



Governance Team Handbook

Coming together is a beginning. Keeping together is progress. Working together is success. -- Henry Ford

UNITY OF PURPOSE

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

VISION STATEMENT

Lompoc Unified is a community of learners that provides educational experiences for each of our students to meet high expectations.

MISSION STATEMENT

The Board of Education is committed to district-wide actions which lead students to develop the skills, knowledge and character traits necessary to become responsible, thriving and contributing members of society.

WHO ARE WE?

Governance team members are representatives of the entire community, whether elected by trustee area or at-large. We are committed to equitable public education and value the role that education plays in our democratic society. We have a fiduciary responsibility to act in the best interests of the District. It is our job to represent the community's educational priorities to the District, strive to make informed decisions, and operate as a unified team.

WHAT IS OUR PURPOSE?

We have the responsibility to do the best job we can for our students within the state and federal requirements, with the goal that every student graduates from our schools college and career ready and is prepared to become a responsible citizen.

WHAT WE HOPE TO ACCOMPLISH AS A TEAM:

- Have the best interests of every student guide every decision that we make
- Create a supportive and positive district culture so that students, staff, and faculty can achieve to the highest level
- Build and maintain trust between the community, schools, and district
- Improve outcomes for all students that lead to improved possibilities beyond school
- Find joy in our work together and celebrate every child.
- Build a culture of curiosity, continuous learning and "What if..."
- Promote an equitable/inclusive learning environment where students, staff, and the community support each other academically and socially.
- Provide an atmosphere of trust where all ideas and opinions can be heard and respected, regardless of personal feelings.
- Give respect to all members regardless of different views and voting outcomes.

TO WHOM ARE WE RESPONSIBLE?

To Our Children	To provide the best possible education in a safe, engaging, challenging, compassionate, learning environment
To District Staff	To provide necessary resources and a safe, supportive, challenging work environment
To Families/Caregivers	To provide an education for their children in an environment that is physically and emotionally safe for the children and their families, and to provide avenues for their involvement in their children's education
To Voters and Taxpayers	To provide a high-quality education in our schools so that the community is a great place to live, and to use public funds efficiently and effectively
To our Entire Community	To keep them informed and promote an understanding of the benefits of our educational system, whether or not they have children in our schools.
To the State and Federal Government	To obey the law, to be informed and to keep other elected officials informed about the effect of legislation on our district, and to advocate on behalf of our children and our schools.
To the Other Members of our Team	To come to meetings prepared, to be interested and informed, to be committed to our work, and to be respectful and honest in our interactions.

EFFECTIVE GOVERNANCE

School district governance is the act of transforming the needs, wishes, and desires of the community into policies that direct the community's schools.

- Whether in the boardroom, out in the community, or at home, board members are always trustees for the district. The integrity of the school district's educational program is dependent upon the responsible and professional manner in which each board member, and the board collectively, fulfills governance roles and responsibilities with the superintendent. The demeanor of governance team members sends an important message to the public.

- Utilizing effective governance techniques, private citizens, once elected to school boards, work with the superintendent to keep all district efforts focused on student learning. Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district.
- The role of the school board is to see that the schools are well run, not to run the schools. The community elects school board members to set and monitor the direction of the school district. The district superintendent will translate all efforts into action. It is therefore vital that the board and superintendent have a respectful and productive working relationship based on trust and open communication. Direction is given to the superintendent by a board majority, which only exists at a properly noticed meeting of the Board. Individual board members do not have the authority to direct the superintendent.
- Working as a group, board members and the superintendent leverage the efforts of the professional staff by setting a direction for the district reflective of the community's wishes for its children, by creating a supportive framework for action in the district, by holding the system accountable through mutually agreed upon mechanisms, by providing support to students and staff through behaviors and actions, and by demonstrating community leadership on behalf of children, district schools and public education, thereby creating a climate for excellence in which all students thrive.

