



TUMWATER SCHOOL DISTRICT

Administrative Offices • 621 Linwood Ave. SW Tumwater, WA 98512
Telephone: (360) 709-7000 • Fax: (360) 709-7052 • www.tumwater.k12.wa.us

School Director's Agenda Board Retreat

Friday, January 5, 2024

Start Time: 4:00pm

Location: District Office

621 Linwood Ave. SW Tumwater, WA 98512

- 4:00pm** **Call Meeting to Order** (*President Kaikkonen*)
- Recognition/Flag Salute
- 4:01pm** **Board Governance and Protocol Development Workshop**
- 8:00pm** **Adjourn Meeting**

***NEXT BOARD MEETING: Work Session on January 11, 2024 and
Regular Board Meeting on January 25, 2024.***

The Board may also schedule additional special or emergency meetings consistent with RCW 28A.343.380.

BOARD OF DIRECTORS

Jill Adams • Melissa Beard • Darby Kaikkonen • Scott Killough • Casey Taylor

"Continuous Student Learning in a Caring, Engaging Environment"



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- 8:00am** **Call Meeting to Order** (*President Kaikkonen*)
- Recognition/Flag Salute
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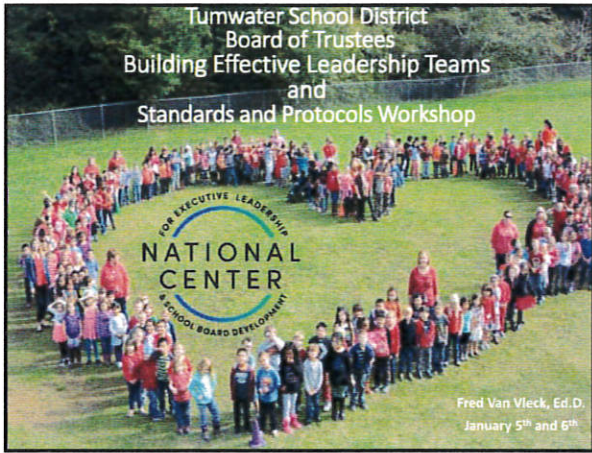
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Introductions

• Please introduce yourself and answer the following:



1. How long have you been on the Board?
2. Why are you on the Board and what impact do you hope to have?
3. What do you hope to get out of today's governance workshop.



Not finance. Not strategy. Not technology. It is teamwork that remains the ultimate competitive advantage, both because it is so powerful and so rare.

-Patrick Lencioni

KEEPING OUR END IN MIND

While acknowledging our current reality.

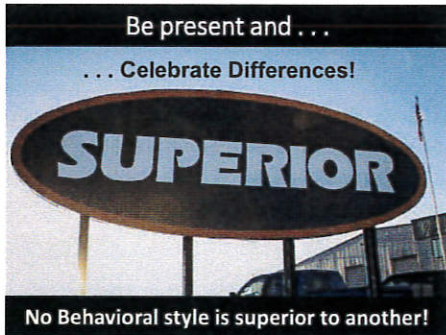
- Learning more about ourselves and each other.
- Appreciating our strengths, differences, and opportunities.
- Honoring our own and others' current place along this journey.
- Pushing through our uncomfortability to realize our desires.
- Applying our knowledge and wisdom to develop and coach our next generation of leaders.



COMMUNICATING EFFECTIVELY WITH OTHERS



- There are **four (4)** basic behavioral styles.
- Recognize that everyone has a **combination** of the behavioral styles.
- The key is to focus on the **prominent** behavior then the **secondary** behavior.





OUR OPPORTUNITIES

- *Just for today*, think about the behaviors you typically exemplify toward working with others and leading others. *Start with you.*
- Continue to *seek first to understand.*
- Next, if you were to be asked, what is *one* behavior you could demonstrate you believe will *enhance your work relationships to ensure* colleagues will thrive and grow?

GOOD NEWS!



With some practice, and by **consciously** observing people, you can quickly determine which factor(s) are most prominent within an individual.

Pay close **attention** to how individuals **behave** . . .



People provide you with many **behavioral clues** that the average person ignores.

Once you learn to read these clues, your ability to **interact effectively** and work with others will greatly improve.

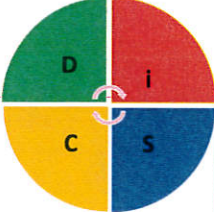
AVOID ABSOLUTE THINKING



Focus your attention on the **words** they use . . .

- The presence or absence of **gestures**.
- Rate of **speech**.
- Overall **pace** of words.

GENERAL CHARACTERISTICS



- **DOMINANCE**
 - Direct
 - Results-oriented
 - Strong-willed
 - Forceful
- **INFLUENCE**
 - Enthusiastic
 - Optimistic
 - High-spirited
 - Lively
- **CONSCIENTIOUS**
 - Analytical
 - Reserved
 - Private
 - Systematic
- **STEADINESS**
 - Even-tempered
 - Patient
 - Humble
 - Tactful

- People with a high **DOMINATE** factor (D) are task-focused, extroverted, and are geared to **enjoy a challenge**.
- They are **quick** decision-makers. They are at ease in leadership roles and are comfortable **taking risks**.
- Ds usually speak at a **rapid pace** and use a fair amount of hand gestures when communicating.
- **Being efficient** is important to them. They enjoy **competition** and sometimes a bit of conflict.
- These types of people are known for **taking the bull by the horns** and **generating results**.



- Those with a high **INFLUENCE (I)** factor are people-focused, extroverted, and tend to be very persuasive.
- They find it easy to generate a lot of **excitement and enthusiasm** for a person or cause they believe in.
- It speak with a large amount of **tonal variation**, at a fast pace, and use large hand gestures.
- They are very outgoing and enjoy interacting with people. They play the role of **cheerleader** and generally have an **optimistic** view of life.

Individuals with a high **Steadiness (S)** factor are people-focused, **introverted** and are excellent planners. They approach their work in a logical, stepwise fashion.

S's **speak slowly and deliberately** while using a limited number of hand gestures. They are calm, cool, and collected. They excel in creating structured environments and possess a **high degree of patience**. They are relatively **low risk-takers** and usually are very loyal to people and organizations. **Uncomfortable** with change.

People with a high conscientious (**C**) factor are task-focused, **introverted**, and tend to be perfectionists.

Cs speak using a **limited amount of tonal variation**, and even more limited hand gestures.

Generating **quality work** is a top priority. They have very **high expectations** for themselves and others.

Data is extremely important in their decision-making process. They tend to **follow rules and procedures by the book** and encourage others to do the same.

Examples of leaders.



• Focus on the **bottom line** when communicating with a person who has a strong D factor. *If a D asks you what time it is, tell them the time... do not tell them how to build a watch.*

• Ds like **succinct** information presented in a bulleted format. They also prefer that you stick to business.

• Offering too many details to Ds will **frustrate** them and ultimately break the communication cycle.

Begin the conversation with ... a **social comment** when communicating with a person who has a strong, I factor.



• Is **enjoy people** and a lot of social interaction. If an I asks you to join them for lunch, do it.

• You will create instant **rapport** with this person.

• Is also appreciate an energetic and enthusiastic approach. If you must address details, put them in writing.

• Is have a tendency to be a bit **disorganized**.



Proceed at a **slow pace** when communicating with a person who has a strong S factor.



