



ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 MISTLETOE LANE, REDDING, CALIFORNIA 96002

GOVERNING BOARD WORKSHOP TUESDAY, AUGUST 5, 2025, 3:00 P.M. (OPEN SESSION)

OUR DISTRICT GOALS

ENHANCE
student learning options
and enrich communication

MEET
the social and emotional
needs of students

HIRE AND RETAIN
the best

PROVIDE
safe, adequate, and secure
operations

OUR GOVERNING BOARD

Gloria Valles

Troy Wright

Bonnie Hyatt

Andrew Shaddix

Robin Littau

In compliance with the Americans with Disabilities Act, the Enterprise Elementary School District will make available to any member of the public who has a disability, appropriate disability-related modifications or accommodations in order for that person to participate in the public meeting. Contact Tonya Cottrell at 530-224-4100, 1155 Mistletoe Lane, at least one (1) week prior to the scheduled meeting. We will make every effort to give primary consideration to expressed preferences or provide equally effective means of communication to ensure equal access to our public meetings. Documents presented to the members of the Governing Board for consideration at this meeting are available for public review in the District Office during business hours. The public is invited and encouraged to attend and participate in Board meetings. Persons wishing to address the Board may do so during the Opportunity for Public Comment, Public Forum, or Items from the Floor. Speakers are limited to a maximum of three minutes each. By law, the Board is not allowed to take action on matters that are not on the agenda.

1. **CALL TO ORDER** (3:00 P.M.)
2. **OPPORTUNITY FOR PUBLIC COMMENT ON AGENDA ITEMS**
3. **GOVERNANCE BOARD WORKSHOP**
Board self-assessment and update of EESD Governance Handbook.
4. **ADJOURNMENT**

Heather Armelino
Superintendent and Secretary to the Board

3. GOVERNANCE BOARD WORKSHOP

This session includes board self-assessment and EESD Governance Handbook.



EESD Governance Handbook 2025-26

Board Members

Bonnie Hyatt, President
Troy Wright
Gloria Valles
Andrew Shaddix
Robin Littau, Clerk

Superintendent

Heather Armelino

The Enterprise Elementary School District Governance Handbook is a summary of the ongoing governance team's work on effective governance. This process involves discussions and reaching agreements on shared leadership, roles, and operating protocols that enable the governance team to perform its responsibilities to the community. Annually the EESD reviews and updates this Governance Handbook

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ELEMENTS OF EFFECTIVE GOVERNANCE

Key Principles of Governance¹

Strategic Thinking

Exceptional boards allocate time to what matters most and continuously engage in strategic thinking to hone the organization's direction.

Results-Oriented

Exceptional boards are results-oriented. They measure the organization's progress towards the mission and evaluate the performance of major programs, products and services.

Sustaining Resources

Exceptional boards link bold visions and ambitious plans to financial support, expertise, and networks of influence.

Governance Efficacy– A Definition

“Governance efficacy is defined as the power of school boards to change the face of education in their communities through positive and appropriate policymaking, equitable resource allocation and transparent accountability for all stakeholders.”

- Dr. Abelardo Villarreal - 2007

Public education is vital to the health of communities. School board members are responsible for ensuring that a school district's public education system is serving the needs of all students by providing equitable access to a high-quality education.

Effective Governance

There are three dimensions to effective governance. The EESD Governance Handbook documents the governance responsibilities within these three dimensions.

- 1. Govern as a unified team with a shared vision to lead and serve the community.**
- 2. Govern within a shared understanding of roles and responsibilities.**
- 3. Create and sustain a positive governance leadership culture.**

I. A UNIFIED COMMITMENT TO LEAD AND SERVE THE COMMUNITY

The foundation of effective governance is the common focus governing board members share that transcends individual differences to fulfill a greater purpose. A unity of purpose exists when the commitment to achieving these goals becomes the guiding principle for all Board Members.

The focused efforts of EESD are reflected in the District Motto, Vision, Mission, and LCAP adopted by the EESD Board.

