COVINA-VALLEY
UNIFIED SCHOOL DISTRICT

Governance Handbook
2026-27

Board of Education

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Board of Education
Core Beliefs

1. We believe that students are our greatest priority and that regardless of circumstances, all students can learn and achieve at high levels.

2. We believe that all students are entitled to a quality education that challenges and enables them to achieve their potential.

3. We believe quality education is a shared responsibility between the District, parents, community, and students and that all must work together for common goals through mutual respect and district-wide collaboration to promote excellence in education.

4. We believe that learning is enhanced for all students by creating caring and trusting relationships in a safe, accepting, secure, and nurturing school environment.

5. We believe that all students shall be respected regardless of differences, understand diversity, and learn in an environment that promotes individuality.

6. We believe fiscal solvency is the responsibility of all.

7. We believe communication between parents, teachers, staff, community, and the Board will lead to a strong and unified District for all students.

8. We believe it is important to instill in students the desire and skills necessary to become innovative thinkers, problem solvers, and effective decision-makers, thereby contributing to society and becoming an integral part of the global community.

9. We believe it is important to promote the well-being and good health of all students and staff through strong curriculum, programs, activities, appropriate choices, positive examples, and by providing the programs and facilities needed to foster healthy lifestyles.

10. We believe leadership embodies integrity, vision, commitment, courage, and the empowerment of all students and staff.

11. We believe that all staff should conduct themselves with the highest degree of professionalism, respect, and courtesy.

12. We believe effective educators are key to improving student achievement. In addition, the Board of Education and District Office must promote an environment of continuous improvement, creativity, and innovative approaches to enrich schools and curriculum that result in a high-performing district that is 100% focused on student achievement, academic, social, and emotional success.

Adopted 6/21/21

Board of Education
Vision & Mission

“Innovative education that inspires every student’s unlimited potential.”

“A nationally recognized, innovative school district committed to providing the programs, skills, and knowledge that meet the needs of the whole child in a safe, healthy learning environment. So that every student can confidently and effectively communicate reasoning, collaborate, demonstrate critical thinking, and creatively problem-solve to thrive in college, career, and life!”

Board of Education
Goals

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.

2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.

3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

4. Our District will attract, support, and retain high-performing, highly qualified staff.

5. Our District will remain fiscally sound by maintaining a balanced budget, demonstrating long-term financial stability, and distributing resources equitably based on student needs.

6. Our District facilities will be safe, clean, and appropriate to support student learning.

7. Our District schools will engage their families and community to increase student success.

Board of Education
Norms

Our governance team will uphold a culture that...

- Ensures student needs always drive decisions
- Demonstrates mutual respect both publicly and privately
- Maintains open, honest, and clear communication
- Maintains confidentiality
- Collectively supports decisions once made
- Focuses on Board goals as a unified, collaborative, and cohesive team
- Prepares for meetings by reading the agenda, being on time and remaining focused
- Adheres to Board Policies and the Brown Act
- Values the Superintendent as an integral part of the team

Board of Education
Protocols

Orientation of New Board Members
The Superintendent will invite all Board candidates to an orientation workshop.

Immediately following the certification of public election or appointment of a new Board Member, the new Board Members will be seated following the Oath of Office. As soon as possible, the Board President will schedule a Board Workshop for the Board Members. The Superintendent will meet with newly elected officials and review the Board Governance Handbook.

Conference/Training Process
All Board Members may attend conferences for the purpose of Board development. The Superintendent or designee may approve Board Member requests to attend conferences in accordance with the adopted budget.

Board Members will ensure they are following district processes for requesting to attend conferences/trainings by working with the Executive Assistant to the Superintendent as far in advance as possible. The Executive Assistant to the Superintendent will assist with completing request/reimbursement forms, hotel and airline reservations.

Examples of Conferences/Trainings opportunities and Books:

- CSBA Masters In Governance
    - All new Board Members are required to attend Masters In Governance and New Board Member Orientation.
- CSBA Annual Education Conference
- CSBA Brown Act Workshops

Board Meeting Management
Board meetings are meetings of the Board held in public, not open format town hall meetings. Therefore, the Board will conduct meetings allowing the public to provide input at the time allotted to ensure that multiple voices of the community inform Board deliberations. However, when the Board deliberates, it will be a time for the Board to listen and learn from each other.

Individual Access and 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 for information will be made in public. This will allow the staff member to be prepared to answer any questions or to prepare materials.

