



Board Governance Handbook

Revised APRIL 2023

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

Board of Trustees

Peter Walsh, President

Anna Dietrich, Vice President

Scott McKenna, Clerk of the Board

Kim Shaver, Board Member

Adrian Smith, Board Member

Positions revised 1-1-25

Superintendent

Michele Gochberg, Co-Superintendent and Cindy Friberg Co-Superintendent

Approved by the Old Adobe Union School District Board of Directors (April 2023)

This handbook reflects the governance team's work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, norms and coming to agreement on protocols for formal structures that enable the governance team to continue to perform its responsibilities in a way that best benefits all children.

Table of Contents

| | |
|---|-------|
| I. A UNIFIED COMMITMENT TO LEAD AND SERVE THE COMMUNITY | 3 |
| Unity of Purpose | 3 |
| Mission (what and how; describes the present)..... | 3 |
| Board of Education - Commitment to Equity..... | 3 |
| Core Values | 3 |
| Student Core Competencies | 4 |
| II. GOVERNANCE ROLES AND RESPONSIBILITIES | 4 |
| Roles and Responsibilities..... | 4 |
| The Role of the Superintendent is | 5 |
| The Board of Trustees Five Responsibilities..... | 5/6 |
| Board Governance Standards | 7 |
| Superintendent Governance Standards..... | 8 |
| III. CREATING AND SUSTAINING A POSITIVE GOVERNANCE TEAM CULTURE | 9 |
| Governance Norms | 9 |
| Board Meeting Agreements..... | 9 |
| Governance Team Protocols..... | 10 |
| A. No Votes or Abstentions..... | 10 |
| B. Agree to Disagree | 10 |
| C. Agenda Development | 11 |
| D. Criteria to Evaluate Programming..... | 11 |
| E. Confidentiality | 11 |
| F. Site/Programs Visitations | 11 |
| G. Trustees concerns or conflicts | 12 |
| H. Personal or Preferential Treatment..... | 12 |
| I. Orientation of New Members | 12 |
| J. Handling Concerns and Complaints from the Public and Staff..... | 13 |
| K. Self-Monitoring of Governance Team Effectiveness | 13 |
| L. Superintendent Evaluation..... | 14 |
| M. Individual Board Member Requests for Information..... | 14 |
| N. Individual Board Member Requests for Action..... | 15 |
| O. Board Meeting Management | 15 |
| P. Managing Difficult Topics | 15 |
| Q. Board Notification | 15/15 |
| APPENDIX..... | 16 |
| Complaints Concerning District Employees | 17 |
| Appeals | 18 |
| Complaints | 18 |

I. A UNIFIED COMMITMENT TO LEAD AND SERVE THE COMMUNITY

Building A Governance Team

Unity of Purpose

School district governance is the act of transforming the needs, wishes, and desires of the community into policies that direct the community's schools. The Board will keep learning and achievement for all students as the primary focus when making decisions.

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to: Maintain a unity of purpose; agree on and govern within appropriate roles; create and sustain a positive governance culture and create a supportive structure for effective governance.

Mission (what and how; describes the present)

OAUSD will create an equitable learning environment where each student achieves their greatest potential to learn with curiosity, think creatively, communicate effectively, and act responsibly in a diverse and ever-changing world.

Board of Education - Commitment to Equity

We are committed to making intentional governance decisions that build an institution free of discrimination and bias (both explicit and implicit) and eliminating disparities in educational outcomes based upon socioeconomic status, gender identity and expression, race, religion, national origin, ethnicity, sexual orientation, disability, or family background.

Core Values

Each student is a priority. We will:

- Support the whole child
- Create inclusive and equitable learning environments
- Ensure safe and supportive school communities
- Provide rigorous and challenging learning
- Create possibilities, be innovative in our thinking, sustain and build trust, and lead with an equity lens to move the District forward.

Student Core Competencies

We will commit to offering all our student's opportunities to develop and practice the skills and traits they need to be successful in the future.