AN EFFECTIVE TEAM

1. Effective Trustees:
 - a. Are respectful and professional sharing perspectives, agreeing, and agreeing to disagree
 - b. Share common values and beliefs about children, the district, and public education
 - c. Mutually agree regarding the roles of the board and superintendent and strive to operate within them
 - d. Demonstrate a positive culture through agreed upon, established norms
 - e. Are leaders who are engaged and willing to commit to the time necessary to perform the job they were elected to do
 - f. Are good listeners, not defensive or reactive
 - g. Keep their sense of humor
 - h. Understand that once the board has made a decision by majority vote, all trustees will stand by the decision and move forward
 - i. Empower others, but are accountable for their actions and decisions
 - j. Show gratitude for great work
2. Effective Governance Teams:
 - a. Have a common purpose; demonstrate leadership
 - b. Are loyal to the team and trust one another
 - c. Are honest, caring, and supportive
 - d. Create a safe environment for each other; never intentionally hurt one another
 - e. Self-correct when there is a problem; talk to one another when there are interpersonal issues or problems
 - f. Respectfully receive ideas from one another; learn to compromise; agree to disagree and move forward
 - g. Work well when there is adequate information to make wise decisions
 - h. Are present and attentive; are tenacious; put in the time needed to reach decisions
 - i. Support each other; care about each other; energize each other
 - j. Lead, inspire, risk, and strive to be effective

ROLES AND RESPONSIBILITIES

The Role of the Board

School board trustees are the representatives of the people, elected to ensure the district schools educate the children in consideration of the interests of the local community. The role of the school board is to govern the school district.

The Role of the Superintendent

The superintendent is hired by the school board to provide professional expertise in the day-to-day operations of the district. The Superintendent:

1. Works with the school board to develop an effective governance leadership team
2. Serves as the chief administrative officer for the school district

Board Responsibilities

Setting the direction for the community's schools by:

- Focusing on student learning
- Assessing district needs
- Generating, reviewing, and revising guiding documents: (beliefs, vision, priorities, strategic goals, success indicators)
- Ensuring an appropriate, inclusive process is used to develop these documents
- Ensuring that these documents are central to all district efforts

Establishing an effective and efficient structure for the school district by:

- Employing the superintendent
- Setting policy for hiring of other personnel
- Setting policies
- Setting direction for and adopting the curriculum
- Establishing budget priorities and adopting the budget
- Overseeing facilities
- Providing direction for and voting to accept collective bargaining agreements

Providing support through behavior and actions by:

- Acting with a professional demeanor that models the district's beliefs and vision
- Making decisions and providing resources that support mutually agreed upon priorities and goals
- Upholding board approved district policies
- Ensuring a positive personnel climate exists
- Being knowledgeable about district efforts and able to explain them to the public

Ensuring accountability to the public by:

- Evaluating the superintendent
- Monitoring, reviewing, and revising policies
- Serving as a judicial and appeals body
- Monitoring student achievement and program effectiveness and requiring program changes as indicated
- Monitoring and adjusting district finances
- Reviewing facilities issues
- Monitoring the collective bargaining process

Acting as community leaders by:

- Speaking with a common voice about district priorities, goals, and issues
- Engaging and involving the community in district schools and activities
- Communicating clear information about policies, programs, and fiscal conditions of the district
- Educating the community and the media about issues facing the district and public education
- Advocating for children, district programs, and public education to the general public, community, and local, state, and national leaders

WHAT THE BOARD NEEDS FROM THE SUPERINTENDENT

The Superintendent needs to:

- Provide clear, timely, accurate information
- Maintain professional credibility
- Be transparent and keep the board informed - No surprises
- Implement the district policies and vision
- Demonstrate good judgment, leadership, and creativity
- Demonstrate effective listening
- Demonstrate effective crisis management skills
- Interact effectively with the community, staff, students, and parents/families
- Be fiscally prudent with district funds
- Demonstrate and model perseverance in solving problems and achieving goals
- Be updated on state and federal policies
- Continue to promote professional development for all staff and board members