Board Members will self-monitor their requests to ensure that one member's requests will not divert from staff efforts to achieve District goals.

Evaluation of the Board
The Board will review the governance team agreements and processes every January.

If a Trustee has concerns about another Trustee's failure to follow these Board protocols, that Trustee should bring their concern to the individual Trustee. If it continues, the Trustee should confer with the Board President and Superintendent.

Using a workshop setting, the Board will evaluate its effectiveness annually in accordance with Board Bylaw 9400.

Superintendent Evaluation
Board Members recognize the value and importance of a comprehensive and formal evaluation process for the Superintendent. Board Members agree to abide by all contract terms concerning the Superintendent's evaluation.

The criteria for evaluation will be established between the Board and Superintendent annually based on predetermined District goals adopted by the Board. Criteria for the next school year shall be established within a reasonable time following the annual evaluation.

Spokesperson for the Board and District
It is important for the Board and staff to have a consistent, clear message on issues. Board Members should refer all members of the press to the Superintendent for comment.

Should a Board Member choose to comment in response to a question from the press or public, the Board Member will preface the comment with "I am speaking as an individual and not for the Board of Education. My comments are mine alone and do not necessarily reflect those of other Board members or the Covina-Valley Unified School District." If the Board of Education has made a decision or approved a policy, a Board Member may state what the Board of Education's position is.

The Superintendent will communicate with members of the Board when issues occur that may entail media interest to explain what is happening and what the Superintendent's response/message to the community is.

The Superintendent will communicate with the Board Members if it is necessary or appropriate to have a spokesperson for the Board on an issue. In addition, the Superintendent and designated spokesperson for the Board will confer on appropriate talking points.

If asked to comment on a matter of policy about which the Board has not yet reached a consensus or held a vote, the Superintendent will state only that the matter has not yet been decided by the Board.

Site Visits

Board Members are encouraged to visit school sites. As a professional courtesy, Board Members are asked to call or email the Superintendent's office ahead of time to arrange a convenient date and time for the visit.

Board Members will also respect the learning environment. To assist in this matter, the Superintendent will ensure principals and teachers know that a teacher does not need to interrupt his/her lesson when a Board Member visits a classroom.

Attendance at District Events and Functions

The Board of Education should show support for school and District programs. The Board of Education should attend District functions whenever possible. Those attending events should communicate with the Superintendent in advance and will represent the Board of Education.

Handling Concerns and Complaints from the Public and Staff

When concerns/complaints are made, the Board will listen carefully, remembering it is only hearing one side of the story. The complainant will be directed to the Superintendent. The Superintendent will have the appropriate site/district staff member assist them to resolve the concern/complaint as well as will be informed about the appropriate policies, processes, and forms that might assist them (Uniform Complaint Procedures and Complaint Form). It is important that the Board Member(s) invite the person with the complaint to inform them if the concern is not resolved.

Board Members will be mindful that they are a judicial and appeals body, so they will be appropriately cautious when hearing concerns regarding student and/or employee discipline matters. Students and staff members have due process and confidentiality rights that cannot be violated. These should be referred to the Superintendent's office.

Below is a sample response when you receive an email from a concerned parent, student, or citizen:

Thank you so much for your email. I can see that this is a very important issue for you and do appreciate that you have reached out for assistance.

To that end, please know that the Board has adopted formal policies that require that I refer your concerns directly to the Superintendent for handling. Specifically, your concerns may fall within the scope of a specific Board-adopted complaint policy or the Board as a whole may be responsible for hearing and deciding on complaints or related matters and I would not want to compromise that process or my ability to participate in any way. Your concerns may also be readily addressed by District staff members.

Accordingly, I have copied this email to Dr. Eminhizer and I would ask that she reach out to you directly to not only acknowledge her receipt of your email but advise as to next steps. If you do not hear from her within 48 hours, please let me know so I can make sure to follow up with her and get you connected.

Districtwide Emergencies
In case of emergencies, it is the responsibility of the Superintendent to inform the Board immediately of any information crucial to the well-being of the students, school, District, or staff. In the event of an emergency situation involving the health or welfare of students or staff, disciplinary actions toward an employee, or other emergency situations, the Superintendent will work to keep the Board informed in a timely manner. It is also the responsibility of the Board to share with the Superintendent the same crucial information.

Personal or Preferential Treatment
Board Members do not seek or accept any special or favored treatment for their children, family, or friends. Board Members expect equal and respectful treatment of all people. Board Members will model this behavior at all times.