These skills and traits are outlined in the Core Competencies:

- **Curiosity:** Students have a sense of wonder about the unknown, interest in what's new, and a hunger for engaging with the world. They give themselves permission to ask questions and take advantage of opportunities to go explore what's out there.
- **Empathy:** Students understand the experiences, perspectives, and needs of people around them. They navigate relationships with generosity and patience. They imagine themselves in others' shoes, then put into practice the emotional sensitivity they learn in the process.
- **Communication:** In writing, speech, and body language, students make their point clearly and persuasively. They know and understand that listening and literacy are just as valuable — well-tuned analytical and interpretive skills, hearing other's needs, and responding appropriately are key to effective communication.
- **Collaboration:** By joining forces with others, students make room for a diverse range of voices, skills, and perspectives. More than just working together, students go beyond getting the best work done to bring the best out in each other.
- **Ethics:** There's power in doing what's right. By being honest and respecting differences in matters of equity, decency, and appropriateness, students can determine what's fair and what's good — on the job, at home, and out in the world.
- **Initiative:** Students seize opportunities to grow, explore, and lead by combining hard work and determination with purpose and critical thinking. They don't hesitate until the crowd catches up — they dive right in.

II. GOVERNANCE ROLES AND RESPONSIBILITIES

Mutual agreements on the roles of the Board and Superintendent

Roles and Responsibilities

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 Superintendent is hired by the school Board to provide the professional expertise in the day-to-day *management* of the district. The Superintendent assists the Board in carrying out its responsibilities and leads the staff toward the accomplishment of the agreed upon District vision and goals.

The Role of the Superintendent is:

1. To work with the School Board to develop an effective governance leadership team.
2. To serve as the chief administrative officer for the school district.

The Role of Trustee is: to stay focused on the big picture while fulfilling five responsibilities in a series of job areas. **These five responsibilities are:**

1. We set the direction.
2. We establish the structure.
3. We provide support.
4. We ensure accountability.
5. We serve as elected community leaders.

The Board of Trustees Five Responsibilities

| Responsibility | Description |
|---|--|
| Sets the direction for the community's schools by | <ul style="list-style-type: none"> • Focusing on student learning. • Assessing district needs. • Generating, reviewing and revising setting direction documents: (beliefs, vision, priorities, strategic goals, success indicators) • Ensuring an appropriate inclusive process is used to develop these documents. • Ensuring that these documents are the driving force for all district efforts. |

| Responsibility | Description |
|--|--|
| Establishes an effective and efficient structure for the school district by: | <ul style="list-style-type: none"> • 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 issues. • Providing direction for and voting to accept collective bargaining agreements. |
| Provides support through our behavior and actions by: | <ul style="list-style-type: none"> • 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. |
| Ensures accountability to the Public by: | <ul style="list-style-type: none"> • 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. |
| Serves as elected community leaders by: | <ul style="list-style-type: none"> • 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. |

Board Governance Standards

The Board of Education believes that its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent to ensure that a high-quality education is provided to each student. Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the district focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Periodically evaluate its own effectiveness

8. Ensure opportunities for the diverse range of views in the community to inform Board Deliberations.

BP 2111

Superintendent Governance Standards

The Governing Board recognizes that effective district governance requires strong collaboration and teamwork with the Superintendent. Because the Board and Superintendent each have their unique roles and responsibilities, both contribute to the responsible governance of the district and the quality of the education provided to the community's students.

The Superintendent is expected to hold himself/herself to the highest standard of ethical conduct and professionalism.

To support the Board in the governance of the district, the Superintendent:

1. Promotes the success of all students and supports the efforts of the Board of Trustees to keep the district focused on learning and achievement.
2. Values, advocates and supports public education and all stake holders.
3. Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents, and the community — and ensures that the diverse range of views inform board decisions.
4. Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
5. Serves as a model for the value of lifelong learning and supports the Board's continuous professional development.
6. Works with the Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
7. Recognizes that the board/superintendent governance relationship is supported by the management team in each district.
8. Understands the distinctions between board and staff roles, and respects the role of the Board as the representative of the community.
9. Understands that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole.