WHAT THE SUPERINTENDENT NEEDS FROM THE BOARD

The Board needs to:

- Be prepared for meetings and workshops
- Trust the superintendent to effectively address issues that have been shared
- Maintain confidentiality
- Provide clear direction
- Conduct annual evaluations in a timely manner
- Understand the role of the board versus the role of the superintendent
- Provide questions/concerns to the superintendent prior to discussing in public whenever possible - No surprises
- Be representative of the community, not personal interests
- Be supportive of staff and understand staff roles and responsibilities
- Be able to agree to disagree and maintain civility in order to move forward

GOVERNANCE TEAM NORMS:

Board members agree to come together as individuals to form a Governance Team and pledge to adhere to the Professional Governance Standards and these norms:

- Focus on the best interests of students
- Maintain confidentiality
- Listen openly, show respect and civility, and be open to ideas
- Share in the responsibility for successful meetings
- Support decisions of the majority
- Provide opportunities for all members to be heard

- Provide accurate and timely information to the public
- Pay attention to process and stay on task
- Attend conferences and workshops for continued professional development
- Use data whenever possible to drive decision-making

Agree to be fully present during meetings:

- Respect the time and resources of the group and recognize that we can take a break if one is needed
- Come to meetings prepared
- Sustain board norms throughout the process
- Participate in and support substantive conversations and give helpful feedback directly and openly
- Ask the superintendent and staff questions in advance of the meeting so that staff can be prepared
- Acknowledge that sometimes a board member and/or staff may need time to gather information

Agree to listen, engage, and hold ourselves responsible for examining all points of view

- Respect board and district operations.
- Remain open to all possible outcomes.
- Be responsible for asking questions and building understanding of board business

Agree to be flexible as the process evolves

- Be transparent and direct in my communication
- Be inclusive of all opinions/thoughts/multiple perspectives
- Use humor as appropriate

Agree to air all disagreements in a manner that supports our vision

- Express concerns in the moment
- Challenge ideas, but not the person voicing them
- Adhere to transparency and confidentiality of the process
- Dissent when I feel it is necessary

Agree to work toward consensus, even if it is not always attainable

- Remain open to changing my position
- Commit to the diligent execution of our common vision and plans
- Understand that dissent is part of the process
- Agree to unification once decisions are made

Agree to base decisions on the vision, mission, and goals of the Board

- Understand that my actions can build or undermine trust within the group
- Set aside personal agendas and priorities in order to work collaboratively and ensure that all issues and concerns can be dealt with openly by all members
- Maintain my commitment to our common vision
- Understand that I am one part of a whole
- Commit to evaluating our progress

Work toward the future – learning from the past

BOARD PROTOCOLS

Communications	
Board – Superintendent Communication	<p>Principles:</p> <ul style="list-style-type: none"> • The superintendent will provide the board with efficient, accurate information. • The board will demonstrate respect for the superintendent. • All board members will have access to the same information. <p>Agreements:</p> <ul style="list-style-type: none"> • Board members will direct all district communication to the superintendent, or the superintendent’s executive assistant. • The superintendent will either answer or direct staff to answer the question. • Board members may direct communications to appropriate staff members and copy the superintendent
Keeping the Board Informed	<p>Principle:</p> <ul style="list-style-type: none"> • Trustees have access to sufficient and equal information. <p>Agreements:</p> <ul style="list-style-type: none"> • The superintendent will inform the board as soon as possible regarding serious issues that include but are not limited to liability exposure, media exposure, serious injury, staff issues, or other serious concerns. <ul style="list-style-type: none"> ○ The superintendent exercises discretion and independent judgment on what to report to the board. • Friday Message <ul style="list-style-type: none"> ○ The Superintendent’s Friday Message to the Board members will outline upcoming agenda ○ Board Members commit to reviewing this list carefully and sharing with the Board President and Superintendent the information, data and background that they will need in a report in order to ensure a healthy discussion at the Board meeting. ○ The superintendent shall ensure that board members receive copies of District communications and school newsletters.
Email or Text Communication	<p>Principles:</p> <ul style="list-style-type: none"> • Trustees wish to avoid unintentional violations of the Brown Act • Governance team members wish to be courteous and responsive to one another. <p>Agreements:</p> <ul style="list-style-type: none"> • If the superintendent sends an email to all board members and does not want a response, he/she may indicate this by placing the words “No Reply Needed” in the subject header of the email. • If the superintendent sends an email to all board members and seeks a response, he/she may indicate this by placing the text “Reply Requested” in the subject header of the email. <ul style="list-style-type: none"> ○ Board members will use the “reply” function so that only the Superintendent receives the response. Members will not use “reply to all.” ○ Board members will make every reasonable effort to respond to emails (and calls) within 24 hours.