If an S says that (s)he needs **time to think** about something, give it to him. One of the fastest ways to lose rapport with an S is to rush her/him in the decision-making process.

Ss approach their work in a **very logical** manner that requires them to mentally work through all possible scenarios, and this takes time.

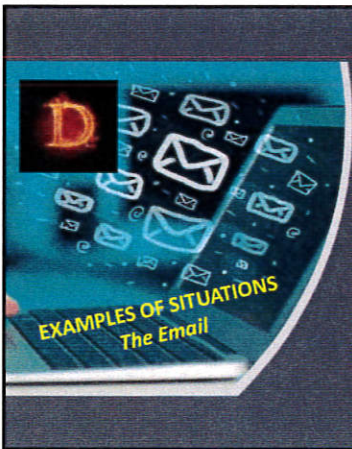
Pay extreme attention to **details** when communicating with a person who has a strong C factor.

- If a C requests **additional data** from you, be prepared to deliver it in an organized manner.
- Cs are not interested in socializing in a work setting, so **refrain from engaging in idle chitchat**.
- After you have provided Cs with all of the **data** that you thought they could ever ask for, be prepared for them to **ask you for more**.
- Cs can never have too much data.



PAUSE: COMMENTS & QUESTIONS



Recognize the way each style would write an email.

Ds will usually write no more than a **couple of lines**, getting right to the heart of the matter. They most likely will omit a formal greeting.

Is will begin with a warm and fuzzy greeting such as:

"Dear Fred, it was great to see you at the regional meeting. Hope all is going well, we need to get together again soon. I was wondering if you could help me with something..."

Is are also known for forwarding **joke emails** with the subject line saying, **You Gotta Read This!**

Ss will send an email to **remind you** about the staff meeting that you need to attend tomorrow.

They will also include an **agenda**. This is after they have reminded you in person, twice, and left you a voice mail.

They just want to be sure that you are **informed**.

WHY CHANGE?

Ss avoid change because they see little reason to do so.

We Want More Data

Cs, like Ds will also get right **down to business**.

Yet they will either be asking for or providing you with much **more data**.

Cs feel very comfortable communicating via **email** because it gives them an easy way to keep track of who said what to whom and at what time.

How do **you** behave? . . .



On the next few slides, which examples most closely resemble **your** behavior?

GETTING ON A BUSY ELEVATOR

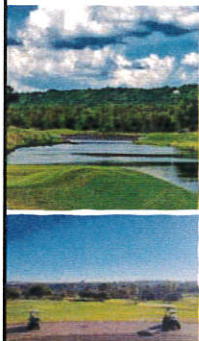


- Walks up, gets on the elevator, pushes the button that closes the door.
- Will get on the elevator. If it's crowded, will count the number of people and, if the number is over the limit, will make someone get off.
- Lets others in, says "Always room for one more" . . . "Come in, you're going to be late, we'll wait for you!"
- Will wait in line, moving from one line to another seeking to determine the best line to be in, appearing unable to make a decision.

SHOPPING for GROCERIES

- The impulse buyer. No list.
- Knows staff, by name, and while talking with a staff member will ask for help in finding the items needed.
- Is prepared, has a list and gets it done efficiently.
- Would not even think of going shopping without coupons and a calculator.





ON THE GOLF COURSE

- Spends more time in the club house talking than on the course.
- Keeps score and plays strictly by the rules. They clean their clubs a lot too.
- Golfs the same day, the same time, the same place, using the same clubs.
- Watch out when they are driving the cart. They frequently *play through* groups of golfers.

COOKING A MEAL

- Unable to cook without a timer and measuring cups.
- Likes to cook for groups and has an extra place set at the table in case company stops by.
- Unable to cook without a microwave.
- Prepares a meal from scratch and rotates around a dozen standard recipes.





Next time you interact with others, anticipate how each style will behave . . .

at a team meeting,

working with others,

and in making decisions.



PAUSE: COMMENTS & QUESTIONS

Meetings...how leaders react



Ds will want to cover the agenda items as quickly as possible so that they can end the meeting and do something else.

Ds usually have several projects running simultaneously.



Is will want the meeting to have a social component.

- They might suggest, *Let's get coffee and donuts; it will make the meeting more fun.*
- Expect them to become excited and animated when topics are discussed that they feel strongly about.
- **Is** sometimes have a tendency to steer the meeting off track.

Ss will support creating a detailed plan of action.



Ss may suggest that separate committees or subcommittees be formed to address specific issues.

Ss want to be sure that every possible outcome is examined.



CS will make statements like, *our CAASPP scores are up 11.34% compared to last year.*

OR

How valid is this research, how old is it, and who conducted it?



You can count on CS to be precise, accurate, and to question any ambiguities that they detect.





PAUSE: COMMENTS & QUESTIONS

When 2 or more people come together to produce a combined effect greater than the sum of their separate effects.

Balanced leadership results in synergistic decision making!

APPLICATION ACTIVITY: Let's Look at your GROUP CULTURE REPORT.
Keep in mind the D, I, S, C behaviors we identified earlier.

What conclusions do you draw from looking at graph?

What issues do you think may be impacting the team?

Critical Ideas on Leading "Others"

S = Rescues others, need to hold S Responsible.
C = Need to define Perfection.

i = Close the Door.
D = Keep them Focused on the Mission or D will build their own Queen/Kingdom.

With this in mind, let's apply the learning in a different way.

CAN YOU GUESS?
WHICH BEHAVIOR TYPE
(D, i, S, C)
IS BEING DESCRIBED?

- We will ask a **volunteer** to read each side.
- Everyone has an opportunity to guess.



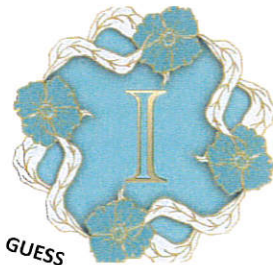
YOU KNOW WHEN YOUR _____
IS TOO HIGH WHEN YOU . . .

- Are walking around a lake and decide to walk across it for a change of pace.
- Declare your front yard a sovereign nation and attempt to reach a foreign trade agreement on car imports.
- Feel the urge to direct traffic downtown at 5 p.m.
- Arrive at work at 8 a.m. and by 8:03 a.m. no one is speaking to you.
- Are honored as *Troublemaker of the Year*.



YOU KNOW WHEN YOUR _____
IS TOO HIGH WHEN YOU . . .

- Leave a partial message on a friend's answering machine and need to call four times to leave the entire message.
- Offer to help an elderly person cross the street when the person is sitting on a front porch with no intention of moving.
- Feel like reading a book and invite five friends to come over to read it with you.
- Dial a wrong number and talk to the person who answers for half an hour anyway.



GUESS


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YOU KNOW WHEN YOUR _____ IS TOO HIGH WHEN YOU . . .

- Listen for 30 minutes to a telephone salesperson selling snow removal equipment, and you live in Florida.
- Even though you graduated from High School 25 years ago, you just saw your senior picture, and your hairstyle has not changed.
- Begin your summer vacation by reading all your insurance contracts.

GUESS


VOLUNTEER TO READ ALOUD



YOU KNOW WHEN YOUR _____ IS TOO HIGH WHEN YOU . . .

