

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: ADOPTION OF THE 2015 GOVERNANCE HANDBOOK

BOARD MEETING DATE: March 23, 2015

FROM: Jerry Dannenberg, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board adopt a 2015 Governance Handbook, as revised by Ms. Leslie DeMersseman, a CSBA Consultant, based on discussions that took place during the governance leadership workshop on January 31, 2015.

BACKGROUND

The 2015 draft Governance Handbook resulted from conversations during Governance Leadership workshop held on January 31, 2015 with the Hueneme ESD Governance Team. The workshop was facilitated by Ms. Leslie DeMersseman, a consultant with the California School Boards Association (CSBA).

The draft handbook reflects work completed during governance workshops that began in 2002, through the workshop on January 31. Footnotes on each page, (or section), denote the year various items were added or revised.

A copy of the draft handbook was given to each board member and the three administrators who attended the workshop. They were asked to review it and make any revisions they felt necessary. No further changes were suggested; therefore, it is recommended that the Governing Board adopt its 2015 Governance Handbook, as presented.

The draft handbook is attached for the information of the public.

–DRAFT–



Hueneme Elementary School District

Governance Handbook

2015

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

Board of Education:

Vianey Lopez, President

Scott Swenson, Clerk

Bexy Gomez, Trustee

Rafael (Ralph) Ramos, Trustee

Charles Weis, Ph. D., Trustee

Superintendent:

Dr. Jerry Dannenberg

Deborah DeSmeth

Dr. Christine Walker

Hueneme Elementary School District Governance Handbook – 2015

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The Hueneme Elementary School District Governance Handbook was developed during effective governance workshops in 2002, 2009, 2011, 2013, and 2015 facilitated by Leslie DeMersseman, Governance Consultant, California School Boards Association.

-DRAFT-

Working as an Effective Governance Team –CSBA

A Governance Team is...

A group of people with different backgrounds, skills, personalities and styles, with a common purpose, who are working together to achieve clearly identified goals.

To effectively focus all district efforts on student learning and achievement for all students, a governance team needs to have a unity of purpose, a mutual understanding of roles, positive working relationships and supportive structures and processes. One of the chief ways a governance team can strengthen or maintain its effectiveness is to periodically assess its own performance in these areas.

Unity Of Purpose

Unity of Purpose is a common focus, super-ordinate goals, the beliefs governance team members share in common about children, the district and public education that help them transcend their differences to fulfill a greater purpose.

Roles

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

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.

Structures and Process

Effective teams discuss and agree on the formal structures and processes used by the board and superintendent in their functioning as a team (e.g., processes or structures for agenda setting, set-up of board room and table, agenda structure, visiting schools, handling complaints or concerns from the community, bringing up a new idea); how boards operate, how they do business.

EFFECTIVE GOVERNANCE

Why Think About Governance *

- Somebody else could dictate to us and we would have no say.
- Each team member brings a different life perspective to the table
- No one person has all the right answers
- The more people involved in decision-making, the more opportunities there are for different view points
- Lends legitimacy to Democracy and to taxpayer expenditures
- Insures that institutions that are governed serve the purpose for which they were formed
- Schools are unique institutions of government and seem to be very tied to local culture
- We spend the most as taxpayers on schools and they are the closest to us.
- Success of the schools helps the community feel good about itself.
- Schools are an agent of social change, and a conservative organization that refrains from going too far
- Helps us prepare for the future – think about what is going to happen

* *Added February 7, 2011*
Reviewed February 23, 2013
Reviewed January 31, 2015

UNITY OF PURPOSE

Hueneme ESD Governance Team's PURPOSE is to: *

- Ø Be are here for the children. We have a responsibility to see that our young people develop educationally and socially.
- Ø Maintain the sense of “family” within the district and of valuing each person: students, parents, families, district staff, and the governing body.
- Ø Ensure the schools meet the educational needs of the students and the community
- Ø Create an atmosphere in the district of continuous education for all
- Ø Represent the whole community in conducting the business of Hueneme School District
- Ø Keep the community informed about the district and about educational issues
- Ø Afford the community the opportunity to offer feedback and provide input on significant district issues in timely and meaningful ways manner
- Ø Protect the financial solvency of Hueneme ESD
- Ø We are the representatives of the community and have over-site responsibilities that require us to maintain the big picture view and district focus.

