

Governance Handbook

CUESD BOARD OF TRUSTEES

AUGUST 2023

This handbook reflects the governance team's commitment to effective governance. Effective governance requires ongoing discussions about unity of purpose, roles, commitment to norms, and agreement on protocols and formal structures that will enable the governance team to perform its responsibilities in a way that benefits all students

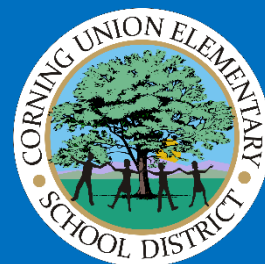


Table of Contents

1. Unity and Purpose	
a. Vision and Mission Statement	3
b. Board Goals	4
c. Board Core Values	5
d. Roles	6
e. Board Governance Standards.....	10
f. Superintendent Governance Standards.....	12
g. District Goals.....	13
h. Board Pledge	14
2. Board Member Expectations/Protocols	
a. Confidentiality	15
b. Orientation	15
c. Conference/Training Process.....	15
d. Policy Process	16
e. Site Visits	16
f. Attendance at District Events and Functions.....	16
g. Spokesperson for the Board and District.....	16
h. Board Representatives.....	17
i. Handling Concerns and Complaints from the Public and Staff	17
j. Board Access and Requests of Information.....	17
k. Individual Access and Requests for Information	18
l. Districtwide Emergencies.....	18
m. Personal or Preferential Treatment.....	18
n. Self Monitoring	18
o. Electronic Communication	18
p. Evaluation of the Board	19
q. Superintendent's Evaluation	19
3. Board Meetings	
a. Development of Board Agendas.....	20
b. Location of Meetings.....	20
c. Board Meeting Management.....	20
d. Board Meeting Calendar.....	21
e. Special Board Meetings	21
f. Emergency Board Meetings.....	21
g. Adjourned/Continued Board Meetings.....	21
h. Study Sessions/Retreats/Public Forums/Discussion Meetings	22

i.	Other Gatherings	22
j.	Teleconferencing.....	22
k.	Questions about Agenda Items.....	23
l.	Public comments	23
m.	Requesting Items to be Placed on the Board Agenda	23
n.	Follow up on Items Brought Up by Public during Board Meetings	24
o.	Consent Agenda	24
p.	Agenda Back Up Materials.....	24
q.	Voting	24
r.	Use of Abstentions	24
s.	Conflicts of Interest.....	24
t.	Annual Reorganization Meeting.....	25
4.	Agreement Signature Page.....	26
5.	Appendix	27

Unit and Purpose

Vision

CUESD educates ALL students to be critical and analytical thinkers, active community members, and responsible global citizens. We accomplish this by providing student-centered learning focused on the whole child in a safe, positive setting. Our commitment to excellence prepares students for 21st century opportunities, college, and careers.

Mission Statement

To give all students the opportunity to reach established academic goals at all grade levels, to encourage self-esteem, to promote pride in their schools and community, and to instill an appreciation for life-long learning.

Board Goals 2016-2021

- Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.
- Communicate openly, freely, and accurately to engage and involve all shareholders.
- Maintain safe and supportive schools where students and staff thrive.

OBJECTIVES

- Our graduates will have the necessary preparation to choose their post-graduate paths.
- Our community will be aware of our mission and be involved with the education and well-being of our students.
- Our facilities will provide the environment that ensures the success of our District's Mission and reflects the high expectations of our community.

VALUES AND BELIEFS

- All individuals have worth.
- All individuals are responsible and accountable for their actions.
- Accepting responsibility for one's actions and beliefs is fundamental for the personal integrity that contributes to societal success.
- Families, schools, and communities are mutually dependent; strengthening any one strengthens the whole.
- Learning is a life-long process.
- People learn in different ways.
- Communication is an essential basic skill.
- Contributing to one's community is the responsibility of everyone.
- We are part of a global community.
- Teamwork makes organizations more effective. Focusing on our commonalities while respecting differences strengthens society.
- The family is primarily responsible for the development of values.
- The coming together of cultures, histories and personalities is only possible in an organization that respects diverse perspectives and encourages participation by anyone interested in being a part of it.

