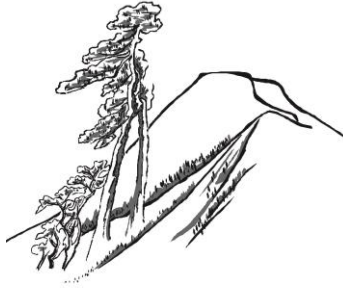


# Alpine County Unified School District



Governance Handbook

## **Board of Trustees**

Rachael Brothers, Trustee

Geoff Ellis, Trustee

Tony Holdridge, Trustee

Amy Mecak, Trustee

Clint Celio, Trustee

## **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.

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## **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:

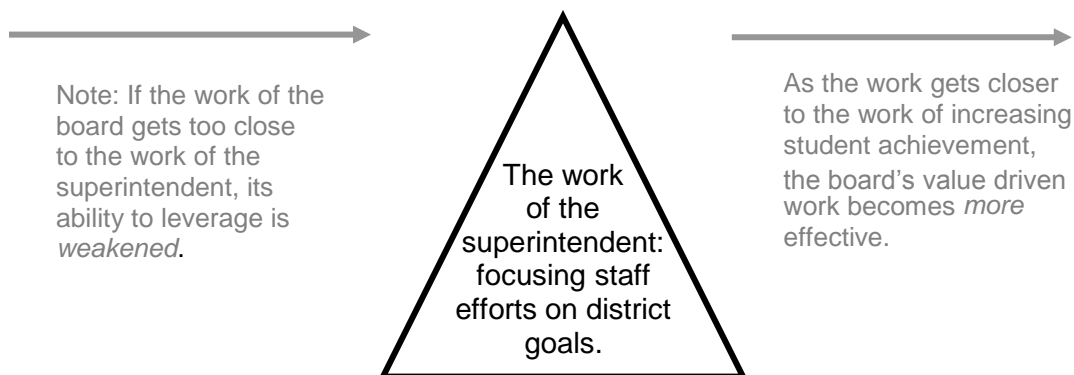
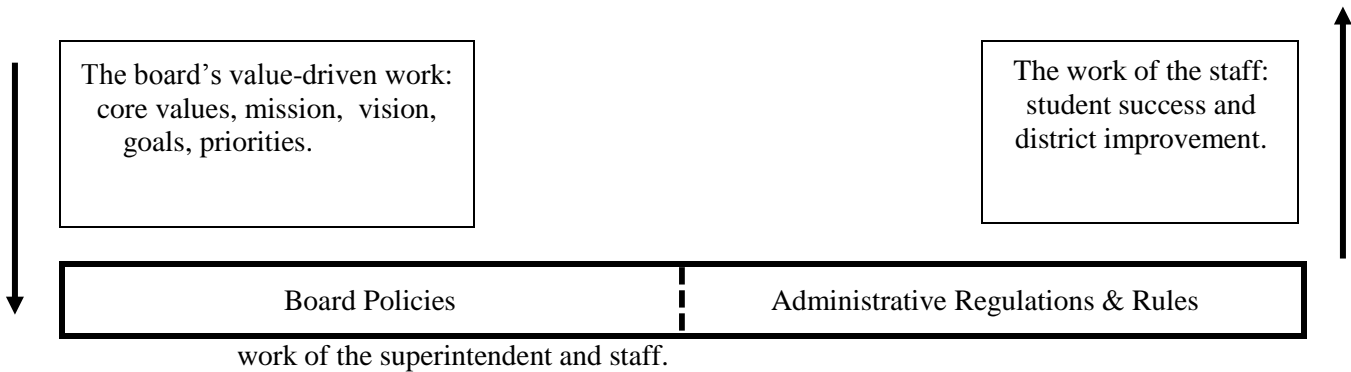
1. Setting Direction
2. Providing Structure
3. Providing Support
4. Ensuring Accountability
5. Engaging the Community

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



*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
<b>Commitment</b> -- 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.
<b>Effectiveness</b> -- 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.
<b>Openness</b> -- 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)
<b>Civility (Courteous)</b> -- 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).