¹ Excerpted from The Source: Twelve Principles of Governance That Power Exceptional Boards. Washington, DC: Board Source 2005

Enterprise Elementary School District Motto, Vision, Mission, and Goals

EESD Motto

Expect Excellence

EESD Vision

Empower every child, every day, to create a better world.

GOALS:

- Enhance student learning options and enrich communication
- Meet the social and emotional needs of students
- Hire and retain the best
- Provide safe, adequate, and secure operations

EESD Mission Statement

Our *Mission* is to educate the whole child – emotionally, physically, and academically.

LCAP 2024-2027 Goals

1. All schools will ensure all students progress toward meeting/exceeding standards by providing and investing in highly qualified staff, as well as robust standards-aligned instructional materials and resources.
2. All schools will foster a culture of safety and belonging with meaningful partnerships that provide a well-rounded educational experience.
3. PACE's socioeconomically disadvantaged students will improve outcomes with reductions in suspensions, and chronic absenteeism.
4. Rother students will improve outcomes in target areas of suspension, chronic absenteeism, and ELA performance.

EESD Strategic Priorities

1. **Governance, Leadership, and Culture of Excellence** - To become a model school district based on 21st century learning, high expectations and a commitment to excellence for all students.
2. **Curriculum and Instruction** - To provide a comprehensive instructional program and learning environment that integrates 21st century learning skills and promotes high levels of achievement. Provide access and professional support/development to further common core and college and career readiness for all district participants.
3. **Student Wellness** - To support the socio-emotional/physical development, mastery of core academics for each student.
4. **Community Relations** - To encourage collaborative efforts to implement the culture of excellence.

II. SHARED UNDERSTANDING OF ROLES AND RESPONSIBILITIES

The second essential element of effective governance is defining roles and responsibilities and working with leadership, commitment and passion within those agreed upon roles. (Governance Team includes Board Members and EESD Superintendent)

Effective Governance Teams and Effective Board Members

- Communicate a common vision
- Keep the district focused on learning and achievement for ALL students
- Value, support and advocate for public education
- Govern within board adopted policies and procedures
- Ensure opportunities for the diverse range of views in the community to inform board deliberations

Effective Board Members

- Govern in a dignified, professional manner, treating everyone with civility and respect
- Operate openly, with trust and integrity
- Behave in a manner that is befitting to the guidelines that have been set forth within the Enterprise Elementary School District's Motto, Vision, Mission, and Goal statements. In doing so, board members will remember that they are acting as representatives for the district at all times. If there is failure to act in accordance with these district guiding principles, a board member(s) should be redirected by their cohort and/or be encouraged to resign from their post due to the lack of accurately representing the district and the community for which they serve
- Have a vested interest in the district in which they serve
- Act as custodians to the district, the district employees and the community under the guiding principle of always working to ensure that actions taken are for the benefit and well-being of all those that the district serves
- Respect communication protocols with the district; be accessible and responsive

Key Principles of Governance²

Mission Driven

Exceptional boards shape and uphold the mission, articulate a compelling vision, and ensure the congruence between decisions and core values.

Constructive Partnership

Exceptional boards govern in constructive partnership with the superintendent, recognizing that the effectiveness of the board and superintendent are interdependent. They build this partnership through trust, candor, respect, and honest communication.

Compliance with Integrity

Exceptional boards promote strong ethical values and disciplined compliance by establishing appropriate mechanisms for active oversight networks of influence.

² Excerpted from The Source: Twelve Principles of Governance That Power Exceptional Boards. Washington, DC: Board Source 2005

- Board members will respond to phone and/or email messages within 48 hours unless notice is given of absence or out of service.
- Board members will notify the district of absence from a meeting within a week prior to the meeting, barring an emergency.
- Board members will be provided with a district email address which should be monitored daily.
- Take collective responsibility for the governance team's performance; agree on behavioral norms and operational protocols
- Recognize and respect differences of perspective and style on the board and among staff, students, parents, and the community
- Understand the distinctions between board and staff roles, and refrain from performing management functions that are the responsibility of the superintendent and staff
- Understand that authority rests with the board as a whole and not with individuals
- Keep confidential matters confidential
- Participate in professional development and commit the time and energy necessary to be informed and effective leaders

III. GOVERNANCE LEADERSHIP CULTURE

Key Principles of Governance³ ***Intentional Board***

Practices Exceptional boards purposefully structure themselves to fulfill essential governance duties and to support organizational priorities.