- Are so precise in your reasoning and data, in releasing a person of their duties, that they thank you for it and offer to take you out to lunch.
- Make a hobby out of checking the claims of laundry detergents.
- Form your own quality circle to improve the quality of cooking in your home.
- Run out of gas on purpose to find out exactly how far your car goes on a gallon of gas.

Guess



A GREAT CAKE!



- Think of each behavioral style as being an ingredient in a cake.
- Some cakes have more flour than eggs, others may have more sugar than butter.
- What makes us unique is the intensity of each one of these factors.


Volunteer to read aloud.



PAUSE: COMMENTS & QUESTIONS


GROUP CULTURE REPORT:
The So What Questions

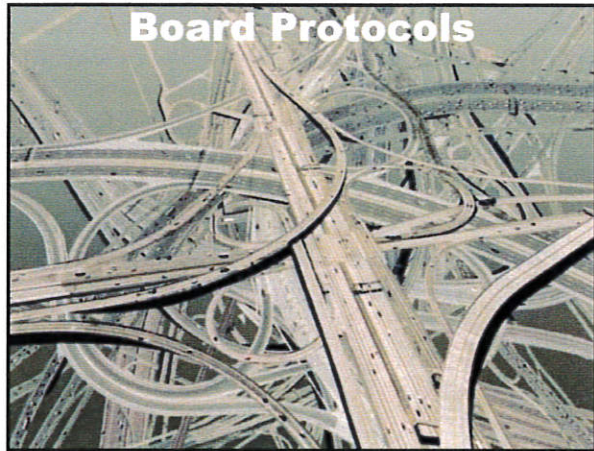
1. What **conclusions** do you draw from your **culture percentages** when compared to **average percentages** that represent over 1 million DiSC reports?
2. If this were the Team you were leading or working with, what would be the greatest challenge?



NEXT STEPS . . . LET'S PRACTICE . . .

- Everyone, as you hear your colleagues' share their perceptions, what thoughts/questions do you have?
- When cued, please **focus one** individual that is challenging to lead.
 - Based on what you have learned in this initial training, what would you say is the **predominate** leadership style (D, I, S, C) of the identified person?
 - **Why** do you perceive this leadership style as being the individual's predominate style?
 - Share how you may approach this individual, reflecting on the teaching in this workshop?







“Developing Protocols”

Effective teams discuss and agree on the formal structures and processes used by the superintendent and the board in their functioning as a team - how the board will operate, and how members agree they will do business in order to govern effectively.

What is a protocol?

A protocol provides sufficient detail to clarify a Board procedure so that it is clearly understood and practiced in a manner consistent with the Board bylaw and district policy. Ideally, it also strengthens the team!



Formalizing the Protocols

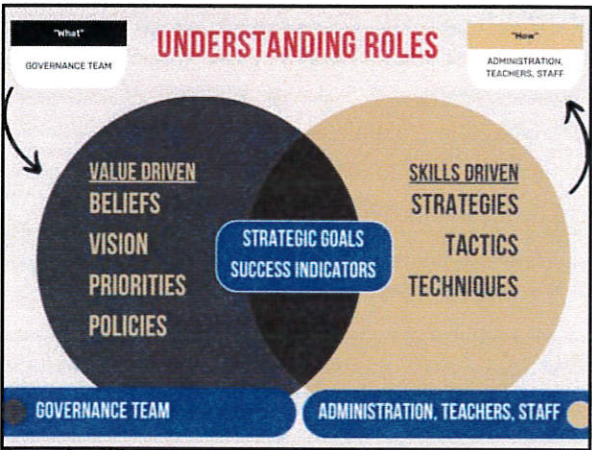
Writing the specific language of a protocol in a way the Board can agree to is extremely important. Protocols should not be adopted with majority/minority votes (3-2) since the entire Board is expected to operate within the protocol scope.

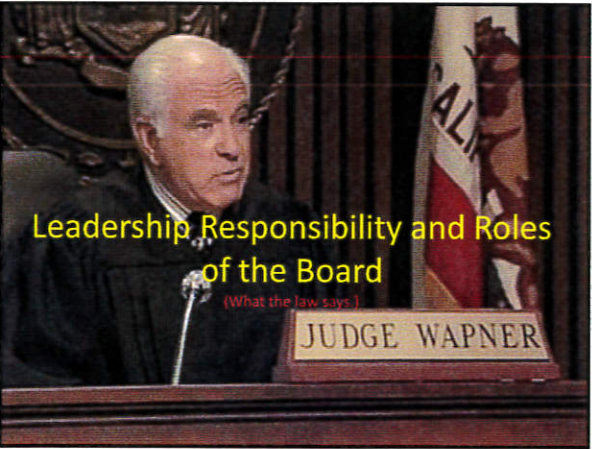


Protocols to Be Discussed and Developed

- Board Member Authority
- Role of an Individual Board Member
- Community Complaints
- Responding to Community Members
- Visiting Schools
- Board Member Interactions with Staff
- Public Board Meetings
- Scheduling of Board Meetings
- Designing and Developing the Board Agenda

- Protocols to Be Discussed and Developed**
- Requesting Information
 - Conducting the Board Meeting
 - Trustee Voting Responsibilities
 - Collective Bargaining
 - Detection of dollar amount for Board approval
 - Board and Superintendent Relationship
 - Organization of Staff
 - Spokesperson for the District
 - Board and Superintendent Conflicts
 - Superintendent Evaluations
 - Board Policy Development
 - Review and Implementation of Protocols





Leadership Responsibility and Roles of the Board

- How do we avoid directing district staff (other than the Superintendent)?
- Principles
 - Direction is the will of the Board
 - Direction is given through the Superintendent



Customer Complaint to Board Member

Issues?

- Board member spoke directly to staff member
- Told community member that HE would do what he could.
- Board member asked for status report, assuming that the status must change.
- Why the delay?



Leadership Responsibility and Roles of the Board

Board members carry authority only as Board, not as individuals. Individuals can request action by bringing up a new idea, explaining their interest in a particular course of action and working to get a Board majority to support moving in that direction. When a majority of the Board, sitting in a formal meeting, requests action, that request should be made in the context of the intended results (what is to be accomplished), not the methods used to achieve those results.

In order to be effective representatives of the Board and District, members will:

- Behave at all times in a manner that reflects positively on the District.
- Refrain from obligating the Board and/or administration by actual speech or implication, unless authorized to do so by the Board.
- Represent the Board at various school events, particularly those held at specific sites assigned annually on a rotating basis.
- Refer any concerns, questions, or comments to the Superintendent as specified in the protocol on Responding to Concerns.
- Reinforce with the community the key messages agreed upon by the Board.

Leadership Responsibility and Roles of the Board

Responsibilities of Individual Board Members

- Attend all board and committee meetings and functions, such as special events.
- Be informed about the organization's mission, services, policies, and programs.
- Review agenda and supporting materials prior to board and committee meetings.
- Serve on committees or task forces and offer to take on special assignments.
- Inform others about the district.
- Follow conflict-of-interest and confidentiality policies.
- Refrain from making special requests of the staff.
- Assist the board in carrying out its fiduciary responsibilities, such as reviewing the annual budget and audit.

