

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

The mission of Albany Unified School District is to provide excellence in public education, empowering all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.

SPECIAL BOARD MEETING

**ALBANY UNIFIED SCHOOL DISTRICT
DISTRICT OFFICE CONFERENCE ROOM**

1051 Monroe Street
Albany, CA 94706

MONDAY

January 31, 2011

A G E N D A

- I. OPEN SESSION** **10:00 a.m.**
 - A) Call to Order
 - B) Roll Call
 - C) Pledge of Allegiance
- II. REVIEW AND DISCUSSION ITEMS**
 - A) Board Governance Training
- III. BOARD AND SUPERINTENDENT COMMENTS**
- IV. FUTURE BOARD MEETINGS**
 - A) Tuesday, February 15, 2011, 7:30 p.m., Regular Meeting
Albany City Hall, 1000 San Pablo Avenue, Albany
 - A) Tuesday, March 1, 2011, 7:30 p.m., Regular Meeting
Albany City Hall, 1000 San Pablo Avenue, Albany
 - C) Tuesday, March 15, 2011, 7:30 p.m., Regular Meeting
Albany City Hall, 1000 San Pablo Avenue, Albany
- V. ADJOURNMENT**

The Board of Education meeting packet is available for public inspection at the Albany Public Library, 1247 Marin Avenue, all school sites, and the lobby of the Albany Unified School District office, 1051 Monroe Street, Albany. The agenda is available on the Albany Unified School District web site: www.ausdk12.org

If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet

In compliance with the Americans with Disability Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be given forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).

Leading High Performing Governance Teams
A Workshop for the Albany Unified School District
January 31, 2011
10:00 a.m.-1:00 p.m

1. Thank you for being a Trustee—Introductions (10:00)
2. Please share your vision for the Albany Unified School District Governance Team (10:15)
3. Are there pebbles in your shoes? What are the issues you want to be sure we cover today? (10:30)
4. A few words about research on boards and superintendents and their impact on student achievement: McRel, Leadership Matters (11:00)
5. Improving our work: A review of protocols (11:10)

CSBA Proposed Protocols for Successful Governance Teams (11:15)

Please review the following list. You have five (5) index cards. Choose the five protocols you would like to discuss today. Put one number on each card.

Note: the items in bold were the top priorities of the Superintendent's Cabinet.

1. Orientation of board candidates
2. Welcoming new members to the board
3. Communication among members of the governance team
4. Acting as a parent
5. **Roles and Responsibilities of the board president and officers**
6. Using board meetings as strategic leadership tools
7. Study sessions and conversation meetings
8. Placing items on the board agenda
9. Bringing up new ideas
10. Developing the board agenda
11. Agenda item questions answered before the meeting
12. Board member reports
13. Staff reports and information
14. Deliberation and decision-making at board meetings
15. Explaining "no" votes

16. Individual board member requests

- 17. Sharing individual expertise
- 18. Addressing conflict among board members
- 19. Allowing majority vote to set the direction
- 20. Meeting guidelines

21. Public comment at meetings**22. Handling concerns and complaints from staff and the community****23. Spokesperson for the governing team, board, district**

- 24. Board opinion vs. individual opinion

25. Speaking with a common voice**26. Board committees and appointment to committees**

- 27. Making difficult and controversial decisions in an atmosphere of mutual trust
- 28. School visits by board members
- 29. Electronic media at board meetings
- 30. Self-monitoring of the effectiveness of the governance team

- 6. Agreement on top 5 protocols for our discussion today. (11:30)

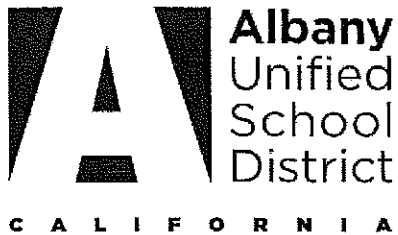
- 7. Discussion on each item and development of language for future approval. (11:45)

- 8. Working Lunch at Noon

- 9. Review of a Governance Handbook Model (12:30)

- 10. Next steps (12:45)

- 11. Evaluation of our time together (12:55)



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Albany, CA 94706
510.558.3750 Phone
510.559.6560 Fax
www.ausdk12.org

District Administration

Marla Stephenson, *Superintendent*
Laurie Harden, *Assistant Superintendent*

Board of Education

Paul Black
Jonathan Knight
Patricia Low
Allan Marris
Ronald Rosenbaum

Albany Unified School District

School Board

Governance Handbook

(Draft)

Contribute your favorite quotes about school boards, governance and/or schools/education?