10. Communicates openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.
11. Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

III. CREATING AND SUSTAINING A POSITIVE GOVERNANCE TEAM CULTURE

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

Governance Norms

In addition to meeting the norms below in order to create a positive culture and atmosphere, we agree to act in ways that will help us meet the CSBA Professional Governance Standards. We agree to:

- Keep our focus on the best interest of our students' needs and priorities to drive our decisions.
- Listen actively, communicate openly and honestly.
- Respect differences, show respect, support, non-judgment, and never dismiss or devalue others.
- Discuss the issues and not personalities.
- Treat each other and our constituents with respect and courtesy.
- Our individual jobs and collective responsibilities should remain in our "What" and let the staff take care of the "How".
- Recognize and appreciate the professional judgment of our staff and their commitment to our schools, our programs, and our students.
- Reflect on our work and celebrate accomplishments.

Board Meeting Agreements

Protocols during our meetings that the team develops and agrees to follow. The protocols aim to forge commitment and a shared approach that will help the team meet their goals.

We agree to:

- Place Inquiry before Advocacy
- Be on time, focused and prepared for our meetings
- Conduct one conversation at a time in the room
- Assume the best intentions of others
- We will each be responsible for the success of the meeting, collaborate, address concerns, and fully participate
- Acknowledge majority rules and move forward together after a decision is made
- Uphold confidentiality and professional decorum while maintaining a sense of humor

Governance Team Protocols

The following processes guide the operation of the governance team and determine how they do business. Protocols are the agreements that ensure that all members of the team are operating within their agreed upon roles.

A. No Votes or Abstentions

When a member of the governing Board casts a "no" vote or abstains from voting on a particular issue; as a courtesy, the member may offer a short statement as to the reason for his/her action.

B. Agree to Disagree

Recognizing that leaders have different management styles and philosophies, differences of opinion are expected. When a controversy or split vote occurs on a significant issue, the Governance Team agrees to disagree out of respect for the other person and his/her right to that opinion. We also understand that majority rules.

Recognizing that district improvement requires change, the Board welcomes different opinions and ideas. However, the Board also takes great effort to avoid lingering animosities which can result from different viewpoints.

The Board actively solicits input and listens to all perspectives. The Board values diverse opinions among its members and realizes that by respecting that diversity and seeking common ground it becomes a more effective Board.

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/personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive.

The above commitment to either support or refrain from undermining majority decisions does not preclude the member from asking for consideration at a future time of a more acceptable alternative. However, the decision of the Board should be considered final.

C. Agenda Development

The agenda is set two weeks prior to the Board meeting and is reviewed by the Superintendent, President and Vice President. Whenever possible agenda topics will be linked to the district priorities.

Any member of the Governance Team, employee or citizen has a right to request a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting of the board. This placement is for information/discussion only. If the Governance Team wants to consider an item for action, it will be returned for further action. If additional research or back up is needed, the Governance Team will direct it.

D. Criteria to Evaluate Programming

Our organization is dedicated to developing quality programs that serve the needs of our students. We use objective criteria including both qualitative and quantitative resources to evaluate programs, and courses. We take the process used by our staff seriously. We recognize that the process used must place the needs of the students and district first. The criteria must include fiscal accountability as well as program integrity.

E. Confidentiality

Confidentiality is vital to the health of our organization. We recognize that the items discussed in closed session as provided for in the Brown Act are confidential. We commit to maintaining the integrity of the process.

F. Site/Programs Visitations

When visiting a program or school site on behalf of the Board of Trustees, as a courtesy, we inform the Superintendent and staff involved of the date and time of our visit. It is our desire to observe and support our programs and courses, not interfere with the operation.

Board members may visit any campus and will schedule school visits. Board members are required to check in with the principal's office and follow campus guidelines for visitors.

Such visits are for the purpose of becoming acquainted with school programs, personnel, operation, and facilities. Board members shall not go into teachers' classrooms or campuses for the purpose of evaluation or investigation. Board members will not give directions or make suggestions to personnel during their visit.

When visiting with teachers of their own children, Board members will make it clear that they are acting as parents rather than Board members.

G. Trustees concerns or conflicts

If a member of the Governance Team hears disturbing information that has supposedly come from another member of the Governance Team, we will act immediately to identify the issue and address the concern with the person or persons involved. We take it to the source of the issue for resolution. We recognize that insinuation and rumors can be false and may damage relationships.

H. Personal or Preferential Treatment

We do not seek or accept any special or favored treatment for our children, family or friends. We expect equal and respectful treatment of all people. We will model this behavior at all times.