PARAMETERS

- Decisions will be based upon the best interests of the students.
- We will be aware of and responsive to the changing needs of the community.
- Open communication will continue among the board, staff, students. Parents, administration, and the community.
- We will recruit and retain the highest quality staff to meet the needs of the students.
- Through teamwork we will accomplish our Strategic Plan.
- We will have strong evaluation and accountability of all staff and programs.
- We will support and require staff development at all levels.

Board Core Values

EDUCATIONAL

THE BOARD BELIEVES *student learning is our primary focus and it is the basis for our decision making. Our thoughts and actions in every situation must keep in mind how it will impact students.*

THE BOARD BELIEVES ALL *children can learn and expects each child will perform at his or her highest potential with equal educational opportunities consistent throughout the district. (Educational Excellence)*

THE BOARD BELIEVES *in promoting district-wide pride and diversity in a family atmosphere of caring and trust among staff, parents, and students as a key aspect to our success. (Connectedness)*

THE BOARD BELIEVES *in high expectations for every child and staff member. As a district, we must be responsible for continuing our education, embracing research-based educational practices that provide high quality staff development and Common Core standards-based instruction for our students.*

THE BOARD BELIEVES *that students must be instructed by teachers highly trained in instructional technology and that every student will be competent in the use of technology as a learning tool for their academic achievement.*

DISTRICT, SCHOOL, AND COMMUNITY

THE BOARD BELIEVES *the district has a responsibility to provide safe, secure, and well-maintained schools and facilities that are accessible to our students, parents, staff, and community members.*

THE BOARD BELIEVES *the district has a responsibility to promote service learning and community service for our students in all grade levels.*

THE BOARD BELIEVES *our students, parents, and members of the community are our most valued customers. Every effort will be made by district and school staff to assist and interact with our students, parents, and community in a "customer-friendly" environment.*

THE BOARD BELIEVES *the district has a responsibility to provide our students with a variety of quality and healthy foods that are appealing to students to choose from in a pleasant dining environment.*

FISCAL

THE BOARD BELIEVES *every fiscal decision the district makes will be weighed against ALL our core values.*

THE BOARD BELIEVES *in strong fiscal management that is achieved through careful budget development and long range planning. The Board will maintain a minimum seventeen percent (17%) reserve (but strive for twenty percent 20%) set aside for fiscal uncertainties.*

THE BOARD BELIEVES *district salaries and benefits must be competitive but not restrict the district's ability to fund and enhance necessary student learning programs and maintain district facilities. The board further believes that district salaries and benefits shall not exceed eighty-five percent (85%) of the General Fund.*

Governance Team Member Roles

The Corning Union Elementary School District Governance Team is comprised of five locally elected public officials entrusted with governing the community's elementary public schools. In addition, the Superintendent also serves as a member of the district's governance team and has responsibilities to support Board operations and decision-making.

PRESIDENT

The Governing Board shall elect a President from among its members to provide leadership on behalf of the Board and the educational community it serves. The President shall preside at all Board meetings. He/she shall:

1. Call the meeting to order at the appointed time
2. Announce the business to come before the Board in its proper order
3. Enforce the Board's policies relating to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
5. Explain what the effect of a motion would be if it is not clear to every member
6. Restrict discussion to the question when a motion is before the Board
7. Rule on issues of parliamentary procedure
8. Put motions to a vote, and state clearly the results of the vote
9. Be responsible for the orderly conduct of all Board meetings

The President shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts and orders necessary to carry out state requirements and the will of the Board
2. Consulting with the Superintendent or designee on the preparation of the Board's agendas
3. Working with the Superintendent to ensure that Board members have necessary materials and information
4. Subject to Board approval, appointing and dissolving all committees
5. Calling such meetings of the Board as the President may deem necessary, giving notice as prescribed by law
6. Representing the district as governance spokesperson, in conjunction with the Superintendent

The President shall have the same rights as other members of the Board, including the right to move, second, discuss and vote on all questions before the Board.

When the President resigns or is absent or disabled, the Clerk shall perform the President's duties.

SECRETARY

The Governing Board shall appoint the Superintendent to serve as Secretary of the Board. The Secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings and shall:

1. Prepare, distribute and maintain the Board agenda
2. Record, sign, distribute and maintain the Board minutes
3. Maintain Board records and documents
4. Conduct official correspondence for the Board
5. As directed by the Board, sign and execute official papers
6. Perform other duties as assigned by the Board

CLERK

At the annual organizational meeting, the Governing Board shall elect a clerk from its own membership.