Electronic Communication
Board Members will use electronic and social media communications in a manner that ensures the Board does not violate the Brown Act. The Brown Act prohibits Board Members from exchanging facts to:

- Develop collective concurrence
- Advance or clarify an issue
- Facilitate agreement or compromise
- Advance ultimate resolution

Board of Education
Role of The Board
Based on Board Bylaw 9000

The Governing Board has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement

2. Establishing an effective and efficient organizational structure for the district by:

    a. Employing the Superintendent and setting policy for hiring of other personnel (cf 2110 - Superintendent Responsibilities and Duties)
    b. Overseeing the development and adoption of policies
    c. Establishing academic expectations and adopting the curriculum and instructional materials
    d. Establishing budget priorities and adopting the budget
    e. Providing safe, adequate facilities that support the district's instructional program
    f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements

3. Providing support to the Superintendent and staff as they carry out the Board's direction by:

    a. Establishing and adhering to standards of responsible governance
    b. Making decisions and providing resources that support district priorities and goals
    c. Upholding Board policies
    d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons

4. Ensuring accountability to the public for the performance of the district's schools by:

    a. Evaluating the Superintendent and setting policy for the evaluation of other personnel
    b. Monitoring and evaluating the effectiveness of policies
    c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements
    d. Requiring program changes as necessary
    e. Monitoring and adjusting district finances
    f. Monitoring the collective bargaining process

5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law.

Board of Education
Governance Standards - Responsibility
Based on Board Bylaw 9005

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
9. Obtain both a Department of Justice and Federal Bureau of Investigation criminal background check through the district

10. Obtain an Examination for tuberculosis. Obtain a TB risk assessment. If risk factors are identified on the assessment, the board members must submit evidence of a TB test and examination performed by a health care provider to determine that the person is free of infectious TB disease. The use of the TB risk assessment and the Certificate of Completion, developed by the California Department of Public Health (CDPH) and California TB Controllers Association (CTCA) are also required.

11. Complete all mandated training including, but not limited to, Mandated Reporter Training, Sexual Harassment Training, and Anti-Bullying Training

Board of Education
Governance Standards - Unity of Purpose
Based on Board Bylaw 9005

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

Board of Education
Limits of Board Member Authority
Based on Board Bylaw 9200

The Governing Board recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.

A Board member whose child is attending a district school should be aware of his/her role as a Board member when interacting with district employees about his/her child. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom.

The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code 54952.1)

CSBA's Governance Success Indicators
The Board's Role

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the Board must have a unity of purpose and:

1. Keep the district focused on learning and achievement for all students.
   a. Recognize that children come to school with diverse educational needs.
   b. Base decisions on the district's vision, student needs, research, empirical data and a balance of community expectations, legal constraints, and resources.
   c. Ensure that the district has established academic standards and regularly measures growth in achievement for all students.
   d. Ensure that the district provides opportunities for all students to succeed.

2. Communicate a common vision.
   a. Develop and adopt a written statement of the district vision and other direction-setting documents using collaborative processes that involve the staff and the community.
   b. Ensure that procedures are in place to periodically review the district vision and other direction-setting documents.
   c. Demonstrate commitment to the vision and goals by regularly communicating them to staff and the community.
   d. Exhibit behaviors and make decisions that support achievement of the district vision.
   e. Keep current on trends and emerging needs in education in order to proactively participate in renewing or reviewing the district's direction and policies.
   f. Support board decisions.
   g. Speak with a common voice.

3. Operate openly, with trust and integrity
    a. Conduct district business in a fair, respectful and responsible manner.
    b. Consider the concerns and interests of the staff and community.
    c. Encourage thorough debate, seek dialogue for clarification. And withhold judgment until all perspectives are heard.
    d. Ensure that all members of the board have the same information – no secrets or surprises among members of the governance team.
    e. Clearly communicate decisions to all those who are affected by them.
    f. Keep confidential information confidential.

4. Govern in a dignified and professional manner, treating everyone with civility and respect.
    a. Treat the superintendent, staff, students, parents and community with dignity and respect.
    b. Listen openly and respectfully to each other, to staff, students, parents and members of the community.
    c. Welcome open discussion of different points of view.
    d. Demonstrate ability to disagree on issues and still maintain trust, respect and dignity.
    e. Work together to build consensus for decisions.