I. Orientation of New Members

Immediately following the selection of a new member, members will be seated following the oath of office. As soon as possible, the Governance Team will schedule an orientation session with the newly constituted Board. The orientation session will include but not be limited to:

- Attend a one-on-one meeting with the Superintendent • Review the Governance Handbook protocols and agreements.
- Review of Board agenda process and procedures.
- Review of 9000 series of Board Policies.
- Review of the Brown Act and discussion of confidentiality.
- Review of CSBA Professional Governance Standards.
- Review of ACSA/CSBA Professional Standards and job description for the Superintendent. Review contract provisions and evaluation procedures.
- Discussion of pending litigation and critical issues.

- Review of major programs and projects.
- Attend a meeting with a CBO mentor.

J. Handling Concerns and Complaints from the Public and Staff

We take all formal complaints seriously. We will endeavor to ensure that everyone who brings a concern to us be treated fairly, equally, and expeditiously. We will work to maintain the proper adherence and implementation of district procedures and policies. We understand that as individuals we must be mindful that we make decisions as a team.

Every effort will be made by the Governance Team to ensure use of the agreed upon complaint procedures (refer to Appendices).

When approached by an individual or group with concerns and complaints, it is best practice to:

- Listen openly, being careful not to imply agreement, since only one perspective is being expressed.
- Clarify that a board member is one of five and that the authority rests with the majority in all board decisions and actions.
- Strive to ensure a community member feels heard and empowered with next steps. Provide education and direction to policies or processes or person in the district (e.g., teacher, principal, superintendent) who can most directly help them with their concern.
- Board members will use judgment in responding, being mindful of their role in judicial review.
- Trustees will call the superintendent when they direct a community member to contact the superintendent.
- If an email is sent to the Board as a whole, the Board President will work with the Superintendent on a response.

K. Self-Monitoring of Governance Team Effectiveness

We will schedule and participate in at least one workshop every year to review Governance Team agreements and processes and to participate in a self-evaluation process. On an annual basis we will review and if necessary, revise the Board Governance Handbook.

L. Superintendent Evaluation

We recognize the value and importance of a comprehensive and formal evaluation process for the Superintendent. We agree to abide by all contract terms. All evaluation processes will reflect the consensus of the Board.

We will conduct an annual evaluation of the Superintendent and a mid-year check in, based upon mutually agreed upon goals. The Superintendent will receive an annual written evaluation.

M. Individual Board Member Requests for Information

When an individual Board Member requests information, it will be provided to all Board members. An individual Board Member will - insofar as possible - work to let the Superintendent and staff know ahead of time when a request will be made in public. This will allow the staff member to be prepared to answer any questions or to prepare materials.

We will self-monitor our own requests to ensure that one member's requests will not divert an inappropriate amount of time from staff efforts to achieve district goals. We recognize the concept of "Nice to Know vs. Need to Know" information and will seek information only as needed for effective decision-making.

Any individual Board member who desires a copy of an existing 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 **generation** 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 member questions concerning material in the Board packet should be referred to the superintendent in a timely manner to afford staff the opportunity to prepare a response during the meeting. If the information requested requires an inordinate amount of staff time to generate, the superintendent will place the request on the next Board meeting agenda for discussion.

District staff is not expected to respond to direction or requests from individual Board members.

N. Individual Board Member Requests for Action

The only authority to direct action rests with the Board of Trustees when seated at a regular or special meeting of the Governance Team. Outside of this setting, we have no authority. A majority vote of the Board sets the direction.

Individuals can request action by bringing up a new idea, explaining their interest in a particular course of action, and by working at a meeting to gain majority support to approve the action at another meeting.

O. Board Meeting Management

We understand and agree that Board meetings are meetings of the Board held in public, not open forum town hall meetings. We will keep this in mind as we conduct our meetings, allowing the public to provide input during the three-minute time allotted to ensure that multiple voices of the community are heard. We will consistently abide by our formal agreements and protocols in relation to this issue so that all persons are treated fairly and equally.

Discussion regarding an item 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.

P. Managing Difficult Topics

Recognizing that the Board has been elected to conduct challenging conversations in public, members agree to discuss the issues in an atmosphere of mutual respect.

