

Alpine County Unified School District

Governance Handbook

Board of Trustees

Tony Holdridge

Geoff Ellis

Clint Celio

Jane Starratt

Jill Wegenstein

Superintendent

Patrick Traynor, Ph. D.

This Governance Handbook was initiated during a board study session in August 2009 with the assistance of Christopher Maricle, Governance Consultant for California School Boards Association.

Board Approved 09/4/2010

Last Revision 09/13/2011

Reviewed 09/10/2013

Reviewed 09/09/2014

Reviewed 09/08/2015

Reviewed 09/13/2016

Table of Contents

- I. Unity of Purpose**
 - Governance in Alpine County USD3
- II. Role of the Board and the Superintendent4**
- III. Leadership Culture**
 - Governance Team Values and Norms5
- IV. Structure and Process / Governance Protocols 6-10**
- V. Board Self-Evaluation Form11**

I. Unity of Purpose

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

Governance in Alpine County USD

The board accepts four fundamental principles of district governance:

- providing guidance and oversight
- policy leadership to guide administrative leadership
- making collective judgments
- ensure fiscal solvency

The board recognizes that its work consists of five over-arching responsibilities:

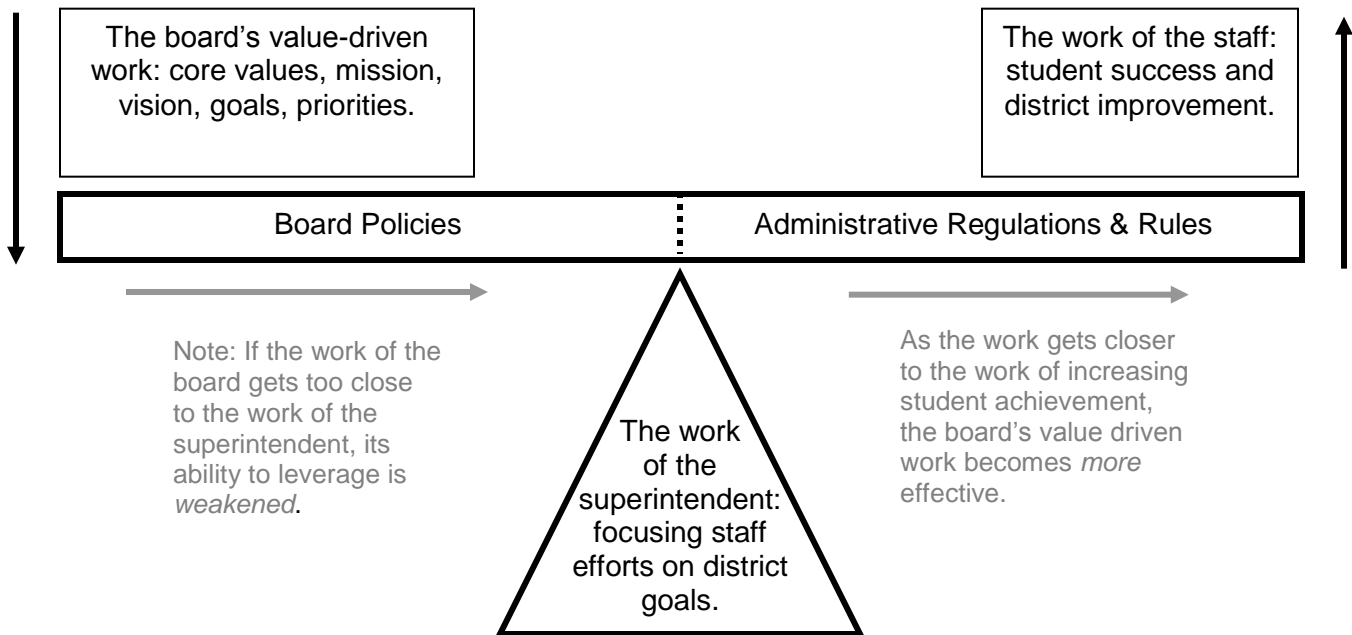
1. Setting Direction
2. Providing Structure
3. Providing Support
4. Ensuring Accountability
5. Engaging the Community

The board recognizes that governing the district requires the board to make judgments that balance four forces that affect the district.