* *Added February 7, 2011*
Reviewed February 23, 201
Reviewed January 31, 2015

UNITY OF PURPOSE

What We Value and Believe in...

PUBLIC EDUCATION:

Public education is the foundation of a civilized, democratic society.

Public education is vital to our country’s economic well-being.

Public education is the equalizer to access in a lot of ways in our society. It provides access to higher education for those who might otherwise not have the opportunity.

Public schools are the place to create social competency – “E pluribus unum” concept

Public education is not just for the elite. A public school education helps children develop an appreciation for other cultures. The participation of each child is as important as every other child.

Public education creates a balance of power. Helps people have social and economic mobility within our society.

Developed October 2002 / Reviewed February 23, 2013

Reviewed February 2009 / Reviewed January 31, 2015

STUDENTS:

All children deserve opportunities to be as successful as possible – regardless of the “categories” they fit within. All children should have the same opportunities.

Our students deserve the best education we can possibly provide for them – and multiple opportunities to be successful.

We must value the diversity that each child brings to our district. Every child has the right to learn English as quickly as possible so they can be successful in their schoolwork.

All children deserve to be treated with unconditional dignity and respect.

We have to remember that every student can learn – we only have to help them open their minds.

Children want to learn and to be successful. They want to do their best.

Many immigrant parents are in this country because they want their children to have opportunities they didn’t have. They want to be sure that things are better for the next generation. They are very passionate for education and opportunities for their students.

We need to ensure they have access and opportunities to be involved with the schools.

Developed October 2002 / Reviewed February 23, 2013

Reviewed February 2009 / Revised January 31, 2015

UNITY OF PURPOSE

What We Value and Believe in continued...

GOVERNANCE:

Locally elected board members live in the community and know what is going on.

Locally elected school board members are a reflection of the community, and serve as a “safety valve” for the community. Board members represent community beliefs at the table.

The governance team has a responsibility to always remain focused on the desired results and to continually question whether the processes that are being followed are moving the district toward those desired results.

Locally elected board members are more aware of the needs of the community than long distance officials who don’t always have local understanding. (

We must make sure we have an alignment of purpose, and translate the state and federal requirements within our community beliefs and priorities.

revised January 31, 2015

What We Are Proud Of...

The ability of people at all levels in our district to work together collaboratively.

Maintaining the sense of a “district family” – and valuing each person in the family.

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There is a family feeling in our district – it’s a good place to work and learn. Everybody – the board and the staff – like to work here.

The district-wide programs are outstanding and very well thought out. Better than any I have ever seen.

We are able to attract qualified teachers, and are always seeking to improve our delivery of services * *(added Feb 2013 / Revised Jan 2015)*

Our teachers care about our students and what they are doing. * *(added Feb 2013)*

There is great diversity among our staff.

The district is managing student population growth extremely well. *(added Jan 2015)*

Overall we maintain positive relationships with our unions.* *(added Jan 2015)*

UNITY OF PURPOSE

What We Are Proud of continued...

Our personnel -- we have one of the best groups of educators in southern California. No other district comes close in the amount of training and commitment of the personnel.

There is an excellent relationship among members of the board, and between the board and the superintendent. * (added Feb 2013)

Governance team members always respect each other – particularly at the dais. * (added Feb 2013)

The board and staff maintain a professional demeanor and keep each other informed. * (added Feb 2013) (Revised Jan 2015)

Board members always call ahead with questions on agenda items so that staff can be prepared with answers during the meeting. * (added Feb 2013)

District staff is incredibly supportive of the board. * (added Feb 2013)

There is a long history in this district of being one with the community. We want to develop and maintain positive with other governmental entities. (revised Jan 2015)

We have created an atmosphere of continuous learning within the district among students, staff, and the Board.