Q. Board Notification

The superintendent will inform the Board of pertinent activities of the district. If it is likely to be in the newspaper, the Board should know about it. The Superintendent will provide communication and updates to the Board on a regular basis.

During crisis situations, the superintendent will send out an email alert and then attempt to reach Board members via telephone beginning with the Board president.

We have reviewed and we 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 Old Adobe Union School District Board of Education, Superintendent, staff, students and the community. We shall renew this agreement at each Annual Organizational Meeting of the Board of Education.

Affirmed on this April 13, 2023

Ms. Kim Shaver, Board President

Ms. Adriana Smith, Vice President of the Board

Ms. Anna Dietrich, Clerk of the Board

Mr. Scott McKenna, Trustee

Mr. Peter Walsh, Trustee

Ms. Michele Gochberg, Cindy Kerr-Friberg, CoSuperintendents

Appendix

BP 1312.0 Complaints Concerning District Employees

The Governing Board recognizes its accountability to the public for the quality of the district's educational program and the performance of district employees. The district shall provide a process by which a complaint submitted by any person regarding an employee can be resolved impartially, expeditiously, and with minimal disruption to district operations and the educational program.

When a concern regarding an employee is presented during a Board meeting or to an individual Board member or employee outside of a Board meeting, the complainant shall be informed of the appropriate complaint procedure.

Any complaint regarding the Superintendent shall be initially filed in writing with the Board. The Board shall consult with legal counsel or appoint an appropriate agent to conduct the investigation.

The Superintendent or designee shall determine whether a complaint against any other employee should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures. Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law and BP 5141.4 - Child Abuse Prevention and Reporting. Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

Any complaint subject to this policy and the accompanying administrative regulation shall be investigated by the principal, the employee's immediate supervisor, the Superintendent or designee, legal counsel, agent of the Board, and/or other appropriate person who is not the subject of the complaint or subordinate to the employee charged in the complaint. The complainant and the employee shall have an opportunity to present information relevant to the complaint.

A complaint that is filed anonymously may be investigated by the Superintendent or designee depending on the specificity and reliability of the information.

If a complainant requests confidentiality, the Superintendent or designee shall inform the complainant that the request may limit the district's ability to investigate the employee's conduct or take other necessary action. However, the Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.

The Board prohibits retaliation against complainants.

Appeals

If either the complainant or the employee submits an appeal of the Superintendent's decision to the Board, the Board shall determine whether to uphold the Superintendent's decision without hearing the complaint, appoint an appeals committee to advise the Board, or hear the appeal itself.

If the Board decides to hear the complaint, the matter shall be addressed in closed session in accordance with Government Code 54957 unless the employee requests that it be heard in open session. The Board shall review the original complaint and additional information provided by the Superintendent or designee regarding the steps taken to resolve the issue.

The Board's decision shall be final.

BP 4144, 4244, 4344Complaints

The Governing Board recognizes the need to establish a process to allow employees and job applicants to have their concerns heard in an expeditious and unbiased manner. The Board expects that employees will make every effort to resolve complaints and disagreements informally before filing a formal complaint.

The Board prohibits retaliation against complainants. The Superintendent or designee may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint.

All matters related to a complaint shall be kept confidential and any document, communication, or record regarding the complaint shall be placed in a separate file and shall not be placed in an employee's personnel file.

Sample School District Governance Calendar

Other than legally required dates, each governance team should develop its own calendar. Timing of tasks and scheduling of special events depends on the culture and priorities of each district. What is important is that governance team members ensure they are fulfilling their governance responsibilities in a logical sequence (e.g., setting annual goals before setting budget priorities.)

Bold items are legal timelines.

