



Barstow Unified School District

Governance Handbook

2013

Board of Trustees

Ben Rosenberg, *President*

Ray Perea, *Vice President*

Julie Clemmer, *Clerk*

Mary Rodriguez, *Trustee*

Barbara Rose, *Trustee*

Superintendent

Jeff Malan

This Governance Handbook reflects the Barstow Unified School District Governance Team discussions about developing and sustaining a framework for effective governance that will enable the team to continue to perform its responsibilities in a way that best benefits all students.

TABLE OF CONTENTS

UNITY OF PURPOSE *(Reviewed March 2011)*

| | |
|--|---|
| Barstow USD Core Values | 1 |
| The Purpose of the Barstow USD Board of Education..... | 2 |
| Governance Team Priorities..... | 3 |
| Governance Team Priorities / Superintendent Goals /Success Indicators..... | 4 |

ROLE AND RESPONSIBILITIES *(Reviewed March 2011)*

| | |
|---|----|
| Three Essential Roles..... | 6 |
| A Discussion of The Role of the Board and Superintendent..... | 6 |
| A Discussion About Visionary Leadership <i>(added March 2011)</i> | 7 |
| BB 9000 – Role and Responsibilities of the Board..... | 8 |
| BB 9200 – Limits of Board Member Authority..... | 10 |
| BP 2000 – Administration – Concepts and Roles..... | 12 |
| BP 2100 – Administrative Staff Organization..... | 13 |
| BP 2120 – Superintendent of Schools..... | 14 |

GOVERNANCE TEAM AGREEMENTS

| | |
|---|----|
| Agreements Signature Page <i>(revised March 2011)</i> | 16 |
| Board Meeting Governance Reminder Card..... | 17 |

POSITIVE GOVERNANCE TEAM CULTURE - NORMS

| | |
|---|----|
| Norms for Governing Effectively..... | 18 |
| Norms for Operating as a Governance Team..... | 19 |
| Norms for Productive Interactions at Board Meetings <i>(revised March 2011)</i> | 20 |

SUPPORTIVE STRUCTURES AND PROCESSES - PROTOCOLS

| | |
|---|----|
| Responding to Staff or Community Concerns or Complaints..... | 21 |
| Asking Questions or Receiving Additional Information..... | 22 |
| Board Member Reports at Board Meetings..... | 23 |
| Violations of District Policies / Board Bylaws Governance Agreements..... | 24 |

APPENDIX A – Strengths We Each Bring to the Table *(added March 2011)* i

APPENDIX B – Building & Sustaining Trust Among Members of Our Team *(added March 2011)* ii

| | |
|---|-----|
| Stephen M.R. Covey – Components of Trust & team Discussion | ii |
| Stephen M.R. Covey - Four Cores of Credibility..... | ii |
| Stephen M.R. Covey -Thirteen Behaviors of High Trust Leaders & team discussion..... | iii |
| Building and Sustaining Trust Among Members of Our Team Requires | iv |

UNITY OF PURPOSE

Barstow Unified School District - Core Values

Visionary Leadership

Teamwork

Data Driven Decisions

Diversity Enriches Our Community

Academic Proficiency for All

Customer Satisfaction

Equal Opportunity and Democratic Process

UNITY OF PURPOSE

Purpose of the Barstow USD Board of Education

The purpose of the Barstow Unified School District's Board of Education is to be the strategic, visionary, change agent for the district.

We are representatives of the community who make sure the children have the best possible education the district can provide.

We set a direction for the district that takes into consideration the wishes and desires of the community.

We protect district resources and adopt responsible policies that direct district operations in support of continuously improving student learning and achievement.

We hold the educational system accountable on behalf of the community.

We establish, foster, model and support a working and learning environment in which excellence can thrive.

We act as community leaders on behalf of our students, staff, the district and public education.

