or by email at maribel.carrillo@arUSD.org immediately and the district will make reasonable arrangements to ensure accommodation and electronic accessibility to this meeting.

1. OPEN SESSION - CALL TO ORDER AND ROLL CALL

1.01 CALL TO ORDER / ROLL CALL -- BOARD PRESIDENT ERNESTO BEJARANO.

1.02 DISCUSSION AND/OR MODIFICATIONS(S) OF THE AGENDA. The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action.

2. PUBLIC MEMBERS WHO WISH TO ADDRESS THE BOARD

2.01 REQUESTS TO ADDRESS THE BOARD provides members of the public an opportunity to speak to the Board about the Special Board Meeting Agenda. Individuals wishing to speak are requested to submit a comment or request for comment as specified above. There is a two-minute time limit for each speaker.

3. SUPERINTENDENT/BOARD BUSINESS--BOARD WORKSHOP,DISCUSSION AND/ OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

3.01 Approve the District Governance Handbook.

3.02 Approve the District Vision Statement.

3.03 Approve The District Mission Statement.

4. ADJOURNMENT

4.01 President adjourns the meeting.

3.01

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

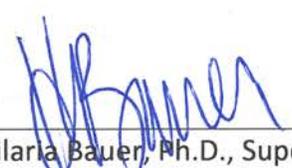
ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve the District Governance Handbook.**

Approve

Submitted by: <u>Hilaria Bauer, Ph.D.</u>	Title: <u>Superintendent</u>
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To the Board of Trustees:	Meeting:	May 21, 2020 Special Board Meeting & Board Workshop
Approve		
<u>3.01</u>		
Agenda Placement		Hilaria Bauer, Ph.D., Superintendent

<u>DISPOSITION BY BOARD OF TRUSTEES</u>		
Motion by: _____	Seconded by: _____	
Approved: _____	Not Approved: _____	Tabled: _____



Governance Handbook

Board Approved: _____, 2020

Board of Trustees:

Ernesto Bejarano, President
Corina Herrera-Loera, Vice President
Andres Quintero, Clerk
Dolores Marquez, Member
Linda Chavez, Member

Superintendent:

Hilaria Bauer, Ph.D.

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A. MISSIONS, VISION, COMMITMENTS, PURPOSE, CORE BELIEFS AND PRIORITIES AND GOALS

OUR MISSION:

[to be inserted]

OUR VISION FOR THE DISTRICT:

[to be inserted]

OUR COMMITMENTS:

Our students are always at the center of our thinking and decision-making. We focus on producing students who will become valuable and productive members of our community by emphasizing practical skills and cultural activities.

Our great diversity — our students, employees, and school board are from linguistically and culturally rich backgrounds – which is one of our District’s greatest strengths.

Attracting, hiring and supporting a diverse group of high caliber employees who bring a variety of life experiences and skills that add vibrancy and spirit to our school community.

Our administration is made up of a diverse group of knowledgeable, competent, highly skilled leaders who work collaboratively to move the district forward.

Engaging parents, families, community and government organizations that support our District in order to enhance student achievement.

Focusing on continuously improving academic achievement through creative thinking and innovative school designs and programs.

Decisions that are data-driven and based on objective, relevant and current information about the child's individual progress.

Maintaining a collaborative, respectful, open and honest atmosphere throughout the District in order to create an environment that supports individual student success.

Professional development for all District staff and the board in order to enhance student learning and achievement.

OUR PURPOSE

- To represent the community and advocate for our children and a high quality public education.
- To create a shared vision for the school district.
- To operate with honesty, integrity, passion, and respect as a governing body.
- To use district resources wisely on behalf of our students and ensure the accountability of Alum Rock Union ESD to the community.
- To act with understanding that authority rests with the collective school board and not with individuals.
- To value the background, experience, skills, knowledge and personality that each member brings to our team.
- To model continuous improvement and life-long learning.
- To value open communication.
- To make conscientious and informed decisions on behalf of our students and families.
- To learn from the past and work in the present for the future.

OUR CORE BELIEFS

STUDENT ACHIEVEMENT

We believe all students will achieve academic success, learn critical thinking skills, and develop personal talents and skills through daily attendance at district schools which:

- provide a rigorous core curriculum that includes the fine arts (music, art, dance, drama) and physical education;
- foster a nurturing parental partnership;
- provide positive recognition and encouragement to all stakeholders; and
- provide practical skills building for success in society such as leadership, cross-cultural appreciation, and communication.

PARENT AND COMMUNITY INVOLVEMENT

We believe parental involvement and community support are essential to student success. Parents can and will be involved in their children's education.

HUMAN RESOURCES

We believe in attracting, hiring, retaining and promoting highly qualified and talented teachers, support and administrative staff with diverse backgrounds, experience and abilities to create and sustain a positive environment that fosters mutual trust, respect, and openness and allows for thoughtful, informed risk-taking.

COMMUNICATION

We believe in maintaining a competent and professional environment where open, honest, on-going communication occurs with all staff through open, honest respectful dialogue and the ability to disagree respectfully and courteously at all levels

BUSINESS SERVICES

We believe in utilizing our resources wisely and maintaining sound, efficient and effective accountability systems, (including auditing), that support district goals and sustain improvement.

ENVIRONMENT

We believe in providing our students a nurturing, caring, emotionally and physically safe, healthy, clean and well-maintained environment with friendly, professional, knowledgeable courteous service that contributes to each student's academic and personal success.

OUR PRIORITIES AND GOALS

[to be inserted by the Board]

B. ROLES AND RESPONSIBILITIES

The Role of the Board and Superintendent

The role of the School Board is a representative, governance role:

1. School board "trustees" are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of the local community.

The role of the Superintendent is:

1. to facilitate the effective governance of the School Board.
2. to be the chief administrative officer for the school district.

Performing Our Responsibilities

We **Set the Direction** for the community's schools:

- Focus on student learning
- Assess district needs / utilize baseline data
- Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
- Ensure an appropriate inclusive process is used
- Ensure these documents are the driving force for all district efforts

We **Establish** an effective and efficient **Structure** for the school district:

- Employ the superintendent and set policy for hiring of other personnel
- Oversee the development of and adopt policies
- Set a direction for and adopt the curriculum
- Establish budget priorities, adopt the budget and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements.

We **Provide Support** through our behavior and actions:

- Act with professional demeanor that models the district's beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities and goals
- Uphold board approved district policies
- Ensure a positive personnel climate exists
- Be knowledgeable enough about district efforts to explain them to the public

We **Ensure Accountability** to the public:

- Evaluate the superintendent
- Monitor, review and revise policies
- Serve as a judicial and appeals body
- Monitor student achievement and program effectiveness and require program changes as indicated
- Monitor and adjust district finances
- Monitor the collective bargaining process

We **Act as Community Leaders:**

- Speak with a common voice about district priorities, goals and issues
- Engage and involve the community in district schools and activities
- Communicate clear information about policies, programs and fiscal conditions of the district
- Educate the community and the media about issues facing the district and public education
- Advocate for children, district programs and public education to the general public, community, and local, state and national leaders.

What the Board Needs from the Superintendent

Treat all board members equally.

Continue to communicate the top issues, priorities in the weekly report to the board.

Facilitate the ability of board members to operate within our role and responsibilities.

Make sure *all* board members receive the same information.

No surprises

Provide sufficient information and ample time for discussion information so we can make informed, educated decisions.

Create opportunities to discuss the format, timelines, objectives and content of the superintendent's evaluation.

Be open to new and innovative ideas.

Respect board members' individual differences, styles and perspectives.

Remain open-minded to feedback

Lead with courage

Network and communicate with all stakeholders including staff, parents, corporate entities, community groups, and educational associations.

Maintain the focus on the agreed upon priorities and goals.

What the Superintendent Needs from the Board

Operate as a collective governance team, in a respectful environment

Maintain focus on the agreed upon priorities and goals

Strong sensitivity to the superintendent position

Be supportive, cohesive and stand behind board decisions

To always operate within the role and responsibilities of the board

Maintain open and honest communication — and bring things of concern directly to the superintendent

No surprises

Give direction to the superintendent only through duly noticed board meetings

C. POSITIVE GOVERNANCE TEAM CULTURE - NORMS

Governance Team Meeting Guidelines

We agree to:

- Keep our focus on students
 - Be responsible for the success of the meeting: participate equally, address concerns, make sure the team agrees
 - Look for common ground: Everyone's opinions count
 - Listen carefully without interruption
 - Operate with mutual respect
 - Give helpful feedback openly and directly so there is no confusion
 - Debate facts, not personalities
 - Make sure there are no hidden agendas — all issues need to be dealt with by all team members

Norms for Operating in a Governance Culture of Trust and Respect:

A strong Board-Superintendent partnership gives direction, stability and confidence to the staff and community. Where this exists, morale is high, people work effectively and efficiently, and most importantly, good things happen for students. A strong relationship is based on having a common vision, developing trust, demonstrating sensitivity and caring, and being motivated to develop the skills and knowledge necessary to work successfully together.

We agree to:

Operate within our respective roles and responsibilities in order to facilitate the efficient and effective running of the Alum Rock Union ESD.

Recognize that each board member brings unique experiences, values and beliefs to the table, and that we must work with each other and the superintendent to ensure that a high quality education is provided to all students.

View the superintendent as a key player on the Governance Team, understand the superintendent's role and responsibilities, respect the expertise of the superintendent and seek professional advice from the superintendent on all board business.

Maintain open and honest two-way communication with each other in order to develop a strong Board / Superintendent relationship.

Provide direction so that staff presents sufficient, appropriate, specific information that supports the boards ability to make rational, thoughtful, responsible decisions on behalf of students and the community.

Take collective responsibility for the success of our Governance Team and be willing to respectfully discuss personal concerns or issues with other individuals on the team if necessary.

Work to understand other team members' concerns, perspectives and interests.

Give one another the benefit of the doubt before arriving at a negative conclusion.

Support each other, and demonstrate mutual respect and understanding for our respective responsibilities and time constraints, recognizing that the superintendent is doing her best to treat every board member equally.

Focus time and energy on important issues, not pettiness or politics.

