



Governance Standards

Presented by: Roman J. Muñoz

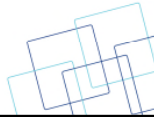
Kelseyville Unified School District
June 13, 2023



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Today's Agenda

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- Brief Discussion Regarding Protocols
- Brief Review of Select Government Standards
- Board Direction
 - Schedule a "full review" or
 - Place a "recommitment" on next agenda



A Special Thanks!

A special thanks to Dr. Walt L. Hanline
Executive Director,
National Center for Executive Leadership and
School Board Development



Protocols

“Protocol” Defined

A protocol provides sufficient detail to clarify a Board procedure so that it is clearly understood and practiced in a manner consistent with the Board bylaw and District policy.



Protocols, cont'd.

Why develop protocols?

Effective teams discuss and agree on formal structures and processes used by the superintendent and the board in their functioning as a team-how the board will operate, how members will agree they will do business in order to govern effectively.



Bylaws, Policies and Protocols

These formal structures guide the Board-Superintendent relationship.

Board Setting Policy

- Beliefs
- Vision
- Priorities
- Policies
- Strategic Goals
- Success Indicators

Administration-Implementation

- Strategies
- Techniques
- Strategic Goals
- Success Indicators



Board Governance Handbook

Exhibit 9005-E
Last Reviewed on May 18, 2021



Board Member Authority

Individual Board members do not have authority as an individual.

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Board Member Authority, cont'd.

Board Member Role?
Conflict of Interest?
Due Process?
Notice?

LS

11

Board Meeting Management and Norms

- Expectation to attend.
- Expectation to participate and stay on topic.

LS

12

Board Meeting Attendance, Preparation and On-going Professional Development

Effective meetings require the Board to review the agenda and supporting materials in advance of the meetings.



Board Meeting Attendance, Preparation and On-going Professional Development, cont'd.

Football?
Teachers like the Superintendent?
Listens to the Board?
Extension and Salary Increase?



Questions and/or Clarifications of Agenda Items

- Brown Act Requirements.
- Submitting requests and timing.



Questions and/or Clarifications of Agenda Items, cont'd.

Grandstanding?
Were board members surprised?
What is wrong with surprises?

LS

16

Board Members and the Community

Board members acknowledge that they do not have the authority to resolve complaints but want to be accessible, responsive, consistent and fair in dealings.

LS

17

Board Members and the Community, cont'd.

Interacting with members of the public?
Gossip?
Derogatory comments about other members?
Where should Andy raise his concerns?



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Next Steps

- Board Workshop to Continue Review; or
- Agendize a Recommitment

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*For more information, questions and
comments about the presentation,
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in one of our 8 offices.*



Exhibit (PDF) 9005-E PDF(1): Governance Standards - Governance Handbook

Status: ADOPTED

Original Adopted Date: 05/18/2021 | **Last Reviewed Date:** 05/18/2021

See PDF on the next page.



KELSEYVILLE
Unified School District

GOVERNANCE HANDBOOK



Board of Trustees

Rick Winer
Allison Panella
Gilbert Rangel
Natalie Higley
Mary Beth Mosko

Superintendent

Dave McQueen

Exhibit 9005-E(1)
Exhibit to Bylaw 9005 Governance Standards
Originally Adopted: 05/18/2021

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9005-B: Governance Standards

Bylaw 9005-B: Governance Standards

Status: ADOPTED

Original Adopted Date: 04/21/2015

Last Reviewed Date: 04/21/2015

The Board of Trustees 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
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

Vision Regulation 0000

Status: ADOPTED

Original Adopted Date: 04/21/2015

Last Reviewed Date: 04/21/2015

The Superintendent or designee shall establish a process for developing and regularly reviewing the district's vision and direction which includes:

1. Clearly defined procedures, timelines and responsibilities
2. Identification of the strengths and needs of the district
3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums.
4. Board adoption of district vision statements at a public meeting

As part of this process, the Superintendent or designee shall provide the Board of Trustees with relevant district documents and data, including current district mission and vision statements, if any, and information about student documents and data, including current district mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.