5. Govern within board-adopted policies and procedures
    a. Have a policy development, approval and update process in place that is understood and followed.
    b. Understand the distinctions between the role of the board and that of the superintendent and staff and do not become involved in the day-to-today operations of the district.
    c. Have agreed-upon norms and protocols to carry out board responsibilities.

6. Take collective responsibility for the board's performance.
    a. Assume collective responsibility for board conduct, behavior and conflict management.
    b. Function as a governance team with the superintendent.
    c. Demonstrate a commitment to continually improving governance efforts.
    d. Take responsibility for the orientation of all new members.

7. Periodically evaluate its own
    a. Have procedures in place for regular, on-going self-evaluation.

b. Ensure meeting agendas provide for a sound order of business and facilitate maximum focus on matters related to student achievement.
c. Have norms and protocols in place to ensure that individual board members do not get involved in day-to-day management of the district.

8. Ensure opportunities for the diverse range of views in the community to inform board deliberations.
    a. Ensure board policy enables parents, staff and the public to participate in district discussions, school programs and activities in meaningful ways.
    b. Consider the concerns and interests of all segments of the community in deliberations.

Self-Evaluation Survey
The Board's Role

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To OPERATE EFFECTIVELY, THE BOARD MUST HAVE A UNITY OF PURPOSE AND		We do this...				
		Unsure	Never	Rarely	Often	Always
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					
8.	Ensure opportunities for the diverse range of views in the community to inform board deliberations.					
Totals						

CSBA's Governance Success Indicators
The Board's Jobs

1. Involve the community, parents, students, and staff in developing a common vision for the district focused on student learning and achievement and responsive to the needs of all students.

    a. Develop and adopt the district vision and other direction-setting documents using collaborative processes that involve the staff and community.
    b. Ensure that inclusive processes are in place to periodically review the district vision and other direction-setting documents.
    c. See that the district vision and goals are clearly communicated to students, parents, staff, and the community.
    d. Base all decisions on the district's vision, student needs, research, empirical data, and a balance of community expectations, legal constraints, and resources.
    e. Engage in annual planning and regularly review progress toward achievement of the vision and goals.

2. Adopt, evaluate, and update policies consistent with the law and the district's vision and goals.

    a. Have a working knowledge of district policies.
    b. Establish a clear, understandable process for adopting, updating, and communicating district policies.
    c. Ensure policies reflect the needs, wishes, and desires of the community.
    d. Recognize it is the board's role to adopt policies and the superintendent's role to implement them and report back to the board as necessary.
    e. Follow a regular schedule for reviewing and updating policies as necessary due to new mandates by law, contract negotiation, emerging community issues, or other circumstances.

3. Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.

    a. Engage the staff and community in order to set the direction for the district curriculum.
    b. Articulate the district's goals for student achievement.
    c. Recognize the connection between the implementation of an effective curriculum and the acquisition and allocation of resources.
    d. Provide time to staff for program development, implementation, and

professional growth.

e. Ensure that the district maintains reliable internal assessment data to use in making decisions.
f. Utilize reliable assessment data to adopt and update policies for curriculum, instruction, and assessment in alignment with state requirements and local needs.
g. Establish regular reviews of student performance data and empower the superintendent and staff to monitor performance and develop new strategies.
h. Regularly report to the community on student performance.

4. Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.

    a. Establish selection criteria for a new superintendent based on the district vision and goals.
    b. Value a long-term relationship between the board and superintendent and conduct all contractual negotiations in a professional manner.
    c. Understand that the superintendent is the board's administrative link to the district.

5. Conduct regular and timely evaluations of the superintendent based on the vision, goals, and performance of the district, and ensure the superintendent holds district personnel accountable.

    a. Ensure that the district evaluation system holds all staff responsible for improving student achievement.
    b. Collaborate in setting goals and priorities as the basis for the superintendent's annual evaluation.
    c. Ensure that the evaluation process supports the professional growth of the superintendent and the continuous improvement of the district.
    d. Ensure that the evaluation process provides opportunities to take timely corrective action to avoid major disagreements between the board and superintendent.
    e. Utilize a clearly defined, ongoing, and interactive evaluation process that results in written documentation and is consistent with legal and contractual requirements.
    f. Have policies and procedures in place for personnel accountability that are consistent with legal requirements and provide for due process.
    g. Perform a judicial role in personnel issues, not an investigative role.
    h. Have policies and procedures in place for recognizing outstanding performance by employees.

6. Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.

    a. Adopt guidelines, policies, and procedures for developing the budget that ensure sound financial processes.
    b. Recognize that the superintendent and staff develop the budget, the board adopts the budget, and the superintendent and staff implement the budget.
    c. Understand that budget assumptions may change throughout the year.
    d. Weigh the financial impact of possible changes to the vision and goals against existing programs.
    e. Ensure that state, federal, and other fiscal issues that impact the budget are monitored and addressed.
    f. Monitor the external auditing process and ensure that audit recommendations are addressed.
    g. Require that the budget be presented in an understandable and useful format.
    h. See that the budget is utilized as a policy document to enhance student achievement and implement the priorities of the district.
    i. Establish a process to regularly inform the community about the financial health of the district.

7. Ensure that a safe and appropriate educational environment is provided to all students.

    a. Adopt, update and monitor policies pertaining to safety and cleanliness of facilities.
    b. Support a long-range facility management and funding plan that reflects the vision and goals of the district.
    c. Advocate at the local, state, and federal levels for appropriate funding for school facilities.
    d. Seek and consider alternative funding sources for facilities (such as bond elections, public-private partnerships, or other types of financial instruments and agreements).

8. Ensure a framework for the district's collective bargaining process and adopt responsible agreements.

    a. Set parameters for collective bargaining that are linked to the vision and priorities of the district.
    b. Recognize that collective bargaining is an ongoing process, not an isolated activity.
    c. Support the role of the superintendent to manage the negotiations

process: analyzing contract proposals, recommending changes to the contract, keeping the board informed about the progress of negotiations, and administering the contract.

d. Support the position of the district throughout the negotiation process.
e. Adhere to legal, ethical, confidential, and contractual requirements of collective bargaining.
f. Consider the immediate and long-term fiscal, program, and personnel impacts of negotiations before adopting the collective bargaining agreement.

9. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

    a. Ensure that effective methods are used to gather information and encourage involvement from the entire community.
    b. Adopt a communications plan, which includes a system to report student achievement.
    c. Have a working knowledge of the district's programs and build support for them among the public, community organizations, and local agencies.
    d. Communicate with local, state, and federal policymakers about matters pertaining to student achievement, district programs, and public education.

Self-Evaluation Survey
The Board's Jobs

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, provide support, ensure accountability, and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out. These standards highlight some of the most important ones.

Effective boards meet these standard....		We do this...				
		Unsure	Never	Rarely	Often	Always
1.	Involve the community, parents, students, and staff in developing a common vision for the district focused on student learning and achievement and responsive to the needs of <u>all</u> students.					
2.	Adopt, evaluate, and update policies consistent with the law and the district's vision and goals					
3.	Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.					
4.	Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.					
5.	Conduct regular and timely evaluations of the superintendent based on the vision, goals, and performance of the district, and ensure the superintendent holds district personnel accountable.					
6.	Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.					
7.	Ensure that a safe and appropriate educational environment is provided to all students.					
8.	Ensure a framework for the district's collective bargaining process and adopt responsible agreements.					
9	Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.					
	Totals					

The Board's Governance Goals

Based on the board's discussion of team member responses to the board and the Board Jobs sections of the self-evaluation survey, choose two to three standards the board agrees to focus on for governance growth over the next year.

Goal 1	To us this means...
	What we will do...
	How and when we will measure improvement or success....
Goal 2	To us this means...
	What we will do...
	How and when we will measure improvement or success....
Goal 3	To us this means...
	What we will do...
	How and when we will measure improvement or success....

Individual Trustee
Self-Evaluation Survey

To be effective, an individual trustee meets these standards:	I do this...				
	Unsure	Never	Rarely	Often	Always
Keep the district focused on learning and achievement for all students.					
Communicate a common vision.					
Operate openly, with trust and integrity					
Govern in a dignified and professional manner, treating everyone with civility and respect.					
Govern within board-adopted policies and procedures					
Take collective responsibility for the board's performance					
Periodically evaluate its own					
Ensure opportunities for the diverse range of views in the community to inform board deliberations.					
Total					

My Personal Governance Goals

Based on the board's discussion and Governance Goals agreed to by the board, and your responses to the Individual Trustee section of the Board Self-Evaluation Survey, choose two to three Standards or Success Indicators you want to focus on for personal growth over the next year

Goal 1	To me this means...
	What I will do...
	How and when I will measure improvement or success....
Goal 2	To me this means...
	What I will do...
	How and when I will measure improvement or success....
Goal 3	To me this means...
	What I will do...
	How and when I will measure improvement or success....