- Community interest & concerns
- Legal requirements
- Educational best practices and research
- District capacity

II. Role of the Board and the Superintendent

- The board leverages the work of the staff through the superintendent, by clarifying and communicating the district’s mission, vision, priorities, goals, and policies; this is their value-driven work.
- The superintendent translates all goals and policies into action.
- The lever’s strength is *increased* when:
 - the fulcrum, the work of the superintendent, is close to the work of district improvement and increasing student success, AND
 - the board is focused on its value-driven work, and more distant from the skill-driven work of the superintendent
- The strength of the lever is *decreased* when:
 - the fulcrum is too distant from the work of district improvement, OR
 - the trustees become less focused on their value-driven work, and more focused on the skill driven work of the superintendent and staff.



How the fulcrum moves

To have confidence in their ability to direct the superintendent, trustees need to receive sufficient communication, and to understand the basis for decisions or recommendations. At the same time, the frequency of communication with trustees and the degree of detail in their inquiries move the fulcrum to the left – *pulling the superintendent away* from the work of the district. Striking this balance of sufficient communication to meet the needs of trustees with maximizing the superintendent’s attention on district goals is essential to increasing the effectiveness of the governance team.

III. Leadership Culture

Culture is the positive or negative atmosphere created by the way people in an organization treat each other.

The board trusts:

- The intent of staff (trust of character)
- The professional expertise of staff (trust of skill)

The board requests *reasonable* and *sufficient* information to judge that staff recommendations

- have a sound basis
- are supported by education literature / best practices
- are aligned with district goals and priorities

Governance Team Core Values & Norms for Behavior

Values	Governance Team Norms
Commitment -- Dedicated to working as a team, and preparing for and participating in the work of the board.	1. No surprises for anyone; ask question in advance. 2. Arrive on time (everyone’s time is valuable); share your ideas and opinions.
Effectiveness -- Ensuring meetings focus on the right work in a timely manner.	3. Focus on the topic at hand – no distractions. 4. Keep the discussion at the governance level.
Openness -- Listening to and considering the opinions of each member of the team.	5. Demonstrate the desire to understand the different opinions on the team. (i.e., wait until member finishes speaking before responding)
Civility (Courteous) -- Having the courage to communicate in a respectful and honest manner.	6. Refer to each person by his or her proper name. 7. No disparaging comments. 8. Act with dignity and understand the implications of demeanor and behavior (BB 9005).

IV. Structure: The Board’s Protocols

Efficient teams discuss and agree on the formal structures used by the board and superintendent in their functioning as a team, how boards operate, and how they do business.

Preparing for Meetings	
Issue:	What is our process?
<p>1. Developing the board meeting agenda</p> <p>Check and align with BB 9322</p>	<ol style="list-style-type: none"> 1. Trustees submit requests for agenda items to Superintendent. 2. District staff submits agenda items to the Superintendent at least 10 days prior to the scheduled meeting. 3. Superintendent’s executive assistant prepares a draft agenda. 4. Superintendent reviews the agenda with the Board President no later than 1 day prior to the scheduled meeting. 5. Superintendent informs trustees of the status of requested agenda items, and then publishes the final agenda 6 days prior to the scheduled meeting. 6. District delivers agenda and materials to Trustees 6 days prior to the scheduled meeting.
<p>2. Agenda questions answered before a meeting</p>	<ol style="list-style-type: none"> 1. Trustees call / email the Superintendent at anytime with questions. 2. The Superintendent or assigned staff will respond to the trustee and share the information with the full board as appropriate. 3. Trustees will inform the Superintendent if they intend to ask the question at a board meeting. 4. The superintendent may bring any requests for additional information to the board to approve the request if, in the superintendent’s judgment, the request will require substantial resources. 5. If a trustee asks a question during a meeting without prior notice to superintendent or the staff, the trustee will acknowledge this. <ol style="list-style-type: none"> a. Possible language: “I want to apologize to staff because I did not give them advance notice, and I know you may not have the information here today, but I’m just wondering...”