Continuous Learning

Exceptional boards embrace the qualities of a continuous learning organization, evaluating their own performance and assessing the value they add to the organization.

Exceptional boards make governance intentional and invest in structures and practices that can be thoughtfully adapted to changing circumstances.

Protocols are tools to strengthen the capacity of the board to engage in a constructive relationship with the superintendent and staff— one that is grounded in a mutual understanding of the respective roles and responsibilities. Explicit protocols, agreed to and upheld by the board and superintendent provide transparency and stability in the governance relationship as the board carries out its role.

The following protocols were developed to support and promote the effectiveness of the governance team. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.

Meeting Norms

We will:

- ☐ Be on time for meetings
- ☐ Come to meetings prepared to participate
- ☐ Model expected behaviors
- ☐ Ensure that all members have the same information
- ☐ Acknowledge all opinions in a positive manner

- ☐ Practice open and honest communication
- ☐ Accept differences in experience, culture, and value priorities
- ☐ Give and receive constructive feedback civilly
- ☐ Allow others to speak without interruption
- ☐ Listen attentively
- ☐ Have no side conversations (including text messages)
- ☐ Stay focused on our goals and student achievement
- ☐ Go the extra mile to support each other in our work
- ☐ Maintain flexibility in difficult situations

³ Excerpted from The Source: Twelve Principles of Governance That Power Exceptional Boards. Washington, DC: Board Source 2005

Protocols to Facilitate Governance Leadership

Protocol	Meetings as Strategic Leadership Tools
Rationale	- The board meeting is a meeting to conduct district business in public. Well-run efficient meetings model leadership, promote trust and confidence and demonstrate planning for the future and strategically moving the district forward. - The governance team demonstrates, to the public, that the board maintains focus on district priorities through professional and respectful deliberation. - The board meeting provides opportunities to share educational philosophy among governance team members and with the community.
Protocol Agreement	- The board has an obligation to set an example of good government in action for the community and will follow agreed upon protocols. - The board members share accountability for board deliberations while valuing the input of each member of the governance team. - Reports by the superintendent explicitly link board meeting agenda topics to the district goals. - As needed, the governance team will schedule study sessions and board conversations linked to the district's strategic priorities. - Board member comments at the board meetings will follow agenda. - Board members may contact the board president/superintendent if they wish to place an item on the next meeting's agenda. Agenda items must be directly related to school business and within the subject matter jurisdiction of the board. If the president/superintendent does not agree, the item will require board approval for the following meeting's agenda.

Protocol	Requesting Information
Rationale	- Critical to making informed and wise decisions is timely access to information. - The superintendent will be responsive to requests for information, while balancing management of staff time that maintains the focus on district priorities.

Protocol Agreement	- As standard practice, board members will receive appropriate background information for board action items in advance of the board meeting. - Board Members will make every attempt to discuss with the Superintendent concerns and questions about the materials in the board packet before the board meeting. - Board Members will contact the superintendent when asking questions or requesting additional information on board meeting agenda items. - As appropriate, the superintendent may distribute answers to all Board Members. - Any individual Board member who desires a copy of an <u>existing</u> written report or survey will make such a request to the superintendent. A copy of the material may also be made available to each member of the Board. The Superintendent takes directions from the board as a whole; therefore, requests for the <u>generation</u> of reports or information must be placed on a meeting agenda for board consideration and approval. Because the board also believes in “no surprises”, board members agree to notify the superintendent of the information request discussion prior to the meeting. - Board members will seek information only needed for effective governance decision-making.
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Protocol	Board Notification
Rationale	It is important that the board is notified of all critical district events.
Protocol Agreement	The superintendent will inform the board of pertinent activities of the district. If it's likely to be in the newspaper, the board should know about it. The superintendent will use e-mail to communicate routine matters to the board on a weekly basis. During crisis situations, the superintendent will send out an email alert and/or text message and then attempt to reach board members via telephone beginning with the board president.