UNITY OF PURPOSE

Priorities of the Barstow USD Governance Team

- Maintain continuous improvement in Student Learning and Achievement in order that all students meet or exceed California Content Standards

- Promote a district culture of common beliefs, equity and excellence

- Increase community engagement and outreach across the district

- Expand the leadership capacity of the Board and among all district staff

UNITY OF PURPOSE

District Priorities, Goals and Success Indicators

Maintain continuous improvement in Student Learning and Achievement in order that all students meet or exceed California Content Standards

Goal: Support and monitor student learning

Success Indicators:

- Review analysis of all district data to determine how to better student achievement district wide
- Bi-annually report to the board on student proficiency progress
- Exit PI status

Goal: Put systems in place for continuous improvement in each department and as a district

Success Indicators:

- Monitor academic improvement through supervision of site principals
- Teachers collaborate in a collaborative, results-oriented learning environment

Goal: Prepare students for the world of work through career and technical education

Success Indicators:

- Course choices available at both high schools that develop vocational and technical skills to qualify for entry level jobs
- Partner with Barstow Community college in vocational and technical areas of study
- Provide continuing support for Career Academies and partnerships with local businesses

Promote a district culture of common beliefs, equity and excellence

Goal: Carry out, measure and continually refine all BUSD goals in collaboration with the Board of Trustees

Success Indicators:

- Ensure inclusive processes in hiring and placement of personnel
- Create and support equitable procedures and policies for staff and students
- Promote a district culture of equity and non-discrimination
- Implement, model and monitor excellence at district sites and departments

Goal: Increase stakeholder support of district goals and initiatives

Success Indicators:

- Attend Barstow community group meetings
- Continue to coordinate the Barstow Community Education alliance – at least one yearly community/School district activity

UNITY OF PURPOSE

District Priorities, Goals and Success Indicators

Priority: Promote a district culture of common beliefs, equity and excellence *(continued)*

Goal: Increase stakeholder support of district goals and initiatives

Success Indicators:

- Attend Barstow community group meetings
- Continue to coordinate the Barstow Community Education alliance – at least one yearly community/School district activity
- Conduct stakeholder “customer satisfaction” surveys regarding BUSD schools

Goal: Assist the Board of Trustees in updating, drafting and enforcing Board Policies

Success Indicators:

- Use CSBA resources to update Board Policies as necessary
- Hold each department responsible for enforcing its Board policies

Increase community engagement and outreach across the district

Goal: Implement a communications plan that informs and educates staff, students, parents, and the community about the district’s programs and operations.

Success Indicators:

- Use multiple media sources to promote district programs and operations
- Continue and improve upon the videotaping and production of board meetings.

Goal: Facilitate the efficient involvement of community resources and partnerships to support students and staff

Success Indicators:

- Pursue grant and scholarship opportunities for BUSD
- Create partnerships with Barstow area organizations
- Actively participate in the Barstow Chamber of Commerce Education Committee.

Expand the leadership capacity of the Board and among all district staff

Goal: Demonstrate and develop effective leadership capacity among all district staff

Success Indicators:

- Provide training for administrative team and all district staff to increase leadership capacity
- Role model effective leadership for all team members

ROLE AND RESPONSIBILITIES

THREE ESSENTIAL DISTRICT ROLES:

The school board works collaboratively with school district staff to see that the best possible education is provided to district students. Three distinct roles are required within the district to make this happen:

The Board: visionary, strategic, role:
set the direction: a strategic charge or target for change, and hold the system accountable for results

Administration: tactical role:
create and launch plans to meet the strategic charge

Teachers and other staff: operational role
carry out the plans to achieve the intended results

All three of these roles have to be aligned and integrated. None of the roles can be successful without the others. The Superintendent is the link between the roles, working with the Board to set the direction, with administration to see that plans are developed in alignment with the vision, and with district staff to see that the district work is carried out in ways that will achieve the ultimate intended result.

A DISCUSSION OF BOARD AND SUPERINTENDENT ROLES:

The Board is the elected representation for the community and sees that community interests are considered in decision-making for the schools. The board sees that the schools are well run by adopting fair and responsible policies and procedures that direct district operations. The board provides leadership on educational issues to the community.

The Superintendent is the chief administrative officer for the district and manages day-to-day operations in the district and sees that board direction is implemented. The superintendent works with the board to facilitate effective governance and provides leadership on educational matters to the community and staff.