Leadership Responsibility and Roles of the Board

In responding to concerns regarding the work of the District, Board members will:

- ❖ *Receive* the information, remembering that only one side of the story is being presented (listening)
- ❖ *Repeat* the information – paraphrase to ensure understanding
- ❖ *Remind* the individual that a Board member has no authority as an individual and share the appropriate line of command and process to follow to address their concern.
- ❖ *Re-Direct* – Thank them for sharing their thoughts and refer them to the appropriate staff member and, if necessary, encourage them to initiate the formal complaint process.
- ❖ *Report* – In a timely manner, inform the Superintendent, with the Superintendent appropriately responding to the individual and/or Board member.

"Office Visit"

What possible effects could Andy's actions have on the District?
Did Andy violate an ethical tenet? If so, what?
Who should rein Andy in? How?



"Fix It!"

What are some possible problems that Andy's actions can have on the Superintendent?
What should have Andy told Jill?



Leadership Responsibility and Roles of the Board

- How do trustees respond to concerns in public? (Trustees do not have authority as individuals!)
 - Principles
 - Openness to public comments
 - Respect and kindness towards everyone
 - Listen for understanding
 - How to re-direct
 - What to report to your Superintendent
- ... remembering that only one side of the story is being presented

Board Meetings and the Agenda



Board Meetings and the Agenda

- How do we deliberate?
- Principles: Purpose of deliberation is to ...
 - Reflect on the impact on students!
 - Express different points of view
 - Voice community questions and interests
 - Reflect on values, mission, vision and priorities
 - Be informed by each other and demonstrate understanding

Board Meetings and the Agenda

Meetings of the Board are held in public, **but are not open-forum town hall meetings**. Meetings will be conducted in such a way as to allow the public to provide input in the time allotted to ensure that multiple voices of the community inform Board deliberations; however, when the Board deliberates, it will be a time for the Trustees to listen and learn from each other, taking public input into consideration without re-engaging the public.

Board Meetings and the Agenda

Board meetings will be on the **Second Wednesday's** of each month. Each Board meeting will begin with Closed Session (**with dinner provided to the Board**) at 4:30 pm. The Regular Public Meeting will begin at 5:30 pm. Study Sessions may be scheduled and shall be scheduled at the discretion of the Board.

Board Meetings and the Agenda

The design of the Board agenda will follow the historical structure utilized by the Board. The design of the agenda may only be altered with the approval of the Board.

Board Meetings and the Agenda

The Board values community involvement and desires that the community is informed about information discussed, deliberated on and when action taken during regular Board meetings. As such, all regular (not special, study sessions or emergency) Board meetings will be live streamed, recorded and archived for live and future viewing. Public comment will be taken from in person attendees only.

Board Meetings and the Agenda

Board members will review the information provided to them and be open to ongoing professional development and training.

Board Meetings and the Agenda

The Superintendent, with the support of staff, will create each Board Agenda. In advance of the preparation of the Board Agenda, Board members may request items to be placed on the agenda. The Board President and the Superintendent will discuss the contents of the agenda and the process that will be followed at the meeting, in advance of the Board Meeting.

Board Meetings and the Agenda

The President of the Board may choose to have the Superintendent be a direct resource, which would require that the Superintendent sit next to the Board President. On the other hand, the Board President may choose to have the Superintendent be an indirect resource and, thus, the Superintendent would sit at the dais but away from the President and on one end of the Board.

Board Meetings and the Agenda

The Superintendent and Board believe that the need for information and/or clarification on agenda items is best accomplished by the submission of written questions/requests for such ahead of meetings. This will allow for in-depth consideration of items without unduly lengthening the meeting time.

Board Meetings and the Agenda

Board member will make every effort to submit, prior to the meeting, questions they intend to ask so that the Superintendent and district staff has the opportunity to prepare to answer Board members' questions at Board meetings.

When an individual Board member requests information, that information will be provided to all Board members. If unforeseen questions arrive during the meeting, Trustees will acknowledge their question or comment as spontaneous and that they understand that staff may not have the information on hand to answer the question.

Board Meetings and the Agenda

Any request of the staff by an individual Board Member, which will take more than 30 minutes to fulfill, must be made by the majority of the Board so as not to detract staff from focused efforts that are meant to move the district toward achieving the year's goals.

Board Meetings and the Agenda

Individual Board members are expected to self-monitor compliance to Public Meeting laws, including limiting Closed Session to the legally appropriate agenda item(s).

"After the Game"

Have you ever been in a similar situation and what should have the Board members done differently?

Can or should Board members travel to a game together or sit together?



Intent of the Open Public Meeting Act

The people of this state do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed and informing the people's public servants of their views so that they may retain control over the instruments they have created. For these reasons, even when not required by law, public agencies are encouraged to incorporate and accept public comment during their decision-making process.



Intent of the Open Public Meeting Act

- To keep the public informed of the actions, debates and views of locally elected representatives; and
- To provide the procedural framework for local legislators to meet, debate, act and listen collectively to their constituents.



What is/is not a Meeting?

- **Note:**
 - For any exclusion to apply, Board members **must not discuss topics** within the subject matter of the district "other than as part of the scheduled program."



Non-Agenda Items

- Board may also:
 - Ask for clarification
 - Make a brief announcement or brief report of activity
 - Request staff to "report back" or place item on future agenda
 - "Briefly respond" to statements made or questions posed by persons exercising their public testimony rights"

Meetings – Public Rights

- Right to comment:
 - Agenda must provide opportunity for public comment
 - **Before or during** consideration of item
 - Public comment must be allowed on any other matter under the Board's jurisdiction
- Board may place reasonable time limitations on particular topics or speakers
- At special meetings, the public only has the right to address agenda items

Violations

- Each member of the governing body who attends a meeting of such governing body where action is taken in violation of any provision of this chapter applicable to him or her, with knowledge of the fact that the meeting is in violation thereof, shall be subject to personal liability in the form of a civil penalty in the amount of five hundred dollars for the first violation.
- Each member of the governing body who attends a meeting of a governing body where action is taken in violation of any provision of this chapter applicable to him or her, with knowledge of the fact that the meeting is in violation thereof, and who was previously assessed a penalty under subsection (1) of this section in a final court judgment, shall be subject to personal liability in the form of a civil penalty in the amount of one thousand dollars for any subsequent violation.
- Any person who prevails against a public agency in any action in the courts for a violation of this chapter shall be awarded all costs, including reasonable attorneys' fees, incurred in connection with such legal action.

TOP 10 OPEN MEETING ACT MISTAKES



Number 10

**REACHING
A CONSENSUS
OUTSIDE
BOARD MEETINGS**

Number 9

**USE OF E-MAIL
TO DEBATE
RATHER THAN UPDATE**

Number 8

**TAKING ACTION
ON A
NON-AGENDIZED
MATTER**

Number 7

**NOT ALLOWING
PUBLIC
COMMENT**

Number 6

**NOT SETTING
LIMIT ON
TIME TO SPEAK**

Number 5

**CUTTING OFF
NEGATIVE COMMENTS
ABOUT STAFF**

Number 4

**Staff Present for Student
Expulsions/Failure to
Notify Parent**

Number 3

TALKING ABOUT
EVERYTHING ELSE
UNDER CONSIDERATION BY
THE BOARD DURING A
PROPER CLOSED SESSION

Number 2

REFUSING TO CURE

Number 1

NOT DEVELOPING BOARD
PROTOCOLS

Board Meetings and the Agenda

Public Participation

Since the Open Public Meeting Act expressly prohibits discussion leading to action from being conducted **unless agendized**, Governance Team members are strongly encouraged to refrain from engaging members of the public in dialogue about issues not on the agenda.