## Meeting Norms

We will:

- Be on time for meetings
- Come to meetings prepared to participate
- Model expected behaviors
- Ensure that all members have the same information
- Acknowledge all opinions in a positive manner
- Practice open and honest communication
- Accept differences in experience, culture, and value priorities
- Give and receive constructive feedback civilly
- Allow others to speak without interruption
- Listen attentively
- Have no side conversations (including text messages)
- Stay focused on our goals and student achievement
- Go the extra mile to support each other in our work
- Maintain flexibility in difficult situations
- Committee reports will be a standard part of our agenda and included in the packet
- Address fellow governance team members as Trustee (last name) or Superintendent (last name)

#### 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.

<b>Preparing for Meetings</b>	
<b>Issue:</b>	<b>What is our process?</b>
<p>1. Developing the board meeting agenda</p> <p>Check and align with BB 9322</p>	<ol style="list-style-type: none"> <li>1. Trustees submit requests for agenda items to Superintendent.</li> <li>2. District staff submits agenda items to the Superintendent at least 10 days prior to the scheduled meeting.</li> <li>3. Superintendent’s executive assistant prepares a draft agenda.</li> <li>4. Superintendent reviews the agenda with the Board President no later than 1 day prior to the scheduled meeting.</li> <li>5. Superintendent informs trustees of the status of requested agenda items, and then publishes the final agenda 6 days prior to the scheduled meeting.</li> <li>6. District delivers agenda and materials to Trustees 6 days prior to the scheduled meeting.</li> </ol>
<p>2. Agenda questions answered before a meeting</p>	<ol style="list-style-type: none"> <li>1. Trustees call / email the Superintendent at anytime with questions.</li> <li>2. The Superintendent or assigned staff will respond to the trustee and share the information with the full board as appropriate.</li> <li>3. Trustees will inform the Superintendent if they intend to ask the question at a board meeting.</li> <li>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.</li> <li>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"> <li>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...”</li> </ol> </li> </ol>

<b>Conduct of Meetings</b>	
<b>Issue:</b>	<b>What is our process?</b>
<p>3. Attention to Protocols</p>	<p>Protocols concerning the conduct of meetings will be provided to each member of the governance team.</p> <p>The board president will remind the governance team of the protocols that guide the conduct of the meeting.</p> <p>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?”</p> <p>The president may respond by re-focusing the meeting or calling a short recess.</p>