Conduct of Meetings	
Issue:	What is our process?
<p>3. Attention to Protocols</p>	<ol style="list-style-type: none"> 1. Protocols concerning the conduct of meetings will be provided to each member of the governance team. 2. The board president will remind the governance team of the protocols that guide the conduct of the meeting. 3. If a member of the governance team believes that these protocols are not being followed, he or she may raise the concern by saying: “Point of order: Are we operating according to our protocols?” 4. The president may respond by re-focusing the meeting or calling a short recess.
<p>4. Management of the Meeting</p>	<ol style="list-style-type: none"> 1. The president is responsible for presiding over the board meeting. 2. The president manages the meeting in a manner consistent with board bylaws and these protocols. 3. All governance team members agree to support the president in the enforcement of the bylaws and protocols that guide meeting conduct.

5. Staff Reports	<p>The board recognizes the commitment and expertise of staff and appreciates their effort in providing the board with accurate and timely information. To balance its time to address all the issues it must deal with, the board directs the superintendent to give clear guidelines to staff regarding board presentations. These include:</p> <ol style="list-style-type: none"> 1. Use executive summaries or highlights and get to the point quickly. 2. Avoid jargon or acronyms. 3. Avoid reading slides to the board. 4. Staff should address these questions: <ol style="list-style-type: none"> a. Why is this issue important to the district? b. What are the research-based criteria the board should know? c. What is the board’s authority on this issue? d. What policies are related to the issue? e. What are the pros and cons of the recommendation? f. How will the recommendation affect student achievement? g. What is the impact on the budget?
6. Trustee requests for info from or direction to staff during meetings.	<ol style="list-style-type: none"> 1. If a trustee makes a request of the superintendent or staff, the Board President will ask the Superintendent to comment on the impact on staff. 2. Direction will be given to the superintendent by board consensus.
7. Deliberation at board meetings	<ol style="list-style-type: none"> 1. The item is introduced. 2. President calls for motion and second. <ol style="list-style-type: none"> a. If no motion OR no 2nd, the motions dies. b. If the motion carries: go forward. 3. Trustees discuss the motion in light of: <ol style="list-style-type: none"> a. Impact on students b. District values, mission, goals and priorities c. Constituent perspectives and interests d. Legal requirements e. Cost 4. Board president brings the deliberations to a close or calls for the vote. <ol style="list-style-type: none"> a. Possible language: “Unless there are any new ideas...”
8. Moving the meeting	<ol style="list-style-type: none"> 1. The board generally strives to conclude its business within two hours. 2. The trustees agree the board president may end comment or discussion. Possible language: “Excuse me. I want to be mindful of our time constraints. I’m going to propose we conclude the item and move on.”
9. Abstention	See Board Bylaw 9270
10. Majority Rule	<ol style="list-style-type: none"> 1. Each board member accepts the democratic principle and agrees to support the board’s decision, regardless of their position prior to the vote.

11. Board members comments	<ol style="list-style-type: none"> 1. Board members try to keep comments to two (2) minutes or less. 2. Trustees avoid repeating comments already made. 3. Trustees focus their comments on: <ol style="list-style-type: none"> a. Attendance at district / school functions b. Attendance at community events c. Board / trustee professional development activity
12. Use of Study Session, Scheduling Study Sessions	<ol style="list-style-type: none"> 1. The board will schedule study sessions as needed. 2. Study sessions will be scheduled with sufficient notice to promote attendance by all trustees.

The Board, Trustees and Superintendent Between Meetings	
Issue:	What is our process?
1. Superintendent - Trustee Communications	<ol style="list-style-type: none"> 1. Trustees use their judgment in keeping the superintendent informed. 2. Trustees trust the superintendent in exercising judgment in informing the board of district issues. 3. Board members may call with questions or additional information by contacting Superintendent.
2. Trustee -Trustee communications	<ol style="list-style-type: none"> 1. Trustees may contact <u>one</u> other board members and the superintendent in discussing district issues or matters before the board.