In general, citizens and residents wishing to “dialogue” with members should be encouraged to contact individual members and discuss issues of importance with them or the Superintendent as appropriate.

As a result of a comment under public communication, a member may ask the Superintendent to briefly comment for clarity or correction. The member may also ask that a matter be investigated, with or without a follow-up report to the Board.

If a Governance Team member feels compelled to speak to the issue, the member must first be recognized by the Board President. **The comments must be brief and only clarify or correct.** Any further discussion should be agendized.

Board Meetings and the Agenda

Public Comment:

Time limits, generally three minutes per speaker, 20 minutes per subject will be imposed by the Board President. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

Public comment will be summarized briefly at the end of the public comment period. This summary will include specific pros and cons raised during the period followed by a confirmation of accuracy by the Board President.

Board Meetings and the Agenda

During the portion of the meeting reserved for Board Member Reports/Communications, Board Members shall only provide information (i.e. activities or professional development they have attended as a Board Member). They may request items to be placed on future agendas, but due to the Open Meeting Act, they shall not make statements having an effect on pupils, employees, or services provided by the District. It is important that this time in the agenda not be used to engage in discussion on items not on the agenda or for partisan political statements.

Board Meetings and the Agenda

The use of social media by Board members will be limited to personal topics not related to the school District except in the case where the Board member is reposting informational items published by the District and about the District, including District approved organizations such as Parent Teacher Associations/Boosters, etc.

Board Meetings and the Agenda

The governance team will strive for brevity in deliberations, keeping remarks brief and to the point so that all opinions can be expressed and meetings can be efficient. Addressing each agenda item the Board shall, normally, adhere to the following process:

- ❖ Input from the Community
- ❖ Staff Presentation/addressing questions from the Board
(Staff members, when presenting items to the Board, are to provide appropriate back-up material for the Board to review prior to the Board meeting. If it is necessary to provide a presentation to the Board, presentations are to be limited to not more than 10 minutes, unless prior approval of the President is received.)
- ❖ Board Discussion and Deliberation

"Coffee Break"

Ethically, what did Andy do wrong?
How could Andy's actions impact future discussions that are held in Closed Sessions?



Board Meetings and the Agenda

Board members individually and collectively demonstrate confidentiality as appropriate and as outlined through the mandates of the Washington Education Code, the Open Meeting Act, and other compliance criteria established by law or legislation. Respecting the confidentiality of information maintains the Board's judicial review role.

"I Love Technology"

How has technology changed how the Board communicates to one another and to the public?

Should a Board member express their point of views regarding the District through social media (e.g. Facebook, Twitter)



Board Meetings and the Agenda

The use of email and social communication is subject to the Public Meeting Law. The Superintendent shall forward questions and answers to all Board members. Board members, when responding, may not "reply to all."

Board Meetings and the Agenda

The Board wishes to maintain a culture of professionalism, stay focused, and respect the need of trustees to be available to their families:

- Electronic Devices will be set for 'silent' or vibrate.
- Trustees will be discreet in checking cell phones if necessary.
- When meeting virtually, whenever possible, Trustee's cameras will be on during the meeting.

Board Meetings and the Agenda

The Board believes that when no legal reason exists of a conflict of interest, its members have a duty to vote on issues before them.

When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action

Board Meetings and the Agenda

Abstentions are most appropriate in cases where there is a personal relationship between a litigant and a member (perception of bias), a decision that financially impacts the member or his or her immediate family (legal conflict), or a personal connection to the member that may bias a decision on discipline.

When abstaining because there may be a perception of bias, the member is encouraged to so state.

Where an actual legal conflict of interest exists, the member must publicly declare the conflict and recuse him or herself from voting at all.

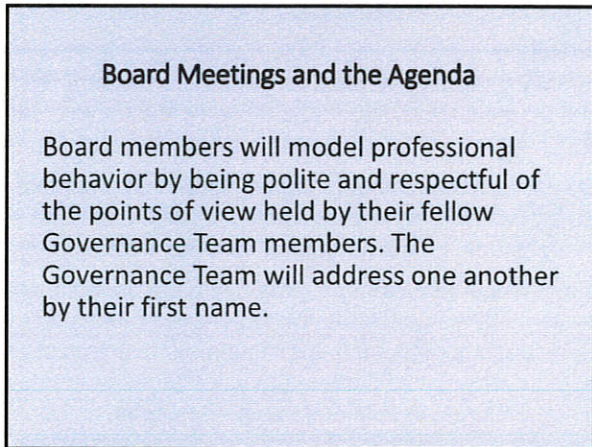
"Media Madness"

Attacking fellow team members
Use the media and creating controversy to pressure fellow Board members.
Board members are "wishie/washie" when they don't agree with the Board member.
Only one with good sense.



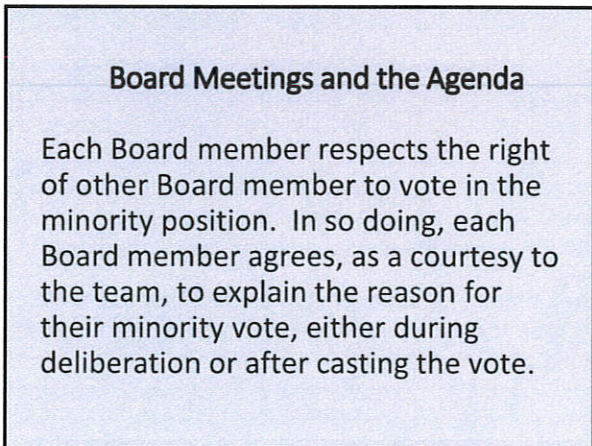
Board Meetings and the Agenda

Board members will model professional behavior by being polite and respectful of the points of view held by their fellow Governance Team members. The Governance Team will address one another by their first name.



Board Meetings and the Agenda

Each Board member respects the right of other Board member to vote in the minority position. In so doing, each Board member agrees, as a courtesy to the team, to explain the reason for their minority vote, either during deliberation or after casting the vote.



Board Meetings and the Agenda

Parliamentary procedures are to be utilized as a guide to ensure for the most effective and efficient Board meeting possible. Accordingly, the Board utilizes **Rosenberg's parliamentary** procedures as its guide to managing the agenda of each Board meeting.

Board Meetings and the Agenda

Upon the request of an individual Board member, a roll call vote will be provided.

The protocol for recording the votes of the individual Board members shall follow the rotation established by the Board.

Board Meetings and the Agenda

Decisions of the Board

Governance Team members are reminded that policy and decisions reserved to the Board must be made as a Board. Except where otherwise indicated in the Education or Government Codes, a majority consists of **3 of 5 members** of the Board voting for an item. Once the decision has been made, it becomes the decision of "the Board."

Under the concept of majority rule, each member is compelled to support the successful implementation of a policy decision, program, or procedure even when he or she does not agree with the decision.

If a member of the Governance Team cannot support the decision of the Board because it offends a moral/personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive.

Board Meetings and the Agenda

Whenever Board members are appointed or elected to serve on the Board, the Superintendent shall administer the Oath Office at a meeting of the Board.