What We Want to Accomplish...

We want to produce young people who are educationally and socially ready to enter high school.

We want to set goals that will give direction to the superintendent for the next few years.

We want to maintain the family feeling in our district and to continue to be highly regarded in our area.

We want all of our students to become proficient and literate in English Language arts. * (revised Jan 2015)

We want to support opportunities for every student to be bilingual and bi-literate. * (added Jan 2015)

*Developed October 2002 /
Reviewed February 2009, 2013 /
Revised Jan 31, 2015*

UNITY OF PURPOSE

What We Want to Preserve and Protect...

Creating a foundation so our students are able to function competitively in high school and ultimately in the marketplace.

Keeping our high quality teachers and other staff * *revised Jan 2015*

Continuing to be competitive with our teacher salary and benefits package

Maintaining a sense of fairness and equity between employee groups in the way staff responds to the needs of students

Openness and transparency with parents and stakeholder groups and between the board and superintendent

Board members who come to the position with an open-mind, a “duty to serve”, and transparent agendas *(*revised Jan 2015*)

Using the best tools and technology available to educate our students and to manage the systems within our district

Protecting the financial solvency of the district

How We Want to Be Perceived...

We want to be seen as being open and responsive to the needs of the community for our students. *(*revised Jan 2015*)

We want to be known for being able to change with the changing times.

We want to be seen as good stewards of public monies. *(*revised Jan 2015*)

We want to be seen as a unified positive force for schools.

We want to be known for being knowledgeable about the educational issues of today and about the needs and demands of our district.

We want to be seen as leaders in education and about the educational issues at the state, national and local level.

We want to be seen as contributors to community improvement.

The Legacy We Want to Leave...

We want to leave the district better than we found it. We want to have improved the lives of the children, their families, and our community in general.

We want to leave a legacy of a team that did our very best. *(*revised Jan 2015*)

Developed October 2002 / Reviewed February 2009 / Reviewed February 23, 2013 /revised Jan 31, 2015

UNITY OF PURPOSE

Hueneme ESD Governance Team CORE BELIEFS...

1. We believe every child can learn. Our district must make a concerted effort to prepare each child to become a productive member of our Democratic society.
2. We believe that trust and understanding forge the best decisions from varied viewpoints
3. We believe unified leadership leads to a better result than divisiveness.
4. We believe all governance team members must truly demonstrate that we value the efforts of those within our school district community – the students, employees, and parents.
5. We believe every employee should be appreciated by the governance team in order for the district to continue running in an excellent manner. * (revised Jan 2015)
6. We believe we have a responsibility to maximize the district educational program and to maximize staff competency while remaining fiscally sound.

*Developed October 2002
Reviewed February 2009
Reviewed February 23, 2013*

ROLES and RESPONSIBILITIES –CSBA

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

There are important distinctions to be made between the board’s role and that of the superintendent and staff. Boards and superintendents must team together to ensure a district has effective leadership. Just as board members should govern and not manage a school district, superintendents should not administer a district in isolation from the representatives whom the public has entrusted with the schools. School board ‘trustees’ are the representatives of the people, elected to ensure a community’s schools educate the community’s children in accordance with the wishes of the local community.

Board members have collective, not individual authority. Authority to make decisions is only granted to the board as a whole. The full board gives direction to the superintendent, most commonly at board meetings. Individual board members do not have the authority to direct the superintendent, unless otherwise agreed to by the board and superintendent.

The role of the school boards is not to run the schools, but to see that the schools are well run. When a board member inadvertently takes over the staff role, he is in essence vacating his board seat and effectively undercutting his ability to govern. He is forfeiting his ability to hold the superintendent responsible for the way the board’s policy direction is translated into action by the professional staff.

The board’s relationship with the superintendent is a direct relationship. The superintendent is the only employee who works directly for the board.

The board’s relationship with all other staff is indirect. Every other employee in the district works for the superintendent.