<p>Serial Meetings/ Brown Act Compliance</p>	<p>Principle:</p> <ul style="list-style-type: none"> • Trustees wish to avoid unintentional violations of the Brown Act <p>Agreements:</p> <ul style="list-style-type: none"> • When approached by 1 or 2 trustees regarding a matter within the Board’s jurisdiction, both trustees will disclose whether they have discussed the matter with another trustee. <ul style="list-style-type: none"> ○ If issue has been discussed by two other members, the trustees will stop the conversation.
<p>Use of Social Media</p>	<p>Principle:</p> <ul style="list-style-type: none"> • Board members wish to make information available to any member of the public • Board members understand that when a school board member has a social media page discussing matters concerning district business and invites the public to comment, they are creating a Constitutionally-protected free speech forum from which they cannot block or remove comments or posters they disagree with. <p>Agreements:</p> <ul style="list-style-type: none"> • Board members will not interact with one another on social media platforms regarding District business, including "liking" or commenting on posts in order to avoid deliberating outside of an agendized board meeting • Board members will make their official board member social media pages available to everyone • If commenting is allowed, board members will not delete or hide comments on their official social media pages • Board members agree to: <ul style="list-style-type: none"> ○ Post a disclaimer that they are not posting on behalf of the District and not intending to create a public forum for school board business ○ Set explicit decorum standards and expectations on their official social media pages including a prohibition on profanity or threats ○ Not to engage in social media debates and arguments ○ Refrain from offering a personal opinion on anything that might come before the board for action
<p>Asking for Information</p>	<p>Principle:</p> <ul style="list-style-type: none"> • Board members are encouraged to seek additional information • Only the full board may direct the superintendent <p>Agreements:</p> <ul style="list-style-type: none"> • If a board member asks for additional information that is not readily available, the board may direct the superintendent to present the request to the full board at a board meeting or share the request in a Friday Update. • At the meeting, the board member can explain the request and the superintendent can inform the board how fulfilling the request will impact staff.

Meeting Preparation

<p>Board Packet for Meetings</p>	<p>Principles:</p> <ul style="list-style-type: none"> • Trustees are prepared for board meetings. • Trustees have equal access to information. • The governance team demonstrates respect for staff. <p>Agreements:</p> <ul style="list-style-type: none"> • The agenda and back up materials supporting the reports on the agenda will be provided the Friday before a Board meeting • In situations where there is a three-day weekend, the superintendent and staff accept that Board Members will be submitting questions on the agenda on Monday, the holiday (this as an alternative to providing the agenda/materials on Thursday v Friday) • The superintendent will, if appropriate, share any question and answer with all board members by email. <ul style="list-style-type: none"> ○ The board trusts the superintendent to make this judgment.
<p>Setting the Board Meeting Agenda</p>	<p>Principles:</p> <ul style="list-style-type: none"> • Any board member has the right to request that an item be placed on the agenda. • The agenda belongs to the full board. • Items for consideration on the agenda must fall within the purview of the board. • Members should understand the process for making these requests. <p>Agreements:</p> <ul style="list-style-type: none"> • Board President and Superintendent will review the meeting agenda one week before the Board meeting • Board President will strive to consider all trustees' thoughts and concerns so that these can be considered when formulating staff's report • Requesting item to be on the agenda: email the Board President and Superintendent with request; be mindful to not editorialize or offer opinions on the item/s • Board President or Superintendent will reply to the trustee requestor to clarify the action that will be taken, e.g. will be placed on agenda and when, will be treated as an information item to be covered in the superintendent's Friday Message • Board members will carefully and thoughtfully review the superintendent's Friday Message which outlines topics for upcoming meetings and consider the Board Governance calendar to notify the superintendent and Board President of the data and information that they will be looking for in the upcoming report