ROLE AND RESPONSIBILITIES

A Discussion of Visionary Leadership *

To the Barstow USD Governance Team visionary leadership means making sure that students are prepared with the skills to be successful in the 21st Century. The following is a list that was generated during a brief discussion of what 21st Century Skills might include. The list is not necessarily complete or intended to be the definitive list.

To be successful in the 21st Century students must be:

- Technologically competent
- Capable of accessing information using a variety of formats
- Able to apply information thoughtfully
- Proficient at thinking critically about information and ideas
- Analytical thinkers
- Skilled at working collaboratively with others

* added March 2011

ROLE AND RESPONSIBILITIES

Bylaws of the Board

BB 9000(a)

ROLE OF BOARD AND MEMBERS (POWERS, PURPOSES, DUTIES)

Powers and Duties

The Governing Board's primary goal is to provide each student with an education of the highest quality in keeping with his/her capacity to learn. This goal shall be the basic factor motivating the Board's execution of its powers and duties.

The Board is responsible for the general control and direction of education in the district and is empowered to carry on and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160) This broad authority shall be exercised in accordance with the State and Federal Constitutions, laws and regulations. The Board may execute any powers delegated by law to it or to the district which it governs, and shall discharge any duty imposed by law upon it or upon the district which it governs. (Education Code 35161)

The powers and duties of the Board include governance, executive and judicial functions. These relate to the Board's own operations as a governing body and to all functions of the district.

Governance Functions

To fulfill its responsibility, the Board is committed to establishing policies to govern district activities.

The Board shall consider and approve or disapprove matters submitted to it by the Superintendent and the public.

The Board shall prescribe rules for its own governance which are consistent with law or with the rules prescribed by the State Board of Education. (Education Code 35010)

The Board is authorized by law to delegate any of its powers and duties to a district officer or employee. The Superintendent shall be the chief executive officer of the Board. In accordance with Board policy, the Board delegates to the Superintendent the authority to carry out Board decisions and to make and carry out any decisions which it delegates. The Superintendent shall be fully responsible for the proper use of this authority.

The Board is ultimately responsible for the performance of any powers or duties delegated.

ROLE AND RESPONSIBILITIES

Bylaws of the Board

BB 9000(b)

ROLE OF BOARD AND MEMBERS (POWERS, PURPOSES, DUTIES)

Judicial Functions

The Board believes that school employees and citizens have the right to a hearing and resolution of grievances, complaints and criticisms. In order to maintain positive personnel and public relations, the Board, convened, shall serve as a body of appeal for grievances, complaints and criticisms in accordance with Board policies and negotiated employee agreements.

Legal Reference:

EDUCATION CODE

2600-2603 School district boundaries

5304 Duties of the governing board (re school district elections) agencies 12400-12405

Participation in federal programs

33319.5 Implementation of authority of local agencies 35000 District name

35010 Control of district; prescription and enforcement of rules 35020-35046 Officers and agents (power of governing board to appoint) 35100-35351 Governing boards - esp.

35160-35182 Powers and duties

35230-35240 Corrupt practices

35291 Rules

39013 Manner of acquisition; school site on property contiguous to district

39601-39621 Property maintenance and control

Bylaw

adopted: September 26, 1995

BARSTOW UNIFIED SCHOOL DISTRICT
Barstow, California

ROLE AND RESPONSIBILITIES

Bylaws of the Board

BB 9200(a)

BOARD MEMBERS

Limits of Board Members Authority

The Governing Board is the unit of authority over the district. It has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting.

The Board member has no individual authority. Individually, the Board member may not commit the district to any policy, act or expenditure. The Board member cannot do business with the district served, nor should the Board member have an interest in any contract with the school district. The Board member represents and acts for the community as a whole and does not represent any fractional segment of the community.

Individual members of the Board, by virtue of holding office, shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent or designee. Board members may also submit requests for information to the Assistant Superintendents or Department Heads if the information is public information or general in nature. At his/her discretion, the Superintendent may refer the request to the entire Board for consideration. If approved, the Superintendent or designee shall perform any necessary research associated with the request and report to the Board at the next meeting or a subsequent meeting if more research time is needed.