The duties of the Clerk shall be to:

1. Certify or attest to actions taken by the Board when required
2. Maintain such other records or reports as required by law
3. Sign documents on behalf of the district as directed by the Board
4. Serve as presiding officer in the absence of the President or Vice President
5. Notify Board members and members-elect of the date and time for the annual organizational meeting
6. Perform any other duties assigned

Governance Team Roles

Role of the Board

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
 - 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
 - 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
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. Monitoring student achievement and program effectiveness and requiring program changes as necessary (cf. 0500 - Accountability)
 - 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.

Role of the Superintendent

The Governing Board desires to establish a productive working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning and achievement and the attainment of the district's vision and goals. The Board also desires to provide a fair basis for holding the Superintendent accountable.

The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

The Board shall clarify expectations and goals for the Superintendent at the beginning of every evaluation year.

As the chief executive officer of the district, the Superintendent shall implement all Board decisions and manage the instructional and non-instructional operations of the schools. The Superintendent also serves as a member of the district's governance team and has responsibilities to support Board operations and decision making.

The Superintendent may delegate any of his/her responsibilities and duties to other district staff, but he/she remains accountable to the Board for all areas of operation under the Superintendent's authority.

Board Governance Standards

The Governing Board 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 (cf. 9010 - Public Statements)
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff
8. Understand that authority rests with the Board as a whole and not with individuals

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

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

1 THE INDIVIDUAL TRUSTEE

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.

TO BE EFFECTIVE, AN INDIVIDUAL TRUSTEE:

- » Keeps learning and achievement for all students as the primary focus.
- » Values, supports and advocates for public education.
- » Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- » Acts with dignity, and understands the implications of demeanor and behavior.
- » Keeps confidential matters confidential.
- » Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- » Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- » Understands that authority rests with the board as a whole and not with individuals.

2 THE BOARD

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:

- » 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 effectiveness.
- » Ensure opportunities for the diverse range of views in the community to inform board deliberations.

3 THE BOARD'S JOBS

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, 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.

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 district can be implemented.
- » Conduct regular and timely evaluations 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.

Superintendent Governance Standards

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

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

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

1. Promotes the success of all students and supports the efforts of the Board to keep the district focused on learning and achievement
2. Values, advocates and supports public education and all stakeholders
3. Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents/guardians and the community and ensures that the diverse range of views inform Board decisions
4. Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior
5. Serves as a model for the value of lifelong learning and supports the Board's continuous professional development
6. Works with the Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture
7. Recognizes that the Board/Superintendent governance relationship is supported by the management team in the district
8. Understands the distinctions between Board and staff roles, and respects the role of the Board as the representative of the community
9. Understands that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole
10. Communicates openly with trust and integrity, including providing all members of the Board with equal access to information and recognizing the importance of both responsive and anticipatory communications
11. Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district

District Goals

The Board provides leadership, sets direction, and instills unity of purpose by reviewing and revising the District's mission and vision statements and by continuously updating District priorities and goals. Priorities and goals are expected to reflect community values and concerns, legal requirements, professional research and literature, and District resources.

The governance team (the Board and Superintendent) will set District goals and success indicators. Annual District goals should reflect the governance team's long-range vision as set out in the District's strategic plan.

Although there should not be separate Board, Superintendent, and District goals, the governance team should identify specific actions that are the Board's responsibility to implement as well as agreeing on the specific actions to be carried out by the Superintendent in order to achieve the established District goals.

The Superintendent will create strategies for implementation of the agreed upon District goals and success indicators for those strategies.

Board Pledge

We understand that:

- The Board is to establish the vision, create policies, and assure accountability.
- The Board will emphasize planning, policy-making, and communication rather than becoming involved in the management of the schools.
- The Board will set clear goals for themselves and the Superintendent.
- The Board and Superintendent will facilitate goal setting for the school district.
- The Superintendent, as the chief executive officer, manages the schools and makes recommendations, proposals, or suggestions on most matters that come before the Board.

We understand that:

- Board meetings are meetings of the Board held in public, not open forum town hall meetings.
- We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted to ensure the multiple voices from the community inform Board deliberations.
- We will consistently abide by our formal processes so that all persons are treated fairly and equally.
- We will do our homework and improve leadership skills by attending board training and networking opportunities.

We further understand that:

- The Board will lead by example.
- We agree to avoid words and actions that create a negative impression on an individual, the Board, or the District.
- While we encourage debate and differing points of view, we will do it with care and respect.