D. GOVERNANCE TEAM PROTOCOLS

Topic and Rationale:	Protocols:
<p>Board Authority and Giving Direction</p> <p><i>We believe all board members are equal under the law. Authority rests with the board as a whole, not with individual members of the board. Direction is given to the superintendent only at board meetings through actions of the board. The direction of the board needs to be clear to the superintendent. Chaos and confusion result within the district if we don't work as a team. Individual board members are not "consultants" to either the superintendent or other members of district staff. It is important to understand the separate roles of the board and superintendent, yet work together as a governance team taking collective responsibility for building and creating a positive organizational culture. The best possible decisions are likely only when all members of the team have been part of the discussion. Everyone can participate productively when team members can trust that everyone is operating on the same page. We have an obligation to respect staff time and responsibilities. It is important for staff time and effort to be dedicated to moving the district in the direction set by the full board. Claring the structure for people outside the governance team protects individuals (board members, superintendent and other staff) and the school district.</i></p>	<p><i>We agree:</i></p> <p>Board members understand that the board collectively gives direction to the superintendent only through actions taken at a legally noticed board meeting.</p> <p>The board and superintendent will agree on the goals that will become the basis for all district efforts.</p> <p>The superintendent will define processes and timelines to assist the board in effectively carrying out its responsibilities.</p> <p>All action items on board agendas will include a recommendation from the superintendent.</p> <p>Following Board action, the Board President will clarify the direction of the board for the superintendent and fellow board members.</p> <p>The superintendent will work with staff to translate all board direction into action consistent with the agreed upon priorities and goals.</p> <p>Board members will support the implementation of board decisions / actions.</p>

Topic and Rationale:	Protocols:
<p>Bringing Up New Ideas or Agenda Items</p> <p><i>We believe it's important for all members of the governance team to feel prepared to discuss any new topic in the public arena. Individual board members have connections, a variety of skills and experiences, and may have attended workshops or obtained information or materials they would like to share. Individual board member interests can divert staff time, energy and attention away from their ability to achieve district priorities. Board and staff time, effort and energy, and district resources are best spent in efforts to achieve agreed upon district priorities and goals.</i></p>	<p><i>We agree to follow the provisions in Board Bylaw 9322:</i></p> <p>Any Board member or any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.</p> <p>The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on</p>

the agenda. In addition, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item, informational item or consent item.

Topic and Rationale:

Sufficient Information to Make Informed, Educated Decisions on Agenda Items

We believe board members should be knowledgeable and equally informed about district programs and issues. The board's ability to make rationale, thoughtful, responsible decisions on behalf of students and the community is dependent upon receiving sufficient, appropriate, specc information from district staff We believe there should be open lines of communication between the board, the superintendent and the staff and that there should be no surprises for either the superintendent or staff. In order to strive for the efficient and effective use of board and staff time, and to respect the time and efforts of district staff in preparing board-meeting presentations, we have an obligation to make our expectations for staff reports clear.

Protocols:

We agree that:

Board Members will let the Superintendent know if they need additional information or background information on an agenda item. The Superintendent may:

- direct an individual to the appropriate staff person.
- schedule a report at a board meeting
- schedule a study session of the topic.

In order to make informed decisions in the best interest of students and the district, the board requires the following kinds of information in reports from staff on topics or issues of primary importance to the district:

Background information:

History - What brought us to this point?
 What are we doing? Why are we doing it? Who was involved in the planning / preparation / implementation, and how were they involved?

Options / Alternatives considered by staff

Purpose:

What is the intended result? What are the goals?

Financial and Operational impact

What resources are necessary in order to achieve the goals? Financial / people / time / materials / supplies / facilities / staff development, etc.

How are people affected? / What are the perspectives of the people involved? (administration / teachers / other staff / students / parents / community members, etc.)

	<p style="text-align: center;">Timelines</p> <p style="text-align: center;">Progress Toward Goals:</p> <ul style="list-style-type: none"> —What are the Deliverables and Success Indicators and benchmarks leading to accomplishment? —What data or information is necessary to measure success? —Are we making progress toward the goals? —What are the challenges, barriers to success, issues or concerns? <p style="text-align: center;">Recommendation of the Superintendent</p>
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<p>Topic and Rationale: Discussion or deliberation on complex or difficult topics or issues</p>	<p style="text-align: center;">Protocols:</p>
<p><i>We believe before a complex topic is discussed, the board needs the history of the situation, background information and any clarification administration can present. It is important that all team members have the opportunity to share individual knowledge, experience, and points of view and that all viewpoints are heard. We have an obligation to understand stakeholder interests and to see that all of the issues are aired and considered in an open, honest, respectful environment without fear of recrimination or retribution</i></p>	<p><i>We agree that:</i>The governance team will determine how and when to engage the community and/or obtain stakeholder input</p> <p>Once the item is on the agenda for action the board will consider all of the following as criteria for decision-making:</p> <ul style="list-style-type: none"> Serving the needs of all students District vision and goals District resources Laws and regulations Civic responsibility Stakeholder interests

Topic and Rationale: Speaking with a common voice — developing and utilizing key messages	Protocols:
<p><i>We believe it is essential that important information is communicated to members of the board, the staff and the community in as timely a fashion as possible. We recognize that some situations have legal or other considerations that may place restrictions on what may be told to the media or public. We believe that confidential issues must remain confidential. We believe it is important that we speak with one voice in order to maintain the trust of our community</i></p>	<p><i>We agree:</i> [to be considered by the Board] developing Key Messages about the <u>topic.</u></p>

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Topic and Rationale:

Board President — Role and Responsibilities *We believe we have an obligation to set an example of good government in action for our community. We intend that our board meetings proceed professionally, efficiently and effectively and that district staff will have the opportunity to provide necessary background materials and information to the board in as timely a manner as possible. We believe each board member must have the opportunity to express his or her viewpoint during board deliberation. We believe the board president has a facilitation role relative to board meetings and that he or she has no more or less authority than any other board member outside of board meetings.*

Protocols:

The role of the board president is to:

- Consult with the Superintendent or designee on the preparation of Board meeting agendas, chair Board meetings,
- work with the superintendent as necessary to help ensure board members have the necessary information and materials to make wise decisions, make sure that pending agenda items are addressed appropriately, and confer with the superintendent before meetings to prepare, as necessary for the upcoming meeting, model the tone and behavior the board wishes to convey to the community. *(e.g., one of cooperative leadership focused on all students.)*
- As meeting chair, the board president will:*
 - open and preside over meetings,
 - introduce agenda items, providing some background information as appropriate, *(different from background information that is provided by staff. e.g., "This is an item we have had on our agendas four times in the last three months. We have given it a great deal of consideration and appreciate all of the input we have received from the public and the information staff has provided on the issue. Tonight we will receive additional public input, deliberate further and hope to make a final decision.")*
 - call on speakers,
 - not typically make a motion him or herself, but ensure that there is one made at an appropriate time during deliberation,
 - make sure all board members have a chance to share in deliberation,
 - work to facilitate effective deliberation
 - interpret and clarify for understanding to ensure that all board members have an accurate understanding as the deliberation proceeds
 - wait until all other board members who wish to speak on an issue have done so before adding his or her own comments
 - call for a vote after restating the motion
 - clarify and authenticate all action, order and procedures of the board
 - adjourn meetings

As necessary, the board president will also remind the governance team and audience members of any meeting

Following the board meeting, the board president will work with the superintendent to make sure that there is appropriate follow-up and clarification of possible options for the board.

Topic and Rationale:

Welcoming New Board Members to the Team

We believe new board members should feel welcomed, and have opportunities to get to know other members of the governance team. It is important to have opportunities to "heal any wounds" from the election process. New board members need educational support and training from the governance team and outside sources (i.e., CSBA New Board Member Institute). New board members need to learn about the district and understand the district vision, purpose and culture. New board members need to feel that they are part of our team and should participate in developing agreements about how we will work together.

Protocols:

We agree:

New board members will receive a New Board Member Packet that includes relevant information about the school district and about governance team operations.

The board may select a "board mentor" to provide support to a new board member as s/he becomes familiar with governance team operations and the governance role and responsibilities.

The superintendent will meet with each new board member individually to answer any questions and familiarize him/her with district operations.

Each seated board member is encouraged to arrange a time to have an informal meeting with each new board member as soon as possible after the swearing in ceremony (i.e., coffee or lunch, etc.).

[to be considered by the Board] The whole governance team will participate in a New Board Member Orientation workshop in January following the election of new board members. The orientation will include but not be limited to discussions of:

- District Vision, Purpose and Goals
- Key District Personnel
- District Operations
- Special District Projects or Programs
- Current Issues Facing the District
- Governance Team Operations
 - Board Bylaws (9000 Series of the Policy Manual)

Topic and Rationale: Responses to emails or other communications sent to individual board members	Protocols:
<p><i>We believe the School Board is a representative body, and board members have a responsibility to be accessible and responsive to members of the staff and community. It is important to respond effectively and uniformly to email and other written correspondence from staff or community members. Credibility and trust are developed in the community when we are consistent in our communication about important district issues.</i></p>	<p><i>We agree that: [to be considered by the Board]</i></p>

Topic and Rationale: Governance Team Process for Negotiations	Protocols:
<p><i>We believe the board's responsibility is to represent the district's interest during negotiations. An agreed upon process is in place for negotiations with district bargaining units. We have a competent negotiating team for the district. The governance team defines the district parameters for negotiations based on district goals and district resources. Board members should not be directly involved at the negotiations table. District bargaining units have a job to do and a role to play in negotiations. The union's function is to obtain the best salaries, benefits and working conditions for union membership. Union negotiating teams represent the interest of union members. It is the Board's responsibility to negotiate a fair and equitable contract for the unions and the district.</i></p>	<p><i>We agree we will:</i></p> <ul style="list-style-type: none"> always keep students' best interest in mind throughout the negotiations process. represent the district's interest(s) during negotiations establish clear philosophical and financial parameters for negotiations based on district priorities, goals and resources. trust and support the district negotiating team. recognize and communicate to staff and the public that the district negotiating team is accurately reflecting the progress of negotiations back to the board. remind staff and the community that there is an agreed upon process in place, that the staff and district each have an identified negotiating team, and that any issues or questions about negotiations need to go through the defined and agreed upon processes. adopt and stand behind the final contracts.

E. CODE OF CONDUCT

The Board and its members will conduct themselves lawfully with integrity and high ethical standards in order to model the behaviors expected of staff and students and to build public confidence and credibility.

1. Board members will serve the interests of the people of the entire school district. Members recognize this responsibility to the whole to be greater than:

- a. Any loyalty a member may have to any other advocacy or interest groups or individuals;
- b. Loyalty based upon membership on other boards or staffs;
- c. Conflicts based upon the personal interest of any board member who is also a parent of a student in the district;
- d. Conflicts based upon being a relative of an employee of the district; or
- e. Conflicts based upon the member's election from or identification with a subsection of the district.

2. Board members will not attempt to exercise individual authority over the operation of the school district.

a. Members will not attempt to assume personal responsibility for resolving operational problems or complaints, but may monitor through the superintendent the disposition of complaints;

b. Members will not personally direct any part of the operational organization.