4. Management of the Meeting	<ol style="list-style-type: none"> <li>1. The president is responsible for presiding over the board meeting.</li> <li>2. The president manages the meeting in a manner consistent with board bylaws and these protocols.</li> <li>3. All governance team members agree to support the president in the enforcement of the bylaws and protocols that guide meeting conduct.</li> </ol>
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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"> <li>1. Use executive summaries or highlights and get to the point quickly.</li> <li>2. Avoid jargon or acronyms.</li> <li>3. Avoid reading slides to the board.</li> <li>4. Staff should address these questions: <ol style="list-style-type: none"> <li>a. Why is this issue important to the district?</li> <li>b. What are the research-based criteria the board should know?</li> <li>c. What is the board’s authority on this issue?</li> <li>d. What policies are related to the issue?</li> <li>e. What are the pros and cons of the recommendation?</li> <li>f. How will the recommendation affect student achievement?</li> <li>g. What is the impact on the budget?</li> </ol> </li> </ol>
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6. Trustee requests for info from or direction to staff during meetings.	<ol style="list-style-type: none"> <li>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.</li> <li>2. Direction will be given to the superintendent by board consensus.</li> </ol>
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7. Deliberation at board meetings	<ol style="list-style-type: none"> <li>1. The item is introduced.</li> <li>2. President calls for motion and second. <ol style="list-style-type: none"> <li>a. If no motion OR no 2nd, the motions dies.</li> <li>b. If the motion carries: go forward.</li> </ol> </li> <li>3. Trustees discuss the motion in light of: <ol style="list-style-type: none"> <li>a. Impact on students</li> <li>b. District values, mission, goals and priorities</li> <li>c. Constituent perspectives and interests</li> <li>d. Legal requirements</li> <li>e. Cost</li> </ol> </li> <li>4. Board president brings the deliberations to a close or calls for the vote. <ol style="list-style-type: none"> <li>a. Possible language: “Unless there are any new ideas...”</li> </ol> </li> </ol>
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8. Moving the meeting	<ol style="list-style-type: none"> <li>1. The board generally strives to conclude its business within two hours.</li> <li>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.”</li> </ol>
9. Abstention	See Board Bylaw 9270
10. Majority Rule	<ol style="list-style-type: none"> <li>1. Each board member accepts the democratic principle and agrees to support the board’s decision, regardless of their position prior to the vote.</li> </ol>
11. Board members comments	<ol style="list-style-type: none"> <li>1. Board members try to keep comments to two (2) minutes or less.</li> <li>2. Trustees avoid repeating comments already made.</li> <li>3. Trustees focus their comments on: <ol style="list-style-type: none"> <li>a. Attendance at district / school functions</li> <li>b. Attendance at community events</li> <li>c. Board / trustee professional development activity</li> </ol> </li> </ol>
12. Use of Study Session, Scheduling Study Sessions	<ol style="list-style-type: none"> <li>1. The board will schedule study sessions as needed.</li> <li>2. Study sessions will be scheduled with sufficient notice to promote attendance by all trustees.</li> </ol>
13. Minimizing potential conflict	Recognizing that we do not have different values, we have different value priorities. Because there are rarely single-value problems, we seek the best rather than the right solution.

<b>The Board, Trustees and Superintendent Between Meetings</b>	
<b>Issue:</b>	<b>What is our process?</b>
1. Superintendent - Trustee Communications	<ol style="list-style-type: none"> <li>1. Trustees use their judgment in keeping the superintendent informed.</li> <li>2. Trustees trust the superintendent in exercising judgment in informing the board of district issues.</li> <li>3. Board members may call with questions or additional information by contacting Superintendent.</li> <li>4. The superintendent will inform the board of pertinent activities of the district. If it’s likely to be in the newspaper, the board should know about it. The superintendent will use e-mail to communicate routine matters to the board on a regular basis. During crisis situations, the superintendent will send out an e-mail alert and then attempt to reach board members via telephone beginning with the board president.</li> </ol>

2. Trustee -Trustee communications	1. Trustees may contact <i>one</i> other board members and the superintendent in discussing district issues or matters before the board.
<b>The Trustee in Public</b>	
<b>Issue:</b>	<b>What is our process?</b>
3. Role in public	<p>In public, the role of trustees is to:</p> <ol style="list-style-type: none"> <li>1. Advocate for our district.</li> <li>2. Support board decisions</li> </ol> <p>The board recognizes that it represents all students and all facets of the community and, as such, it has an obligation to pursue different points of view with honesty and vigor. Each board member commits to hearing one another out. By doing so board members model for students the honest and respectful expression of different points of view.</p> <p>If a member of the Governance Team cannot support the decision of the Board because it offends a moral or personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive.</p>
4. Visiting schools	<p>The board understands that periodic visitations to the school site is a valuable tool in understanding the culture of the school and increasing board member visibility. Such visits are for the purpose of becoming acquainted with school programs, personnel, operation, and facilities. Board members shall not go into teachers' classrooms or campuses for the purpose of evaluation or investigation. Board members will not give directions, or make suggestions to personnel during their visit.</p> <p>Trustees wishing to visit a school site will inform the superintendent in order to arrange a date and time for the visit. The superintendent will accompany the trustee when visiting classrooms and departments.</p> <p>When visiting with teachers of their own children, board members will make it clear that they are acting as parents rather than board members.</p>
5. Speaking for the Board or to the Media  Check and align with BB 9010	<ol style="list-style-type: none"> <li>1. Superintendent and Board President are spokespersons for the district.</li> <li>2. The Superintendent is the primary spokesperson for the district.</li> </ol>