Vision Policy 0000

Status: ADOPTED

Original Adopted Date: 08/15/2017

Last Reviewed Date: 08/15/2017

The Board of Trustees believes that a clearly stated purpose and direction for the district provide the foundation for continuous improvement and accountability. The Board shall adopt a long-range vision for district programs and activities that focuses on the achievement and well-being of all students and reflects the importance of preparing students for the future academically, professionally, and personally. The vision shall recognize the unique role of students, parents/guardians, staff, and community partners in contributing to a high-quality education for all students. The district's vision may be incorporated into its mission or purpose statement, philosophy or motto, long-term goals, short-term objectives, and comprehensive plans such as the local control and accountability plan (LCAP).

The Superintendent or designee shall recommend an appropriate process, with clearly defined procedures, timelines, and responsibilities, for establishing, reviewing, and updating the district's vision statements. This process shall include a review of relevant district documents and data including, but not limited to, information about student demographics, student achievement, current programs, and emerging educational issues. The process shall incorporate an analysis and identification of district strengths and areas in which growth is needed. Input shall be solicited from parents/guardians, students, staff, and community members through methods such as surveys, focus groups, advisory committees, and/or public meetings and forums.

The Board shall review the district's vision statements annually, in conjunction with the update to the LCAP, to ensure consistency among all documents that set direction for the district. Following these reviews, the Board may revise or reaffirm the direction it has established for the district.

The Superintendent or designee shall communicate the district's vision to staff, parents/guardians, and the community.

Board decisions regarding curriculum, policies, the budget, collective bargaining agreements, and other district operations shall be aligned with the district's vision. In addition, the Superintendent or designee shall ensure that staff's implementation of district programs and activities supports attainment of the district's vision.

The Superintendent or designee shall regularly report to the Board regarding district progress toward the vision.

Vision Exhibit 0000 E(1)

Status: ADOPTED

Original Adopted Date: 09/28/1988

Our Vision Statement is:

Success for today, through the cooperative involvement of students, parents, educators, and the total community.

Preparation for tomorrow, through academic achievement, technological skills and understanding, and the development of critical thinking and reasoning skills for all students.

Learning for a lifetime, which assures well-informed and productive citizens for the future.

That all students have access to a high quality, 21st century, technology-driven education in order to become contributing members of society.

Philosophy Policy 0100

Status: ADOPTED

Original Adopted Date: 08/15/2017

Last Reviewed Date: 08/15/2017

In order to establish and support a guiding vision for the district, the Board of Trustees shall develop, articulate, and regularly review an overarching set of fundamental principles which describe the district's core beliefs, values, and tenets. The Board and district staff shall incorporate these principles into all programs, activities, and operations of the district.

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student should have an opportunity to receive a quality education regardless of his/her social, cultural, or economic background.
3. Every student in the district has a right to be free from discrimination, harassment, intimidation, and bullying, as prohibited by law or district policy.
4. The future of our nation and community depends on students possessing the skills to be lifelong learners, collaborative and creative problem solvers, and effective, contributing members of a global and technologically advanced society.
5. Highly skilled and dedicated teachers and educational support staff have the capacity to guide students toward individual achievement and growth, and have a direct and powerful influence on student learning and life experiences.
6. A safe, nurturing environment and positive school climate are necessary for learning, academic achievement, and student development.
7. Parents/guardians have a right and an obligation to be engaged in their child's education and to be involved in the intellectual, physical, emotional, and social development and well-being of their child.
8. The needs of the whole child must be addressed, as the ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom.
9. Early identification of learning and behavioral difficulties and timely and appropriate support and intervention contribute to student success.

10. Students and staff are encouraged and motivated by high expectations and recognition for their accomplishments.
11. School improvement is a dynamic process requiring flexibility and innovation to meet the needs of students in a changing world.
12. Professional development for the Board and district staff is essential for the growth and success of the district and its students.
13. The diversity of the student body and school staff enriches the learning experience, promotes cultural awareness and acceptance, and serves as a model for citizenship in a global society.
14. A common set of norms and protocols is crucial to effective governance.
15. Communication, trust, respect, collaboration, and teamwork strengthen the relationship among Board members and between the Board and Superintendent, and contribute to the effectiveness of the governance team.
16. The community and district are inextricably connected partners, wherein the community's engagement in issues that impact the schools enhances the district's programs and student learning.
17. Two-way communication with all stakeholders is essential for establishing continuity, support, and shared goals both within the district and with the surrounding community.
18. The Board has a responsibility to advocate on behalf all students, keep current on legislative issues affecting education, and build positive relationships with local, state, and federal representatives.
19. A fiscally sound budget which is reflective of the district's vision is imperative to the financial stability of the district and to the attainment of its goals.
20. Responsibility for district programs and operations is shared by the entire educational community, with ultimate accountability resting with the Board as the basic embodiment of representative government.