<p>Efficient Meetings: Ask Questions of Staff in Advance</p>	<p>Principle: Board members agree that staff should be prepared to answer questions at meetings for optimal efficiency</p> <p>Agreements:</p> <ul style="list-style-type: none"> • Submit questions on agenda items to the senior staff resource point person with a copy to the Superintendent. • If the Board member prefers to make a call, rather than email, the staff person will keep the Superintendent informed of the inquiry. • The Superintendent will ensure that questions and the responses will be provided to all members of the Board to ensure that all Board Members have the same information before the Board meeting and discussion <ul style="list-style-type: none"> ○ The Superintendent will not include the name of the Board Member who made the inquiry. • Trustees may not always anticipate questions in advance. If so, trustees will let the board and community know before asking. For example: "I did not ask this in advance, so you may not have the answer here, but here..."
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Board Meetings	
<p>Structure of Meetings</p>	<p>Closed Session - (Closed session can either come before or after open session)</p> <ul style="list-style-type: none"> • ALL information shared in Closed Session is confidential, always and in perpetuity • Votes taken in Closed Session and reported out in the public meeting do not indicate how Board Members voted • Board Members will use Closed Session to request of the Superintendent/Counsel precisely what they may say in public about sensitive matters that have or will capture public attention and inquiry. <ul style="list-style-type: none"> ○ The Board recognizes the need to balance confidentiality and maintain public confidence, so they want a legally compliant and thoughtful sentiment to share with members of the school community, when necessary. <p>Open Session</p>
<p>Role of the President</p>	<p>Principles:</p> <ul style="list-style-type: none"> • The board wants its meetings to be effective and efficient. • The president manages the meeting in a manner consistent with the board's agreements. • When the president is absent or cannot preside over a meeting, the vice president shall perform the president's duties • When both the president and the vice president are absent, the clerk shall perform the president's duties. <p>Agreements:</p> <ul style="list-style-type: none"> • The board gives the board president permission to enforce the board's bylaws regarding the conduct of meetings. • Set agenda with superintendent • Call meetings of the board

	<ul style="list-style-type: none"> • Call the meeting to order and preside over the meeting • Announce the agenda items • Recognize speakers and enforce board protocols for protecting speakers from disturbance or interference. • Facilitate deliberations and votes at meetings • President has the same rights as other board members including the rights to discuss and vote. • Perform other duties in accordance with the law and board policy.
Role of the Vice President	<ul style="list-style-type: none"> • To fulfill the duties of the president in the absence of the president. • Perform any other duties assigned by the board.
Role of the Clerk	<ul style="list-style-type: none"> • Certify or attest to actions taken by the board when required. • Maintain such other records or reports as required by law. • Sign documents on behalf of the District as directed by the board. • Serve as presiding officer in the absence of the president and vice president. • Notify board members and members-elect of the date and time for the annual organization meeting. • Perform any other duties assigned by the board.
Meeting Management: Norms	<p>Principles:</p> <ul style="list-style-type: none"> • The board wishes to conduct business in a professional manner • The board wants its meetings to be effective and efficient. <p>Agreements:</p> <ul style="list-style-type: none"> • Trustees will refer to each other by last name <ul style="list-style-type: none"> ○ Board members may choose to address one another by first name when shifting to discussion and deliberation to demonstrate that their discussions are friendly, collegial, honest. • The Board agrees to address the Superintendent as “Superintendent XX” • President will be referred to as Mr. or Madam President • If they wish to speak, president will recognize trustees in order • The president may advance the meeting by saying, "Unless there are new ideas..." • No texting from the dais • Everyone participates • Seek first to understand, then to be understood • Stay on topic • Listen before responding • Keep discussion moving forward (Does it need to be said?) • Remain objective • Adhere to time • One conversation at a time • Maintain a collegial tone where discussion and debates are thoughtful and respectful • Protect confidence