The Trustee in Public	
Issue:	What is our process?
3. Role in public	<p>In public, the role of trustees is to:</p> <ol style="list-style-type: none"> 1. Advocate for our district. 2. Support board decisions.
4. Visiting schools	<ol style="list-style-type: none"> 1. Trustees will contact the (person) in advance whenever they visit schools for any reason. 2. Trustees use the opportunity of school visits to: <ol style="list-style-type: none"> a. Learn how the board’s work impacts schools and student learning b. Learn the needs of staff & students c. Celebrate the good work of staff & students
5. Speaking for the Board or to the Media Check and align with BB 9010	<ol style="list-style-type: none"> 1. Superintendent and Board President are spokespersons for the district. 2. The Superintendent is the primary spokesperson for the district.
6. Responding to [informal] complaints / concerns from the staff / community <i>outside of board meetings.</i> Note: Uniform Complaint Policy required by law	<p>In responding to complaints, board members will:</p> <ol style="list-style-type: none"> 1. Receive – Listen, smile and thank them. 2. Repeat - Explain their point to their satisfaction. <ol style="list-style-type: none"> a. “Do you believe that I understand?” b. “What would you like me to do for you?” 3. Remind – Explain that you have no authority as an individual. 4. Re-Direct –Direct them back into the system at the appropriate level. 5. Report – to Superintendent <p>Note: If the matter involves personnel, go straight to Step 5. You may add that your judicial review responsibility should remain unbiased and so you cannot become involved.</p> <p>The Superintendent trusts the board to use their judgment in determining what to report. The superintendent does want to know about any issues that involve:</p> <ul style="list-style-type: none"> • Student & staff safety concerns • Anything Illegal • Anything potentially litigious • Anything that might end up in the newspaper
7. Annual board orientation	<p>As soon as possible after a new trustee is elected or appointed or a new superintendent is hired, the governance team will meet to orient all team members to the work of the governance team. The review should include:</p> <ol style="list-style-type: none"> 1. board bylaws 2. governance agreements that guide the board’s work and meetings 3. long-range priorities

	<ol style="list-style-type: none"> 4. district goals and success indicators 5. superintendent goals and success indicators 6. superintendent evaluation timeline, process and instruments 7. district budget 8. key reform policies
<p>8. Self-evaluation of the governance team's effectiveness</p>	<ol style="list-style-type: none"> 1. The board will assess its own effectiveness annually at a study session held by April. 2. The board will be given the evaluation tool by one month prior. 3. Trustees will complete the instrument in preparation for the self-evaluation. 4. The board may direct the board president to tabulate the results prior to the self-evaluation discussion.
<p>9. Superintendent Evaluation Timeline</p>	<ol style="list-style-type: none"> 1. Oct.: Superintendent prepares self-evaluation based on prior year goals and most recent student achievement data. 2. April: The board evaluates its own effectiveness at a study session. 3. April: New district goals are adopted by the board. 4. Oct.: Superintendent submits self-assessment to the board. 5. Oct.: Individual trustees submit evaluations of the superintendent to the board president. 6. Nov.: Board President provides all trustees with a synthesized evaluation that balances input of all board members. 7. Nov.: The board meets in closed session without the superintendent to discuss and agree on the Superintendent evaluation. 8. Dec.: The board delivers the superintendent evaluation to the superintendent. 9. Dec.: The board meets with the superintendent in closed session to review the evaluation.

V. Alpine County USD Board Self-Evaluation

Setting Direction	Rank* 4,3,2, or 1	Comments
Focused on student learning		
District mission statement		
District vision		
Long range priorities		
Inclusion of stakeholders in the planning process		
Establish Structure		
Employ a superintendent		
Adopt and monitor policies		
Adopt and monitor a budget		
Adopt programs and textbooks		
Provide direction and structure for collective bargaining		
Model Support for the District		
Plan for public recognition of effort and progress on district goals and priorities		
Plan for public recognition of achievement of students and staff		
Plan for public recognition of parent involvement/support		
Plan for board presence at key events.		
Ensure Accountability		
Monitor student achievement		
Evaluate superintendent		
Monitor/revise policy		
Judicial appeal		
Monitor collective bargaining		
Monitor/adjust finances		
Provide Community Leadership		
Engage and involve community in vision/mission		
Inform the community about districts status/priorities		
Educate community/media about issues impacting district		

* Rank how well the board is addressing each area: 4 is the highest and 1 is the lowest.