3. To build trust among members and to ensure an environment conducive to effective governance, members will:

- a. Focus on issues rather than personalities;
- b. Respect decisions of the full board;
- c. Exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other;
- d. Criticize tactfully, praise publicly;
- e. Make every reasonable effort to protect the integrity and promote the positive image of the district and one another;
- f. Never embarrass each other or the district;
- g. Demonstrate respect for the public as a whole and community members individually at all times and in all situations;
- h. Demonstrate courtesy and respect in your communications by being responsive to one another and to the Superintendent and all staff;
- i. Refrain from personal comments and attacks against each other, staff and members of the community;
- j. Listen first, and respect each Board Member's opinions and opportunity to speak;
- k. Show deference to Board leadership in the conduct of Board meetings. Wait your turn to speak.

4. Members will exercise personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as board members.

5. Members shall maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the board, especially those matters discussed in Closed Session.

APPROVED BY THE BOARD OF TRUSTEES THIS __ DAY OF _____, 2020.

Ernesto Bejarano: _____

Corina Herrera-Loera: _____

Andres Quintero: _____

Dolores Marquez-Frausto: _____

Linda Chavez: _____



Governance Handbook

Board Approved: _____, 2020 ~~2012-2013~~

Board of Trustees:

~~Ernesto Bejarano Dolores Marquez~~, President
~~Corina Herrera-Loera Andres Quintero~~, Vice President
~~Andres Quintero Karen Martinez~~, Clerk
~~Dolores Marquez Frank Chavez~~, Member
~~Linda Chavez Andrea Flores Shelton~~, Member

Superintendent:

~~Hilaria Bauer, Ph.D. Stephen A. Fiss~~

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F. CODE OF CONDUCT

~~The Alum Rock Union Elementary School District Governance Handbook was developed during workshops between October 2006 and August 2007 with the assistance of Leslie DeMersseman, Governance Consultant, California School Boards Association. (CSBA)~~

UNITY OF PURPOSE

~~Unity of purpose is a common focus, super ordinate goals, the values and beliefs governance team members share in common about children, the district and public education that help them transcend their individual differences to fulfill a greater purpose.~~

~~-CSBA~~

A. MISSIONS, VISION, COMMITMENTS, PURPOSE, CORE BELIEFS AND PRIORITIES AND GOALS

OUR MISSION:

[to be inserted]

OUR VISION FOR THE DISTRICT:

[to be inserted]

OUR WHAT WE ARE COMMITMENTS Proud Of:

Our students are always at the center of our thinking and decision-making. We focus on producing students who will become valuable and productive members of our community by emphasizing practical skills and cultural activities.

~~Our Alum Rock SD benefits from~~ great diversity — our students, employees, and school board are from linguistically and culturally rich backgrounds – which is one of our District’s greatest strengths.

~~Alum Rock SD a~~ Attractings, hiringes and supportings a diverse group of high caliber employees who bring a variety of life experiences and skills that add vibrancy and spirit to our school community. ~~Our staff is resilient, tenacious and always willing to consider alternatives.~~

Our administration is made up of a diverse group of knowledgeable, competent, highly skilled leaders who work collaboratively to move the district forward.

Engaging ~~There are many~~ parents, families, community and government organizations that support our District Alum Rock SD in order to enhance student achievement.

~~The district is f~~ ocusinged on continuously improving academic achievement through creative thinking and innovative school designs and programs.

~~District d~~ Decisions that are data-driven and based on objective, relevant and current information about the child's individual progress.

~~The governance team is committed to m~~ Maintaining a collaborative, respectful, open and honest atmosphere throughout the d istrict in order to create an environment that supports individual student success.

~~The board is cooperative and respectful and members agree to disagree and have open and honest dialogue. The governance team is willing to make thoughtful, educated risks to further district goals and objectives.~~

~~The governance team believes in p~~Professional development for all ~~d~~District staff and the board in order to enhance student learning and achievement.

Who Are We?

We are caring, non-judgmental, committed, responsible, thoughtful individuals who represent the community and advocate for our children and public education. We operate with honesty, integrity, passion, and respect as a governing body. We understand that authority rests with the collective school board and not with individuals. We value the background, experience, skills, knowledge and personality that each member brings to our team. We are people who believe in continuous improvement and in life-long learning. We are a team that values open-communication. We are prepared to make conscientious and informed decisions on behalf of our students and families. We are individuals who learn from the past and work in the present for the future.

What Is OUR PURPOSE?

- To represent the community and advocate for our children and a high quality public education.
- To create a shared vision for the school district.
- To operate with honesty, integrity, passion, and respect as a governing body.
- To use district resources wisely on behalf of our students and ensure the accountability of Alum Rock Union ESD to the community.
- To act with understanding that authority rests with the collective school board and not with individuals.
- To value the background, experience, skills, knowledge and personality that each member brings to our team.
- To model continuous improvement and life-long learning.
- To value open communication.
- To make conscientious and informed decisions on behalf of our students and families.
- To learn from the past and work in the present for the future.

We are the eyes and ears of the community and represent them at the board table. We work with the community to create a shared vision for the school district. We use district resources wisely on behalf of our students and ensure the accountability of Alum Rock Union ESD to the community. We provide leadership and advocate on behalf of a high quality education for the students of Alum Rock Union ESD and for public education in general, we work as a team with the superintendent to effectively govern the district, giving direction to the superintendent by taking action at legally noticed board meetings. We value, support, encourage and recognize the efforts of students, staff and the community in making Alum Rock Union ESD the best it can be.

To Whom Are We Responsible?

We are responsible to **all children** in Alum Rock SD to keep them safe, encourage healthy habits and make decisions that guarantee them the best education possible.

We are responsible to our *staff* to serve as role models, and to provide clear direction, leadership and support. We are responsible to ensure a safe, secure, productive challenging working environment that offers opportunities to develop professional skills, the necessary resources to accomplish district work, and to offer fair and competitive compensation. We are

~~responsible to invite and value staff expertise and input and to clearly articulate processes for evaluation.~~

OUR CORE BELIEFS-OF OUR GOVERNANCE TEAM

STUDENT ACHIEVEMENT

We believe all students will achieve academic success, learn critical thinking skills, and develop personal talents and skills through daily attendance at district schools which:

- provide a rigorous core curriculum that includes the fine arts (music, art, dance, drama) and physical education;
- foster a nurturing parental partnership;
- provide positive recognition and encouragement to all stakeholders; and
- provide practical skills building for success in society such as leadership, cross-cultural appreciation, and communication.

PARENT AND COMMUNITY INVOLVEMENT

We believe parental involvement and community support are essential to student success. Parents can and will be involved in their children's education.

HUMAN RESOURCES

We believe in attracting, hiring, retaining and promoting highly qualified and talented teachers, support and administrative staff with diverse backgrounds, experience and abilities to create and sustain a positive environment that fosters mutual trust, respect, and openness and allows for thoughtful, informed risk-taking.

COMMUNICATION

We believe in maintaining a competent and professional environment where open, honest, on-going communication occurs with all staff through open, honest respectful dialogue and the ability to disagree respectfully and courteously at all levels

BUSINESS SERVICES

We believe in utilizing our resources wisely and maintaining sound, efficient and effective accountability systems, (including auditing), that support district goals and sustain improvement.

ENVIRONMENT

We believe in providing our students a nurturing, caring, emotionally and physically safe, healthy, clean and well-maintained environment with friendly, professional, knowledgeable courteous service that contributes to each student's academic and personal success.

OUR PRIORITIES AND GOALS

[to be inserted by the Board]

~~What We Want To Accomplish~~

~~The items listed below were identified as priorities of the governance team during the workshop on March 19, 2007. Additional topics that were mentioned during the workshop are included at the bottom of the page.~~

~~We agree that all board decisions and the allocation of district resources will reflect our commitment to the following Governance team priorities for the district:~~

~~Become a district of high achieving schools by state, federal and private industry benchmarks.~~

~~Exit Program Improvement Designation.~~

~~Work together with our community to develop a powerful, meaningful vision and mission for Alum Rock Union Elementary School District.~~

~~Priorities for building and sustaining effective governance:~~

~~Agree on the norms and processes that will help us work as a collective body — not as individuals.~~

Adopt a number of schools as trustees: 1) as a way to stay connected and visible, 2) as a way to recognize people for their efforts.

District Priorities and Goals

The Board of Trustees has undertaken the development of goals in the following six areas essential to the continued improvement of the teaching and learning environment within the Alum Rock Union-ESD. These goals are presented as "a work in progress" in order to provide time for district/community stakeholders to have adequate opportunity for input.

Student Achievement

I. ~~Implement a rigorous and comprehensive standards-based instructional K-8 program to ensure that all students meet all performance standards and achieve academic success at each grade level.~~

I. ~~To provide professional development opportunities for all district staff and the governance team in order to enhance student learning and achievement.~~

Parent/Community

II. ~~Focus on the development and strengthening of a system for increasing parent support of district schools and involvement in student learning. In addition, enhance community support through corporate and individual investment and/or active participation in district schools, programs and other District-related activities.~~

Employee Relations

III. ~~Focus on the improvement of relations with district employee groups through the creation of an environment that fosters mutual trust, respect and openness.~~

IV. Staff

V. ~~Develop an outreach program to attract, hire, support, and retain the best qualified professional staff district wide.~~

VI. Communication

VII. ~~Develop a plan for the communication of all District related program requirements, activities, expectations, measures of student performance and outcomes, and student/District achievements and successes.~~

VIII. Business Services

IX. ~~Provide dependable, efficient, on time, safe, healthy, and cost-effective business services.~~

GOVERNANCE ROLES AND RESPONSIBILITIES

Effective teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and strive to operate within them.

-CSRA

B. ROLES AND RESPONSIBILITIES

The Role of the Board and Superintendent

The role of the School Board is a representative, governance role:

1. School board "trustees" are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of the local community.

The role of the Superintendent is:

1. to facilitate the effective governance of the School Board.
2. to be the chief administrative officer for the school district.

Performing Our Responsibilities

We **Set the Direction** for the community's schools:

- Focus on student learning
- Assess district needs / utilize baseline data
- Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
- Ensure an appropriate inclusive process is used
- Ensure these documents are the driving force for all district efforts

We **Establish** an effective and efficient **Structure** for the school district:

- Employ the superintendent and set policy for hiring of other personnel
- Oversee the development of and adopt policies
- Set a direction for and adopt the curriculum
- Establish budget priorities, adopt the budget and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements.