ROLES and RESPONSIBILITIES

Essential Roles In School Districts

Three Essential District Roles:

The school board works collaboratively with school district staff to see that the best possible education is provided to district students. Three distinct roles are required within the district to make this happen:

The Board: visionary, strategic, transformational change agent role:
set the direction: a strategic charge or target for change, and hold the system accountable for results

Administration: tactical, planners, alignment role, transitional change role:
create and launch plans to meet the strategic charge

Teachers and other Staff: operational role -- implementation:
carry out the plans to achieve the intended results

All three of these roles have to be aligned and integrated. None of the roles can be successful without the others. The Superintendent is the link between the roles: s/he supports the Board's governance responsibilities, and as the District's Chief Administrative Officer, works with administration to see that plans are developed in alignment with the vision, and oversees district staff to see that district work is carried out in ways that will achieve the ultimate intended results.

A Discussion Of Board And Superintendent Roles:

The Board is the elected representation for the community and sees that community interests are considered in decision-making for the schools. The board sees that the schools are well run by adopting fair and responsible policies and procedures that direct district operations. The board provides leadership on educational issues to the community, and fosters an environment within the district where excellence can be attained.

The Superintendent is hired by the board to be the chief administrative officer for the district, manages day-to-day operations in the district, and sees that board direction is implemented. The superintendent works with the board to support effective governance and provides leadership on educational matters to the community and staff.

ROLES and RESPONSIBILITIES

Our Definition of the Role of the Board and Superintendent...

Hueneme ESD board members are...

- the elected representatives from, and of the school district, who are charged with the responsibility for conducting the district's business in public, and protecting the public's interest in the public schools;
- strategic, visionary leaders;
- policy makers who perform the following five responsibilities;
 - Set the direction for the district
 - Establish the structure for the district
 - Create a supportive environment
 - Ensure accountability
 - Demonstrate community leadership

*The Hueneme ESD Superintendent: * (revised Jan 2015)*

- Advises the board, and provides timely and appropriate information.
- Works with the Board as the Governance team and establishes effective communication practices with the Board
- Treats all Board members equally
- Is the interface between the board and district staff
- Puts the policies and Board direction into action
- Facilitates productive working relationships among staff
- Manages the day-to-day operations of the district in accordance with law and Board Policies
- Sees that people and programs are evaluated

Developed February 23, 2013

Revised January 31, 2015

ROLES and RESPONSIBILITIES

Board Bylaws and Policies that Define Board and Superintendent Roles and Responsibilities: *

Board Bylaws:

Roles and Responsibilities:

- 9000 – Role of the Board
- 9005 – Governance Standards
- 9121 – President
- 9200 – Limits of Board Member Authority

Board Policies:

Administration:

- 2000 – Concepts and Roles
- 2110 – Superintendent's Responsibilities and Duties
- 2111 – Superintendent's Governance Standards

* *Reviewed February 23,, 2013*

We SET THE DIRECTION for the community’s schools:

- Focus on student learning
- Assess needs/baseline data
- Generate, review, or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
- Ensure an appropriate inclusive process is used
- Ensure these documents are the driving force for all district efforts

We ESTABLISH an effective, efficient STRUCTURE for the school district:

- Employ the superintendent and set policy for hiring of other personnel
- Oversee the development of and adopt policies
- Set academic expectations and adopt the curriculum
- Establish budget priorities, adopt the budget, and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements

We PROVIDE SUPPORT through our behavior and actions

- Act with professional demeanor that models the district’s beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities and goals
- Uphold board approved district policies
- Ensure a positive personnel climate exists
- Be knowledgeable enough about district efforts to explain them to the public

We ENSURE ACCOUNTABILITY to the public

- Evaluate the superintendent
- Monitor, review, and revise policies
- Serve as a judicial and appeals body
- Monitor student achievement and program effectiveness and require program changes as indicated
- Monitor and adjust district finances
- Monitor the collective bargaining process

We ACT AS COMMUNITY LEADERS

- Involve and engage the community in district schools
- Communicate clear information about policies, programs, and fiscal condition
- Speak with a common voice
- Advocate for children, district programs, and public education to the general public, community leaders, and local, state, and national leaders

ROLES and RESPONSIBILITIES

What the Board Needs From the Superintendent...