Board Member Expectations/Protocols

Board expectations/protocols describe how the Board Members serve and perform during and outside of meetings. Individual Board Members do not have authority. The only authority to direct action rests with the body as a whole and it takes a consensus or majority of the Board Members to set direction. Outside of meetings, individual Members operate as advocates and community leaders.

Confidentiality

The responsibility of our Governance Team includes being privy to closed sessions or confidential information about District litigation, personnel, negotiations, Superintendent evaluation and other issues permitted under the Brown Act. Each Trustee will work to maintain the public's trust by not breaching this confidentiality. If a Trustee inadvertently or accidentally violates this confidentiality, the Trustee will take immediate responsibility for their action.

Orientation of New Board Members

Immediately following the certification of public election or appointment of the Board, 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 workshop will include but not be limited to:

- Review the Governance Handbook protocols and agreements
- Review of Board agenda process and procedures
- Review of 9000 series of Board Bylaws
- Review of the Brown Act and discussion of confidentiality
- Review of Ethics and Conflict of Interest
- Review of ACSA/CSBA Professional Standards for the Superintendent as they relate to accountability of Superintendent to Board
- Review Superintendent contract provisions and evaluation procedures
- Discuss critical issues and any pending litigation
- Discuss responsibility of Board to monitor fiscal matters
- Review of Governance Calendar
- Review New Board Orientation Opportunities through CSBA and SSDA

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 Assistant to the Superintendent as far in advance as possible. The 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
- CSBA Annual Education Conference
- CSBA Brown Act Workshops

- Governance Core - School Boards, Superintendents, and Schools working Together, Campbell/Fullan
- Call To Order – A Blueprint for Great Board Meetings, CSBA
- The Brown Act – School boards and Open Meeting Laws

Policy Process

Each year, new legislation, court decisions, administrative regulations and societal changes create the need for district policies to be updated.

CSBA's Policy Services staff and legal counsel continually comb through new laws and regulations, as well as recent court decisions and other conditions to develop sample board policies and regulations to guide local districts. Updated sample policies are sent five times each year to Policy Services subscribers, and cite the legal and educational codes that apply.

The following policies should be reviewed by the board annually:

- BP/AR Intradistrict Transfers

Site Visits

Board members are encouraged to visit schools sites. As a professional courtesy, Board members are asked to call or email the principal ahead of time to arrange a convenient date and time for the visit. "Drive-byes" or "drop-ins" on staff and at school sites is discouraged.

Board members will also be cautious about encroaching on 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 Trustees should show support for school and District programs. The Board of Trustees should attend District functions whenever possible. Those attending events should communicate with the Superintendent in advance and will represent the Board of Trustees.

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 Corning Union Elementary 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.

Board Representatives

When making such appointments, the Board shall clearly specify the authority and responsibilities of the representative(s), including, but not limited to, reporting back to the Board regarding committee activities and/or actions. Board representatives shall not exercise the authority of the Board without prior Board approval.

The Governing Board recognizes that effective performance of its community leadership responsibilities may require its participation in district or community committees on matters of concern to the district and its students. As needed, the Board may appoint any of its members to serve as its representative on a district committee or on a committee of another public agency or organization of which the Board or district is a member or to which the Board is invited to participate.

If a committee discusses a topic on which the Board has taken a position, the Board member shall express the position of the Board. When contributing his/her own ideas or opinions, the representative shall clearly indicate that he/she is expressing his/her individual idea or opinion.

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 appropriate site/district staff member most appropriate and able to assist them 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.

Board Access and Requests for Information

Board members will be mindful of the workload of staff and will self-monitor requests to ensure that one member's request will not divert an inappropriate amount of time from staff efforts to achieve district goals.

Board Members will not direct questions to the staff/teachers. Board Members submit all questions directly to the Superintendent and ask other staff members for information only if directed to do so by the Superintendent. Appointments outside of the public meetings are strongly advised for lengthy inquiries.

If the Superintendent feels a request is unreasonable or too time consuming, the Superintendent should bring the issue up with the president.

When Board members request information that is not readily available, the Superintendent and/or staff will provide a time frame for when to expect an answer.

The president should talk with the Board member to resolve the issue. If no resolution can be found (or if the person making the request is the president), then the Board member should request that the question be agendaized.