<p>Meeting Management: Student Safety</p>	<p>Principles:</p> <ul style="list-style-type: none"> • Board members want members of the community to have their concerns addressed appropriately. • Board members wish to protect student safety <p>Agreements:</p> <ul style="list-style-type: none"> • Board president will use this sample wording to mitigate public comment referencing personal or identifying information about a minor: <p><i>Student safety is a priority for board members, including protecting their right to privacy. Though we prefer that community members do not disclose information that would identify a specific minor/student when addressing the board in open session, there is nothing that stops them from doing it. There are, however, things that the board president can say and do to help direct the conversation appropriately and protect the student(s).</i></p> <ul style="list-style-type: none"> • Scenario One: <i>Board president interrupts the speaker and politely and calmly says, "Clearly, this is very important to you. I can see how much you care and I want to help you. In order to be sure that we understand the circumstances or situation, we need to get this information to the right people to address it. The best way to do that is for me to arrange for someone from staff to meet with you right now, and help you. so, I'd like to ask XX staff member to please meet <<community member name>> in the back of the room for further discussion</i> • Scenario Two: <i>Board president says, "I'm so sorry <<insert community member name>>. I apologize for the interruption, but I need you to know that we prefer that constituents do not speak publicly about minor students by name or other specifically identifying information. Protecting the privacy and rights of our students is important to us, as a board. If you feel the need to continue addressing this situation publicly, I ask that you please refrain from providing any identifying information about the student(s) involved. Alternatively, I can arrange for you to speak directly with staff.</i>
<p>Meeting Management: Consent Items</p>	<p>Principle:</p> <ul style="list-style-type: none"> • The board is committed to transparency on all agenda items <p>Agreements:</p> <ol style="list-style-type: none"> 1. If a Board Member needs to pull a consent item for discussion and separate vote, the Board Member shall notify the Superintendent and Board President of this action in advance of the meeting 2. Questions may be asked about consent items without need to pull them for separate discussion

<p>Meeting Management: Reports to the Board</p>	<p>Principles:</p> <ul style="list-style-type: none"> • The board receives sufficient information to do its work. • The board values the contributions of district staff. • The board desires to keep meetings focused and efficient. <p>Agreements</p> <ul style="list-style-type: none"> • Staff reports will be provided in advance unless unavoidable. • Staff reports should address as applicable: <ul style="list-style-type: none"> ○ Impact on students ○ District priorities ○ Policy ○ Cost ○ Options & Alternatives ○ Rationale for proposed action • Guidelines for Staff <ul style="list-style-type: none"> ○ Focus on the most important aspects of the issue. ○ Avoid jargon. (Provide a glossary.) <p>Try to avoid reading from slides or reports to the board.</p>
<p>Meeting Management: Public Comment</p>	<p>Principles:</p> <ul style="list-style-type: none"> • Public will be treated respectfully • Board and superintendent are responsive to public comment • The board meeting is productive and efficient <p>Agreements:</p> <ul style="list-style-type: none"> • Public Comment on Items <i>Not</i> on the Agenda <ul style="list-style-type: none"> ○ Will be taken at the top of the Board Meeting ○ Speakers are limited to three minutes ○ Total time for non-agenda items will be twenty minutes ○ The Board President has the authority to suggest to the Board that speaker time may be reduced to allow more members of the public to address the Board ○ The Board President may extend total time for public comments if it is deemed to be appropriate and thoughtfully responsive to the public/school community ○ Comments must be within purview/jurisdiction of the board. ○ Comments should be directed to the full board • Public Comment on Items On the Agenda <ul style="list-style-type: none"> ○ Will be taken before or during the time that item is called. ○ Speakers are allowed three minutes ○ Speakers may not cede their time to another speaker ○ Speakers may address the board only once <ul style="list-style-type: none"> • Either at the top of the meeting OR • When the item is pulled • They will be given the choice between the two options • The president will acknowledge each speaker and respond appropriately