- No surprises!
- Information in a timely manner based on the superintendent's judgment of the priority of the issue
- Respect for the role of the governance team, and maintain open communication with the Board
- The ability to dialogue openly and honestly with the board and with individual board members. If there are issues with an individual board member – the superintendent should feel comfortable speaking directly to the member.
- Follow-through with the board on issues that are brought to the superintendent.
- Freedom to ask questions so that the superintendent has the opportunity to provide the necessary information.
- Provide opportunities for the board to be educated on developing issues. For example establishing study sessions on current or complicated topics.
- Patience, trust and a sense of humor, and the willingness to see different perspectives.
- Trust in the out good intentions

*Developed October 2002
Reviewed February 2009
Reviewed February 23, 2013
Revised January 31, 2015*

ROLES and RESPONSIBILITIES

What the Superintendent Needs From the Board...

- No surprises
- Information – the superintendent needs to know what we know.
- Honesty and openness. The ability to dialogue openly and honestly with the superintendent.
- Support for the superintendent’s decisions:
- Respect for the position of the superintendent
- Trust - Give him the benefit of the doubt until there is a compelling reason to do otherwise
- Go to the superintendent first with issues of concern, or with rumors, complaints, etc., within the community (internal or external)
- The freedom to feel comfortable talking with the board and individual members of the board as issues arise.
- Patience, a sense of humor., and the willingness to see things in perspective.

Developed October 2002

Reviewed February 2009

Reviewed February 23, 2013

Revised January 31, 201

Positive Governance Team Culture

Meeting Guidelines...

We Agree To:

- Communicate openly and honestly with each other
- Maintain confidentiality of conversations in closed session
- Respect each other's differences.
- Allow the Board President to maintain the decorum of our Board meetings:
 - Make sure all Board members have a chance to speak before he/she speaks.
 - Encourage dialogue and deliberation before votes on substantive items.
- Set a good example for everyone.
- Keep focused on our goals.
- Establish regular times to reflect on whether we are following our meeting guidelines.
- THINK KIDS!

*Developed February 2009
Reviewed February 23, 2013
Revised January 31, 2015*

HESD Agreements to Support Our Governance Team

Board and Superintendent Operating Procedures

Purpose:

The Board of Trustees is the educational policy-making body for the District. To effectively meet the District's challenges, the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective operating procedures or protocols, must be in place. There are general protocols and those that are specific for the Board and the Superintendent.

General – The Board and Superintendent will:

1. Keep learning and achievement for all students as the primary focus.*
2. Value, support, and advocate for public education.*
3. Operate openly with trust and integrity.*
4. Govern in a dignified and professional manner, treating everyone with civility, dignity, and respect*, while honoring the right to disagree with each other.
5. Define and respect the difference between administration and policy-making and respect the roles of each.
6. Keep confidential matters confidential.* Uphold the legal requirement for confidentiality on all matters arising from Board Meeting Executive Sessions; will keep conversations taking place in Closed Session absolutely confidential.

Board Members will:

1. Work with all members of the Board and the Superintendent to become a team devoted to students; be dedicated to making all members of the team successful.
2. Act with dignity, and understand the implication of demeanor and behavior.*
3. Recognize and Respect difference of perspective and style on the
4. Board and among staff, students, parents, and the community.*
5. Govern within Board-adopted policies and procedures.*
6. Communicate a common vision.*
7. Understand authority rests with the Board as a whole and not with individuals.* Recognize decisions are made only at properly scheduled meetings.
8. As an individual Board member, not make or appear to make a decision that appropriately should be made by the entire Board.