| Job Area | January | February | March | April | May | June | July | August | September | October | November | December |
|---|---|---|---|---|---|--|---|---|--|--|---|--|
| Governance Team Effectiveness | <ul style="list-style-type: none"> Annual study session to: <ol style="list-style-type: none"> review governance team norms & protocols develop governance calendar | <ul style="list-style-type: none"> CSBA The Brown Act CSBA Board President's Workshop CSBA New Board Member Institute | <ul style="list-style-type: none"> Board self-evaluation | | | | | <ul style="list-style-type: none"> Orientation for board candidates | <ul style="list-style-type: none"> CSBA Masters in Governance | | <ul style="list-style-type: none"> Orientation for new board members | <ul style="list-style-type: none"> CSBA Annual Conference New board members sworn in |
| Setting Direction for the District | <ul style="list-style-type: none"> Supt's mid-year progress report on goals to the board | <ul style="list-style-type: none"> Report progress on goals to the community | <ul style="list-style-type: none"> Every 2–3 years review district vision using an inclusive process | | | | <ul style="list-style-type: none"> Finalize goals and success indicators for coming year | | | <ul style="list-style-type: none"> Discuss priorities and preliminary goals for following year Report progress on goals to the community | | |
| Student Learning and Achievement | | <ul style="list-style-type: none"> Schedule study sessions on topics related to student learning and achievement so board members are current on this important topic | | | | <ul style="list-style-type: none"> Attend Graduations & Promotions | <ul style="list-style-type: none"> CSBA Curriculum Institute | | <ul style="list-style-type: none"> Receive and review state test results Study session to review recommendations from the superintendent regarding district response to test results | | | |
| Finance | <ul style="list-style-type: none"> Governor proposes state budget CSBA Forecast Conference Staff projects next year's revenues and expenses Board sets budget priorities | <ul style="list-style-type: none"> 2nd Interim Report Staff concludes staffing level study Schedule budget study sessions as necessary | | <ul style="list-style-type: none"> Schedule budget study sessions as necessary | <ul style="list-style-type: none"> Governor's May Revise of the budget Report to the board Schedule budget study sessions as necessary | <ul style="list-style-type: none"> Schedule budget study sessions as necessary Adopt the budget | | <ul style="list-style-type: none"> Staff closes books; defines actuals; determines ending balance Report to the Board | | | <ul style="list-style-type: none"> Receive Audit 1st Interim Report Staff projects next year's revenue and expenses | |

Sample School District Governance Calendar

| Job Area | January | February | March | April | May | June | July | August | September | October | November | December | |
|------------------------------|---|---|---|---|---|---|------|--------|---|--|----------|----------|--|
| Facilities | Be familiar and current with the district’s facilities plan – Approve actions as necessary – Monitor, review and revise facilities plan as necessary | | | | | | | | | | | | |
| Policy | Develop and adopt new policies as necessary or required - Review policies on a regular basis and revise as necessary | | | | | | | | | | | | |
| Judicial Review | Maintain confidentiality on issues that may come before the board - Hold hearings and decide appeals to the board as necessary | | | | | | | | | | | | |
| Human Resources | <ul style="list-style-type: none"> Supt’s mid-year progress report on goals to the board | <ul style="list-style-type: none"> Every several years review hiring & evaluation policies | <ul style="list-style-type: none"> Lay-off notifications to staff by March 15 | <ul style="list-style-type: none"> Evaluate the superintendent | <ul style="list-style-type: none"> Finalize goals and success indicators for coming year | | | | | <ul style="list-style-type: none"> Provide ongoing climate of support for staff | | | |
| Collective Bargaining | Be familiar with the district’s bargaining process as defined in board policy - Establish parameters for negotiations - Receive reports on negotiations - Approve negotiated contracts | | | | | | | | | | | | |
| Community Relations | <ul style="list-style-type: none"> Involvement and/or attendance at school and community events. Development and dissemination of key messages about important district topics & issues, including progress on district goals | | | <ul style="list-style-type: none"> Attend Open House Nights at schools | <ul style="list-style-type: none"> Ensure there is a plan in place for communicating with and engaging the community (internal and external) in the schools Involvement and/or attendance at school and community events Development and dissemination of key messages about important district topics & issues, including the district budget | | | | <ul style="list-style-type: none"> Attend Back to School Nights at schools | <ul style="list-style-type: none"> Involvement and/or attendance at school and community events Development and dissemination of key messages about important district topics & issues, including test results | | | |
| Advocacy | <ul style="list-style-type: none"> Finalize advocacy plan for the year | <ul style="list-style-type: none"> Follow bill development in legislature Implement advocacy plan | | | <ul style="list-style-type: none"> CSBA Legislative Action Conference | <ul style="list-style-type: none"> Follow bill development in the legislature Implement advocacy plan | | | <ul style="list-style-type: none"> Study session to begin development of advocacy plan for the coming year | | | | |