Obligations of Board Members

Board members should hold the education and safety of children and youth above any partisan principle, group interest, or personal interest.

Board members should understand their role and the programs offered by the district. They should study all agenda materials before the meeting, participate in the discussion of items which come before the Board, vote on motions and resolutions, and abstain only for compelling reasons.

Board members shall refer Board-related correspondence to the Superintendent or designee for forwarding to the Board or for placement on the Board's agenda.

ROLE AND RESPONSIBILITIES

Bylaws of the Board

BB 9200(b)

BOARD MEMBERS

Limits of Board Members Authority

Board members and persons elected to the Board are responsible for complying with the requirements of the state's open meeting laws.

The Superintendent or designee shall provide a copy of the Brown Act to each Board member and to anyone who is elected to the Board.

Legal Reference:

EDUCATION CODE

7054 Use of district property

35010 Control of district; prescription and enforcement of rules 35100-35351 Governing boards - esp.

35160-35184 Powers and duties

35230-35240 Corrupt practices

35291 Rules

35292 Visits to schools (Board members) **GOVERNMENT CODE**

54952.1 Member of a legislative body of a local agency 54952.7 Copies of chapter to members of legislative body 54959 Penalty for unlawful meetings

Bylaw adopted:

Revised: September 26, 1995

April 23, 2002

BARSTOW UNIFIED SCHOOL DISTRICT

Barstow, California

ROLE AND RESPONSIBILITIES

Administration

BP 2000

CONCEPTS AND ROLES

The Governing Board expects the administration to promote the creation of the best possible educational program and to maintain an environment conducive to learning. The Superintendent shall provide the vision and educational leadership in this effort and shall give top priority to meeting the needs of all students and actively helping teachers raise academic achievement.

The Superintendent or designee shall develop decision-making processes which are responsive to the school community and to the specific needs of individual students. He/she shall provide means by which staff, students and parents/guardians at each school may participate in decisions related to school improvement and matters which the Board identifies as appropriately managed at the school site level.

All schools and departments shall form a single administrative system organized so that appropriate decision-making may take place at various levels in accordance with Board policy.

The Board desires to give all administrators the authority they need in order to carry out their assigned responsibilities. The Board shall clearly state what it expects of the Superintendent and shall evaluate him/her on how well those expectations have been met. In turn, the Superintendent or designee shall clearly state what is expected of all other administrators and shall evaluate how well those expectations have been met.

Legal Reference:

EDUCATION CODE

35020 Duties of employees fixed by governing board 35028 Qualifications for employment

35031 Term of employment

35160 Authority of governing boards

35160.1 Broad authority of school districts 35161 Powers and duties generally

41401-41407 Teaching and nonteaching certificated employee ratio

Policy

adopted: May 9, 1995

BARSTOW UNIFIED SCHOOL DISTRICT

Barstow, California

ROLE AND RESPONSIBILITIES

Administration

BP 2100

ADMINISTRATIVE STAFF ORGANIZATION

The Superintendent shall organize the administrative staff in a manner which best enables the district to provide an effective program of instruction.

Authority originates with the publicly elected Governing Board. Through the Superintendent, authority and responsibility are delegated to the administrators and staff.

The Superintendent or designee may adjust staff responsibilities temporarily or permanently to accommodate the workload and/or individual capabilities.

Policy
adopted: May 9, 1995

BARSTOW UNIFIED SCHOOL DISTRICT
Barstow, California

ROLE AND RESPONSIBILITIES

Administration

BP 2120(a)

SUPERINTENDENT OF SCHOOLS

The Superintendent is the chief executive officer and educational leader of the district. He/she executes all Governing Board decisions and is accountable to the Board for managing the schools in accordance with the Board's policies. He/she informs the Board about school programs, practices and problems and offers professional advice on items requiring Board action, with appropriate recommendations based on thorough study and analysis.

The Board delegates to the Superintendent the power to make decisions concerning internal operations of the district. The Superintendent may delegate to other school staff any duties imposed upon him/her by the policies or vote of the Board, as far as the law permits. This delegation of power or duty shall not relieve the Superintendent of responsibility for actions taken by his/her designees.