The Board's Role and Relationship
with the
Staff and Community

Board members will be actively involved in the District through observations and individual stakeholder engagement. The involvement of individual Board members on committees shall only be on external committees and by official appointment by the Board. (An example of a Board Committee would be a 2+2+2 Committee with the City and School District.)

Board Meetings and the Agenda

Recognizing that the Community elects leaders to serve as Board members, it is assumed that each Board Member has the ability to serve as Board President. Unless there are extraordinary circumstances, the practice to be used to elect the officers of the Board will follow a seniority rotation into the leadership roles of the Board. Seniority is determined by the year in which an individual is elected. If multiple members are elected in the same year, then the greater number of votes received in the election establishes seniority. Due to personal circumstances (e.g., medical reasons), a Board member who is next in line to serve as Clerk, Vice President, or President, may elect not to rotate into the Clerk, Vice President, or President position at an organizational meeting. If this occurs, (due to medical reasons) the member would remain in the order of succession with future first right of refusal. The rotation will start with the current Vice President rotating into the President role, the Clerk into the Vice President role, and the next senior Trustee into the Clerk role.

The Board's Role and Relationship
with the
Staff and Community



"My Supporters"

Did Andy violate any ethical tenets? If so, what?
What should the other Board members do in this situation?



The Board's Role and Relationship
with the
Staff and Community

When interacting with the public and their constituents, Board members will hold to the highest level of professional and ethical conduct, including emphasizing the positive aspects of the District.

The Board's Role and Relationship with the Staff and Community

• Why do we visit schools?

• Principles

- Provide support and encouragement
- Professional courtesy to leadership
- Demonstrate interest in and support for the work of the students and staff



"School Play"

Does Andy have the right to speak to Ms. Johnson regarding his concerns for his daughter

What did Andy do wrong?

How would you suggest Andy handle the problem, if he asked you?



The Board's Role and Relationship with the Staff and Community

When individually visiting schools or departments in your capacity as a Board member, as a professional courtesy, Board members are encouraged to notify the Superintendent that they will be visiting a school or department, and may provide input to the Superintendent on issues or concerns that may arise from such a visit.

At no time, while visiting schools shall a member make promises, either overt or implied, interfere with administration, or involve him or herself in personnel issues, student records, or union activities.

To assist in this matter, the Superintendent will ensure that principals and teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom.

"Favoritism"



- If Andy had concerns with the Coach, who should he have directed those concerns to?
- What should Andy tell parents who call with concerns about the coach?

**The Board's Role and Relationship
with the
Staff and Community**

When individually visiting schools or departments, as a professional courtesy, Board members are encouraged to notify the Superintendent that they will be visiting a school or department, and may provide input to the Superintendent on issues or concerns that may arise from such a visit.

At no time, while visiting schools shall a member make promises, either overt or implied, interfere with administration, or involve him or herself in personnel issues, student records, or union activities.

To assist in this matter, the Superintendent will ensure that principals and teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom.

**The Board's Role and Relationship
with the
Staff and Community**

Board members shall not request any information from staff beyond that which would be provided to any regular community member. Staff members are directed to relay requests from Board members to their supervisor to ensure that appropriate information is provided to all Board members.

Management staff are directed to relay requests from Board members to the Superintendent to ensure that appropriate information is provided to all Board members.

This protocol does not imply a censoring of any private and informal conversations.



The Board's Role in Collective Bargaining

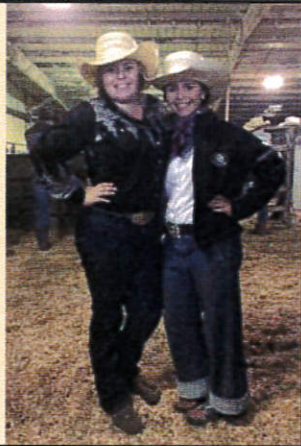
Board members will be actively involved in the collective bargaining process to ensure that the District is represented well by those selected to negotiate on behalf of the Board and the Community. The involvement of the Board will be to:

- Ensure the ethical, fiscal and educational goals of the Community are represented in the actions taken throughout the collective bargaining process;
- Participate by providing direction and guidance to those selected to represent the Board (District Negotiation Team). Board members do not attend at-the-table negotiations. **AND** The Board believes that the collective bargaining process shall be as transparent as possible. Accordingly, the Board recommends the district and the associations agree to broadcast negotiations, via virtual technology, for both the Board and the association members.

The Board's Role in Collective Bargaining

- Establish the bargaining approach to be utilized by its negotiation team;
- Set the District's collective bargaining parameters for its negotiation team;
- Expect, as the representative of the Board, that the Superintendent will ensure that the Board, collectively and individually, is informed on the issues and strategies implemented within the collective bargaining process.
- The Superintendent is the Collective Bargaining Spokesperson for the Board.

The Board's Relationship with the Superintendent



"More Research"

What do you think the motive of the Board member was to challenge the Superintendent in a public meeting?

How would you have felt, if you were the Superintendent?

Who should remind Andy that he should be prepared for the Board meeting and submit questions in advance?



The Board's Relationship with the Superintendent

The Board will commit to work through and with the Superintendent on issues regarding the running of the District. The Superintendent will inform the Board as soon as possible of:

- ✓ serious safety concerns
- ✓ serious disciplinary action
- ✓ serious / unexpected personnel changes or disciplinary issues
- ✓ serious illness or death of a student, a staff member or members of the staff member's immediate family
- ✓ legal or liability concerns
- ✓ notable achievements

In all matters, the Board and Superintendent are expected to protect confidential information.



The Board's Relationship with the Superintendent

It is the Superintendent's responsibility to organize the staff in the manner that best serves the needs of the District. As a professional courtesy, the Superintendent shall provide appropriate notice to the Board in advance of action being taken.

The Board's Relationship with the Superintendent

The Board recognizes the success of the Superintendent is critical to the success of students and the District. As such, the Board believes the Superintendent should have an experienced professional mentor/advisor who is not affiliated with the District.

The Board's Relationship with the Superintendent

As the norm, the Superintendent speaks on behalf of the Board. The Board President is authorized to speak on behalf of the Board, when necessary.

The Superintendent will inform the Board when media contacts the Superintendent.

The Board's Relationship with the Superintendent

The President of the Board may choose to have the Superintendent be a direct resource, which would require that the Superintendent sit next to the Board President. Or, the Board President may choose to have the Superintendent be an indirect resource and, thus, the Superintendent would sit next to Board Member #5 in the rotation of Board members –

The Board's Relationship with the Superintendent


All conflicts between the Superintendent and the Board will be handled in Closed Session, with the Superintendent being in attendance, when appropriate and necessary.

Conflicts between individual Board members and/or the Superintendent will be addressed privately between those who hold the conflict and will not involve other members of the Board or the public (community, staff, media etc.).

"Fine Job!"

What criteria should the Board use to determine the Superintendent's job performance?

If "every teacher likes him" a good reason to extend the Superintendent's contract?



**How Can I Avoid Getting Fired:
Who do I please?**

You have enough money and time to do anything you want,
not enough to do everything you want!