<p>Meeting Management: Deliberations</p>	<p>Principles:</p> <ul style="list-style-type: none"> • Trustees are prepared for deliberation by advance study of board materials. • All trustees have an opportunity to participate. • All trustees work to demonstrate understanding of the views of others <p>Agreements: In deliberations, and for responding to staff recommendations, the board will reflect on:</p> <ul style="list-style-type: none"> • District mission, values, and priorities. • Policy • Budget • Impact on students • The perspectives of the community • Impact on other systems: staff, facilities, etc. • Reasonableness
<p>Meeting Management: Items Called for Discussion/Vote</p>	<p>Principles:</p> <ul style="list-style-type: none"> • Meetings will be orderly and efficient • Board members will be provided with sufficient information to cast an informed vote or make an informed decision <p>Agreements:</p> <ul style="list-style-type: none"> • Board President reads the item on agenda and turns the topic/item to the Superintendent • Superintendent introduces the item with context and background and turns to staff • Staff delivers the report • Take public comment <ul style="list-style-type: none"> ○ The Board President may deem it appropriate to take public comments before the staff report, or the alternative. ○ This judgement call will be made in the meeting in order to be thoughtful of both the staff and public • Motion • Discuss • Vote • Superintendent or Board President to summarize the discussion and decision/direction • The Board President will allow a member who votes no on an item to briefly describe their position after the vote, if the member so desires.
<p>Trustee Comments / Reports</p>	<p>Principle: Board members wish to keep the public informed of their activities and participation in events and meetings.</p> <p>Agreements:</p> <ul style="list-style-type: none"> • Trustees will attempt to keep comments less than 3 minutes. • Trustees will focus comments on: <ul style="list-style-type: none"> ○ Board development activity (professional reading, training, etc.) ○ District activities they have attended.

Other Trustee Protocols

Missing a Board Meeting

Principle:

- The presence of every board member is important and expected at every meeting

Agreement:

- Board members will notify the superintendent's office if they will be absent from a board meeting.
- Absent members are expected to read the Board Packet and to contact the superintendent if there are questions or comments regarding the agenda or supporting materials
- Board members are encouraged to contact the board president or superintendent for board meeting results upon returning from an absence.

Handling Concerns

Principles:

- There is a structure/place for voices of concern, criticism and for ideas and contributions
- Treat others with respect.
- Understand that anything put in writing concerning school district business may be subject to disclosure under the California Public Records Act

Agreements:

- A trustee may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole.
- In responding to concerns, board members will follow the steps below and be mindful that the board may ultimately be considering the matter pursuant to the applicable complaint process, so the board generally stays apart from the investigation stage of the complaint or concern in order to preserve neutrality:
 1. Direct the person to the Superintendent
 2. Send email expressing concerns to the Superintendent
- All Board Members will
 1. Understand and support District policy and procedures regarding concerns or complaints.
 2. Help people with concerns understand that taking their thoughts to the person closest to the point of concern is the prudent move
 3. Stay within their role.
- Process for receiving feedback
 - Receive – Listen and show gratitude
 - Repeat - Explain their point to their satisfaction. (“Do you believe that I understand?” and/or “What would you like me to do for you?”)
 - Remind – Explain that you have no authority as an individual.
 - Re-Direct –Direct them back to the appropriate person at the appropriate level. Be sure to acknowledge the speaker's emotion and express that you hear their concern.
 - Report – to superintendent