We **Provide Support** through our behavior and actions:

- Act with professional demeanor that models the district's beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities and goals
- Uphold board approved district policies
- Ensure a positive personnel climate exists
- Be knowledgeable enough about district efforts to explain them to the public

We **Ensure Accountability** to the public:

- Evaluate the superintendent
- Monitor, review and revise policies
- Serve as a judicial and appeals body
- Monitor student achievement and program effectiveness and require program changes as indicated
- Monitor and adjust district finances
- Monitor the collective bargaining process

We **Act as Community Leaders:**

- Speak with a common voice about district priorities, goals and issues
- Engage and involve the community in district schools and activities
- Communicate clear information about policies, programs and fiscal conditions of the district
- Educate the community and the media about issues facing the district and public education

Advocate for children, district programs and public education to the general public, community, and local, state and national leaders.

What the Board Needs from the Superintendent

Treat all board members equally.

Continue to communicate the top issues, priorities in the weekly report to the board.

Facilitate the ability of board members to operate within our role and responsibilities.

Make sure *all* board members receive the same information.

No surprises

Provide sufficient information and ample time for discussion information so we can make informed, educated decisions.

Create opportunities to discuss the format, timelines, objectives and content of the superintendent's evaluation.

Be open to new and innovative ideas.

Respect board members' individual differences, styles and perspectives.

Remain open-minded to feedback

Lead with courage

Network and communicate with all stakeholders including staff, parents, corporate entities, community groups, and educational associations.

Maintain the focus on the agreed upon priorities and goals.

What the Superintendent Needs from the Board

Operate as a collective governance team, in a respectful environment

Maintain focus on the agreed upon priorities and goals

Strong sensitivity to the superintendent position

Be supportive, cohesive and stand behind board decisions

To always operate within the role and responsibilities of the board

Maintain open and honest communication — and bring things of concern directly to the superintendent

No surprises

Give direction to the superintendent only through duly noticed board meetings

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

A major difference between groups and teams is that teams have clear agreements, (norms that identify expectations for behavior, and protocols that describe how the team will operate), set by the team's members. Once developed, these norms and protocols shape how team members behave with each other and how they perform their responsibilities.

Group expectations help a group work together to not only address difficult issues in an objective and consistent way, but also to confirm what each member will do in the normal course of business to help the team succeed.

-CSBA

The community entrusts the Board of Education for the Alum Rock Union ESD to uphold the Constitutions of California and the United States, protect the public interest in schools, and ensure that a high quality education is provided to each student within the district.

To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon operating procedures, or protocols, support unity among team members. The purpose of the Alum Rock Union SD governance team norms and protocols is to ensure a positive and productive working relationship among board members, the superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.

Agreements to Facilitate Governance Leadership

- Governance Team Meeting Guidelines (norms)
- Norms for operating in a governance culture of trust and respect
- Board authority — Giving direction to staff (protocol)
- Bringing up new ideas or agenda items (protocol)
- Sufficient information to make informed decisions on agenda items (protocol)
- Discussion / deliberation on complex or difficult topics
- Speaking with a common voice — using key messages
- Role and responsibilities of the Board President
- Welcoming new Board Members to the team as a mentor
- Responses to emails and other communications to board members (protocol)
- Governance Team process for negotiations (protocol)

We have reviewed and agree to follow the aforementioned governance team protocols in order to support a positive and productive working relationship among Alum Rock Union Elementary School District Board of Education, staff, students and the community. We shall renew this agreement at each Annual Organizational Meeting of the Board of Education.

Affirmed on this 17th day of April, 2008

Frank Chavez, President

Patricia Potter, Vice President

Gustavo Gonzalez, Clerk

Abelardo (Lalo) Morales, Trustee

Tanya Freudenberger, Trustee

Norma Martinez, Superintendent

POSITIVE GOVERNANCE TEAM CULTURE

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten, (implicit), or written, (explicit), agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

-CSBA

D. POSITIVE GOVERNANCE TEAM CULTURE - NORMS

Governance Team Meeting Guidelines (Norms)

We agree to:

- Keep our focus on students-
 - Be responsible for the success of the meeting: — participate equally, — address concerns, — make sure the team agrees
 - Look for common ground: — Everyone's opinions count
 - Listen carefully without interruption
 - Operate with mutual respect
 - Give helpful feedback openly and directly so there is no confusion
 - Debate facts, not personalities
 - Make sure there are no hidden agendas — all issues need to be dealt with by all team members

Norms for Operating in a Governance Culture of Trust and Respect:

A strong Board-Superintendent partnership gives direction, stability and confidence to the staff and community. Where this exists, morale is high, people work effectively and efficiently, and most importantly, good things happen for students. A strong relationship is based on having a common vision, developing trust, demonstrating sensitivity and caring, and being motivated to develop the skills and knowledge necessary to work successfully together.

We agree to:

Operate within our respective roles and responsibilities in order to facilitate the efficient and effective running of the Alum Rock Union ESD.

Recognize that each board member brings unique experiences, values and beliefs to the table, and that we must work with each other and the superintendent to ensure that a high quality education is provided to all students.

View the superintendent as a key player on the Governance Team, understand the superintendent's role and responsibilities, respect the expertise of the superintendent and seek professional advice from the superintendent on all board business.

Maintain open and honest two-way communication with each other in order to develop a strong Board / Superintendent relationship.

Provide direction so that staff presents sufficient, appropriate, specific information that supports the boards ability to make rational, thoughtful, responsible decisions on behalf of students and the community.

Take collective responsibility for the success of our Governance Team and be willing to respectfully discuss personal concerns or issues with other individuals on the team if necessary.

Work to understand other team members' concerns, perspectives and interests.

Give one another the benefit of the doubt before arriving at a negative conclusion.

Support each other, and demonstrate mutual respect and understanding for our respective responsibilities and time constraints, recognizing that the superintendent is doing her best to treat every board member equally.

Focus time and energy on important issues, not pettiness or politics.

GOVERNANCE TEAM PROTOCOLS, SUPPORTIVE STRUCTURES AND PROCESSES

Effective teams discuss and agree on the formal structures and processes used by the board and superintendent in their functioning as a team (e.g., agenda structure, visiting schools, handling complaints or concerns from the community, bringing up a new idea, how to handle complex community issues); how boards operate, how they do business.

-CSBA

Topic and Rationale:	Protocols:
<p>Board Authority and Giving Direction</p> <p><i>We believe all board members are equal under the law. Authority rests with the board as a whole, not with individual members of the board. Direction is given to the superintendent only at board meetings through actions of the board. The direction of the board needs to be clear to the superintendent. Chaos and confusion result within the district if we don't work as a team. Individual board members are not "consultants" to either the superintendent or other members of district staff. It is important to understand respect the separate roles of the board and superintendent, yet work together as a governance team taking collective responsibility for building unity creating a positive organizational culture. The best possible decisions are likely only when all members of the team have been part of the discussion. Everyone can participate productively when team members can trust that everyone is operating on the same page. We have an obligation to respect staff time and responsibilities. It is important for staff time and effort to be dedicated to moving the district in the direction set by the full board. Claring the structure for people outside the governance team protects individuals (board members, superintendent and other staff) and the school district.</i></p>	<p><i>We agree:</i></p> <ul style="list-style-type: none"> Board members understand that the board collectively gives direction to the superintendent only through actions taken at a legally noticed board meeting. The board and superintendent will agree on the goals that will become the basis for all district efforts. The superintendent will define processes and imelines to assist the board in effectively carrying out its responsibilities. All action items on board agendas will include a recommendation from the superintendent. Following Board action, the Board President will clarify the direction of the board for the superintendent and fellow board members. The superintendent will work with staff to translate all board direction into action consistent with the agreed upon priorities and goals. Board members will support the implementation of board decisions / actions.

Topic and Rationale:	Protocols:
<p>Bringing Up New Ideas or Agenda Items</p> <p><i>We believe it's important for all members of the governance team to feel prepared to discuss any new topic in the public arena. Individual board members have connections, a variety of skills and experiences, and may have attended workshops or obtained information or materials they would like to share. Individual board member interests can divert staff time, energy and attention away from their ability to achieve district priorities. Board and staff time, effort and energy, and district resources are best spent in efforts to achieve agreed upon district priorities and goals.</i></p>	<p><i>We agree to follow the provisions in Board Bylaw 9322:</i></p> <ul style="list-style-type: none"> Any Board member or any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on

the agenda. In addition, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item, informational item or consent item.

~~Any Board action that involves borrowing \$100,000 or more shall be discussed, considered and deliberated upon as a separate item of business on the meeting agenda.~~

Topic and Rationale:

Sufficient Information to Make Informed, Educated Decisions on Agenda Items

We believe board members should be knowledgeable and equally informed about district programs and issues. The board's ability to make rationale, thoughtful, responsible decisions on behalf of students and the community is dependent upon receiving sufficient, appropriate, specc information from district staff We believe there should be open lines of communication between the board, the superintendent and the staff and that there should be no surprises for either the superintendent or staff. In order to strive for the efficient and effective use of board and staff time, and to respect the time and efforts of district staff in preparing board-meeting presentations, we have an obligation to make our expectations for staff reports clear.

Protocols:

We agree that:

Board Members will let the Superintendent know if they need additional information or background information on an agenda item. The Superintendent may:

- direct an individual to the appropriate staff person.
- schedule a report at a board meeting
- schedule a study session of the topic.

In order to make informed decisions in the best interest of students and the district, the board requires the following kinds of information in reports from staff on topics or issues of primary importance to the district:

Background information:

History - What brought us to this point? What are we doing? Why are we doing it? Who was involved in the planning / preparation / implementation, and how were they involved?

Options / Alternatives considered by staff

Purpose:

What is the intended result? What are the goals?

Financial and Operational impact

What resources are necessary in order to achieve the goals? Financial / people / time / materials / supplies / facilities / staff development, etc.

How are people affected? / What are the perspectives of the people involved? (administration / teachers / other staff / students / parents / community members, etc.)