* denotes that the item is included in the CSBA Governance Standards

HESD Agreements to Support Our Governance Team

Board Members will: (continued)

9. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
10. Ensure opportunities for the diverse range of view in the community to inform Board deliberations.*
11. Attend regularly scheduled Board meetings unless a situation occurs that makes attendance impossible; cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
12. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff.*
13. Acknowledge individual request for reports and projects will be directed only to the Superintendent.
14. Understand the Board as a collective body must give clear signals to its professional staff through the Superintendent.
15. Participate in establishing annual expectations and goals for the Superintendent.
16. Objectively evaluate the Superintendent's performance and provide appropriate feedback.
17. Take collective responsibility for the Board's performance.*
18. Communicate directly with the Superintendent whenever a question or concern is raised by a staff member, student, parent, or community member.
19. Contact the Superintendent whenever contacted by the media regarding an incident, event, or agenda item.
20. Communicate directly with the Superintendent prior to Board meetings to address questions and/or concerns about agenda items; honor the "no surprises" rule with the Superintendent and fellow Board members.
21. Communicate one-on-one with the Superintendent when an individual concern arises; will not allow matter to fester.
22. Cast a vote on all matters except when a conflict of interest arises.
23. Recognize the individual role of constituents and special interest groups, while understanding the importance of using one's best judgment to represent all members of the community.
24. As time permits, visit school sites with the Superintendent and attend school functions, but avoid interrupting employees at work.
25. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.*

* denotes that the item is included in the CSBA Governance Standards

HESD Agreements to Support Our Governance Team

The Superintendent will:

1. Work toward creating a team with the Board dedicated to students.
2. Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
3. Work with the Board to establish a clear vision for the school district.
4. Communicate the common vision.
5. Recognize that the Board/Superintendent governance relationship requires support by the District's management team.
6. Understand the distinction between Board and Staff roles, and respect the role of the Board as the representative of the community.
7. Accept leadership responsibility and be accountable for implementing the vision, goals, and policies of the District.
8. Prepare preliminary goals annually for the Board's consideration.
9. Make personnel recommendations to the Board.
10. Communicate with Board members promptly and effectively.
11. Inform the Board prior to critical information becoming public; apprise all Board members in a timely manner of any major incident or when they may be called on to answer or explain.
12. Distribute information fully and equally to all Board members.
13. Provide information requested by one Board member to all Board members.
14. Distribute the Board agenda in a timely fashion and with enough time for Board study, and clarify information prior to scheduled meetings.
15. Never bring a matter to a public meeting that is a surprise to a Board member or Cabinet member.
16. Provide requests for additional information through a Board update, special report, Board agenda items, or as a Board workshop.
17. Present major decisions initially as a discussion item, then place it on the next Board agenda for action.
18. Treat all Board members professionally.
19. Communicate with individual Board members to determine if concerns exist prior to a possible problem developing, and respect the right to disagree with each other.
20. Keep the Board informed regarding issues and/or situations that could possibly concern parents, students, staff or community.
21. Bring to the attention of the Board matters that affect relationships.
22. Visit school campuses regularly.
23. Represent the School District by being visible in the community.
24. Model the value of lifelong learning.

* denotes that the item is included in the CSBA Governance Standards

SUPPORTIVE STRUCTURES and PROCESSES

Handling Constituency Concerns or Complaints

- We will remember that receiving information from an individual or a group perspective is not the same as having total knowledge of the topic or issue.
- We will utilize the 6 R's to ensure that we have actively listened to the constituent:
 - **Receive** – listen carefully to what they have to say
 - **Repeat** – or paraphrase back to them what we believe we have heard to be sure we have heard them accurately
 - **Request** – of them what they would like us to do with the information. Ask the person to identify those to whom they have spoken about the matter prior to contacting a board member.
 - **Review** – what we have heard and the options that are available to them – if appropriate, explain the district complaint policy and how to access it.
 - **Redirect** – put the person back into the system at the appropriate place – explaining lines of authority and chains of command and how to proceed up through the system.
 - **Report** – maintain open communication between the board and superintendent - call the superintendent to give him a heads-up about the constituent issue so that the superintendent is able to understand the total picture. We will describe our response to the constituent so that the superintendent hears directly from us, and does not get caught in the middle.
- The superintendent will deal with the issue as appropriate and will determine how to inform the total board.