Activity – Prioritizing Objectives



(Handout)

National Center Ranked Objectives

Priority	Objective	Task	Commonly Used Assessment
1-20	English	Knowledge of and assessment to determine and the language skills of learning - reading, writing, speaking, and comprehension	Standardized tests and assessment to identify students to be placed in special programs for students with reading difficulties
	Math	Concepts, operations skills, and problem-solving	Standardized tests and assessment to identify students to be placed in special programs for students with math difficulties
	Science	Each discipline area to include conceptualization of the concepts of scientific inquiry and the use of science in the classroom	Standardized tests and assessment to identify students to be placed in special programs for students with science difficulties
	Social Studies	Concepts, history, civics, geography, and government	Standardized tests and assessment to identify students to be placed in special programs for students with social studies difficulties
	Health Language	Health and social studies, life and career preparation, and self-concept, and health and safety (physical, mental, and social)	Standardized tests and assessment to identify students to be placed in special programs for students with health and safety difficulties
	Physical Education	Physical fitness, motor skills, and health and safety	Standardized tests and assessment to identify students to be placed in special programs for students with physical education difficulties
	Visual and Performing Arts	Art, music, drama, and dance	Standardized tests and assessment to identify students to be placed in special programs for students with visual and performing arts difficulties
	Career and Technical Education (CTE)	Preparation for the workforce and career readiness	Standardized tests and assessment to identify students to be placed in special programs for students with career and technical education difficulties
	Foreign Languages	Foreign language proficiency and cultural awareness	Standardized tests and assessment to identify students to be placed in special programs for students with foreign language difficulties
	Special Education	Individualized education programs (IEPs) and special services	Standardized tests and assessment to identify students to be placed in special programs for students with special education difficulties
	Gifted and Talented	Identification and enrichment of gifted and talented students	Standardized tests and assessment to identify students to be placed in special programs for students with gifted and talented difficulties
	State and District Assessment	State and district assessment results and analysis	Standardized tests and assessment to identify students to be placed in special programs for students with state and district assessment difficulties

Setting the Course: The Road Map

A Strategic Plan, adopted by the Board of Trustees, is the management plan for the District.

The Plan is developed in collaboration with stakeholder groups within the District. An effective Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes.

- 1) First, the plan engages stakeholders and provides accountability and the Board's **political** direction in addressing the District's vision, mission, ranked objectives, metrics, expected annual outcomes, and actions.
- 2) Second, the Strategic Plan provides the source document used in addressing State and Federal **compliance** requirements.
- 3) Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity **and inspiration** to the Superintendent and staff in addressing the priorities of the Board and community.

The Board's Relationship with the Superintendent

The Board commits to complete an annual evaluation of the Superintendent. The Board will set aside at least one special meeting in October for the purpose of completing the annual evaluation of the Superintendent. In consultation with the Superintendent, the evaluation process and associated documents will be developed and approved by the Board, not later than the first Board meeting in **November**.

Evaluation and Objectives

[Sample Objectives](#)

[Sample Board Evaluation](#)

The Board's Relationship with the Superintendent

The evaluation process and instrument is designed to bring about the collective view of the Board. Thus, the evaluation will reflect the majority view of the Board, as a whole. To better attain this majority view, the Board will work with a professional from outside the District to facilitate the evaluation process and the composing of the Superintendent's evaluation.

The Ongoing Implementation of Board Approved Protocols



NOTICE OF VIOLATION

What do we do when someone violates one of the protocols?

- Principles/Assumptions
 - We should expect that we will make mistakes.
 - Self-monitoring our own behavior can be very difficult.
 - Behavior in conflict with agreements erodes trust.
 - Behavior that is not challenged is condoned.
- Confronting another team member can:
 - Be difficult. If done poorly, it can be damaging.
 - If done correctly, it demonstrates that the Board is a highly functional team!

The Ongoing Implementation of Board Approved Protocols

New Board Members (Elected or Appointed)

An administrative orientation by the Superintendent and senior staff will be provided to new members of the Board. Training may be provided by County and State organizations, consultants, or led by staff. The training shall, whenever possible, take place prior to first Board meeting of the new Board member.

The orientation is intended to be a conversation and overview of the things members need to know immediately. Questions will be answered, and the Board meeting structure, Superintendent contract, Superintendent objectives, Board policies, overview of the services and programs, and the major challenges being faced will be outlined and discussed.

Each orientation may be slightly different depending on the needs and interests of the incoming members and the major issues before the Board.

The Ongoing Implementation of Board Approved Protocols

Within 90 days of the election/appointment of a new Board member or appointment of a new superintendent, a Study Session of the whole Board will be held for the purpose of reviewing/updating the governance protocols of the Board.

Upon the request of two or more Board members, a special study session will be called for the purpose of reviewing/updating of the governance protocols of the Board.

Contact Information:



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Lead Consultant
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nationalleadership.net

ROSENBERG'S RULES OF ORDER CHEAT SHEET

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn <small>not required at end of agenda</small>	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege" <small>not to be used to insert unagendized items into meeting</small>	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate <small>"Call to question"</small>	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion <small>council often uses the "friendly amendment"</small>	"I move that this motion be amended by..." <small>"I'd like to suggest a friendly amendment." Must be approved by mover and seconder.</small>	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion) <small>only on agendized items. No new businesses can be added by motion due to Brown Act</small>	"I move that..." <small>businesses can be added by motion due to Brown Act</small>	No	Yes	Yes	Yes	Majority

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

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront <small>Generally, a point of order must be raised at the time the rules are broken or else it would be too late</small>	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house" <small>this is a physical dividing by vote, so you stand to vote Aye or move to one side of the room.</small>	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter <small>This would mostly be used if someone is making a motion that would violate the Brown Act or is irrelevant to the agendized topics.</small>	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled <small>you can't do this unless the item is agendized, in which case, this motion is not needed. you will not need this.</small>	"I move we take from the table..."	Yes	Yes	No	No	Majority
Reconsider something already disposed of <small>Only a member of the prevailing side can make a motion to reconsider. clerk within 3 days of the meeting.</small>	"I move we now (or later) reconsider our action relative to..." <small>must be made at the meeting, or notice given to the clerk within 3 days of the meeting.</small>	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..." <small>the City Council Chair will often do this without a vote. Generally do this at Orders of the Day</small>	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

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

PROCEDURE FOR HANDLING A MAIN MOTION

NOTE: Nothing goes to discussion without a motion being on the floor.

Obtaining and assigning the floor

A member raises hand when no one else has the floor

- The chair recognizes the member by name

In the City Council, staff presentation, public comment and Council discussion occur without a motion on the floor. You can discuss the item without a motion. Because the Brown Act requirements are so clear as to what is being discussed, this RRO rule is not needed.

How the Motion is Brought Before the Assembly

- The member makes the motion: *I move that (or "to") ...* and resumes his seat.
- Another member seconds the motion: *I second the motion* or *I second it* or *second*.
- The chair states the motion: *It is moved and seconded that ... Are you ready for the question?*

Consideration of the Motion

1. Members can debate the motion.
2. Before speaking in debate, members obtain the floor.
3. The maker of the motion has first right to the floor if he claims it properly
4. Debate must be confined to the merits of the motion.
5. Debate can be closed only by order of the assembly (2/3 vote) or by the chair if no one seeks the floor for further debate.

The chair puts the motion to a vote

1. The chair asks: *Are you ready for the question?* If no one rises to claim the floor, the chair proceeds to take the vote.
2. The chair says: *The question is on the adoption of the motion that ... As many as are in favor, say 'Aye'. (Pause for response.) Those opposed, say 'Nay'. (Pause for response.) Those abstained please say 'Aye'.*

The chair announces the result of the vote.