	<p style="text-align: center;">Timelines</p> <p style="text-align: center;">Progress Toward Goals:</p> <ul style="list-style-type: none"> —What are the <u>Deliverables and</u> Success Indicators and benchmarks leading to accomplishment? —What data or information is necessary to measure success? —Are we making progress toward the goals? —What are the challenges, barriers to success, issues or concerns? <p style="text-align: center;">Recommendation of the Superintendent</p>
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<p>Topic and Rationale: Discussion or deliberation on complex or difficult topics or issues</p>	<p style="text-align: center;">Protocols:</p>
<p><i>We believe before a complex topic is discussed, the board needs the history of the situation, background information and any clarification administration can present. It is important that all team members have the opportunity to share individual knowledge, experience, and points of view and that all viewpoints are heard. We have an obligation to understand stakeholder interests and to see that all of the issues are aired and considered in an open, honest, respectful environment without fear of recrimination or retribution</i></p>	<p><i>We agree that:</i></p> <p>When members of the governance team become aware of a complex or difficult topic, we will establish a time to hold a framing, (or 12 o'clock), discussion:</p> <p>In order to provide an opportunity for all governance team perspectives to be heard we will use the "2-1-1—Last Word" technique:</p> <p>Each member of the team writes down the issues from his or her perspective</p> <p>Each person on the team has two minutes (or as much time as determined to be appropriate) to state his/her viewpoint, issues or perspectives one at a time.</p> <p>Following each two minute statement, every other member of the team has one minute to relate to the speaker what s/he heard without interjecting judgment or personal perspective.</p> <p>After all team members have responded to the two minute speaker, s/he has one minute for the "last word" to respond and make any clarifying or others comments.</p> <p>The governance team will determine how and when to engage the community and/or obtain stakeholder input</p> <p>Once the item is on the agenda for action the board will consider all of the following as criteria for decision-making:</p> <ul style="list-style-type: none"> Serving the needs of all students District vision and goals District resources Laws and regulations Civic responsibility Stakeholder interests

Topic and Rationale: Speaking with a common voice — developing and utilizing key messages	Protocols:
<p><i>We believe it is essential that important information is communicated to members of the board, the staff and the community in as timely a fashion as possible. We recognize that some situations have legal or other considerations that may place restrictions on what may be told to the media or public. We believe that confidential issues must remain confidential. We believe it is important that we speak with one voice in order to maintain the trust of our community</i></p>	<p><i>We agree:</i> <u>[to be considered by the Board]</u> The Designated Spokesperson will vary depending on the issue or situation:</p> <p>Crisis, Critical or Legal issues: The superintendent will be the primary spokesperson and may involve the board president at her discretion.</p> <p>Politically sensitive issues—the Superintendent and the Board President will serve as spokespersons</p> <p>Meeting Information (e.g., board meetings, agenda items, study sessions): The board president and the superintendent will serve as primary spokespersons.</p> <p>Core Values /Vision / District Priorities /General District Information: All governance team members may serve as spokespersons utilizing developed and agreed upon key messages.</p> <p>Developing Key Messages:</p> <p>Core Values /Vision / District Priorities / General District Information or Agenda Items: During board meetings, the board and staff will discuss the most important elements (of significant agenda topics) that staff and community members need to know. The discussion will begin during the agenda topic itself and may be re-capped at the end of the meeting.</p> <p>Crisis, Critical or Legal Issues: the superintendent will determine any speaking points and will notify all members of the board.</p> <p>Politically Sensitive Issues: the superintendent, board president and one other board member will meet to decide on key messages and will notify all other members of the board.</p> <p>Using Key Messages:</p> <p>Board members will use agreed upon Key Messages when communicating with community members and staff about important district issues and topics.</p> <p>Board members, when representing the board and district, may speak about general issues or topics for which key messages have been developed.</p> <p>Board members who have been requested to speak on a particular topic for which Key Messages do not yet exist will contact the Superintendent for assistance in developing Key Messages about the <u>topic.</u></p>

	<p>The Superintendent will determine the best way for the Key Messages to be developed</p> <p>Any key messages that are developed will be provided to all board members</p>
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Topic and Rationale:

Board President — Role and Responsibilities *We believe we have an obligation to set an example of good government in action for our community. We intend that our board meetings proceed professionally, efficiently and effectively and that district staff will have the opportunity to provide necessary background materials and information to the board in as timely a manner as possible. We believe each board member must have the opportunity to express his or her viewpoint during board deliberation. We believe the board president has a facilitation role relative to board meetings and that he or she has no more or less authority than any other board member outside of board meetings.*

Protocols:

The role of the board president is to:

Consult with the Superintendent or designee on the preparation of Board meeting agendas,
 chair Board meetings,
 work with the superintendent as necessary to help ensure board members have the necessary information and materials to make wise decisions, make sure that pending agenda items are addressed appropriately, and confer with the superintendent before meetings to prepare, as necessary for the upcoming meeting, model the tone and behavior the board wishes to convey to the community. (e.g., *one of cooperative leadership focused on all students.*)
As meeting chair, the board president will:
 open and preside over meetings,
 introduce agenda items, providing some background information as appropriate, (*different from background information that is provided by staff. e.g., "This is an item we have had on our agendas four times in the last three months. We have given it a great deal of consideration and appreciate all of the input we have received from the public and the information staff has provided on the issue. Tonight we will receive additional public input, deliberate further and hope to make a final decision."*)
 call on speakers,
 not typically make a motion him or herself, but ensure that there is one made at an appropriate time during deliberation,
 make sure all board members have a chance to share in deliberation,
 work to facilitate effective deliberation
 interpret and clarify for understanding to ensure that all board members have an accurate understanding as the deliberation proceeds
 wait until all other board members who wish to speak on an issue have done so before adding his or her own comments
 call for a vote after ~~r~~-restating the motion
 clarify and authenticate all action, order and procedures of the board
 adjourn meetings

As necessary, the board president will also remind the governance team and audience members of any meeting

Following the board meeting, the board president will work with the superintendent to make sure that there is appropriate follow-up and clarification of possible options for the board.

Topic and Rationale:

Welcoming New Board Members to the Team

We believe new board members should feel welcomed, and have opportunities to get to know other members of the governance team. It is important to have opportunities to "heal any wounds" from the election process. New board members need educational support and training from the governance team and outside sources (i.e., CSBA New Board Member Institute). New board members need to learn about the district and understand the district vision, purpose and culture. New board members need to feel that they are part of our team and should participate in developing agreements about how we will work together.

Protocols:

We agree:

New board members will receive a New Board Member Packet that includes relevant information about the school district and about governance team operations.

The board ~~may~~ will select a "board mentor" to provide support to a new board member as s/he becomes familiar with governance team operations and the governance role and responsibilities.

The superintendent will meet with each new board member individually to answer any questions and familiarize him/her with district operations.

Each seated board member ~~is encouraged to~~ will arrange a time to have an informal meeting with each new board member as soon as possible after the swearing in ceremony (i.e., coffee or lunch, etc.).

[to be considered by the Board] The whole governance team will participate in a New Board Member Orientation workshop in January following the election of new board members. The orientation will include but not be limited to discussions of:

- District Vision, Purpose and Goals
 - Key District Personnel
 - District Operations
 - Special District Projects or Programs
 - Current Issues Facing the District
 - Governance Team Operations
- Board Bylaws (9000 Series of the Policy Manual)

Topic and Rationale: Responses to emails or other communications sent to individual board members	Protocols:
<p><i>We believe the School Board is a representative body, and board members have a responsibility to be accessible and responsive to members of the staff and community. It is important to respond effectively and uniformly to email and other written correspondence from staff or community members. Credibility and trust are developed in the community when we are consistent in our communication about important district issues.</i></p>	<p>We agree that: [to be considered by the Board]</p> <p>All email or other written communications received by individual board members about school district business or situations will be shared with the superintendent as quickly as possible.</p> <p>The superintendent/designee will determine if a response is warranted and if so, will craft an appropriate and/or legal response.</p> <p>Depending on the topic, the superintendent may consult with the board president about the communication, and may include the board president and/or the superintendent/designee with follow-up with all members of the board so they are aware of the status of the situation.</p> <p>Board members will be the first recipients of any reply that is sent out.</p> <p>CANDIDATE PROTOCOL:</p> <p>#6 Representing the district as governing spokesperson, in conjunction with the superintendent.</p>

Topic and Rationale: Governance Team Process for Negotiations	Protocols:
<p><i>We believe the board's responsibility is to represent the district's interest during negotiations. An agreed upon process is in place for negotiations with district bargaining units. We have a competent negotiating team for the district. The governance team defines the district parameters for negotiations based on district goals and district resources. Board members should not be directly involved at the negotiations table. District bargaining units have a job to do and a role to play in negotiations. The union's function is to obtain the best salaries, benefits and working conditions for union membership. Union negotiating teams represent the interest of union members. It is the Board's responsibility to negotiate a fair and equitable contract for the unions and the district.</i></p>	<p><i>We agree we will:</i></p> <ul style="list-style-type: none"> always keep students' best interest in mind throughout the negotiations process. represent the district's interest(s) during negotiations establish clear philosophical and financial parameters for negotiations based on district priorities, goals and resources. trust and support the district negotiating team. recognize and communicate to staff and the public that the district negotiating team is accurately reflecting the progress of negotiations back to the board. remind staff and the community that there is an agreed upon process in place, that the staff and district each have an identified negotiating team, and that any issues or questions about negotiations need to go through the defined and agreed upon processes. adopt and stand behind the final contracts.

G. CODE OF CONDUCT

The Board and its members will conduct themselves lawfully with integrity and high ethical standards in order to model the behaviors expected of staff and students and to build public confidence and credibility.

1. Board members will serve the interests of the people of the entire school district. Members recognize this responsibility to the whole to be greater than:

a. Any loyalty a member may have to any other advocacy or interest groups or individuals;

b. Loyalty based upon membership on other boards or staffs;

c. Conflicts based upon the personal interest of any board member who is also a parent of a student in the district;

d. Conflicts based upon being a relative of an employee of the district; or

e. Conflicts based upon the member's election from or identification with a subsection of the district.

2. Board members will not attempt to exercise individual authority over the operation of the school district.

a. Members will not attempt to assume personal responsibility for resolving operational problems or complaints, but may monitor through the superintendent the disposition of complaints;

b. Members will not personally direct any part of the operational organization.

3. To build trust among members and to ensure an environment conducive to effective governance, members will:

a. Focus on issues rather than personalities;

b. Respect decisions of the full board;

c. Exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other;

d. Criticize tactfully, praise publicly;

e. Make every reasonable effort to protect the integrity and promote the positive image of the district and one another;

f. Never embarrass each other or the district;

g. Demonstrate respect for the public as a whole and community members individually at all times and in all situations;

h. Demonstrate courtesy and respect in your communications by being responsive to one another and to the Superintendent and all staff;

i. Refrain from personal comments and attacks against each other, staff and members of the community;

j. Listen first, and respect each Board Member's opinions and opportunity to speak;

k. Show deference to Board leadership in the conduct of Board meetings. Wait your turn to speak.

4. Members will exercise personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as board members.

5. Members shall maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the board, especially those matters discussed in Closed Session.

APPROVED BY THE BOARD OF TRUSTEES THIS DAY OF , 2020.