Protocol	Role of the Board President
Rationale	- The board president sets the tone and shapes the public's perception of the school board. - Each board member will have the opportunity to express his or her viewpoint during board deliberation. - The board president facilitates the board meeting, balancing input and discussion with accomplishing the business of the meeting.

Protocol Agreement	The role of the board president is to: • confer with the superintendent before the board meeting to prepare, as necessary for the board meeting. • facilitate the board meeting, supporting the effective flow of the discussion and encouraging input from all board members while staying on task and moving forward. • interpret and clarify for understanding to ensure that all board members have an accurate understanding as the deliberation proceeds. • facilitate the compilation of the superintendent's annual performance evaluation. • serve as the primary spokesperson for the board on board decisions.
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Protocol	Designated Spokesperson/s
Rationale	• It is essential that important information be communicated to members of the board, the staff and the community in a timely fashion. • The board recognizes that some situations have legal or other considerations that may place restrictions on what may be told to the media or the public.

	• The governance team understands the importance of speaking with one voice in order to maintain the trust of our community. • Board members will use agreed upon 'Key Messages' when communicating with community members and staff about important district issues.
Protocol Agreement	The designated spokesperson will vary depending on the issue or situation: • Crisis/Disaster: The superintendent will be the primary spokesperson and may involve the board president at his/her discretion. • Meeting Information (e.g. board meetings, agenda items, study sessions): The board president and the superintendent will serve as primary spokespersons. • Core Values /Vision / District Priorities / General District Information : The board president may speak on behalf of the board under the direction of the full board. All governance team members may serve as spokespersons utilizing developed and agreed upon 'Key Messages'. <i>For requests via email:</i> • If a board member receives an email request from a member of the public, the trustee may respond to acknowledge receipt and thank the individual for their input and copy the board president and superintendent on the response. • If the request is sent to the superintendent, he/she will copy the answer to all board members.

Protocol	Confidentiality/Closed Session Practices
Rationale	The responsibility of the board includes being privy to closed sessions or confidential information about district litigation, personnel, negotiations, superintendent evaluation, or other issues permitted under the Brown Act.
Protocol Agreement	- The board, in closed session, will only discuss items on the closed session agenda. - The governing board recognizes the importance of maintaining the confidentiality of information acquired as part of a board member's official duties and will work to maintain the public's trust by not breaching confidentiality. - If confidentiality is inadvertently or accidentally violated, immediate responsibility will be taken to correct this. - Confidential items will be reserved for full board discussion.

Protocol	Handling Community or Staff Concerns and/or Complaints
Rationale	- Board members want to be accessible, responsive, consistent and fair in dealings with listening to complaints and concerns. - The board values open communication and timely resolution of issues.
Protocol Agreement	When approached with an issue or concern, board members agree to: - listen (except when the complaint involves staff performance), being careful to remain neutral. - not become too involved or engaged in complaints against staff except as members of the district's court of appeals. - remind staff and members of the community that no individual trustee has the authority to solve the issue/concern. - encourage addressing this with the person who can most directly address the concern, e.g. teacher, principal, superintendent. - explain the district complaint or grievance process. - notify the superintendent of issues or concerns.

Protocol	Unified Board
Rationale	Recognizing that improvement requires change, the board welcomes different opinions and ideas. However, the board takes great effort to avoid lingering animosities which can result from different viewpoints.
Protocol Agreement	- The board actively solicits input and listens to all perspectives. Board members agree to support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions. - The board recognizes that it represents all students and all facets of the community and, as such, it has an obligation to pursue different points of view with honesty and vigor. Each board member commits to hearing one another out. By doing so board members model for students the honest and respectful expression of different points