1. *The ayes have it, the motion carries, and ...* (indicating the effect of the vote) or
2. *The nays have it and the motion fails*

WHEN DEBATING YOUR MOTIONS

1. Listen to the other side
2. Focus on issues, not personalities
3. Avoid questioning motives
4. Be polite

HOW TO ACCOMPLISH WHAT YOU WANT TO DO IN MEETINGS

MAIN MOTION

You want to propose a new idea or action for the group.

- After recognition, make a main motion.
- Member: "Madame Chairman, I move that _____."

AMENDING A MOTION You can also ask for a friendly amendment which is less formal and most often used by the City Council. Both Mover and Seconder must concur.

You want to change some of the wording that is being discussed.

- After recognition, "Madame Chairman, I move that the motion be amended by adding the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words, _____, and adding in their place the following words _____."

REFER TO A COMMITTEE

You feel that an idea or proposal being discussed needs more study and investigation.

- After recognition, "Madame Chairman, I move that the question be referred to a committee made up of members Smith, Jones and Brown."

POSTPONE DEFINITELY

You want the membership to have more time to consider the question under discussion and you want to postpone it to a definite time or day, and have it come up for further consideration.

- After recognition, "Madame Chairman, I move to postpone the question until _____."

PREVIOUS QUESTION The City Council often says "Call to Question."

You think discussion has gone on for too long and you want to stop discussion and vote.

- After recognition, "Madam President, I move the previous question."

LIMIT DEBATE

You think discussion is getting long, but you want to give a reasonable length of time for consideration of the question.

- After recognition, "Madam President, I move to limit discussion to two minutes per speaker." In the City of San Jose, the Chair has this discretion without a motion being needed.

RECESS

You want to take a break for a while.

- After recognition, "Madame Moderator, I move to recess for ten minutes."

ADJOURNMENT

once the agenda items have been completed, the Chair may adjourn without a motion.

You want the meeting to end.

- After recognition, "Madame Chairman, I move to adjourn."

PERMISSION TO WITHDRAW A MOTION

in San Jose, you can just state "I withdraw my motion." No permission is needed.

You have made a motion and after discussion, are sorry you made it.

- After recognition, "Madam President, I ask permission to withdraw my motion."

POINT OF PERSONAL PRIVILEGE

this is not to add new items to the meeting, but to respond to an urgent, usually environmental, situation.

The noise outside the meeting has become so great that you are having trouble hearing.

- Without recognition, "Point of personal privilege."
- Chairman: "State your point."
- Member: "There is too much noise, I can't hear."

POINT OF INFORMATION

You are wondering about some of the facts under discussion, such as the balance in the treasury when expenditures are being discussed.

- Without recognition, "Point of information."

RRO is used to facilitate a meeting, not to stop discussion. Brown Act and State law take precedence over RRO. If motion to accept the agenda is missed, it does not negate the actions taken at the meeting.

National Center Ranked Objectives

Name of Individual (Please print your name) _____

Prioritize 1 - 20	Objective	Task
	Alternative and Optional Programs	<i>Options within the charter school which allow for families and students to select programs which best fit their needs. Examples would include diverse academy options, summer school, and after school enrichment/tutoring options, as well as before-and-after school care.</i>
	Career and Technical Education	<i>The program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.</i>
	Clean, Safe, Functional and Attractive Classrooms, Facilities and Grounds	<i>Facilities maintained in good repair that are clean, safe, functional, and attractive.</i>
	Community Outreach and Partnerships	<i>Community involvement in providing support to the charter or academy level. Examples of such involvement include governmental partnerships, grant development, political action committees, Charter educational foundations, and community sponsored clubs and activities for students and families.</i>
	English Language Arts	<i>Knowledge of, and appreciation for literature and the language; skills of speaking, reading, listening, spelling, and composition. Mastery of the California Common Core Standards for English Language Arts.</i>
	Family Engagement	<i>Promotion of families in participation, input, and involvement in the activities and decision-making taking place at the charter and academy levels.</i>
	Human Resources and Talent Development	<i>Ensuring teachers and staff are recruited, appropriately assigned, and fully credentialed/licensed for the areas in which they are employed. Ensuring the school provides competitive wages and benefits to attract and retain highly qualified employees. Providing meaningful coaching and evaluation systems which assist staff in developing stronger skills.</i>
	Mathematics	<i>Concepts, operational skills, and problem solving in the area of mathematics and numeracy. Mastery of the California Common Core Standards for Mathematics.</i>
	Mental and Social-Emotional Wellness	<i>The full realization of one's mental, and social-emotional potential, which is attuned to wellness attitudes and practices. Instruction focuses on the principles and practices of individual, family, community health.</i>
	New and Modernized Facilities	<i>Maximizing state and local resources to provide new and modernized facilities to accommodate growth, and improve the appearance and conditions of the present facilities.</i>
	New and Modernized Technology and Equipment	<i>Maximizing federal, state and local resources to provide new and modernized technology and equipment to address the needs of the students and staff, in the most efficient and effective manner possible. Examples would include new or modernized hardware, software, maintenance equipment, and copiers, etc.</i>

	Physical Education	<i>Emphasis on physical activities for students that may be conducive to health and vigor of body and mind. Mastery of Physical Education standards and related coursework.</i>
	Physical Health	Physical health is defined as the condition of the body, taking into consideration everything from the absence of disease to fitness level, lifestyle, diet, level of physical activity, behavior (for instance, smoking) and nutritional health. Nutrition education curriculum content may focus on students' eating behaviors, be based on theories and methods proven effective by published research; healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling, and storage.
	Science	<i>Life and physical science, including biology, chemistry, physics, and earth science with emphasis on the processes of experimental inquiry and on the place of humans in the ecological systems and the wise use of natural resources. Mastery of the California Next Generation Science Standards.</i>
	Social Science	<i>Foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues. Mastery of the California Social Science Standards.</i>
	Student Decision Making & Behavior	<i>The process of making age-appropriate decisions by setting goals, gathering information, and assessing and selecting alternative choices, which result in logical and socially acceptable actions. Student decision making is demonstrated through the analysis of student attendance, suspension and expulsion rates, and by the surveying the level of connectedness to the school as demonstrated by each student.</i>
	Student Extracurricular Activities	<i>Extracurricular activities are designed to "connect" students to their school and to provide motivation for the student to succeed in school. Extracurricular activities fall outside the required coursework provided by the school. Examples of such activities include clubs, athletic teams, artistic performances, and leadership involvement.</i>
	Student Transitions	<i>Movement, passage, or change from one stage in the educational process to the next. Typical transition stages are Home to Preschool, Preschool to Kindergarten, Kindergarten to First Grade, Elementary School to Middle/Junior High School, Middle/Junior High School to High School, and High School to College or Career.</i>
	Visual and Performing Arts	<i>Instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and technical skills and training of creative expression. Opportunities to perform for audiences and demonstrate skills in diverse art forms.</i>
	World Languages	<i>Modern and world languages are any human languages that are currently in use, and classical languages such as Latin, Sanskrit, and Classical Chinese, which are studied for their cultural or linguistic value. Mastery of the California World Language standards and diverse opportunities to earn the State Seal of Biliteracy.</i>