Ernesto Bejarano:

Corina Herrera-Loera:

Andres Quintero:

Dolores Marquez-Frausto:

Linda Chavez:



Governance Handbook

2012-2013

Board of Trustees:

Dolores Marquez, President
Andrés Quintero, Vice President
Karen Martinez, Clerk
Frank Chavez, Member
Andrea Flores Shelton, Member

Superintendent:

Stephen A. Fiss

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The Alum Rock Union Elementary School District Governance Handbook was developed during workshops between October 2006 and August 2007 with the assistance of Leslie DeMersseman, Governance Consultant, California School Boards Association. (CSBA)

UNITY OF PURPOSE

Unity of purpose is a common focus, super-ordinate goals, the values and beliefs governance team members share in common about children, the district and public education that help them transcend their individual differences to fulfill a greater purpose.

-CSBA

What We Are Proud Of

- Our students are always at the center of our thinking and decision-making. We focus on producing students who will become valuable and productive members of our community by emphasizing practical skills and cultural activities.
- Alum Rock SD benefits from great diversity – our students, employees, and school board are from linguistically and culturally rich backgrounds.
- Alum Rock SD attracts, hires and supports a diverse group of high caliber employees who bring a variety of life experiences and skills that add vibrancy and spirit to our school community. Our staff is resilient, tenacious and always willing to consider alternatives.
- Our administration is made up of a diverse group of knowledgeable, competent, highly skilled leaders who work collaboratively to move the district forward.
- There are many parents, families, community and government organizations that support Alum Rock SD in order to enhance student achievement.
- The district is focused on continuously improving academic achievement through creative thinking and innovative school designs and programs.
- District decisions are data-driven and based on objective, relevant and current information about the child's individual progress.
- The governance team is committed to maintaining a collaborative, respectful, open and honest atmosphere throughout the district in order to create an environment that supports individual student success.
- The board is cooperative and respectful and members agree to disagree and have open and honest dialogue. The governance team is willing to make thoughtful, educated risks to further district goals and objectives.
- The governance team believes in professional development for all district staff and the board in order to enhance student learning and achievement.

Who Are We?

We are caring, non-judgmental, committed, responsible, thoughtful individuals who represent the community and advocate for our children and public education. We operate with honesty, integrity, passion, and respect as a governing body. We understand that authority rests with the collective school board and not with individuals. We value the background, experience, skills, knowledge and personality that each member brings to our team. We are people who believe in continuous improvement and in life-long learning. We are a team that values open communication. We are prepared to make conscientious and informed decisions on behalf of our students and families. We are individuals who learn from the past and work in the present for the future.

What Is Our Purpose?

We are the eyes and ears of the community and represent them at the board table. We work with the community to create a shared vision for the school district. We use district resources wisely on behalf of our students and ensure the accountability of Alum Rock Union ESD to the community. We provide leadership and advocate on behalf of a high quality education for the students of Alum Rock Union ESD and for public education in general, we work as a team with the superintendent to effectively govern the district, giving direction to the superintendent by taking action at legally noticed board meetings. We value, support, encourage and recognize the efforts of students, staff and the community in making Alum Rock Union ESD the best it can be.

To Whom Are We Responsible?

We are responsible to **all children** in Alum Rock SD to keep them safe, encourage healthy habits and make decisions that guarantee them the best education possible.

We are responsible to our **staff** to serve as role models, and to provide clear direction, leadership and support. We are responsible to ensure a safe, secure, productive challenging working environment that offers opportunities to develop professional skills, the necessary resources to accomplish district work, and to offer fair and competitive compensation. We are responsible to invite and value staff expertise and input and to clearly articulate processes for evaluation.

Core Beliefs of Our Governance Team

STUDENT ACHIEVEMENT

We believe all students will achieve academic success, learn critical thinking skills, and develop personal talents and skills through daily attendance at district schools which:

- provide a rigorous core curriculum that includes the fine arts (music, art, dance, drama) and physical education;
- foster a nurturing parental partnership;
- provide positive recognition and encouragement to all stakeholders; and
- provide practical skills building for success in society such as leadership, cross-cultural appreciation, and communication.

PARENT AND COMMUNITY INVOLVEMENT

We believe parental involvement and community support are essential to student success. Parents can and will be involved in their children's education.

HUMAN RESOURCES

We believe in attracting, hiring, retaining and promoting highly qualified and talented teachers, support and administrative staff with diverse backgrounds, experience and abilities to create and sustain a positive environment that fosters mutual trust, respect, and openness and allows for thoughtful, informed risk-taking.

COMMUNICATION

We believe in maintaining a competent and professional environment where open, honest, on-going communication occurs with all staff through open, honest respectful dialogue and the ability to disagree respectfully and courteously at all levels

BUSINESS SERVICES

We believe in utilizing our resources wisely and maintaining sound, efficient and effective accountability systems, (including auditing), that support district goals and sustain improvement.

ENVIRONMENT

We believe in providing our students a nurturing, caring, emotionally and physically safe, healthy, clean and well-maintained environment with friendly, professional, knowledgeable courteous service that contributes to each student's academic and personal success.

What We Want To Accomplish

The items listed below were identified as priorities of the governance team during the workshop on March 19, 2007. Additional topics that were mentioned during the workshop are included at the bottom of the page.

We agree that all board decisions and the allocation of district resources will reflect our commitment to the following Governance team priorities for the district:

- Become a district of high achieving schools by state, federal and private industry benchmarks.
- Exit Program Improvement Designation.
- Work together with our community to develop a powerful, meaningful vision and mission for Alum Rock Union Elementary School District.

Priorities for building and sustaining effective governance:

- Agree on the norms and processes that will help us work as a collective body – not as individuals.
- Adopt a number of schools as trustees: 1) as a way to stay connected and visible, 2) as a way to recognize people for their efforts.

District Priorities and Goals

The Board of Trustees has undertaken the development of goals in the following six areas essential to the continued improvement of the teaching and learning environment within the Alum Rock Union ESD. These goals are presented as "a work in progress" in order to provide time for district/community stakeholders to have adequate opportunity for input.

Student Achievement

- I. Implement a rigorous and comprehensive standards-based instructional K-8 program to ensure that all students meet all performance standards and achieve academic success at each grade level.
- II. To provide professional development opportunities for all district staff and the governance team in order to enhance student learning and achievement.

Parent/Community

- III. Focus on the development and strengthening of a system for increasing parent support of district schools and involvement in student learning. In addition, enhance community support through corporate and individual investment and/or active participation in district schools, programs and other District related activities.

Employee Relations

- IV. Focus on the improvement of relations with district employee groups through the creation of an environment that fosters mutual trust, respect and openness.

Staff

- V. Develop an outreach program to attract, hire, support, and retain the best-qualified professional staff district-wide.

Communication

- VI. Develop a plan for the communication of all District-related program requirements, activities, expectations, measures of student performance and outcomes, and student/District achievements and successes.

Business Services

- VII. Provide dependable, efficient, on time, safe, healthy, and cost-effective business services.

GOVERNANCE ROLES AND RESPONSIBILITIES

Effective teams value and respect their essential roles, reach mutual agreement on the roles of the board and superintendent, and strive to operate within them.

-CSBA

The Role of the Board and Superintendent

The role of the School Board is a representative, governance role:

1. School board "trustees" are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of the local community.

The role of the Superintendent is:

1. to facilitate the effective governance of the School Board.
2. to be the chief administrative officer for the school district.

Performing Our Responsibilities

We **Set the Direction** for the community's schools:

- Focus on student learning
- Assess district needs / utilize baseline data
- Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
- Ensure an appropriate inclusive process is used
- Ensure these documents are the driving force for all district efforts

We **Establish an effective and efficient Structure** for the school district:

- Employ the superintendent and set policy for hiring of other personnel
- Oversee the development of and adopt policies
- Set a direction for and adopt the curriculum
- Establish budget priorities, adopt the budget and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements.

We **Provide Support** through our behavior and actions:

- Act with professional demeanor that models the district's beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities and goals
- Uphold board approved district policies
- Ensure a positive personnel climate exists
- Be knowledgeable enough about district efforts to explain them to the public

We **Ensure Accountability** to the public:

- Evaluate the superintendent
- Monitor, review and revise policies
- Serve as a judicial and appeals body
- Monitor student achievement and program effectiveness and require program changes as indicated
- Monitor and adjust district finances
- Monitor the collective bargaining process

We **Act as Community Leaders**:

- Speak with a common voice about district priorities, goals and issues
- Engage and involve the community in district schools and activities
- Communicate clear information about policies, programs and fiscal conditions of the district
- Educate the community and the media about issues facing the district and public education
- Advocate for children, district programs and public education to the general public, community, and local, state and national leaders.

What the Board Needs from the Superintendent

- Treat all board members equally.
- Continue to communicate the top issues, priorities in the weekly report to the board.
- Facilitate the ability of board members to operate within our role and responsibilities.
- Make sure all board members receive the same information.
- No surprises
- Provide sufficient information and ample time for discussion information so we can make informed, educated decisions.
- Create opportunities to discuss the format, timelines, objectives and content of the superintendent's evaluation.
- Be open to new and innovative ideas.
- Respect board members' individual differences, styles and perspectives.
- Remain open-minded to feedback
- Lead with courage
- Network and communicate with all stakeholders including staff, parents, corporate entities, community groups, and educational associations.
- Maintain the focus on the agreed upon priorities and goals.

What the Superintendent Needs from the Board

- Operate as a collective governance team, in a respectful environment
- Maintain focus on the agreed upon priorities and goals
- Strong sensitivity to the superintendent position
- Be supportive, cohesive and stand behind board decisions
- To always operate within the role and responsibilities of the board
- Maintain open and honest communication – and bring things of concern directly to the superintendent
- No surprises
- Give direction to the superintendent only through duly noticed board meetings

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

A major difference between groups and teams is that teams have clear agreements, (norms that identify expectations for behavior, and protocols that describe how the team will operate), set by the team's members. Once developed, these norms and protocols shape how team members behave with each other and how they perform their responsibilities.

Group expectations help a group work together to not only address difficult issues in an objective and consistent way, but also to confirm what each member will do in the normal course of business to help the team succeed.

-CSBA

The community entrusts the Board of Education for the Alum Rock Union ESD to uphold the Constitutions of California and the United States, protect the public interest in schools, and ensure that a high quality education is provided to each student within the district.

To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon operating procedures, or protocols, support unity among team members. The purpose of the Alum Rock Union SD governance team norms and protocols is to ensure a positive and productive working relationship among board members, the superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.