The Superintendent shall have general supervision of all personnel and shall develop and execute consistent, fair and fiscally sound personnel procedures and practices, including an evaluation program for all district employees. He/she shall oversee all financial operations of the district and actively seek out new funding sources for the schools.

The Superintendent shall take an active leadership role in the development and improvement of the instructional program.

He/she shall be accessible to community members and shall work with them to further the district's goals and build a strong, positive community attitude toward the school system.

The Board expects the Superintendent to remain current on educational thought and practices in the interest of improving the district's instructional program and overall operation. The Superintendent shall inform the Board and staff of new developments and significant events in the field of education.

ROLE AND RESPONSIBILITIES

Administration

BP 2120(b)

SUPERINTENDENT OF SCHOOLS

Legal Reference:

EDUCATION CODE

35020 Duties of employees fixed by governing board

35026 Employment of district superintendent by certain districts 35028 Qualifications for employment

35029 Waiver of credential requirement

35031 Term of employment (up to four years)

35032 Salary increases

35033 District superintendent for certain unified school districts (on formation of district)

35034 District superintendent of certain unified districts 35035 Additional powers and duties of superintendent

39656 Delegation of powers to agents; liability of agents

39657 Delegation of authority to purchase supplies, equipment and services; limitations on expenditure

Policy

adopted: May 9, 1995

BARSTOW UNIFIED SCHOOL DISTRICT
Barstow, California

AGREEMENTS TO FACILITATE EFFECTIVE GOVERNANCE

Governance Team Norms and Protocols

The Board of Education for the Barstow Unified School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors, or norms, and operating procedures, or protocols, support consistent behaviors and actions among team members. The purpose of the Barstow USD governance team agreements 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.

Our Agreements to Facilitate Governance Leadership:

NORMS:

- Norms to Govern Effectively
- Norms for Operating as a Governance Team
- Norms for Productive Interactions at Board Meetings

PROTOCOLS:

- Responding to Community or Staff Concerns or Complaints
- Asking Questions or Receiving Additional Information (*agenda or non-agenda items*)
- Board Member Reports at Board Meetings
- Protocol for Resolving Board Member Violations of District Policies, Board Bylaws or Governance Agreements

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Barstow Unified School District Board of Education, staff, students and the community. We shall renew these agreements annually.

Affirmed on this _____ day of _____, 2013

Ben Rosenberg, Board President

Ray Perea, Vice President

Julie Clemmer, Clerk

Barbara Rose, Trustee

Mary Rodriguez, Trustee

Jeff Malan, Superintendent

Governance Reminder Card

School Board Responsibilities

1. Set Direction
2. Establish Structure
3. Demonstrate Support
4. Ensure Accountability
5. Act As Community Leaders

Barstow Unified School District Core Values

Visionary Leadership
Teamwork
Data Driven Decisions
Diversity Enriches Our Community
Academic Proficiency For All
Customer Satisfaction
Equal Opportunity and Democratic Processes

Governance Team Priorities

- Maintain continuous improvement in Student Learning and Achievement in order that all students meet or exceed California Content Standards
- Promote a district culture of common beliefs, equity and excellence
- Increase community engagement and outreach across the district
- Expand the leadership capacity of the Board and among all district staff

Norms for Productive Board Meetings

1. Keep our focus on our students' best interest.
2. Speak one at a time.
3. Look at each other when we are speaking.
4. Accept all ideas as valid when presented.
5. Build on each other's ideas.
6. Explore ideas before dismissing them
7. Make sure everyone participates.
8. Be hard on issues – soft on people.
9. Take a recess if necessary to calm down.
10. Take a systemic approach to resolve issues.
11. Seek consensus.

POSITIVE GOVERNANCE TEAM CULTURE (norms)

Norms For Governing Effectively:

We agree to...