	of view. • If a member of the Governance Team cannot support the decision of the Board because it offends a moral or personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive. • We do not have different values. We have different value priorities. Rarely are there single-value problems. We seek the best rather than the right solution.
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Protocol	Visiting Schools and Attending School Events
Rationale	• The board wants to be informed about instructional practices, and the needs of the students and staff with regard to school programs. • The board respects staff schedules, demands, and the disruption that may be created by well-meaning, but unannounced visits to schools.
Protocol Agreement	• Board members are encouraged to visit schools and attend school events. • As a professional courtesy, board members will provide the District Superintendent and the Site Administrator with 24-hour notice prior to any visit to a school site except when the board member is coming to school as a parent [see below]. The District Superintendent and/or Site Administrator may elect to accompany the board member during his or her visit to the school site. • The scope of the visit is at the discretion of the Site Administrator. • While at a school site, a board member will seek to listen and gather information to share with the entire board at future scheduled board meetings. A board member has no authority to direct staff or speak on behalf of the governing board or the District during such visits. • Unless a board member is at a school site at the direction of a majority of the membership of the governing board or for a scheduled board meeting, the board member is subject to the same rules, procedures, and Penal Code sections which govern the public's access to a school site. Therefore, the Administration maintains the right to withdraw consent for a member of the governing board to be present on any school site if the District Superintendent or Site Administrator determines that the board member's presence on the school site is disrupting the educational process, interfering with the operations of the school site, or creating a risk of harm for himself/herself or others. • Board members requesting a meeting with school staff or administration will schedule this meeting through the Superintendent. • The Superintendent will ensure that staff is aware of the process and protocols for board members visiting the classrooms. • A board member whose child attends one of the schools of the District has the same right and the same responsibilities as any other parent to participate in his or her child's educational program.

Protocol	Governance Self - Assessment
Rationale	• Conducting a governance self-evaluation demonstrates accountability to the community and the interest of the governance team to strengthen and improve governance practices.

Protocol Agreement	• The board supports continuous improvement through ongoing evaluation of governance effectiveness. • The board will meet periodically to review governance effectiveness and governance team agreements. • The evaluation process will align with assessment of progress on district goals and the superintendent evaluation.
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Protocol	Collective Bargaining
Rationale	Board member's involvement in the collective bargaining process ensures that the District is represented well by those selected to negotiate on behalf of the Board and the community, while also ensuring that the ethical, fiscal and educational goals of the EESD community are represented in the actions taken throughout the collective bargaining process.
Protocol Agreement	To achieve this, board members should: • participate by providing direction and guidance to those selected to represent the Board (District Negotiating Team). Board members will not participate in the individual negotiation sessions. • expect the Superintendent to hold regular meetings to maintain consistent positive communication. • 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. • encourage open communication to all those impacted by negotiations, within allowed parameters. • expect, while the negotiation process is taking place that the Superintendent will be available to address the challenges related to the district. As the representative of the Board, the Superintendent will guide the development of the bargaining strategy and will be primarily responsible for facilitating the collective bargaining process.

Protocol	Social Media
Rationale	• The board ensures public confidence through transparency of deliberation and adherence to The Brown Act.
Protocol Agreement	• A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board.

Protocol	Public Comment
Rationale	In order to secure broad agreement and compliance with board decisions, all viewpoints should be fairly heard and considered. However, the board also requires an orderly process for its deliberations.
Protocol Agreement	- The board invites public comment at designated points on the published agenda. All persons wishing to make statements to the board must first be recognized by the President. "Impromptu public statements or questions are not allowed." - Board meetings are held in public, not with the public. Debate should only occur between board members. The Board will not respond to questions or statements made by members of the audience. Only the chair will respond to public comment during the meeting and only if warranted. The President may read the following statement prior to community input: "Any individual or group representative may address the Board on any subject not covered by an item on the agenda. Additional opportunities to address the Board will be provided during the course of the meeting as various items are considered. A final opportunity to address the Board will be given at the end of the agenda under "Items from the Floor." The Board of Education reserves the right to limit the time allotted to each speaker to three minutes and the number of times an individual is allowed to address the Board on a given subject. As a reminder, this is a comment period only. The board does not respond to questions during public forum." - The president may call a short recess at any time to calm a potentially contentious issue during a board meeting. Additionally, any board member may offer a recess motion.