<p>Visiting Schools</p>	<p>Principles: Trustees visit schools to:</p> <ul style="list-style-type: none"> • Demonstrate interest in student learning and support for the work of staff. • See the connection between the work of the board and the experience of students and staff. <p>Agreements:</p> <ul style="list-style-type: none"> • As a courtesy, board members inform the superintendent’s office when they plan to visit schools. • Board members will call principals to schedule a visit. • Board members will be careful not to encroach on an administrator’s time • Board members follow the school rules regarding visitors (e.g., sign in at the school office.) <p>Board members are careful not to make evaluative statements to school staff or students.</p>
<p>Attorneys/Contact</p>	<p>Principles</p> <ul style="list-style-type: none"> • The Board or individual Board Members may seek legal advice from district legal council on matters of district business <p>Agreements:</p> <ul style="list-style-type: none"> • Individual Board members, other than the Board president, may only seek advice from district legal counsel on matters of district business if authorized by the Superintendent or President. <p>Superintendent and Board President Board Bylaw 9124 states as follows:</p> <p><i>At his/her discretion, the Board president or Superintendent may confer with district legal counsel subject to any limits or parameters established by the Board. In addition, the Superintendent or Board President may contact district legal counsel to provide the Board with legal information or advice when so directed by a majority of the Board.</i></p> <p><i>Individual Board members other than the Board president may not seek advice from district legal counsel on matters of district business unless so authorized by the Superintendent or President.</i></p>
<p>Superintendent Evaluation</p>	<p>Principles: The superintendent is the only employee of the Board The success of the superintendent is based upon a collaborative relationship with the board where Board goals and expectations are clear, measurable and achievable</p> <p>Agreements:</p>
<p>Board Self and Group Evaluation</p>	<p>In a workshop setting, the governance team will evaluate its effectiveness XXXX</p>

Structure of the Board Agenda at Board Meetings

A. Call to Order

1. Pledge of Allegiance
2. Roll Call

B. Adopt Agenda

C. Recognitions, if any

D. Public Hearing, if necessary

E. Communication/Reports

1. May include reports from employee associations, the Student Board Member, the Principal of school hosting Board meeting, the Superintendent and Board Members
2. Special school or District reports will be calendared as needed
3. Public Input –
 - This is a time when members of the audience may address the Board on items not listed on the agenda.
 - We request, though it is not required, that any person wishing to address the Board please state your name and address.
 - Board Members are not allowed to engage with the public or act on items not on the agenda due to limitations of The Brown Act
 - Individuals addressing the Board will be limited to three minutes per person.

F. Discussion/Action Items

1. The sequence of departmental reports will vary based upon the nature of the agenda items.
2. Department reports include personnel, finance, facilities, curriculum and instruction, and others.
3. Department reports normally will be agendized with discussion/action items first, followed by information items.

G. Consent Agenda

1. All matters of the Consent Agenda are considered to be routine in nature and will be enacted by the Board in one motion without prior discussion.
2. At the time the Board adopts the agenda an item may be removed from the Consent Agenda by the Board or any member of the public for discussion.
3. Examples of consent agenda items may include:
 - Meeting Minutes
 - Approval of Bill Warrants
 - Routine Personnel Matters
 - Routine District Matters

H. Closed Session

1. Closed session may be scheduled either before the start of the regular board meeting or at the end.
2. Consent agenda items are confidential in nature and must meet the guidelines as established by the Brown Act, including, but not limited to personnel and legal matters.

I. Adjournment