- Stand behind our Unity of Purpose
- Understand and operate within our respective roles
- Work collectively with the superintendent to carry out the role and responsibilities of the board
- Set direction for the district – being clear about expectations
- Establish a supportive framework for the district
- Create a district climate where excellence can thrive
- Take personal responsibility and maintain a professional manner
- Maintain respectful disagreement and dialogue
- Be prepared and do our homework
- Collectively hold the system accountable on behalf of the community
- Act as responsible, informed community leaders on behalf of our students, the district and public education

POSITIVE GOVERNANCE TEAM CULTURE (norms)

Norms For Operating As A Governance Team:

Rationale:

All board members are equal under the law, and 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 taken by the board. 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 within the same parameters. 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.

Our Norms

- Board members will abide by all district policies and practices, just as expected of any other member of the community.
- In order to keep the superintendent in the loop, to use staff time efficiently and effectively, and so the superintendent can determine how best to provide information to the entire board, board members will always work through the superintendent to:
 - Ask questions or request additional information on board meeting agenda items.
 - Request additional information or materials on topics of interest.
- Board members will not “task” or request action from any member of the district staff.
- Board members with particular expertise or knowledge about a district issue or situation will share that expertise with the entire board when the issue is being discussed at a board meeting, and will not attempt to serve as a “consultant” to either the superintendent or members of the district staff.
- Board members understand that the board collectively gives direction to the superintendent only through actions taken at a legally noticed board meeting.
- Board members will refrain from making commitments on behalf of the entire board.
- 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.
- 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.

POSITIVE GOVERNANCE TEAM CULTURE (norms)

Norms For Productive Interactions At Board Meetings:

In order to have productive board meetings that are focused on our primary goal of improving student learning and achievement we agree to...

- keep our focus on our students' best interest, and on student learning and achievement;
- speak one at a time;
- look at each other when we are speaking or listening;
- accept all ideas as valid when presented;
- assume the good intentions of other members of the team, if someone offends, don't take it personally; *
- build on each other's ideas;
- explore ideas before dismissing them;
- be aware of everyone's right to speak, and not monopolize the conversation; *
- make sure everyone has a chance to participate in the discussion;
- focus on issues and process, not on people or personalities;
- take a brief recess if things become heated in order to allow emotions to calm and resume the meeting respectfully following the recess;
- take a systemic approach to resolving issues rather than pushing personal points of view;
- not to get argumentative or personal, and to never attack anyone else; *
- seek consensus and not deliberately block a decision by taking an absolute position.

**added March 2011*

SUPPORTIVE STRUCTURES and PROCESSES (protocols)

Responding to Community or Staff Concerns or Complaints

Board members do not have individual authority or knowledge to handle stakeholder concerns. Board members may not always have all of the information or know all perspectives about an issue. The board wants to be uniform and consistent in our responses to staff and the community.

In order to be uniform and consistent in our responses to community and staff members we agree...

We will use active listening skills when approached by a member of the community or staff with questions or concerns and will utilize the 6 R's to ensure that we have actively listened to our constituents:

- **Receive** – listen to what the person has to say without preparing a response
- **Repeat** – paraphrase or ask a question to clarify for understanding. We will ask the person to identify those to whom they have spoken about the matter prior to contacting a board member.
- **Request** – ask what the person would like the board member to do with the information and/or what they see as a solution to the problem
- **Review** – go over the real options available to the person to remedy the situation.
- **Redirect** - put the person back into the system at the appropriate place – remembering lines of authority and chains of command.
- **Report** - We will maintain open lines of communication between the board and superintendent and will notify the superintendent of the conversation as soon as possible:
 - so the superintendent can verify or clarify the situation and follow-through as necessary and/or appropriate
 - so that the superintendent knows first hand what the board member said to the community or staff member
- We will ask the community or staff member to follow-up with us about the issue.

SUPPORTIVE STRUCTURES and PROCESSES (protocols)

Protocol for Asking Questions or Obtaining Additional Information on Board Meeting Agenda Items

Board members should be fully prepared and have the information necessary to make responsible decisions at board meetings. Neither members of the staff nor members of the governance team should be “put on the spot:” during board meetings. It’s important for members of the governance team to be respectful of staff expertise and time. The board and staff need to be able to exhibit competence at board meetings in order to develop confidence within the community.