<p>6. Responding to [informal] complaints / concerns from the staff / community outside of board meetings.</p> <p><b>Note: Uniform Complaint Policy required by law</b></p>	<p>In responding to complaints, board members will:</p> <ol style="list-style-type: none"> <li>1. Receive – Listen, smile and thank them.</li> <li>2. Repeat - Explain their point to their satisfaction. <ol style="list-style-type: none"> <li>a. “Do you believe that I understand?”</li> <li>b. “What would you like me to do for you?”</li> </ol> </li> <li>3. Remind – Explain that you have no authority as an individual.</li> <li>4. Re-Direct –Direct them back into the system at the appropriate level.</li> <li>5. Report – to Superintendent</li> </ol> <p><b>Note:</b> If the matter involves personnel, go straight to <b>Step 5</b>. 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"> <li>• Student &amp; staff safety concerns</li> <li>• Anything Illegal</li> <li>• Anything potentially litigious</li> <li>• Anything that might end up in the newspaper</li> </ul>
<p>7. Annual board orientation</p>	<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"> <li>1. board bylaws</li> <li>2. governance agreements that guide the board’s work and meetings</li> <li>3. long-range priorities</li> </ol>
	<ol style="list-style-type: none"> <li>4. district goals and success indicators</li> <li>5. superintendent goals and success indicators</li> <li>6. superintendent evaluation timeline, process and instruments</li> <li>7. district budget</li> <li>8. key reform policies</li> </ol>
<p>8. Self-evaluation of the governance team’s effectiveness</p>	<ol style="list-style-type: none"> <li>1. The board will assess its own effectiveness annually at a study session held by April.</li> <li>2. The board will be given the evaluation tool by one month prior.</li> <li>3. Trustees will complete the instrument in preparation for the selfevaluation.</li> <li>4. The board may direct the board president to tabulate the results prior to the self-evaluation discussion.</li> </ol>
<p>9. Superintendent Evaluation Timeline</p>	<ol style="list-style-type: none"> <li>1. Oct.: Superintendent prepares self-evaluation based on prior year goals and most recent student achievement data.</li> <li>2. April: The board evaluates its own effectiveness at a study session.</li> <li>3. April: New district goals are adopted by the board.</li> </ol>

	<ol style="list-style-type: none"><li>4. Oct.: Superintendent submits self-assessment to the board.</li><li>5. Oct.: Individual trustees submit evaluations of the superintendent to the board president.</li><li>6. Nov.: Board President provides all trustees with a synthesized evaluation that balances input of all board members.</li><li>7. Nov.: The board meets in closed session without the superintendent to discuss and agree on the Superintendent evaluation.</li><li>8. Dec.: The board delivers the superintendent evaluation to the superintendent.</li><li>9. Dec.: The board meets with the superintendent in closed session to review the evaluation.</li></ol>
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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		
<b>Establish Structure</b>		
Employ a superintendent		
Adopt and monitor policies		
Adopt and monitor a budget		
Adopt programs and textbooks		
Provide direction and structure for collective bargaining		
<b>Model Support for the District</b>		
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.		
<b>Ensure Accountability</b>		
Monitor student achievement		
Evaluate superintendent		
Monitor/revise policy		
Judicial appeal		
Monitor collective bargaining		
Monitor/adjust finances		
<b>Provide Community Leadership</b>		
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.

We have reviewed and agree to abide by and institutionalize the aforementioned governance team standards and protocols in order to support a positive and productive working relationship among the Alpine Unified School District/County Office of Education Board of Education, Superintendent, staff, students and the community. We shall renew this agreement at each Annual Organizational Meeting of the Board of Education.

Affirmed on this \_\_\_\_\_ day of \_\_\_\_\_, 2017

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Rachael Brothers, Trustee

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Geoff Ellis, Trustee

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Tony Holdridge, Trustee

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Amy Mecak, Trustee

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Clint Celio, Trustee

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Patrick Traynor, Ph. D.