"Government is a trust, and the officers of the government are trustees; and both the trust and the trustees are created for the benefit of the people."

---Henry Clay

"Our progress as a nation can be no swifter than our progress in education."

—John F. Kennedy

Public education is the key civil rights issue of the 21st century. Our nation's knowledge-based economy demands that we provide young people from all backgrounds and circumstances with the education and skills necessary to become knowledge workers. If we don't, we run the risk of creating an even larger gap between the middle class and the poor. This gap threatens our democracy, our society and the economic future of America.

---Eli Broad

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I. UNITY OF PURPOSE

AUSD Mission Statement

Created October 2 and 3, 2009 by the Strategic Planning Committee

Adopted by the Board on April 20, 2010

The mission of AUSD is to provide excellence in public education, empowering all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.

Values and Beliefs that helped to form the Mission Statement

Created October 2 and 3, 2009 by the Strategic Planning Committee

Adopted by the Board on April 20, 2010

- A safe and supportive learning environment for all promotes student achievement and embraces diversity within our community.
- Teachers, support staff, administrators, parents, and the community share the responsibility for advancing the school system mission, goals, and promoting learning across the system.
- Each student is a valued individual with unique physical, social, and emotional needs.
- All students can develop a deep understanding of essential knowledge and skills, apply their learning, produce quality work, think critically, and become contributing members of society.

Albany Unified School District Strategic Plan Goals
Created by the Action Planning Teams – October 2009 to January 2010
Adopted by Board of Education on April 20th, 2010

Goals for Strategy 1
Provide a comprehensive educational experience with expanded opportunities for demonstrating and assessing student growth.
<ul style="list-style-type: none"> • Goal 1: Develop a systematic and periodic process for assessing student learning using multiple measures:
<ul style="list-style-type: none"> • Goal 2: Implement an array of strategies to increase engagement of all students
<ul style="list-style-type: none"> • Goal 3: Foster student's social and emotional growth

Goals For Strategy 2
We will identify individual social, emotional, and academic needs and apply collaborative appropriate interventions.
<ul style="list-style-type: none"> • Goal 1: AUSD will provide time for regular collaboration between district staff/families and other stakeholders to identify students' needs and develop/implement appropriate interventions.
<ul style="list-style-type: none"> • Goal 2: AUSD will regularly review and refine existing interventions and support programs and create/implement new ones as needed. Decisions will reflect current research and best practices.
<ul style="list-style-type: none"> • Goal 3: AUSD will regularly review and refine existing policies and procedures and create new ones as needed that reflect current research and best practices regarding students' physical and social/emotional well being. This may include areas such as sleep, nutrition, exercise, school scheduling and homework.
<ul style="list-style-type: none"> • Goal 4: There will be an increase in students who have a positive relationship or connection with staff/peers, feel safe and have expanded opportunities to be involved at school.

Goals For Strategy 3

We will enhance the leadership capacity at the site, district, and community levels for collaborating with all stakeholders in making decisions, communicating, and assessing site and district goals.

- Goal 1: Collaboratively create an annual district-wide plan for professional/leadership development, anticipating expected changes, for members of the Learning Community.

- Goal 2: Develop a model for proactive and effective decision-making.

- Goal 3: Improve Communication Protocols



CSBA Effective Governance System

I. THE TRUSTEE - INDIVIDUAL'S ATTITUDE

- I keep learning and achievement for all students as the primary focus.
- I value, support and advocate for public education.
- I respect differences of perspective and style on the board and among staff, students, parents and the community.
- I understand that manner and behavior make a difference.
- I keep confidential information confidential.
- I commit the time and energy necessary to be an informed and effective leader.
- I understand the role and responsibilities of the board.
- I understand that authority rests with the board as a whole.
- I work hard to build and sustain an effective governance team.

ACSA Superintendent's Governance Standards

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II. THE GOVERNANCE TEAM - AT THE BOARD TABLE

Unity of Purpose

Role

Culture

Structure & Process

- We keep the district focused on learning and achievement for all students.
- We communicate a common vision.
- We are focused, remain on task and are consistent.
- We operate openly, with trust and integrity.
- We govern in a dignified and professional manner, treating everyone with civility and respect.
- We govern within board-adopted policies and procedures
- We take collective responsibility for the board's performance.
- We periodically evaluate our own effectiveness.
- We ensure opportunities for the diverse range of views in the community to inform board deliberations.