Appendix A

EFFECTIVE GOVERNANCE⁴

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.

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. When this is done effectively, the chances of a climate for excellence being created in which students thrive increases dramatically.

Whether in the boardroom, out in the community or at home, board members are always Board Members 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.

⁴Source: California School Boards Association

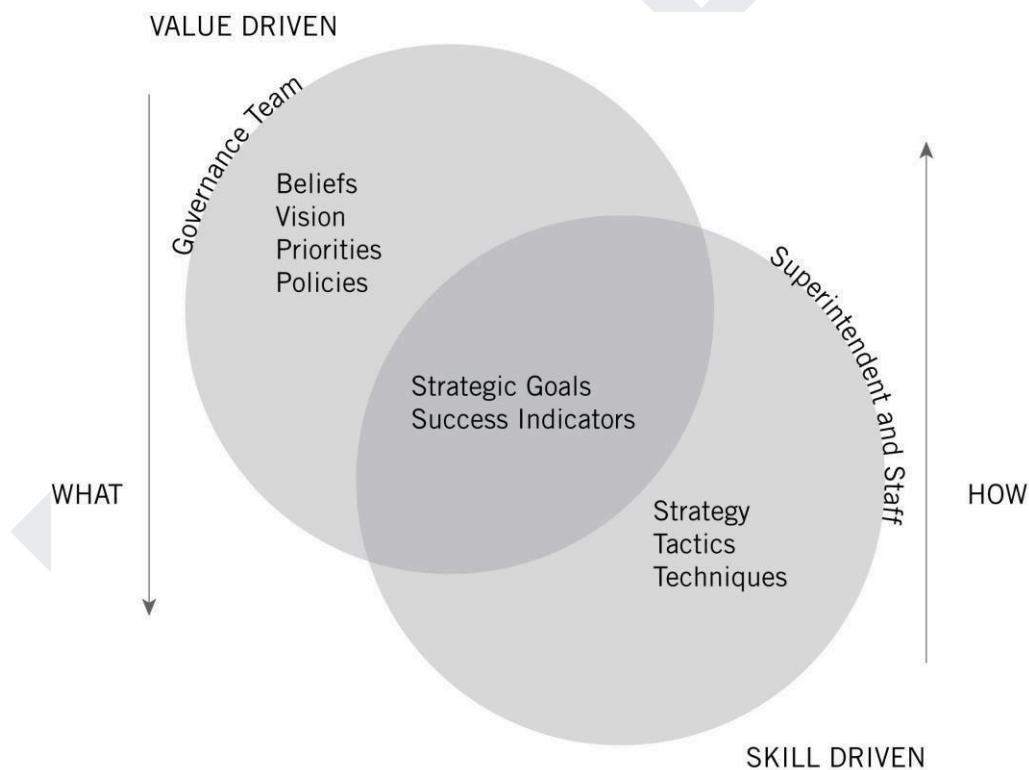
Appendix B

EFFECTIVE GOVERNANCE TEAMS⁵

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

The community elects school board members to set and monitor the direction of the school district, and the district superintendent will translate all efforts into action. Boards and superintendents work together to ensure a district has effective leadership. There are important distinctions to be made between the board's role and that of the superintendent and staff. The role of the school board is not to run the schools, but to see that the schools are well run. It is therefore vital that the board and superintendent have a respectful and productive working relationship based on trust and open communications.

UNDERSTANDING GOVERNANCE ROLES



⁵ Source: California School Boards Association

We have reviewed and agree to abide by and institutionalize the aforementioned governance team standards and protocols in order to support a positive and productive working relationship among the Enterprise Elementary School District Board of Education, Superintendent, staff, students and the community. Subsequently, we shall renew this agreement at each Annual Organizational Meeting of the Governing Board.

Affirmed on this day .

Troy Wright

Gloria Valles

Bonnie Hyatt

Andrew Shaddix

Robin Littau

Heather Armelino
Superintendent