Agreements to Facilitate Governance Leadership

- Governance Team Meeting Guidelines (norms)
- Norms for operating in a governance culture of trust and respect
- Board authority – Giving direction to staff (protocol)
- Bringing up new ideas or agenda items (protocol)
- Sufficient information to make informed decisions on agenda items (protocol)
- Discussion / deliberation on complex or difficult topics
- Speaking with a common voice – using key messages
- Role and responsibilities of the Board President
- Welcoming new Board Members to the team as a mentor
- Responses to emails and other communications to board members (protocol)
- Governance Team process for negotiations (protocol)

We have reviewed and agree to follow the aforementioned governance team protocols in order to support a positive and productive working relationship among Alum Rock Union Elementary School District Board of Education, staff, students and the community. We shall renew this agreement at each Annual Organizational Meeting of the Board of Education.

Affirmed on this 17th day of April, 2008

Frank Chavez, President

Patricia Potter, Vice President

Gustavo Gonzalez, Clerk

Abelardo (Lalo) Morales, Trustee

Tanya Freudenberger, Trustee

Norma Martinez, Superintendent

POSITIVE GOVERNANCE TEAM CULTURE

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten, (implicit), or written, (explicit), agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

-CSBA

Governance Team Meeting Guidelines (Norms)

We agree to:

- Keep our focus on students.
- Be responsible for the success of the meeting – participate equally – address concerns – make sure the team agrees
- Look for common ground--Everyone’s opinions count
- Listen carefully without interruption
- Operate with mutual respect
- Give helpful feedback openly and directly so there is no confusion
- Debate facts, not personalities
- Make sure there are no hidden agendas – all issues need to be dealt with by all team members

Norms for Operating in a Governance Culture of Trust and Respect:

A strong Board-Superintendent partnership gives direction, stability and confidence to the staff and community. Where this exists, morale is high, people work effectively and efficiently, and most importantly, good things happen for students. A strong relationship is based on having a common vision, developing trust, demonstrating sensitivity and caring, and being motivated to develop the skills and knowledge necessary to work successfully together.

We agree to:

- Operate within our respective roles and responsibilities in order to facilitate the efficient and effective running of the Alum Rock Union ESD.
- Recognize that each board member brings unique experiences, values and beliefs to the table, and that we must work with each other and the superintendent to ensure that a high quality education is provided to all students.
- View the superintendent as a key player on the Governance Team, understand the superintendent’s role and responsibilities, respect the expertise of the superintendent and seek professional advice from the superintendent on all board business.
- Maintain open and honest two-way communication with each other in order to develop a strong Board / Superintendent relationship.
- Provide direction so that staff presents sufficient, appropriate, specific information that supports the boards ability to make rational, thoughtful, responsible decisions on behalf of students and the community.
- Take collective responsibility for the success of our Governance Team and be willing to respectfully discuss personal concerns or issues with other individuals on the team if necessary.
- Work to understand other team members’ concerns, perspectives and interests.
- Give one another the benefit of the doubt before arriving at a negative conclusion.
- Support each other, and demonstrate mutual respect and understanding for our respective responsibilities and time constraints, recognizing that the superintendent is doing her best to treat every board member equally.
- Focus time and energy on important issues, not pettiness or politics.

SUPPORTIVE STRUCTURES AND PROCESSES

Effective teams discuss and agree on the formal structures and processes used by the board and superintendent in their functioning as a team (e.g., agenda structure, visiting schools, handling complaints or concerns from the community, bringing up a new idea, how to handle complex community issues); how boards operate, how they do business.

-CSBA

Topic and Rationale:	Protocols:
<p>Board Authority and Giving Direction</p> <p><i>We believe all board members are equal under the law. Authority rests with the board as a whole, not with individual members of the board. Direction is given to the superintendent only at board meetings through actions of the board. The direction of the board needs to be clear to the superintendent. Chaos and confusion result within the district if we don't work as a team. Individual board members are not "consultants" to either the superintendent or other members of district staff. It is important to understand and respect the separate roles of the board and superintendent, yet work together as a governance team taking collective responsibility for building unity and creating a positive organizational culture. The best possible decisions are likely only when all members of the team have been part of the discussion. Everyone can participate productively when team members can trust that everyone is operating on the same page. We have an obligation to respect staff time and responsibilities. It is important for staff time and effort to be dedicated to moving the district in the direction set by the full board. Clarifying the structure for people outside the governance team protects individuals (board members, superintendent and other staff) and the school district.</i></p>	<p><i>We agree:</i></p> <ul style="list-style-type: none"> • Board members understand that the board collectively gives direction to the superintendent only through actions taken at a legally noticed board meeting. • The board and superintendent will agree on the goals that will become the basis for all district efforts. • The superintendent will define processes and timelines to assist the board in effectively carrying out its responsibilities. • All action items on board agendas will include a recommendation from the superintendent. • Following Board action, the Board President will clarify the direction of the board for the superintendent and fellow board members. • The superintendent will work with staff to translate all board direction into action consistent with the agreed upon priorities and goals. • Board members will support the implementation of board decisions / actions.

Topic and Rationale:	Protocols:
<p>Bringing Up New Ideas or Agenda Items</p> <p><i>We believe it's important for all members of the governance team to feel prepared to discuss any new topic in the public arena. Individual board members have connections, a variety of skills and experiences, and may have attended workshops or obtained information or materials they would like to share. Individual board member interests can divert staff time, energy and attention away from their ability to achieve district priorities. Board and staff time, effort and energy, and district resources are best spent in efforts to achieve agreed upon district priorities and goals.</i></p>	<p><i>We agree to follow the provisions in Board Bylaw 9322:</i></p> <ul style="list-style-type: none"> • Any Board member or any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. • The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on

	<p>the agenda. In addition, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.</p> <ul style="list-style-type: none"> • The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item, informational item or consent item. • Any Board action that involves borrowing \$100,000 or more shall be discussed, considered and deliberated upon as a separate item of business on the meeting agenda.
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<p>Topic and Rationale: Sufficient Information to Make Informed, Educated Decisions on Agenda Items</p>	<p>Protocols:</p>
<p><i>We believe board members should be knowledgeable and equally informed about district programs and issues. The board's ability to make rationale, thoughtful, responsible decisions on behalf of students and the community is dependent upon receiving sufficient, appropriate, specific information from district staff. We believe there should be open lines of communication between the board, the superintendent and the staff and that there should be no surprises for either the superintendent or staff. In order to strive for the efficient and effective use of board and staff time, and to respect the time and efforts of district staff in preparing board-meeting presentations, we have an obligation to make our expectations for staff reports clear.</i></p>	<p><i>We agree that:</i></p> <ul style="list-style-type: none"> • Board Members will let the Superintendent know if they need additional information or background information on an agenda item. The Superintendent may: <ul style="list-style-type: none"> - direct an individual to the appropriate staff person. - schedule a report at a board meeting - schedule a study session of the topic. <p>In order to make informed decisions in the best interest of students and the district, the board requires the following kinds of information in reports from staff on topics or issues of primary importance to the district:</p> <ul style="list-style-type: none"> • Background information: <ul style="list-style-type: none"> - History - What brought us to this point? What are we doing? Why are we doing it? Who was involved in the planning / preparation / implementation, and how were they involved? • Options / Alternatives considered by staff • Purpose: <ul style="list-style-type: none"> - What is the intended result? What are the goals? • Financial and Operational impact <ul style="list-style-type: none"> - What resources are necessary in order to achieve the goals? Financial / people / time / materials / supplies / facilities / staff development, etc. - How are people affected? / What are the perspectives of the people involved? (administration / teachers / other staff / students / parents / community members, etc.)

	<ul style="list-style-type: none"> • Timelines • Progress Toward Goals: <ul style="list-style-type: none"> - What are the Success Indicators and benchmarks leading to accomplishment? - What data or information is necessary to measure success? - Are we making progress toward the goals? - What are the challenges, barriers to success, issues or concerns? • Recommendation of the Superintendent <ul style="list-style-type: none"> - Justification for the recommendation / Supporting data or information
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Topic and Rationale: Discussion or deliberation on complex or difficult topics or issues	Protocols:
<p><i>We believe before a complex topic is discussed, the board needs the history of the situation, background information and any clarification administration can present. It is important that all team members have the opportunity to share individual knowledge, experience, and points of view and that all viewpoints are heard. We have an obligation to understand stakeholder interests and to see that all of the issues are aired and considered in an open, honest, respectful environment without fear of recrimination or retribution</i></p>	<p><i>We agree that:</i></p> <ul style="list-style-type: none"> • When members of the governance team become aware of a complex or difficult topic, we will establish a time to hold a framing, (or 12 o'clock), discussion: <ul style="list-style-type: none"> - In order to provide an opportunity for all governance team perspectives to be heard we will use the "2-1-1 – Last Word" technique: <ul style="list-style-type: none"> • Each member of the team writes down the issues from his or her perspective • Each person on the team has two minutes (or as much time as determined to be appropriate) to state his/her viewpoint, issues or perspectives one at a time. • Following each two-minute statement, every other member of the team has one minute to relate to the speaker what s/he heard without interjecting judgment or personal perspective. • After all team members have responded to the two-minute speaker, s/he has one minute for the "last word" to respond and make any clarifying or others comments. • The governance team will determine how and when to engage the community and/or obtain stakeholder input • Once the item is on the agenda for action the board will consider all of the following as criteria for decision-making: <ul style="list-style-type: none"> - Serving the needs of <u>all</u> students - District vision and goals - District resources - Laws and regulations - Civic responsibility - Stakeholder interests

Topic and Rationale: Speaking with a common voice – developing and utilizing key messages	Protocols:
<p><i>We believe it is essential that important information is communicated to members of the board, the staff and the community in as timely a fashion as possible. We recognize that some situations have legal or other considerations that may place restrictions on what may be told to the media or public. We believe that confidential issues must remain confidential. We believe it is important that we speak with one voice in order to maintain the trust of our community</i></p>	<p><i>We agree:</i></p> <p>The Designated Spokesperson will vary depending on the issue or situation:</p> <ul style="list-style-type: none"> • Crisis, Critical or Legal issues: The superintendent will be the primary spokesperson and may involve the board president at her discretion. • Politically sensitive issues – the Superintendent and the Board President will serve as spokespersons • Meeting Information (e.g., board meetings, agenda items, study sessions): The board president and the superintendent will serve as primary spokespersons. • Core Values /Vision / District Priorities / General District Information: All governance team members may serve as spokespersons utilizing developed and agreed upon key messages. <p>Developing Key Messages:</p> <ul style="list-style-type: none"> • Core Values /Vision / District Priorities / General District Information or Agenda Items: During board meetings, the board and staff will discuss the most important elements (of significant agenda topics) that staff and community members need to know. The discussion will begin during the agenda topic itself and may be re-capped at the end of the meeting. • Crisis, Critical or Legal Issues: the superintendent will determine any speaking points and will notify all members of the board. • Politically Sensitive Issues: the superintendent, board president and one other board member will meet to decide on key messages and will notify all other members of the board. <p>Using Key Messages:</p> <ul style="list-style-type: none"> • Board members will use agreed upon Key Messages when communicating with community members and staff about important district issues and topics. • Board members, when representing the board and district, may speak about general issues or topics for which key messages have been developed. • Board members who have been requested to speak on a particular topic for which Key Messages do not yet exist will contact the Superintendent for assistance in developing Key Messages about the topic.