*Developed October 2002
Revised February 2009
Reviewed February 23, 2013*

SUPPORTIVE STRUCTURES and PROCESSES

Individual Board Members Obtaining Additional Information or Getting Questions Answered on Agenda Items

- Board members will communicate with the superintendent when they need additional information or when they have questions on agenda items.
- The superintendent will determine the best way to provide the information or answer the question – and may direct the board member to other district staff.
- The superintendent will determine how to make sure that all board members receive the same information.

Individual Board Member Concerns or Issues about District Programs

- Board members recognize that they are not authorized evaluators of people or programs in the school district.
- A board member who has concerns or issues about any district program, or the staff member responsible for a program, will discuss the issue with the superintendent.
- District programs, and the staff members responsible for them, have review and evaluation processes in place. District programs have specific timelines for reports to the board. During the discussion of the board member's concern, the superintendent will clarify the schedule for progress reports to the board with the board member who has a concern.
- Following a progress report on the current status of a program, the board and superintendent will utilize normal district procedures to determine how the program will move forward. Options considered may include:
 - Internal or external forums – about forward thinking educational processes
 - Study sessions with the board
 - Conversation meetings between the board, superintendent, and other appropriate staff
 - Action plans from staff

Developed February 23, 2013

SUPPORTIVE STRUCTURES and PROCESSES

Order for considering agenda items when members of the public want to comment:

1. Board President introduces the agenda item
2. Superintendent states his recommendation
3. Staff presentation or report / Board asks questions of staff
4. Board President formally opens public comment for the agenda item
5. Members of the public make their comments to the board, abiding by Board Bylaws about time allotment
6. Board president formally closes the public comment section
7. President calls for a motion and a second
8. Board President may clarify the motion if necessary
9. Board members have a discussion followed by deliberation
10. Board votes
11. Board President clarifies the direction for the superintendent

Developed February 23, 2013

GOVERNANCE CALENDAR

JULY / 4th Monday	JANUARY / 4th Monday
Superintendent's Annual (final) Evaluation Quarterly Report: Williams Uniform Complaints	SARCs Superintendent's Mid-Year Evaluation Quarterly Report: Williams Uniform Complaints
AUGUST / 4th Monday	FEBRUARY / 4th Monday
	Second Interim Financial Report GATE Report CSBA Delegate Assembly Election
SEPTEMBER / 2nd Monday (financial due dates)	MARCH / 4th Monday
Unaudited Actuals Financial Report (for previous year) Sufficiency of Instructional Materials (public hearing) Food Service Report Conflict of Interest Code Revision (biannual; by October 1)	ASES Report Technology Report (or in April)
OCTOBER / 4th Monday	APRIL / 4th Monday
English Learners Update Migrant Education Report Facilities Report of Summer Projects Quarterly Report: Williams Uniform Complaints	AVID? (or in May) Quarterly Report: Williams Uniform Complaints
NOVEMBER / 4th Monday	MAY / 2nd Monday (the 4th Monday is Memorial Day)
Special Education Report CSBA Nominations for Delegate Assembly	
DECEMBER / 2nd Monday (organizational meeting)	JUNE / 4th Monday
Oaths of Office (in election years) Reorganization of the Board Adoption of a Board Meeting Calendar for next year Audit Report? First Interim Financial Report	Budget Adoption (public hearing) Annual Evaluation Report

Other Items to Consider:

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| <ul style="list-style-type: none"> • Adoption of Instructional Calendar • Art Program and Student Art Exhibit (in May) • Association CBAs • AVID Program Report (April or May?) • Citizens' Oversight Committee Meetings (Brown Act) • Comprehensive Safe School Plan (January or February?) • Consolidated Application (still in two parts?) | <ul style="list-style-type: none"> • Curriculum/Restructuring • E-Rate Program • NfL Report • School Single Plans (January or February?) • School Site Council Meetings (Brown Act) • Technology Committee Meetings (Brown Act) |
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