Philosophy – Vision Exhibit 0100 E(1)

Status: ADOPTED

Original Adopted Date: 03/11/1992

KELSEYVILLE UNIFIED SCHOOL DISTRICT MISSION

The mission of the Kelseyville Unified School District is to ensure that all students and the educational community actively participate in and are valued contributors to our changing society.

We will encourage the development of skills, concepts, and processes that build knowledge, foster thinking and enhance positive social interaction of the individual student.

Governance Standards Protocols Exhibit to ByLaw 9005

Status: Board Approved 05/18/2021

Original Adopted Date: 05/18/2021

Last Reviewed Date: 05/18/2021

KELSEYVILLE UNIFIED SCHOOL DISTRICT GOVERNANCE PROTOCOLS

1. Board Members and Meetings

A. Professionalism

Board members will model professional behavior by being polite and respectful of the points of view held by their fellow Governance Team members.

Board members will not seek or accept any special or favored treatment for their children, family, friends, or themselves. Equal and respectful treatment of all people is expected.

Board Governance Calendar

The Superintendent and Board President, with the support of staff will annually review the Board Governance Calendar, included as Exhibit [2] to these Protocols.

B. Agenda Creation

The Superintendent and Board President, with the support of staff, will create each Board agenda. In advance of the preparation of the Board agenda, Board members may request items to be placed on the agenda. The Board President and the Superintendent will discuss the structure and contents of the agenda and the process that will be followed at the meeting, in advance of the Board meeting.

C. No Irregular Meetings

Board members will not participate in irregular or unofficial meetings without all members of the Governance Team having been advised of and given the opportunity to attend. This protocol shall not be interpreted to preclude individual communication between Board members or District staff provided that such communication does not violate the Brown Act.

D. Closed session

The responsibility of the Board includes attending closed sessions and receiving confidential information about District litigation, personnel, negotiations, superintendent evaluation, or other issues permitted under the Brown Act. Board members agree to work collaboratively to maintain the public's trust by not violating confidentiality. If a Board member inadvertently or accidentally violates a confidential issue, the member will take immediate responsibility and inform the Superintendent so that the Board and the Superintendent may respond accordingly.

Board members are expected to self-monitor compliance to the Brown Act and other open meeting laws, including limiting closed session to the legally appropriate agenda item(s).

E. Board Meeting Management and Norms

Board members acknowledge that their attendance is expected at meetings to establish a quorum and that failure to establish a quorum will require the Board to cancel and adjourn the noticed meeting. If a Board member is aware of a scheduling conflict, they shall notify the Superintendent as soon as reasonably practicable.

Board members agree to the following meeting norms: everyone participates, seek first to understand then be understood, stay on topic, listen before responding, keep discussion moving forward, remain objective, adhere to time and protect confidence. The board will focus on students' best interests at all times.

Trustees understand and agree that the Board meetings are meetings of the Board held in public, not open forum town hall meetings. The Board will keep this in mind as meetings are conducted, allowing the public to provide input at the time allotted to ensure multiple voices of the community are heard. It is the role of the Board President to facilitate the Board meeting efficiently while following protocol.

F. Rules of Order

Recognizing that established rules of order assure that everyone has a fair opportunity to impact the outcome of a decision, the Board agrees to establish and comply with Rosenberg's Rules of Order.

G. Abstentions and No Votes

Board members agree that they have a duty to vote on a motion unless:

- A member may abstain if they feel that there is insufficient information to vote on a motion, however that member should move that the item 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.
- A member may and should abstain when a conflict arises. If the conflict is on a consent item, the member should pull the item from the consent agenda and disclose the conflict. This allows the member to vote on the remaining consent agenda.
- A member may abstain from voting to approve a previous meeting's minutes if the member was absent at the meeting.

When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Each Board member respects the right of other Board members to vote in the minority position. If so doing, each Board member agrees, as a courtesy, to explain the reason for their minority vote, either during deliberation or after casting the vote.

H. Allowing the Majority to Set the Direction

Board members acknowledge and agree that there are multiple approaches in addressing issues. Dissenting opinions shall be listened to respectfully. Board members acknowledge that the final authority for Board decisions rests with the Board as a whole. Following a decision, the Board members agree to support the majority decision fully. Following the decision, if trustees are approached by the community, staff, or the media about the decision, protocol will be to refer all questions to the Board Spokesperson.