If the majority of the Board agrees that staff should take the time necessary to answer the question, they can direct the Superintendent to do so. Answers to information requests will be distributed to all Board members.

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 an inappropriate amount of time from staff efforts to achieve District goals. Board Members recognize the concept of "Nice to Know" vs. "Need to Know" in information and will seek information only needed for effective decision-making.

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.

Self-Monitoring

Individual trustees agree to review and adhere to meeting norms, goals and Board Member roles as defined by CSBA and Board Bylaws.

In order to conduct efficient and effective Board meetings, Board Members will come to the Board meetings prepared and ready to do business. Board Members agree to speak to the issues on the agenda and attend to fellow Board Members respectfully. Facts and information needed from the administration will be referred to the Superintendent. Points are to be made in a few words as possible: speeches at board meetings are discouraged.

Electronic Communication

Board members will use electronic and social media communications in a manner that insures 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

Evaluation of the Board

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 as stated below.

By June 30th of each year except the final year of the Agreement, the Board shall have completed an evaluation of the Superintendent. The final year of the Agreement, the evaluation shall be completed by February 1st. The failure to meet these deadlines shall not be a breach of contract if the Board provides the Superintendent with written notice prior to the deadline of an extension of time for a maximum of thirty (30) days. The Superintendent shall inform the Board when her evaluation is due no less than thirty (30) days prior to Board review.

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.

The Board may conduct a special evaluation of the Superintendent at any time upon written notice. The Board's authority to terminate the Superintendent under section VII.C. shall occur only following a special evaluation lasting at least six (6) months following a less than satisfactory annual evaluation.

Board Meetings

Board meetings are meetings of the Board held in public, not open forum town hall meetings. The Board of Trustees, will keep this in mind as they conduct their meetings, allowing the public to provide input at the time allotted to ensure the multiple voices from the community inform Board deliberations. The Board of Trustees will consistently abide by the formal processes so that all persons are treated fairly and equally.

Development of Board Agenda

Board President and Superintendent work together to develop agenda.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site.

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose.

Location of Meetings

Board meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Board Meeting Management

Board meetings are meetings of the Board held in public, not open forum or town hall meetings.

The Board will allow the public to provide input at the time allotted to ensure the multiple voices of the community inform Board deliberations.

The Board will review its policies, bylaws, and protocols relating to Board meeting management (for example, time limits on input from members of the public), and revise or reaffirm them as appropriate.

The Board president has the primary facilitation role at Board meetings, and acts as spokesperson for the Board. S/he has no more authority than any other Board member outside of Board meetings.

As meeting chair, the Board president will:

- open and preside over meetings,
- introduce agenda items or ask Superintendent to introduce agenda items,
- provide background information as appropriate,
- call on speakers,
- ask for motions at appropriate times during deliberation,
- make sure all Board members have a chance to share in deliberation,
- facilitate effective deliberation,
- interpret and clarify motions or directives as needed, and articulate the "what" (purpose/desired outcome) and "why" (rationale) behind the Board's direction
- call on other Board members to speak on issues before adding his or her own comments,
- call for a vote restating the motion,

- clarify and authenticate all action, orders and procedures of the Board,
- adjourn meetings,
- remind the governance team and audience members of any meeting guidelines the Board has adopted, as necessary,
- work with the Superintendent to make sure there is appropriate follow-up and clarification of actions following the Board meeting
- serve as the spokesperson for the Board.

Board Meeting Calendar

The superintendent works with the Board President to develop a Board Meeting Calendar for each calendar year. The Board Meeting Calendar is set for vote at the December Board meeting each year.

The Board shall hold one regular meeting(s) each month. Regular meetings shall be held at 6:30 p.m. on the 2nd Wednesday of the month at the CUESD Board Room. (Closed Session 6:30 p.m.; regular session 7:00 p.m.)

The target time for regular meetings is 2.5 hours.

Special Board Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be posted and received at least 24 hours before the time of the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning items that has been described in the meeting notice. Members of the public cannot directly address the Board concerning items not described in the meeting notice.

Emergency Meetings

In the case of an *emergency situation* for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting.

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall

be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings.

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held.

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program:

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video.

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call.

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries.

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. *

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location.

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

*Executive Order. . . .

Questions about Agenda Items

It is important that whenever possible, Board Members communicate issues and concerns openly with the Superintendent prior to a public meeting.