III. THE BOARD'S RESPONSIBILITIES

- We set the direction.
- We establish the structure.
- We provide support.
- We ensure accountability.
- We act as community leaders.

Job
Areas

- Setting the District's Direction
- Student Learning and Achievement
- Finance and Facilities
- Human Resources
- Policy and Judicial Review
- Collective Bargaining
- Community Relations and Advocacy

STUDENT LEARNING AND ACHIEVEMENT

Current Trends and Issues in Public Education System

IV. AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

Meeting Guidelines:

We agree to:

- Maintain a focus on what is best for our students.
- Show respect (never dismiss/devalue others).
- Be willing to compromise.
- Disagree (if necessary) agreeably.
- Make a commitment to effective deliberation, each one listening openly while others are allowed to express their points of view.
- Participate by building on the thoughts of a fellow board member.
- Make a commitment to open communication and honesty, no surprises.
- Commit the time necessary to govern effectively.
- Be collaborative.
- Maintain confidentiality (which leads to the building of trust).
- Look upon history as lessons learned; focus on the present and the future.

Protocols to Support Effective Governance

Issue: Bringing up new ideas or agenda items (bylaw required?)

Principles: Board Members should have the opportunity to bring up new ideas or subjects of interest for future board meeting agendas and must understand the process in order to do so. Creating a clearly defined process develops consistency, maintains trust and provides a process to think through issues that might have merit. Staff focus, energy and time, as well as other district resources must be focused on achieving the agreed upon district vision, goals and objectives and should not be diluted by new projects or the interests of individual board members. The board as a whole makes the determination of whether or not items of individual interest are added to a future agenda. We must honor the intent of the Brown Act and provide opportunities for members of the staff and the public to inform and hear board deliberations on all agenda items if they choose to do so.

Protocol:

- A board member's first step will always be to discuss the new topic or idea with the Superintendent.
- Individual board members may bring up a new idea or request a future agenda item by explanation during "Board & Superintendent Comments" at the end of the meeting.
 - The Board President will ask the Superintendent for any comments on the item.
 - A majority of board members need to concur to place a new item on a future agenda.
- All new ideas or agenda item topics will be weighed against their affect on staff's ability to accomplish the district vision and goals (strategic plan).
 - Consideration will include: the impact of the new agenda item or topic on agreed upon district priorities/goals and the shift of staff time, and energy away from their primary responsibilities relative to achieving district goals.

Issue: Agenda questions answered before a meeting.

Principles: Staff members time and expertise should be treated with respect by board members. Prior to a public board meeting, if a board member has questions of clarification or requests for more information about an agenda item, the board member should let the staff member know ahead of time so as not to surprise them and allow them to prepare their response for the public meeting.

Protocol:

- A board member should put in the time to read all the information in the agenda packet of a meeting ahead of time.
- If the board member has questions of clarification or requests for information, s/he should contact the superintendent first so the superintendent can channel the information to the appropriate staff member.
- The superintendent should then share the requested information with all board members.

Issue: Handling concerns/complaints from the public and staff: (Uniform Complaint Policy required)

Principles: Board members should be responsive to the community and be good listeners. It's important for members of the governance team to be consistent in their responses to staff and the community. Board members need to stay within their function and not attempt to personally "fix" the problem. There are staff members whose job it is to remedy or deal with student and staff situations. Students and staff members have due process and confidentiality rights that cannot be violated. The School Board is potentially the "Court of Last Resort" and members who have been too involved early in the situation may not be able to participate in a final hearing.

Protocol:

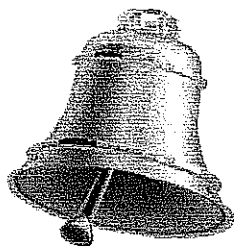
- When someone complains to us, we will listen carefully, remembering we are only hearing one side of the story, then, in consultation with the superintendent, we will direct that person to the staff member in

the district most appropriate and able to help them resolve their concern.

- We will make sure they understand the appropriate order of whom to contact (teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., the uniform complaint form on the website).
- We should clarify that one board member has no individual authority to fix a problem.
- As a representative of the public, it is important that the board member invite the person with the complaint to get back to him/her if the issue is not resolved.