I. Board Member Meeting Attendance, Preparation and On-going Professional Development.

Board members acknowledge that effective meetings require the Board to review the agenda and supporting materials in advance of meetings and the members agree to make every reasonable effort to do so.

Board members acknowledge that governance requires an on-going commitment from all members of the governance team to pursue on-going professional development opportunities.

J. Committee

The Board may establish standing or ad-hoc committees. The membership of any Board Committee shall be voted on and approved by a majority of the Board.

K. Questions and/or Clarification of Agenda Items

Board members need equal access to information, and to operate within the requirements of the Brown Act. When an individual Board member requests information related to an agenda item, that information will be provided to all Board members. Board members, if responding, may not “reply to all.”

As a matter of professional courtesy, Board members will make every effort to submit, prior to the meeting and in accordance with the Brown Act, questions they intend to ask so that the Superintendent and District staff has the opportunity to prepare to answer Board members’ questions at or before Board meetings. If unforeseen questions or requests for additional information arrive during the meeting, Board members will acknowledge their question or comment as spontaneous with an understanding that staff may not have the information on hand to answer the question.

2. Board Members and the Superintendent

A. Request for Information and Correspondence to the Board

When a Board member has a request for information, related to an agenda item or otherwise, the agreed upon process will be to contact the Superintendent. The Superintendent will then work cooperatively with District staff to provide the information as appropriate. Board members agree to respect the workload of the staff and are encouraged to self-monitor requests to not divert an inappropriate amount of time from efforts to achieve District goals. Requests requiring significant

amounts of time will be brought to the Board at a Brown Act compliant meeting to decide whether to pursue the request.

The Superintendent will ensure timely responses to requests and will provide the information. As appropriate, the Superintendent will distribute the response to all Board members.

Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

B. Superintendent – “No Surprises” Agreement

The Superintendent will inform the Board as soon as possible of:

- Serious safety concerns
- Serious disciplinary action
- Serious / unexpected personnel changes or disciplinary issues
- Serious illness or death of a student, a staff member or members of the staff member's immediate family
- Serious legal or liability concerns
- Notable achievements of District students or staff

3. Board Members and District Staff or Consultants

A. Legal Counsel

District legal counsel represents the District acting by a majority of the Board and not any individual Board member. The Superintendent may confer with District legal counsel at their discretion.

In the event that the Superintendent is unable to contact legal counsel, the Board President may do so if directed to by a majority of the Board at a Brown Act compliant meeting, whether in open or closed session.

Individual Board members shall not contact the District's legal counsel unless directed to by a majority of the Board or the Superintendent.

B. Negotiations:

Board members involvement in the collective bargaining process is twofold: ensuring that the District is represented well by those selected to negotiate on behalf of the Board and the community, while also ensuring that the ethical, fiscal and educational goals of the District are represented in the actions taken throughout the collective bargaining process.

As the representative of the Board, the Superintendent will guide the development of the bargaining strategy and will be responsible for facilitating the collective bargaining process. As such, Board members agree:

- Board members' participate by providing direction and guidance to those selected to represent the Board (District Negotiating Team).
- Board members will not participate in individual negotiation sessions, either directly (at the table) or indirectly (observing the District's negotiation team).
- Board members set the District's collective bargaining parameters for its negotiation team.
- Board members may expect that the Superintendent will ensure that the Board remains informed on the issues and strategies implemented within the collective bargaining process.
- Board members may encourage open communication to all those impacted by negotiations within these protocols.

C. Visits to Campus

Board members understand that school site visits are encouraged within the following parameters. As a professional courtesy, Board members will notify the Superintendent in advance in order to request a visit to a classroom or programs. Board members will be cautious about encroaching on the administrator's time and be mindful of their presence to ensure they are not disruptive to school activities and learning. Board members will be mindful that it is not the Board's job to evaluate District employees and will take every effort to maintain the distinct roles of the Board and Superintendent in District governance. Addressing Employee Issues, to be reported to Superintendent.

Board members agree to maintain a positive attitude and share positive observations. If a Board member, during observation, has concerns or critical questions, they will not raise them during the visit and instead, will present them to the Superintendent for resolution and follow-through.

Board members will always check in to the main office to announce the visit and wear a site-designated Board member or Trustee badge.