In order to be respectful of staff expertise and time, and to have efficient, productive board meetings, we agree

- All board member questions or requests for additional information on board meeting agenda items will be made through the superintendent or the appropriate district office administrator.
- We will think strategically about the questions we need to have answered on board meeting agenda items and will call ahead in a timely manner so that staff has time to prepare a response.
- At times, Board Members may ask questions during the Board Meeting that have already been answered by staff so that the answer becomes part of the public record and can clarify an issue for the public
- The superintendent, or designee, will respond to questions or provide additional information as appropriate, taking into consideration the effective and efficient use of staff time.
- Any written responses or materials provided to one board member will be shared with all board members.
- If in the opinion of the superintendent, the request requires an excessive amount of staff time to complete, the superintendent may refer the request to a Board Meeting for consideration by the entire Board.

SUPPORTIVE STRUCTURES and PROCESSES (protocols)

Board Member Reports During Board Meetings

Board members should have the opportunity to let the community and other board members know what they have been doing. District staff, students and community members who may be attending a board meeting ought to observe a focused, professional meeting that concludes at a reasonable time.

In order to conduct focused, professional board meetings, board reports must not take too much time and detract from the board's ability to conduct district business.

Therefore we agree:

- To correspond with the time allotted to public comments, each board member will have three minutes to provide his/her board report.
- Future agenda items will be brought up at the end of the agenda during the “Future Agenda Items” section.

SUPPORTIVE STRUCTURES and PROCESSES (protocols)

Resolving Board Member Violations of District Policy, Board Bylaws or Governance Team Agreements

It is important that board members are seen as competent, professional leaders for the district. We have worked together to develop agreements about how we will govern the district and have the opportunity to review and revise them at any time. A culture of no surprises is important so that all members of the governance team are able to effectively carry out our responsibilities and provide community leadership. Our agreements enable us to operate in a consistent manner within the district and out in the community. Developing a respectful environment within the district begins with the tone that is set by the members of the governance team. A positive district culture:

- Requires the personal and collective responsibility of governance team members;*
- Builds confidence among members of the team, allows the group to work as a team, and sets the team up for success; and*
- Establishes trust between and among members of the team and disclaims favoritism*

In order to be competent, professional leaders for the district we agree:

- Governance team agreements will be formally reviewed once each year. If there is a disagreement about a norm or protocol at a time other than the formal review, the person with the concern should approach the board president with the issue.
- The board president will consult with the superintendent to determine the best way to resolve the situation, and will notify the entire board of how the issue will be handled.
- Disputed governance team agreements will be reviewed by the whole governance team for clarity and to ensure common understanding of agreed upon principles.
- If there is a violation regarding a District Policy or Board Bylaw, the policy or bylaw will be provided to the offending member so s/he can understand the situation and take appropriate corrective action.
- If possible to do so, we will attempt to clarify conflicts or disagreements about District Policy, Board Bylaws or norms and protocols through a whole group discussion of the situation.
- If a board member consistently violates District Policy, Board Bylaws or Governance Team Agreements, the board president will speak to the individual.
- If the behavior continues, the board president will bring the issue up with the entire board. The board may suggest training for the individual in order to clarify legally defined, expected, and appropriate behavior.
- The board may decide to censure an offending individual as a last resort.

APPENDIX A (added March 2011)

Working Styles – Strengths We Each Bring to the Table

A – Analyticals

(1st–Ace, Mary, Susan) (2nd–Ben, Julie)

- Data driven
- Need information
- Methodical - Thorough
- Good Problem Solvers
- Like Structure
- Move slowly
- Task Oriented
- Good Problem Solving Skills

B – Drivers

(1st–Julie) (2nd–Ben, Ray, Susan)

- Get things done
- Charismatic leaders
- Focused
- Motivate others
- Self-motivated – “driven”
- Good administrative skills
- Firm actions and decisions
- Bring a sense of urgency

C – Amiables

(1st–Ace, Ben, Ray) (2nd–Susan)

- Team Builders
- Good Personal Relationships with Others
- Want “buy-in” from other people
- Good Counseling Skills
- Foster Relationships–Build Trust
- Caring and Inclusive – Want to Belong
- Good listeners
- Dislike Conflict
- People and Feelings focused
- Want Everyone to be Happy

D – Expressives

(1st–Ace, Mary, Ray, Ben) (2nd–Susan)

- Spontaneous
- Good persuasive skills
- Visionaries
- Out of the box thinkers
- Have lots of ideas
- Inclusive
- Like working with others
- Fun lovers
- See the big picture

In the discussion about the different working styles, members of the team agreed that it is important to have all four styles represented on the Governance Team. Team members also recognized that this team is fairly well balanced, and will have to make specific effort to ensure that the positive traits brought to the table by all four styles are embraced when carrying out governance responsibilities.