Evaluation of the superintendent

Self-monitoring of governance team effectiveness



MORELAND SCHOOL DISTRICT

Moreland School District Governance Handbook

September 26, 2007
Revised: October 28, 2008

BOARD OF TRUSTEES

Robert Varich, *President*

Karen Whipple, *Clerk*

Lori Booroojian, *Trustee*

Jim Macfarlane, *Trustee*

Heather Sutton, *Trustee*

SUPERINTENDENT

Glen Ishiwata, *Superintendent*

Unity of Purpose, Roles and Responsibilities, Norms, Agreements

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.

I agree with the elements of the Moreland School District Governance Handbook and agree to abide by its contents.

_____ Superintendent	_____ Date
_____ Board President	_____ Date
_____ Board Clerk	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date

Unity of Purpose

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.

Unity of purpose is a common focus, super-ordinate goals, and the core values and beliefs governance team members share in common about children, the district and public education. Unity of Purpose helps us transcend our differences to fulfill a greater purpose.

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

- Keep the district focused on learning and achievement for all students.
- Communicate a common vision
- Build and maintain trust in order to move the district forward
- Operate openly, with trust and integrity.
- Govern as an effective team 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
- Partner with the staff, parents, community, and government leaders in effecting positive change.
- Periodically evaluate its own effectiveness as a commitment to continuous improvement as a governance team.
- Maintain a positive culture and environment of open communication and trust.
- Ensure opportunities for the diverse range of views in the community to inform Board deliberations

Mutual agreement on the roles of the board and superintendent

The role of the Governance Team is to stay focused on the big picture while fulfilling responsibilities in a series of job areas. These responsibilities are:

- Setting a direction for the district.
- Providing a structure by establishing policies.
- Providing support.
- Ensuring accountability.
- 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. Effective Boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the Superintendent so that the vision, goals and policies of the districts can be implemented.
- Conduct regular and timely evaluation of the Superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

The superintendent assists the board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon district vision and goals.

Creating and Sustaining a Positive Governance Team Culture

In California's public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

Culture is atmosphere created by the way we treat each other. We have unwritten (implicit) and written (explicit) agreements about how we will behave with each other and others. These behavioral ground rules, often called norms, enable us to build and maintain a positive culture.

To be effective as trustees, we agree to the following Governance Norms:

- Keep learning and achievement for all students the primary focus
- Value, support and advocate for public education
- Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community
- Show respect, act with dignity, and understand the implications of demeanor and behavior
- Refrain from taking disagreements personally (individuality is embraced and respected).
- Make a commitment to effective deliberation, each listening openly and allowing everyone to express his or her point of view.
- Make a commitment to open communication, honesty, no surprises.
- Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a board member and being willing to take on all the responsibilities involved.
- Be collaborative.
- Keep confidential matters confidential
- Look upon history as lessons learned; focus on the present and the future.
- Participate in professional development and commit the time and energy necessary to be an informed and effective leader.
- 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 individual members.

And -- above all --

- Focus on students' best interests - on what's best for all kids!

Protocols

Formal Structures and Processes

1. Effective Governance/Board Meetings

A. Preparation

- i. Staff will provide full information (including all attachments) three days in advance of a meeting or study session so it can be reviewed prior to the meeting. This includes presentation materials, background information, options/ramifications/implications, and recommendation or status.
Exception: the Board recognizes that some materials are time sensitive in nature and as such may not be provided in advance.
- ii. The Board will thoroughly read all material and provide questions or concerns regarding any issue to the Superintendent in advance of the meeting and no later than 8:00a.m. on the day of the meeting.
- iii. Individual Board members will alert the Superintendent to any community concerns that have been brought to their attention. Additionally, the Superintendent will alert the Board to any community concerns that have been brought to his or her attention.
- iv. All requests for information from a Board member will be directed to the Superintendent. All requests will be considered by the Superintendent and president of the Board when applicable. Such requests are subject to the discretion of the Superintendent or must be approved by the majority of the Board especially but not limited to those that require more than 15 minutes of research or follow-up by staff.
- v. When substantive information is provided to an individual board member in response to a concern or question, it will be provided to all Board members.
- vi. The Superintendent will meet regularly with individual board members.