If visiting a site as a parent or family member, Board members will not wear a badge. Board members will adhere to the same guidelines as all parents/family and expect to be treated with the same respect as a parent/family member. In their capacity as a parent/family member, Board members acknowledge and agree that the same rules and regulations apply to them as apply to all parents/family members.

D. Employee Relations

If an employee contacts a Board member directly, the Board member should seek to determine if the inquiry is regarding a policy matter, which is a legitimate topic to discuss with a Board member, or an employment matter. When it is a policy matter, the Board member may listen, may report back at the next Board meeting and where possible, encourage the employee to share their thoughts with the proper committee or work group. If the topic is an employment matter, the Board member will advise the employee of the Board member's obligation to respect the Board's protocols and address the matter with the proper administrator.

4. Board Members and the Community

A. Board Members as Parents/Family Members

A Board member whose child/family member is attending a District school should be aware of their role as a Board member when interacting with District employees about their child/family member. Should a situation arise with a School Board Member's family, child, or relative, the Board member shall start at the most appropriate level in the chain of command to seek assistance in the situation, and will honor District lines of authority. In some situations, the Board Member may decide to confer with the Superintendent to determine the best or most sensitive way to seek assistance for the situation. Whenever a Board Member has had an exchange with a District staff member about a situation with their family, child, or relative, the Board Member shall inform the Superintendent or the Superintendent's designee.

Board members agree to meet with the Superintendent or designee before volunteering in their child or family member's classroom.

B. Complaints

Board members acknowledge that they do not have the authority to resolve complaints but want to be accessible, responsive, consistent and fair in dealings.

Any Board member approached directly by a person with a complaint will use the opportunity to explain the role of the Board, listen openly while remaining neutral, encourage the individual to address their complaint/concern with the person who can most directly address the issue, e.g., teacher, principal, or District administration and advise the individual that their complaint will receive proper consideration under District policies.

Board members agree to notify the Superintendent when a complaint, issue or concern is brought to their attention and, as appropriate, the Superintendent will follow-up with the Board member regarding resolution of the issue.

C. Community Engagement

Board members are encouraged to discuss non-confidential District business with community members outside of Board meetings remaining mindful of the Brown Act. However, without Board direction to act, a Board member has no more authority than any other member of our community. Board members should stress this point in conversations, and staff should not prioritize interactions with individual Board members above their primary responsibilities to the District.

D. Board Member Participation in District Events and Functions

Board members wish to maintain high visibility and show support for District programs. Board members may attend functions whenever possible, and shall remain positive in all situations. Board members must recognize that they are showing support of the District by their attendance, and not expect nor require special attention.

E. Role in Public

The Board understands the importance of being visible and accessible to the public. Board members will demonstrate their dedication and commitment to the governance team by clarifying their authority as one of five in all Board decisions and actions. Board members recognize that they represent the board in what they say and do, and will set an example of professionalism.

F. Electronic Mail and Social Media

The Governance Team recognizes that electronic communication is an efficient and convenient way to communicate and expedite the exchange information. Board members shall exercise caution to ensure that electronic communications are not used as a means for the Board to deliberate outside of an

agendized board meeting. If a Board member would like to share information with the rest of the board that is informative in nature, this information should be forwarded to the Superintendent to determine an appropriate method of distribution.

When using social media involving District related matters, Board members should be mindful that the Brown act applies. Board members shall not comment on or engage in other members' district related social media posts, shares, likes, etc. Board members may never share nonpublic information on social media.

Board members acknowledge that by discussing issues related to the District, electronic communications, including e-mail and social media interactions, are likely subject to disclosure under the California Public Records Act. Board members should evaluate whether they will maintain a separate personal social media site that does not involve District related issues.

G. Spokesperson

Once decisions have been made, the Superintendent will be the Spokesperson for the Board and describe the Board's processes and positons. In the event that the Superintendent is unavailable, the Board President shall act as the Spokesperson.

During disasters and emergencies, the Superintendent will take the lead in communicating information to the public, staff and press. The Board President will be responsible for this in the Superintendent's absence.

Meeting information will be the responsibility of the Superintendent and Board President.

All media inquiries will be responded to in a unified voice by the Superintendent and the Superintendent will inform the Board when the media has contacted the District.

5. Board Members and Fiscal Responsibility

A. Board Members and Fiscal Responsibility

The Governing Board provides first oversight of Fiscal Responsibility.