The Governance Team also agreed that the strengths each working style brings to the table can become challenges for other team members and district staff if they are carried to excess.

APPENDIX B (added March 2011)

Building and Sustaining Trust

Components of Trust

(from At The Speed of Trust by Stephen M. R. Covey)

“Trust is a function of two things: *character* and *competence*. *Character* includes your integrity, your motive, your intent with people. *Competence* includes your capabilities, your skills, your results, your track record. And both are vital.”

The lists below were generated during the March 12 workshop by members of the Governance Team.

Having *character* means demonstrating...

| | | |
|---------------------|---------------|------------------------|
| Honesty | Consistency | Transparent Motivation |
| Positive Work Ethic | Reliability | Credibility |
| Integrity | Dependability | Keeping Commitments |

Being *competent* means demonstrating...

| | | |
|------------------------------|---------------|-----------------------------|
| Being Knowledgeable | Having Skills | Ability to Carry Things Out |
| Meeting Measurable Standards | Experience | Earning “Credentials” |

Four Cores of Credibility

(from At The Speed of Trust by Stephen M. R. Covey)

Below are quotes from the book At The Speed of Trust that describe the 4 Cores of Credibility. The 4 Cores were discussed briefly during the workshop on March 12.

“The first two cores deal with character; the second two with competence.”

Core 1: Integrity:

“...integrity includes honesty—telling the truth and leaving the right impression.”

Core 2: Congruence:

“People who are congruent act in harmony with their deepest values and beliefs. They walk their talk. ... The voice they listen and respond to is the quiet voice of conscience.”

Core 3: Humility:

“A humble person is more concerned about *what* is right than about *being* right, about *acting* on good ideas than *having* the ideas, about *embracing* new truths than *defending* outdated positions, about *building the team* than *exalting self*, about *recognizing contributions* than *being recognized* for making it.”

Core 4: Courage

“Integrity...includes the courage to do the right thing—even when it’s hard.”

APPENDIX B *(added March 2011)*

Building and Sustaining Trust

Thirteen Behaviors of High Trust Leaders (from At The Speed of Trust by Stephen M. R. Covey)

(The following reflects a beginning conversation during the March 12, 2011 Governance Workshop. Comments in italics are from members of the team to describe their thoughts on each of the behaviors. The conversation was not completed for all of behaviors.)

Talk Straight

Telling the truth – not misleading – not speaking with a “forked tongue”

Demonstrate Respect

Treating people the way you would want to be treated – with words, body language and voice tone

Create Transparency

Be clear and direct – put your cards on the table

Right Wrongs

Clear up misunderstandings –be willing to apologize

Show Loyalty

Be loyal to the district and to our purpose / agree to disagree / support decisions of the board

Deliver Results

Get the job done – “keep your eye on the prize” Keep the main thing the main thing!

Get Better

Confront Reality

Clarify Expectations

Practice Accountability

Listen First

Keep Commitments

Extend Trust

APPENDIX B *(added March 2011)*

Building and Sustaining Trust

Based on a conversation during the workshop, team members agreed that building and sustaining trust among members of this team requires the ideas listed below. It was discussed during the March 12 workshop that norms for behavior could be developed based on concepts in list.

Building and Sustaining Trust Among Members of Our Governance Team Requires:

- Time
- The exchange of ideas
- Give and take
- Mutual respect
- Wanting to have a trust relationship
- Working at it – expending the energy to develop trust
- Recognizing that extending and receiving trust goes both ways
- Commitment
- Having a unity of purpose and common ground that provides a foundation for our efforts
- Follow-through
- Reasonable expectations