B. Meeting Guidelines

- i. Board members will make every effort to attend all board meetings including work study and planning meetings.
- ii. Board members will wait to be recognized by the Board President prior to speaking.
- iii. The Board agrees that when no conflict of interest requires abstention, its members have a duty to vote on issues before them.

- iv. Each Board member respects the right of other Board members to vote "no" on an issue. Board members are encouraged to explain the reasons for the "no" vote either during deliberations or before casting the vote.
- v. Any action taken by the Board requires affirmative votes by a majority of the filled positions on the Board regardless of the number of Board members present at the time of the vote.
- vi. Board members agree to accept and support the will of the Board majority even if it is contrary to their vote.
- vii. Board meetings are meetings of the Board held in public, not open forum town hall meetings. The public is welcome to attend and public comments may be addressed to the Board using the following guidelines:
 - (1) Any person wishing to speak on any item on the agenda will be granted three minutes at the time the item appears on the agenda, or in the case of a non-agenda item, may do so under Comments from the Public. Depending upon the topic and the number of persons wishing to speak, the president may modify the number of minutes and/or the total time allocated for public comment.
 - (2) Prior to addressing the Board, a blue card (located on the table at the rear entrance) must be completed and given to the Board Clerk. Cards should be turned in prior to the Board reconvening for open session but will be accepted until Comments from the Public specific to each agenda item has begun.
 - (3) For items appearing on the agenda –
 - a) The item will be presented and staff reports made, prior to public input.
 - b) If multiple persons wish to speak on the item, the cards will be selected in random order and called to the podium.
 - c) If what someone wishes to say has already been covered by a previous speaker, the person may stand in their place and say that what they wanted to say has been addressed and do not wish to make further public comment at this time other than to state which side of the issue they are on.
 - d) Once public comment has been received, Board members will discuss the item among themselves. However, the Board may, at their discretion, ask questions of the Superintendent.

- (4) For items not appearing on the agenda –
 - a) In compliance with Board policy and the Ralph M. Brown Act, the Board is not permitted to discuss or take action on non-agenda items.
 - b) Depending upon the nature of the presentation, a Board member or the Superintendent may respond with questions of clarification or provide a reference to staff or other resources for factual information. If appropriate, a majority of the Board may direct the Superintendent to follow up on concerns expressed or schedule an item for a future board agenda.
 - c) It is the intent of the Board to allow the public to express concerns about an employee, while at the same time protecting the employee's right to privacy.
- viii. The Board will not direct questions to any member of the audience nor will any member of the audience direct a question to the Board.
- ix. Public hearings are legal events, which allow testimony from the community to help the Board reach a decision about an issue. Members of the Board do not generally comment during public hearings, but rather listen to the public's views on the issue. If members of the public offer erroneous information as fact, the Board or Superintendent can offer clarification, but will not engage in discussion on the issue.
- x. The purpose of Board communications is for individual Board members to make brief announcements, report on specific observations or activities, and provide acknowledgments that would be of interest to the other Board members.
- xi. The consent agenda is to consist of items of a routine or recurring nature that may be approved by one action of the Board. Prior to approval of the consent agenda, a Board member may ask questions about a particular item. Items should be removed from the Consent Agenda and considered separately when a vote may be cast differently than other Consent items or when a Comment from the Public request card has been submitted. If a Board member or member of the public would like an item to be considered separately, the item may be removed from the consent agenda when approving the agenda at the beginning of open session or immediately before approval of the consent agenda.
- xii. Board meetings are held the second and fourth Tuesday of each month, except as agreed in a formal board action. Meetings begin at 6:00 p.m. for open session with closed session to follow. Exception: if there is an expulsion hearing, or an attorney needs to be present, for any reason, or

any other reason deemed necessary by the Board or superintendent, then the closed session will begin before the open session of a board meeting.

- xiii. Board meetings should not be longer than 2.5 hours if possible including Closed Session. When a meeting reaches 9:00 p.m., the Board president will obtain consensus from the Board whether to continue the meeting or adjourn and reschedule. If the Board agrees to continue the meeting, a time limit will be set as to when to conclude the meeting.
- xiv. Although the Brown Act requires the majority of the Board's business to be conducted in public, there are several areas that must be conducted in Closed Session. These items are litigation, collective bargaining negotiations, student discipline and personnel. It is the responsibility of the Board President to ensure that Closed Session discussions stay limited to these topics.
- xv. Written reports provided to the Board should not be repeated orally when presented. Staff should briefly highlight the report and then remain available for discussion and questions from the Board.
- xvi. It is the responsibility of the Board president to ensure that discussions held prior to any action item is limited to the topic of the action item. Discussions that may be relative, but not relevant, to the item being considered should be deferred to another agenda.
- xvii. In the event of a town hall style meeting, Board members will be present to observe and listen only.
- xviii. In the event of a work study style meeting, the Superintendent may include additional active participants at his or her discretion.