Public Comments

There are two opportunities for public input at board meetings:

- Introducing non-agendized items during the time for public comment
- When an agenda item occurs

There are green and blue cards provided to facilitate public input.

- Green cards are for items on the agenda
- Blue cards for items not on the agenda.
- Individuals must limit their remarks to 3 minutes.

When 3 or more cards on the same subject are submitted to address or introduce items not on the agenda, the Board President may hold these comments until after the meeting agenda has been heard.

Unions CETA (Teachers) and CSEA (classified) address the Board during the Reports section of the agenda.

Board Members listen to public input and take it into account during discussion and deliberation. However, except for specific questions on committee reports and general comments, Board Members have no direct interaction with the public during a regular Board meeting.

The Board President is to acknowledge and thank members of the public for their input as appropriate. Once Board Members make their comments and move to discussion on an item, the audience and staff no longer participate. (The Board conducts the business of the public in public, audience and staff become observers.)

Requesting Items to be Placed on the Board Agenda

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the

Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

Follow-up on Items brought up by Public during Board Meetings

There are times when a community member makes comments to the Board at a Board Meeting about an item which is not on the agenda. After the presentation, the Superintendent may assign the appropriate person to follow-up. The Superintendent will then report back to the Board.

Consent Agenda

The purpose of the consent agenda is to expedite the handling of routine business. Consent agenda items should be routine and non-controversial. Only recurring and standard contracts, MOU's and agreements should be placed on the consent calendar.

Agenda Back Up Materials

Back up materials (charts, statistics, PowerPoint, etc.) shall be attachments to respective agenda items and provided to Board members when the agenda is posted.

At times, backup material to agenda items may not be completed by the posting of the agenda. In this case, Board members should be provided the materials at least 24 hours in advance to the Board meeting for ability to review and prepare. Any materials provided (that are not confidential) should also be provided to the public at the meeting.

Voting

Each Board member recognizes and respects the right of other Trustees to vote "yes" or "no" on an issue, or to abstain from voting when there is a conflict of interest. Each Trustee will explain their reason for a vote or abstention either during deliberations or before casting the vote.

Use of Abstentions

If a member feels that there is insufficient information to vote on a motion, that member should move that the motion be tabled for lack of information and request the item be placed on a subsequent agenda. If there is no second on his/her motion to table or if the motion does not pass, the member may abstain from a vote. However, agendized action items are known in advance which provides Board Members ample time and opportunity to receive all information needed to vote intelligently and confidently on the motion in question.

Also, in accordance with Board Bylaw 9323, Members are reminded that "When a member abstains, his/her abstention shall be considered to concur with (any) action taken by the majority."

Conflicts of Interest

Board Members with personal conflicts with any motion are again reminded of their obligation as Board Members to provide direction and governance within the school district. Abstentions for personal conflicts should be extremely rare, and only taken after due consideration of the possible outcomes.

If a Board Member has a financial conflict of interest as defined by Government Code 1090, he/she shall make this known to the Board before discussion of the issue and shall recuse themselves from discussion and/or action taken on the item.

“Conflict of Interest” is explicitly defined in Board Bylaw 9270. Before abstaining on any issue, a Board Member should be thoroughly familiar with this Bylaw in its entirety.

Annual Reorganization Meeting

Each year, the Governing Board shall hold an annual organizational meeting (typically December). In any year in which a regular election of district Board members is conducted, the organizational meeting shall be held within a 15-day period beginning from the date upon which a Board member elected at that election takes office. During non-election years, the meeting shall be held within the same 15-day period on the calendar.

At this meeting the Board shall:

1. Elect a president and a clerk and/or vice president from its members
2. Appoint the Superintendent as secretary to the Board
3. Authorize signatures
4. Approve a schedule of regular meetings for the year and a Board governance calendar stating the time when the Board will address important governance matters

We have read and agreed to the aforementioned expectations/protocols in order to support a positive and productive working relationship among the Corning Union Elementary School District Board of Education, staff, students, parents and the greater community.

We agree to:

- Review and renew these protocols and norms annually
- Create and support effective and efficient governance leadership
- Communicate openly, freely and accurately

Affirmed on this _____ day of _____, 20____

Board President

Board Clerk

Board Member

Board Member

Board Member

Superintendent

Appendix

Board Bylaw Manual

Administrative Authority of superintendent Manual

Governance Calendar