	<ul style="list-style-type: none"> - The Superintendent will determine the best way for the Key Messages to be developed - Any key messages that are developed will be provided to all board members
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Topic and Rationale: Board President – Role and Responsibilities	Protocols:
<p><i>We believe we have an obligation to set an example of good government in action for our community. We intend that our board meetings proceed professionally, efficiently and effectively and that district staff will have the opportunity to provide necessary background materials and information to the board in as timely a manner as possible. We believe each board member must have the opportunity to express his or her viewpoint during board deliberation. We believe the board president has a facilitation role relative to board meetings and that he or she has no more or less authority than any other board member outside of board meetings.</i></p>	<p><i>The role of the board president is to:</i></p> <ul style="list-style-type: none"> • chair meetings, • work with the superintendent as necessary to help ensure board members have the necessary information and materials to make wise decisions, • make sure that pending agenda items are addressed appropriately, and • confer with the superintendent before meetings to prepare, as necessary for the upcoming meeting, • model the tone and behavior the board wishes to convey to the community. (e.g., one of cooperative leadership focused on all students.) <p><i>As meeting chair, the board president will:</i></p> <ul style="list-style-type: none"> • open and preside over meetings, • introduce agenda items, providing some background information as appropriate, (different from background information that is provided by staff: e.g., “This is an item we have had on our agendas four times in the last three months. We have given it a great deal of consideration and appreciate all of the input we have received from the public and the information staff has provided on the issue. Tonight we will receive additional public input, deliberate further and hope to make a final decision.”) • call on speakers, • not make a motion him or herself, but ensure that there is one made at an appropriate time during deliberation, • make sure all board members have a chance to share in deliberation, • work to facilitate effective deliberation • interpret and clarify for understanding to ensure that all board members have an accurate understanding as the deliberation proceeds • wait until all other board members who wish to speak on an issue have done so before adding his or her own comments • call for a voter restating the motion • clarify and authenticate all action, order and procedures of the board • adjourn meetings <p>As necessary, the board president will also remind the governance team and audience members of any meeting guidelines and Professional Governance Standards the board has adopted.</p>

	Following the board meeting, the board president will work with the superintendent to make sure that there is appropriate follow-up and clarification of possible options for the board.
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Topic and Rationale:	Protocols:
<p>Welcoming New Board Members to the Team</p> <p><i>We believe new board members should feel welcomed, and have opportunities to get to know other members of the governance team. It is important to have opportunities to "heal any wounds" from the election process. New board members need educational support and training from the governance team and outside sources (i.e., CSBA New Board Member Institute). New board members need to learn about the district and understand the district vision, purpose and culture. New board members need to feel that they are part of our team and should participate in developing agreements about how we will work together.</i></p>	<p><i>We agree:</i></p> <ul style="list-style-type: none"> ● New board members will receive a New Board Member Packet that includes relevant information about the school district and about governance team operations. ● The board will select a "board mentor" to provide support to a new board member as s/he becomes familiar with governance team operations and the governance role and responsibilities. ● The superintendent will meet with each new board member individually to answer any questions and familiarize him/her with district operations. ● Each seated board member will arrange a time to have an informal meeting with each new board member as soon as possible after the swearing in ceremony (i.e., coffee or lunch, etc.). ● The whole governance team will participate in a New Board Member Orientation workshop in January following the election of new board members. The orientation will include but not be limited to discussions of: <ul style="list-style-type: none"> – District Vision, Purpose and Goals – Key District Personnel – District Operations – Special District Projects or Programs – Current Issues Facing the District – Governance Team Operations <ul style="list-style-type: none"> ▪ Board Bylaws (9000 Series of the Policy Manual) ▪ Alum Rock Union ESD Governance Handbook

Topic and Rationale: Responses to emails or other communications sent to individual board members	Protocols:
<p><i>We believe the School Board is a representative body, and board members have a responsibility to be accessible and responsive to members of the staff and community. It is important to respond effectively and uniformly to email and other written correspondence from staff or community members. Credibility and trust are developed in the community when we are consistent in our communication about important district issues.</i></p>	<p><i>We agree that:</i></p> <ul style="list-style-type: none"> • All email or other written communications received by individual board members about school district business or situations will be shared with the superintendent as quickly as possible. • The superintendent/designee will determine if a response is warranted and if so, will craft an appropriate and/or legal response. <ul style="list-style-type: none"> - Depending on the topic, the superintendent may consult with the board president about the communication, and may include the board president and/or the entire school board as correspondents. • The superintendent/designee will follow-up with all members of the board so they are aware of the status of the situation. <p>Board members will be the first recipients of any reply that is sent out.</p> <p>CANDIDATE PROTOCOL: #6 <u>Representing the district</u> as governing spokesperson, in conjunction with the superintendent.</p>

Topic and Rationale: Governance Team Process for Negotiations	Protocols:
<p><i>We believe the board's responsibility is to represent the district's interest during negotiations. An agreed upon process is in place for negotiations with district bargaining units. We have a competent negotiating team for the district. The governance team defines the district parameters for negotiations based on district goals and district resources. Board members should not be directly involved at the negotiations table. District bargaining units have a job to do and a role to play in negotiations. The union's function is to obtain the best salaries, benefits and working conditions for union membership. Union negotiating teams represent the interest of union members. It is the Board's responsibility to negotiate a fair and equitable contract for the unions and the district.</i></p>	<p><i>We agree we will:</i></p> <ul style="list-style-type: none"> • always keep students' best interest in mind throughout the negotiations process. • represent the district's interest(s) during negotiations • establish clear philosophical and financial parameters for negotiations based on district priorities, goals and resources. • trust and support the district negotiating team. • recognize and communicate to staff and the public that the district negotiating team is accurately reflecting the progress of negotiations back to the board. • remind staff and the community that there is an agreed upon process in place, that the staff and district each have an identified negotiating team, and that any issues or questions about negotiations need to go through the defined and agreed upon processes. • adopt and stand behind the final contracts.

3.02

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

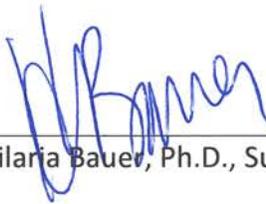
ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve the District Vision Statement.**

Approve

Submitted by: <u>Hilaria Bauer, Ph.D.</u>	Title: <u>Superintendent</u>
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To the Board of Trustees:	Meeting:	May 21, 2020 Special Board Meeting & Board Workshop
Approve		
<u>3.02</u>		
Agenda Placement		Hilaria Bauer, Ph.D., Superintendent

<u>DISPOSITION BY BOARD OF TRUSTEES</u>		
Motion by: _____	Seconded by: _____	
Approved: _____	Not Approved: _____	Tabled: _____

3.03

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

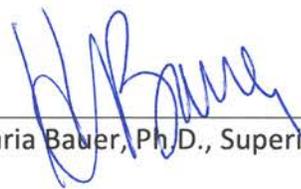
ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve the District Mission Statement.**

Approve

Submitted by: <u>Hilaria Bauer, Ph.D.</u>	Title: <u>Superintendent</u>
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To the Board of Trustees:	Meeting:	May 21, 2020 Special Board Meeting & Board Workshop
Approve		
<u>3.03</u>		
Agenda Placement		Hilaria Bauer, Ph.D., Superintendent

<u>DISPOSITION BY BOARD OF TRUSTEES</u>		
Motion by: _____	Seconded by: _____	
Approved: _____	Not Approved: _____	Tabled: _____

Sample Statements

Special Board Meeting and Workshop May 21, 2020

3.02
3.03

Vision Statements

Vision Statements
communicate the overall
goal of the organization.

Alum Rock Union Elementary School District

ARUSD Vision: Every student in the Alum Rock School District will be a creative, collaborative and confident individual with the competencies that will enable them to thrive in a diverse and competitive world.

During my first year as superintendent, the board knew and approved the following district priorities. These priorities were set after obtaining feedback from a variety of stakeholders, including board members, staff, parents, and community partners:

1. All English Learners will attain proficiency in English within 3 years in our district.
2. Re-design Middle Schools with a college and career focus.
3. Increase parent engagement.

Berryessa Union Elementary School District

VISION STATEMENT

Berryessa Union School District will be recognized for educational excellence in a safe, innovative and inclusive student-centered learning environment, inspiring students, staff and the community.

Evergreen Elementary School District

Vision Statement Evergreen Elementary School District, in partnership with the community, will be a place where teachers, staff and students are partners in developing each student's unique potential.

Long Beach Unified School District

Vision. Every student a responsible, productive citizen in a diverse and competitive world

Chula Vista Elementary School District

The **Chula Vista Elementary School District** is committed to providing a successful, safe, challenging, and nurturing education experience, while promoting the joy and importance of learning for all our children. Our children are high-achieving innovative thinkers. They are multi-literate, self-reliant, and confident.

Mission Statements

Mission Statements state how the organization will accomplish the overall goal or vision of the organization.

Berryessa Union School District

MISSION STATEMENT

Berryessa Union School District provides all students the skills to become lifelong learners and successful 21st century global citizens.

Evergreen School District

Mission Statement Evergreen Elementary School District provides all students a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility, global-mindedness and a commitment to academic and civic excellence.

Long Beach Unified School District

The **mission** of the **Long Beach Public Schools** is to develop inquiring, knowledgeable and enthusiastic students who value and demonstrate critical thinking and problem solving.

Chula Vista Elementary School District

Students in the Chula Vista Elementary School District experience a rigorous 21st Century learning environment that is rooted in effective teaching practices and high-quality instruction. Our mission is to nurture every child's imagination, intellect, and sense of inquiry. Working collaboratively with stakeholders, we tap a collective intelligence rich with the spirit and creativity necessary for students to become difference makers in our community.

Let's make our
vision a reality.



“Education breeds confidence. Confidence breeds hope. Hope breeds peace.”



Confucius

Thanks!