2. Setting Direction

A. District Strategic Plan

- i. The District will develop a Strategic Plan every 3-5 years.

B. District goals and objectives

- i. Goals and objectives for the District will be developed from the Strategic Plan and set annually in the fall. The Superintendent will draft an initial proposal upon which the Board will provide input. The goals will be approved at a subsequent meeting.
- ii. The Superintendent will report progress towards these goals and objectives periodically to the Board, not necessarily presenting all goals each time. Progress of the goals and objectives will be based on predetermined measurements.

C) New Agenda Items

- i. The Superintendent and the Board president together will plan the agenda for each meeting.
- ii. Board members may request that items be placed on the agenda by:
 - (1) Contacting the Superintendent.
 - (2) Contacting the Board president
 - (3) Making a request during Announcements/Requests at the end of open session.
- iii. The Board president and/or Superintendent may ask for a Board consensus on whether to place any item on the agenda.

3. **Establish Structure/Support and Ensuring Accountability****A) Board Self-Evaluation**

- i. The Board will conduct a survey of management personnel and other Board members on the Board's effectiveness at least once a year. The Board will discuss the results of the survey.
- ii. The Board will periodically review the Governance Handbook.
- iii. Governance Handbook updates shall be made and approved by the Board as necessary.

B) Selection of Board President/Clerk

- i. The Board will select a Board President and Board Clerk annually.
- ii. At the beginning of open session, the Superintendent will ask the Board for nominations, which must then be seconded.
- iii. An individual nominated for either position has the opportunity to decline the nomination.
- iv. The Superintendent will then ask for a vote for each nomination. Once one person receives at least three votes, the vote is final.
- v. The new Board President and Clerk will immediately assume their duties. The new President will conduct the rest of the meeting and the new Clerk will act as Clerk.

C) Setting/Revising Board Policy

- i. Superintendent will ensure Board policies are kept up to date.
- ii. New and revised policies will be placed on agendas and approved by the majority of the Board throughout the year.

D) Collective Bargaining Process

- i. The Superintendent is responsible for proposing items to sunshine during Closed Session for the Board to review and provide input. These items are then placed on a later agenda to be sunshined publicly.
- ii. The Board delegates responsibility for negotiating to the Superintendent and will not actively participate in the collective bargaining process; however, the board will provide parameters for District Staff to work within. The Superintendent will provide the Board with regular updates on the status of negotiations, ask for guidance and direction when necessary, and receive Board approval for the final contract.

E) Superintendent Evaluation

- i. The Board will evaluate the Superintendent on an annual basis in the spring. As part of the evaluation, the Board will survey all staff reporting to the Superintendent regarding the effectiveness of the Superintendent.
- ii. The Superintendent will prepare a packet consisting of an evaluation of personal goals and objectives, a self-evaluation, and a copy of the Superintendent's contract.
- iii. Each board member will complete an evaluation separately.
- iv. The Board will review the Superintendent's packet, the other Board member's evaluations, and the staff surveys in closed session. After discussion, the Board will draft a single evaluation to present to the Superintendent at a subsequent meeting.
- v. Subsequent to being presented the evaluation, the Superintendent will draft personal goals and objectives derived from the evaluation for the following year. The Board will review these with the superintendent in closed session.
- vi. The Board and the Superintendent are committed to continuous improvement.

4) Community Leader

A) School Site Visits

- i. Whereas Board members are encouraged to visit school sites regularly, one to two Board members will visit each classroom at each site at least twice a year.

- ii. Board members will work with the Superintendent to schedule site visits. The principal at each site will identify the best time for visits.
- iii. In the fall, board members will visit every classroom. In the spring, principals and staff will design the board visit so that fewer classrooms are toured, but the visit will be more in depth.
- iv. In the spring, visits will be scheduled prior to the STAR testing window.

B) Involvement in the Community

- i. Board members are encouraged to attend as many school and community events as possible.
- ii. Committee appointments as well as school site and district organization designations are made prior to the start of each school year and as needed during the school year. A Board member will also serve as the Board's representative to the Santa Clara County School Boards Association (SCCSBA). Each committee will have two Board designees with a minimum of one designee and an alternate. As a Board representative, Board members will attend related meetings, disseminate/solicit information when appropriate, and provide periodic updates to the Board and Superintendent. As an alternative, a representative from a committee may make periodic reports of their activities to the Board. Should the Board member be unable to attend a meeting, the member may request another Board member to attend on their behalf.
- iii. The Superintendent will serve as the spokesperson for the District and the Board President will serve as spokesperson for the Board. Any requests for information from the media should be directed as such. When the Superintendent or designee responds to a community member, the board will be copied on the correspondence.
- iv. Communications written by any Board member that are signed as a representative of the Board must be reviewed by the rest of the Board and consensus received from a majority of the Board prior to being sent. This includes, but is not limited to, "Letters to the Editor" and any correspondence to legislative bodies.
- v. When approached by a member of the community with a complaint or concern, a Board member should listen and then direct the community member to the appropriate staff person or Superintendent responsible for the issue in question. The Board member should provide the staff person or Superintendent with a "heads up" letting them know about the conversation. If appropriate, the Board member may ask for a follow up at a later date. If complaints on a particular issue persist, a Board member may consider asking to place the issue on the agenda of a future board meeting, as there may be a need to adopt a policy that would give staff further guidance on how to handle the particular issue.

- vi. When approached by a member of the district's staff, a Board member should listen and direct the staff member to the Superintendent. The Board member should provide the Superintendent with a "heads up," but should refrain from becoming involved in any issue between a staff member and the Superintendent.

5) **Other**

A) Confidentiality

- i. A board member must keep confidential information confidential. Items discussed in closed session are required to be kept confidential and a Board member can be subject to prosecution for revealing these discussions.
- ii. Failure to keep confidential information confidential can result in:
 - (1) A breach of the attorney/client privilege;
 - (2) Jeopardizing of the District's legal position;
 - (3) Compromising the District's bargaining position in negotiations;
 - (4) Destroying people's lives;
 - (5) Undermining the District's climate of trust; and
 - (6) Exposing the District to financial liability.

B) The Brown Act

- i. The Brown Act requires that all Board business, with the exception of certain items allowable in closed session, be discussed and acted upon in public. As such, no more than two members of the Board may meet outside of a Board meeting where Board business may be discussed.
- ii. Board members may not use e-mail to communicate with more than one other Board member on any district business.

C) Workshops/Conferences

- i. Board members are encouraged to attend conferences and workshops to expand their capacity to serve effectively. These include, but are not limited to workshops sponsored by the California School Boards Association (CSBA) and School Services.
- ii. Board members should receive consensus from the rest of the Board before enrolling in any conference or workshop at the District's expense.

PROTOCOLS TO CONSIDER

1. Orientation of school board candidates
2. Welcoming new members to the board
3. Communication among governance team members
4. Acting as a parent
5. Role and responsibilities of the board president / officers
6. Using board meetings as strategic leadership tools
7. Study sessions / conversation meetings
8. Placing items on the board meeting agenda (*bylaw required*)
9. Bringing up new ideas or agenda items
10. Developing the board meeting agenda
11. Agenda questions answered before a meeting
12. Board member reports at board meetings
13. Staff reports to the board
14. Deliberation and decision-making at board meetings
15. Explaining "no" votes
16. Individual board member requests for information, materials, or action
17. Sharing personal expertise / i.e.: Sharing information w/other board members for decision-making
18. Addressing conflict among board members
19. Allowing majority vote to set the direction
20. Meeting Guidelines for board and other district meetings
21. Public comment section of board meetings
22. Handling concerns/complaints from the community (*Uniform Complaint Policy required*)
23. Handling concerns/complaints from staff
24. Spokesperson(s) for the Governance Team / Board / District
25. Board opinion vs. individual opinion
26. Speaking with a common voice -- (developing and using key messages)
27. Board member appointment to district committees -- role and authority
28. Managing difficult topics/issues in an atmosphere of mutual respect
29. Visiting schools
30. Electronic media at board meetings
31. Self monitoring of governance team effectiveness



